

102.6 **ARTICLE 3**

102.7 **TEACHERS**

102.8 Section 1. [120B.113] INCLUSIVE SCHOOL ENHANCEMENT GRANTS.

102.9 Subdivision 1. **Grant program established.** The commissioner must establish a grant

102.10 program to support implementation of world's best workforce strategies under section

102.11 120B.11, subdivision 2, clauses (4) and (6), to support collaborative efforts to make school

102.12 climate and curriculum more inclusive and respectful toward all students, families, and

102.13 employees, especially those of diverse racial and ethnic backgrounds.

102.14 Subd. 2. **Applications and grant awards.** The commissioner must determine application

102.15 procedures and deadlines, select schools to participate in the grant program, and determine

102.16 the payment process and amount of the grants. To the extent there are sufficient applications,

102.17 the commissioner should award an approximately equal number of grants between districts

102.18 in greater Minnesota and those in the Twin Cities metropolitan area. If there are an

102.19 insufficient number of applications received for either geographic area, the commissioner

102.20 may award grants to meet the requests for funds wherever a district is located.

102.21 Subd. 3. **Description.** The grant program must provide funding that supports collaborative

102.22 efforts to make schools' curricula and learning and work environments more inclusive and

102.23 respectful of students' racial and ethnic diversity and to address issues of structural inequities

102.24 in schools that create opportunity gaps and achievement gaps for students, families, and

102.25 staff who are of color or who are American Indian, consistent with the requirements for

102.26 long-term plans under section 124D.861, subdivision 2, paragraph (c).

102.27 Subd. 4. **Report.** Grant recipients must annually report to the commissioner by a date

102.28 and in a form and manner determined by the commissioner on efforts planned and

102.29 implemented that engaged students, families, educators, and community members of diverse

102.30 racial and ethnic backgrounds in making improvements to school climate and curriculum.

102.31 The report must assess the impact of those efforts as perceived by racially and ethnically

102.32 diverse stakeholders as well as the areas needed for further continuous improvement.

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

103.2 Sec. 2. [120B.117] INCREASING THE PERCENTAGE OF TEACHERS OF COLOR

103.3 AND AMERICAN INDIAN TEACHERS IN MINNESOTA.

103.4 Subdivision 1. **Purpose.** This section sets a goal for increasing the percentage of teachers

103.5 of color and American Indian teachers in Minnesota to increase access to effective teachers

103.6 who reflect the diversity of students.

103.7 Subd. 2. **Equitable access to diverse teachers.** The percentage of teachers of color or

103.8 American Indian teachers in Minnesota should increase at least two percentage points per

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61.13 **TEACHERS**

103.9 year to have a teaching workforce that more closely reflects the student population and  
 103.10 increase access to effective and diverse teachers by 2040.

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

103.13 Subd. 4. **Reporting.** (a) By October 1, 2019, and each odd-numbered year thereafter,  
 103.14 the Professional Educator Licensing and Standards Board must report on progress toward  
 103.15 achieving the goal adopted under this section. The board must submit the report to the chairs  
 103.16 and ranking minority members of the legislative committees with jurisdiction over  
 103.17 kindergarten through grade 12 education and higher education policy and finance in  
 103.18 accordance with section 3.195. The report must be available to the public on the board's  
 103.19 website. The board must report on the effectiveness of state-funded programs to increase  
 103.20 the recruitment, preparation, licensing, hiring, and retention of racially and ethnically diverse  
 103.21 teachers and the state's progress toward meeting or exceeding the goals of this section. The  
 103.22 board must consult with the four ethnic councils under sections 3.922 and 15.0145, along  
 103.23 with other community and stakeholder groups, including students of color, in developing  
 103.24 the report.

103.25 (b) The board must collaborate with the Department of Education and the Office of  
 103.26 Higher Education to summarize reports from the programs each agency administers and  
 103.27 any other programs receiving state appropriations with an explicit purpose of increasing  
 103.28 the racial and ethnic diversity of the state's teacher workforce to more closely reflect the  
 103.29 diversity of students. The report must include programs under sections 120B.113, 122A.2451,  
 103.30 122A.59, 122A.63, 122A.635, 122A.685, 122A.70, 124D.09, 124D.861, 136A.1275, and  
 103.31 136A.1791 along with any other programs or initiatives that receive state appropriations to  
 103.32 address the shortage of teachers of color and American Indian teachers.

104.1 (c) The report must include recommendations for state policy and funding needed to  
 104.2 achieve the goals of this section, plans for sharing the report and activities of grant recipients,  
 104.3 and opportunities among grant recipients of various programs to share effective practices  
 104.4 with each other. The 2019 report must include a recommendation on whether a state advisory  
 104.5 council should be established to address the shortage of racially and ethnically diverse  
 104.6 teachers and the composition and charge of such an advisory council if established.

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

104.8 Sec. 3. [122A.04] CODE OF ETHICS FOR TEACHERS.

104.9 Subdivision 1. **Scope.** Each teacher, upon entering the teaching profession, assumes a  
 104.10 number of obligations, one of which is to adhere to principles that define professional  
 104.11 conduct. These principles are reflected in the code of ethics in subdivision 2, which sets  
 104.12 forth to the education profession and the public it serves the standards of professional conduct  
 104.13 and procedures for implementation. This code applies to all persons licensed according to  
 104.14 rules established by the Professional Educator Licensing and Standards Board.

61.14 Section 1. [122A.051] CODE OF ETHICS.

61.15 Subdivision 1. **Scope.** Each teacher, upon entering the teaching profession, assumes a  
 61.16 number of obligations, one of which is to adhere to a set of principles that defines professional  
 61.17 conduct. These principles are reflected in the code of ethics, which sets forth to the education  
 61.18 profession and the public it serves standards of professional conduct. This code applies to  
 61.19 all persons licensed according to rules established by the Professional Educator Licensing  
 61.20 and Standards Board.

104.15 Subd. 2. **Standards of professional conduct.** (a) A teacher must provide professional  
104.16 education services in a nondiscriminatory manner.

104.17 (b) A teacher must make reasonable effort to protect a student from conditions harmful  
104.18 to health and safety.

104.19 (c) In accordance with state and federal laws, a teacher must disclose confidential  
104.20 information about individuals only when a compelling professional purpose is served or  
104.21 when required by law.

104.22 (d) A teacher must take reasonable disciplinary action in exercising the authority to  
104.23 provide an atmosphere conducive to learning.

104.24 (e) A teacher must not use a professional relationship with a student, parent, or colleague  
104.25 to private advantage.

104.26 (f) A teacher must delegate authority for teaching responsibilities only to licensed  
104.27 personnel.

104.28 (g) A teacher must not deliberately suppress or distort subject matter.

104.29 (h) A teacher must not knowingly falsify or misrepresent records or facts relating to the  
104.30 teacher's own qualifications or other teachers' qualifications.

104.31 (i) A teacher must not knowingly make a false or malicious statement about a student  
104.32 or colleague.

105.1 (j) A teacher must accept a contract for a teaching position that requires licensing only  
105.2 if properly or provisionally licensed for that position.

105.3 (k) A teacher must not engage in any sexual conduct or contact with a student.

105.4 Sec. 4. Minnesota Statutes 2018, section 122A.06, subdivision 2, is amended to read:

105.5 Subd. 2. **Teacher.** "Teacher" means a classroom teacher or other similar professional  
105.6 employee required to hold a license or permission from the Professional Educator Licensing  
105.7 and Standards Board.

105.8 Sec. 5. Minnesota Statutes 2018, section 122A.06, subdivision 5, is amended to read:

105.9 Subd. 5. **Field.** A "field," "licensure area," or "subject area" means the content area in  
105.10 which a teacher may become licensed to teach.

105.11 Sec. 6. Minnesota Statutes 2018, section 122A.06, subdivision 7, is amended to read:

105.12 Subd. 7. **Teacher preparation program.** "Teacher preparation program" means a  
105.13 program approved by the Professional Educator Licensing and Standards Board for the  
105.14 purpose of preparing individuals for a specific teacher licensure field in Minnesota. ~~Teacher~~

61.21 Subd. 2. **Standards of professional conduct.** (a) A teacher must provide professional  
61.22 education services in a nondiscriminatory manner, including not discriminating on the basis  
61.23 of political, ideological, or religious beliefs.

61.24 (b) A teacher must make a reasonable effort to protect students from conditions harmful  
61.25 to health and safety.

61.26 (c) In accordance with state and federal laws, a teacher must disclose confidential  
61.27 information about individuals only when a compelling professional purpose is served or  
61.28 when required by law.

61.29 (d) A teacher must take reasonable disciplinary action in exercising the authority to  
61.30 provide an atmosphere conducive to learning.

62.1 (e) A teacher must not use professional relationships with students, parents, and  
62.2 colleagues to personal advantage.

62.3 (f) A teacher must delegate authority for teaching responsibilities only to licensed  
62.4 personnel or as otherwise provided by law.

62.5 (g) A teacher must not deliberately suppress or distort subject matter.

62.6 (h) A teacher must not knowingly falsify or misrepresent records or facts relating to that  
62.7 teacher's own qualifications or to other teachers' qualifications.

62.8 (i) A teacher must not knowingly make false or malicious statements about students or  
62.9 colleagues.

62.10 (j) A teacher must accept a contract for a teaching position that requires licensing only  
62.11 if properly or provisionally licensed for that position.

62.12 (k) A teacher must not engage in any sexual conduct or contact with a student.

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

105.15 ~~preparation programs include traditional programs delivered by postsecondary institutions,~~  
 105.16 ~~alternative teacher preparation programs, and nonconventional teacher preparation programs.~~

105.17 Sec. 7. Minnesota Statutes 2018, section 122A.06, subdivision 8, is amended to read:

105.18 Subd. 8. **Teacher preparation program provider.** "Teacher preparation program  
 105.19 provider" or "unit" means an entity that has primary responsibility for overseeing and  
 105.20 delivering a teacher preparation program. Teacher preparation program providers include  
 105.21 postsecondary institutions and alternative teacher preparation providers aligned to section  
 105.22 122A.2451.

105.23 Sec. 8. Minnesota Statutes 2018, section 122A.07, subdivision 1, is amended to read:

105.24 Subdivision 1. **Appointment of members.** The Professional Educator Licensing and  
 105.25 Standards Board consists of ~~11~~ 13 members appointed by the governor, with the advice and  
 105.26 consent of the senate. Membership terms, compensation of members, removal of members,  
 105.27 the filling of membership vacancies, and fiscal year and reporting requirements are as  
 105.28 provided in sections 214.07 to 214.09. No member may be reappointed for more than one  
 105.29 additional term.

106.1 Sec. 9. Minnesota Statutes 2018, section 122A.07, subdivision 2, is amended to read:

106.2 Subd. 2. **Eligibility; board composition.** Each nominee, other than a public nominee,  
 106.3 must be selected on the basis of professional experience and knowledge of teacher education,  
 106.4 accreditation, and licensure. The board must be composed of:

106.5 (1) ~~six~~ seven teachers who are currently teaching in a Minnesota school or who were  
 106.6 teaching at the time of the appointment, have at least five years of teaching experience, and  
 106.7 were not serving in an administrative function at a school district or school when appointed.  
 106.8 The ~~six~~ seven teachers must include the following:

106.9 (i) one teacher in a charter school;

106.10 (ii) one teacher from the seven-county metropolitan area, as defined in section 473.121,  
 106.11 subdivision 2;

106.12 (iii) one teacher from outside the seven-county metropolitan area;

106.13 (iv) one teacher from a related service category licensed by the board;

106.14 (v) one special education teacher; and

106.15 (vi) two teachers that represent current or emerging trends in education;

106.16 ~~(vi)~~ (2) one teacher from educator currently teaching in a Minnesota-approved teacher  
 106.17 preparation program; who has previously taught for at least five years in a birth through  
 106.18 grade 12 setting;

106.19 ~~(2)~~ (3) one superintendent that alternates each term between a superintendent from the  
106.20 seven-county metropolitan area, as defined in section 473.121, subdivision 2, and a  
106.21 superintendent from outside the metropolitan area;

106.22 ~~(3)~~ (4) one school district human resources director;

106.23 ~~(4)~~ (5) one administrator of a cooperative unit under section 123A.24, subdivision 2,  
106.24 who oversees a special education program and who has previously taught for at least five  
106.25 years in a birth through grade 12 setting;

106.26 ~~(5)~~ (6) one principal that alternates each term between an elementary and a secondary  
106.27 school principal; and

106.28 ~~(6)~~ (7) one member of the public that may be a current or former school board member.

107.1 Sec. 10. Minnesota Statutes 2018, section 122A.07, subdivision 4a, is amended to read:

107.2 Subd. 4a. **Administration.** (a) The executive director of the board ~~shall~~ must be the  
107.3 chief administrative officer for the board but ~~shall~~ must not be a member of the board. The  
107.4 executive director ~~shall~~ must maintain the records of the board, account for all fees received  
107.5 by the board, supervise and direct employees servicing the board, and perform other services  
107.6 as directed by the board.

107.7 (b) The Department of Administration must provide administrative support in accordance  
107.8 with section 16B.371. The commissioner of administration must assess the board for services  
107.9 it provides under this section.

107.10 ~~(c) The Department of Education must provide suitable offices and other space to the~~  
107.11 ~~board at reasonable cost until January 1, 2020. Thereafter, the board may contract with~~  
107.12 ~~either the Department of Education or the Department of Administration for the provision~~  
107.13 ~~of suitable offices and other space, joint conference and hearing facilities, and examination~~  
107.14 ~~rooms.~~

107.15 Sec. 11. Minnesota Statutes 2018, section 122A.07, is amended by adding a subdivision  
107.16 to read:

107.17 Subd. 6. **Public employer compensation reduction prohibited.** The public employer  
107.18 of a member must not reduce the member's compensation or benefits for the member's  
107.19 absence from employment when engaging in the business of the board.

62.14 Sec. 2. Minnesota Statutes 2018, section 122A.07, is amended by adding a subdivision to  
62.15 read:

62.16 Subd. 6. **Public employer compensation reduction prohibited.** The public employer  
62.17 of a member shall not reduce the member's compensation or benefits because of the member's  
62.18 absence from employment when engaging in the business of the board.

62.19 Sec. 3. Minnesota Statutes 2018, section 122A.09, subdivision 2, is amended to read:

62.20 Subd. 2. **Advise members of profession.** (a) The Professional Educator Licensing and  
62.21 Standards Board must act in an advisory capacity to members of the profession in matters  
62.22 of interpretation of the code of ethics in section 122A.051.

62.23 (b) The board must develop a process for a school district or charter school to receive  
62.24 a written complaint about a teacher under the code of ethics and forward the complaint to  
62.25 the board. A school board must inform parents and guardians of students in the school

107.20 Sec. 12. Minnesota Statutes 2018, section 122A.09, subdivision 9, is amended to read:

107.21 Subd. 9. **Professional Educator Licensing and Standards Board must adopt rules.** (a)

107.22 The Professional Educator Licensing and Standards Board must adopt rules subject to the

107.23 provisions of chapter 14 to implement sections 120B.363, 122A.05 to 122A.09, 122A.092,

107.24 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185,

107.25 122A.187, 122A.188, 122A.20, 122A.21, 122A.23, 122A.2451, 122A.26, 122A.28, and

107.26 122A.29.

107.27 (b) The board must adopt rules relating to fields of licensure, including a process for

107.28 granting permission to a licensed teacher to teach in a field that is different from the teacher's

107.29 field of licensure without change to the teacher's license tier level.

107.30 (c) The board must adopt rules relating to the grade levels that a licensed teacher may

107.31 teach.

108.1 (d) If a rule adopted by the board is in conflict with a session law or statute, the law or

108.2 statute prevails. Terms adopted in rule must be clearly defined and must not be construed

108.3 to conflict with terms adopted in statute or session law.

108.4 (e) The board must include a description of a proposed rule's probable effect on teacher

108.5 supply and demand in the board's statement of need and reasonableness under section 14.131.

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

108.7 Sec. 13. Minnesota Statutes 2018, section 122A.091, subdivision 1, is amended to read:

108.8 Subdivision 1. **Teacher and administrator preparation and performance data;**

108.9 **report.** (a) The Professional Educator Licensing and Standards Board and the Board of

108.10 School Administrators, in cooperation with board-adopted teacher or administrator

108.11 preparation programs, annually must collect and report summary data on teacher and

108.12 administrator preparation and performance outcomes, consistent with this subdivision. The

108.13 Professional Educator Licensing and Standards Board and the Board of School Administrators

108.14 annually by June 1 must update and post the reported summary preparation and performance

108.15 data on teachers and administrators from the preceding school years on a website hosted

108.16 jointly by the boards.

108.17 (b) Publicly reported summary data on teacher preparation programs must include:

108.18 (1) student entrance requirements for each Professional Educator Licensing and Standards

108.19 Board-approved program, including grade point average for enrolling students in the

108.20 preceding year;

62.26 district or charter school of their ability to submit a complaint to the school board under

62.27 this section.

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

- 108.21 (2) the average board-adopted skills examination or ACT or SAT scores of students  
 108.22 entering the program in the preceding year;
- 108.23 (3) summary data on faculty qualifications, including at least the content areas of faculty  
 108.24 undergraduate and graduate degrees and their years of experience either as kindergarten  
 108.25 through grade 12 classroom teachers or school administrators;
- 108.26 (4) the average time resident and nonresident program graduates in the preceding year  
 108.27 needed to complete the program;
- 108.28 (5) the current number and percentage of students by program who graduated, received  
 108.29 a standard Minnesota teaching license, and were hired to teach full time in their licensure  
 108.30 field in a Minnesota district or school in the preceding year disaggregated by race, except  
 108.31 when disaggregation would not yield statistically reliable results or would reveal personally  
 108.32 identifiable information about an individual;
- 109.1 (6) the number of content area credits and other credits by undergraduate program that  
 109.2 students in the preceding school year needed to complete to graduate;
- 109.3 (7) students' pass rates on skills and subject matter exams required for graduation in  
 109.4 each program and licensure area in the preceding school year;
- 109.5 (8) survey results measuring student and graduate program completer satisfaction with  
 109.6 the program in the preceding school year disaggregated by race, except when disaggregation  
 109.7 would not yield statistically reliable results or would reveal personally identifiable  
 109.8 information about an individual;
- 109.9 (9) a standard measure of the satisfaction of school principals or supervising teachers  
 109.10 with the student teachers program completer assigned to a school or supervising teacher;  
 109.11 and
- 109.12 (10) information under subdivision 3, paragraphs (a) and (b).  
 109.13 Program reporting must be consistent with subdivision 2.
- 109.14 (c) Publicly reported summary data on administrator preparation programs approved by  
 109.15 the Board of School Administrators must include:
- 109.16 (1) summary data on faculty qualifications, including at least the content areas of faculty  
 109.17 undergraduate and graduate degrees and the years of experience either as kindergarten  
 109.18 through grade 12 classroom teachers or school administrators;
- 109.19 (2) the average time program graduates in the preceding year needed to complete the  
 109.20 program;
- 109.21 (3) the current number and percentage of students who graduated, received a standard  
 109.22 Minnesota administrator license, and were employed as an administrator in a Minnesota  
 109.23 school district or school in the preceding year disaggregated by race, except when

- 109.24 disaggregation would not yield statistically reliable results or would reveal personally  
 109.25 identifiable information about an individual;
- 109.26 (4) the number of credits by graduate program that students in the preceding school year  
 109.27 needed to complete to graduate;
- 109.28 (5) survey results measuring student, graduate, and employer satisfaction with the  
 109.29 program in the preceding school year disaggregated by race, except when disaggregation  
 109.30 would not yield statistically reliable results or would reveal personally identifiable  
 109.31 information about an individual; and
- 109.32 (6) information under subdivision 3, paragraphs (c) and (d).
- 110.1 Program reporting must be consistent with section 122A.14, subdivision 10.
- 110.2 Sec. 14. Minnesota Statutes 2018, section 122A.092, subdivision 5, is amended to read:
- 110.3 Subd. 5. **Reading strategies.** (a) ~~All colleges and universities~~ preparation providers  
 110.4 approved by the Professional Educator Licensing and Standards Board to prepare persons  
 110.5 for classroom teacher licensure must include in their teacher preparation programs  
 110.6 research-based best practices in reading, consistent with section 122A.06, subdivision 4,  
 110.7 that enables the licensure candidate to teach reading in the candidate's content areas. Teacher  
 110.8 candidates must be instructed in using students' native languages as a resource in creating  
 110.9 effective differentiated instructional strategies for English learners developing literacy skills.  
 110.10 These colleges and universities also must prepare early childhood and elementary teacher  
 110.11 candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184,  
 110.12 respectively, for the portion of the examination under section 122A.185, subdivision 1,  
 110.13 paragraph (c), covering assessment of reading instruction.
- 110.14 (b) Board-approved teacher preparation programs for teachers of elementary education  
 110.15 must require instruction in applying comprehensive, scientifically based, and balanced  
 110.16 reading instruction programs that:
- 110.17 (1) teach students to read using foundational knowledge, practices, and strategies  
 110.18 consistent with section 122A.06, subdivision 4, so that all students achieve continuous  
 110.19 progress in reading; and
- 110.20 (2) teach specialized instruction in reading strategies, interventions, and remediations  
 110.21 that enable students of all ages and proficiency levels to become proficient readers.

- 63.1 Sec. 4. Minnesota Statutes 2018, section 122A.092, subdivision 5, is amended to read:
- 63.2 Subd. 5. **Reading strategies.** (a) ~~All colleges and universities~~ A teacher preparation  
 63.3 program approved by the Professional Educator Licensing and Standards Board to prepare  
 63.4 persons for classroom teacher licensure must include in their teacher preparation programs  
 63.5 research-based best practices in reading, consistent with section 122A.06, subdivision 4,  
 63.6 that enables the licensure candidate to teach reading in the candidate's content areas. Teacher  
 63.7 candidates must be instructed in using students' native languages as a resource in creating  
 63.8 effective differentiated instructional strategies for English learners developing literacy skills.  
 63.9 These colleges and universities also must prepare early childhood and elementary teacher  
 63.10 candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184,  
 63.11 respectively, for the portion of the examination under section 122A.185, subdivision 1,  
 63.12 paragraph (c), covering assessment of reading instruction.
- 63.13 (b) Board-approved teacher preparation programs for teachers of elementary education  
 63.14 must require instruction in applying comprehensive, ~~scientifically based~~ evidence-based,  
 63.15 and balanced structured reading instruction programs that:
- 63.16 (1) teach students to read using foundational knowledge, practices, and strategies  
 63.17 consistent with section 122A.06, subdivision 4, so that all students achieve continuous  
 63.18 progress in reading; and
- 63.19 (2) teach specialized instruction in reading strategies, interventions, and remediations  
 63.20 that enable students of all ages and proficiency levels to become proficient readers.
- 63.21 (c) Board-approved teacher preparation programs for teachers of elementary education,  
 63.22 early childhood education, special education, and reading intervention must include  
 63.23 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation  
 63.24 programs may consult with the Department of Education, including the dyslexia specialist  
 63.25 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia  
 63.26 must be modeled on practice standards of the International Dyslexia Association, and must  
 63.27 address:



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

110.24 Sec. 15. Minnesota Statutes 2018, section 122A.092, subdivision 6, is amended to read:

110.25 Subd. 6. **Technology strategies.** All colleges and universities preparation providers  
110.26 approved by the Professional Educator Licensing and Standards Board to prepare persons  
110.27 for classroom teacher licensure must include in their teacher preparation programs the  
110.28 knowledge and skills teacher candidates need to engage students with technology and deliver  
110.29 digital and blended learning and curriculum.

111.1 Sec. 16. Minnesota Statutes 2018, section 122A.17, is amended to read:

111.2 122A.17 VALIDITY OF CERTIFICATES OR LICENSES.

111.3 (a) A rule adopted by the Board of Teaching or the Professional Educator Licensing and  
111.4 Standards Board must not affect the validity of certificates or licenses to teach in effect on  
111.5 July 1, 1974, or the rights and privileges of the holders thereof, except that any such  
111.6 certificate or license may be suspended or revoked for any of the causes and by the procedures  
111.7 specified by law.

111.8 (b) All teacher licenses in effect on January 1, 2018, shall remain valid for one additional  
111.9 year after the date the license is scheduled to expire.

111.10 Sec. 17. Minnesota Statutes 2018, section 122A.175, subdivision 2, is amended to read:

111.11 Subd. 2. **Background check account.** An educator licensure background check account  
111.12 is created in the special revenue fund. The Department of Education, the Professional  
111.13 Educator Licensing and Standards Board, and the Board of School Administrators must  
111.14 deposit all payments submitted by license applicants for criminal background checks  
111.15 conducted by the Bureau of Criminal Apprehension in the educator licensure background  
111.16 check account. Amounts in the account are annually appropriated to the commissioner of  
111.17 education for payment to the superintendent of the Bureau of Criminal Apprehension  
111.18 Professional Educator Licensing and Standards Board for the costs of background checks  
111.19 on applicants for licensure.

111.20 Sec. 18. Minnesota Statutes 2018, section 122A.18, subdivision 7c, is amended to read:

63.28 (1) the nature and symptoms of dyslexia;

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

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

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

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

64.3 **EFFECTIVE DATE.** This section is effective June 1, 2020.

111.21 Subd. 7c. **Temporary military license.** The Professional Educator Licensing and  
 111.22 Standards Board shall establish a temporary license in accordance with section 197.4552  
 111.23 for teaching. The fee for a temporary license under this subdivision shall be ~~\$87.90 for an~~  
 111.24 ~~online application or \$86.40 for a paper application~~ \$57. The board must provide candidates  
 111.25 for a license under this subdivision with information regarding the tiered licensure system  
 111.26 provided in sections 122A.18 to 122A.184.

111.27 Sec. 19. Minnesota Statutes 2018, section 122A.18, subdivision 8, is amended to read:

111.28 Subd. 8. **Background checks.** (a) The Professional Educator Licensing and Standards  
 111.29 Board and the Board of School Administrators must ~~request obtain~~ a criminal history  
 111.30 background check ~~from the superintendent of the Bureau of Criminal Apprehension~~ on all  
 111.31 first-time teaching applicants for licenses under their jurisdiction. Applicants must include  
 111.32 with their licensure applications:

112.1 (1) an executed criminal history consent form, including fingerprints; and

112.2 (2) ~~a money order or cashier's check payable to the Bureau of Criminal Apprehension~~  
 112.3 ~~for the fee for conducting the criminal history~~ payment to conduct the background check.

112.4 (b) The ~~superintendent of background check for all first-time teaching applicants for~~  
 112.5 ~~licenses must include a review of information from the Bureau of Criminal Apprehension~~  
 112.6 ~~shall perform the background check required under paragraph (a) by retrieving, including~~  
 112.7 ~~criminal history data as defined in section 13.87, and shall must also conduct a search include~~  
 112.8 ~~a review~~ of the national criminal records repository. The superintendent ~~of the Bureau of~~  
 112.9 ~~Criminal Apprehension~~ is authorized to exchange fingerprints with the Federal Bureau of  
 112.10 Investigation for purposes of the criminal history check. The superintendent shall recover  
 112.11 the cost to the bureau of a background check through the fee charged to the applicant under  
 112.12 paragraph (a).

112.13 ~~(c) The Professional Educator Licensing and Standards Board or the Board of School~~  
 112.14 ~~Administrators may issue a license pending completion of a background check under this~~  
 112.15 ~~subdivision, but must notify the individual and the school district or charter school employing~~  
 112.16 ~~the individual that the individual's license may be revoked based on the result of the~~  
 112.17 ~~background check.~~

112.18 ~~(c) The Professional Educator Licensing and Standards Board may contract with the~~  
 112.19 ~~commissioner of human services to conduct background checks and obtain background~~  
 112.20 ~~check data required under this chapter.~~

NOTE: RESOLUTION OF THE LANGUAGE IN M.S. SECTION 122A.18  
 AFFECTS THE LANGUAGE OF APPROPRIATIONS IN ARTICLE 10

112.21 Sec. 20. Minnesota Statutes 2018, section 122A.18, subdivision 10, is amended to read:

132.15 Sec. 2. Minnesota Statutes 2018, section 122A.18, subdivision 8, is amended to read:

132.16 Subd. 8. **Background checks.** (a) The Professional Educator Licensing and Standards  
 132.17 Board and the Board of School Administrators must ~~request~~ a criminal history background  
 132.18 check ~~from the superintendent of the Bureau of Criminal Apprehension~~ on all first-time  
 132.19 teaching applicants for licenses under their jurisdiction. Applicants must include with their  
 132.20 licensure applications:

132.21 (1) an executed criminal history consent form, including fingerprints; and

132.22 (2) ~~a money order or cashier's check payable to the Bureau of Criminal Apprehension~~  
 132.23 ~~for the fee for conducting~~ payment to conduct the ~~criminal history~~ background check. ~~The~~  
 132.24 ~~Professional Educator Licensing and Standards Board must deposit payments received under~~  
 132.25 ~~this subdivision in the general fund.~~

132.26 (b) The superintendent of the Bureau of Criminal Apprehension shall ~~perform~~ the  
 132.27 background check required under paragraph (a) by retrieving criminal history data as defined  
 132.28 in section 13.87 and shall also ~~conduct a search~~ of the national criminal records repository.  
 132.29 The superintendent is authorized to exchange fingerprints with the Federal Bureau of  
 132.30 Investigation for purposes of the criminal history check. The superintendent shall recover  
 132.31 the cost to the bureau of a background check through the fee charged to the applicant under  
 132.32 paragraph (a).

133.1 ~~(c) The Professional Educator Licensing and Standards Board or the Board of School~~  
 133.2 ~~Administrators may issue a license pending completion of a background check under this~~  
 133.3 ~~subdivision, but must notify the individual and the school district or charter school employing~~  
 133.4 ~~the individual that the individual's license may be revoked based on the result of the~~  
 133.5 ~~background check.~~

- 112.22 Subd. 10. **Licensure via portfolio.** (a) The Professional Educator Licensing and Standards  
 112.23 Board must adopt rules establishing a process for an eligible candidate to obtain ~~any teacher~~  
 112.24 a Tier 3 license ~~under subdivision 1~~, or to add a licensure field; via portfolio. The portfolio  
 112.25 licensure application process must be consistent with the requirements in this subdivision.
- 112.26 (b) A candidate for a Tier 3 license via portfolio must submit to the board one portfolio  
 112.27 demonstrating pedagogical competence and one portfolio demonstrating content competence.
- 112.28 (c) A candidate seeking to add a licensure field via portfolio must submit to the board  
 112.29 one portfolio demonstrating content competence for each licensure field the candidate seeks  
 112.30 to add.
- 112.31 (d) The board must notify a candidate who submits a portfolio under paragraph (b) or  
 112.32 (c) within 90 calendar days after the portfolio is received whether or not the portfolio is  
 112.33 approved. If the portfolio is not approved, the board must immediately inform the candidate  
 113.1 how to revise the portfolio to successfully demonstrate the requisite competence. The  
 113.2 candidate may resubmit a revised portfolio at any time and the board must approve or  
 113.3 disapprove the revised portfolio within 60 calendar days of receiving it.
- 113.4 (e) A candidate must pay to the board a \$300 fee for the first portfolio submitted for  
 113.5 review and a \$200 fee for any portfolio submitted subsequently. The revenue generated  
 113.6 from the fee must be deposited in an education licensure portfolio account in the special  
 113.7 revenue fund. The fees are nonrefundable for applicants not qualifying for a license. The  
 113.8 board may waive or reduce fees for candidates based on financial need. a fee for a portfolio  
 113.9 in accordance with section 122A.21, subdivision 4.
- 113.10 Sec. 21. Minnesota Statutes 2018, section 122A.181, subdivision 3, is amended to read:
- 113.11 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and  
 113.12 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license  
 113.13 may be renewed subject to paragraphs (b) and (c). The board may submit written comments  
 113.14 to the district or charter school that requested the renewal regarding the candidate.
- 113.15 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1  
 113.16 license if:
- 113.17 (1) the district or charter school requesting the renewal demonstrates that it has posted  
 113.18 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license  
 113.19 for the position;
- 113.20 (2) the teacher holding the Tier 1 license took a content examination in accordance with  
 113.21 section 122A.185 and submitted the examination results to the teacher's employing district  
 113.22 or charter school within one year of the board approving the request for the initial Tier 1  
 113.23 license; and
- 113.24 (3) the teacher holding the Tier 1 license participated in cultural competency training  
 113.25 consistent with section 120B.30, subdivision 1, paragraph (q), within one year of the board  
 113.26 approving the request for the initial Tier 1 license.

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

113.29 ~~(c) A Tier 1 license must not be renewed more than three times one time, unless the~~  
113.30 ~~requesting district or charter school can show good cause for additional renewals. A Tier 1~~  
113.31 ~~license issued to teach (1) a class or course in a career and technical education or career~~  
113.32 ~~pathway course of study or (2) in a shortage area, as defined in section 122A.06, subdivision~~  
113.33 ~~6, may be renewed without limitation.~~

114.1 Sec. 22. Minnesota Statutes 2018, section 122A.181, subdivision 4, is amended to read:

114.2 Subd. 4. **Application.** ~~(a) The Professional Educator Licensing and Standards Board~~  
114.3 ~~must accept applications for a Tier 1 teaching license beginning July 1 of the school year~~  
114.4 ~~for which the license is requested and must issue or deny the Tier 1 teaching license within~~  
114.5 ~~30 days of receiving the completed application.~~

114.6 ~~(b) The Professional Educator Licensing and Standards Board may accept applications~~  
114.7 ~~for a Tier 1 license from applicants requiring a work visa, including applications to renew~~  
114.8 ~~a Tier 1 license, before July 1.~~

114.9 Sec. 23. Minnesota Statutes 2018, section 122A.181, subdivision 5, is amended to read:

114.10 Subd. 5. **Limitations on license.** ~~(a) A Tier 1 license is limited to the content matter~~  
114.11 ~~indicated on the application for the initial Tier 1 license under subdivision 1, clause (2), and~~  
114.12 ~~limited to the district or charter school that requested the initial Tier 1 license.~~

114.13 ~~(b) A Tier 1 license does not bring an individual within the definition of a teacher for~~  
114.14 ~~purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1, clause (a).~~

114.15 ~~(c) A Tier 1 license does not bring an individual within the definition of a teacher under~~  
114.16 ~~section 179A.03, subdivision 18.~~

114.17 Sec. 24. Minnesota Statutes 2018, section 122A.182, subdivision 1, is amended to read:

114.18 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards  
114.19 Board must approve a request from a district or charter school to issue a Tier 2 license in a  
114.20 specified content area to a candidate if:

114.21 (1) the candidate meets the educational or professional requirements in paragraph (b)  
114.22 or (c);

114.23 (2) the candidate:

114.24 ~~(i) has completed the coursework required under subdivision 2;~~

114.25 ~~(ii) (i) is enrolled in a Minnesota-approved teacher preparation program, including an~~  
114.26 ~~alternative preparation program under section 122A.2451, or a state-approved teacher~~  
114.27 ~~preparation program if no licensure program exists in Minnesota; or~~

64.4 Sec. 5. Minnesota Statutes 2018, section 122A.182, subdivision 1, is amended to read:

64.5 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards  
64.6 Board must approve a request from a district or charter school to issue a Tier 2 license in a  
64.7 specified content area to a candidate if:

64.8 (1) the candidate meets the educational or professional requirements in paragraph (b)  
64.9 or (c);

64.10 (2) the candidate:

64.11 ~~(i) has completed the coursework required under subdivision 2;~~

64.12 ~~(ii) is enrolled in a Minnesota-approved teacher preparation program or a state-approved~~  
64.13 ~~teacher preparation program if no licensure program exists in Minnesota; or~~

114.28 ~~(iii) has a master's degree in the specified content area~~ (ii) has completed a state-approved  
114.29 ~~teacher preparation program but does not meet the requirements for a Tier 3 license; and~~

115.1 (3) the district or charter school demonstrates that a criminal background check under  
115.2 section 122A.18, subdivision 8, has been completed on the candidate.

115.3 (b) A candidate for a Tier 2 license must have a bachelor's degree to teach a class outside  
115.4 a career and technical education or career pathways course of study.

115.5 (c) A candidate for a Tier 2 license must have one of the following credentials in a  
115.6 relevant content area to teach a class or course in a career and technical education or career  
115.7 pathways course of study:

115.8 (1) an associate's degree;

115.9 (2) a professional certification; or

115.10 (3) five years of relevant work experience.

115.11 Sec. 25. Minnesota Statutes 2018, section 122A.182, subdivision 3, is amended to read:

115.12 Subd. 3. **Term of license and renewal.** The Professional Educator Licensing and  
115.13 Standards Board must issue an initial Tier 2 license for a term of two years. A Tier 2 license  
115.14 may be renewed ~~three~~ two times. Before a Tier 2 license is renewed for the first time, a  
115.15 teacher holding a Tier 2 license must participate in cultural competency training consistent  
115.16 with section 120B.30, subdivision 1, paragraph (q). The board must issue rules setting forth  
115.17 the conditions for additional renewals after the initial license has been renewed ~~three~~ two  
115.18 times.

115.19 Sec. 26. Minnesota Statutes 2018, section 122A.182, subdivision 4, is amended to read:

115.20 Subd. 4. **Application.** (a) The Professional Educator Licensing and Standards Board  
115.21 must accept applications for a Tier 2 teaching license beginning July 1 of the school year  
115.22 for which the license is requested and must issue or deny the Tier 2 teaching license within  
115.23 30 days of receiving the completed application.

115.24 (b) The Professional Educator Licensing and Standards Board may accept applications  
115.25 for a Tier 2 license from applicants requiring a work visa, including applications to renew  
115.26 a Tier 2 license, before July 1.

115.27 Sec. 27. Minnesota Statutes 2018, section 122A.183, subdivision 2, is amended to read:

115.28 Subd. 2. **Coursework.** A candidate for a Tier 3 license must meet the coursework  
115.29 requirement by demonstrating one of the following:

115.30 (1) completion of a Minnesota-approved teacher preparation program;

116.1 (2) completion of a state-approved teacher preparation program that includes field-specific  
116.2 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher

64.14 (iii) has a master's degree in the specified content area; and

64.15 (3) the district or charter school demonstrates that a criminal background check under  
64.16 section 122A.18, subdivision 8, has been completed on the candidate.

64.17 (b) A candidate for a Tier 2 license must have a bachelor's degree to teach a class outside  
64.18 a career and technical education or career pathways course of study.

64.19 (c) A candidate for a Tier 2 license must have one of the following credentials in a  
64.20 relevant content area to teach a class or course in a career and technical education or career  
64.21 pathways course of study:

64.22 (1) an associate's degree;

64.23 (2) a professional certification; or

64.24 (3) five years of relevant work experience.

116.3 preparation programs. The field-specific student teaching requirement does not apply to a  
116.4 candidate that has two years of teaching experience;

116.5 (3) submission of a content-specific licensure portfolio; or

116.6 (4) a professional teaching license from another state, evidence that the candidate's  
116.7 license is in good standing, and two years of teaching experience; or

116.8 ~~(5) three years of teaching experience under a Tier 2 license and evidence of summative  
116.9 teacher evaluations that did not result in placing or otherwise keeping the teacher on an  
116.10 improvement process pursuant to section 122A.40, subdivision 8, or section 122A.41,  
116.11 subdivision 5.~~

116.12 Sec. 28. Minnesota Statutes 2018, section 122A.183, subdivision 4, is amended to read:

116.13 Subd. 4. **Mentorship and evaluation.** A teacher holding a Tier 3 license must participate  
116.14 in the employing district or charter school's a mentorship and evaluation program, including  
116.15 an individual growth and development plan. A teacher holding a Tier 3 license may satisfy  
116.16 the mentorship requirement by participating in a mentorship program during the teacher's  
116.17 first year in a new district or charter school, including a school year when the teacher held  
116.18 a Tier 1 or Tier 2 license. No teacher holding a Tier 3 license may be required to serve as  
116.19 a mentor to another teacher in order to fulfill this requirement.

116.20 Sec. 29. Minnesota Statutes 2018, section 122A.184, subdivision 1, is amended to read:

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

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

116.27 (2) the candidate has at least three years of teaching experience in Minnesota; and

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

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

117.4 Sec. 30. Minnesota Statutes 2018, section 122A.184, subdivision 3, is amended to read:

117.5 Subd. 3. **Mentorship and evaluation.** A teacher holding a Tier 4 license must participate  
117.6 in the employing district or charter school's a mentorship and evaluation program, including  
117.7 an individual growth and development plan. A teacher holding a Tier 4 license may satisfy  
117.8 the mentorship requirement by participating in a mentorship program during the teacher's  
117.9 first year in a new district or charter school, including a school year when the teacher held

117.10 a Tier 1, 2, or 3 license. No teacher holding a Tier 4 license may be required to serve as a  
117.11 mentor to another teacher in order to fulfill this requirement.

117.12 Sec. 31. Minnesota Statutes 2018, section 122A.185, subdivision 1, is amended to read:

117.13 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board  
117.14 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted  
117.15 examination of skills in reading, writing, and mathematics before being granted a Tier 4  
117.16 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,  
117.17 secondary, or special education programs. The board must grant a Tier 4 license to a  
117.18 candidate with a Tier 3 license whose employing school district or charter school verifies  
117.19 the candidate's skills in reading, writing, and mathematics for teaching in the licensure field.  
117.20 Candidates may obtain a Tier 1, Tier 2, or Tier 3 license to provide direct instruction to  
117.21 pupils in elementary, secondary, or special education programs if candidates meet the other  
117.22 requirements in section 122A.181, 122A.182, or 122A.183, respectively.

117.23 (b) The board must adopt rules requiring candidates for Tier 3 and Tier 4 licenses to  
117.24 pass an examination of general pedagogical knowledge and examinations of licensure field  
117.25 specific content. The content examination requirement does not apply if no relevant content  
117.26 exam exists.

117.27 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must  
117.28 pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,  
117.29 scientifically based reading instruction under section 122A.06, subdivision 4, knowledge  
117.30 and understanding of the foundations of reading development, development of reading  
117.31 comprehension and reading assessment and instruction, and the ability to integrate that  
117.32 knowledge and understanding into instruction strategies under section 122A.06, subdivision  
117.33 4.

118.1 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills  
118.2 examination does not apply to nonnative English speakers, as verified by qualified Minnesota  
118.3 school district personnel or Minnesota higher education faculty, who, after meeting the  
118.4 content and pedagogy requirements under this subdivision, apply for a teaching license to  
118.5 provide direct instruction in their native language or world language instruction under section  
118.6 120B.022, subdivision 1.

118.7 (e) The board must analyze the use of untimed tests and work with the testing vendor  
118.8 to ensure reasonable access to untimed testing sites.

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

118.10 Sec. 32. Minnesota Statutes 2018, section 122A.187, subdivision 3, is amended to read:

118.11 Subd. 3. **Professional growth.** (a) Applicants for license renewal for a Tier 3 or Tier 4  
118.12 license under sections 122A.183 and 122A.184, respectively, who have been employed as  
118.13 a teacher during the renewal period of the expiring license, as a condition of license renewal,  
118.14 must present to their local continuing education and relicensure committee or other local

118.15 relicensure committee evidence of work that demonstrates professional reflection and growth  
 118.16 in best teaching practices, including among other things, cultural competence in accordance  
 118.17 with section 120B.30, subdivision 1, paragraph (c), and practices in meeting the varied  
 118.18 needs of English learners, from young children to adults under section 124D.59, subdivisions  
 118.19 2 and 2a. A teacher may satisfy the requirements of this paragraph by submitting the teacher's  
 118.20 most recent summative evaluation or improvement plan under section 122A.40, subdivision  
 118.21 8, or 122A.41, subdivision 5.

118.22 (b) The Professional Educator Licensing and Standards Board must ensure that its teacher  
 118.23 relicensing requirements include paragraph (a).

118.24 Sec. 33. Minnesota Statutes 2018, section 122A.187, is amended by adding a subdivision  
 118.25 to read:

118.26 Subd. 7. **Cultural competency training.** The Professional Educator Licensing and  
 118.27 Standards Board must adopt rules that require all licensed teachers who are renewing a Tier  
 118.28 3 or Tier 4 teaching license under sections 122A.183 and 122A.184, respectively, to include  
 118.29 in the renewal requirements cultural competency training and meeting the varied needs of  
 118.30 English learners from young children to adults under section 124D.59, subdivisions 2 and  
 118.31 2a.

64.25 Sec. 6. Minnesota Statutes 2018, section 122A.187, subdivision 5, is amended to read:

64.26 Subd. 5. **Reading preparation.** (a) The Professional Educator Licensing and Standards  
 64.27 Board must adopt rules that require ~~at~~ early childhood through grade 8 licensed teachers  
 64.28 who are renewing a Tier 3 or Tier 4 teaching license under sections 122A.183 and 122A.184,  
 64.29 respectively, to include in the renewal requirements further reading preparation, consistent  
 64.30 with section 122A.06, subdivision 4.

65.1 (b) The reading preparation under this subdivision must include training to enable a  
 65.2 teacher to:

65.3 (1) understand dyslexia as defined in section 125A.01, subdivision 2, and recognize  
 65.4 dyslexia characteristics in students; and

65.5 (2) identify and access Department of Education personnel and professional resources  
 65.6 using dyslexia best practices in each license renewal period that are evidence-based.

65.7 (c) The Department of Education must provide guidance on evidence-based approaches  
 65.8 and best practices for trainings.

65.9 (d) The rules adopted under this subdivision do not take effect until they are approved  
 65.10 by law. Teachers who do not provide direct instruction including, at least, counselors, school  
 65.11 psychologists, school nurses, school social workers, audiovisual directors and coordinators,  
 65.12 and recreation personnel are exempt from this ~~section~~ subdivision.



119.1 Sec. 34. Minnesota Statutes 2018, section 122A.187, is amended by adding a subdivision  
119.2 to read:

119.3 Subd. 8. **Background check.** The Professional Educator Licensing and Standards Board  
119.4 must obtain a criminal background check on a licensed teacher applying for a renewal  
119.5 license. The background check must include a search of records from the Bureau of Criminal  
119.6 Apprehension.

119.7 Sec. 35. Minnesota Statutes 2018, section 122A.19, subdivision 4, is amended to read:

119.8 Subd. 4. **Teacher preparation programs.** (a) For the purpose of licensing bilingual  
119.9 and English as a second language teachers, the board may approve teacher preparation  
119.10 programs at colleges or universities designed for their training.

119.11 (b) Programs that prepare English as a second language teachers must provide instruction  
119.12 in implementing research-based practices designed specifically for English learners. The  
119.13 programs must focus on developing English learners' academic language proficiency in  
119.14 English, including oral academic language, giving English learners meaningful access to  
119.15 the full school curriculum, developing more culturally relevant teaching practices appropriate for  
119.16 immigrant students, and providing more intensive instruction and resources to English  
119.17 learners with lower levels of academic English proficiency and varied needs, consistent  
119.18 with section 124D.59, subdivisions 2 and 2a.

119.19 Sec. 36. Minnesota Statutes 2018, section 122A.20, subdivision 1, is amended to read:

119.20 Subdivision 1. **Grounds for revocation, suspension, or denial.** (a) The Professional  
119.21 Educator Licensing and Standards Board or Board of School Administrators, whichever  
119.22 has jurisdiction over a teacher's licensure, may, on the written complaint of the school board  
119.23 employing a teacher, a teacher organization, or any other interested person, refuse to issue,  
119.24 refuse to renew, suspend, or revoke a teacher's license to teach for any of the following  
119.25 causes:

119.26 (1) immoral character or conduct;

119.27 (2) failure, without justifiable cause, to teach for the term of the teacher's contract;

119.28 (3) gross inefficiency or willful neglect of duty;

119.29 (4) failure to meet licensure requirements; ~~or~~

119.30 (5) fraud or misrepresentation in obtaining a license; or

119.31 (6) engagement in any sexual conduct or contact with a student.

120.1 The written complaint must specify the nature and character of the charges. The board  
120.2 may issue nondisciplinary action for violations related to the teacher's mental health, chemical

65.13 Sec. 7. Minnesota Statutes 2018, section 122A.20, subdivision 1, is amended to read:

65.14 Subdivision 1. **Grounds for revocation, suspension, or denial.** (a) The Professional  
65.15 Educator Licensing and Standards Board or Board of School Administrators, whichever  
65.16 has jurisdiction over a teacher's licensure, may, on the written complaint of the school board  
65.17 employing a teacher, a teacher organization, or any other interested person, refuse to issue,  
65.18 refuse to renew, suspend, or revoke a teacher's license to teach for any of the following  
65.19 causes:

65.20 (1) immoral character or conduct;

65.21 (2) failure, without justifiable cause, to teach for the term of the teacher's contract;

65.22 (3) gross inefficiency or willful neglect of duty;

65.23 (4) failure to meet licensure requirements; ~~or~~

65.24 (5) fraud or misrepresentation in obtaining a license; or

65.25 (6) engagement in any sexual conduct or contact with a student, such as intentional and  
65.26 inappropriate patting, touching, pinching, or other physical contact with a student that is  
65.27 sexually motivated.

65.28 The written complaint must specify the nature and character of the charges.

120.3 dependency, contract violations, or other offenses that do not meet the criteria for suspension  
 120.4 or revocation of the license.

120.5 (b) The Professional Educator Licensing and Standards Board or Board of School  
 120.6 Administrators, whichever has jurisdiction over a teacher's licensure, shall refuse to issue,  
 120.7 refuse to renew, or automatically revoke a teacher's license to teach without the right to a  
 120.8 hearing upon receiving a certified copy of a conviction showing that the teacher has been  
 120.9 convicted of:

120.10 (1) child abuse, as defined in section 609.185, provided that a conviction for a violation  
 120.11 of section 609.224, subdivisions 1 and 2, assault in the fifth degree, or 609.2242, subdivisions  
 120.12 1 and 2, domestic assault, must not result in the automatic revocation of a teacher's license;

120.13 (2) sex trafficking in the first degree under section 609.322, subdivision 1;

120.14 (3) sex trafficking in the second degree under section 609.322, subdivision 1a;

120.15 (4) engaging in hiring, ~~or~~ agreeing to hire a minor to engage in prostitution, or housing  
 120.16 an unrelated minor engaged in prostitution under section 609.324, ~~subdivision~~ subdivisions  
 120.17 1; and 1a;

120.18 (5) criminal sexual ~~abuse~~ conduct under section 609.342, 609.343, 609.344, 609.345,  
 120.19 or 609.3451, subdivision 3; ~~or;~~

120.20 (6) indecent exposure under section 617.23, ~~subdivision~~ subdivisions 2 and 3;

120.21 (7) solicitation of children to engage in sexual conduct or communication of sexually  
 120.22 explicit materials to children under section 609.352;

120.23 (8) interference with privacy under section 609.746 or stalking under section 609.749  
 120.24 and the victim was a minor;

120.25 (9) using minors in a sexual performance under section 617.246;

120.26 (10) possessing pornographic works involving a minor under section 617.247; or

120.27 (11) any other offense not listed in this paragraph that requires the person to register as  
 120.28 a predatory offender under section 243.166, or a crime under a similar law of another state  
 120.29 or the United States. The board shall send notice of this licensing action to the district in  
 120.30 which the teacher is currently employed.

120.31 (c) A person whose license to teach has been revoked, not issued, or not renewed under  
 120.32 paragraph (b), may petition the board to reconsider the licensing action if the person's  
 121.1 conviction for child abuse or sexual abuse is reversed by a final decision of the court of  
 121.2 appeals or the supreme court or if the person has received a pardon for the offense. The  
 121.3 petitioner shall attach a certified copy of the appellate court's final decision or the pardon  
 121.4 to the petition. Upon receiving the petition and its attachment, the board shall schedule and  
 121.5 hold a disciplinary hearing on the matter under section 214.10, subdivision 2, unless the  
 121.6 petitioner waives the right to a hearing. If the board finds that, notwithstanding the reversal

65.29 (b) The Professional Educator Licensing and Standards Board or Board of School  
 65.30 Administrators, whichever has jurisdiction over a teacher's licensure, shall refuse to issue,  
 65.31 refuse to renew, or automatically revoke a teacher's license to teach without the right to a  
 66.1 hearing upon receiving a certified copy of a conviction showing that the teacher has been  
 66.2 convicted of:

66.3 (1) child abuse, as defined in section 609.185;

66.4 (2) sex trafficking in the first degree under section 609.322, subdivision 1;

66.5 (3) sex trafficking in the second degree under section 609.322, subdivision 1a;

66.6 (4) engaging in hiring, ~~or~~ agreeing to hire a minor to engage in prostitution, or housing  
 66.7 an unrelated minor engaged in prostitution under section 609.324, ~~subdivision~~ subdivisions  
 66.8 1; or 1a;

66.9 (5) criminal sexual ~~abuse~~ conduct under section 609.342, 609.343, 609.344, 609.345,  
 66.10 or 609.3451, subdivision 3; ~~or;~~

66.11 (6) indecent exposure under section 617.23, ~~subdivision~~ subdivisions 2 and 3;

66.12 (7) solicitation of children to engage in sexual conduct or communication of sexually  
 66.13 explicit materials to children under section 609.352;

66.14 (8) interference with privacy under section 609.746 or stalking under section 609.749  
 66.15 and the victim was a minor;

66.16 (9) using minors in a sexual performance under section 617.246;

66.17 (10) possessing pornographic works involving a minor under section 617.247; or

66.18 (11) any other offense not listed in this paragraph that requires the person to register as  
 66.19 a predatory offender under section 243.166, or a crime under a similar law of another state  
 66.20 or the United States. The board shall send notice of this licensing action to the district in  
 66.21 which the teacher is currently employed.

66.22 (c) A person whose license to teach has been revoked, not issued, or not renewed under  
 66.23 paragraph (b), may petition the board to reconsider the licensing action if the person's  
 66.24 conviction for child abuse or sexual abuse is reversed by a final decision of the court of  
 66.25 appeals or the supreme court or if the person has received a pardon for the offense. The  
 66.26 petitioner shall attach a certified copy of the appellate court's final decision or the pardon  
 66.27 to the petition. Upon receiving the petition and its attachment, the board shall schedule and  
 66.28 hold a disciplinary hearing on the matter under section 214.10, subdivision 2, unless the  
 66.29 petitioner waives the right to a hearing. If the board finds that, notwithstanding the reversal

121.7 of the petitioner's criminal conviction or the issuance of a pardon, the petitioner is disqualified  
121.8 from teaching under paragraph (a), clause (1), the board shall affirm its previous licensing  
121.9 action. If the board finds that the petitioner is not disqualified from teaching under paragraph  
121.10 (a), clause (1), it shall reverse its previous licensing action.

121.11 (d) The Professional Educator Licensing and Standards Board or Board of School  
121.12 Administrators, whichever has jurisdiction over a teacher's licensure, must review and may  
121.13 refuse to issue, refuse to renew, or revoke a teacher's license to teach, upon receiving a  
121.14 certified copy of a conviction showing that the teacher has been convicted of:

121.15 (1) a qualified, domestic violence-related offense as defined in section 609.02, subdivision  
121.16 16; or

121.17 (2) embezzlement of public funds under section 609.54, clause (1) or (2).

121.18 If an offense included in clause (1) or (2) is already included in paragraph (b), the provisions  
121.19 of paragraph (b) apply to the conduct.

121.20 (e) The Professional Educator Licensing and Standards Board or Board of School  
121.21 Administrators, whichever has jurisdiction over a teacher's licensure, may suspend a teacher's  
121.22 license pending an investigation into a report of conduct that would be grounds for revocation  
121.23 under paragraph (b). The teacher's license is suspended until the licensing board completes  
121.24 its disciplinary investigation and determines whether disciplinary action is necessary.

121.25 (f) For purposes of this subdivision, The Professional Educator Licensing and Standards  
121.26 Board is delegated the authority to suspend or revoke coaching licenses.

121.27 Sec. 37. Minnesota Statutes 2018, section 122A.20, subdivision 2, is amended to read:

121.28 Subd. 2. **Mandatory reporting.** (a) A school board, a superintendent, a charter school  
121.29 board, a charter school executive director, or a charter school authorizer must report to the

66.30 of the petitioner's criminal conviction or the issuance of a pardon, the petitioner is disqualified  
66.31 from teaching under paragraph (a), clause (1), the board shall affirm its previous licensing  
67.1 action. If the board finds that the petitioner is not disqualified from teaching under paragraph  
67.2 (a), clause (1), it shall reverse its previous licensing action.

67.3 (d) The Professional Educator Licensing and Standards Board or Board of School  
67.4 Administrators, whichever has jurisdiction over a teacher's licensure, must refuse to issue,  
67.5 refuse to renew, or automatically revoke a teacher's license if the teacher has engaged in  
67.6 sexual penetration as defined in section 609.321, subdivision 11, with a student enrolled in  
67.7 a school where the teacher works or volunteers.

67.8 (e) The Professional Educator Licensing and Standards Board or the Board of School  
67.9 Administrators, whichever has jurisdiction over a teacher's licensure, must review and may  
67.10 refuse to issue, refuse to renew, or revoke a teacher's license to teach upon receiving a  
67.11 certified copy of a conviction showing that the teacher has been convicted of:

67.12 (1) a qualified, domestic violence-related offense as defined in section 609.02, subdivision  
67.13 16;

67.14 (2) embezzlement of public funds under section 609.54, clause (1) or (2); or

67.15 (3) a felony involving a minor as the victim.

67.16 If an offense included in clause (1), (2), or (3) is already included in paragraph (b), the  
67.17 provisions of paragraph (b) apply to the conduct.

67.18 (f) Section 122A.188 does not apply to a decision by the board to refuse to issue, refuse  
67.19 to renew, or revoke a license under this subdivision. A person whose license has been  
67.20 revoked, not issued, or not renewed under this subdivision may appeal the decision by filing  
67.21 a written request with the Professional Educator Licensing and Standards Board or the Board  
67.22 of School Administrators, as appropriate, within 30 days of notice of the licensing action.  
67.23 The board must then initiate a contested case under the Administrative Procedure Act,  
67.24 sections 14.001 to 14.69.

67.25 (g) The Professional Educator Licensing and Standards Board or the Board of School  
67.26 Administrators, whichever has jurisdiction over a teacher's licensure, may suspend a teacher's  
67.27 license pending an investigation into a report of conduct that would be grounds for revocation  
67.28 under paragraph (b), (d), or (e). The teacher's license is suspended until the licensing board  
67.29 completes its disciplinary investigation and determines whether disciplinary action is  
67.30 necessary.

67.31 ~~(d)~~ (h) For purposes of this subdivision, the Professional Educator Licensing and  
67.32 Standards Board is delegated the authority to suspend or revoke coaching licenses.

68.1 Sec. 8. Minnesota Statutes 2018, section 122A.20, subdivision 2, is amended to read:

68.2 Subd. 2. **Mandatory reporting.** (a) A school board, superintendent, charter school  
68.3 board, charter school executive director, or charter school authorizer must report to the

121.30 Professional Educator Licensing and Standards Board, the Board of School Administrators,  
 121.31 or the Board of Trustees of the Minnesota State Colleges and Universities, whichever has  
 121.32 jurisdiction over the teacher's or administrator's license, when its teacher or administrator  
 121.33 is discharged or resigns from employment after a charge is filed with the school board under  
 122.1 section 122A.41, subdivisions 6, clauses (1), (2), and (3), and 7, or after charges are filed  
 122.2 that are grounds for discharge under section 122A.40, subdivision 13, paragraph (a), clauses  
 122.3 (1) to (5), or when a teacher or administrator is suspended or resigns while an investigation  
 122.4 is pending under section 122A.40, subdivision 13, paragraph (a), clauses (1) to (5); 122A.41,  
 122.5 subdivisions 6, clauses (1), (2), and (3), and 7; or 626.556, or when a teacher or administrator  
 122.6 is suspended without an investigation under section 122A.41, subdivisions 6, paragraph (a),  
 122.7 clauses (1), (2), and (3), and 7; or 626.556. The report must be made to the appropriate  
 122.8 licensing board within ten days after the discharge, suspension, or resignation has occurred.  
 122.9 The licensing board to which the report is made must investigate the report for violation of  
 122.10 subdivision 1 and the reporting board, administrator, or authorizer must cooperate in the  
 122.11 investigation. Notwithstanding any provision in chapter 13 or any law to the contrary, upon  
 122.12 written request from the licensing board having jurisdiction over the license, a board, charter  
 122.13 school, authorizer, charter school executive director, or school superintendent shall provide  
 122.14 the licensing board with information about the teacher or administrator from the district's  
 122.15 files, any termination or disciplinary proceeding, any settlement or compromise, or any  
 122.16 investigative file. Upon written request from the appropriate licensing board, a board or  
 122.17 school superintendent may, at the discretion of the board or school superintendent, solicit  
 122.18 the written consent of a student and the student's parent to provide the licensing board with  
 122.19 information that may aid the licensing board in its investigation and license proceedings.  
 122.20 The licensing board's request need not identify a student or parent by name. The consent  
 122.21 of the student and the student's parent must meet the requirements of chapter 13 and Code  
 122.22 of Federal Regulations, title 34, section 99.30. The licensing board may provide a consent  
 122.23 form to the district. Any data transmitted to any board under this section is private data  
 122.24 under section 13.02, subdivision 12, notwithstanding any other classification of the data  
 122.25 when it was in the possession of any other agency.

122.26 (b) The licensing board to which a report is made must transmit to the Attorney General's  
 122.27 Office any record or data it receives under this subdivision for the sole purpose of having  
 122.28 the Attorney General's Office assist that board in its investigation. When the Attorney  
 122.29 General's Office has informed an employee of the appropriate licensing board in writing  
 122.30 that grounds exist to suspend or revoke a teacher's license to teach, that licensing board  
 122.31 must consider suspending or revoking or decline to suspend or revoke the teacher's or  
 122.32 administrator's license within 45 days of receiving a stipulation executed by the teacher or  
 122.33 administrator under investigation or a recommendation from an administrative law judge  
 122.34 that disciplinary action be taken.

123.1 (c) The Professional Educator Licensing and Standards Board and Board of School  
 123.2 Administrators must report to the appropriate law enforcement authorities a revocation,  
 123.3 suspension, or agreement involving a loss of license, relating to a teacher or administrator's  
 123.4 inappropriate sexual conduct with a minor. For purposes of this section, "law enforcement

68.4 Professional Educator Licensing and Standards Board, the Board of School Administrators,  
 68.5 or the Board of Trustees of the Minnesota State Colleges and Universities, whichever has  
 68.6 jurisdiction over the teacher's or administrator's license, when its teacher or administrator  
 68.7 is discharged or resigns from employment after a charge is filed with the school board under  
 68.8 section 122A.41, subdivisions 6, clauses (1), (2), and (3), and 7, or after charges are filed  
 68.9 that are grounds for discharge under section 122A.40, subdivision 13, paragraph (a), clauses  
 68.10 (1) to (5), or when a teacher or administrator is suspended or resigns while an investigation  
 68.11 is pending under section 122A.40, subdivision 13, paragraph (a), clauses (1) to (5); 122A.41,  
 68.12 subdivisions 6, clauses (1), (2), and (3), and 7; or 626.556, or when a teacher or administrator  
 68.13 is suspended without an investigation under section 122A.41, subdivisions 6, paragraph (a),  
 68.14 clauses (1), (2), and (3), and 7; or 626.556. The report must be made to the appropriate  
 68.15 licensing board within ten days after the discharge, suspension, or resignation has occurred.  
 68.16 The licensing board to which the report is made must investigate the report for violation of  
 68.17 subdivision 1 and the reporting board, administrator, or authorizer must cooperate in the  
 68.18 investigation. Notwithstanding any provision in chapter 13 or any law to the contrary, upon  
 68.19 written request from the licensing board having jurisdiction over the license, a board, charter  
 68.20 school, authorizer, charter school executive director, or school superintendent shall provide  
 68.21 the licensing board with information about the teacher or administrator from the district's  
 68.22 files, any termination or disciplinary proceeding, any settlement or compromise, or any  
 68.23 investigative file. Upon written request from the appropriate licensing board, a board or  
 68.24 school superintendent may, at the discretion of the board or school superintendent, solicit  
 68.25 the written consent of a student and the student's parent to provide the licensing board with  
 68.26 information that may aid the licensing board in its investigation and license proceedings.  
 68.27 The licensing board's request need not identify a student or parent by name. The consent  
 68.28 of the student and the student's parent must meet the requirements of chapter 13 and Code  
 68.29 of Federal Regulations, title 34, section 99.30. The licensing board may provide a consent  
 68.30 form to the district. Any data transmitted to any board under this section is private data  
 68.31 under section 13.02, subdivision 12, notwithstanding any other classification of the data  
 68.32 when it was in the possession of any other agency.

68.33 (b) The licensing board to which a report is made must transmit to the Attorney General's  
 68.34 Office any record or data it receives under this subdivision for the sole purpose of having  
 68.35 the Attorney General's Office assist that board in its investigation. When the Attorney  
 69.1 General's Office has informed an employee of the appropriate licensing board in writing  
 69.2 that grounds exist to suspend or revoke a teacher's license to teach, that licensing board  
 69.3 must consider suspending or revoking or decline to suspend or revoke the teacher's or  
 69.4 administrator's license within 45 days of receiving a stipulation executed by the teacher or  
 69.5 administrator under investigation or a recommendation from an administrative law judge  
 69.6 that disciplinary action be taken.

69.7 (c) The Professional Educator Licensing and Standards Board and Board of School  
 69.8 Administrators must report to the appropriate law enforcement authorities a revocation,  
 69.9 suspension, or agreement involving a loss of license, relating to a teacher or administrator's  
 69.10 inappropriate sexual conduct with a minor. For purposes of this section, "law enforcement

123.5 authority" means a police department, county sheriff, or tribal police department. A report  
 123.6 by the Professional Educator Licensing and Standards Board to appropriate law enforcement  
 123.7 authorities does not diminish, modify, or otherwise affect the responsibilities of a school  
 123.8 board or any person mandated to report abuse under section 626.556.

123.9 Sec. 38. Minnesota Statutes 2018, section 122A.21, is amended to read:  
 123.10 122A.21 TEACHERS' AND ADMINISTRATORS' LICENSES; FEES.

123.11 Subdivision 1. **Licensure applications.** Each applicant submitting an application to the  
 123.12 Professional Educator Licensing and Standards Board to issue, renew, or extend a teaching  
 123.13 license, including applications for licensure via portfolio under subdivision 2 4, must include  
 123.14 a processing fee of \$57. The processing fee for a teacher's license and for the licenses of  
 123.15 supervisory personnel must be paid to the executive secretary of the appropriate board and  
 123.16 deposited in the educator licensure account in the special revenue fund. The fees as set by  
 123.17 the board are nonrefundable for applicants not qualifying for a license. However, the  
 123.18 commissioner of management and budget must refund a fee in any case in which the applicant  
 123.19 already holds a valid unexpired license. The board may waive or reduce fees for applicants  
 123.20 who apply at the same time for more than one license.

123.21 Subd. 3. **Annual appropriations.** (a) The amounts collected under subdivision 2 4 and  
 123.22 deposited in the educator licensure account in the special revenue fund are annually  
 123.23 appropriated to the Professional Educator Licensing and Standards Board.

123.24 (b) The appropriations in paragraph (a) must be reduced by the amount of any money  
 123.25 specifically appropriated for the same purposes in any year from any state fund.

123.26 Subd. 4. **Licensure via portfolio.** A candidate must pay to the Professional Educator  
 123.27 Licensing and Standards Board a \$300 fee for the first portfolio submitted for review and  
 123.28 a \$200 fee for any portfolio submitted subsequently. The Professional Educator Licensing  
 123.29 and Standards Board executive secretary must deposit the fee in the educator licensure  
 123.30 account in the special revenue fund. The fees are nonrefundable for applicants not qualifying  
 123.31 for a license. The Professional Educator Licensing and Standards Board may waive or  
 123.32 reduce fees for candidates based on financial need.

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

124.1 Sec. 39. Minnesota Statutes 2018, section 122A.22, is amended to read:  
 124.2 122A.22 DISTRICT VERIFICATION AND REPORTING OF TEACHER  
 124.3 LICENSES AND PERFORMANCE.

124.4 Subdivision 1. **Verification.** No person shall be accounted a qualified teacher until the  
 124.5 school district or charter school contracting with the person for teaching services verifies  
 124.6 through the Minnesota education licensing system available on the Professional Educator  
 124.7 Licensing and Standards Board website that the person is a qualified teacher, consistent  
 124.8 with sections 122A.16 and 122A.44, subdivision 1.

69.11 authority" means a police department, county sheriff, or tribal police department. A report  
 69.12 by the Professional Educator Licensing and Standards Board to appropriate law enforcement  
 69.13 authorities does not diminish, modify, or otherwise affect the responsibilities of a school  
 69.14 board or any person mandated to report abuse under section 626.556.

133.6 Sec. 3. Minnesota Statutes 2018, section 122A.21, subdivision 1, is amended to read:

133.7 Subdivision 1. **Licensure applications.** Each applicant submitting an application to the  
 133.8 Professional Educator Licensing and Standards Board to issue, renew, or extend a teaching  
 133.9 license, including applications for licensure via portfolio under subdivision 2, must include  
 133.10 a processing fee of \$57. The processing fee for a teacher's license and for the licenses of  
 133.11 supervisory personnel must be paid to the executive secretary of the appropriate board and  
 133.12 deposited in the educator licensure account in the special revenue fund state treasury. The  
 133.13 fees as set by the board are nonrefundable for applicants not qualifying for a license.  
 133.14 However, the commissioner of management and budget must refund a fee in any case in  
 133.15 which the applicant already holds a valid unexpired license. The board may waive or reduce  
 133.16 fees for applicants who apply at the same time for more than one license.

124.9 Subd. 2. **Reporting.** No later than October 1 of each school year, the superintendent or  
 124.10 charter school must provide the school board with the number of teachers in each school  
 124.11 building who: (1) hold Tier 1, 2, 3, and 4 licenses; and (2) do not meet professional teaching  
 124.12 standards or have been placed on a teacher improvement process in accordance with section  
 124.13 122A.40, subdivision 8, or 122A.41, subdivision 5. The school board and the Professional  
 124.14 Educator Licensing and Standards Board must publish this data on their respective websites  
 124.15 no later than January of each school year.

124.16 Sec. 40. Minnesota Statutes 2018, section 122A.26, subdivision 2, is amended to read:

124.17 Subd. 2. **Exceptions.** (a) A person who teaches in a community education program  
 124.18 ~~which~~ that qualifies for aid pursuant to section 124D.52 shall continue to meet licensure  
 124.19 requirements as a teacher. A person who teaches in an early childhood and family education  
 124.20 program ~~which~~ that is offered through a community education program and ~~which~~ that  
 124.21 qualifies for community education aid pursuant to section 124D.20 or early childhood and  
 124.22 family education aid pursuant to section 124D.135 shall continue to meet licensure  
 124.23 requirements as a teacher. A person who teaches in a community education course ~~which~~  
 124.24 that is offered for credit for graduation to persons under 18 years of age shall continue to  
 124.25 meet licensure requirements as a teacher.

124.26 (b) A person who teaches a driver training course ~~which~~ that is offered through a  
 124.27 community education program to persons under 18 years of age shall be licensed by the  
 124.28 Professional Educator Licensing and Standards Board or be subject to section 171.35. A  
 124.29 license ~~which~~ that is required for an instructor in a community education program pursuant  
 124.30 to this ~~subdivision~~ paragraph shall not be construed to bring an individual within the  
 124.31 definition of a teacher for purposes of section 122A.40, subdivision 1, or 122A.41,  
 124.32 subdivision 1, ~~clause~~ paragraph (a).

124.33 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

125.1 Sec. 41. Minnesota Statutes 2018, section 122A.26, is amended by adding a subdivision  
 125.2 to read:

125.3 Subd. 4. **Wages.** A school district must provide adult basic education and early childhood  
 125.4 and family education teachers salaries comparable to the salaries of local kindergarten  
 125.5 through grade 12 teachers.

69.15 Sec. 9. Minnesota Statutes 2018, section 122A.30, is amended to read:  
 69.16 **122A.30 EXEMPTION FOR CAREER AND TECHNICAL EDUCATION**  
 69.17 **INSTRUCTORS.**

69.18 ~~(a)~~ Notwithstanding section 122A.15, subdivision 1, and upon approval of the local  
 69.19 employer school board, a person who teaches in a ~~part-time~~ vocational or career and technical  
 69.20 education program and demonstrates occupational competency based on work experience  
 69.21 in business or industry is exempt from a license requirement. Nothing in this section shall

125.6 Sec. 42. Minnesota Statutes 2018, section 122A.40, subdivision 8, is amended to read:

125.7 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**

125.8 **teachers.** (a) To improve student learning and success, a school board and an exclusive

125.9 representative of the teachers in the district, consistent with paragraph (b), may develop a

125.10 teacher evaluation and peer review process for probationary and continuing contract teachers

125.11 through joint agreement. If a school board and the exclusive representative of the teachers

125.12 do not agree to an annual teacher evaluation and peer review process, then the school board

125.13 and the exclusive representative of the teachers must implement the state teacher evaluation

125.14 plan under paragraph (c). The process must include having trained observers serve as peer

125.15 coaches or having teachers participate in professional learning communities, consistent with

125.16 paragraph (b).

125.17 (b) To develop, improve, and support qualified teachers and effective teaching practices,

125.18 improve student learning and success, and provide all enrolled students in a district or school

125.19 with improved and equitable access to more effective and diverse teachers, the annual

125.20 evaluation process for teachers:

125.21 (1) must, for probationary teachers, provide for all evaluations required under subdivision

125.22 5;

125.23 (2) must establish a three-year professional review cycle for each teacher that includes

125.24 an individual growth and development plan, a peer review process, and at least one

125.25 summative evaluation performed by a qualified and trained evaluator such as a school

125.26 administrator. For the years when a tenured teacher is not evaluated by a qualified and

125.27 trained evaluator, the teacher must be evaluated by a peer review;

125.28 (3) must be based on professional teaching standards established in rule;

125.29 (4) must coordinate staff development activities under sections 122A.60 and 122A.61

125.30 with this evaluation process and teachers' evaluation outcomes;

125.31 (5) may provide time during the school day and school year for peer coaching and teacher

125.32 collaboration;

126.1 (6) may include job-embedded learning opportunities such as professional learning

126.2 communities;

126.3 (7) may include mentoring and induction programs for teachers, including teachers who

126.4 are members of populations underrepresented among the licensed teachers in the district or

69.22 exclude licensed career and technical educators from the definition of "teacher" in section

69.23 122A.40, 122A.41, or 179A.03.

69.24 (b) This section expires June 30, 2020. After this section expires, persons who teach in

69.25 a part-time vocational or career and technical education program may apply for a teaching

69.26 license provided in sections 122A.18 to 122A.184.

- 126.5 school and who reflect the diversity of students under section 120B.35, subdivision 3,  
126.6 paragraph (b), clause (2), who are enrolled in the district or school;
- 126.7 (8) must include an option for teachers to develop and present a portfolio demonstrating  
126.8 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
126.9 3, and include teachers' own performance assessment based on student work samples and  
126.10 examples of teachers' work, which may include video among other activities for the  
126.11 summative evaluation;
- 126.12 (9) must use data from valid and reliable assessments aligned to state and local academic  
126.13 standards and must use state and local measures of student growth and literacy that may  
126.14 include value-added models or student learning goals to determine 35 percent of teacher  
126.15 evaluation results;
- 126.16 (10) must use longitudinal data on student engagement and connection, and other student  
126.17 outcome measures explicitly aligned with the elements of curriculum for which teachers  
126.18 are responsible, including academic literacy, oral academic language, and achievement of  
126.19 content areas of English learners;
- 126.20 (11) must require qualified and trained evaluators such as school administrators to  
126.21 perform summative evaluations and ensure school districts and charter schools provide for  
126.22 effective evaluator training specific to teacher development and evaluation;
- 126.23 (12) must give teachers not meeting professional teaching standards under clauses (3)  
126.24 through (11) support to improve through a teacher improvement process that includes  
126.25 established goals and timelines; and
- 126.26 (13) must discipline a teacher for not making adequate progress in the teacher  
126.27 improvement process under clause (12) that may include a last chance warning, termination,  
126.28 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline  
126.29 a school administrator determines is appropriate.
- 126.30 Data on individual teachers generated under this subdivision are personnel data under  
126.31 section 13.43. The observation and interview notes of peer coaches may only be disclosed  
126.32 to other school officials with the consent of the teacher being coached.
- 127.1 (c) The department, in consultation with parents who may represent parent organizations  
127.2 and teacher and administrator representatives appointed by their respective organizations,  
127.3 representing the Professional Educator Licensing and Standards Board, the Minnesota  
127.4 Association of School Administrators, the Minnesota School Boards Association, the  
127.5 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and  
127.6 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,  
127.7 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with  
127.8 research expertise in teacher evaluation, must create and publish a teacher evaluation process  
127.9 that complies with the requirements in paragraph (b) and applies to all teachers under this  
127.10 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual  
127.11 teacher evaluation and peer review process. The teacher evaluation process created under



127.12 this subdivision does not create additional due process rights for probationary teachers under  
127.13 subdivision 5.

127.14 (d) Consistent with the measures of teacher effectiveness under this subdivision:

127.15 (1) for students in kindergarten through grade 4, a school administrator must not place  
127.16 or approve the placement of a student in the classroom of a teacher who holds a Tier 1 or  
127.17 Tier 2 license, is in the improvement process referenced in paragraph (b), clause (12), or  
127.18 has not had a summative evaluation if, in the prior year, that student was in the classroom  
127.19 of a teacher who received discipline pursuant to paragraph (b), clause (13), unless no other  
127.20 teacher at the school teaches that grade; and

127.21 (2) for students in grades 5 through 12, a school administrator must not place or approve  
127.22 the placement of a student in the classroom of a teacher who holds a Tier 1 or Tier 2 license,  
127.23 is in the improvement process referenced in paragraph (b), clause (12), or has not had a  
127.24 summative evaluation if, in the prior year, that student was in the classroom of a teacher  
127.25 who held a Tier 1 or Tier 2 license or received discipline pursuant to paragraph (b), clause  
127.26 (13), unless no other teacher at the school teaches that subject area and grade.

127.27 All data created and used under this paragraph retains its classification under chapter 13.

127.28 Sec. 43. Minnesota Statutes 2018, section 122A.41, subdivision 5, is amended to read:

127.29 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**  
127.30 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
127.31 representative of the teachers in the district, consistent with paragraph (b), may develop an  
127.32 annual teacher evaluation and peer review process for probationary and nonprobationary  
127.33 teachers through joint agreement. If a school board and the exclusive representative of the  
127.34 teachers in the district do not agree to an annual teacher evaluation and peer review process,  
128.1 then the school board and the exclusive representative of the teachers must implement the  
128.2 state teacher evaluation plan developed under paragraph (c). The process must include  
128.3 having trained observers serve as peer coaches or having teachers participate in professional  
128.4 learning communities, consistent with paragraph (b).

128.5 (b) To develop, improve, and support qualified teachers and effective teaching practices  
128.6 and improve student learning and success, and provide all enrolled students in a district or  
128.7 school with improved and equitable access to more effective and diverse teachers, the annual  
128.8 evaluation process for teachers:

128.9 (1) must, for probationary teachers, provide for all evaluations required under subdivision  
128.10 2;

128.11 (2) must establish a three-year professional review cycle for each teacher that includes  
128.12 an individual growth and development plan, a peer review process, and at least one  
128.13 summative evaluation performed by a qualified and trained evaluator such as a school  
128.14 administrator;

128.15 (3) must be based on professional teaching standards established in rule;

- 128.16 (4) must coordinate staff development activities under sections 122A.60 and 122A.61  
128.17 with this evaluation process and teachers' evaluation outcomes;
- 128.18 (5) may provide time during the school day and school year for peer coaching and teacher  
128.19 collaboration;
- 128.20 (6) may include job-embedded learning opportunities such as professional learning  
128.21 communities;
- 128.22 (7) may include mentoring and induction programs for teachers, including teachers who  
128.23 are members of populations underrepresented among the licensed teachers in the district or  
128.24 school and who reflect the diversity of students under section 120B.35, subdivision 3,  
128.25 paragraph (b), clause (2), who are enrolled in the district or school;
- 128.26 (8) must include an option for teachers to develop and present a portfolio demonstrating  
128.27 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
128.28 3, and include teachers' own performance assessment based on student work samples and  
128.29 examples of teachers' work, which may include video among other activities for the  
128.30 summative evaluation;
- 128.31 (9) must use data from valid and reliable assessments aligned to state and local academic  
128.32 standards and must use state and local measures of student growth and literacy that may  
129.1 include value-added models or student learning goals to determine 35 percent of teacher  
129.2 evaluation results;
- 129.3 (10) must use longitudinal data on student engagement and connection and other student  
129.4 outcome measures explicitly aligned with the elements of curriculum for which teachers  
129.5 are responsible, including academic literacy, oral academic language, and achievement of  
129.6 English learners;
- 129.7 (11) must require qualified and trained evaluators such as school administrators to  
129.8 perform summative evaluations and ensure school districts and charter schools provide for  
129.9 effective evaluator training specific to teacher development and evaluation;
- 129.10 (12) must give teachers not meeting professional teaching standards under clauses (3)  
129.11 through (11) support to improve through a teacher improvement process that includes  
129.12 established goals and timelines; and
- 129.13 (13) must discipline a teacher for not making adequate progress in the teacher  
129.14 improvement process under clause (12) that may include a last chance warning, termination,  
129.15 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline  
129.16 a school administrator determines is appropriate.
- 129.17 Data on individual teachers generated under this subdivision are personnel data under  
129.18 section 13.43. The observation and interview notes of peer coaches may only be disclosed  
129.19 to other school officials with the consent of the teacher being coached.

129.20 (c) The department, in consultation with parents who may represent parent organizations  
129.21 and teacher and administrator representatives appointed by their respective organizations,  
129.22 representing the Professional Educator Licensing and Standards Board, the Minnesota  
129.23 Association of School Administrators, the Minnesota School Boards Association, the  
129.24 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and  
129.25 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,  
129.26 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with  
129.27 research expertise in teacher evaluation, must create and publish a teacher evaluation process  
129.28 that complies with the requirements in paragraph (b) and applies to all teachers under this  
129.29 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual  
129.30 teacher evaluation and peer review process. The teacher evaluation process created under  
129.31 this subdivision does not create additional due process rights for probationary teachers under  
129.32 subdivision 2.

129.33 (d) Consistent with the measures of teacher effectiveness under this subdivision:

130.1 (1) for students in kindergarten through grade 4, a school administrator must not place  
130.2 or approve the placement of a student in the classroom of a teacher who holds a Tier 1 or  
130.3 Tier 2 license, is in the improvement process referenced in paragraph (b), clause (12), or  
130.4 has not had a summative evaluation if, in the prior year, that student was in the classroom  
130.5 of a teacher who received discipline pursuant to paragraph (b), clause (13), unless no other  
130.6 teacher at the school teaches that grade; and

130.7 (2) for students in grades 5 through 12, a school administrator must not place or approve  
130.8 the placement of a student in the classroom of a teacher who holds a Tier 1 or Tier 2 license,  
130.9 is in the improvement process referenced in paragraph (b), clause (12), or has not had a  
130.10 summative evaluation if, in the prior year, that student was in the classroom of a teacher  
130.11 who held a Tier 1 or Tier 2 license or received discipline pursuant to paragraph (b), clause  
130.12 (13), unless no other teacher at the school teaches that subject area and grade.

130.13 All data created and used under this paragraph retains its classification under chapter 13.

130.14 Sec. 44. 122A.59] COME TEACH IN MINNESOTA HIRING BONUSSES.

130.15 Subdivision 1. **Establishment.** The commissioner of education must establish a program  
130.16 to reimburse school districts for hiring bonuses paid to licensed teachers from other states  
130.17 in order to meet staffing needs in shortage areas.

73.20 Sec. 18. Minnesota Statutes 2018, section 123B.02, is amended by adding a subdivision  
73.21 to read:

73.22 Subd. 14b. **Hiring bonuses.** The board may give a hiring bonus to a teacher licensed in  
73.23 or working in a shortage area as defined in section 122A.06, subdivision 6. For the purposes  
73.24 of hiring bonuses under this subdivision only, a teacher trained by a Wilson Language  
73.25 Training accredited partner, an International Multisensory Structured Language Education  
73.26 Council accredited provider, or an Academy of Orton-Gillingham Practitioners and Educators  
73.27 accredited training program is a teacher licensed in or working in a shortage area. The school  
73.28 board must establish criteria for the repayment of a hiring bonus if the employee does not  
73.29 complete two years of teaching in the district after receiving the bonus. The board must  
73.30 decide if the bonus is a onetime bonus or an ongoing bonus included in the teacher's salary  
73.31 as long as they teach in the district.

130.18 Subd. 2. **Teacher eligibility.** (a) The commissioner must require a school district applying  
130.19 for reimbursement for a hiring bonus of up to \$5,000 under this section to demonstrate that  
130.20 a teacher that received the hiring bonus:

130.21 (1) was issued a Tier 3 teaching license under section 122A.183;

130.22 (2) moved to the economic development region in Minnesota where the school district  
130.23 is located, notwithstanding section 122A.40, subdivision 3; and

130.24 (3) belongs to a racial or ethnic group that is underrepresented among teachers compared  
130.25 to students in the district or school based on the categories listed in section 120B.35,  
130.26 subdivision 3, paragraph (a), clause (2).

130.27 (b) The commissioner must require a school district applying for reimbursement for a  
130.28 hiring bonus of up to \$8,000 under this section to demonstrate that a teacher that received  
130.29 the hiring bonus met the eligibility criteria in paragraph (a) and has a field license in a  
130.30 licensure field reported by the Professional Educator Licensing and Standards Board as  
130.31 experiencing a teacher shortage.

131.1 Subd. 3. **Bonus payment.** A school district must pay a teacher eligible for a bonus under  
131.2 subdivision 2 half of the bonus at the time the teacher begins employment and the other  
131.3 half after the teacher has completed four years of service in the hiring district. A teacher  
131.4 who does not complete one school year of employment with the hiring school district must  
131.5 repay the district the hiring bonus.

131.6 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
131.7 contracts effective July 1, 2019, and thereafter.

69.27 Sec. 10. Minnesota Statutes 2018, section 122A.61, is amended by adding a subdivision  
69.28 to read:

69.29 Subd. 4. **Reading preparation.** A school district may use the revenue reserved under  
69.30 subdivision 1 for grants to teachers to take courses from accredited providers. The providers  
69.31 must be a Wilson Language Training accredited partner, accredited by the International  
69.32 Multisensory Structured Language Education Council, or an Academy of Orton-Gillingham  
69.33 Practitioners and Educators accredited training program.

70.1 Sec. 11. [122A.615] READING PROFESSIONAL DEVELOPMENT BY  
70.2 ACCREDITED PROVIDERS.

70.3 A school district may grant an elementary teacher's request for reimbursement for  
70.4 successfully completing training provided by a Wilson Language Training accredited partner,  
70.5 an International Multisensory Structured Language Education Council accredited provider,  
70.6 or an Academy of Orton-Gillingham Practitioners and Educators accredited training program.  
70.7 The school district may use literacy incentive aid under section 124D.98, or the reserved

131.8 Sec. 45. Minnesota Statutes 2018, section 122A.63, subdivision 1, is amended to read:

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

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

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

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

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

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

131.21 (c) Grantees may enter into contracts with tribal, technical, and community colleges and  
131.22 four-year postsecondary institutions to identify and provide grants to students at those  
131.23 institutions interested in the field of education. A grantee may contract with partner  
131.24 institutions to provide professional development and supplemental services to a tribal,  
131.25 technical, or community college or four-year postsecondary institution, including identifying  
131.26 prospective students, providing instructional supplies and materials, and providing grant  
131.27 money to students. A contract with a tribal, technical, or community college or four-year  
131.28 postsecondary institution includes coordination of student identification, professional  
131.29 development, and mentorship services.

132.1 Sec. 46. Minnesota Statutes 2018, section 122A.63, subdivision 4, is amended to read:

132.2 Subd. 4. **Grant amount.** The commissioner may award a joint grant in the amount it  
132.3 determines to be appropriate. The grant shall include money for the postsecondary institution,  
132.4 school district, and student scholarships, and student loans grants.

132.5 Sec. 47. Minnesota Statutes 2018, section 122A.63, subdivision 5, is amended to read:

132.6 Subd. 5. **Information to student applicants.** At the time a student applies for a  
132.7 scholarship and loan, the student shall must be provided information about the fields of  
132.8 licensure needed by school districts in the part of the state within which the district receiving  
132.9 the joint grant is located. The information shall must be acquired and periodically updated  
132.10 by the recipients of the joint grant and their contracted partner institutions. Information  
132.11 provided to students shall must clearly state that scholarship and loan decisions are not  
132.12 based upon the field of licensure selected by the student.

70.8 revenue for staff development under section 122A.61, or other district resources to reimburse  
70.9 the teacher.

70.10 Sec. 12. Minnesota Statutes 2018, section 122A.63, subdivision 1, is amended to read:

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

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

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

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

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

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

70.23 (c) Grantees may enter into contracts with tribal, technical, and community colleges and  
70.24 four-year postsecondary institutions to identify and provide grants to students at those  
70.25 institutions interested in the field of education. Each grantee is eligible to and may contract  
70.26 with partner institutions to provide professional development and supplemental services to  
70.27 a tribal, technical, or community college or four-year postsecondary institution, including  
70.28 identification of prospective students, provision of instructional supplies and materials, and  
70.29 provision of grant money to students. A contract with a tribal, technical, or community  
70.30 college or four-year postsecondary institution includes coordination of student identification,  
70.31 professional development, and mentorship services.

71.1 Sec. 13. Minnesota Statutes 2018, section 122A.63, subdivision 4, is amended to read:

71.2 Subd. 4. **Grant amount.** The commissioner may award a joint grant in the amount it  
71.3 determines to be appropriate. The grant shall include money for the postsecondary institution,  
71.4 school district, and student scholarships, and student loans grants.

71.5 Sec. 14. Minnesota Statutes 2018, section 122A.63, subdivision 5, is amended to read:

71.6 Subd. 5. **Information to student applicants.** At the time a student applies for a  
71.7 scholarship and loan grant, the student shall be provided information about the fields of  
71.8 licensure needed by school districts in the part of the state within which the district receiving  
71.9 the joint grant is located. The information shall be acquired and periodically updated by the  
71.10 recipients of the joint grant and their contracted partner institutions. Information provided  
71.11 to students shall clearly state that scholarship and loan decisions are not based upon the  
71.12 field of licensure selected by the student.

132.13 Sec. 48. Minnesota Statutes 2018, section 122A.63, subdivision 6, is amended to read:

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

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

132.18 ~~(2)~~ (2) a student, including a teacher aide employed by a district receiving a joint grant  
132.19 or their contracted partner school, who intends to become a teacher or who is interested in  
132.20 the field of education and who is enrolled in a postsecondary institution or their contracted  
132.21 partner institutions receiving a joint grant;

132.22 ~~(3)~~ (3) a licensed employee of a district receiving a joint grant or a contracted partner  
132.23 institution, who is enrolled in a master of education program; and

132.24 ~~(4)~~ (4) a student who, after applying for federal and state financial aid and an American  
132.25 Indian scholarship according to section 136A.126, has financial needs that remain unmet.  
132.26 Financial need ~~shall~~ **must** be determined according to the congressional methodology for  
132.27 needs determination or as otherwise set in federal law.

132.28 ~~A person who has actual living expenses in addition to those addressed by the~~  
132.29 ~~congressional methodology for needs determination, or as otherwise set in federal law, may~~  
132.30 ~~receive a loan according to criteria established by the commissioner. A contract shall be~~  
132.31 ~~executed between the state and the student for the amount and terms of the loan.~~

133.1 (b) **Priority must** be given to a student who is tribally enrolled and then to first- and  
133.2 second-generation descendants.

133.3 Sec. 49. Minnesota Statutes 2018, section 122A.63, is amended by adding a subdivision  
133.4 to read:

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

133.9 (1) any educational certification necessary for employment;

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

133.11 (3) elementary and secondary education;

133.12 (4) school administration; or

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

71.13 Sec. 15. Minnesota Statutes 2018, section 122A.63, subdivision 6, is amended to read:

71.14 Subd. 6. **Eligibility for scholarships and loans student grants.** The following Indian  
71.15 people are eligible for scholarships student grants:

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

71.18 ~~(2)~~ (2) a student, including a teacher aide employed by a district receiving a joint grant  
71.19 or their contracted partner school, who intends to become a teacher or who is interested in  
71.20 the field of education and who is enrolled in a postsecondary institution or their contracted  
71.21 partner institutions receiving a joint grant;

71.22 ~~(3)~~ (3) a licensed employee of a district receiving a joint grant or a contracted partner  
71.23 school, who is enrolled in a master of education program; and

71.24 ~~(4)~~ (4) a student who, after applying for federal and state financial aid and an Indian  
71.25 scholarship according to section 136A.126, has financial needs that remain unmet. Financial  
71.26 need ~~shall~~ be determined according to the congressional methodology for needs determination  
71.27 or as otherwise set in federal law.

71.28 ~~A person who has actual living expenses in addition to those addressed by the~~  
71.29 ~~congressional methodology for needs determination, or as otherwise set in federal law, may~~  
71.30 ~~receive a loan according to criteria established by the commissioner. A contract shall be~~  
71.31 ~~executed between the state and the student for the amount and terms of the loan. Priority~~  
72.1 shall be given to a student who is tribally enrolled and then to first- and second-generation  
72.2 descendants.

72.3 Sec. 16. Minnesota Statutes 2018, section 122A.63, is amended by adding a subdivision  
72.4 to read:

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

72.9 (1) any educational certification necessary for employment;

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

72.11 (3) elementary and secondary education;

72.12 (4) school administration; or

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

72.15 The grantee institutions and the contracted partner institutions must give priority to grants  
72.16 for students progressing towards an associate of arts or a bachelor's degree. Students

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

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

133.23 Sec. 50. **[122A.635] COLLABORATIVE URBAN AND GREATER MINNESOTA**  
133.24 **EDUCATORS OF COLOR GRANT PROGRAM.**

133.25 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards  
133.26 Board must award competitive grants to increase the number of teacher candidates of color  
133.27 or who are American Indian, and meet the requirements for a Tier 3 license under section  
133.28 122A.183. Eligibility for a grant under this section is limited to public or private higher  
133.29 education institutions that offer a teacher preparation program approved by the Professional  
133.30 Educator Licensing and Standards Board.

134.1 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards  
134.2 Board must award competitive grants under this section based on the following criteria:

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

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

134.8 (3) the percent of racially and ethnically diverse teacher candidates enrolled in the  
134.9 institution compared to;

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

134.12 (ii) the percent of underrepresented racially and ethnically diverse teachers in the  
134.13 economic development region of the state where the institution is located and where a  
134.14 shortage of diverse teachers exists, as reported under section 127A.05, subdivision 6, or  
134.15 122A.091, subdivision 5.

134.16 (b) The board must give priority in awarding grants under this section to institutions that  
134.17 received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,

72.17 progressing towards a master's or doctoral degree may be awarded a grant if they were  
72.18 enrolled in the degree granting program before May 1, 2019.

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

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

SEE SENATE SECTION 23, SUBDIVISION 7

134.18 subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,  
134.19 and inducting teacher candidates of color or who are American Indian. If the board awards  
134.20 a competitive grant based on the criteria in paragraph (a) to a program that has not previously  
134.21 received funding, the board must thereafter give priority to the program equivalent to other  
134.22 programs given priority under this paragraph.

134.23 (c) The board must determine award amounts for maintenance and expansion of programs  
134.24 based on the number of candidates supported by an applicant program, sustaining support  
134.25 for those candidates, and funds available.

134.26 Subd. 3. **Grant program administration.** The Professional Educator Licensing and  
134.27 Standards Board may enter into an interagency agreement with the Office of Higher  
134.28 Education. The agreement may include a transfer of funds to the Office of Higher Education  
134.29 to help establish and administer the competitive grant process. The board must award grants  
134.30 to institutions located in various economic development regions throughout the state, but  
134.31 must not predetermine the number of institutions to be awarded grants under this section  
134.32 or set a limit for the amount that any one institution may receive as part of the competitive  
134.33 grant application process. All grants must be awarded by August 15 of the fiscal year in  
135.1 which the grants are to be used except that, for initial competitive grants awarded for fiscal  
135.2 year 2020, grants must be awarded by September 15. An institution that receives a grant  
135.3 under this section may use the grant funds over a two- to four-year period to support teacher  
135.4 candidates.

135.5 Subd. 4. **Account established.** A collaborative urban and greater Minnesota educator  
135.6 of color account is created in the special revenue fund for depositing money appropriated  
135.7 to or received by the board for the program. Money deposited in the account is appropriated  
135.8 to the board, does not cancel, and is continuously available for grants under this section.

135.9 Subd. 5. **Report.** (a) By January 15 of each year, an institution awarded a grant under  
135.10 this section must prepare for the legislature and the board a detailed report regarding the  
135.11 expenditure of grant funds, including the amounts used to recruit, retain, and induct teacher  
135.12 candidates of color or who are American Indian. The report must include the total number  
135.13 of teacher candidates of color, disaggregated by race or ethnic group, who are recruited to  
135.14 the institution, are newly admitted to the licensure program, are enrolled in the licensure  
135.15 program, have completed student teaching, have graduated, are licensed, and are newly  
135.16 employed as Minnesota teachers in their licensure field. A grant recipient must report the  
135.17 total number of teacher candidates of color or who are American Indian at each stage from  
135.18 recruitment to licensed teaching as a percentage of total candidates seeking the same licensure  
135.19 at the institution.

135.20 (b) The board must post a report on its website summarizing the activities and outcomes  
135.21 of grant recipients and results that promote sharing of effective practices among grant  
135.22 recipients.



135.23 Sec. 51. [122A.685] GROW YOUR OWN PATHWAYS TO TEACHER LICENSURE  
 135.24 GRANTS.

SEE SENATE SECTION 23, SUBDIVISION 5

135.25 Subdivision 1. Establishment. The commissioner of education must award grants under  
 135.26 this section to school districts and charter schools throughout Minnesota to develop or  
 135.27 expand Grow Your Own programs.

135.28 Subd. 2. Definition. For purposes of this section, "Grow Your Own programs" means  
 135.29 programs within schools or districts in partnership with Professional Educator Licensing  
 135.30 and Standards Board-approved teacher preparation programs designed to provide a pathway  
 135.31 to teaching at any level from early childhood to secondary school for paraprofessionals,  
 135.32 cultural liaisons, or other nonlicensed employees.

136.1 Subd. 3. Nonconventional teacher residency programs. (a) A school district, charter  
 136.2 school, or cooperative unit as defined in section 123A.24 may apply for a grant under this  
 136.3 section to fund an established and effective Professional Educator Licensing and Standards  
 136.4 Board-approved nonconventional teacher residency program. The program must provide  
 136.5 tuition scholarships or stipends to enable school district and charter school employees  
 136.6 seeking a teaching license who are of color or who are American Indian to participate in a  
 136.7 nonconventional teacher preparation program. If extra awarded grant funds are available,  
 136.8 programs may use remaining grant funds to provide tuition scholarships to employees who  
 136.9 are not persons of color or American Indian, who are seeking to teach in a licensure area  
 136.10 that is identified by the board as experiencing a shortage within the economic development  
 136.11 region where the program is located.

136.12 (b) School districts and charter schools that receive funds under this subdivision must  
 136.13 have a program to recruit and retain candidates of color or who are American Indian and  
 136.14 have demonstrated that at least 50 percent of past participants in the residency programs  
 136.15 are persons of color or American Indian. The commissioner must give priority in awarding  
 136.16 grants to programs with the highest total numbers and percentages of participants of color  
 136.17 or who are American Indian and those that have a percentage of participants of color or  
 136.18 who are American Indian that meets or exceeds the overall percentage of students of color  
 136.19 or American Indian students in the district, school, or cooperative.

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

136.24 Subd. 4. Expanded Grow Your Own programs. (a) School districts, charter schools,  
 136.25 or cooperatives as defined in section 123A.24, community-based organizations led by and  
 136.26 for communities of color or American Indian communities, and Head Start programs under  
 136.27 section 119A.50 may apply for grants under this subdivision to provide financial assistance,

- 136.28 mentoring, and other assistance to enable persons of color or who are American Indian to  
136.29 become teachers.
- 136.30 (b) Grants awarded under this subdivision must be used for:
- 136.31 (1) tuition scholarships or stipends to eligible teaching assistants, cultural liaisons, or  
136.32 other nonlicensed employees of color or who are American Indian and are enrolled in a  
136.33 Professional Educator Licensing and Standards Board-approved teacher preparation program;
- 137.1 (2) developing and implementing innovative school-based residency programs or other  
137.2 programs emphasizing clinical experiences in a district, cooperative, or charter school for  
137.3 nonlicensed employees of color or who are American Indian, and who seek a teaching  
137.4 license in collaboration with a conventional or nonconventional Professional Educator  
137.5 Licensing and Standards Board-approved program;
- 137.6 (3) developing pathway programs that provide stipends and tuition scholarships to parents  
137.7 and community members of color or who are American Indian to change careers and obtain  
137.8 a Tier 3 license to teach in schools or other credential needed to teach in a Head Start  
137.9 program; or
- 137.10 (4) developing innovative programs that encourage secondary school students to pursue  
137.11 teaching, including developing and offering dual-credit postsecondary course options in  
137.12 schools for "Introduction to Teaching" or "Introduction to Education" courses consistent  
137.13 with section 124D.09, subdivision 10, and supporting future teacher clubs involving middle  
137.14 and high school students of color or who are American Indian to have experiential learning  
137.15 supporting the success of younger students or peers and to increase their interest in pursuing  
137.16 a teaching career.
- 137.17 (c) School districts, charter schools, and Head Start programs providing financial  
137.18 assistance to individuals under this subdivision may require a commitment from the  
137.19 individuals, as determined by each district or school, to teach in the district or school for a  
137.20 reasonable amount of time not to exceed five years.
- 137.21 Subd. 5. **Grant procedure.** (a) A school district, charter school, cooperative, or Head  
137.22 Start program must apply for a grant under this section in the form and manner specified  
137.23 by the commissioner of education. To be eligible, grant recipients must ensure that the  
137.24 percentage of participants of color or who are American Indian is at least equivalent to the  
137.25 percentage of students enrolled in the district, school, cooperative, or program who are of  
137.26 color or American Indian. If a majority of students are of color or American Indian, then a  
137.27 majority of participants in the program must be persons of color or American Indian. Priority  
137.28 for awarding grants must be given to programs with the highest total numbers and percentages  
137.29 of participants of color or American Indian.
- 137.30 (b) For the 2019-2020 school year only, the commissioner must review all applications  
137.31 for continuing grants from programs that received funding under Laws 2017, First Special

- 137.32 Session chapter 5, article 2, section 57, subdivision 23, by August 1, 2019, and must notify  
137.33 grant recipients of the amount of the grants awarded by August 15, 2019.
- 138.1 (c) For the 2020-2021 school year and later, grant applications for new and existing  
138.2 programs must be received by the commissioner no later than December 1 of the year prior  
138.3 to the school year in which the grant will be used. The commissioner must review all  
138.4 applications and notify grant recipients by February 1 of the amount awarded.
- 138.5 (d) Grant recipients must spend any amounts received under this section within 18  
138.6 months of receiving the grant money.
- 138.7 Subd. 6. **Report.** Grant recipients must annually report to the commissioner of education  
138.8 by the date determined by the commissioner on their activities under this section, including  
138.9 the number of participants, the percentage of participants of color or who are American  
138.10 Indian, and an assessment of program effectiveness, including participant feedback, areas  
138.11 for improvement, the percentage of participants continuing to pursue teacher licensure, and  
138.12 the number of participants hired in the school or district as teachers after completing  
138.13 preparation programs. The commissioner must post on the department's website a report  
138.14 that summarizes the activities and outcomes of grant recipients and what was done to promote  
138.15 sharing of effective practices among grant recipients.
- 138.16 Sec. 52. Minnesota Statutes 2018, section 122A.70, is amended to read:  
138.17 122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE  
138.18 TEACHERS.
- 138.19 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School  
138.20 districts are encouraged to develop teacher mentoring programs for teachers new to the  
138.21 profession or district, including teaching residents, teachers of color, teachers who are  
138.22 American Indian, teachers in license shortage areas, teachers with special needs, or  
138.23 experienced teachers in need of peer coaching.
- 138.24 (b) Teacher mentoring programs must be included in or aligned with districts' teacher  
138.25 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,  
138.26 subdivision 5. A district may use staff development revenue under section 122A.61, special  
138.27 grant programs established by the legislature, or another funding source to pay a stipend to  
138.28 a mentor who may be a current or former teacher who has taught at least three years and is  
138.29 not on an improvement plan. Other initiatives using such funds or funds available under  
138.30 sections 124D.861 and 124D.862 may include:
- 138.31 (1) additional stipends as incentives to mentors of color or who are American Indian;
- 138.32 (2) financial supports for professional learning community affinity groups across schools  
138.33 within and between districts for teachers from underrepresented racial and ethnic groups to  
139.1 come together throughout the school year. For purposes of this section, "affinity groups"

- 139.2 are groups of educators who share a common racial or ethnic identity in society as persons  
 139.3 of color or who are American Indian;
- 139.4 (3) programs for induction aligned with the district or school mentorship program during  
 139.5 the first three years of teaching, especially for teachers from underrepresented racial and  
 139.6 ethnic groups; or
- 139.7 (4) grants supporting licensed and nonlicensed educator participation in professional  
 139.8 development, such as workshops and graduate courses, related to increasing student  
 139.9 achievement for students of color and American Indian students in order to close opportunity  
 139.10 and achievement gaps.
- 139.11 (c) Schools or districts that receive a grant must negotiate additional retention strategies  
 139.12 or protection from unrequested leave of absences in the beginning years of employment for  
 139.13 teachers of color and teachers who are American Indian. Retention strategies may include  
 139.14 providing financial incentives for teachers of color and teachers who are American Indian  
 139.15 to work in the school or district for at least five years and placing American Indian educators  
 139.16 at sites with other American Indian educators and educators of color at sites with other  
 139.17 educators of color to reduce isolation and increase opportunity for collegial support.
- 139.18 Subd. 2. **Applications.** The Professional Educator Licensing and Standards Board must  
 139.19 make application forms available to sites interested in developing or expanding a mentorship  
 139.20 program. A school district; a group of school districts; ~~or~~; a coalition of districts, teachers,  
 139.21 and teacher education institutions; or a coalition of schools, teachers, or nonlicensed educators  
 139.22 may apply for a teacher mentorship program grant. The Professional Educator Licensing  
 139.23 and Standards Board, in consultation with the teacher mentoring task force, must approve  
 139.24 or disapprove the applications. To the extent possible, the approved applications must reflect  
 139.25 effective mentoring, professional development, and retention components, ~~include a variety~~  
 139.26 ~~of conditions~~ and be geographically distributed throughout the state. The Professional  
 139.27 Educator Licensing and Standards Board must encourage the selected sites to consider the  
 139.28 use of its assessment procedures.
- 139.29 Subd. 3. **Criteria for selection.** At a minimum, applicants must express commitment  
 139.30 to:
- 139.31 (1) allow staff participation;  
 139.32 (2) assess skills of both beginning and mentor teachers;  
 139.33 (3) provide appropriate in-service to needs identified in the assessment;  
 140.1 (4) provide leadership to the effort;  
 140.2 (5) cooperate with higher education institutions;  
 140.3 (6) provide facilities and other resources;  
 140.4 (7) share findings, materials, and techniques with other school districts; and

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

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

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

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

72.27 Sec. 17. [122A.76] LITERACY PROFESSIONAL DEVELOPMENT FOR  
72.28 TEACHERS.

72.29 Subdivision 1. **Program.** A teacher licensed by the Professional Educator Licensing  
72.30 and Standards Board, whose duties include providing instruction to students, may participate  
72.31 in a literacy professional development program offered by an eligible training provider  
73.1 under subdivision 2. An online or in-person training program offered by an eligible training  
73.2 provider qualifies for reimbursement. The commissioner may pay a portion of the tuition,  
73.3 room, board, and travel costs a teacher incurs in participating in literacy professional  
73.4 development. The teacher reimbursements must not exceed the amount appropriated for  
73.5 this purpose. In order to be eligible for expense reimbursement, a teacher must submit a  
73.6 request in the form and manner required by the commissioner.

73.7 Subd. 2. **Eligible training providers.** An eligible training provider must be:

73.8 (1) a Wilson Language Training accredited partner;

73.9 (2) accredited by the International Multisensory Structured Language Education Council;

73.10 or

73.11 (3) an accredited site of the Academy of Orton-Gillingham Practitioners and Educators.

73.12 Subd. 3. **Training information report.** By February 1 of each year, the commissioner  
73.13 must report the following information to the legislative committees having jurisdiction over  
73.14 kindergarten through grade 12 education:

140.21 Sec. 53. Minnesota Statutes 2018, section 124D.09, subdivision 10, is amended to read:

140.22 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to  
140.23 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a  
140.24 postsecondary faculty member and offered at a secondary school, or another location,  
140.25 according to an agreement between a public school board and the governing body of an  
140.26 eligible public postsecondary system or an eligible private postsecondary institution, as  
140.27 defined in subdivision 3. All provisions of this section shall apply to a pupil, public school  
140.28 board, district, and the governing body of a postsecondary institution, except as otherwise  
140.29 provided.

140.30 (b) To encourage students, especially American Indian students and students of color,  
140.31 to consider teaching as a profession, participating schools, school districts, and postsecondary  
140.32 institutions are encouraged to develop and offer an "Introduction to Teaching" or  
141.1 "Introduction to Education" course under this subdivision. An institution that receives a For  
141.2 the purpose of applying for grants under this paragraph, "eligible institution" includes schools  
141.3 and districts that partner with an accredited college or university in addition to postsecondary  
141.4 institutions identified in subdivision 3, paragraph (a). Grant to develop a course recipients  
141.5 under this paragraph must annually report to the commissioner in a form and manner  
141.6 determined by the commissioner on the participation rates of students in courses under this  
141.7 paragraph, including the number of students who apply for admission to colleges or  
141.8 universities with teacher preparation programs and the number of students of color and  
141.9 American Indian students who earned postsecondary credit. Grant recipients must also  
141.10 describe recruiting efforts intended to ensure that the percentage of participants of color or  
141.11 who are American Indian meets or exceeds the overall percentage of students of color or  
141.12 American Indian students in the school.

141.13 Sec. 54. Minnesota Statutes 2018, section 124D.861, subdivision 2, is amended to read:

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

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

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

73.15 (1) the number of participating teachers;

73.16 (2) each school represented by the teachers in the trainings;

73.17 (3) the amounts expended in the most recent calendar year for tuition, room, board, and  
73.18 travel costs; and

73.19 (4) recommendations to improve training for teachers.

9.14 Sec. 12. Minnesota Statutes 2018, section 124D.09, subdivision 10, is amended to read:

9.15 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to  
9.16 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a  
9.17 postsecondary faculty member and offered at a secondary school, or another location,  
9.18 according to an agreement between a public school board and the governing body of an  
9.19 eligible public postsecondary system or an eligible private postsecondary institution, as  
9.20 defined in subdivision 3. All provisions of this section shall apply to a pupil, public school  
9.21 board, district, and the governing body of a postsecondary institution, except as otherwise  
9.22 provided.

9.23 (b) To encourage students, especially American Indian students and students of color,  
9.24 to consider teaching as a profession, participating schools, school districts, and postsecondary  
9.25 institutions are encouraged to develop and offer an "Introduction to Teaching" or  
9.26 "Introduction to Education" course under this subdivision. An institution that receives a For  
9.27 the purpose of applying for grants under this paragraph, "eligible institution" includes schools  
9.28 and districts that partner with an accredited college or university in addition to postsecondary  
9.29 institutions identified in subdivision 3, paragraph (a). Grant to develop a course recipients  
9.30 under this paragraph must annually report to the commissioner in a form and manner  
9.31 determined by the commissioner on the participation rates of students in courses under this  
9.32 paragraph, including the number of students who apply for admission to colleges or  
9.33 universities with teacher preparation programs and the number of students of color and  
10.1 American Indian students who earned postsecondary credit. Grant recipients must also  
10.2 describe recruiting efforts intended to ensure that the percentage of participating students  
10.3 who are of color or American Indian meets or exceeds the overall percentage of students  
10.4 of color or American Indian students in the school.

141.22 (3) professional development opportunities for teachers and administrators focused on  
 141.23 improving the academic achievement of all students, including teachers and administrators  
 141.24 who are members of populations underrepresented among the licensed teachers or  
 141.25 administrators in the district or school and who reflect the diversity of students under section  
 141.26 120B.35, subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;

141.27 (4) increased programmatic opportunities and effective and more diverse instructors  
 141.28 focused on rigor and college and career readiness for underserved students, including students  
 141.29 enrolled in alternative learning centers under section 123A.05, public alternative programs  
 141.30 under section 126C.05, subdivision 15, and contract alternative programs under section  
 141.31 124D.69, among other underserved students; or

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

142.4 (b) The plan must contain goals for:

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

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

142.10 (c) The plan must include strategies to make schools' curricula and learning and work  
 142.11 environments more inclusive and respectful of students' racial and ethnic diversity and to  
 142.12 address issues of structural inequities in schools that create opportunity gaps and achievement  
 142.13 gaps for students, families, and staff who are of color or who are American Indian, and  
 142.14 program revenues may be used to implement such strategies. Examples of possible structural  
 142.15 inequities include but are not limited to policies and practices that unintentionally result in  
 142.16 disparate referrals and suspension, inequitable access to advanced coursework,  
 142.17 overrepresentation in lower level coursework, participation in cocurricular activities, parent  
 142.18 involvement, and lack of access to diverse teachers. Plans may include but are not limited  
 142.19 to the following activities that may involve collaboration with or support from regional  
 142.20 centers of excellence:

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

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

- 142.27 (3) developing or expanding ethnic studies course offerings to provide all students with  
142.28 in-depth opportunities to learn about their own and others' cultures and historical experiences;
- 142.29 (4) examining and revising curricula in various subjects to be culturally relevant and  
142.30 inclusive of various racial and ethnic groups;
- 142.31 (5) examining academic and discipline data, reexamining institutional policies and  
142.32 practices that result in opportunity and achievement disparities between racial and ethnic  
142.33 groups, and making necessary changes that increase access, meaningful participation,  
143.1 representation, and positive outcomes for students of color, American Indian students, and  
143.2 students who qualify for free or reduced-price lunch;
- 143.3 (6) providing professional development opportunities to learn more about various racial  
143.4 and ethnic groups' experiences, assets, and issues and developing cross-cultural competence  
143.5 with knowledge, collaborations, and relationships needed to serve students effectively who  
143.6 are from diverse racial and ethnic backgrounds; and
- 143.7 (7) hiring more cultural liaisons to strengthen relationships with students, families, and  
143.8 other members of the community.
- 143.9 ~~(b)~~ (d) Among other requirements, an eligible district must implement effective,  
143.10 research-based interventions that include formative assessment practices to reduce the  
143.11 disparities in student academic performance among the specific categories of students as  
143.12 measured by student progress and growth on state reading and math assessments and as  
143.13 aligned with section 120B.11.
- 143.14 ~~(e)~~ (e) Eligible districts must create efficiencies and eliminate duplicative programs and  
143.15 services under this section, which may include forming collaborations or a single,  
143.16 seven-county metropolitan areawide partnership of eligible districts for this purpose.

74.1 Sec. 19. Minnesota Statutes 2018, section 124D.98, is amended by adding a subdivision  
74.2 to read:

74.3 Subd. 5. **Allowed use.** A school may use literacy incentive aid under this section for  
74.4 staff development by accredited providers or any other school-related purpose. The providers  
74.5 must be a Wilson Language Training accredited partner, accredited by the International  
74.6 Multisensory Structured Language Education Council, or an Academy of Orton-Gillingham  
74.7 Practitioners and Educators accredited training program.

74.8 Sec. 20. Minnesota Statutes 2018, section 136A.1276, subdivision 2, is amended to read:

74.9 Subd. 2. **Establishment; eligibility.** (a) The commissioner, in consultation with the  
74.10 Professional Educator Licensing and Standards Board, must establish and administer a  
74.11 program annually awarding grants to eligible alternative teacher preparation programs  
74.12 consistent with this section.



143.17 Sec. 55. Minnesota Statutes 2018, section 214.01, subdivision 3, is amended to read:

143.18 Subd. 3. **Non-health-related licensing board.** "Non-health-related licensing board"

143.19 means the Professional Educator Licensing and Standards Board established pursuant to

143.20 section 122A.07, the Board of School Administrators established pursuant to section 122A.14,

143.21 the Board of Barber Examiners established pursuant to section 154.001, the Board of

143.22 Cosmetologist Examiners established pursuant to section 155A.20, the Board of Assessors

143.23 established pursuant to section 270.41, the Board of Architecture, Engineering, Land

143.24 Surveying, Landscape Architecture, Geoscience, and Interior Design established pursuant

143.25 to section 326.04, the Private Detective and Protective Agent Licensing Board established

143.26 pursuant to section 326.33, the Board of Accountancy established pursuant to section

143.27 326A.02, and the Peace Officer Standards and Training Board established pursuant to section

143.28 626.841.

143.29 Sec. 56. [245C.125] BACKGROUND STUDY; PROFESSIONAL EDUCATOR

143.30 LICENSING AND STANDARDS BOARD.

143.31 The commissioner may contract with the Professional Educator Licensing and Standards

143.32 Board to conduct background studies and obtain background study data as required under

144.1 this chapter and chapter 122A. When required in chapter 122A, the commissioner must

144.2 conduct a national criminal history record check.

144.3 Sec. 57. Minnesota Statutes 2018, section 626.556, subdivision 10, is amended to read:

144.4 Subd. 10. **Duties of local welfare agency and local law enforcement agency upon**

144.5 **receipt of report; mandatory notification between police or sheriff and agency.** (a) The

144.6 police department or the county sheriff shall immediately notify the local welfare agency

144.7 or agency responsible for child protection reports under this section orally and in writing

144.8 when a report is received. The local welfare agency or agency responsible for child protection

144.9 reports shall immediately notify the local police department or the county sheriff orally and

74.13 (b) To be eligible to receive a grant, an alternative teacher preparation program must

74.14 certify that it:

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

74.16 (2) is a school district, charter school, or nonprofit corporation organized under chapter

74.17 317A or under section 501(c)(3) of the Internal Revenue Code of 1986 for an

74.18 education-related purpose that has been operating continuously for at least three years in

74.19 Minnesota or any other state.

74.20 (c) The commissioner must give priority to applicants based in Minnesota when awarding

74.21 grants under this section.

74.22 (d) The commissioner may award a grant to an alternative teacher preparation program

74.23 that has previously received a grant under this section.

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

98.11 Sec. 12. Minnesota Statutes 2018, section 626.556, subdivision 10, is amended to read:

98.12 Subd. 10. **Duties of local welfare agency and local law enforcement agency upon**

98.13 **receipt of report; mandatory notification between police or sheriff and agency.** (a) The

98.14 police department or the county sheriff shall immediately notify the local welfare agency

98.15 or agency responsible for child protection reports under this section orally and in writing

98.16 when a report is received. The local welfare agency or agency responsible for child protection

98.17 reports shall immediately notify the local police department or the county sheriff orally and

144.10 in writing when a report is received. The county sheriff and the head of every local welfare  
 144.11 agency, agency responsible for child protection reports, and police department shall each  
 144.12 designate a person within their agency, department, or office who is responsible for ensuring  
 144.13 that the notification duties of this paragraph are carried out. When the alleged maltreatment  
 144.14 occurred on tribal land, the local welfare agency or agency responsible for child protection  
 144.15 reports and the local police department or the county sheriff shall immediately notify the  
 144.16 tribe's social services agency and tribal law enforcement orally and in writing when a report  
 144.17 is received. When a police department or county sheriff determines that a child has been  
 144.18 the subject of physical abuse, sexual abuse, or neglect by a person licensed by the  
 144.19 Professional Educator Licensing and Standards Board or Board of School Administrators,  
 144.20 it shall, in addition to its other duties under this section, immediately inform the licensing  
 144.21 board. Law enforcement must work collaboratively with the board that has jurisdiction over  
 144.22 the matter, including sharing documents and evidence to continue the investigation.

144.23 (b) Upon receipt of a report, the local welfare agency shall determine whether to conduct  
 144.24 a family assessment or an investigation as appropriate to prevent or provide a remedy for  
 144.25 child maltreatment. The local welfare agency:

144.26 (1) shall conduct an investigation on reports involving sexual abuse or substantial child  
 144.27 endangerment;

144.28 (2) shall begin an immediate investigation if, at any time when it is using a family  
 144.29 assessment response, it determines that there is reason to believe that sexual abuse or  
 144.30 substantial child endangerment or a serious threat to the child's safety exists;

144.31 (3) may conduct a family assessment for reports that do not allege sexual abuse or  
 144.32 substantial child endangerment. In determining that a family assessment is appropriate, the  
 144.33 local welfare agency may consider issues of child safety, parental cooperation, and the need  
 144.34 for an immediate response;

145.1 (4) may conduct a family assessment on a report that was initially screened and assigned  
 145.2 for an investigation. In determining that a complete investigation is not required, the local  
 145.3 welfare agency must document the reason for terminating the investigation and notify the  
 145.4 local law enforcement agency if the local law enforcement agency is conducting a joint  
 145.5 investigation; and

145.6 (5) shall provide immediate notice, according to section 260.761, subdivision 2, to an  
 145.7 Indian child's tribe when the agency has reason to believe the family assessment or  
 145.8 investigation may involve an Indian child. For purposes of this clause, "immediate notice"  
 145.9 means notice provided within 24 hours.

145.10 If the report alleges neglect, physical abuse, or sexual abuse by a parent, guardian, or  
 145.11 individual functioning within the family unit as a person responsible for the child's care, or  
 145.12 sexual abuse by a person with a significant relationship to the child when that person resides  
 145.13 in the child's household or by a sibling, the local welfare agency shall immediately conduct  
 145.14 a family assessment or investigation as identified in clauses (1) to (4). In conducting a family

98.18 in writing when a report is received. The county sheriff and the head of every local welfare  
 98.19 agency, agency responsible for child protection reports, and police department shall each  
 98.20 designate a person within their agency, department, or office who is responsible for ensuring  
 98.21 that the notification duties of this paragraph are carried out. When the alleged maltreatment  
 98.22 occurred on tribal land, the local welfare agency or agency responsible for child protection  
 98.23 reports and the local police department or the county sheriff shall immediately notify the  
 98.24 tribe's social services agency and tribal law enforcement orally and in writing when a report  
 98.25 is received. When a police department or county sheriff determines that a child has been  
 98.26 the subject of physical abuse, sexual abuse, or neglect by a person licensed by the  
 98.27 Professional Educator Licensing and Standards Board or the Board of School Administrators,  
 98.28 the department or sheriff shall, in addition to its other duties under this section, immediately  
 98.29 inform the licensing board.

98.30 (b) Upon receipt of a report, the local welfare agency shall determine whether to conduct  
 98.31 a family assessment or an investigation as appropriate to prevent or provide a remedy for  
 98.32 child maltreatment. The local welfare agency:

99.1 (1) shall conduct an investigation on reports involving sexual abuse or substantial child  
 99.2 endangerment;

99.3 (2) shall begin an immediate investigation if, at any time when it is using a family  
 99.4 assessment response, it determines that there is reason to believe that sexual abuse or  
 99.5 substantial child endangerment or a serious threat to the child's safety exists;

99.6 (3) may conduct a family assessment for reports that do not allege sexual abuse or  
 99.7 substantial child endangerment. In determining that a family assessment is appropriate, the  
 99.8 local welfare agency may consider issues of child safety, parental cooperation, and the need  
 99.9 for an immediate response;

99.10 (4) may conduct a family assessment on a report that was initially screened and assigned  
 99.11 for an investigation. In determining that a complete investigation is not required, the local  
 99.12 welfare agency must document the reason for terminating the investigation and notify the  
 99.13 local law enforcement agency if the local law enforcement agency is conducting a joint  
 99.14 investigation; and

99.15 (5) shall provide immediate notice, according to section 260.761, subdivision 2, to an  
 99.16 Indian child's tribe when the agency has reason to believe the family assessment or  
 99.17 investigation may involve an Indian child. For purposes of this clause, "immediate notice"  
 99.18 means notice provided within 24 hours.

99.19 If the report alleges neglect, physical abuse, or sexual abuse by a parent, guardian, or  
 99.20 individual functioning within the family unit as a person responsible for the child's care, or  
 99.21 sexual abuse by a person with a significant relationship to the child when that person resides  
 99.22 in the child's household or by a sibling, the local welfare agency shall immediately conduct  
 99.23 a family assessment or investigation as identified in clauses (1) to (4). In conducting a family

145.15 assessment or investigation, the local welfare agency shall gather information on the existence  
 145.16 of substance abuse and domestic violence and offer services for purposes of preventing  
 145.17 future child maltreatment, safeguarding and enhancing the welfare of the abused or neglected  
 145.18 minor, and supporting and preserving family life whenever possible. If the report alleges a  
 145.19 violation of a criminal statute involving sexual abuse, physical abuse, or neglect or  
 145.20 endangerment, under section 609.378, the local law enforcement agency and local welfare  
 145.21 agency shall coordinate the planning and execution of their respective investigation and  
 145.22 assessment efforts to avoid a duplication of fact-finding efforts and multiple interviews.  
 145.23 Each agency shall prepare a separate report of the results of its investigation or assessment.  
 145.24 In cases of alleged child maltreatment resulting in death, the local agency may rely on the  
 145.25 fact-finding efforts of a law enforcement investigation to make a determination of whether  
 145.26 or not maltreatment occurred. When necessary the local welfare agency shall seek authority  
 145.27 to remove the child from the custody of a parent, guardian, or adult with whom the child is  
 145.28 living. In performing any of these duties, the local welfare agency shall maintain appropriate  
 145.29 records.

145.30 If the family assessment or investigation indicates there is a potential for abuse of alcohol  
 145.31 or other drugs by the parent, guardian, or person responsible for the child's care, the local  
 145.32 welfare agency shall conduct a chemical use assessment pursuant to Minnesota Rules, part  
 145.33 9530.6615.

145.34 (c) When a local agency receives a report or otherwise has information indicating that  
 145.35 a child who is a client, as defined in section 245.91, has been the subject of physical abuse,  
 146.1 sexual abuse, or neglect at an agency, facility, or program as defined in section 245.91, it  
 146.2 shall, in addition to its other duties under this section, immediately inform the ombudsman  
 146.3 established under sections 245.91 to 245.97. The commissioner of education shall inform  
 146.4 the ombudsman established under sections 245.91 to 245.97 of reports regarding a child  
 146.5 defined as a client in section 245.91 that maltreatment occurred at a school as defined in  
 146.6 section 120A.05, subdivisions 9, 11, and 13, and chapter 124E.

146.7 (d) Authority of the local welfare agency responsible for assessing or investigating the  
 146.8 child abuse or neglect report, the agency responsible for assessing or investigating the report,  
 146.9 and of the local law enforcement agency for investigating the alleged abuse or neglect  
 146.10 includes, but is not limited to, authority to interview, without parental consent, the alleged  
 146.11 victim and any other minors who currently reside with or who have resided with the alleged  
 146.12 offender. The interview may take place at school or at any facility or other place where the  
 146.13 alleged victim or other minors might be found or the child may be transported to, and the  
 146.14 interview conducted at, a place appropriate for the interview of a child designated by the  
 146.15 local welfare agency or law enforcement agency. The interview may take place outside the  
 146.16 presence of the alleged offender or parent, legal custodian, guardian, or school official. For  
 146.17 family assessments, it is the preferred practice to request a parent or guardian's permission  
 146.18 to interview the child prior to conducting the child interview, unless doing so would  
 146.19 compromise the safety assessment. Except as provided in this paragraph, the parent, legal  
 146.20 custodian, or guardian shall be notified by the responsible local welfare or law enforcement  
 146.21 agency no later than the conclusion of the investigation or assessment that this interview

99.24 assessment or investigation, the local welfare agency shall gather information on the existence  
 99.25 of substance abuse and domestic violence and offer services for purposes of preventing  
 99.26 future child maltreatment, safeguarding and enhancing the welfare of the abused or neglected  
 99.27 minor, and supporting and preserving family life whenever possible. If the report alleges a  
 99.28 violation of a criminal statute involving sexual abuse, physical abuse, or neglect or  
 99.29 endangerment, under section 609.378, the local law enforcement agency and local welfare  
 99.30 agency shall coordinate the planning and execution of their respective investigation and  
 99.31 assessment efforts to avoid a duplication of fact-finding efforts and multiple interviews.  
 99.32 Each agency shall prepare a separate report of the results of its investigation or assessment.  
 99.33 In cases of alleged child maltreatment resulting in death, the local agency may rely on the  
 99.34 fact-finding efforts of a law enforcement investigation to make a determination of whether  
 100.1 or not maltreatment occurred. When necessary the local welfare agency shall seek authority  
 100.2 to remove the child from the custody of a parent, guardian, or adult with whom the child is  
 100.3 living. In performing any of these duties, the local welfare agency shall maintain appropriate  
 100.4 records.

100.5 If the family assessment or investigation indicates there is a potential for abuse of alcohol  
 100.6 or other drugs by the parent, guardian, or person responsible for the child's care, the local  
 100.7 welfare agency shall conduct a chemical use assessment pursuant to Minnesota Rules, part  
 100.8 9530.6615.

100.9 (c) When a local agency receives a report or otherwise has information indicating that  
 100.10 a child who is a client, as defined in section 245.91, has been the subject of physical abuse,  
 100.11 sexual abuse, or neglect at an agency, facility, or program as defined in section 245.91, it  
 100.12 shall, in addition to its other duties under this section, immediately inform the ombudsman  
 100.13 established under sections 245.91 to 245.97. The commissioner of education shall inform  
 100.14 the ombudsman established under sections 245.91 to 245.97 of reports regarding a child  
 100.15 defined as a client in section 245.91 that maltreatment occurred at a school as defined in  
 100.16 section 120A.05, subdivisions 9, 11, and 13, and chapter 124E.

100.17 (d) Authority of the local welfare agency responsible for assessing or investigating the  
 100.18 child abuse or neglect report, the agency responsible for assessing or investigating the report,  
 100.19 and of the local law enforcement agency for investigating the alleged abuse or neglect  
 100.20 includes, but is not limited to, authority to interview, without parental consent, the alleged  
 100.21 victim and any other minors who currently reside with or who have resided with the alleged  
 100.22 offender. The interview may take place at school or at any facility or other place where the  
 100.23 alleged victim or other minors might be found or the child may be transported to, and the  
 100.24 interview conducted at, a place appropriate for the interview of a child designated by the  
 100.25 local welfare agency or law enforcement agency. The interview may take place outside the  
 100.26 presence of the alleged offender or parent, legal custodian, guardian, or school official. For  
 100.27 family assessments, it is the preferred practice to request a parent or guardian's permission  
 100.28 to interview the child prior to conducting the child interview, unless doing so would  
 100.29 compromise the safety assessment. Except as provided in this paragraph, the parent, legal  
 100.30 custodian, or guardian shall be notified by the responsible local welfare or law enforcement  
 100.31 agency no later than the conclusion of the investigation or assessment that this interview

146.22 has occurred. Notwithstanding rule 32 of the Minnesota Rules of Procedure for Juvenile  
146.23 Courts, the juvenile court may, after hearing on an ex parte motion by the local welfare  
146.24 agency, order that, where reasonable cause exists, the agency withhold notification of this  
146.25 interview from the parent, legal custodian, or guardian. If the interview took place or is to  
146.26 take place on school property, the order shall specify that school officials may not disclose  
146.27 to the parent, legal custodian, or guardian the contents of the notification of intent to interview  
146.28 the child on school property, as provided under this paragraph, and any other related  
146.29 information regarding the interview that may be a part of the child's school record. A copy  
146.30 of the order shall be sent by the local welfare or law enforcement agency to the appropriate  
146.31 school official.

146.32 (e) When the local welfare, local law enforcement agency, or the agency responsible  
146.33 for assessing or investigating a report of maltreatment determines that an interview should  
146.34 take place on school property, written notification of intent to interview the child on school  
146.35 property must be received by school officials prior to the interview. The notification shall  
147.1 include the name of the child to be interviewed, the purpose of the interview, and a reference  
147.2 to the statutory authority to conduct an interview on school property. For interviews  
147.3 conducted by the local welfare agency, the notification shall be signed by the chair of the  
147.4 local social services agency or the chair's designee. The notification shall be private data  
147.5 on individuals subject to the provisions of this paragraph. School officials may not disclose  
147.6 to the parent, legal custodian, or guardian the contents of the notification or any other related  
147.7 information regarding the interview until notified in writing by the local welfare or law  
147.8 enforcement agency that the investigation or assessment has been concluded, unless a school  
147.9 employee or agent is alleged to have maltreated the child. Until that time, the local welfare  
147.10 or law enforcement agency or the agency responsible for assessing or investigating a report  
147.11 of maltreatment shall be solely responsible for any disclosures regarding the nature of the  
147.12 assessment or investigation.

147.13 Except where the alleged offender is believed to be a school official or employee, the  
147.14 time and place, and manner of the interview on school premises shall be within the discretion  
147.15 of school officials, but the local welfare or law enforcement agency shall have the exclusive  
147.16 authority to determine who may attend the interview. The conditions as to time, place, and  
147.17 manner of the interview set by the school officials shall be reasonable and the interview  
147.18 shall be conducted not more than 24 hours after the receipt of the notification unless another  
147.19 time is considered necessary by agreement between the school officials and the local welfare  
147.20 or law enforcement agency. Where the school fails to comply with the provisions of this  
147.21 paragraph, the juvenile court may order the school to comply. Every effort must be made  
147.22 to reduce the disruption of the educational program of the child, other students, or school  
147.23 staff when an interview is conducted on school premises.

147.24 (f) Where the alleged offender or a person responsible for the care of the alleged victim  
147.25 or other minor prevents access to the victim or other minor by the local welfare agency, the  
147.26 juvenile court may order the parents, legal custodian, or guardian to produce the alleged  
147.27 victim or other minor for questioning by the local welfare agency or the local law

100.32 has occurred. Notwithstanding rule 32 of the Minnesota Rules of Procedure for Juvenile  
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100.34 agency, order that, where reasonable cause exists, the agency withhold notification of this  
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101.1 take place on school property, the order shall specify that school officials may not disclose  
101.2 to the parent, legal custodian, or guardian the contents of the notification of intent to interview  
101.3 the child on school property, as provided under this paragraph, and any other related  
101.4 information regarding the interview that may be a part of the child's school record. A copy  
101.5 of the order shall be sent by the local welfare or law enforcement agency to the appropriate  
101.6 school official.

101.7 (e) When the local welfare, local law enforcement agency, or the agency responsible  
101.8 for assessing or investigating a report of maltreatment determines that an interview should  
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102.1 juvenile court may order the parents, legal custodian, or guardian to produce the alleged  
102.2 victim or other minor for questioning by the local welfare agency or the local law

147.28 enforcement agency outside the presence of the alleged offender or any person responsible  
147.29 for the child's care at reasonable places and times as specified by court order.

147.30 (g) Before making an order under paragraph (f), the court shall issue an order to show  
147.31 cause, either upon its own motion or upon a verified petition, specifying the basis for the  
147.32 requested interviews and fixing the time and place of the hearing. The order to show cause  
147.33 shall be served personally and shall be heard in the same manner as provided in other cases  
147.34 in the juvenile court. The court shall consider the need for appointment of a guardian ad  
148.1 litem to protect the best interests of the child. If appointed, the guardian ad litem shall be  
148.2 present at the hearing on the order to show cause.

148.3 (h) The commissioner of human services, the ombudsman for mental health and  
148.4 developmental disabilities, the local welfare agencies responsible for investigating reports,  
148.5 the commissioner of education, and the local law enforcement agencies have the right to  
148.6 enter facilities as defined in subdivision 2 and to inspect and copy the facility's records,  
148.7 including medical records, as part of the investigation. Notwithstanding the provisions of  
148.8 chapter 13, they also have the right to inform the facility under investigation that they are  
148.9 conducting an investigation, to disclose to the facility the names of the individuals under  
148.10 investigation for abusing or neglecting a child, and to provide the facility with a copy of  
148.11 the report and the investigative findings.

148.12 (i) The local welfare agency responsible for conducting a family assessment or  
148.13 investigation shall collect available and relevant information to determine child safety, risk  
148.14 of subsequent child maltreatment, and family strengths and needs and share not public  
148.15 information with an Indian's tribal social services agency without violating any law of the  
148.16 state that may otherwise impose duties of confidentiality on the local welfare agency in  
148.17 order to implement the tribal state agreement. The local welfare agency or the agency  
148.18 responsible for investigating the report shall collect available and relevant information to  
148.19 ascertain whether maltreatment occurred and whether protective services are needed.  
148.20 Information collected includes, when relevant, information with regard to the person reporting  
148.21 the alleged maltreatment, including the nature of the reporter's relationship to the child and  
148.22 to the alleged offender, and the basis of the reporter's knowledge for the report; the child  
148.23 allegedly being maltreated; the alleged offender; the child's caretaker; and other collateral  
148.24 sources having relevant information related to the alleged maltreatment. The local welfare  
148.25 agency or the agency responsible for investigating the report may make a determination of  
148.26 no maltreatment early in an investigation, and close the case and retain immunity, if the  
148.27 collected information shows no basis for a full investigation.

148.28 Information relevant to the assessment or investigation must be asked for, and may  
148.29 include:

148.30 (1) the child's sex and age; prior reports of maltreatment, including any maltreatment  
148.31 reports that were screened out and not accepted for assessment or investigation; information  
148.32 relating to developmental functioning; credibility of the child's statement; and whether the  
148.33 information provided under this clause is consistent with other information collected during  
148.34 the course of the assessment or investigation;

102.3 enforcement agency outside the presence of the alleged offender or any person responsible  
102.4 for the child's care at reasonable places and times as specified by court order.

102.5 (g) Before making an order under paragraph (f), the court shall issue an order to show  
102.6 cause, either upon its own motion or upon a verified petition, specifying the basis for the  
102.7 requested interviews and fixing the time and place of the hearing. The order to show cause  
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102.16 including medical records, as part of the investigation. Notwithstanding the provisions of  
102.17 chapter 13, they also have the right to inform the facility under investigation that they are  
102.18 conducting an investigation, to disclose to the facility the names of the individuals under  
102.19 investigation for abusing or neglecting a child, and to provide the facility with a copy of  
102.20 the report and the investigative findings.

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102.24 information with an Indian's tribal social services agency without violating any law of the  
102.25 state that may otherwise impose duties of confidentiality on the local welfare agency in  
102.26 order to implement the tribal state agreement. The local welfare agency or the agency  
102.27 responsible for investigating the report shall collect available and relevant information to  
102.28 ascertain whether maltreatment occurred and whether protective services are needed.  
102.29 Information collected includes, when relevant, information with regard to the person reporting  
102.30 the alleged maltreatment, including the nature of the reporter's relationship to the child and  
102.31 to the alleged offender, and the basis of the reporter's knowledge for the report; the child  
102.32 allegedly being maltreated; the alleged offender; the child's caretaker; and other collateral  
102.33 sources having relevant information related to the alleged maltreatment. The local welfare  
102.34 agency or the agency responsible for investigating the report may make a determination of  
103.1 no maltreatment early in an investigation, and close the case and retain immunity, if the  
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103.3 Information relevant to the assessment or investigation must be asked for, and may  
103.4 include:

103.5 (1) the child's sex and age; prior reports of maltreatment, including any maltreatment  
103.6 reports that were screened out and not accepted for assessment or investigation; information  
103.7 relating to developmental functioning; credibility of the child's statement; and whether the  
103.8 information provided under this clause is consistent with other information collected during  
103.9 the course of the assessment or investigation;

149.1 (2) the alleged offender's age, a record check for prior reports of maltreatment, and  
 149.2 criminal charges and convictions. The local welfare agency or the agency responsible for  
 149.3 assessing or investigating the report must provide the alleged offender with an opportunity  
 149.4 to make a statement. The alleged offender may submit supporting documentation relevant  
 149.5 to the assessment or investigation;

149.6 (3) collateral source information regarding the alleged maltreatment and care of the  
 149.7 child. Collateral information includes, when relevant: (i) a medical examination of the child;  
 149.8 (ii) prior medical records relating to the alleged maltreatment or the care of the child  
 149.9 maintained by any facility, clinic, or health care professional and an interview with the  
 149.10 treating professionals; and (iii) interviews with the child's caretakers, including the child's  
 149.11 parent, guardian, foster parent, child care provider, teachers, counselors, family members,  
 149.12 relatives, and other persons who may have knowledge regarding the alleged maltreatment  
 149.13 and the care of the child; and

149.14 (4) information on the existence of domestic abuse and violence in the home of the child,  
 149.15 and substance abuse.

149.16 Nothing in this paragraph precludes the local welfare agency, the local law enforcement  
 149.17 agency, or the agency responsible for assessing or investigating the report from collecting  
 149.18 other relevant information necessary to conduct the assessment or investigation.  
 149.19 Notwithstanding sections 13.384 or 144.291 to 144.298, the local welfare agency has access  
 149.20 to medical data and records for purposes of clause (3). Notwithstanding the data's  
 149.21 classification in the possession of any other agency, data acquired by the local welfare  
 149.22 agency or the agency responsible for assessing or investigating the report during the course  
 149.23 of the assessment or investigation are private data on individuals and must be maintained  
 149.24 in accordance with subdivision 11. Data of the commissioner of education collected or  
 149.25 maintained during and for the purpose of an investigation of alleged maltreatment in a school  
 149.26 are governed by this section, notwithstanding the data's classification as educational,  
 149.27 licensing, or personnel data under chapter 13.

149.28 In conducting an assessment or investigation involving a school facility as defined in  
 149.29 subdivision 2, paragraph (c), the commissioner of education shall collect investigative  
 149.30 reports and data that are relevant to a report of maltreatment and are from local law  
 149.31 enforcement and the school facility.

149.32 (j) Upon receipt of a report, the local welfare agency shall conduct a face-to-face contact  
 149.33 with the child reported to be maltreated and with the child's primary caregiver sufficient to  
 149.34 complete a safety assessment and ensure the immediate safety of the child. The face-to-face  
 150.1 contact with the child and primary caregiver shall occur immediately if sexual abuse or  
 150.2 substantial child endangerment is alleged and within five calendar days for all other reports.  
 150.3 If the alleged offender was not already interviewed as the primary caregiver, the local welfare  
 150.4 agency shall also conduct a face-to-face interview with the alleged offender in the early  
 150.5 stages of the assessment or investigation. At the initial contact, the local child welfare agency  
 150.6 or the agency responsible for assessing or investigating the report must inform the alleged  
 150.7 offender of the complaints or allegations made against the individual in a manner consistent

103.10 (2) the alleged offender's age, a record check for prior reports of maltreatment, and  
 103.11 criminal charges and convictions. The local welfare agency or the agency responsible for  
 103.12 assessing or investigating the report must provide the alleged offender with an opportunity  
 103.13 to make a statement. The alleged offender may submit supporting documentation relevant  
 103.14 to the assessment or investigation;

103.15 (3) collateral source information regarding the alleged maltreatment and care of the  
 103.16 child. Collateral information includes, when relevant: (i) a medical examination of the child;  
 103.17 (ii) prior medical records relating to the alleged maltreatment or the care of the child  
 103.18 maintained by any facility, clinic, or health care professional and an interview with the  
 103.19 treating professionals; and (iii) interviews with the child's caretakers, including the child's  
 103.20 parent, guardian, foster parent, child care provider, teachers, counselors, family members,  
 103.21 relatives, and other persons who may have knowledge regarding the alleged maltreatment  
 103.22 and the care of the child; and

103.23 (4) information on the existence of domestic abuse and violence in the home of the child,  
 103.24 and substance abuse.

103.25 Nothing in this paragraph precludes the local welfare agency, the local law enforcement  
 103.26 agency, or the agency responsible for assessing or investigating the report from collecting  
 103.27 other relevant information necessary to conduct the assessment or investigation.  
 103.28 Notwithstanding sections 13.384 or 144.291 to 144.298, the local welfare agency has access  
 103.29 to medical data and records for purposes of clause (3). Notwithstanding the data's  
 103.30 classification in the possession of any other agency, data acquired by the local welfare  
 103.31 agency or the agency responsible for assessing or investigating the report during the course  
 103.32 of the assessment or investigation are private data on individuals and must be maintained  
 103.33 in accordance with subdivision 11. Data of the commissioner of education collected or  
 103.34 maintained during and for the purpose of an investigation of alleged maltreatment in a school  
 104.1 are governed by this section, notwithstanding the data's classification as educational,  
 104.2 licensing, or personnel data under chapter 13.

104.3 In conducting an assessment or investigation involving a school facility as defined in  
 104.4 subdivision 2, paragraph (c), the commissioner of education shall collect investigative  
 104.5 reports and data that are relevant to a report of maltreatment and are from local law  
 104.6 enforcement and the school facility.

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 104.9 complete a safety assessment and ensure the immediate safety of the child. The face-to-face  
 104.10 contact with the child and primary caregiver shall occur immediately if sexual abuse or  
 104.11 substantial child endangerment is alleged and within five calendar days for all other reports.  
 104.12 If the alleged offender was not already interviewed as the primary caregiver, the local welfare  
 104.13 agency shall also conduct a face-to-face interview with the alleged offender in the early  
 104.14 stages of the assessment or investigation. At the initial contact, the local child welfare agency  
 104.15 or the agency responsible for assessing or investigating the report must inform the alleged  
 104.16 offender of the complaints or allegations made against the individual in a manner consistent

150.8 with laws protecting the rights of the person who made the report. The interview with the  
 150.9 alleged offender may be postponed if it would jeopardize an active law enforcement  
 150.10 investigation.

150.11 (k) When conducting an investigation, the local welfare agency shall use a question and  
 150.12 answer interviewing format with questioning as nondirective as possible to elicit spontaneous  
 150.13 responses. For investigations only, the following interviewing methods and procedures must  
 150.14 be used whenever possible when collecting information:

150.15 (1) audio recordings of all interviews with witnesses and collateral sources; and

150.16 (2) in cases of alleged sexual abuse, audio-video recordings of each interview with the  
 150.17 alleged victim and child witnesses.

150.18 (l) In conducting an assessment or investigation involving a school facility as defined  
 150.19 in subdivision 2, paragraph (c), the commissioner of education shall collect available and  
 150.20 relevant information and use the procedures in paragraphs (j) and (k), and subdivision 3d,  
 150.21 except that the requirement for face-to-face observation of the child and face-to-face interview  
 150.22 of the alleged offender is to occur in the initial stages of the assessment or investigation  
 150.23 provided that the commissioner may also base the assessment or investigation on investigative  
 150.24 reports and data received from the school facility and local law enforcement, to the extent  
 150.25 those investigations satisfy the requirements of paragraphs (j) and (k), and subdivision 3d.

150.26 Sec. 58. Minnesota Statutes 2018, section 626.556, subdivision 11, is amended to read:

150.27 Subd. 11. **Records.** (a) Except as provided in paragraph (b) and subdivisions 10b, 10d,  
 150.28 10g, and 11b, all records concerning individuals maintained by a local welfare agency or  
 150.29 agency responsible for assessing or investigating the report under this section, including  
 150.30 any written reports filed under subdivision 7, shall be private data on individuals, except  
 150.31 insofar as copies of reports are required by subdivision 7 to be sent to the local police  
 150.32 department or the county sheriff. All records concerning determinations of maltreatment  
 150.33 by a facility are nonpublic data as maintained by the Department of Education, except insofar  
 150.34 as copies of reports are required by subdivision 7 to be sent to the local police department  
 151.1 or the county sheriff. Reports maintained by any police department or the county sheriff  
 151.2 shall be private data on individuals except the reports shall be made available to the  
 151.3 investigating, petitioning, or prosecuting authority, including county medical examiners or  
 151.4 county coroners. Section 13.82, subdivisions 8, 9, and 14, apply to law enforcement data  
 151.5 other than the reports. The local social services agency or agency responsible for assessing  
 151.6 or investigating the report shall make available to the investigating, petitioning, or prosecuting  
 151.7 authority, including county medical examiners or county coroners or their professional  
 151.8 delegates, any records which contain information relating to a specific incident of neglect  
 151.9 or abuse which is under investigation, petition, or prosecution and information relating to  
 151.10 any prior incidents of neglect or abuse involving any of the same persons. The records shall  
 151.11 be collected and maintained in accordance with the provisions of chapter 13. In conducting  
 151.12 investigations and assessments pursuant to this section, the notice required by section 13.04,  
 151.13 subdivision 2, need not be provided to a minor under the age of ten who is the alleged victim

104.17 with laws protecting the rights of the person who made the report. The interview with the  
 104.18 alleged offender may be postponed if it would jeopardize an active law enforcement  
 104.19 investigation.

104.20 (k) When conducting an investigation, the local welfare agency shall use a question and  
 104.21 answer interviewing format with questioning as nondirective as possible to elicit spontaneous  
 104.22 responses. For investigations only, the following interviewing methods and procedures must  
 104.23 be used whenever possible when collecting information:

104.24 (1) audio recordings of all interviews with witnesses and collateral sources; and

104.25 (2) in cases of alleged sexual abuse, audio-video recordings of each interview with the  
 104.26 alleged victim and child witnesses.

104.27 (l) In conducting an assessment or investigation involving a school facility as defined  
 104.28 in subdivision 2, paragraph (c), the commissioner of education shall collect available and  
 104.29 relevant information and use the procedures in paragraphs (j) and (k), and subdivision 3d,  
 104.30 except that the requirement for face-to-face observation of the child and face-to-face interview  
 104.31 of the alleged offender is to occur in the initial stages of the assessment or investigation  
 104.32 provided that the commissioner may also base the assessment or investigation on investigative  
 104.33 reports and data received from the school facility and local law enforcement, to the extent  
 104.34 those investigations satisfy the requirements of paragraphs (j) and (k), and subdivision 3d.

151.14 of abuse or neglect. An individual subject of a record shall have access to the record in  
 151.15 accordance with those sections, except that the name of the reporter shall be confidential  
 151.16 while the report is under assessment or investigation except as otherwise permitted by this  
 151.17 subdivision. Any person conducting an investigation or assessment under this section who  
 151.18 intentionally discloses the identity of a reporter prior to the completion of the investigation  
 151.19 or assessment is guilty of a misdemeanor. After the assessment or investigation is completed,  
 151.20 the name of the reporter shall be confidential. The subject of the report may compel disclosure  
 151.21 of the name of the reporter only with the consent of the reporter or upon a written finding  
 151.22 by the court that the report was false and that there is evidence that the report was made in  
 151.23 bad faith. This subdivision does not alter disclosure responsibilities or obligations under  
 151.24 the Rules of Criminal Procedure.

151.25 (b) Upon request of the legislative auditor, data on individuals maintained under this  
 151.26 section must be released to the legislative auditor in order for the auditor to fulfill the auditor's  
 151.27 duties under section 3.971. The auditor shall maintain the data in accordance with chapter  
 151.28 13.

151.29 (c) The commissioner of education must be provided with all requested data that are  
 151.30 relevant to a report of maltreatment and are in possession of a school facility as defined in  
 151.31 subdivision 2, paragraph (c), when the data is requested pursuant to an assessment or  
 151.32 investigation of a maltreatment report of a student in a school. If the commissioner of  
 151.33 education makes a determination of maltreatment involving an individual performing work  
 151.34 within a school facility who is licensed by a board or other agency, the commissioner shall  
 151.35 provide necessary and relevant information a copy of its offender maltreatment determination  
 152.1 report to the licensing entity to enable the entity to fulfill its statutory duties, with all student  
 152.2 identifying information removed. The offender maltreatment determination report shall  
 152.3 include but is not limited to the following sections: report of alleged maltreatment; legal  
 152.4 standard; investigation; summary of findings; determination; corrective action by a school;  
 152.5 reconsideration process; and a listing of records related to the investigation. Notwithstanding  
 152.6 section 13.03, subdivision 4, data received by a licensing entity under this paragraph are  
 152.7 governed by section 13.41 or other applicable law governing data of the receiving entity,  
 152.8 except that this section applies to the classification of and access to data on the reporter of  
 152.9 the maltreatment.

152.10 Sec. 59. Minnesota Statutes 2018, section 631.40, subdivision 4, is amended to read:

152.11 Subd. 4. **Licensed teachers.** When a person is convicted of child abuse, as defined in  
 152.12 section 609.185, or sexual abuse under section 609.342, 609.343, 609.344, 609.345,  
 152.13 609.3451, subdivision 3, or 617.23, subdivision 3; sex trafficking in the first degree under  
 152.14 section 609.322, subdivision 1; sex trafficking in the second degree under section 609.322,  
 152.15 subdivision 1a; engaging in hiring, or agreeing to hire a minor to engage in prostitution  
 152.16 under section 609.324, subdivisions 1 and 1a; exposure under section 617.23, subdivisions  
 152.17 2 and 3; solicitation of children to engage in sexual conduct or communication of sexually  
 152.18 explicit materials to children under section 609.352; interference with privacy under section  
 152.19 609.746; stalking under section 609.749, and the victim was a minor; using minors in a



152.20 sexual performance under section 617.246; possessing pornographic works involving a  
152.21 minor under section 617.247; or any other offense not listed in this subdivision that requires  
152.22 the person to register as a predatory offender under section 243.166; the court shall determine  
152.23 whether the person is licensed to teach under chapter 122A. If the offender is a licensed  
152.24 teacher, the court administrator shall send a certified copy of the conviction to the  
152.25 Professional Educator Licensing and Standards Board or the Board of School Administrators,  
152.26 whichever has jurisdiction over the teacher's license, within ten days after the conviction.

152.27 Sec. 60. Laws 2016, chapter 189, article 25, section 62, subdivision 4, is amended to read:

152.28 Subd. 4. **Northwest Regional Partnership concurrent enrollment program.** (a) For  
152.29 a grant to the Lakes Country Service Cooperative to operate a continuing education program:

152.30 3,000,000  
152.31 \$ 2,000,000 ..... 2017

152.32 (b) This is a onetime appropriation. This appropriation is available until June 30, 2019.

153.1 (c) \$1,000,000 of the initial appropriation in fiscal year 2017 is canceled to the state  
153.2 general fund.

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

153.4 Sec. 61. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 37,  
153.5 is amended to read:

153.6 Subd. 37. **Statewide concurrent enrollment teacher training program.** (a) For the  
153.7 statewide concurrent enrollment teacher training program under Laws 2016, chapter 189,  
153.8 article 25, section 58, as amended:

153.9 375,000  
153.10 \$ 350,000 ..... 2018

153.11 375,000  
153.12 \$ 0 ..... 2019

153.13 (b) Any balance in ~~the first~~ fiscal year 2018 does not cancel but is available in ~~the second~~  
153.14 fiscal year 2019. \$400,000 of the initial appropriations in fiscal years 2018 and 2019 is  
153.15 canceled to the state general fund on June 30, 2019.

153.16 (c) The base for this program is \$375,000 per year.

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

74.25 Sec. 21. Laws 2016, chapter 189, article 25, section 62, subdivision 4, is amended to read:

74.26 Subd. 4. **Northwest Regional Partnership concurrent enrollment program.** (a) For  
74.27 a grant to the Lakes Country Service Cooperative to operate a continuing education program:

74.28 3,000,000  
74.29 \$ 1,500,000 ..... 2017

75.1 (b) This is a onetime appropriation. This appropriation is available until June 30, 2019.

75.2 \$1,500,000 of the initial fiscal year 2017 appropriation is canceled to the general fund on  
75.3 June 29, 2019.

153.18 Sec. 62. **AGRICULTURAL EDUCATOR GRANTS.**

153.19 Subdivision 1. **Grant program established.** A grant program is established to support  
153.20 school districts in paying agricultural education teachers for work over the summer with  
153.21 high school students in extended programs.

153.22 Subd. 2. **Application.** The commissioner of education shall develop the form and method  
153.23 for applying for the grants. The commissioner shall develop criteria for determining the  
153.24 allocation of the grants, including appropriate goals for the use of the grants.

153.25 Subd. 3. **Grant awards.** Grant funding under this section must be matched by funding  
153.26 from the school district for the agricultural education teacher's summer employment. Grant  
153.27 funding for each teacher is limited to the one-half share of 40 working days.

153.28 Subd. 4. **Reports.** School districts that receive grant funds shall report to the  
153.29 commissioner of education no later than December 31 of each year regarding the number  
153.30 of teachers funded by the grant program and the outcomes compared to the goals established  
153.31 in the grant application. The commissioner of education shall develop the criteria necessary  
153.32 for the reports.

154.1 Sec. 63. **APPROPRIATIONS.**

154.2 Subdivision 1. **Professional Educator and Licensing Standards Board.** The sums  
154.3 indicated in this section are appropriated from the general fund to the Professional Educator  
154.4 and Licensing Standards Board for the fiscal years designated.

154.5 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)  
154.6 For transfer to the collaborative urban and greater Minnesota educators of color competitive  
154.7 account under Minnesota Statutes, section 122A.635, subdivision 4:

154.8 \$ 3,000,000 ..... 2020

154.9 \$ 3,000,000 ..... 2021

154.10 (b) The board may retain up to three percent of the appropriation amount to monitor and  
154.11 administer the grant program and a portion of these funds may be transferred to the Office

75.4 Sec. 22. **REPORT; TEACHER PREPARATION DEVELOPMENT.**

75.5 No later than January 15, 2021, the Professional Educator Licensing and Standards  
75.6 Board must provide a preliminary report to the members of the senate and house of  
75.7 representatives committees with jurisdiction over kindergarten through grade 12 education  
75.8 and higher education on teacher preparation development under Minnesota Statutes, section  
75.9 122A.092, subdivision 5, paragraph (c).

75.10 Sec. 23. **APPROPRIATIONS.**

77.10 Subd. 7. **Collaborative urban and greater Minnesota educators of color program**  
77.11 **grants.** (a) For collaborative urban and greater Minnesota educators of color program grants:

77.12 \$ 1,000,000 ..... 2020

77.13 \$ 1,000,000 ..... 2021

- 154.12 of Higher Education as determined by the executive director of the board and commissioner  
154.13 to support the administration of the program.  
154.14 (c) The base for fiscal years 2022 and 2023 is \$6,000,000.

- 154.15 Subd. 3. Mentoring, induction, and retention incentive program grants for teachers  
154.16 of color; (a) For transfer to the Professional Educator Licensing and Standards Board for  
154.17 the development and expansion of mentoring, induction, and retention programs for teachers  
154.18 of color or American Indian teachers under Minnesota Statutes, section 122A.70:
- |        |    |           |      |      |
|--------|----|-----------|------|------|
| 154.19 | \$ | 1,500,000 | .... | 2020 |
| 154.20 | \$ | 1,500,000 | .... | 2021 |
- 154.21 (b) The board may retain up to five percent of the appropriation amount for monitoring  
154.22 and administering the grant program and may have an interagency agreement with the  
154.23 Department of Education including transfer of funds to help administer the program.  
154.24 (c) Any balance in the first year does not cancel but is available in the second year.  
154.25 (d) The base for fiscal year 2022 and later is \$2,000,000.

- 77.14 (b) By January 15 of each year, each institution shall prepare for the legislature a detailed  
77.15 report regarding the funds used to recruit, retain, and induct teacher candidates who are of  
77.16 color or who are American Indian. The report must include the total number of teacher  
77.17 candidates of color disaggregated by race or ethnic group, who are recruited to the institution,  
77.18 are newly admitted to the licensure program, are enrolled in the licensure program, have  
77.19 completed student teaching, have graduated, and are licensed and newly employed as  
77.20 Minnesota teachers in their licensure field. The total number of teacher candidates who are  
77.21 of color or American Indian at each stage from recruitment to licensed teaching must be  
77.22 reported as a percentage of total candidates seeking the same licensure at the institution.  
77.23 The report must include the graduation rate for each cohort of teacher candidates, the  
77.24 placement rate for each graduating cohort of teacher candidates, and the retention rate for  
77.25 each graduating cohort of teacher candidates, among other program outcomes.
- 77.26 (c) The commissioner must award all collaborative urban educator grants through a  
77.27 competitive grant process. The competitive process must award grants based on program  
77.28 benchmarks, including licensure rates, participation rates, on-time graduation rates, and a  
77.29 score of "B" or higher in the most recent National Council on Teacher Quality program  
77.30 grade for early reading instruction. Grants must only be awarded to teacher preparation  
77.31 programs approved by the Professional Educator Licensing and Standards Board, including  
77.32 alternative teacher preparation programs.
- 77.33 (d) Any balance in the first year does not cancel but is available in the second year.

154.26 Sec. 64. **APPROPRIATIONS.**

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

155.1 Subd. 2. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering  
155.2 "Introduction to Teaching" or "Introduction to Education" college in the schools courses  
155.3 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

155.4 \$ 375,000 ..... 2020

155.5 \$ 375,000 ..... 2021

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

75.11 Subdivision 1. **Department of Education.** The sums indicated in this section are  
75.12 appropriated from the general fund to the Department of Education in the fiscal year  
75.13 designated.

75.14 Subd. 2. **Literacy professional development for teachers.** For literacy professional  
75.15 development for teachers under Minnesota Statutes, section 122A.76:

75.16 \$ 250,000 ..... 2020

75.17 \$ 250,000 ..... 2021

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

75.19 Subd. 3. **Curriculum best practices sharing.** (a) For a grant to Intermediate School  
75.20 District No. 287 for the Minnesota Partnership for Collaborative Curriculum to provide  
75.21 sample curricula aligned to the state academic standards for teachers throughout the state:

75.22 \$ 250,000 ..... 2020

75.23 \$ 250,000 ..... 2021

75.24 (b) The Minnesota Partnership for Collaborative curriculum must post sample curricula  
75.25 to its website as an open resource. The website must include a feedback mechanism for  
75.26 teachers to provide comments and ratings on the sample curricula.

75.27 (c) The Department of Education's website must contain a link to the Minnesota  
75.28 Partnership for Collaborative Curriculum website with the sample curricula. The website  
75.29 must indicate that the selected curricula are examples aligned to appropriate standards and  
75.30 benchmarks, but the examples are not considered endorsements by the department. The first  
75.31 shared curricula must be posted by January 1, 2020.

76.1 (d) The base for fiscal year 2024 is \$0.

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

76.5 \$ 375,000 ..... 2020

76.6 \$ 375,000 ..... 2021

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

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

155.9 Subd. 3. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
155.10 aid under Minnesota Statutes, section 122A.415, subdivision 4:

155.11 \$ 89,211,000 ..... 2020

155.12 \$ 88,853,000 ..... 2021

155.13 (b) The 2020 appropriation includes \$8,974,000 for 2019 and \$80,237,000 for 2020.

155.14 (c) The 2021 appropriation includes \$8,915,000 for 2020 and \$79,938,000 for 2021.

155.15 Subd. 4. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
155.16 2017, First Special Session chapter 5, article 2, section 51:

155.17 \$ 250,000 ..... 2020

155.18 \$ 250,000 ..... 2021

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

155.20 Subd. 5. **Statewide concurrent enrollment teacher training program.** (a) For the  
155.21 statewide concurrent enrollment teacher training program under Laws 2016, chapter 189,  
155.22 article 25, section 58, as amended:

155.23 \$ 375,000 ..... 2020

155.24 \$ 375,000 ..... 2021

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

155.26 Subd. 6. **Inclusive school enhancement grants.** (a) To support schools in their efforts  
155.27 to close opportunity and achievement gaps under Minnesota Statutes, section 120B.113:

155.28 \$ 2,500,000 ..... 2020

155.29 \$ 2,500,000 ..... 2021

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

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

156.2 (d) The base for fiscal year 2022 and later is \$3,000,000.

77.4 Subd. 6. **Alternative teacher compensation aid.** For alternative teacher compensation  
77.5 aid under Minnesota Statutes, section 122A.415, subdivision 4:

77.6 \$ 89,196,000 ..... 2020

77.7 \$ 88,841,000 ..... 2021

77.8 The 2020 appropriation includes \$8,974,000 for 2019 and \$80,222,000 for 2020.

77.9 The 2021 appropriation includes \$8,913,000 for 2020 and \$79,928,000 for 2021.

78.1 Subd. 8. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
78.2 2017, First Special Session chapter 5, article 2, section 51:

78.3 \$ 275,000 ..... 2020

78.4 \$ 275,000 ..... 2021

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

78.10 Subd. 10. **Statewide concurrent enrollment teacher training program.** (a) For the  
78.11 statewide concurrent enrollment teacher training program under Laws 2016, chapter 189,  
78.12 article 25, section 58, as amended:

78.13 \$ 375,000 ..... 2020

78.14 \$ 375,000 ..... 2021

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

156.3 Subd. 7. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in  
156.4 Minnesota hiring bonuses program under Minnesota Statutes, section 122A.59:

156.5 \$ 1,050,000 ..... 2020

156.6 \$ 1,050,000 ..... 2021

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

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

156.10 Subd. 8. **American Indian teacher preparation grants.** (a) For joint grants to assist  
156.11 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

156.12 \$ 1,060,000 ..... 2020

156.13 \$ 1,060,000 ..... 2021

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

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

156.17 Subd. 9. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to  
156.18 develop or expand Grow Your Own programs under Minnesota Statutes, section 122A.685:

156.19 \$ 5,000,000 ..... 2020

156.20 \$ 5,000,000 ..... 2021

156.21 (b) Of this amount in each fiscal year, \$2,000,000 is for nonconventional teacher  
156.22 residency programs under Minnesota Statutes, section 122A.685, subdivision 3.

156.23 (c) Of this amount in each fiscal year, \$3,000,000 is for expanded Grow Your Own  
156.24 programs under Minnesota Statutes, section 122A.685, subdivision 4.

78.6 Subd. 9. **American Indian teacher preparation grants.** For joint grants to assist people  
78.7 who are American Indian to become teachers under Minnesota Statutes, section 122A.63:

78.8 \$ 460,000 ..... 2020

78.9 \$ 460,000 ..... 2021

76.9 Subd. 5. **Paraprofessional pathway to teacher licensure.** (a) For grants to school  
76.10 districts for Grow Your Own new teacher programs:

76.11 \$ 1,500,000 ..... 2020

76.12 \$ 1,500,000 ..... 2021

76.13 (b) Grants are for school districts and charter schools for a nonconventional teacher  
76.14 residency pilot program approved by the Professional Educator Licensing and Standards  
76.15 Board. The program must provide tuition scholarships or stipends to enable school district  
76.16 employees or community members affiliated with a school district who seek an education  
76.17 license to participate in a nonconventional teacher preparation program. School districts  
76.18 that receive funds under this subdivision must ensure a majority of candidates are of color  
76.19 or American Indian to participate in the Grow Your Own new teacher programs. School  
76.20 districts or charter schools providing financial support may require a commitment as  
76.21 determined by the district to teach in the district or school for a reasonable amount of time  
76.22 that does not exceed five years.

76.23 (c) School districts and charter schools may apply for grants to develop innovative,  
76.24 expanded Grow Your Own programs that encourage secondary school students to pursue  
76.25 teaching, including developing and offering dual-credit postsecondary course options in

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

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

156.28 Subd. 10. Reports on increasing percentage of teachers of color and American

156.29 Indian teachers. (a) For transfer to the Professional Educator Licensing and Standards

156.30 Board for annual reports regarding efforts to increase the percentage of teachers of color

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

157.2 120B.117, subdivision 4:

157.3 \$ 15,000 .... 2020

157.4 (b) The base for fiscal year 2022 and each even-numbered fiscal year thereafter is

157.5 \$15,000.

157.6 Subd. 11. Minnesota Council on Economic Education. (a) For a grant to the Minnesota

157.7 Council on Economic Education:

157.8 \$ 500,000 .... 2020

157.9 \$ 500,000 .... 2021

157.10 (b) The grant must be used to:

157.11 (1) provide professional development to Minnesota's kindergarten through grade 12

157.12 teachers implementing state graduation standards in learning areas related to economic

157.13 education; and

157.14 (2) support the direct-to-student ancillary economic and personal finance programs that

157.15 Minnesota teachers supervise and coach.

157.16 (c) By February 15 of each year following the receipt of a grant, the Minnesota Council

157.17 on Economic Education must report to the commissioner of education on the number and

157.18 type of in-person and online teacher professional development opportunities provided by

157.19 the Minnesota Council on Economic Education or its affiliated state centers. The report

157.20 must include a description of the content, length, and location of the programs; the number

76.26 schools for "Introduction to Teaching" or "Introduction to Education" courses consistent  
76.27 with Minnesota Statutes, section 124D.09, subdivision 10.

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

77.1 (e) The department may retain up to three percent of the appropriation amount to monitor  
77.2 and administer the grant program.

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

157.21 of preservice and licensed teachers receiving professional development through each of  
157.22 these opportunities; and summaries of evaluations of teacher professional opportunities.

157.23 (d) The Department of Education must pay the full amount of the grant to the Minnesota  
157.24 Council on Economic Education by August 15 of each year. The Minnesota Council on  
157.25 Economic Education must submit its fiscal reporting in the form and manner specified by  
157.26 the commissioner. The commissioner may request additional information as necessary.

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

157.28 Subd. 12. **Statewide concurrent enrollment training program.** (a) For the Northwest  
157.29 Regional Partnership concurrent enrollment program and the statewide concurrent enrollment  
157.30 teacher training program under Laws 2016, chapter 189, article 25, section 58, as amended  
157.31 by Laws 2017, First Special Session chapter 5, article 2, section 48;

158.1 \$ 1,400,000 .... 2020

158.2 (b) Any balance in 2020 does not cancel but is available until June 30, 2021.

158.3 Sec. 65. **REPEALER.**

158.4 (a) Laws 2017, First Special Session chapter 5, article 11, section 6, is repealed.

158.5 (b) Minnesota Statutes 2018, sections 122A.09, subdivision 1; 122A.182, subdivision  
158.6 2; and 122A.63, subdivisions 7 and 8, are repealed.

158.7 (c) Minnesota Rules, part 8710.2100, subparts 1 and 2, are repealed.

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

78.16 Subd. 11. **Alternative teacher preparation grant program.** (a) For transfer to the  
78.17 commissioner of the Office of Higher Education for alternative teacher preparation program  
78.18 grants under Minnesota Statutes, section 136A.1276:

78.19 \$ 1,000,000 .... 2020

78.20 \$ 0 .... 2021

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

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

78.24 (d) A grant recipient must submit a report to the commissioner and Professional Educator  
78.25 Licensing and Standards Board by January 31, 2020, in accordance with Minnesota Statutes,  
78.26 section 136A.1276, subdivision 4.

78.27 Sec. 24. **REPEALER.**

78.28 (a) Minnesota Statutes 2018, sections 122A.09, subdivision 1; and 122A.63, subdivisions  
78.29 7 and 8, are repealed.

78.30 (b) Minnesota Rules, part 8710.2100, subparts 1 and 2, are repealed.