ARTICLE 5

TEACHERS

Section 1. Minnesota Statutes 2023 Supplement, section 121A.642, is amended to read:

121A.642 PARAPROFESSIONAL TRAINING.

Subdivision 1. Training required. (a) For purposes of this section, "school" means a school district, charter school, intermediate school district, other cooperative unit, Perpich Center for Arts Education, or the Minnesota State Academies.

(b) A school must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff.

(c) Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.

(d) The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

(e) For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of section 120B.363, subdivision 3.

(f) A school administrator must provide an annual certification of compliance with this requirement to the commissioner.

(g) For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

Subd. 2. Reimbursement for paraprofessional training. (a) Beginning in fiscal year 2025, the commissioner of education must reimburse school districts, charter schools, intermediate school districts and other cooperative units, the Perpich Center for Arts Education, and the Minnesota State Academies in the form and manner specified by the commissioner for paraprofessional training costs.

(b) The paraprofessional reimbursement equals the prior year compensation expenses associated with providing up to eight hours of paid orientation and professional development for each paraprofessional trained under subdivision 1. For purposes of this paragraph, "Compensation" means the regular
The basic alternative teacher compensation aid for a charter school with a plan approved
paraprofessionals: enrolled in the school on October 1 of the previous year, or on October 1 of the current year
limits by not approving new participants or by prorating the aid among participating districts, Sec. 2. Minnesota Statutes 2023 Supplement, section 122A.415, subdivision 4, is amended
(1) regular hourly wages; Subd. 4.
$88,461,000 for fiscal year 2024;
In any school where the paraprofessionals are represented by a
under subdivision 1. (a) The basic alternative teacher
(c) The commissioner may establish procedures to ensure that any costs reimbursed
intermediate school districts, school sites, and charter schools. The commissioner may also
teacher compensation aid entitlement must not exceed $88,118,000 for fiscal year 2023;
$89,486,000 for fiscal year 2026 and later. The commissioner must limit the amount of
hourly wage as defined in applicable collective bargaining agreements. Federal Insurance
contributions required under chapter 352, 353, 354, or 354A.
(c) The commissioner may establish procedures to ensure that any costs reimbursed
under this section are excluded from other school revenue calculations.
EFFECTIVE DATE. This section is effective for revenue in fiscal year 2024 and later.
Sec. 2. Minnesota Statutes 2023 Supplement, section 122A.415, subdivision 4, is amended
to read: Subd. 4. Basic alternative teacher compensation aid. (a) The basic alternative teacher
55.29 compensation aid for a school with a plan approved under section 122A.414, subdivision
55.27 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
55.26 The basic alternative teacher compensation aid for a charter school with a plan approved
55.25 under section 122A.414, subdivisions 2a and 2b, equals $260 times the number of pupils
55.24 enrolled in the school on October 1 of the previous year, or on October 1 of the current year
55.23 for a charter school in the first year of operation, times the ratio of the sum of the alternative
55.22 teacher compensation aid and alternative teacher compensation levy for all participating
55.21 school districts to the maximum alternative teacher compensation revenue for those districts
55.20 under subdivision 1.
55.19 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
55.18 teacher compensation aid entitlement must not exceed $88,118,000 for fiscal year 2023;
55.17 $88,461,000 for fiscal year 2024; $88,461,000 $88,961,000 for fiscal year 2025; and
55.16 $89,486,000 for fiscal year 2026 and later. The commissioner must limit the amount of
55.15 alternative teacher compensation aid approved under this section so as not to exceed these
55.14 limits by not approving new participants or by prorating the aid among participating districts,
55.13 intermediate school districts, school sites, and charter schools. The commissioner may also
55.12 EFFECTIVE DATE. The amendments to subdivisions 1 and 2 are effective July 1,
55.11 2024. Subdivision 3 is effective the day following final enactment.
55.10 Subd. 4. Basic alternative teacher compensation aid. (a) The basic alternative teacher
55.09 compensation aid for a school with a plan approved under section 122A.414, subdivision
55.08 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
55.07 The basic alternative teacher compensation aid for a charter school with a plan approved
55.06 under section 122A.414, subdivisions 2a and 2b, equals $260 times the number of pupils
55.05 enrolled in the school on October 1 of the previous year, or on October 1 of the current year
55.04 for a charter school in the first year of operation, times the ratio of the sum of the alternative
55.03 teacher compensation aid and alternative teacher compensation levy for all participating
55.02 school districts to the maximum alternative teacher compensation revenue for those districts
55.01 under subdivision 1.
55.00 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
55.00 teacher compensation aid entitlement must not exceed $88,118,000 for fiscal year 2023;
55.00 $88,461,000 for fiscal year 2024; $88,461,000 $88,961,000 for fiscal year 2025; and
55.00 $89,486,000 for fiscal year 2026 and later. The commissioner must limit the amount of
55.00 alternative teacher compensation aid approved under this section so as not to exceed these
55.00 limits by not approving new participants or by prorating the aid among participating districts,
55.00 intermediate school districts, school sites, and charter schools. The commissioner may also
reallocate a portion of the allowable aid for the biennium from the second year to the first year to meet the needs of approved participants.

(c) Basic alternative teacher compensation aid for an intermediate district or other cooperative unit equals $3,000 times the number of licensed teachers employed by the intermediate district or cooperative unit on October 1 of the previous school year.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2025 and later.

Sec. 3. Minnesota Statutes 2022, section 122A.415, is amended by adding a subdivision to read:

Subd. 7. Revenue reserved. Revenue received under this section must be reserved and used only for the programs authorized under section 122A.414.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2025 and later.

Sec. 4. Minnesota Statutes 2023 Supplement, section 122A.73, subdivision 2, is amended to read:

Subd. 2. Grow Your Own district programs. (a) A school district, charter school, Tribal contract school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant for a teacher preparation program that meets the requirements of paragraph (c) to establish a Grow Your Own pathway for adults to obtain their first professional teaching license. The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships or stipends to enable school district employees or community members affiliated with a school district, who are of color or American Indian and who seek a teaching license, to participate in the teacher preparation program. Grant funds may also be used to pay for teacher licensure exams and licensure fees.

(b) A district using grant funds under this subdivision to provide financial support to teacher candidates may require a commitment as determined by the district to teach in the district for a reasonable amount of time that does not exceed five years.

(c) A grantee must partner with:

(1) a Professional Educator Licensing and Standards Board-approved teacher preparation program;

(2) a Council for the Accreditation of Educator Preparation-accredited teacher preparation program from a private, not for profit, institution of higher education; or

(3) an institution that has an articulated transfer pathway with a board-approved teacher preparation program.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 4. Minnesota Statutes 2023 Supplement, section 122A.73, subdivision 3, is amended to read:

Subd. 3. Grants for programs serving secondary school students. (a) A school district or charter school may apply for grants under this section to offer other innovative programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching. To be eligible for a grant under this subdivision, an applicant must ensure that the aggregate percentage of secondary school students of color and American Indian students participating in the program is equal to or greater than the aggregate percentage of students of color and American Indian students in the school district, charter school, Tribal contract school, or cooperative unit.

(b) A grant recipient must use grant funds awarded under this subdivision for:

(1) supporting future teacher clubs or service-learning opportunities that provide middle and high school students with experiential learning that supports the success of younger students or peers and increases students' interest in pursuing a teaching career;

(2) developing and offering postsecondary enrollment options for "Introduction to Teaching" or "Introduction to Education" courses consistent with section 124D.09, subdivision 10, that meet degree requirements for teacher licensure;

(3) providing direct support, including wrap-around services, for students who are of color or American Indian to enroll and be successful in postsecondary enrollment options or courses under section 124D.09 that would meet degree requirements for teacher licensure; or

(4) offering scholarships to graduating high school students who are of color or American Indian to enroll in board-approved undergraduate teacher preparation programs at a college or university in Minnesota or in an institution that has an articulated transfer pathway with a board-approved teacher preparation program.

(c) The maximum grant award under this subdivision is $500,000. The commissioner may consider the number of participants a grant recipient intends to support when determining a grant amount.

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

Sec. 5. Minnesota Statutes 2022, section 122A.73, subdivision 4, is amended to read:

Subd. 4. Grant procedure. (a) A district must apply for a grant under this section in the form and manner specified by the commissioner. The commissioner must give priority to districts with the highest total number or percentage of students who are of color or American Indian. To the extent that there are sufficient applications, the commissioner must, to the extent practicable, award an equal number of grants between districts in greater Minnesota and those in the Twin Cities metropolitan area.
A grant recipient must use grant funds to support participants, or a teacher with a Tier 1 or Tier 2 license who are employed by the grant recipient.

Subd. 2. Grant uses. (a) A grant recipient must use grant funds to support participants who are employed by the grant recipient or are community members affiliated with the grant recipient and who demonstrate a willingness to be a special education teacher after completing the program.

(b) A grant recipient may use grant funds for:

1. Tuition assistance or stipends for participants;

2. A Professional Educator Licensing and Standards Board-approved teacher preparation program;

3. An institution that has an articulated transfer pathway with a board-approved teacher preparation program.

The commissioner may allow existing grantees to revise their grant agreements to operate under the current statutory program requirements of this section if the requirements differ from those in place at the time of the original grant agreement.

For the 2021-2022 school year, the commissioner must set a timetable for awarding grants as soon as practicable. For the 2022-2023 school year and later, grants as soon as practicable.

Sec. 6. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 1, is amended to read:

Subdivision 1. Grant program established. The commissioner of education must administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special education teachers. A school district, charter school, Tribal contract school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant under this section. An applicant must partner with:

1. A Professional Educator Licensing and Standards Board-approved teacher preparation program;

2. A Council for the Accreditation of Educator Preparation-accredited teacher preparation program from a private, not-for-profit, institution of higher education;

3. An institution that has an articulated transfer pathway with a board-approved teacher preparation program.

Sec. 7. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 2, is amended to read:

Subdivision 1. Grant program established. The commissioner of education must administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special education teachers. A school district, charter school, Tribal contract school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant under this section. An applicant must partner with:

1. A Professional Educator Licensing and Standards Board-approved teacher preparation program;

2. A Council for the Accreditation of Educator Preparation-accredited teacher preparation program from a private, not-for-profit, institution of higher education;

3. An institution that has an articulated transfer pathway with a board-approved teacher preparation program.

Subd. 2. Grant uses. (a) A grant recipient must use grant funds to support participants who are employed by the grant recipient or are community members affiliated with the grant recipient and who demonstrate a willingness to be a special education teacher after completing the program.

(b) A grant recipient may use grant funds for:

1. Tuition assistance or stipends for participants;

The commissioner of education must notify grant applicants by March 15 or as soon as practicable of the anticipated amount awarded. If the commissioner determines that sufficient funding is unavailable for the grants, the commissioner must notify grant applicants by June 30 or as soon as practicable that there are insufficient funds.
(2) supports for participants, including mentoring, licensure test preparation, and technology support; or

(3) participant recruitment.

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

Sec. 8. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 3, is amended to read:

Subd. 3. Grant procedure. (a) Applicants must apply for a grant under this section in the form and manner specified by the commissioner.

(b) In awarding grants, the commissioner must prioritize funding for training to allow participants holding a Tier 1 or Tier 2 special education license to obtain a Tier 3 special education license.

(c) To the extent that there are sufficient applications, the commissioner must, to the extent practicable, award an equal number of grants between applicants in greater Minnesota and applicants in the metropolitan area.

(d) The commissioner may allow existing grantees to revise their grant agreements to operate under the current statutory program requirements of this section if the requirements differ from those in place at the time of the original grant agreement.

Sec. 9. [123B.155] PAID LEAVE FOR SCHOOL CLOSURES.

A school district or charter school that alters its calendar due to a weather event, public health emergency, or any other circumstance must continue to pay the full wages for scheduled work hours and benefits of all school employees for full or partial day closures, if the district or charter school counts that day as an instructional day for any students in the district or charter school. School employees may be allowed to work from home to the extent practicable. Paid leave for an e-learning day is provided under section 120A.414, subdivision 6.

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

Sec. 10. Minnesota Statutes 2023 Supplement, section 124D.901, subdivision 1, is amended to read:

Subdivision 1. Definitions. For the purposes of this section, the following terms have the meanings given:

(1) "new position" means a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2022-2023 school year.
(2) "part-time position" means a student support services personnel position less than 1.0 full-time equivalent at the start of the 2022-2023 school year;

(3) "American Rescue Plan Act" means the federal American Rescue Plan Act of 2021, Public Law 117-2, that awarded funds; and

(4) "student support services personnel" means:

(i) an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota; or

(ii) an individual not included in item (i) whose work duties primarily consist of activities that reduce chronic student absenteeism.

**EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2025 and later.

Sec. 11. Minnesota Statutes 2023 Supplement, section 124D.901, subdivision 2, is amended to read:

Subd. 2. Purpose. The purpose of student support personnel aid is to:

(1) address shortages of student support services personnel within Minnesota schools;

(2) decrease caseloads for existing student support services personnel to ensure effective services;

(3) ensure that students receive effective student support services and integrated and comprehensive services to improve prekindergarten through grade 12 academic, physical, social, and emotional outcomes supporting career and college readiness and effective school mental health services;

(4) ensure that student support services personnel serve within the scope and practice of their training and licensure;

(5) fully integrate learning supports, instruction, assessment, data-based decision making, and family and community engagement within a comprehensive approach that facilitates interdisciplinary collaboration; and

(6) improve student attendance, health, school safety, and school climate to support academic success and career and college readiness.

Sec. 12. Minnesota Statutes 2023 Supplement, section 124D.901, subdivision 3, is amended to read:

Subd. 3. Student support personnel aid. (a) The initial student support personnel aid for a school district equals the greater of the student support personnel allowance times the adjusted pupil units at the district for the current fiscal year or $40,000. The initial student support personnel aid for a charter school equals the greater of the student support personnel allowance times the adjusted pupil units at the charter school for the current fiscal year or $20,000. There is no penalty for fiscal year 2024. For fiscal year 2025 and later, aid under...
this paragraph must be reserved in a fund balance which may not exceed the prior year's aid allocation.

(b) The cooperative student support personnel aid for a school district that is a member of an intermediate school district or other cooperative unit that serves students equals the greater of the cooperative student support allowance times the adjusted pupil units at the district for the current fiscal year or $40,000. If a district is a member of more than one cooperative unit that serves students, the revenue must be allocated among the cooperative units. A cooperative is not subject to an aid penalty for fiscal year 2024. For fiscal year 2025 and later, a cooperative must place its student personnel aid into a reserve account, the balance of which may not exceed the previous year's aid.

c) The student support personnel allowance equals $11.94 for fiscal year 2024, $17.08 for fiscal year 2025, and $48.73 for fiscal year 2026 and later.

d) The cooperative student support allowance equals $0.60 for fiscal year 2024, $0.85 for fiscal year 2025, and $2.44 for fiscal year 2026 and later.

(e) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not exceed the district's, charter school's, or cooperative unit's actual expenditures.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2025 and later.

Sec. 13. Minnesota Statutes 2023 Supplement, section 124D.901, subdivision 4, is amended to read:

Subd. 4. Allowed uses. (a) Except as provided in paragraph (b), aid under this section must be used to hire new positions for student support services personnel or increase a current position that is less than 1.0 full-time equivalent to a greater number of service hours or make permanent a position hired using onetime resources awarded through the federal Coronavirus Aid Relief and Economic Security Act, the federal Consolidated Appropriations Act, the federal Division M-Coronavirus Response and Relief Supplemental Appropriations Act, or the federal American Rescue Plan Act, or to maintain a position that would otherwise be eliminated.

(b) Cooperative student support personnel aid must be transferred to the intermediate district or other cooperative unit of which the district is a member and used to:

(1) hire new positions for student support services personnel or increase a current position that is less than 1.0 full-time equivalent to a greater number of service hours or make permanent a position hired using onetime resources awarded through the American Rescue Plan Act at the intermediate district or cooperative unit; or

(2) pay the costs of necessary transportation among cooperative member school sites for student support services personnel.

(c) If a school district, charter school, or cooperative unit does not receive at least two applications and is not able to hire a new full-time equivalent position with student support....

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2024 and later.
personnel aid, the aid may be used for contracted services from individuals licensed to serve
as a school counselor, school psychologist, school social worker, school nurse, or chemical
dependency counselor in Minnesota.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2024 and later.

Sec. 14. Laws 2023, chapter 55, article 5, section 64, subdivision 3, as amended by Laws
2024, chapter 81, section 14, is amended to read:

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

(b) The 2024 appropriation includes $8,824,000 for fiscal year 2023 and $79,882,000
for fiscal year 2024.

(c) The 2025 appropriation includes $8,875,000 for fiscal year 2024 and $80,137,000
for fiscal year 2025.

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

Sec. 15. Laws 2023, chapter 55, article 5, section 64, subdivision 5, is amended to read:

Subd. 5. Closing educational opportunity gaps grants. (a) To support schools in their
efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

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

(c) The base for fiscal year 2026 and later is $0.

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

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

Sec. 16. Laws 2023, chapter 55, article 5, section 64, subdivision 10, is amended to read:

Subd. 10. Grow Your Own pathways to teacher licensure grants. (a) For grants to
develop, continue, or expand Grow Your Own new teacher programs under Minnesota
Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the

EFFECTIVE DATE. This section is effective the day following final enactment.
state's increasingly diverse student population and ensure all students have equitable access
to effective and diverse teachers:

(b) This appropriation is subject to the requirements under Minnesota Statutes, section
122A.73, subdivision 5. The commissioner may allow a grant recipient to modify its program
to align with statutory changes to Minnesota Statutes, section 122A.73, made after the grant
was awarded:

The base for fiscal year 2026 and later is $31,954,000;
EFFECTIVE DATE: This section is effective the day following final enactment:
Subsec. 14. Laws 2023, chapter 55, article 5, section 64, subdivision 12, is amended to read:
Subd. 12. Special education teacher pipeline. (a) For grants to develop special education
teacher pipelines across Minnesota under Minnesota Statutes, section 122A.731:
(b) This appropriation is subject to the requirements under Minnesota Statutes, section
122A.731, subdivision 5.

Sec. 15. Laws 2023, chapter 55, article 5, section 64, subdivision 13, is amended to read:
Subd. 13. Statewide teacher mentoring program. (a) For a statewide teacher induction
and mentoring program:

(b) Funds may be used for:

(1) competitive grants to Minnesota regional partners, including institutions of higher
education, regional service cooperatives, other district or charter collaboratives, and
professional organizations, to provide mentoring supports for new teachers, on-the-ground

(b) Funds may be used for:

(1) competitive grants to Minnesota regional partners, including institutions of higher
education, regional service cooperatives, other district or charter collaboratives, and
professional organizations, to provide mentoring supports for new teachers, on-the-ground
training, technical assistance, and networks or communities of practice for local new teachers, districts, and charter schools to implement Minnesota's induction model;

(2) competitive grants to school districts to fund Teacher of Record mentorships to Tier 1 and Tier 2 special education teachers, including training and supervision; and

(3) contracts with national content experts and research collaborators to assist in developing Minnesota's induction model, to provide ongoing training to mentors and principals, and to evaluate the program over time.

Up to five percent of the appropriation is available for grant administration.

This is a one-time appropriation and is available until June 30, 2027.

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

Sec. 16. Laws 2023, chapter 55, article 5, section 64, subdivision 15, is amended to read:

(3) contracts with national content experts and research collaborators to assist in developing Minnesota's induction model, to provide ongoing training to mentors and principals, and to evaluate the program over time.

Up to five percent of the appropriation is available for grant administration.

This is a one-time appropriation and is available until June 30, 2027.

Subd. 15. Student support personnel workforce pipeline. (a) For a grant program to develop a student support personnel workforce pipeline focused on increasing school psychologists, school nurses, school counselors, and school social workers of color and Indigenous providers, professional respecialization, recruitment, and retention:

(b) Of the amount in paragraph (a), $150,000 is for providing support to school nurses across the state.

To the extent practicable, the pipeline grants must be used to support equal numbers of students pursuing careers as school psychologists, school nurses, school counselors, and school social workers.

For grants awarded under this subdivision to school psychologists, the following terms have the meanings given:

(1) "eligible designated trainee" means an individual enrolled in a NASP-approved or APA-accredited school psychology program granting educational specialist certificates or doctoral degrees in school psychology;

(2) "practica" means an educational experience administered and evaluated by the graduate training program, with university and site supervision by appropriately credentialed school psychologists, to develop trainees' competencies to provide school psychological services based on the graduate program's goals and competencies relative to accreditation and licensure requirements; and

(3) "eligible employment" means a paid position within a school or local education agency directly related to the training program providing direct or indirect school psychology services.

Of the amount in paragraph (a), $150,000 is for providing support to school nurses across the state.

To the extent practicable, the pipeline grants must be used to support equal numbers of students pursuing careers as school psychologists, school nurses, school counselors, and school social workers of color and Indigenous providers, professional respecialization, recruitment, and retention:

(b) Of the amount in paragraph (a), $150,000 is for providing support to school nurses across the state.

To the extent practicable, the pipeline grants must be used to support equal numbers of students pursuing careers as school psychologists, school nurses, school counselors, and school social workers.

For grants awarded under this subdivision to school psychologists, the following terms have the meanings given:

(1) "eligible designated trainee" means an individual enrolled in a NASP-approved or APA-accredited school psychology program granting educational specialist certificates or doctoral degrees in school psychology;

(2) "practica" means an educational experience administered and evaluated by the graduate training program, with university and site supervision by appropriately credentialed school psychologists, to develop trainees' competencies to provide school psychological services based on the graduate program's goals and competencies relative to accreditation and licensure requirements; and

(3) "eligible employment" means a paid position within a school or local education agency directly related to the training program providing direct or indirect school psychology services.
services. Direct services include assessment, intervention, prevention, or consultation services to students or their family members and educational staff. Indirect services include supervision, research and evaluation, administration, program development, technical assistance, or professional learning to support direct services.

(e) Grants awarded to school psychologists must be used for:

(1) the provision of paid, supervised, and educationally meaningful practica in a public school setting for an eligible designated trainee enrolled in a qualifying program within the grantee's institution;

(2) to support student recruitment and retention to enroll and hire an eligible designated trainee for paid practica in public school settings; and

(3) oversight of trainee practica and professional development by the qualifying institution to ensure the qualifications and conduct by an eligible designated trainee meet requirements set forth by the state and accrediting agencies.

(f) Upon successful completion of the graduate training program, grants awarded to school psychologists must maintain eligible employment within Minnesota for a minimum period of one-year full-time equivalent for each academic year of paid traineeship under the grant program.

(g) Up to $150,000 of the appropriation is available for grant administration.

(h) Any balance in the first year does not cancel but is available in the following year.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 19. Laws 2023, chapter 55, article 5, section 65, subdivision 3, is amended to read:

Subd. 3. Collaborative urban and greater Minnesota educators of color grants.

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

- For collaborative urban and greater Minnesota educators of color competitive grants under Minnesota Statutes, section 122A.635:
  - $5,440,000 .... 2024
  - $3,500,000 .... 2025

(b) The board may retain up to $100,000 of the appropriation amount to monitor and administer the grant program.

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

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

Subd. 6. Mentoring, induction, and retention incentive program grants for teachers of color.

(a) To develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

- $3,500,000 .... 2024
- $3,500,000 .... 2025

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

(c) The base for grants under Minnesota Statutes, section 122A.70, for fiscal year 2026 and later is $4,500,000, of which at least $3,500,000 each fiscal year is for grants to develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers.

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

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

Subd. 7. Pathway preparation grants.

(a) For grants to support teachers holding a Tier 1 or Tier 2 license and seeking a Tier 3 or Tier 4 license:

- $3,500,000 .... 2024
- $8,500,000 .... 2025

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

(c) The base for grants under Minnesota Statutes, section 122A.70, for fiscal year 2026 and later is $4,500,000, of which at least $3,500,000 each fiscal year is for grants to develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers.

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

EFFECTIVE DATE. This section is effective the day following final enactment.
65.13  $400,000  ....  2024
65.14  $400,000  ....  2025

(b) The following are eligible for grants under this subdivision:

1. school districts;
2. charter schools;
3. service cooperatives; and
4. partnerships between one or more teacher preparation providers, school districts, or charter schools.

(c) Grant funds must be used to support teachers holding a Tier 1 or Tier 2 license and seeking a Tier 3 or Tier 4 license through completion of a teacher preparation program or the licensure via portfolio process. A grant recipient must provide teachers holding a Tier 1 or Tier 2 license with professional development, mentorship, and coursework aligned to state standards for teacher licensure.

(d) The Professional Educator Licensing and Standards Board may collaborate with the Department of Education and the Office of Higher Education to administer the grant program.

66.1 Sec. 21. STUDENT TEACHING STIPEND PILOT PROGRAM:

Subdivision 1. Pilot program established. A pilot program is established to support student teachers placed in Minnesota school districts or charter schools to complete clinical experiences necessary to obtain Minnesota teaching licenses, and help policymakers determine how to reduce the financial burden of completing valuable clinical experiences and strengthen the pipeline of qualified teachers. The pilot program is effective for the 2024-2025 school year.

Subd. 2. Participating teacher preparation program providers. (a) The pilot program consists of the following teacher preparation program providers:

1. St. Cloud State University;
2. Bemidji State University;
3. Minnesota State University, Mankato;
4. Winona State University;
5. Fond du Lac Tribal and Community College;
(6) the University of Minnesota-Duluth; and

(7) the University of Minnesota-Crookston;

(b) A participating teacher preparation program provider must:

(1) determine the stipend amount based on the available funding and number of eligible student teachers;

(2) award each student teacher placed in a student teaching assignment a stipend of the same amount regardless of financial need or intended licensure area; and

(3) notify student teachers of their stipend amounts no later than 30 days before the student teacher is placed in a student teaching assignment;

Subd. 3. Student teacher eligibility. (a) A student teacher is eligible for a stipend through the pilot program of the student teacher:

(1) is enrolled in a teacher preparation program approved by the Professional Educator Licensing and Standards Board that requires at least 12 weeks of student teaching in order to be recommended for a Tier 3 teaching license;

(2) is placed in a Minnesota school district or charter school to complete required student teaching; and

(3) is meeting satisfactory academic progress as defined under Minnesota Statutes, section 136A.101, subdivision 10;

(b) A student teacher may receive a stipend under this section, and under Minnesota Statutes, section 136A.1274 or 136A.1275.

Subd. 4. Stipends not considered income for certain purposes. (a) Notwithstanding any law to the contrary, payments under this section must not be considered income, assets, or personal property for purposes of determining eligibility or recertifying eligibility for:

(1) child care assistance programs under Minnesota Statutes, chapter 119B, and early learning scholarships under Minnesota Statutes, section 124D.165;

(2) general assistance, Minnesota supplemental aid, and food support under Minnesota Statutes, chapter 256D;

(3) housing support under Minnesota Statutes, chapter 256D;

(4) the Minnesota family investment program and diversionary work program under Minnesota Statutes, chapter 256D; and

(5) economic assistance programs under Minnesota Statutes, chapter 256P;

(b) The commissioner of human services must not consider a stipend under this section as income or assets when determining medical assistance eligibility under Minnesota Statutes, section 256B.055; subdivisions 7, 7a, and 12; or section 256B.057, subdivisions 3, 3a, 3b.
and 4. The commissioner of human services must not include the stipend received under this section when calculating an individual's premiums under Minnesota Statutes, section 256B.057, subdivision 9.

Subd. 5. Professional Educator Licensing and Standards Board. (a) The Professional Educator Licensing and Standards Board must develop and administer a survey to students who receive stipends through the pilot program, and interview a representative sample of student teachers who receive stipends. The surveys and interviews must seek information related to the impact of the stipend on the student teacher, whether the student teacher received any other stipends or compensation for student teaching, and other information relevant to development of a statewide paid student teaching program.

(b) The board must submit reports to the chairs and minority leaders of the legislative committees with jurisdiction over kindergarten through grade 12 education and higher education by February 1, 2025, and July 1, 2025, in accordance with Minnesota Statutes, section 3.195. Each report must identify the number of student teachers receiving stipends by teacher preparation program provider and the districts or charter schools where the student teachers were placed, and the amount each student teacher received under this section. The second report must also summarize the results of the surveys and interviews, and make recommendations for implementing a statewide paid student teacher program.

EFFECTIVE DATE. This section is effective July 1, 2024, except for subdivision 4, paragraph (b), which is effective July 1, 2024, or upon federal approval, whichever is later.

Sec. 22. PARAPROFESSIONAL QUALIFICATIONS EXAMINED.
(a) The Department of Education and the Professional Educator Licensing and Standards Board must collaboratively examine Minnesota's process for determining standards for paraprofessionals in consultation with at least the following:
(1) one representative each from at least two organizations representing paraprofessionals;
(2) one person representing the Minnesota Association of School Administrators; and
(3) one person representing the Minnesota Administrators for Special Education.

(b) By June 15, 2024, the agencies must announce their work plan to revise the paraprofessional qualifications under Minnesota Statutes, section 120B.363, and the qualifications used to determine eligibility for state special education aid calculations.

(c) The competency grid must be aligned with the minimum standards required under federal law. The grid matrix may be consolidated and the categories for each matrix cell may be simplified.

(d) After examining the pass rates for paraprofessionals grouped by linguistic and ethnic and racial strata, the state's cut scores for the paraprofessional assessments necessary for
paraprofessional qualifications in Minnesota must be adjusted to ensure equitable pass rates for paraprofessionals from all racial, ethnic, and linguistic backgrounds.

(e) By September 1, 2024, the Professional Educator Licensing and Standards Board must post the revised competency grid to its website and the Department of Education must post the new paraprofessional assessment cut scores to its website and notify school districts, charter schools, and cooperative units of the revised competency grid and paraprofessional assessment cut scores.

EFFECTIVE DATE. This section is effective the day following final enactment.
(b) The members under paragraph (a), clauses (1) to (13), must be appointed by the Professional Educator Licensing and Standards Board. The members under paragraph (a), clauses (14) to (16), must be appointed by the Minnesota Board of School Administrators; The members under paragraph (a), clause (17), must be appointed by the Minnesota School Boards Association. To the extent practicable, each appointing authority must appoint members representing schools in regions across the state. All appointments must be made no later than September 1, 2024.

Subd. 2. Duties; report. (a) The working group is established to advise the legislature on strategies and recommendations to provide competitive compensation to teachers and paraprofessionals in Minnesota elementary, middle, and secondary schools.

(b) The working group must report its proposed strategies, recommendations, and draft legislation to the legislative committees with jurisdiction over prekindergarten through grade 12 education finance and policy by February 14, 2025. The report must be filed according to Minnesota Statutes, section 3.195.

(c) At a minimum, the report must:

1. analyze data on the professional pay gap for Minnesota teachers;
2. provide historical analysis on pay trends for Minnesota teachers;
3. examine historical trends in total compensation for Minnesota teachers, including wages and salary, health insurance and other benefits, and pension benefits;
4. examine historical trends in the tuition and opportunity costs of teacher preparation and student debt burdens; and
5. collect and analyze data on the workloads and compensation of Minnesota education support professionals.

Subd. 3. Meetings; compensation. (a) The working group must convene its initial meeting no later than September 15, 2024, and must meet regularly thereafter.

(b) Members of the working group are eligible for per diem compensation as provided under Minnesota Statutes, section 15.059, subdivision 3.

Subd. 4. Administrative provisions. (a) The executive director of the Professional Educator Licensing and Standards Board or the executive director's designee must convene the initial meeting of the working group. Upon request of the working group, the executive director must provide meeting space and administrative services for the group. The members of the working group must elect a chair or cochairs from the members of the working group at the initial meeting.

(b) Upon request of the working group, the Professional Educator Licensing and Standards Board must provide information necessary for the working group to make its
recommendations, including but not limited to information on teacher and paraprofessional qualifications, licensure, employment, assignment, and compensation.

Subd. 5. Expiration. The working group expires February 14, 2025, or upon submission of the report required under subdivision 2, whichever is earlier.

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

Sec. 23. APPROPRIATION; DEPARTMENT OF EDUCATION PROGRAMS.

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

Subd. 2. Special education apprenticeship programs. (a) For grants to intermediate school districts for special education registered apprenticeship programs:

(b) The department must award grants of $250,000 each to Intermediate School Districts Nos. 287, 288, 916, and 917. The grant funds must be used for special education registered apprenticeship programs. Grant funds may be used for:

(1) program oversight and administrative costs of the intermediate school district and its partner higher education institution;

(2) stipends and tuition, fees, and other direct program costs incurred by apprentices;

(3) stipends for teachers serving as mentors; and

(4) the cost of substitute teachers.

(c) Up to $30,000 of the appropriation is available for grant administration.

(d) This appropriation does not cancel but is available until June 30, 2027.

(e) This is a one-time appropriation.

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

Subd. 2. Paid student teaching pilot program. (a) For the paid student teaching pilot program:

(b) The department must award grants of $250,000 each to Intermediate School Districts Nos. 287, 288, 916, and 917. The grant funds must be used for special education registered apprenticeship programs. Grant funds may be used for:

(1) program oversight and administrative costs of the intermediate school district and its partner higher education institution;

(2) stipends and tuition, fees, and other direct program costs incurred by apprentices;

(3) stipends for teachers serving as mentors; and

(4) the cost of substitute teachers.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to $30,000 of the appropriation is available for grant administration.

(d) This appropriation does not cancel but is available until June 30, 2027.

(e) This is a one-time appropriation.
(b) Of the amount in paragraph (a), $4,751,000 is for transfer to the Board of Trustees of the Minnesota State Colleges and Universities. The Board of Trustees must allocate the funding among the following teacher preparation program providers in the amounts indicated:

1. $609,000 for St. Cloud State University;
2. $822,000 for Bemidji State University;
3. $1,789,000 for Minnesota State University, Mankato;
4. $1,523,000 for Winona State University; and
5. $8,000 for Fond du Lac Tribal and Community College.

(c) Of the amount in paragraph (a), $2,109,000 is for transfer to the Board of Regents of the University of Minnesota to allocate to the following teacher preparation program providers in the amounts indicated:

1. $1,622,000 for the University of Minnesota-Duluth; and
2. $487,000 for the University of Minnesota-Crookston.

(d) The Professional Educator Licensing and Standards Board may retain up to two percent of the appropriation to administer the pilot program, including administering surveys and completing required reports.

(e) Any balance in fiscal year 2025 does not cancel but is available in fiscal year 2026.

(f) This is a onetime appropriation.

EFFECTIVE DATE. This section is effective July 1, 2024.