

Additional edits in colored text (v.12.10.20)

1.1 A bill for an act
1.2 relating to education; strengthening the Increase Teachers of Color Act; seeking
1.3 to increase the percentage of teachers of color and American Indian teachers in
1.4 Minnesota; requiring reports; appropriating money; amending Minnesota Statutes
1.5 2020, sections 120B.11, subdivisions 1, 2, 3; 122A.183, subdivision 1; 122A.184,
1.6 subdivision 1; 122A.185, subdivision 1; 122A.40, subdivision 5; 122A.41,
1.7 subdivision 2; 122A.635, subdivisions 3, 4; 122A.70; 124D.861, subdivision 2;
1.8 proposing coding for new law in Minnesota Statutes, chapters 120B; 122A.

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

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

1.11 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
1.12 following terms have the meanings given them.

1.13 (a) "Instruction" means methods of providing learning experiences that enable a student
1.14 to meet state and district academic standards and graduation requirements including applied
1.15 and experiential learning.

1.16 (b) "Curriculum" means district or school adopted programs and written plans for
1.17 providing students with learning experiences that lead to expected knowledge and skills
1.18 and career and college readiness.

1.19 (c) "World's best workforce" means striving to: meet school readiness goals; have all
1.20 third grade students achieve grade-level literacy; close the academic achievement gap among
1.21 all racial and ethnic groups of students and between students living in poverty and students
1.22 not living in poverty; have all students attain career and college readiness before graduating
1.23 from high school; and have all students graduate from high school.

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

2.5 (e) "Ethnic studies curriculum" means the critical and interdisciplinary study of race,
2.6 ethnicity, and indigeneity with a focus on the experiences and perspectives of people of
2.7 color within and beyond the United States. The ethnic studies curriculum may be integrated
2.8 in existing curricular opportunities or provided through additional curricular offerings.

2.9 (f) "Rigorous" means meeting state K-12 academic standards.

2.10 (g) "Anti-racist" means the active process of identifying and eliminating racism by
2.11 changing systems, organizational structures, policies, practices, attitudes, and dispositions
2.12 so that power and resources are redistributed and shared equitably.

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

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

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

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

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

2.26 (2) a process to assess and evaluate each student's progress toward meeting state and
2.27 local academic standards, assess and identify students to participate in gifted and talented
2.28 programs and accelerate their instruction, and adopt early-admission procedures consistent
2.29 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit
2.30 of student and school success and curriculum affecting students' progress and growth toward
2.31 career and college readiness and leading to the world's best workforce;

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

3.8 (4) strategies for improving instruction, curriculum, and student achievement, including:

3.9 (i) the English and, where practicable, the native language development and the academic
 3.10 achievement of English learners; and

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

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

3.17 (6) education effectiveness practices that:

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

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

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

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

3.26 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
 3.27 updated after the day of final enactment.

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

3.29 Subd. 3. **District advisory committee.** Each school board ~~shall~~ must establish an advisory
 3.30 committee to ensure active community participation in all phases of planning and improving
 3.31 the instruction and curriculum affecting state and district academic standards, consistent
 3.32 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ must reflect

4.1 the diversity of the district and its school sites, include teachers, parents, support staff,
4.2 students, and other community residents, and provide translation to the extent appropriate
4.3 and practicable. The district advisory committee ~~shall~~ must pursue community support to
4.4 accelerate the academic and native literacy and achievement of English learners with varied
4.5 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
4.6 2a. The district may establish site teams as subcommittees of the district advisory committee
4.7 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
4.8 board: rigorous academic standards; student achievement goals and measures consistent
4.9 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
4.10 assessments; means to improve students' equitable access to effective and more diverse
4.11 teachers; strategies to ensure the curriculum is rigorous, accurate, anti-racist, and culturally
4.12 sustaining; strategies to ensure that learning and work environments validate, affirm, embrace,
4.13 and integrate the cultural and community strengths of all racial and ethnic groups; and
4.14 program evaluations. School sites may expand upon district evaluations of instruction,
4.15 curriculum, assessments, or programs. Whenever possible, parents and other community
4.16 residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

4.17 Sec. 4. **[120B.113] EQUITABLE SCHOOL ENHANCEMENT GRANTS.**

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

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

4.26 (b) "Anti-racist" means the active process of identifying and eliminating racism by
4.27 changing systems, organizational structures, policies, practices, attitudes, and dispositions
4.28 so that power and resources are redistributed and shared equitably.

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

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

4.32 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other
4.33 resources for learning based on the needs of individual students and groups of students to

5.1 succeed at school rather than treating all students the same. Equitable schools close
5.2 opportunity and achievement gaps.

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

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

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

5.15 Subd. 4. **Description.** The grant program must provide funding that supports collaborative
5.16 efforts that ensure school climate and curriculum incorporate equitable, anti-racist educational
5.17 practices that:

5.18 (1) validate, affirm, embrace, and integrate cultural and community strengths of students,
5.19 families, and employees from all racial and ethnic backgrounds; and

5.20 (2) address institutional racism with equitable school policies, structures, and practices,
5.21 consistent with the requirements for long-term plans under section 124D.861, subdivision
5.22 2, paragraph (c).

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

5.29 **EFFECTIVE DATE.** This section is effective July 1, 2021.

6.1 Sec. 5. [120B.117] INCREASING THE PERCENTAGE OF TEACHERS OF COLOR
6.2 AND AMERICAN INDIAN TEACHERS IN MINNESOTA.

6.3 Subdivision 1. **Purpose.** This section sets short-term and long-term state goals for
6.4 increasing the percentage of teachers of color and American Indian teachers in Minnesota,
6.5 and for ensuring all students have equitable access to effective and racially and ethnically
6.6 diverse teachers who reflect the diversity of students. The goals and report required under
6.7 this section are important for meeting state goals for the world's best workforce under section
6.8 120B.11, achievement and integration under section 124D.861, and higher education
6.9 attainment under section 135A.012, all of which have been established to close persistent
6.10 opportunity and achievement gaps that limit students' success in school and life and impede
6.11 the state's economic growth.

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

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

6.19 Subd. 4. **Reporting.** (a) Beginning in 2022 and every even-numbered year thereafter,
6.20 the Professional Educator Licensing and Standards Board must collaborate with the
6.21 Department of Education and the Office of Higher Education to publish a summary report
6.22 of the ~~aggregate outcomes related to effectiveness of diversifying the supply preparation and~~
6.23 retention of diverse teachers of each grant
6.24 program they administer and any other program receiving state appropriations that has or
6.25 includes an explicit purpose of increasing the racial and ethnic diversity of the state's teacher
6.26 workforce to more closely reflect the diversity of students. The board must submit the report
6.27 to the chairs and ranking minority members of the legislative committees having jurisdiction
6.28 over kindergarten through grade 12 education. The board must submit the report in
accordance with section 3.195.

6.29 (b) The report must include programs under sections 122A.2451, 122A.63, 122A.635,
6.30 122A.685, 122A.70, 124D.09, 124D.861, 136A.1274, 136A.1275, and 136A.1791, along
6.31 with any other programs or initiatives that receive state appropriations to address the shortage
6.32 of teachers of color and American Indian teachers. The board must report on the effectiveness
6.33 of state-funded programs to increase the recruitment, preparation, licensing, hiring, and
6.34 retention of racially and ethnically diverse teachers and the state's progress toward meeting

7.1 or exceeding the goals of this section. The report must also include recommendations for
 7.2 state policy and funding needed to achieve the goals of this section, and must include plans
 7.3 for sharing the report and activities of grant recipients, and opportunities among grant
 7.4 recipients of various programs to share effective practices with each other. The 2022 report
 7.5 must include a recommendation of whether a state advisory council should be established
 7.6 to address the shortage of racially and ethnically diverse teachers and what the composition
 7.7 and charge of the advisory council would be if established.

7.8 (c) The board must consult with the state Indian Affairs Council under section 3.922
 7.9 and ethnic councils under section 15.0145 along with other community and stakeholder
 7.10 groups, including secondary school students and teacher candidates who are of color or
 7.11 American Indian, in developing the report. By November 1 of each even-numbered year,
 7.12 the board must submit the report to the chairs and ranking minority members of the legislative
 7.13 committees with jurisdiction over education and higher education policy and finance. The
 7.14 report must be submitted in accordance with section 3.195 and available to the public on
 7.15 the board's website.

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

12.4 A school board must adopt a written policy that prohibits discrimination or discipline
12.5 for a teacher or principal on the basis of incorporating into curriculum contributions by
12.6 persons in a federally protected class or protected class under section 363A.13, consistent
12.7 with local collective bargaining agreements and sections 121A.41 to 121A.56.

17.11 Sec. 7. Minnesota Statutes 2018, section 121A.031, subdivision 6, is amended to read:

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

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

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

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

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

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

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

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

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

18.6 (c) The commissioner must post on the department's website information indicating that
 18.7 when districts and schools allow non-curriculum-related student groups access to school

- 18.8 facilities, the district or school must give all student groups equal access to the school
18.9 facilities regardless of the content of the group members' speech.
18.10 (d) The commissioner must develop and maintain resources to assist a district or school
18.11 in implementing strategies for creating a positive school climate and using evidence-based
18.12 social-emotional learning to prevent and reduce discrimination and other improper conduct.
18.13 (e) The commissioner must develop and adopt state level standards for social, emotional,
18.14 and cognitive development.

7.16 Sec. 8. Minnesota Statutes 2020, section 122A.183, subdivision 1, is amended to read:

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

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

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

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

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

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

7.30 (1) an associate's degree;

7.31 (2) a professional certification; or

7.32 (3) five years of relevant work experience.

8.1 In consultation with the governor's Workforce Development Board established under section
8.2 116L.665, the board must establish a list of qualifying certifications, and may add additional
8.3 professional certifications in consultation with school administrators, teachers, and other
8.4 stakeholders.

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

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

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

8.14 Sec. 9. Minnesota Statutes 2020, section 122A.184, subdivision 1, is amended to read:

8.15 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards
8.16 Board must issue a Tier 4 license to a candidate who provides information sufficient to
8.17 demonstrate all of the following:

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

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

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

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

8.27 (b) Paragraph (a) notwithstanding, the board must issue a Tier 4 license to a candidate
8.28 who provides information sufficient to demonstrate that the candidate has teaching experience
8.29 in another state and achieved tenure, continuing contract status, or an equivalent status in
8.30 another state.

9.1 Sec. 10. Minnesota Statutes 2020, section 122A.185, subdivision 1, is amended to read:

9.2 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~
9.3 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~
9.4 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~
9.5 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~
9.6 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~
9.7 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~
9.8 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~
9.9 ~~122A.183, respectively.~~

9.10 ~~(b)~~ (a) The board must adopt and revise rules requiring ~~candidates~~ applicants for Tier 3
9.11 and Tier 4 licenses to pass an examination of general pedagogical knowledge and
9.12 examinations of licensure field specific content: if the applicant has not completed a
9.13 board-approved preparation program assuring candidates from the program recommended
9.14 for licensure meet content and pedagogy licensure standards in Minnesota. Candidates who
9.15 have satisfactorily completed board-approved programs in Minnesota with required
9.16 coursework and clinical field experiences that include learning opportunities and assessments
9.17 aligned to content and pedagogy licensure standards are not additionally required to pass
9.18 content and pedagogy exams for Tier 3 licensure. Applicants who have satisfactorily
9.19 completed a preparation program in another state and passed licensure examinations in that
9.20 state are not additionally required to pass similar examinations required in Minnesota. The
9.21 content examination requirement does not apply if no relevant content exam exists.

9.22 ~~(e)~~ (b) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
9.23 pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,
9.24 scientifically based reading instruction under section 122A.06, subdivision 4, knowledge
9.25 and understanding of the foundations of reading development, development of reading
9.26 comprehension and reading assessment and instruction, and the ability to integrate that
9.27 knowledge and understanding into instruction strategies under section 122A.06, subdivision
9.28 4.

9.29 (c) All testing centers in the state must provide monthly opportunities for untimed content
9.30 and
9.31 pedagogy, and skills examinations and these opportunities must be advertised on the test
9.32 registration website. The board must require the exam vendor to provide other equitable
9.33 opportunities to pass exams, including waiving testing fees for test takers who qualify for
9.34 federal grants; providing free, multiple, full-length practice tests for each exam and free,
9.35 comprehensive study guides on the test registration website; making content and pedagogy
exams available in languages other than English for teachers seeking licensure to teach in

10.1 language immersion programs; and providing free, detailed exam results analysis by test
10.2 objective to assist candidates who do not pass an exam in identifying areas for improvement.
10.3 Any candidate who has not passed a required exam after two attempts must be allowed to
10.4 retake the exam, including new versions of the exam, without being charged an additional
10.5 fee.

10.6 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
10.7 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
10.8 school district personnel or Minnesota higher education faculty, who, after meeting the
10.9 content and pedagogy requirements under this subdivision, apply for a teaching license to
10.10 provide direct instruction in their native language or world language instruction under section
10.11 120B.022, subdivision 1.

10.12 **EFFECTIVE DATE.** This section is effective July 1, 2021.

10.13 Sec. 11. Minnesota Statutes 2020, section 122A.40, subdivision 5, is amended to read:

10.14 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first
10.15 teaching experience in Minnesota in a single district is deemed to be a probationary period
10.16 of employment, and, the probationary period in each district in which the teacher is thereafter
10.17 employed shall be one year. The school board must adopt a plan for written evaluation of
10.18 teachers during the probationary period that is consistent with subdivision 8. Evaluation
10.19 must occur at least three times periodically throughout each school year for a teacher
10.20 performing services during that school year; the first evaluation must occur within the first
10.21 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
10.22 and other staff development opportunities and days on which a teacher is absent from school
10.23 must not be included in determining the number of school days on which a teacher performs
10.24 services. Except as otherwise provided in paragraph (b), during the probationary period any
10.25 annual contract with any teacher may or may not be renewed as the school board shall see
10.26 fit. However, the board must give any such teacher whose contract it declines to renew for
10.27 the following school year written notice to that effect before July 1. If the teacher requests
10.28 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason
10.29 in writing, including a statement that appropriate supervision was furnished describing the
10.30 nature and the extent of such supervision furnished the teacher during the employment by
10.31 the board, within ten days after receiving such request. The school board may, after a hearing
10.32 held upon due notice, discharge a teacher during the probationary period for cause, effective
10.33 immediately, under section 122A.44.

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

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

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

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

11.18 (f) Notwithstanding any law to the contrary, a school district may negotiate a contract
11.19 with a one-year probationary period with a teacher who has obtained tenure, continuing
11.20 contract status, or an equivalent status in another state.

11.21 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
11.22 effective July 1, 2021, and thereafter.

11.23 Sec. 12. Minnesota Statutes 2020, section 122A.41, subdivision 2, is amended to read:

11.24 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public
11.25 schools in cities of the first class during the first three years of consecutive employment
11.26 shall be deemed to be in a probationary period of employment during which period any
11.27 annual contract with any teacher may, or may not, be renewed as the school board, after
11.28 consulting with the peer review committee charged with evaluating the probationary teachers
11.29 under subdivision 3, shall see fit. The school site management team or the school board if
11.30 there is no school site management team, shall adopt a plan for a written evaluation of
11.31 teachers during the probationary period according to subdivisions 3 and 5. Evaluation by
11.32 the peer review committee charged with evaluating probationary teachers under subdivision
11.33 3 shall occur at least three times periodically throughout each school year for a teacher

12.1 performing services during that school year; the first evaluation must occur within the first
12.2 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
12.3 and other staff development opportunities and days on which a teacher is absent from school
12.4 shall not be included in determining the number of school days on which a teacher performs
12.5 services. The school board may, during such probationary period, discharge or demote a
12.6 teacher for any of the causes as specified in this code. A written statement of the cause of
12.7 such discharge or demotion shall be given to the teacher by the school board at least 30
12.8 days before such removal or demotion shall become effective, and the teacher so notified
12.9 shall have no right of appeal therefrom.

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

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

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

12.24 (e) Notwithstanding any law to the contrary, a school district may negotiate a contract
12.25 with a one-year probationary period with a teacher who has obtained tenure, continuing
12.26 contract status, or an equivalent status in another state.

12.27 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
12.28 effective July 1, 2021, and thereafter.

12.29 Sec. 13. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

12.30 Subdivision 1. **Purpose.** This section establishes a program to support districts and
12.31 schools recruiting and offering hiring bonuses for licensed teachers [who are American](#)
12.32 [Indian or a person of color](#) from another state or
12.33 country in order to meet staffing needs in shortage areas in economic development regions
in Minnesota.

13.1 Subd. 2. Eligibility. A district or school must verify that the hiring bonus is given to
13.2 teachers licensed in another state who:

13.3 (1) qualify for a Tier 3 or Tier 4 Minnesota license;

13.4 (2) have moved to the economic development region in Minnesota where they were
13.5 hired; and

13.6 (3) belong to a racial or ethnic group that is underrepresented among teachers compared
13.7 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),
13.8 clause (2).

13.9 Subd. 3. Bonus amount. A district or school may offer a signing and retention bonus
13.10 of a minimum of \$2,500 and a maximum of \$5,000 to a teacher who meets the eligibility
13.11 requirements. A teacher who meets eligibility requirements and meets a licensure shortage
13.12 area in the economic development region of the state where the school is located may be
13.13 offered a signing bonus of a minimum of \$4,000 and a maximum of \$8,000. A teacher must
13.14 be paid half of the bonus when starting employment and half after completing four years
13.15 of service in the hiring district or school. A teacher who does not complete their first school
13.16 year upon receiving a hiring bonus must repay the hiring bonus.

13.17 Subd. 4. Administration. The commissioner must establish a process for districts or
13.18 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving
13.19 to and working in Minnesota schools experiencing specific shortages.

13.20 EFFECTIVE DATE. This section applies to teacher contracts entered into on or after
13.21 July 1, 2021.

13.22 Sec. 14. Minnesota Statutes 2020, section 122A.635, subdivision 3, is amended to read:

13.23 Subd. 3. Grant program administration. The Professional Educator Licensing and
13.24 Standards Board may enter into an interagency agreement with the Office of Higher
13.25 Education. The agreement may include a transfer of funds to the Office of Higher Education
13.26 to help establish and administer the competitive grant process. The board must award grants
13.27 to institutions located in various economic development regions throughout the state, but
13.28 must not predetermine the number of institutions to be awarded grants under this section
13.29 or set a limit for the amount that any one institution may receive as part of the competitive
13.30 grant application process. All grants must be awarded by August 15 of the fiscal year in
13.31 which the grants are to be used ~~except that, for initial competitive grants awarded for fiscal~~
13.32 ~~year 2020, grants must be awarded by September 15.~~ Grants awarded after fiscal year 2021

14.1 will be awarded for a two-year grant period. An institution that receives a grant under this
14.2 section may use the grant funds over a two- to four-year period to support teacher candidates.

14.3 Sec. 15. Minnesota Statutes 2020, section 122A.635, subdivision 4, is amended to read:

14.4 Subd. 4. **Report.** (a) ~~By January 15~~ June 30 of each year, an institution awarded a grant
14.5 under this section must prepare for the legislature and the board a detailed report regarding
14.6 the expenditure of grant funds, including the amounts used to recruit, retain, and induct
14.7 teacher candidates of color or who are American Indian. The report must include the total
14.8 number of teacher candidates of color, disaggregated by race or ethnic group, who are
14.9 recruited to the institution, are newly admitted to the licensure program, are enrolled in the
14.10 licensure program, have completed student teaching, have graduated, are licensed, and are
14.11 newly employed as Minnesota teachers in their licensure field. A grant recipient must report
14.12 the total number of teacher candidates of color or who are American Indian at each stage
14.13 from recruitment to licensed teaching as a percentage of total candidates seeking the same
14.14 licensure at the institution.

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

14.18 Sec. 16. **122A.685** GRANTS FOR GROW YOUR OWN PROGRAMS.

14.19 Subdivision 1. Establishment. The commissioner of education must award grants for
14.20 the three types of Grow Your Own programs established under this section in order to
14.21 develop a teaching workforce that more closely reflects the state's increasingly diverse
14.22 student population and ensure all students have equitable access to effective and diverse
14.23 teachers.

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

14.26 (b) "Eligible district" means a school district, charter school, or cooperative unit under
14.27 section 123A.24, subdivision 2.

14.28 (c) "Grow Your Own program" means a program established by an eligible district in
14.29 partnership with a Professional Educator Licensing and Standards Board-approved teacher
14.30 preparation program provider, or by a Head Start program under section 119A.50, to provide
14.31 a pathway for candidates to enter the teaching profession and teach at any level from early
14.32 childhood to secondary school.

15.1 (d) "Residency program" means a Professional Educator Licensing and Standards
15.2 Board-approved teacher preparation program established by an eligible district and a
15.3 board-approved teacher preparation program provider that uses a cohort-based model and
15.4 includes a yearlong clinical experience integrating coursework and student teaching.

15.5 (e) "Resident" means a teacher candidate participating in a residency program.

15.6 **Subd. 3. Grants to residency programs.** (a) An eligible district may apply for grants
15.7 to develop, maintain, or expand effective residency programs. A residency program must
15.8 pair a resident with a teacher of record who must hold a Tier 3 or 4 license. The residency
15.9 program must provide the teacher of record with ongoing professional development in
15.10 co-teaching, mentoring, and coaching skills and must ensure that the resident and teacher
15.11 of record co-teach and participate in required teacher professional development activities
15.12 for at least 80 percent of the contracted week for a full academic year.

15.13 (b) A grant recipient must use at least 80 percent of grant funds to provide tuition
15.14 scholarships or stipends to enable employees or community members seeking a teaching
15.15 license, who are of color or American Indian, to participate in a residency program. A grant
15.16 recipient may request permission from the commissioner to use the remaining grant funds
15.17 to provide tuition scholarships to employees who are not persons of color or American
15.18 Indian and who seek to teach in a licensure area in which the eligible district has a shortage
15.19 of Tier 3 or 4 licensed teachers.

15.20 (c) An eligible district using grant funds under this subdivision to provide financial
15.21 support to teacher candidates may require a commitment from a candidate to teach in the
15.22 eligible district for a reasonable amount of time not to exceed five years.

15.23 **Subd. 4. Grants for programs serving adults.** (a) An eligible district or Head Start
15.24 program under section 119A.50 may apply for grants to provide financial assistance,
15.25 mentoring, and other experiences to support persons of color or American Indian persons
15.26 to become licensed teachers or preschool teachers.

15.27 (b) An eligible district or Head Start program must use grant funds awarded under this
15.28 subdivision for:

15.29 (1) tuition scholarships or stipends to eligible Tier 2 licensed teachers, education
15.30 assistants, cultural liaisons, or other nonlicensed employees who are of color or American
15.31 Indian and are enrolled in undergraduate or graduate-level coursework that is part of a
15.32 board-approved teacher preparation program leading to a Tier 3 teacher license;

16.1 (2) developing and implementing pathway programs with local community-based
16.2 organizations led by and for communities of color or American Indian communities that
16.3 provide stipends or tuition scholarships to parents and community members who are of
16.4 color or American Indian to change careers and obtain a Tier 3 license or other credential
16.5 needed to teach in a Head Start program; or

16.6 (3) collaborating with a board-approved teacher preparation program provided by a
16.7 postsecondary institution to develop and implement innovative teacher preparation programs
16.8 that lead to Tier 2 or Tier 3 licensure, involve more intensive and extensive clinical
16.9 experiences with more professional coaching or mentorship than are typically required in
16.10 traditional college or university campus-based teacher preparation programs, provide
16.11 candidates with support that is responsive to the unique needs of candidates who are of
16.12 color or American Indian, and have more than half of their candidates identify as persons
16.13 of color or American Indian.

16.14 (c) An eligible district or Head Start program providing financial assistance to individuals
16.15 under this subdivision may require a commitment from candidates to teach in the eligible
16.16 school or Head Start program for a reasonable amount of time not to exceed five years.

16.17 Subd. 5. Grants for programs serving secondary school students. (a) In addition to
16.18 grants for developing and offering dual-credit postsecondary course options in schools for
16.19 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,
16.20 subdivision 10, a school district or charter school may apply for grants under this section
16.21 to offer other innovative programs that encourage secondary school students, especially
16.22 students of color and American Indian students, to pursue teaching. To be eligible for a
16.23 grant under this subdivision, a school district or charter school must ensure that the aggregate
16.24 percentage of secondary school students of color and American Indian students participating
16.25 in the program is equal to or greater than the aggregate percentage of students of color and
16.26 American Indian students in the school district or charter school.

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

16.28 (1) supporting future teacher clubs or service-learning opportunities that provide middle
16.29 and high-school students who are of color or American Indian to have experiential learning
16.30 supporting the success of younger students or peers and to increase students' interest in
16.31 pursuing a teaching career;

16.32 (2) providing direct support, including wrap-around services, for students who are of
16.33 color or American Indian to enroll and be successful in postsecondary enrollment options

17.1 courses under section 124D.09 that would meet degree requirements for teacher licensure;
17.2 or

17.3 (3) offering scholarships to graduating high school students who are of color or American
17.4 Indian to enroll in board-approved undergraduate teacher preparation programs at a college
17.5 or university in Minnesota.

17.6 **Subd. 6. Grant procedure.** (a) An eligible district or Head Start program must apply
17.7 for a grant under this section in the form and manner specified by the commissioner. The
17.8 commissioner must give priority to eligible districts or Head Start programs with the highest
17.9 total number or percentage of students who are of color or American Indian.

17.10 (b) For the 2021-2022 school year and later, grant applications for new and existing
17.11 programs must be received by the commissioner no later than January 15 of the year prior
17.12 to the school year in which the grant will be used. The commissioner must review all
17.13 applications and notify grant recipients by March 15 or as soon as practicable of the
17.14 anticipated amount awarded. If the commissioner determines that sufficient funding is
17.15 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
17.16 soon as practicable that there are insufficient funds.

17.17 **Subd. 7. Account established.** A Grow Your Own program account is created in the
17.18 special revenue fund for depositing money appropriated to or received by the department
17.19 for Grow Your Own programs. Money deposited in the account is appropriated to the
17.20 commissioner, does not cancel, and is continuously available for grants under this section.
17.21 Grant recipients may apply to use grant money over a period of up to 24 months.

17.22 **Subd. 8. Report.** Grant recipients must annually report to the commissioner in the form
17.23 and manner determined by the commissioner on their activities under this section, including
17.24 the number of participants, the percentage of participants who are of color or American
17.25 Indian, and an assessment of program effectiveness, including participant feedback, areas
17.26 for improvement, the percentage of participants continuing to pursue teacher licensure, and
17.27 where applicable, the number of participants hired in the school or district as teachers after
17.28 completing preparation programs. The commissioner must publish a report for the public
17.29 that summarizes the activities and outcomes of grant recipients and what was done to promote
17.30 sharing of effective practices among grant recipients and potential grant applicants.

17.31 **EFFECTIVE DATE.** This section is effective July 1, 2021.

18.1 Sec. 17. Minnesota Statutes 2020, section 122A.70, is amended to read:

18.2 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
18.3 **TEACHERS.**

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

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

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

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

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

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

18.29 (c) A school or district that receives a grant must negotiate additional retention strategies
18.30 or protection from unrequested leave of absences in the beginning years of employment for
18.31 teachers of color and teachers who are American Indian. Retention strategies may include
18.32 providing financial incentives for teachers of color and teachers who are American Indian
18.33 to work in the school or district for at least five years and placing American Indian educators

19.1 at sites with other American Indian educators and educators of color at sites with other
19.2 educators of color to reduce isolation and increase opportunity for collegial support.

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

19.15 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants must express commitment
19.16 to:

- 19.17 (1) allow staff participation;
- 19.18 (2) assess skills of both beginning and mentor teachers;
- 19.19 (3) provide appropriate in-service to needs identified in the assessment;
- 19.20 (4) provide leadership to the effort;
- 19.21 (5) cooperate with higher education institutions or teacher educators;
- 19.22 (6) provide facilities and other resources;
- 19.23 (7) share findings, materials, and techniques with other school districts; and
- 19.24 (8) retain teachers of color and teachers who are American Indian.

19.25 (b) Priority for awarding grants must be for efforts to induct, mentor, and retain Tier 2
19.26 or Tier 3 teachers who are of color or American Indian and Tier 2 or Tier 3 teachers in
19.27 licensure shortage areas.

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

19.31 Subd. 5. **Program implementation.** Grants may be awarded for implementing activities
19.32 over a period of time up to 24 months. New and expanding mentorship sites that are funded

20.1 to design, develop, implement, and evaluate their program must participate in activities that
 20.2 support program development and implementation. The Professional Educator Licensing
 20.3 and Standards Board must provide resources and assistance to support new sites in their
 20.4 program efforts. These activities and services may include, but are not limited to: planning,
 20.5 planning guides, media, training, conferences, institutes, and regional and statewide
 20.6 networking meetings. Nonfunded schools or districts interested in getting started may
 20.7 participate. Fees may be charged for meals, materials, and the like.

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

20.12 **EFFECTIVE DATE.** This section is effective July 1, 2021.

33.6 Sec. 18. Minnesota Statutes 2018, section 123B.147, subdivision 3, is amended to read:

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

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

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

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

33.26 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of
 33.27 student progress toward career and college readiness;

33.28 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and
 33.29 goals, and the principal's own professional multiyear growth plans and goals, all of which
 33.30 must support the principal's leadership behaviors and practices, rigorous curriculum, school
 33.31 performance, and high-quality instruction;

33.32 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

34.1 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and
 34.2 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;
 34.3 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation
 34.4 and incorporate district achievement goals and targets;

34.5 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and
 34.6 learning, curriculum and instruction, student learning, culturally responsive leadership
 34.7 practices, and a collaborative professional culture; and

34.8 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria
 34.9 under this subdivision, implement a plan to improve the principal's performance and specify
 34.10 the procedure and consequence if the principal's performance is not improved.

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

25.23 Sec. 19. [124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND
25.24 OBJECTS OF CULTURAL SIGNIFICANCE.

25.25 A school district or charter school must not prohibit an American Indian student from
25.26 wearing American Indian regalia, tribal regalia, or objects of cultural significance at
25.27 graduation ceremonies.

20.13 Sec. 20. Minnesota Statutes 2020, section 124D.861, subdivision 2, is amended to read:

20.14 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
 20.15 district must formally develop and implement a long-term plan under this section. The plan
 20.16 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
 20.17 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
 20.18 ~~learning environments that offer students school enrollment choices; family engagement~~
 20.19 ~~initiatives that involve families in their students' academic life and success; professional~~
 20.20 ~~development opportunities for teachers and administrators focused on improving the academic~~
 20.21 ~~achievement of all students, including teachers and administrators who are members of~~
 20.22 ~~populations underrepresented among the licensed teachers or administrators in the district~~
 20.23 ~~or school and who reflect the diversity of students under section 120B.35, subdivision 3,~~
 20.24 ~~paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic~~
 20.25 ~~opportunities and effective and more diverse instructors focused on rigor and college and~~
 20.26 ~~career readiness for underserved students, including students enrolled in alternative learning~~
 20.27 ~~centers under section 123A.05, public alternative programs under section 126C.05,~~
 20.28 ~~subdivision 15, and contract alternative programs under section 124D.69, among other~~
 20.29 ~~underserved students; or recruitment and retention of teachers and administrators with~~
 20.30 ~~diverse racial and ethnic backgrounds.~~

20.31 (b) The plan must contain goals for:

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

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

21.4 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
 21.5 and community strengths of all students, families, and employees in the district's curriculum
 21.6 as well as learning and work environments, and to address issues of institutional racism as
 21.7 defined in section 120B.11, subdivision 1, in schools that create opportunity and achievement
 21.8 gaps for students, families, and staff who are of color or American Indian. Examples of
 21.9 institutional racism experienced by students who are of color or American Indian include
 21.10 policies and practices that intentionally or unintentionally result in disparate discipline

21.11 referrals and suspension, inequitable access to advanced coursework, overrepresentation in
21.12 lower-level coursework, inequitable participation in cocurricular activities, inequitable
21.13 parent involvement, and lack of equitable access to racially and ethnically diverse teachers
21.14 who reflect the racial or ethnic diversity of students because it has not been a priority to
21.15 hire or retain such teachers.

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

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

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

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

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

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

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

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

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

22.17 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
22.18 racial and ethnic groups while meeting state academic standards and being culturally
22.19 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
22.20 about any group is accurate and based in knowledge from that group.

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

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

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

23.1 Sec. 17. **APPROPRIATIONS.**

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

23.5 **Subd. 2. Collaborative urban and greater Minnesota educators of color grants.** (a)
 23.6 For transfer to the Professional Educator Licensing and Standards Board for collaborative
 23.7 urban and greater Minnesota educators of color competitive grants under Minnesota Statutes,
 23.8 section 122A.635:

23.9 \$ 6,000,000 2022

23.10 \$ 6,000,000 2023

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

23.12 (c) The base appropriation for fiscal year 2024 and later is \$6,000,000.

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

23.15 **Subd. 3. Grow Your Own pathways to teacher licensure grants.** (a) For grants to
 23.16 develop, [continue](#) or expand Grow Your Own new teacher programs:

23.17 \$ 8,500,000 2022

23.18 \$ 8,500,000 2023

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

23.20 (c) Of this amount in each fiscal year, at least \$3,000,000 is for teacher residency
 23.21 programs under Minnesota Statutes, section 122A.685, subdivision 3.

23.22 (d) The base appropriation for fiscal year 2024 and later is \$10,000,000.

23.23 (e) The ~~board~~-[department](#) may retain up to \$100,000 of the appropriation amount to
 23.24 monitor and

23.24 administer the grant program.

23.25 **Subd. 4. Mentoring, induction, and retention incentive program grants for teachers**
 23.26 **of color.** (a) For transfer to the Professional Educator Licensing and Standards Board for
 23.27 the development and expansion of mentoring, induction, and retention programs designed
 23.28 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

23.29 \$ 3,000,000 2022

23.30 \$ 3,000,000 2023

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

24.1 (c) The base appropriation for grants under Minnesota Statutes, section 122A.70, for
 24.2 fiscal year 2024 and later is \$4,500,000, of which at least \$3,500,000 each fiscal year must
 24.3 be granted for the development and expansion of mentoring, induction, and retention
 24.4 programs designed for teachers of color or American Indian teachers.

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

24.7 **Subd. 5. Reports on increasing percentage of teachers of color and American Indian**
 24.8 **teachers. For transfer to the Professional Educator Licensing and Standards Board for a**
 24.9 **report on the efforts and impact of all state-funded programs to increase the percentage of**
 24.10 **teachers of color and American Indian teachers in Minnesota schools developed in**
 24.11 **consultation with the Department of Education, Office of Higher Education, grant recipients,**
 24.12 **and stakeholders.**

24.13 \$ 15,000 2022

24.14 The base appropriation for fiscal year 2024 and each even-numbered later fiscal year is
 24.15 \$15,000.

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

24.18 \$ 3,000,000 2022

24.19 \$ 3,000,000 2023

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

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

24.24 \$ 1,050,000 2022

24.25 \$ 1,050,000 2023

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

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

24.29 (d) The base appropriation for fiscal years 2022 and 2023 is \$1,050,000. The base
 24.30 appropriation for fiscal year 2024 and later when retention bonuses can start being paid
 24.31 through this program is \$2,100,000.

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

25.3 \$ 600,000 2022

25.4 \$ 600,000 2023

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

25.7 Subd. 9. Expanded concurrent enrollment grants. (a) For grants to institutions offering
 25.8 "Introduction to Teaching" or "Introduction to Education" college in the schools courses
 25.9 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

25.10 \$ 500,000 2022

25.11 \$ 500,000 2023

25.12 (b) The department must be allocated no more than five percent of the appropriation
 25.13 amount for monitoring and administering the grant program.

25.14 Subd. 10. Teacher recruitment marketing campaign. (a) For transfer to the Professional
 25.15 Educator Licensing and Standards Board for developing two contracts to develop and
 25.16 implement an outreach and marketing campaign under this subdivision:

25.17 \$ 500,000 ~~2024~~2022

25.18 \$ 500,000 ~~2025~~2023

25.19 (b) The Professional Educator Licensing and Standards Board must issue a request for
 25.20 proposals to develop and implement an outreach and marketing campaign to elevate the
 25.21 profession and recruit teachers, especially teachers of color and American Indian teachers.
 25.22 Outreach efforts should include and support current and former Teacher of the Year finalists
 25.23 interested in being recruitment fellows to encourage prospective educators throughout the
 25.24 state.

25.25 (c) The outreach and marketing campaign must focus on making the following individuals
 25.26 become interested in teaching in Minnesota public schools:

25.27 (1) high school and college students of color or American Indian students who have not
 25.28 chosen a career path; or

25.29 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who
 25.30 may be seeking to change careers.

25.31 (d) The board must award two \$250,000 grants each year to firms or organizations that

25.32 demonstrate capacity to reach wide and varied audiences of prospective teachers based on

26.1 a work plan with quarterly deliverables. Preferences should be given to firms or organizations
26.2 that are led by people of color and that have people of color working on the campaign with
26.3 a proven record of success. The grant recipients must recognize current pathways or programs
26.4 to become a teacher and must partner with educators, schools, institutions, and racially
26.5 diverse communities. The grant recipients are encouraged to provide in-kind contributions
26.6 or seek funds from nonstate sources to supplement the grant award.

26.7 (e) The board may use no more than three percent of the appropriation amount to
26.8 administer the program under this subdivision, and may have an interagency agreement
26.9 with the Department of Education including transfer of funds to help administer the program.

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

26.11 **EFFECTIVE DATE.** This section is effective July 1, 2021.