

# Key Excerpts related to Teachers of Color and American Indian Teachers from 2020 Tiered License and Permission Report

Professional Educator Licensing and Licensing Standards Board

## Race and Ethnicity of Tier Licensed Teachers and Permission Holders

**METHOD:** “PELSB collects race/ethnicity data through the Staff Automated Reporting (STAR) system and on license applications. Reporting race/ethnicity on license applications is optional, and PELSB does not collect race/ethnicity data until a district, charter school, or other educational institution reports individuals’ race or ethnicity through the STAR system.”

**PELSB’s CAUTION:** “...it is with great caution that PELSB staff report this data, as conclusions drawn to inform policy may be drawn in error. Increases in teachers of color, particularly within Tier 1 and Tier 2 appear to reflect more a change in how race and ethnicity are reported than an actual increase in teachers of color.” (p. 5)

**Table 1: Race and Ethnicity of Tier Licensed Teachers and Permission Holders.**

**Note:** The data in this table is unduplicated headcounts of individuals holding tiered licenses, OFPs, and IPPs.

Race/Ethnicity	Tier 1	Tier 2	Tier 3	Tier 4	Total	Out-of-Field Permission	Innovative Program Permission
American Indian or Alaskan Native	22	69	69	924	<b>1084</b>	37	6
Asian	30	76	159	910	<b>1175</b>	96	4
Black, Not of Hispanic Origin	61	153	139	1208	<b>1561</b>	40	6
Hawaiian/Pacific Islander	1	5	4	39	<b>49</b>	3	0
Hispanic	51	179	180	1111	<b>1521</b>	62	5
Multiple Categories	17	57	67	559	<b>700</b>	30	10
White, Not of Hispanic Origin	424	1565	3666	78804	<b>84459</b>	2071	511
No Race/Ethnicity Provided	257	429	3024	13646	<b>17356</b>	157	23
<b>Total</b>	<b>863</b>	<b>2533</b>	<b>7308</b>	<b>97201</b>	<b>107905</b>	<b>2496</b>	<b>565</b>

<b>Total Teachers of Color</b>	<b>182</b>	<b>539</b>	<b>618</b>	<b>4,751</b>	<b>6,090</b>	<b>268</b>	<b>31</b>
<b>% of Total TOCAIT Licenses</b> *see also Table 3 below	<b>2.99%</b>	<b>8.85%</b>	<b>10.15%</b>	<b>78.01%</b>	<b>100%</b>	<b>----</b>	<b>----</b>



**Table 2: Racial Diversity of Tier Licensed Tiers**

Race/Ethnicity	Percent of Tier 1	Percent of Tier 2	Percent of Tier 3	Percent of Tier 4	Percent of All Licenses
American Indian or Alaskan Native	2.55%	2.72%	0.94%	0.95%	1.00%
Asian	3.48%	3.00%	2.18%	0.94%	1.09%
Black, Not of Hispanic Origin	7.07%	6.04%	1.90%	1.24%	1.45%
Hawaiian/Pacific Islander	0.12%	0.20%	0.05%	0.04%	0.05%
Hispanic	5.91%	7.07%	2.46%	1.14%	1.41%
Multiple Categories	1.97%	2.25%	0.92%	0.58%	0.65%
White, Not of Hispanic Origin	49.13%	61.78%	50.16%	81.07%	78.27%
No Race/Ethnicity Provided	29.78%	16.94%	41.38%	14.04%	16.08%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Teachers of Color	21.09%	21.28%	8.46%	4.89%	5.64%



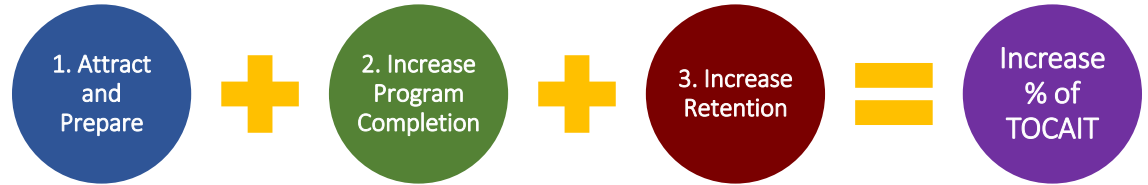
**Table 3: Proportions of Teachers in Each Licensure Tier by Race/Ethnicity**

Race/Ethnicity	Total Number of Licenses	Percent on Tier 1	Percent on Tier 2	Percent on Tier 3	Percent on Tier 4	Percent on All Tiers
American Indian or Alaskan Native	1084	2.03%	6.37%	6.37%	85.24%	100%
Asian	1175	2.55%	6.47%	13.53%	77.45%	100%
Black, Not of Hispanic Origin	1561	3.91%	9.80%	8.90%	77.39%	100%
Hawaiian/Pacific Islander	49	2.04%	10.20%	8.16%	79.59%	100%
Hispanic	1521	3.35%	11.77%	11.83%	73.04%	100%
Multiple Categories	700	2.43%	8.14%	9.57%	79.86%	100%
White, Not of Hispanic Origin	84459	0.50%	1.85%	4.34%	93.30%	100%
No Race/Ethnicity Provided	17356	1.48%	2.47%	17.42%	78.62%	100%
<b>Total</b>	<b>107905</b>	<b>0.80%</b>	<b>2.35%</b>	<b>6.77%</b>	<b>90.08%</b>	<b>100%</b>

**Table 11: Proportion of Tier Licensed Teachers in Public School Districts, Charter Schools, and Other Educational Institutions**

School Type	Total Number	Percent on Tier 1	Percent on Tier 2	Percent on Tier 3	Percent on Tier 4	Percent on All Tiers
Public School Districts	68010	0.49%	2.15%	5.15%	92.21%	100.00%
Charter Schools	5483	4.21%	9.74%	11.25%	74.79%	100.00%
Other Educational Institutions	1980	2.73%	7.07%	6.97%	83.23%	100.00%
<b>Total</b>	<b>75473</b>	<b>0.82%</b>	<b>2.83%</b>	<b>5.64%</b>	<b>90.71%</b>	<b>100.00%</b>

# 2021 Omnibus Bill Proposals that will Help Increase the Percentage of Teachers of Color



TOCAIT=Teachers of Color and American Indian Teachers

## Proposals from the Increase Teachers of Color Act (ITCA)

[SF446](#) (Abeler co-authored by Duckworth, Eichorn, Wiger & Kunesh) / [HF217](#) (Hassan co-authored by Richardson & Darnie among others)

BILL/SECT.	POLICIES OR GRANT PROGRAMS	BRIEF DESCRIPTION	PURPOSE	IMPORTANCE
HOUSE: Art 2, Sect 12, 14, 15	<b>World's Best Workforce</b>	Strengthens proposed amendments to 120B.11 from 2020 & 2019 ITCAs, including definitions of key terms for equity	● ●	District strategic plans need more focus on closing opportunity gaps
HOUSE: Art 2, Sect 16, 70	<b>Equitable School Enhancement Grants</b>	New grant program originally proposed in 2019 ITCA	● ●	Support to implement WBWF plans
HOUSE: Art 2, Sect 55	<b>Graduation Ceremonies; Tribal Regalia</b>	New statute that allows American Indian students to wear tribal/cultural regalia at graduation	● ●	Helps ensure a climate that respects and honors Native students & teachers
HOUSE: Art 2, Sect 57	<b>Achievement and Integration Program</b>	Strengthens proposed amendments to 124D.861 from 2020 & 2019 ITCAs requiring district plans address inequities	● ●	District plans must be strengthened to close opportunity & achievement gaps
HOUSE: Art 3, Sect 1, 61	<b>Creates State Goal &amp; Outcomes Report</b>	Reintroduces same proposed new statute from 2020 & 2019	●	Need to set goals to reach them
HOUSE: Art 3, Sect 2	<b>Curriculum Policy</b>	New statute prohibits discrimination or discipline for educating about persons from protected classes	●	TOCAIT will disproportionately leave teaching without this statute
SENATE: Art 3, Sect 12, 21	<b>Come Teach in MN Hiring Bonuses</b>	Creates new pilot grant program originally proposed in 2019 ITCA; districts may negotiate 1yr probationary period	● ●	MN can't currently increase the % of TOCAIT without attracting beyond MN
HOUSE: Art 3, Sect 29, 34	<b>Licensure Rules and Testing</b>	Amendments remove barriers to teaching in 122A.183-185	● ●	Barriers affect candidates of all races
HOUSE: Art 3, Sect 51, 52, 61	<b>Collaborative Urban and Greater MN Educators of Color Grant Program</b>	Proposes extended grant period of 2 years and modified reporting deadline after academic year in 122A.635	● ●	More funding needed to meet demand since grant eligibility expanded
HOUSE: Art 3, Sect 53, 61	<b>Teacher Mentorship &amp; Retention Grants</b>	Proposes amendments to 122A.70 to clarify eligibility.	●	Demand was double FY20-21 funding
HOUSE: Art 3, Sect 59, 60	<b>Grants for Grow Your Own Programs</b>	Expands the types of innovative GYO programs needed in the state beyond two current types while creating 122A.685	● ●	GYOs are more than residencies; demand for GYO is high across MN
HOUSE: Art 3, Sect 55	<b>Principal Evaluation</b>	Requires principals to be evaluated under 123B.147 for their culturally responsive skills and practices	●	Retaining TOCAIT depends on the responsive leadership of the principal



## Proposals from the Increase Teachers of Color Act (ITCA)

[SF446](#) (Abeler co-authored by Duckworth, Eichorn, Wiger & Kunesh) / [HF217](#) (Hassan co-authored by Richardson & Davnie among others)

BILL/SECT.	POLICIES OR GRANT PROGRAMS	BRIEF DESCRIPTION	PURPOSE	IMPORTANCE
HOUSE: Art 3, Sect 60	<b>“Intro to Teaching” Concurrent Enrollment Course Grants</b>	Proposed increased funding for grant program above \$375K/FY to better meet requests for funds from growing number of districts	●	Helps high school students earn college credit while exploring the teaching profession
HOUSE: Art 3, Sect 60	<b>American Indian Teacher Prep Program Grants</b>	Proposed increased funding for grant program above \$460K/FY to better meet needs	● ●	We need more Indigenous teachers and specific programs to support them.
SENATE: Art 3, Sect 22	<b>Teacher Recruitment Marketing Campaign</b>	New grants to promote interest in the teaching profession, especially in racially and ethnically diverse communities	●	Teaching is not a desired profession among many and marketing is needed.
HOUSE: Art 6, Sect 3	<b>State Model Policy</b>	Strengthens 121A.031 requiring MDE develop resources for creating positive school climates to reduce discrimination	● ●	Positive school climates are crucial to recruitment & retention

- NOTE: Other provisions such as Black Men Teach are in the omnibus bills that would help increase teachers of color but were not in the Increase Teachers of Color Act so they are not listed here but should be supported in addition to these proposals listed.



## Big Picture of \*TOCAIT Proposed Investments House vs Senate 2021

	ITCA	HOUSE	SENATE
<b>E12 from ITCA</b>	\$45M	\$37.5M	\$17.37M
Other: Indigenous Ed for All		\$1.324M	\$0
Other: Rigorous Coursework for BIPOC students		\$7.46M	\$0
Other: Black Men Teach		\$750K	\$750K
Other: Equity, inclusion and anti-bias PD		\$4M	\$0
<b>Higher Ed from ITCA</b>	\$35.8M	\$9.421M	\$1.5M
<b>TOTAL FY22-23 BIENNIAL PROPOSED INVESTMENTS</b>	<b>\$80.8M</b>	<b>\$52.995M</b>	<b>\$19.62M</b>

NOTES:

1. **IF** all K12 students had “equitable access to effective and diverse teachers” who “reflect the diversity of students in schools” as stated in statute (e.g. ), there would be approximately 23,000 TOCAIT in the state (36% of the teacher workforce). However, there are fewer than 3,000 TOCAIT.
2. Given approximately 63,000 teachers in Minnesota, a 1% percentage point increase in TOCAIT would require a net gain of 630 additional TOCAIT in the workforce after retirements and other attrition.
3. The main question to be considered by conference committee lawmakers who are negotiating and who have expressed commitment to address the severe shortage of TOCAIT as a significant opportunity gap that contributes to our state’s wide achievement gaps should be: **Are these investments enough to “move the needle” (i.e. increase the percentage of TOCAIT)?** (Answer: The Senate investments definitely won’t result in an increased percentage of TOCAIT, but the House investments will likely result increase the percentage of TOCAIT).
4. \*Several proposed investments in the Increase Teachers of Color Act (HF217/SF446 and HF1041/SF797) are not all exclusively for teachers of color or American Indian teachers (TOCAIT) or TOCAIT candidates. For example, GYO grants, Concurrent Enrollment “Intro to Teaching” Grants, Teacher Mentorship & Retention Grants prioritize grants to support prospective or current TOCAIT but non-BIPOC may still benefit. Likewise, the Equitable School Enhancement grants program would benefit all students, families and employees. Student Teacher Grants and Teacher Shortage Loan Forgiveness in ITCA are also not exclusively for prospective or current TOCAIT; however, the House proposed grants for Underrepresented Student Teachers and Aspiring Educators of Color scholarships are targeted only to TOCAIT candidates while the Senate proposed no increase to the current the \$750K/yr targeted to TOCAIT candidates during student teaching.



# The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota

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May 10, 2021

Dear Chair Chamberlain, Chair Davnie and Education Conference Committee Members,

Thank you for both sides agreeing that the severe and persistent shortage of teachers of color and American Indian teachers (TOCAIT) is a priority. Thank you also for considering the proposals in the Increase Teachers of Color Act (SF 446 led by Republicans and HF2017 led by Democrats) in your omnibus bills. It is good that both sides agree on including the following from the comprehensive Increase Teachers of Color Act.

- **Come Teach in Minnesota hiring bonuses**
- **Teacher recruitment marketing campaign**

It is also helpful that both sides agree on supporting Black Men Teach. However, statewide systemic change is needed in order to start increasing the percentage of TOCAIT—that means much more investment is needed in the other grant programs as proposed in SF446/HF217 and mostly adopted in the House omnibus bill along with crucial policies that help maximize return on your investments. Please see our specific endorsements excerpted from your side-by-sides documents along with other important information accompanying this letter to assist your decision making.

As you heard in powerful testimony from students and teachers during our bill hearings in your Senate and House committees earlier this session, policy amendments are important to provide equitable education opportunity to students which is needed to attract and retain racially and ethnically diverse individuals in the teaching profession. They are important policy provisions developed with extensive stakeholder input that resulted in more than four dozen organizational endorsements. It is also crucial that the state establish annual and long-term measurable goals to regularly increase the percentage of teachers of color and American Indian teachers in order to make good on the 2016 legislative promise amending several statutes stating that students shall have “equitable access to effective and diverse teachers” who reflect the diversity of students in their schools.

We are opposed to Senate proposals using old appropriation language for Grow Your Own programs which will not expand them except to alternative teacher preparation. We are also opposed to the proposed language in Article 3, Section 14 & 15 of the Senate Omnibus bill amending the Collaborate Urban and Greater Minnesota Educators of Color grant program which does nothing to address the Office of Legislative Auditor’s recommendations to the Legislature for strengthening this program. If you wish to fund alternative teacher preparation, there is a grant program in statute for such preparation and that should be funded rather than further thinning out the insufficient appropriation. Requests for funds from grant applications for this program were 3x the base appropriation, so the House’s modest increase is crucial to meet demand.

We hope that both sides can find compromise language to address the issue of LIFO that disproportionately impacts TOCAIT. Finally, it is crucial that both sides agree to adopt a comprehensive approach to investments and policy that address the barriers to TOCAIT recruitment, preparation and retention. We must do things differently as a state to expect different results in closing our wide opportunity and achievement gaps. This means stopping the approach of modest investments in relative few and relatively small but good programs. Your bold leadership is needed for comprehensive change needed to start moving the needle.

Sincerely,  
Paul Spies, PhD  
Coalition Legislative Action Team Lead

May 10, 2021-HF 1065 & SF 960

Dear Chairs Davnie, Chamberlain, and Honorable Conferees of the Education Conference Committee,

We appreciate the thoughtful work that went into both omnibus bills in education. Additionally, we commend the inclusion of proposals from the 2021 Increase Teachers of Color Act (ITCA). These proposals complement the Higher Ed proposals needed to meaningfully increase the percentage of Teachers Of Color and American Indian Teachers (TOCAIT) to reflect our State's increasingly diverse student population and improve educational outcomes for all Minnesotans.

We applaud the increased investments for student teacher candidates who are of color and American Indian. Unpaid student teaching is among one of the most significant barriers to the profession for BIPOC candidates, and this investment will meaningfully enhance recruitment and retention of TOCAIT.

While neither H.F. 1065 or S.F. 960 exactly mirrors the policies of ITCA, we appreciate the inclusion of important provisions for administration and reporting as proposed. Additionally, we appreciate both chambers' leadership in establishing a grant program to fund the Come Teach in MN Program. This will incentivize quality out of state teachers to bring their talents and expertise to Minnesota. In a similar vein, the bicameral support for the Teacher Recruitment Marketing Campaign and Black Men Teach initiative are very promising.

We encourage the Senate to reconsider their position in the creation of the Aspiring Minnesota Educators of Color Scholarship Program with policy language from ITCA, along with initial funding. H.F. 1065's proposed \$4 million investment over the biennium for these scholarships is far short of the \$26.4 million proposed for these scholarships in H.F. 1041. However, this appropriation will still support at least 200 candidates each year. Much stronger investments will be needed in future budgets if the state intends to increase the percentage of TOCAIT to representative levels. However, the House language is a critical first step and our councils call on the Senate to support this modest yet vital initiative.

We thank you for these policies and investments and encourage leaders from both chambers to invest in a stronger Minnesota by establishing the Aspiring MN Teachers of Color Scholarship Program. Additionally, we would like to highlight that investments in education are proven to be among the most cost-effective ways to improve overall societal health, and the Councils' hope this truth guides considerations for funding. It is critical that these investments do not fall below the proposals of H.F. 1065. Minnesota cannot reap what it does not sow. Thank you for your leadership in forging an improved education system for all Minnesotans. Robust investments in education are critical to Minnesota's success across all sectors.

Sincerely,

Shannon Geshick | Executive Director | Minnesota Indian Affairs Council

Rosa Tock | Executive Director | Minnesota Council on Latino Affairs

Sia Her | Executive Director | Council on Asian Pacific Minnesotans

Linda Sloan | Executive Director | Council for Minnesotans of African Heritage



# State Councils and Organizations Endorsing the 2021 Increase Teachers of Color Act (ITCA)

E12 BILL— [HF217](#) (Hassan) / [SF446](#) (Abeler)  
HIGHER ED BILL— [HF1041](#) (Keeler) / [SF797](#) (Abeler)

(as of February 27, 2021)

- MN Council on Latino Affairs
- MN Indian Affairs Council
- Council on Asian-Pacific Minnesotans
- Council for Minnesotans of African Heritage
- MN Youth Council
- Tribal Nations Education Committee
- Association of Metropolitan School Districts
- Education Minnesota
- MN Academy of Science
- Minnesota Association for Career & Technical Administrators
- MN Association of Charter Schools
- MN Association of Charter School Authorizers
- MN Association of Colleges for Teacher Education
- MN Association of School Administrators
- MN Association of Secondary School Principals
- MN Education Equity Partnership
- MN Elementary School Principals Association
- MN Head Start Association
- MN Parent Teacher Association
- MN Private College Council
- MN Professional Educator Licensing and Standards Board
- MN School Board Association
- Minnesota State
- Inter-Faculty Organization
- The College of Education and Human Development, The University of Minnesota
- E4E-MN
- EdAllies
- Education Evolving
- Education for Liberation-Minnesota
- Center for Hmong Studies
- Coalition of Asian American Leaders
- Comidades Latinas Unidas en Servicio (CLUES)
- Division of Indian Work
- Growth & Justice
- LatinoLEAD
- MIGIZI Communications
- Muslim American Society of Minnesota
- Muslim & Jewish Women of Minnesota
- National Council of Jewish Women Minnesota (NCJW)
- People for PSEO
- Pillsbury United Communities
- Project for Pride in Living, Minneapolis Public Schools-Contract Alternative Program, MERC & Loring Nicollet Alternative Schools
- RISE (Reviving the Sisterhood of Islamic Empowerment)
- Voices for Racial Justice
- Youthprise
- Zintkala Luta
- Aurora Charter School
- El Colegio Charter High School
- Lakes Country Service Cooperative
- Minneapolis Public Schools
- Minnesota Internship Center
- Montessori American Indian Childcare Center
- Nawayee Center School
- Osprey Wilds Environmental Learning Center, Charter School Division
- Osseo Public Schools (District 279)
- Anti-Racists for a Better D279
- St. Paul Public Schools



20.16

**ARTICLE 2**

20.17

**EDUCATION EXCELLENCE**

20.18 Section 1. Minnesota Statutes 2020, section 13.32, subdivision 3, is amended to read:

20.19 Subd. 3. **Private data; when disclosure is permitted.** Except as provided in subdivision  
20.20 5, educational data is private data on individuals and shall not be disclosed except as follows:

20.21 (a) pursuant to section 13.05;

20.22 (b) pursuant to a valid court order;

20.23 (c) pursuant to a statute specifically authorizing access to the private data;

20.24 (d) to disclose information in health, including mental health, and safety emergencies  
20.25 pursuant to the provisions of United States Code, title 20, section 1232g(b)(1)(I) and Code  
20.26 of Federal Regulations, title 34, section 99.36;

20.27 (e) pursuant to the provisions of United States Code, title 20, sections 1232g(b)(1),  
20.28 (b)(4)(A), (b)(4)(B), (b)(1)(B), (b)(3), (b)(6), (b)(7), and (i), and Code of Federal Regulations,  
20.29 title 34, sections 99.31, 99.32, 99.33, 99.34, 99.35, and 99.39;

21.1 (f) to appropriate health authorities to the extent necessary to administer immunization  
21.2 programs and for bona fide epidemiologic investigations which the commissioner of health  
21.3 determines are necessary to prevent disease or disability to individuals in the public  
21.4 educational agency or institution in which the investigation is being conducted;

21.5 (g) when disclosure is required for institutions that participate in a program under title  
21.6 IV of the Higher Education Act, United States Code, title 20, section 1092;

21.7 (h) to the appropriate school district officials to the extent necessary under subdivision  
21.8 6, annually to indicate the extent and content of remedial instruction, including the results  
21.9 of assessment testing and academic performance at a postsecondary institution during the  
21.10 previous academic year by a student who graduated from a Minnesota school district within  
21.11 two years before receiving the remedial instruction;

21.12 (i) to appropriate authorities as provided in United States Code, title 20, section  
21.13 1232g(b)(1)(E)(ii), if the data concern the juvenile justice system and the ability of the  
21.14 system to effectively serve, prior to adjudication, the student whose records are released;  
21.15 provided that the authorities to whom the data are released submit a written request for the  
21.16 data that certifies that the data will not be disclosed to any other person except as authorized  
21.17 by law without the written consent of the parent of the student and the request and a record  
21.18 of the release are maintained in the student's file;

21.19 (j) to volunteers who are determined to have a legitimate educational interest in the data  
21.20 and who are conducting activities and events sponsored by or endorsed by the educational  
21.21 agency or institution for students or former students;

14.1

**ARTICLE 2**

14.2

**EDUCATION EXCELLENCE**



27.10 (3) currently serving members of local school boards and charter school boards throughout  
27.11 the state;

27.12 (4) faculty teaching core subjects at postsecondary institutions in Minnesota; ~~and~~

27.13 (5) representatives of the Minnesota business community;

27.14 (6) representatives from the Tribal Nations Education Committee and Minnesota's Tribal  
27.15 Nations and communities, including both Anishinaabe and Dakota;

27.16 (7) youth currently enrolled in kindergarten through grade 12 school districts and charter  
27.17 schools in Minnesota; and

27.18 (8) other stakeholders that represent the ethnic, racial, and geographic diversity of  
27.19 Minnesota, including gender and sexual orientation, immigrant status, and religious and  
27.20 linguistic background.

27.21 (b) Academic standards must:

27.22 (1) be clear, concise, objective, measurable, and grade-level appropriate;

27.23 (2) not require a specific teaching methodology or curriculum; and

27.24 (3) be consistent with the Constitutions of the United States and the state of Minnesota.

27.25 Sec. 8. Minnesota Statutes 2020, section 120B.021, subdivision 3, is amended to read:

27.26 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of this section  
27.27 and section 120B.022, must adopt statewide rules under section 14.389 for implementing  
27.28 statewide rigorous core academic standards in language arts, mathematics, science, social  
27.29 studies, physical education, and the arts. After the rules authorized under this subdivision  
27.30 are initially adopted, the commissioner may not amend or repeal these rules nor adopt new  
28.1 rules on the same topic without specific legislative authorization unless done pursuant to  
28.2 subdivision 4.

28.3 Sec. 9. Minnesota Statutes 2020, section 120B.021, subdivision 4, is amended to read:

28.4 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
28.5 revise and appropriately embed indigenous education standards that include the contributions  
28.6 of American Indian Tribes and communities into the state academic standards and graduation  
28.7 requirements. These standards must be consistent with recommendations from the Tribal  
28.8 Nations Education Committee.

28.9 (b) The commissioner of education must revise and appropriately embed technology  
28.10 and information literacy standards consistent with recommendations from school media  
28.11 specialists into the state's academic standards and graduation requirements and implement  
28.12 a ten-year cycle to review and, consistent with the review, revise state academic standards  
28.13 and related benchmarks, consistent with this subdivision. During each ten-year review and  
28.14 revision cycle, the commissioner also must examine the alignment of each required academic



17.5 Sec. 6. Minnesota Statutes 2020, section 120B.021, subdivision 4, is amended to read:

17.6 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
17.7 revise and appropriately embed technology and information literacy standards consistent  
17.8 with recommendations from school media specialists into the state's academic standards  
17.9 and graduation requirements and implement a ten-year cycle to review and, consistent with  
17.10 the review, revise state academic standards and related benchmarks, consistent with this  
17.11 subdivision. During each ten-year review and revision cycle, the commissioner also must  
17.12 examine the alignment of each required academic standard and related benchmark with the  
17.13 knowledge and skills students need for career and college readiness and advanced work in  
17.14 the particular subject area. The commissioner must include the contributions of Minnesota  
17.15 American Indian tribes and communities as related to the academic standards during the  
17.16 review and revision of the required academic standards.

28.15 standard and related benchmark with the knowledge and skills students need for career and  
28.16 college readiness and advanced work in the particular subject area.

28.17 ~~(c)~~ The commissioner must ~~include the contributions of Minnesota American Indian~~  
28.18 ~~tribes and communities as related to the~~ appropriately embed ethnic studies into all required  
28.19 ~~state academic standards during the review and revision of the required academic standards.~~

28.20 ~~(b)~~ (d) The commissioner must ensure that the statewide mathematics assessments  
28.21 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
28.22 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph (b).  
28.23 The commissioner must implement a review of the academic standards and related  
28.24 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years  
28.25 thereafter.

28.26 ~~(e)~~ (e) The commissioner must implement a review of the academic standards and related  
28.27 benchmarks in arts beginning in the 2017-2018 school year and every ten years thereafter.

28.28 ~~(f)~~ (f) The commissioner must implement a review of the academic standards and related  
28.29 benchmarks in science beginning in the 2018-2019 school year and every ten years thereafter.

28.30 ~~(g)~~ (g) The commissioner must implement a review of the academic standards and related  
28.31 benchmarks in language arts beginning in the 2019-2020 school year and every ten years  
28.32 thereafter.

29.1 ~~(h)~~ (h) The commissioner must implement a review of the academic standards and related  
29.2 benchmarks in social studies beginning in the 2020-2021 school year and every ten years  
29.3 thereafter.

29.4 ~~(i)~~ (i) The commissioner must implement a review of the academic standards and related  
29.5 benchmarks in physical education beginning in the ~~2022-2023~~ 2026-2027 school year and  
29.6 every ten years thereafter.

29.7 ~~(j)~~ (j) School districts and charter schools must revise and align local academic standards  
29.8 and high school graduation requirements in health, world languages, and career and technical  
29.9 education to require students to complete the revised standards beginning in a school year  
29.10 determined by the school district or charter school. School districts and charter schools must  
29.11 formally establish a periodic review cycle for the academic standards and related benchmarks  
29.12 in health, world languages, and career and technical education.

29.13 Sec. 10. Minnesota Statutes 2020, section 120B.024, subdivision 1, is amended to read:

29.14 Subdivision 1. **Graduation requirements.** (a) Students ~~beginning 9th grade in the~~  
29.15 ~~2011-2012 school year and later~~ must successfully complete the following high school level  
29.16 credits for graduation:

29.17 (1) four credits of language arts sufficient to satisfy all of the academic standards in  
29.18 English language arts;

17.17 (b) The commissioner must ensure that the statewide mathematics assessments  
17.18 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
17.19 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph (b).  
17.20 The commissioner must implement a review of the academic standards and related  
17.21 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years  
17.22 thereafter.

17.23 (c) The commissioner must implement a review of the academic standards and related  
17.24 benchmarks in arts beginning in the 2017-2018 school year and every ten years thereafter.

17.25 (d) The commissioner must implement a review of the academic standards and related  
17.26 benchmarks in science beginning in the 2018-2019 school year and every ten years thereafter.

17.27 (e) The commissioner must implement a review of the academic standards and related  
17.28 benchmarks in language arts beginning in the 2019-2020 school year and every ten years  
17.29 thereafter.

17.30 (f) The commissioner must implement a review of the academic standards and related  
17.31 benchmarks in social studies beginning in the 2020-2021 school year and every ten years  
17.32 thereafter.

18.1 (g) The commissioner must implement a review of the academic standards and related  
18.2 benchmarks in physical education beginning in the ~~2022-2023~~ 2026-2027 school year and  
18.3 every ten years thereafter.

18.4 (h) School districts and charter schools must revise and align local academic standards  
18.5 and high school graduation requirements in health, world languages, and career and technical  
18.6 education to require students to complete the revised standards beginning in a school year  
18.7 determined by the school district or charter school. School districts and charter schools must  
18.8 formally establish a periodic review cycle for the academic standards and related benchmarks  
18.9 in health, world languages, and career and technical education.

- 29.19 (2) three credits of mathematics, including an algebra II credit or its equivalent, sufficient  
29.20 to satisfy all of the academic standards in mathematics;
- 29.21 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade  
29.22 standards in mathematics. The credit does not bear high school credit;
- 29.23 (4) three credits of science, including at least one credit of biology, one credit of chemistry  
29.24 or physics, and one elective credit of science. The combination of credits under this clause  
29.25 must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics  
29.26 and (ii) all other academic standards in science;
- 29.27 (5) three and one-half credits of social studies, including credit for a course in government  
29.28 and citizenship in either 11th or 12th grade for students beginning 9th grade in the 2022-2023  
29.29 school year and later or an advanced placement, international baccalaureate, or other rigorous  
29.30 course on government and citizenship under section 120B.021, subdivision 1a, and a  
29.31 combination of other credits encompassing at least indigenous education, United States  
29.32 history, geography, government and citizenship, world history, and economics sufficient  
29.33 to satisfy all of the academic standards in social studies;
- 30.1 (6) one credit of the arts sufficient to satisfy all of the ~~state or local~~ academic standards  
30.2 in the arts; ~~and~~
- 30.3 (7) one-half credit of physical education sufficient to satisfy all of the academic standards  
30.4 in physical education; and
- 30.5 ~~(7)~~ (8) a minimum of ~~seven~~ six and one-half elective credits.
- 30.6 (b) A school district is encouraged to offer a course for credit in government and  
30.7 citizenship to 11th or 12th grade students who begin 9th grade in the 2020-2021 school year  
30.8 and later, that satisfies the government and citizenship requirement in paragraph (a), clause  
30.9 (5). A school district must offer the course starting in the 2022-2023 school year.

30.10 Sec. 11. [120B.025] ETHNIC STUDIES.

30.11 Subdivision 1. Definition. "Ethnic studies" means the critical and interdisciplinary study  
30.12 of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people  
30.13 of color within and beyond the United States. Ethnic studies analyzes the ways in which  
30.14 race and racism have been and continue to be powerful social, cultural, and political forces,  
30.15 and race and racism's connections to the stratification of other groups, including stratification  
30.16 based on gender, class, sexual orientation, gender identity, and legal status.

30.17 Subd. 2. Department of Education. The Department of Education must employ  
30.18 dedicated ethnic studies staff to provide expertise for adopting ethnic studies standards into  
30.19 academic standards and providing assistance to school districts and charter schools in  
30.20 implementing ethnic studies standards. Duties of ethnic studies staff may include:



30.21 (1) supporting a school district or charter school in implementing ethnic studies courses  
30.22 and curriculum that fulfill ethnic studies standards;

30.23 (2) providing training for teachers and school district staff to successfully implement  
30.24 ethnic studies standards;

30.25 (3) assisting school districts and charter schools to annually evaluate the implementation  
30.26 of the ethnic studies curriculum by seeking feedback from students, parents or guardians,  
30.27 and community members; and

30.28 (4) making available to school districts and charter schools the following:

30.29 (i) an ethnic studies school survey for each school district and charter school to use as  
30.30 part of a school needs assessment;

31.1 (ii) a list of recommended materials, resources, sample curricula, and pedagogical skills  
31.2 for use in kindergarten through grade 12 that accurately reflect the diversity of the state of  
31.3 Minnesota;

31.4 (iii) training materials for teachers and district and school staff, including an ethnic  
31.5 studies coordinator, to implement ethnic studies requirements, including a school needs  
31.6 assessment; and

31.7 (iv) other resources to assist districts and charter schools in successfully implementing  
31.8 ethnic studies standards.

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

31.10 Sec. 12. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

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

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

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

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

31.24 (d) "Experiential learning" means learning for students that includes career exploration  
31.25 through a specific class or course or through work-based experiences such as job shadowing,

18.10 Sec. 7. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

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

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

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

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

18.24 (d) "Experiential learning" means learning for students that includes career exploration  
18.25 through a specific class or course or through work-based experiences such as job shadowing,

31.26 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative  
31.27 work experience, youth apprenticeship, or employment.

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

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

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

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

32.13 (i) "On track for graduation" means that at the end of grade 9, a student has earned at  
32.14 least five credits and has received no more than one failing grade in a term in a language  
32.15 arts, mathematics, science, or social studies course that fulfills a credit requirement under  
32.16 section 120B.024. A student is off track for graduation if the student fails to meet either of  
32.17 these criteria.

32.18 Sec. 13. Minnesota Statutes 2020, section 120B.11, subdivision 1a, is amended to read:

32.19 Subd. 1a. **Performance measures.** (a) Measures to determine school district and school  
32.20 site progress in striving to create the world's best workforce must include at least:

32.21 (1) the size of the academic achievement gap, rigorous course taking under section  
32.22 120B.35, subdivision 3, paragraph (c), clause (2), participation in honors or gifted and  
32.23 talented programming, and enrichment experiences by student subgroup;

32.24 (2) student performance on the Minnesota Comprehensive Assessments;

32.25 (3) high school graduation rates; ~~and~~

32.26 (4) career and college readiness under section 120B.30, subdivision 1-; ~~and~~

32.27 (5) the number and percentage of students, by student subgroup, who are on track for  
32.28 graduation.

18.26 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative  
18.27 work experience, youth apprenticeship, or employment.

18.28 (e) "On track for graduation" means that at the end of grade 9, a student has earned at  
18.29 least five credits and has received no more than one failing grade in a semester in a course  
18.30 in language arts, mathematics, science, or social studies. A student is off track for graduation  
18.31 if the student fails to meet either of these criteria.

19.1 Sec. 8. Minnesota Statutes 2020, section 120B.11, subdivision 1a, is amended to read:

19.2 Subd. 1a. **Performance measures.** (a) Measures to determine school district and school  
19.3 site progress in striving to create the world's best workforce must include at least:

19.4 (1) the size of the academic achievement gap, rigorous course taking under section  
19.5 120B.35, subdivision 3, paragraph (c), clause (2), participation in honors or gifted and  
19.6 talented programming, and enrichment experiences by student subgroup;

19.7 (2) student performance on the Minnesota Comprehensive Assessments;

19.8 (3) high school graduation rates; ~~and~~

19.9 (4) career and college readiness under section 120B.30, subdivision 1-; ~~and~~

19.10 (5) the number and percentage of students, by student subgroup, who are on track for  
19.11 graduation.



Section 12 is a  
Coalition Priority

32.29 (b) A school district that offers advanced placement, international baccalaureate, or dual  
32.30 enrollment programs must report on the following performance measures starting in the  
32.31 2023-2024 school year:

33.1 (1) participation in postsecondary enrollment options and concurrent enrollment programs;

33.2 (2) the number of students who took an advanced placement exam and the number of  
33.3 students who passed the exam; and

33.4 (3) the number of students who took the international baccalaureate exam and the number  
33.5 of students who passed the exam.

33.6 (c) Performance measures under this subdivision must be reported for all student  
33.7 subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2).

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

33.9 Sec. 14. Minnesota Statutes 2020, section 120B.11, subdivision 2, is amended to read:

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

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

33.16 (2) a process to assess and evaluate each student's progress toward meeting state and  
33.17 local academic standards, assess and identify students to participate in gifted and talented  
33.18 programs and accelerate their instruction, and adopt early-admission procedures consistent  
33.19 with section 120B.15, assess ethnic studies curriculum needs to determine priorities for  
33.20 integrating ethnic studies into existing courses or developing new courses, and identifying  
33.21 the strengths and weaknesses of instruction in pursuit of student and school success and  
33.22 curriculum affecting students' progress and growth toward career and college readiness and  
33.23 leading to the world's best workforce;

33.24 (3) a system to periodically review and evaluate the effectiveness of all instruction and  
33.25 curriculum, including ethnic studies curriculum, taking into account strategies and best  
33.26 practices, student outcomes, school principal evaluations under section 123B.147, subdivision  
33.27 3, students' access to effective teachers who are members of populations underrepresented  
33.28 among the licensed teachers in the district or school and who reflect the diversity of enrolled  
33.29 students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher  
33.30 evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

33.31 (4) strategies for improving instruction, curriculum, and student achievement, including:  
33.32 (i) the English and, where practicable, the native language development and the academic  
34.1 achievement of English learners; and (ii) access to ethnic studies curriculum using culturally  
34.2 responsive methodologies for all learners;

19.12 (b) Performance measures under this subdivision must be reported for all student  
19.13 subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2).



Section 14 is a  
Coalition Priority



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

34.7 (6) education effectiveness practices that:

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

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

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

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

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

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

34.21 Sec. 15. Minnesota Statutes 2020, section 120B.11, subdivision 3, is amended to read:

34.22 Subd. 3. **District advisory committee.** Each school board ~~shall~~ **must** establish an advisory  
 34.23 committee to ensure active community participation in all phases of planning and improving  
 34.24 the instruction and curriculum affecting state and district academic standards, consistent  
 34.25 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ **must** reflect  
 34.26 the diversity of the district and its school sites, include teachers, parents, support staff,  
 34.27 students, and other community residents, and provide translation to the extent appropriate  
 34.28 and practicable. The district advisory committee ~~shall~~ **must** pursue community support to  
 34.29 accelerate the academic and native literacy and achievement of English learners with varied  
 34.30 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and  
 34.31 2a. The district may establish site teams as subcommittees of the district advisory committee  
 34.32 under subdivision 4. The district advisory committee ~~shall~~ **must** recommend to the school  
 35.1 board; rigorous academic standards.; student achievement goals and measures consistent  
 35.2 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35.; district  
 35.3 assessments.; means to improve students' equitable access to effective and more diverse  
 35.4 teachers.; strategies to ensure the curriculum is rigorous, accurate, anti-racist, and culturally  
 35.5 sustaining; strategies to ensure that curriculum and learning and work environments validate,  
 35.6 affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic  
 35.7 groups; and program evaluations. School sites may expand upon district evaluations of



Section 14 is a  
Coalition Priority

35.8 instruction, curriculum, assessments, or programs. Whenever possible, parents and other  
35.9 community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

**35.10 Sec. 16. 120B.113 EQUITABLE SCHOOL ENHANCEMENT GRANTS.**

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

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

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

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

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

35.25 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other  
35.26 resources for learning based on the needs of individual students and groups of students to  
35.27 succeed at school rather than treating all students the same. Equitable schools close  
35.28 opportunity and achievement gaps.

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

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

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

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



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

36.13 (2) address institutional racism with equitable school policies, structures, and practices,  
36.14 consistent with the requirements for long-term plans under section 124D.861, subdivision  
36.15 2, paragraph (c).

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

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

36.26 Sec. 17. Minnesota Statutes 2020, section 120B.132, is amended to read:

36.27 **120B.132 RAISED ACADEMIC ACHIEVEMENT; ADVANCED PLACEMENT**  
36.28 **AND INTERNATIONAL BACCALAUREATE PROGRAMS.**

36.29 Subdivision 1. **Establishment; eligibility.** (a) A program is established to raise  
36.30 kindergarten through grade 12 academic achievement through increased student participation  
36.31 in preadvanced placement, advanced placement, and international baccalaureate programs,  
36.32 consistent with section 120B.13. Schools and charter schools eligible to participate under  
36.33 this section:

37.1 ~~(1) must have a three-year plan approved by the local school board to establish a new~~  
37.2 ~~international baccalaureate program leading to international baccalaureate authorization,~~  
37.3 ~~expand an existing program that leads to international baccalaureate authorization, or expand~~  
37.4 ~~an existing authorized international baccalaureate program; or~~

37.5 ~~(2) must have a three-year plan approved by the local school board to create a new or~~  
37.6 ~~expand an existing program to implement the college board advanced placement courses~~  
37.7 ~~and exams or preadvanced placement initiative; and~~

37.8 ~~(3) must propose to further raise students' academic achievement by:~~

37.9 ~~(i) (1) increasing the availability of and all students' access to advanced placement or~~  
37.10 ~~international baccalaureate courses or programs;~~

37.11 ~~(ii) (2) expanding the breadth of advanced placement or international baccalaureate~~  
37.12 ~~courses or programs that are available to students;~~

19.14 Sec. 9. Minnesota Statutes 2020, section 120B.132, subdivision 1, is amended to read:

19.15 Subdivision 1. **Establishment; eligibility.** (a) A program is established to raise  
19.16 kindergarten through grade 12 academic achievement through increased student participation  
19.17 in preadvanced placement, advanced placement, and international baccalaureate programs,  
19.18 consistent with section 120B.13. Schools and charter schools eligible to participate under  
19.19 this section:

19.20 ~~(1) must have a three-year plan approved by the local school board to establish a new~~  
19.21 ~~international baccalaureate program leading to international baccalaureate authorization,~~  
19.22 ~~expand an existing program that leads to international baccalaureate authorization, or expand~~  
19.23 ~~an existing authorized international baccalaureate program; or~~

19.24 ~~(2) must have a three-year plan approved by the local school board to create a new or~~  
19.25 ~~expand an existing program to implement the college board advanced placement courses~~  
19.26 ~~and exams or preadvanced placement initiative; and~~

19.27 ~~(3) must propose to further raise students' academic achievement by:~~

19.28 ~~(i) (1) increasing the availability of and all students' access to advanced placement or~~  
19.29 ~~international baccalaureate courses or programs;~~

19.30 ~~(ii) (2) expanding the breadth of advanced placement or international baccalaureate~~  
19.31 ~~courses or programs that are available to students;~~

48.14 (g) When reporting four- and six-year graduation rates, the commissioner or school  
48.15 district must disaggregate the data by student categories according to paragraph (a), clause  
48.16 (2).

48.17 (h) A school district must inform parents and guardians that volunteering information  
48.18 on student categories not required by the most recent reauthorization of the Elementary and  
48.19 Secondary Education Act is optional and will not violate the privacy of students or their  
48.20 families, parents, or guardians. The notice must state the purpose for collecting the student  
48.21 data.

48.22 **EFFECTIVE DATE.** This section is effective the day following final enactment. The  
48.23 next update to the data used to determine the most populous groups must be implemented  
48.24 in 2026 using the 2021-2025 dataset.

48.25 Sec. 24. Minnesota Statutes 2020, section 120B.35, subdivision 4, is amended to read:

48.26 Subd. 4. **Improving schools.** Consistent with the requirements of this section, ~~beginning~~  
48.27 ~~June 20, 2012,~~ the commissioner of education must annually report to the public and the  
48.28 legislature best practices implemented in those schools that are identified as high performing  
48.29 ~~under federal expectations.~~

49.1 Sec. 25. **[121A.041] AMERICAN INDIAN MASCOTS PROHIBITED.**

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



21.26 Sec. 11. Minnesota Statutes 2020, section 121A.04, subdivision 4, is amended to read:

21.27 Subd. 4. **Provision of separate teams.** When an equal opportunity to participate in the  
21.28 elementary or secondary school level athletic program of an educational institution or public  
21.29 service is not provided to members of a sex whose overall athletic opportunities have  
21.30 previously been limited, that educational institution or public service shall, where there is  
21.31 demonstrated interest, provide separate teams for members of the excluded sex in sports  
22.1 which it determines will provide members of that excluded sex with an equal opportunity  
22.2 to participate in its athletic program and which will attempt to accommodate their  
22.3 demonstrated interests. A public elementary or secondary school, or a school that is a member  
22.4 of the Minnesota State High School League, that permits a person whose sex is male to  
22.5 participate in interscholastic or intramural athletics that are designed for women or girls, is  
22.6 in violation of this section. Nothing in this section may be construed to invalidate a court  
22.7 order.

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

49.6 (b) A public school may seek an exemption to paragraph (a) by submitting a request in  
 49.7 writing to the Tribal Nations Education Committee and the Indian Affairs Council, which  
 49.8 jointly shall have discretion to grant such an exemption. A public school that has a mascot  
 49.9 prohibited by this section must request an exemption by January 1, 2022.

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

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

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

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

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

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

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

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

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

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

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

49.25 (e) "Public school" or "school" means a public school under section 120A.05, subdivisions  
 49.26 9, 11, 13, and 17, and a charter school under chapter 124E.

49.27 Sec. 26. Minnesota Statutes 2020, section 121A.41, subdivision 10, is amended to read:

49.28 Subd. 10. Suspension. (a) "In-school suspension" means an instance in which a pupil  
 49.29 is temporarily removed from the pupil's regular classroom for at least half a day for  
 49.30 disciplinary purposes but remains under the direct supervision of school personnel. Direct  
 50.1 supervision means school personnel are physically present in the same location as the pupil  
 50.2 under supervision.

50.3 (b) "Out-of-school suspension" means an action by the school administration, under  
 50.4 rules promulgated by the school board, prohibiting a pupil from attending school for a period  
 50.5 of no more than ten school days. If a suspension is longer than five days, the suspending  
 50.6 administrator must provide the superintendent with a reason for the longer suspension. This  
 50.7 definition does not apply to dismissal from school for ~~one school day or less than one school~~  
 50.8 day, except as provided in federal law for a student with a disability. Each suspension action  
 50.9 ~~may~~ must include a readmission plan. The readmission plan shall include, where appropriate,  
 50.10 a provision for implementing alternative educational services upon readmission and may

69.14 (v) increase American Indian student placement in postsecondary programs and the  
69.15 workforce; and

69.16 (7) ~~keep~~ keeping the American Indian community informed about the work of the  
69.17 department by reporting to the Tribal Nations Education Committee at each committee  
69.18 meeting.

69.19 Sec. 55. **124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND**  
69.20 **OBJECTS OF CULTURAL SIGNIFICANCE.**

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

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

69.25 Sec. 56. Minnesota Statutes 2020, section 124D.81, is amended to read:

69.26 **124D.81 AMERICAN INDIAN EDUCATION AID.**

69.27 Subdivision 1. **Procedures.** A school district, charter school, cooperative unit as defined  
69.28 in section 123A.24, subdivision 2, or American Indian-controlled tribal contract or grant  
69.29 school enrolling at least 20 American Indian students on October 1 of the previous school  
69.30 year and operating an American Indian education program according to section 124D.74 is  
70.1 eligible for Indian education aid if it meets the requirements of this section. Programs may  
70.2 provide for contracts for the provision of program components by nonsectarian nonpublic,  
70.3 community, tribal, charter, or alternative schools. The commissioner shall prescribe the  
70.4 form and manner of application for aids, and no aid shall be made for a program not  
70.5 complying with the requirements of sections 124D.71 to 124D.82.

70.6 Subd. 2. **Plans.** To qualify for aid, an eligible district, charter school, cooperative unit  
70.7 as defined in section 123A.24, subdivision 2, or tribal contract school must develop and  
70.8 submit a plan for approval by the Indian education director that shall:

70.9 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to  
70.10 124D.82;

70.11 (b) Identify the activities, methods and programs to meet the identified educational needs  
70.12 of the children to be enrolled in the program;

70.13 (c) Describe how district goals and objectives as well as the objectives of sections  
70.14 124D.71 to 124D.82 are to be achieved;

70.15 (d) Demonstrate that required and elective courses as structured do not have a  
70.16 discriminatory effect within the meaning of section 124D.74, subdivision 5;

70.17 (e) Describe how each school program will be organized, staffed, coordinated, and  
70.18 monitored; and



71.24 Subd. 6. **Money from other sources.** A district, cooperative unit, or participating school  
 71.25 providing American Indian education programs shall be eligible to receive moneys for these  
 71.26 programs from other government agencies and from private sources when the moneys are  
 71.27 available.

71.28 Subd. 7. **Exceptions.** Nothing in sections 124D.71 to 124D.82 shall be construed as  
 71.29 prohibiting a district, cooperative unit, or school from implementing an American Indian  
 71.30 education program which is not in compliance with sections 124D.71 to 124D.82 if the  
 71.31 proposal and plan for that program is not funded pursuant to this section.

71.32 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022 and later.

72.1 Sec. 57. Minnesota Statutes 2020, section 124D.861, subdivision 2, is amended to read:

72.2 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible  
 72.3 district must formally develop and implement a long-term plan under this section. The plan  
 72.4 must be incorporated into the district's comprehensive strategic plan under section 120B.11.  
 72.5 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~  
 72.6 ~~learning environments that offer students school enrollment choices; family engagement~~  
 72.7 ~~initiatives that involve families in their students' academic life and success; professional~~  
 72.8 ~~development opportunities for teachers and administrators focused on improving the academic~~  
 72.9 ~~achievement of all students, including teachers and administrators who are members of~~  
 72.10 ~~populations underrepresented among the licensed teachers or administrators in the district~~  
 72.11 ~~or school and who reflect the diversity of students under section 120B.35, subdivision 3,~~  
 72.12 ~~paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic~~  
 72.13 ~~opportunities and effective and more diverse instructors focused on rigor and college and~~  
 72.14 ~~career readiness for underserved students, including students enrolled in alternative learning~~  
 72.15 ~~centers under section 123A.05, public alternative programs under section 126C.05,~~  
 72.16 ~~subdivision 15, and contract alternative programs under section 124D.69, among other~~  
 72.17 ~~underserved students; or recruitment and retention of teachers and administrators with~~  
 72.18 ~~diverse racial and ethnic backgrounds.~~

72.19 (b) The plan must contain goals for:

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

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

72.25 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural  
 72.26 and community strengths of all students, families, and employees in the district's curriculum  
 72.27 as well as learning and work environments, and to address issues of institutional racism as  
 72.28 defined in section 120B.11, subdivision 1, in schools that create opportunity and achievement  
 72.29 gaps for students, families, and staff who are of color or American Indian. Examples of  
 72.30 institutional racism experienced by students who are of color or American Indian include



Section 57 is a  
Coalition Priority

72.31 policies and practices that intentionally or unintentionally result in disparate discipline  
 72.32 referrals and suspension, inequitable access to advanced coursework, overrepresentation in  
 72.33 lower-level coursework, inequitable participation in cocurricular activities, inequitable  
 72.34 parent involvement, and lack of equitable access to racially and ethnically diverse teachers  
 73.1 who reflect the racial or ethnic diversity of students because it has not been a priority to  
 73.2 hire or retain such teachers.

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

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

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

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

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

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

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

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







- 74.1 (8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide
- 74.2 all students with opportunities to learn about their own and others' cultures and historical
- 74.3 experiences; or
- 74.4 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
- 74.5 racial and ethnic groups while meeting state academic standards and being culturally
- 74.6 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
- 74.7 about any group is accurate and based in knowledge from that group.
- 74.8 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
- 74.9 research-based interventions that include ~~formative multiple measures of~~ assessment practices
- 74.10 and engagement in order to reduce the eliminate academic disparities in student academic
- 74.11 performance among the specific categories of students as measured by student progress and
- 74.12 growth on state reading and math assessments and for students impacted by racial, gender,
- 74.13 linguistic, and economic inequities as aligned with section 120B.11.
- 74.14 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
- 74.15 services under this section, which may include forming collaborations or a single,
- 74.16 seven-county metropolitan areawide partnership of eligible districts for this purpose.
- 74.17 **EFFECTIVE DATE.** This section is effective for all plans reviewed and updated after
- 74.18 the day following final enactment.

33.8 Sec. 29. Minnesota Statutes 2020, section 124E.05, subdivision 5, is amended to read:

33.9 Subd. 5. **Review by commissioner.** (a) The commissioner shall review an authorizer's

33.10 performance every five years in a manner and form determined by the commissioner, subject

33.11 to paragraphs (b) and (c), and may review an authorizer's performance more frequently at

33.12 the commissioner's own initiative or at the request of a charter school operator, charter

33.13 school board member, or other interested party. The commissioner, after completing the

33.14 review, shall transmit a report with findings to the authorizer.

33.15 (b) Consistent with this subdivision, the commissioner must:

33.16 (1) use criteria appropriate to the authorizer and the schools it charters to review the

33.17 authorizer's performance; and

33.18 (2) consult with authorizers, charter school operators, and other charter school

33.19 stakeholders in developing review criteria under this paragraph.

33.20 (c) The commissioner's form must use existing department data on the authorizer to

33.21 minimize duplicate reporting to the extent practicable. When reviewing an authorizer's

33.22 performance under this subdivision, the commissioner must not:

33.23 (1) fail to credit;

33.24 (2) withhold points; or

90.8           \$           7,950,000   ..... 2022

50.13         \$           7,950,000   ..... 2022

90.9           \$           7,950,000   ..... 2023

50.14         \$           7,950,000   ..... 2023

90.10         (b) Up to \$7,950,000 each year is for leveraging federal and private funding to support  
90.11 AmeriCorps members serving in the Minnesota reading corps program established by  
90.12 ServeMinnesota, including costs associated with training and teaching early literacy skills  
90.13 to children ages three through grade 3 and evaluating the impact of the program under  
90.14 Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

50.15         (b) Up to \$7,950,000 each year is for leveraging federal and private funding to support  
50.16 AmeriCorps members serving in the Minnesota reading corps program established by  
50.17 ServeMinnesota, including costs associated with training and teaching early literacy skills  
50.18 to children ages three through grade 3 and evaluating the impact of the program under  
50.19 Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

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

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

90.16         Subd. 9. **Equitable school enhancement grants.** (a) To support schools in their efforts  
90.17 to close opportunity and achievement gaps under Minnesota Statutes, section 120B.113:



90.18         \$           3,000,000   ..... 2022

53.5           \$           4,500,000   ..... 2022

90.19         \$           3,000,000   ..... 2023

53.6           \$           4,500,000   ..... 2023

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

53.7           Subd. 17. **Examination fees; teacher training and support programs.** (a) For students'  
53.8 advanced placement and international baccalaureate examination fees under Minnesota  
53.9 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and  
53.10 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

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

90.23         Subd. 10. **Examination fees; teacher training and support programs.** (a) For students'  
90.24 advanced placement and international baccalaureate examination fees under Minnesota  
90.25 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and  
90.26 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

90.27         \$           4,500,000   ..... 2022

53.11         (b) The advanced placement program shall receive 75 percent of the appropriation each  
53.12 year and the international baccalaureate program shall receive 25 percent of the appropriation  
53.13 each year. The department, in consultation with representatives of the advanced placement  
53.14 and international baccalaureate programs selected by the Advanced Placement Advisory  
53.15 Council and International Baccalaureate Minnesota, respectively, shall determine the amounts  
53.16 of the expenditures each year for examination fees and training and support programs for  
53.17 each program.

90.28         \$           4,500,000   ..... 2023

90.29         (b) The advanced placement program shall receive 75 percent of the appropriation each  
90.30 year and the international baccalaureate program shall receive 25 percent of the appropriation  
90.31 each year. The department, in consultation with representatives of the advanced placement  
90.32 and international baccalaureate programs selected by the Advanced Placement Advisory  
91.1 Council and International Baccalaureate Minnesota, respectively, shall determine the amounts  
91.2 of the expenditures each year for examination fees and training and support programs for  
91.3 each program.

91.4         (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000  
91.5 each year is for teachers to attend subject matter summer training programs and follow-up  
91.6 support workshops approved by the advanced placement or international baccalaureate  
91.7 programs. The amount of the subsidy for each teacher attending an advanced placement or

53.18         (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000  
53.19 each year is for teachers to attend subject matter summer training programs and follow-up  
53.20 support workshops approved by the advanced placement or international baccalaureate  
53.21 programs. The amount of the subsidy for each teacher attending an advanced placement or

91.8 international baccalaureate summer training program or workshop shall be the same. The  
91.9 commissioner shall determine the payment process and the amount of the subsidy.

91.10 (d) The commissioner shall pay all examination fees for all students of low-income  
91.11 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of  
91.12 available appropriations, shall also pay examination fees for students sitting for an advanced  
91.13 placement examination, international baccalaureate examination, or both.

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

91.15 **Subd. 11. Expand rigorous coursework for Black students, Indigenous students,**  
91.16 **students of color, and students in greater Minnesota.** (a) For grants to expand rigorous  
91.17 coursework primarily for but not limited to disadvantaged and underrepresented students  
91.18 and students in greater Minnesota, such as through advanced placement courses, international  
91.19 baccalaureate programs, career and technical education, and concurrent enrollment courses:

91.20 \$ 3,730,000 ..... 2022

91.21 \$ 3,730,000 ..... 2023

91.22 (b) Eligible recipients include school districts, charter schools, intermediate school  
91.23 districts, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision  
91.24 2.

91.25 (c) Of this amount, \$1,300,000 each year is for grants to support professional development  
91.26 and incentives for high school teachers to develop and expand course offerings approved  
91.27 by the state. An eligible recipient must offer the professional development or course through  
91.28 a regional partnership or statewide program. Compensation for teachers to teach courses  
91.29 beyond the contract day or year is an allowable expenditure. Funds may supplement, but  
91.30 not replace, current state and federal program funds. Grants are limited to \$50,000 per  
91.31 recipient.

91.32 (d) Of this amount, \$2,430,000 each year is for matching grants to support rigorous  
91.33 course expansion and statewide career and technical education program quality  
92.1 improvements. The department must provide technical support and guidance. Funds may  
92.2 supplement, but not replace, current state and federal program funds. Grants are limited to  
92.3 \$100,000 per recipient.

92.4 (e) The department must require an applicant for grant funds to submit a plan that  
92.5 describes how the applicant would use grant funds to increase participation by disadvantaged  
92.6 and underrepresented students in rigorous coursework. The department must consider an  
92.7 applicant's goals, strategies, and capacity to increase participation by disadvantaged and  
92.8 underrepresented students when awarding funds.

92.9 (f) At least 50 percent of the funds in this subdivision must be appropriated to grant  
92.10 recipients in greater Minnesota.

53.22 international baccalaureate summer training program or workshop shall be the same. The  
53.23 commissioner shall determine the payment process and the amount of the subsidy.

53.24 (d) The commissioner shall pay all examination fees for all students of low-income  
53.25 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of  
53.26 available appropriations, shall also pay examination fees for students sitting for an advanced  
53.27 placement examination, international baccalaureate examination, or both.

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



93.13 (2) increasing mentoring, literacy, career development, positive community engagement,  
93.14 and number of qualified female employees of color in the workforce pipeline, particularly  
93.15 in the science, technology, engineering, and mathematics fields;

93.16 (3) providing coaching, mentoring, health and wellness counseling, resources to girls  
93.17 whose experience with sexual assault has negatively impacted their academics and behavior,  
93.18 and culturally sensitive therapy resources and counseling services to sexual assault victims;  
93.19 and

93.20 (4) increasing financial literacy and knowledge of options for financing college or  
93.21 postsecondary education.

93.22 (e) This is a onetime appropriation.

93.23 (f) Any balance in the first year does not cancel but is available until June 30, 2024.

93.24 Subd. 14. Grants to increase science, technology, engineering, and math course  
93.25 offerings. (a) For grants to schools to encourage low-income and other underserved students  
93.26 to participate in advanced placement and international baccalaureate programs according  
93.27 to Minnesota Statutes, section 120B.132;

93.28 § 250,000 ..... 2022

93.29 § 250,000 ..... 2023

93.30 (b) The commissioner must consider grant applications from schools located in greater  
93.31 Minnesota and from schools located in the seven-county metropolitan area.

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

94.1 Subd. 15. Indigenous education for all. (a) For the implementation of indigenous  
94.2 education for all legislation based on the standards and benchmarks in place with the  
94.3 contributions of Minnesota's Tribal Nations and communities under Minnesota Statutes,  
94.4 section 120B.17;

94.5 § 887,000 ..... 2022

94.6 § 437,000 ..... 2023

94.7 (b) Of this amount, \$450,000 in 2022 is for onetime competitive grants to provide  
94.8 curricular resources to schools.

94.9 (c) Of this amount, \$150,000 annually is for a grant to the Tribal Nations Education  
94.10 Committee.

94.11 (d) Of this amount, \$287,000 annually is for department administration and  
94.12 implementation of the standards.

53.29 Subd. 18. Grants to increase science, technology, engineering, and math course  
53.30 offerings. (a) For grants to schools to encourage low-income and other underserved students  
53.31 to participate in advanced placement and international baccalaureate programs according  
53.32 to Minnesota Statutes, section 120B.132;

54.1 § 250,000 ..... 2022

54.2 § 250,000 ..... 2023

54.4 (c) The commissioner must consider grant applications from schools located in greater  
54.5 Minnesota and from schools located in the seven-county metropolitan area.

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

102.26

**ARTICLE 3**

102.27

**TEACHERS**

102.28 Section 1. **[120B.117] INCREASING PERCENTAGE OF TEACHERS OF COLOR**  
 102.29 **AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

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

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

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

103.11 Subd. 4. **Reporting.** Beginning in 2022 and every even-numbered year thereafter, the  
 103.12 Professional Educator Licensing and Standards Board must collaborate with the Department  
 103.13 of Education and the Office of Higher Education to publish a summary report of each of  
 103.14 the programs they administer and any other programs receiving state appropriations that  
 103.15 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's  
 103.16 teacher workforce to more closely reflect the diversity of students. The report must include  
 103.17 programs under sections 122A.094, 122A.63, 122A.635, 122A.70, 124D.09, 124D.861,  
 103.18 136A.1275, and 136A.1791, along with any other programs or initiatives that receive state  
 103.19 appropriations to address the shortage of teachers of color and American Indian teachers.  
 103.20 The board must, in coordination with the Office of Higher Education and Department of  
 103.21 Education, provide policy and funding recommendations related to state-funded programs  
 103.22 to increase the recruitment, preparation, licensing, hiring, and retention of racially and  
 103.23 ethnically diverse teachers and the state's progress toward meeting or exceeding the goals  
 103.24 of this section. The report must also include recommendations for state policy and funding  
 103.25 needed to achieve the goals of this section, as well as plans for sharing the report and  
 103.26 activities of grant recipients, and opportunities among grant recipients of various programs  
 103.27 to share effective practices with each other. The 2022 report must include a recommendation  
 103.28 of whether a state advisory council should be established to address the shortage of racially  
 103.29 and ethnically diverse teachers and what the composition and charge of such an advisory  
 103.30 council would be if established. The board must consult with the Indian Affairs Council

59.1

**ARTICLE 3**

59.2

**TEACHERS**

103.31 and other ethnic councils along with other community partners, including students of color  
 103.32 and American Indian students, in developing the report. By November 1 of each  
 103.33 even-numbered year, the board must submit the report to the chairs and ranking minority  
 103.34 members of the legislative committees with jurisdiction over education and higher education  
 103.35 policy and finance. The report must be available to the public on the board's website.

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

104.2 Sec. 2. **[120B.25] CURRICULUM POLICY.**

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

59.3 Section 1. Minnesota Statutes 2020, section 121A.53, subdivision 2, is amended to read:

59.4 Subd. 2. **Report.** (a) The school board must include state student identification numbers  
 59.5 of affected pupils on all dismissal and other disciplinary reports required by the department.  
 59.6 The department must report annually to the commissioner summary data on the number of  
 59.7 dismissals and physical assaults of district employees by a student by age, grade, gender,  
 59.8 race, and special education status of the affected pupils. All dismissal and other disciplinary  
 59.9 reports must be submitted through the department electronic reporting system.

59.10 (b) The commissioner must aggregate the district data reported under this section and  
 59.11 include the aggregated data, including aggregated data on physical assaults of a district  
 59.12 employee by a student, in the annual school performance reports under section 120B.36.

59.13 (c) A teacher that is physically assaulted by a student must receive a copy of the report  
 59.14 to the commissioner submitted according to subdivision 1.

59.15 Sec. 2. Minnesota Statutes 2020, section 121A.61, subdivision 3, is amended to read:

59.16 Subd. 3. **Policy components.** The policy must include at least the following components:

59.17 (a) rules governing student conduct and procedures for informing students of the rules;

59.18 (b) the grounds for removal of a student from a class;

59.19 (c) the authority of the classroom teacher to remove students from the classroom pursuant  
 59.20 to procedures and rules established in the district's policy;

59.21 (d) the procedures for removal of a student from a class by a teacher, school administrator,  
 59.22 or other school district employee;

59.23 (e) the period of time for which a student may be removed from a class, which may not  
 59.24 exceed five class periods for a violation of a rule of conduct;

117.18 a Tier 2 license must provide mentorship aligned to board-adopted criteria to that teacher  
117.19 and professional development opportunities.

117.20 (b) A teacher holding a Tier 2 license must participate in an evaluation aligned, to the  
117.21 extent practicable, with the evaluation under section 122A.40, subdivision 8, or section  
117.22 122A.41, subdivision 5.

117.23 Sec. 28. Minnesota Statutes 2020, section 122A.183, subdivision 1, is amended to read:

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

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

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

118.1 (1) the applicant for a Tier 3 license must have a bachelor's degree to teach a class or  
118.2 course, unless specifically exempt by state statute or rule; and

118.3 ~~(3) (2) the candidate applicant~~ has completed the coursework required under subdivision  
118.4 2.

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

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

118.10 ~~(1) an associate's degree;~~

118.11 ~~(2) a professional certification; or~~

118.12 ~~(3) five years of relevant work experience.~~

118.13 ~~In consultation with the governor's Workforce Development Board established under section~~  
118.14 ~~116L.665, the board must establish a list of qualifying certifications, and may add additional~~  
118.15 ~~professional certifications in consultation with school administrators, teachers, and other~~  
118.16 ~~stakeholders.~~

118.17 Sec. 29. Minnesota Statutes 2020, section 122A.183, subdivision 2, is amended to read:

118.18 Subd. 2. **Coursework.** ~~A candidate~~ An applicant for a Tier 3 license must meet the  
118.19 coursework requirement by demonstrating one of the following:

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



118.21 (2) completion of a ~~state-approved~~ teacher preparation program approved by another  
 118.22 state, territory, or country, including culturally specific Minority Serving Institutions in the  
 118.23 United States, such as Historically Black Colleges and Universities, Tribal Colleges, or  
 118.24 Hispanic-Serving Institutions including those in Puerto Rico, that includes field-specific  
 118.25 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher  
 118.26 preparation programs. The field-specific student teaching requirement does not apply to a  
 118.27 candidate or applicant that has two years of field-specific teaching experience;

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

118.29 (4) a professional teaching license from another state, evidence that the ~~candidate's~~  
 118.30 applicant's license is in good standing, and two years of field-specific teaching experience;  
 118.31 or

119.1 (5) the applicant fills a shortage area under section 122A.06, subdivision 6, clause (2),  
 119.2 and has three years of teaching experience under a Tier 2 license and evidence of summative  
 119.3 teacher evaluations that did not result in placing or otherwise keeping the teacher on an  
 119.4 improvement process pursuant to section 122A.40, subdivision 8, or section 122A.41,  
 119.5 subdivision 5.

119.6 Sec. 30. Minnesota Statutes 2020, section 122A.183, is amended by adding a subdivision  
 119.7 to read:

119.8 **Subd. 2a. Exemptions from a bachelor's degree.** (a) The following applicants for a  
 119.9 Tier 3 license are exempt from the requirement to hold a bachelor's degree in subdivision  
 119.10 1:

119.11 (1) an applicant for a Tier 3 license to teach career and technical education or career  
 119.12 pathways courses of study when the applicant has:

119.13 (i) an associate's degree;

119.14 (ii) a professional certification; or

119.15 (iii) five years of relevant work experience;

119.16 (2) an applicant for a Tier 3 license to teach world languages and culture pursuant to  
 119.17 Minnesota Rules, part 8710.4950, if the applicant is a native speaker of the language; and

119.18 (3) an applicant for a Tier 3 license in the performing or visual arts pursuant to Minnesota  
 119.19 Rules, parts 8710.4300 (dance and theater), 8710.4310 (dance), 8710.4320 (theater),  
 119.20 8710.4650 (vocal music and instrumental music), and 8710.4900 (visual arts), if the applicant  
 119.21 has at least five years of relevant work experience.

119.22 (b) The Professional Educator Licensing and Standards Board must adopt and revise  
 119.23 rules regarding the qualifications and determinations for applicants exempt from subdivision  
 119.24 1.



119.25 Sec. 31. Minnesota Statutes 2020, section 122A.183, subdivision 3, is amended to read:

119.26 Subd. 3. **Term of license and renewal.** The Professional Educator Licensing and  
 119.27 Standards Board must issue an initial Tier 3 license for a term of three years. Before a Tier  
 119.28 3 license is renewed for the first time, the applicant must meet initial teacher renewal  
 119.29 requirements in section 122A.187. A Tier 3 license may be renewed every three years  
 119.30 without limitation.

120.1 Sec. 32. Minnesota Statutes 2020, section 122A.184, subdivision 1, is amended to read:

120.2 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards  
 120.3 Board must issue a Tier 4 license to ~~a candidate~~ an applicant who provides information  
 120.4 sufficient to demonstrate all of the following:

120.5 (1) the ~~candidate~~ applicant meets all requirements for a Tier 3 license under section  
 120.6 122A.183, and has completed a teacher preparation program under section 122A.183,  
 120.7 subdivision 2, clause (1) or (2);

120.8 (2) the ~~candidate~~ applicant has at least three years of field-specific teaching experience  
 120.9 in Minnesota as a teacher of record;

120.10 (3) the ~~candidate~~ applicant has obtained a passing score on all required licensure exams  
 120.11 under section 122A.185; and

120.12 (4) ~~the candidate's most recent summative teacher evaluation did not result in placing~~  
 120.13 ~~or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,~~  
 120.14 ~~subdivision 8, or 122A.41, subdivision 5, if the applicant previously held a Tier 3 license~~  
 120.15 under section 122A.183, the applicant has completed the initial teacher renewal requirements  
 120.16 in section 122A.187.

120.17 Sec. 33. Minnesota Statutes 2020, section 122A.184, subdivision 2, is amended to read:

120.18 Subd. 2. **Term of license and renewal.** The Professional Educator Licensing and  
 120.19 Standards Board must issue an initial Tier 4 license for a term of five years. A Tier 4 license  
 120.20 may be renewed every five years without limitation if the applicant meets the continuing  
 120.21 teacher renewal requirements in section 122A.187.

120.22 Sec. 34. Minnesota Statutes 2020, section 122A.185, subdivision 1, is amended to read:

120.23 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~  
 120.24 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~  
 120.25 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~  
 120.26 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~  
 120.27 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~  
 120.28 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~  
 120.29 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~  
 120.30 ~~122A.183, respectively.~~





120.31 ~~(b)~~ (a) The board must adopt and revise rules requiring ~~candidates~~ applicants for Tier 3  
 120.32 and Tier 4 licenses to pass an examination or performance assessment of general pedagogical  
 121.1 knowledge and examinations of licensure field specific content, including an examination  
 121.2 taken in another state, if the applicant has not completed a board-approved preparation  
 121.3 program assuring candidates from the program recommended for licensure meet content  
 121.4 and pedagogy licensure standards in Minnesota. The content examination requirement does  
 121.5 not apply if no relevant content exam exists. Applicants who have satisfactorily completed  
 121.6 a preparation program in another state and passed licensure examinations in that state are  
 121.7 not additionally required to pass similar examinations required in Minnesota.

121.8 ~~(e)~~ ~~Candidates~~ (b) Applicants for initial Tier 3 and Tier 4 licenses to teach elementary  
 121.9 students must pass test items assessing the ~~candidates'~~ applicants' knowledge, skill, and  
 121.10 ability in comprehensive, scientifically based reading instruction under section 122A.06,  
 121.11 subdivision 4, knowledge and understanding of the foundations of reading development,  
 121.12 development of reading comprehension and reading assessment and instruction, and the  
 121.13 ability to integrate that knowledge and understanding into instruction strategies under section  
 121.14 122A.06, subdivision 4.

121.15 ~~(d)~~ The requirement to pass a board-adopted reading, writing, and mathematics skills  
 121.16 examination does not apply to nonnative English speakers, as verified by qualified Minnesota  
 121.17 school district personnel or Minnesota higher education faculty, who, after meeting the  
 121.18 content and pedagogy requirements under this subdivision, apply for a teaching license to  
 121.19 provide direct instruction in their native language or world language instruction under section  
 121.20 120B.022, subdivision 1.

121.21 (c) All testing centers in the state must provide regular opportunities for extended time  
 121.22 content and pedagogy examinations. These opportunities must be advertised on the test  
 121.23 registration website. The board must require the exam vendor to provide other equitable  
 121.24 opportunities to pass exams, including providing financial assistance for test takers who  
 121.25 qualify for federal grants; providing free, multiple, full-length practice tests for each exam  
 121.26 and free, comprehensive study guides on the test registration website; making content and  
 121.27 pedagogy exams available in languages other than English for teachers seeking licensure  
 121.28 to teach in language immersion programs; and providing a free, detailed exam results analysis  
 121.29 by test objective to assist candidates who do not pass an exam in identifying areas for  
 121.30 improvement. Any candidate who has not passed a required exam after two attempts must  
 121.31 be allowed to retake the exam, including new versions of the exam, without being charged  
 121.32 an additional fee.

122.1 Sec. 35. Minnesota Statutes 2020, section 122A.185, subdivision 4, is amended to read:

122.2 Subd. 4. **Remedial assistance.** (a) A board-approved teacher preparation program must  
 122.3 make available upon request remedial assistance that includes a formal diagnostic component  
 122.4 to persons enrolled in their ~~institution~~ teacher preparation program who did not achieve a  
 122.5 qualifying score on a board-adopted ~~skills~~ examination, including those for whom English  
 122.6 is a second language. The teacher preparation programs must make available assistance in  
 122.7 the specific academic areas of candidates' deficiency. Teacher preparation providers must



125.18 Sec. 39. Minnesota Statutes 2020, section 122A.40, subdivision 5, is amended to read:

125.19 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first  
 125.20 teaching experience in Minnesota in a single district is deemed to be a probationary period  
 125.21 of employment, and, the probationary period in each district in which the teacher is thereafter  
 125.22 employed shall be one year. The school board must adopt a plan for written evaluation of  
 125.23 teachers during the probationary period that is consistent with subdivision 8. Evaluation  
 125.24 must occur at least three times periodically throughout each school year for a teacher  
 125.25 performing services during that school year; the first evaluation must occur within the first  
 125.26 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,  
 125.27 and other staff development opportunities and days on which a teacher is absent from school  
 125.28 must not be included in determining the number of school days on which a teacher performs  
 125.29 services. Except as otherwise provided in paragraph (b), during the probationary period any  
 125.30 annual contract with any teacher may or may not be renewed as the school board shall see  
 125.31 fit. However, the board must give any such teacher whose contract it declines to renew for  
 125.32 the following school year written notice to that effect before July 1. If the teacher requests  
 125.33 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason  
 125.34 in writing, including a statement that appropriate supervision was furnished describing the  
 126.1 nature and the extent of such supervision furnished the teacher during the employment by  
 126.2 the board, within ten days after receiving such request. The school board may, after a hearing

63.16 Sec. 8. Minnesota Statutes 2020, section 122A.40, subdivision 3, is amended to read:

63.17 Subd. 3. **Hiring, dismissing.** (a) School boards must hire or dismiss teachers at duly  
 63.18 called meetings. Where a husband and wife, brother and sister, or two brothers or sisters,  
 63.19 constitute a quorum, no contract employing a teacher shall be made or authorized except  
 63.20 upon the unanimous vote of the full board. A teacher related by blood or marriage, within  
 63.21 the fourth degree, computed by the civil law, to a board member shall not be employed  
 63.22 except by a unanimous vote of the full board. The initial employment of the teacher in the  
 63.23 district must be by written contract, signed by the teacher and by the chair and clerk. All  
 63.24 subsequent employment of the teacher in the district must be by written contract, signed by  
 63.25 the teacher and by the chair and clerk, except where there is a master agreement covering  
 63.26 the employment of the teacher. Contracts for teaching or supervision of teaching can be  
 63.27 made only with qualified teachers. A teacher shall not be required to reside within the  
 63.28 employing district as a condition to teaching employment or continued teaching employment.

63.29 (b) A school district must not give preference in the hiring or dismissal of a teacher  
 63.30 based on the teacher's seniority.

63.31 (c) A school district must report all new teacher hires and terminations, including layoffs,  
 63.32 by race and ethnicity annually to the Professional Educator Licensing and Standards Board.  
 63.33 The report must not include data that would personally identify individuals.

64.1 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 64.2 entered into on or after July 1, 2021.

126.3 held upon due notice, discharge a teacher during the probationary period for cause, effective  
126.4 immediately, under section 122A.44.

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

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

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

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

126.22 (f) Notwithstanding any law to the contrary, a teacher who has taught for three  
126.23 consecutive years in a single school district or charter school in Minnesota or another state  
126.24 must serve a one-year probationary period in a Minnesota school district.

126.25 (g) A board may renew a probationary teacher while placing teachers with continuing  
126.26 contract on unrequested leave of absence pursuant to a plan adopted under subdivisions 10  
126.27 and 10a.

126.28 **EFFECTIVE DATE.** Paragraph (f) is effective for collective bargaining agreements  
126.29 effective July 1, 2021, and thereafter. Paragraph (g) is effective the day following final  
126.30 enactment.

126.31 Sec. 40. Minnesota Statutes 2020, section 122A.40, subdivision 8, is amended to read:

126.32 **Subd. 8. Development, evaluation, and peer coaching for continuing contract**  
126.33 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
127.1 representative of the teachers in the district, consistent with paragraph (b), may develop a  
127.2 teacher evaluation and peer review process for probationary and continuing contract teachers  
127.3 through joint agreement. If a school board and the exclusive representative of the teachers  
127.4 do not agree to an annual teacher evaluation and peer review process, then the school board  
127.5 and the exclusive representative of the teachers must implement the state teacher evaluation  
127.6 plan under paragraph (c). The process must include having trained observers serve as peer



127.7 coaches or having teachers participate in professional learning communities, consistent with  
127.8 paragraph (b).

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

127.13 (1) must, for probationary teachers, provide for all evaluations required under subdivision  
127.14 5;

127.15 (2) must establish a three-year professional review cycle for each teacher that includes  
127.16 an individual growth and development plan, a peer review process, and at least one  
127.17 summative evaluation performed by a qualified and trained evaluator such as a school  
127.18 administrator. For the years when a tenured teacher is not evaluated by a qualified and  
127.19 trained evaluator, the teacher must be evaluated by a peer review;

127.20 (3) must be based on professional teaching standards established in rule create, adopt,  
127.21 or revise a rubric of performance standards for teacher practice that (i) is based on  
127.22 professional teaching standards established in rule, (ii) includes culturally responsive  
127.23 methodologies, and (iii) provides common descriptions of effectiveness using at least three  
127.24 levels of performance;

127.25 (4) must coordinate staff development activities under sections 122A.60 and 122A.61  
127.26 with this evaluation process and teachers' evaluation outcomes;

127.27 (5) may provide time during the school day and school year for peer coaching and teacher  
127.28 collaboration;

127.29 (6) may include job-embedded learning opportunities such as professional learning  
127.30 communities;

127.31 (7) may include mentoring and induction programs for teachers, including teachers who  
127.32 are members of populations underrepresented among the licensed teachers in the district or  
128.1 school and who reflect the diversity of students under section 120B.35, subdivision 3,  
128.2 paragraph (b), clause (2), who are enrolled in the district or school;

128.3 (8) must include an option for teachers to develop and present a portfolio demonstrating  
128.4 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
128.5 3, and include teachers' own performance assessment based on student work samples and  
128.6 examples of teachers' work, which may include video among other activities for the  
128.7 summative evaluation;

128.8 (9) must use data from valid and reliable assessments aligned to state and local academic  
128.9 standards and must use state and local measures of student growth and literacy that may  
128.10 include value-added models or student learning goals to determine 35 percent of teacher  
128.11 evaluation results;



129.18 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the  
 129.19 prior year, that student was in the classroom of a teacher who received discipline pursuant  
 129.20 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area  
 129.21 and grade.

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

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

129.24 Sec. 41. Minnesota Statutes 2020, section 122A.40, subdivision 10, is amended to read:

129.25 Subd. 10. **Negotiated unrequested leave of absence.** (a) The school board and the  
 129.26 exclusive bargaining representative of the teachers must negotiate a plan providing for  
 129.27 unrequested leave of absence without pay or fringe benefits for as many teachers as may  
 129.28 be necessary because of discontinuance of position, lack of pupils, financial limitations, or  
 129.29 merger of classes caused by consolidation of districts.

129.30 (b) A plan may include a process to exempt up to five percent of the teachers in the  
 129.31 district from unrequested leave of absence or nonrenewal regardless of a teacher's  
 129.32 probationary status or seniority if the plan meets the requirements of subdivision 10a, and  
 130.1 if the board and the exclusive representative of the teachers agree in writing to the process  
 130.2 by October 1 of each school year.

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

130.4 Sec. 42. Minnesota Statutes 2020, section 122A.40, is amended by adding a subdivision  
 130.5 to read:

130.6 Subd. 10a. **Unrequested leave of absence exemption process.** (a) A plan to exempt  
 130.7 up to five percent of the teachers in the district from unrequested leave of absence or  
 130.8 nonrenewal must establish a committee to select teachers to receive the exemption. The  
 130.9 committee must have an equal number of representatives selected by the superintendent  
 130.10 and the exclusive representative, and must have at least three representatives appointed by  
 130.11 the superintendent and three representatives appointed by the exclusive representative.  
 130.12 School districts and exclusive representatives are strongly encouraged to include members  
 130.13 of underrepresented communities as their committee representatives. The committee must  
 130.14 complete comprehensive anti-racism training by a training provider approved by the  
 130.15 Professional Educator Licensing and Standards Board before beginning the selection process.

130.16 (b) A teacher selected for exemption from unrequested leave of absence or nonrenewal  
 130.17 must have demonstrated excellent teaching or professional performance, as determined by  
 130.18 colleagues, mentors, and administrators. In addition, the teacher must be a member of a  
 130.19 protected class that:

64.3 Sec. 9. Minnesota Statutes 2020, section 122A.40, subdivision 10, is amended to read:

64.4 Subd. 10. **Negotiated unrequested leave of absence.** (a) The school board and the  
 64.5 exclusive bargaining representative of the teachers must negotiate a plan providing for  
 64.6 unrequested leave of absence without pay or fringe benefits for as many teachers as may  
 64.7 be necessary because of discontinuance of position, lack of pupils, financial limitations, or  
 64.8 merger of classes caused by consolidation of districts.

64.9 (b) The plan for unrequested leave of absence must not require the school board to place  
 64.10 a teacher on unrequested leave of absence first based on their tier of licensure.

64.11 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements

64.12 entered into on or after July 1, 2021.

NOTE: The Coalition is neutral on these House and Senate proposals to address the problem of LIFO for TOCAIT because there is not consensus among the 55 organizations endorsing the Increase Teachers of Color Act for what policy approach to take. However, there is consensus among the Coalition that the problem needs to be addressed. We urge compromise to address the problem of effective TOCAIT being dismissed with unrequested leaves of absence simply because they don't have seniority.

131.26 services. The school board may, during such probationary period, discharge or demote a  
 131.27 teacher for any of the causes as specified in this code. A written statement of the cause of  
 131.28 such discharge or demotion shall be given to the teacher by the school board at least 30  
 131.29 days before such removal or demotion shall become effective, and the teacher so notified  
 131.30 shall have no right of appeal therefrom.

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

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

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

132.12 (e) Notwithstanding any law to the contrary, a teacher who has taught for three  
 132.13 consecutive years in a single school district or charter school in Minnesota or another state  
 132.14 must serve a one-year probationary period in a Minnesota school district.

132.15 (f) A board may renew a probationary teacher while placing teachers with continuing  
 132.16 contract on unrequested leave of absence pursuant to a plan adopted under subdivisions 14a  
 132.17 and 14b.

132.18 **EFFECTIVE DATE.** Paragraph (e) is effective for collective bargaining agreements  
 132.19 effective July 1, 2021, and thereafter. Paragraph (f) is effective the day following final  
 132.20 enactment.

132.21 Sec. 44. Minnesota Statutes 2020, section 122A.41, subdivision 5, is amended to read:

132.22 **Subd. 5. Development, evaluation, and peer coaching for continuing contract**  
 132.23 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 132.24 representative of the teachers in the district, consistent with paragraph (b), may develop an  
 132.25 annual teacher evaluation and peer review process for probationary and nonprobationary  
 132.26 teachers through joint agreement. If a school board and the exclusive representative of the  
 132.27 teachers in the district do not agree to an annual teacher evaluation and peer review process,  
 132.28 then the school board and the exclusive representative of the teachers must implement the  
 132.29 state teacher evaluation plan developed under paragraph (c). The process must include  
 132.30 having trained observers serve as peer coaches or having teachers participate in professional  
 132.31 learning communities, consistent with paragraph (b).



136.13 (c) The district and exclusive representative may negotiate additional criteria for the  
 136.14 committee to consider, including licensure tier. The committee may annually determine by  
 136.15 majority vote the percentage of teachers eligible for the exemption, not to exceed five percent  
 136.16 of teachers in the district.

136.17 (d) The committee must make final decisions and notify affected teachers no later than  
 136.18 February 1 of each school year. The exemption is valid for the school year in which the  
 136.19 exemption is granted unless the committee renews the exemption in a subsequent year. The  
 136.20 committee may, by majority vote, grant a teacher a two-year exemption from nonrenewal.

136.21 (e) If the committee is unable to reach a consensus regarding its selections, the committee  
 136.22 must vote on each candidate for the exemption. The candidates receiving the most votes  
 136.23 must be granted the exemption until the number of teachers receiving the exemption reaches  
 136.24 the lower of five percent of the teachers in the district or the percentage determined by  
 136.25 majority vote of the committee.

136.26 (f) Data on individual teachers collected, created, received, maintained, or disseminated  
 136.27 by the committee are private personnel data pursuant to section 13.43.

136.28 (g) A dispute over violations of procedures under this section is subject to the grievance  
 136.29 procedure in the applicable collective bargaining agreement.

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

137.1 Sec. 47. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

137.2 Subdivision 1. Purpose. This section establishes a program to support districts and  
 137.3 schools recruiting and offering hiring bonuses for licensed teachers who are American  
 137.4 Indian or a person of color from another state or country in order to meet staffing needs in  
 137.5 shortage areas in economic development regions in Minnesota.

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



64.23 Sec. 11. Minnesota Statutes 2020, section 122A.41, is amended by adding a subdivision  
 64.24 to read:

64.25 Subd. 16. Hiring and dismissal. (a) A school district must not give preference in the  
 64.26 hiring or dismissal of a teacher based on the teacher's seniority.

64.27 (b) A school district must report all new teacher hires and terminations, including layoffs,  
 64.28 by race and ethnicity annually to the Professional Educator Licensing and Standards Board.  
 64.29 The report must not include data that would personally identify individuals.

64.30 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 64.31 entered into on or after July 1, 2021.

65.1 Sec. 12. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

65.2 Subdivision 1. Purpose. This section establishes a program to support districts and  
 65.3 schools recruiting and offering hiring bonuses for licensed teachers who are American  
 65.4 Indian or a person of color from another state or country in order to meet staffing needs in  
 65.5 shortage areas in economic development regions in Minnesota.

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



137.8 (1) qualify for a Tier 3 or Tier 4 Minnesota license;  
 137.9 (2) have moved to the economic development region in Minnesota where they were  
 137.10 hired; and  
 137.11 (3) belong to a racial or ethnic group that is underrepresented among teachers compared  
 137.12 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),  
 137.13 clause (2).

137.14 **Subd. 3. Bonus amount.** A district or school may offer a signing and retention bonus  
 137.15 of a minimum of \$2,500 and a maximum of \$5,000 to a teacher who meets the eligibility  
 137.16 requirements. A teacher who meets the eligibility requirements and meets a licensure shortage  
 137.17 area in the economic development region of the state where the school is located may be  
 137.18 offered a signing bonus of a minimum of \$4,000 and a maximum of \$8,000. A teacher must  
 137.19 be paid half of the bonus when starting employment and half after completing four years  
 137.20 of service in the hiring district or school if the teacher has demonstrated teaching effectiveness  
 137.21 and is not on a professional improvement plan under section 122A.40, subdivision 8,  
 137.22 paragraph (b), clause (12) or (13), or section 122A.41, subdivision 5, paragraph (b), clause  
 137.23 (12) or (13), or is not being considered for termination under section 122A.40, subdivision  
 137.24 9. A teacher who does not complete their first school year upon receiving a hiring bonus  
 137.25 must repay the hiring bonus.

137.26 **Subd. 4. Administration.** The commissioner must establish a process for districts or  
 137.27 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving  
 137.28 to and working in Minnesota schools experiencing specific shortages. The commissioner  
 137.29 must provide guidance for districts to seek repayment of a hiring bonus from a teacher who  
 137.30 does not complete the first year of employment. The department may conduct a pilot program  
 137.31 with a small number of teachers during the 2022-2023 biennium to establish feasibility.  
 137.32 The department must submit a report by December 1, 2022, to the chairs and ranking minority  
 137.33 members of the legislative committees with jurisdiction over kindergarten through grade  
 138.1 12 education detailing the effectiveness of the program and recommendations for  
 138.2 improvement in future years.

138.3 **Subd. 5. Account established.** A Come Teach in Minnesota Hiring Bonus program  
 138.4 account is created in the special revenue fund for depositing money appropriated to or  
 138.5 received by the department for this program. Money deposited in the account is appropriated  
 138.6 to the commissioner, does not cancel, and is continuously available for reimbursements to  
 138.7 districts under this section.

138.8 **EFFECTIVE DATE.** This section applies to teacher contracts entered into on or after  
 138.9 July 1, 2021.



65.8 (1) qualify for a Tier 3 or Tier 4 Minnesota license;  
 65.9 (2) have moved to the economic development region in Minnesota where they were  
 65.10 hired; and  
 65.11 (3) belong to a racial or ethnic group that is underrepresented among teachers compared  
 65.12 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),  
 65.13 clause (2).

65.14 **Subd. 3. Bonus amount.** A district or school may offer a signing and retention bonus  
 65.15 of a minimum of \$2,500 and a maximum of \$5,000 to a teacher who meets the eligibility  
 65.16 requirements. A teacher who meets eligibility requirements and meets a licensure shortage  
 65.17 area in the economic development region of the state where the school is located may be  
 65.18 offered a signing bonus of a minimum of \$4,000 and a maximum of \$8,000. A teacher must  
 65.19 be paid half of the bonus when starting employment and half after completing four years  
 65.20 of service in the hiring district or school if they have demonstrated teaching effectiveness  
 65.21 and are not on a professional improvement plan under section 122A.40, subdivision 8,  
 65.22 paragraph (b), clause (12) or (13), or are being considered for termination under section  
 65.23 122A.40, subdivision 9. A teacher who does not complete their first school year upon  
 65.24 receiving a hiring bonus must repay the hiring bonus. The maximum bonus amounts listed  
 65.25 in this section are only for purposes of reimbursement under subdivision 4. A district may  
 65.26 include a signing and retention bonus in its achievement and integration plan under section  
 65.27 124D.861, subdivision 2.

65.28 **Subd. 4. Administration.** The commissioner must establish a process for districts or  
 65.29 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving  
 65.30 to and working in Minnesota schools experiencing specific shortages. The commissioner  
 65.31 must provide guidance for districts to seek repayment of a hiring bonus from a teacher who  
 65.32 does not complete their first year of employment. The department may conduct a pilot  
 65.33 program with a small number of teachers during the 2022-2023 biennium to establish  
 65.34 feasibility. The department must submit a report by December 1, 2022, to the chairs and  
 66.1 ranking minority members of the legislative committees having jurisdiction over K-12  
 66.2 education detailing the effectiveness of the program and recommendations for improvement  
 66.3 in future years.

66.4 **EFFECTIVE DATE.** This section applies to teacher contracts entered into on or after  
 66.5 July 1, 2021.

67.2 to ~~public or private higher education institutions that offer a teacher preparation program~~  
 67.3 ~~approved by the Professional Educator Licensing and Standards Board programs, including~~  
 67.4 ~~alternative teacher preparation programs, located in Minnesota.~~

67.5 Sec. 15. Minnesota Statutes 2020, section 122A.635, subdivision 2, is amended to read:

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

67.8 (1) the number or percentage of teacher candidates being supported in the program who  
 67.9 are of color or who are American Indian;

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

67.13 (3) the percent of racially and ethnically diverse teacher candidates enrolled in the  
 67.14 institution compared to:

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

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

67.20 ~~(b) The board must give priority in awarding grants under this section to institutions that~~  
 67.21 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~  
 67.22 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~  
 67.23 ~~and inducting teacher candidates of color or who are American Indian. If the board awards~~  
 67.24 ~~a competitive grant based on the criteria in paragraph (a) to a program that has not previously~~  
 67.25 ~~received funding, the board must thereafter give priority to the program equivalent to other~~  
 67.26 ~~programs given priority under this paragraph.~~

67.27 ~~(b)~~ (b) The board must determine award amounts for maintenance and expansion of  
 67.28 programs based on the number of candidates supported by an applicant program, sustaining  
 67.29 support for those candidates, and funds available.

140.11 Sec. 51. Minnesota Statutes 2020, section 122A.635, subdivision 3, is amended to read:

140.12 Subd. 3. **Grant program administration.** The Professional Educator Licensing and  
 140.13 Standards Board may enter into an interagency agreement with the Office of Higher  
 140.14 Education. The agreement may include a transfer of funds to the Office of Higher Education  
 140.15 to help establish and administer the competitive grant process. The board must award grants  
 140.16 to institutions located in various economic development regions throughout the state, but  
 140.17 must not predetermine the number of institutions to be awarded grants under this section  
 140.18 or set a limit for the amount that any one institution may receive as part of the competitive  
 140.19 grant application process. All grants must be awarded by August 15 of the fiscal year in



140.20 which the grants are to be used ~~except that, for initial competitive grants awarded for fiscal~~  
 140.21 ~~year 2020, grants must be awarded by September 15. Grants awarded after fiscal year 2021~~  
 140.22 ~~must be awarded for a two-year grant period.~~ An institution that receives a grant under this  
 140.23 section may use the grant funds over a two- to four-year period to support teacher candidates.

140.24 Sec. 52. Minnesota Statutes 2020, section 122A.635, subdivision 4, is amended to read:

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

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

141.6 Sec. 53. Minnesota Statutes 2020, section 122A.70, is amended to read:

141.7 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**  
 141.8 **TEACHERS.**

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

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

- 141.21 (1) additional stipends as incentives to mentors of color or who are American Indian;  
 141.22 (2) financial supports for professional learning community affinity groups across schools  
 141.23 within and between districts for teachers from underrepresented racial and ethnic groups to  
 141.24 come together throughout the school year. For purposes of this section, "affinity groups"



68.1 Sec. 16. Minnesota Statutes 2020, section 122A.70, is amended to read:

68.2 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**  
 68.3 **TEACHERS.**

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

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

- 68.16 (1) additional stipends as incentives to mentors of color or who are American Indian;  
 68.17 (2) financial supports for professional learning community affinity groups across schools  
 68.18 within and between districts for teachers from underrepresented racial and ethnic groups to  
 68.19 come together throughout the school year. For purposes of this section, "affinity groups"

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

142.29 Subd. 4. **Additional funding.** ~~Grant applicants are required to~~ must seek additional  
 142.30 funding and assistance from sources such as school districts, postsecondary institutions,  
 142.31 foundations, and the private sector.

143.1 Subd. 5. **Program implementation.** ~~New and expanding mentorship sites that are funded~~  
 143.2 receive a board grant under subdivision 2 to design, develop, implement, and evaluate their  
 143.3 program must participate in activities that support program development and implementation.  
 143.4 ~~The Professional Educator Licensing and Standards Board must provide resources and~~  
 143.5 ~~assistance to support new sites in their program efforts. These activities and services may~~  
 143.6 ~~include, but are not limited to: planning, planning guides, media, training, conferences,~~  
 143.7 ~~institutes, and regional and statewide networking meetings. Nonfunded schools or districts~~  
 143.8 ~~interested in getting started may participate. Fees may be charged for meals, materials, and~~  
 143.9 ~~the like.~~

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

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

143.15 Sec. 54. Minnesota Statutes 2020, section 122A.76, is amended to read:

143.16 **122A.76 STATEWIDE CONCURRENT ENROLLMENT TEACHER TRAINING**  
 143.17 **PROGRAM PARTNERSHIP.**

143.18 Subdivision 1. **Definition.** (a) For purposes of this section, the following terms have the  
 143.19 meanings given them.

143.20 (b) ~~"Northwest Regional Partnership" "Concurrent Enrollment Teacher Partnership"~~  
 143.21 means a voluntary association of the Lakes Country Service Cooperative, the Northwest  
 143.22 Service Cooperative, ~~and the Metropolitan Education Cooperative Service Unit, Minnesota~~  
 143.23 State University-Moorhead, ~~and other interested Minnesota State Colleges and Universities~~  
 143.24 that ~~works work~~ together to provide coordinated higher learning opportunities for teachers.

143.25 (c) ~~"State Partnership" means a voluntary association of the Northwest Regional~~  
 143.26 ~~Partnership and the Metropolitan Educational Cooperative Service Unit.~~

143.27 ~~(d)~~ (d) "Eligible postsecondary institution" means a public or private postsecondary institution  
 143.28 that awards graduate credits.

143.29 ~~(e)~~ (d) "Eligible teacher" means a licensed teacher of ~~secondary school~~ courses for  
 143.30 postsecondary credit.

Increase Teachers of Color Act HF217/SF446 proposed reporting by September 30 in order to know if teachers were retained. The Coalition is disappointed that neither House or Senate omnibus bills included the non-controversial amendments proposed in HF217/SF446 that would have strengthened the grant program and the return on state investments.

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

69.24 Subd. 4. **Additional funding.** ~~Grant applicants are required to~~ must seek additional  
 69.25 funding and assistance from sources such as school districts, postsecondary institutions,  
 69.26 foundations, and the private sector.

69.27 Subd. 5. **Program implementation.** ~~New and expanding mentorship sites that are funded~~  
 69.28 receive a board grant under subdivision 2 to design, develop, implement, and evaluate their  
 69.29 program must participate in activities that support program development and implementation.  
 69.30 ~~The Professional Educator Licensing and Standards Board must provide resources and~~  
 69.31 ~~assistance to support new sites in their program efforts. These activities and services may~~  
 69.32 ~~include, but are not limited to: planning, planning guides, media, training, conferences,~~  
 70.1 ~~institutes, and regional and statewide networking meetings. Nonfunded schools or districts~~  
 70.2 ~~interested in getting started may participate. Fees may be charged for meals, materials, and~~  
 70.3 ~~the like.~~

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

70.8 Sec. 17. Minnesota Statutes 2020, section 122A.76, is amended to read:

70.9 **122A.76 STATEWIDE CONCURRENT ENROLLMENT TEACHER TRAINING**  
 70.10 **PROGRAM PARTNERSHIP.**

70.11 Subdivision 1. **Definition.** (a) For purposes of this section, the following terms have the  
 70.12 meanings given them.

70.13 (b) ~~"Northwest Regional Partnership" "Concurrent Enrollment Teacher Partnership"~~  
 70.14 means a voluntary association of the Lakes Country Service Cooperative, the Northwest  
 70.15 Service Cooperative, ~~and the Metropolitan Education Cooperative Service Unit, Minnesota~~  
 70.16 State University-Moorhead, ~~and other interested Minnesota state colleges and universities~~  
 70.17 that ~~works work~~ together to provide coordinated higher learning opportunities for teachers.

70.18 (c) ~~"State Partnership" means a voluntary association of the Northwest Regional~~  
 70.19 ~~Partnership and the Metropolitan Educational Cooperative Service Unit.~~

70.20 ~~(d)~~ (d) "Eligible postsecondary institution" means a public or private postsecondary institution  
 70.21 that awards graduate credits.

70.22 ~~(e)~~ (d) "Eligible teacher" means a licensed teacher of ~~secondary school~~ courses for  
 70.23 postsecondary credit.

145.24 Sec. 55. Minnesota Statutes 2020, section 123B.147, subdivision 3, is amended to read:

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

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

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

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

146.12 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of  
146.13 student progress toward career and college readiness;

146.14 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and  
146.15 goals, and the principal's own professional multiyear growth plans and goals, all of which



72.29 classroom have a history of violent behavior and must be notified before such students are  
72.30 placed in their classroom under section 121A.64.

72.31 (b) A paraprofessional has a legitimate educational interest in knowing whether a student  
72.32 with a disability that the paraprofessional works with alone or on a regular basis has a history  
73.1 of violent behavior and must be notified before being assigned to work with the student  
73.2 under section 121A.64.

73.3 Subd. 5. **General control of school and classroom.** A teacher of record must have the  
73.4 general control and government of a school and classroom and a teacher may remove violent  
73.5 or disruptive students from class as provided under section 122A.42.

73.6 Subd. 6. **Notice of rights and responsibilities.** At least once each school year, in the  
73.7 form and manner determined by the charter school or school district, a teacher and  
73.8 administrator must be informed of their rights and responsibilities under these statutes and  
73.9 related school or district policies.

146.16 must support the principal's leadership behaviors and practices, rigorous curriculum, school  
 146.17 performance, and high-quality instruction;

146.18 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

146.19 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and  
 146.20 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

146.21 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation  
 146.22 and incorporate district achievement goals and targets;

146.23 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and  
 146.24 learning, curriculum and instruction, student learning, culturally responsive leadership  
 146.25 practices, and a collaborative professional culture; and

146.26 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria  
 146.27 under this subdivision, implement a plan to improve the principal's performance and specify  
 146.28 the procedure and consequence if the principal's performance is not improved.

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

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



147.1 Sec. 56. Minnesota Statutes 2020, section 125A.08, is amended to read:

147.2 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

147.3 (a) At the beginning of each school year, each school district shall have in effect, for  
 147.4 each child with a disability, an individualized education program.

147.5 (b) As defined in this section, every district must ensure the following:

147.6 (1) all students with disabilities are provided the special instruction and services which  
 147.7 are appropriate to their needs. Where the individualized education program team has  
 147.8 determined appropriate goals and objectives based on the student's needs, including the  
 147.9 extent to which the student can be included in the least restrictive environment, and where  
 147.10 there are essentially equivalent and effective instruction, related services, or assistive  
 147.11 technology devices available to meet the student's needs, cost to the district may be among  
 147.12 the factors considered by the team in choosing how to provide the appropriate services,  
 147.13 instruction, or devices that are to be made part of the student's individualized education  
 147.14 program. The individualized education program team shall consider and may authorize  
 147.15 services covered by medical assistance according to section 256B.0625, subdivision 26.  
 147.16 Before a school district evaluation team makes a determination of other health disability  
 147.17 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation  
 147.18 team must seek written documentation of the student's medically diagnosed chronic or acute  
 147.19 health condition signed by a licensed physician or a licensed health care provider acting

149.31 aid equals \$196 times the number of paraprofessionals, Title I aides, and other instructional  
 149.32 support staff employed by the school district, charter school, or cooperative organization  
 149.33 during the previous school year. A school district must reserve paraprofessional training  
 149.34 aid and spend it only on the training required in section 125A.08.

150.1 **EFFECTIVE DATE.** This section is effective for fiscal year 2022 and later.

150.2 Sec. 58. Minnesota Statutes 2020, section 179A.03, subdivision 19, is amended to read:

150.3 Subd. 19. **Terms and conditions of employment.** "Terms and conditions of employment"  
 150.4 means the hours of employment, the compensation therefor including fringe benefits except  
 150.5 retirement contributions or benefits other than employer payment of, or contributions to,  
 150.6 premiums for group insurance coverage of retired employees or severance pay, class sizes  
 150.7 in Minnesota school districts and charter schools, student testing, student-to-personnel ratios  
 150.8 in Minnesota school districts, and the employer's personnel policies affecting the working  
 150.9 conditions of the employees. In the case of professional employees the term does not mean  
 150.10 educational policies of a school district. "Terms and conditions of employment" is subject  
 150.11 to section 179A.07.

150.12 Sec. 59. **GRANTS FOR GROW YOUR OWN PROGRAMS.**

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

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

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

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

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

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

151.1 **Subd. 3. Grants for residency programs.** (a) An eligible district may apply for grants  
 151.2 to develop, maintain, or expand effective residency programs. A residency program must



151.3 pair a resident with a teacher of record who must hold a Tier 3 or Tier 4 license. The  
 151.4 residency program must provide the teacher of record with ongoing professional development  
 151.5 in co-teaching, mentoring, and coaching skills and must ensure that the resident and teacher  
 151.6 of record co-teach and participate in required teacher professional development activities  
 151.7 for at least 80 percent of the contracted week for a full academic year.

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

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

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

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

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

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

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





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

152.10 Subd. 5. Grants for programs serving secondary school students. (a) In addition to  
 152.11 grants for developing and offering dual-credit postsecondary course options in schools for  
 152.12 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,  
 152.13 subdivision 10, a school district or charter school may apply for grants under this section  
 152.14 to offer other innovative programs that encourage secondary school students, especially  
 152.15 students of color and American Indian students, to pursue teaching. To be eligible for a  
 152.16 grant under this subdivision, a school district or charter school must ensure that the aggregate  
 152.17 percentage of secondary school students of color and American Indian students participating  
 152.18 in the program is equal to or greater than the aggregate percentage of students of color and  
 152.19 American Indian students in the school district or charter school.

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

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

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

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

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

153.3 (b) For the 2022-2023 school year and later, grant applications for new and existing  
 153.4 programs must be received by the commissioner no later than January 15 of the year prior  
 153.5 to the school year in which the grant will be used. The commissioner must review all  
 153.6 applications and notify grant recipients by March 15 or as soon as practicable of the  
 153.7 anticipated amount awarded. If the commissioner determines that sufficient funding is  
 153.8 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as  
 153.9 soon as practicable that there are insufficient funds.

153.10 (c) For the 2021-2022 school year, the commissioner must set a timetable for awarding  
 153.11 grants as soon as practicable.





153.12 **Subd. 7. Account established.** A Grow Your Own program account is created in the  
 153.13 special revenue fund for depositing money appropriated to or received by the department  
 153.14 for Grow Your Own programs. Money deposited in the account is appropriated to the  
 153.15 commissioner, does not cancel, and is continuously available for grants under this section.  
 153.16 Grant recipients may apply to use grant money over a period of up to 60 months.

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

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

73.10 **Sec. 19. PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD.**

73.11 Notwithstanding any law to the contrary, the Professional Educator Licensing and  
 73.12 Standards Board must extend by six months any calendar year 2021 deadline for completion  
 73.13 of license renewal requirements because of interruptions due to COVID-19 for licenses  
 73.14 under their jurisdiction.

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

73.16 **Sec. 20. SHORT-CALL SUBSTITUTE TEACHER PILOT.**

73.17 (a) A school district may employ a person who meets the professional requirements of  
 73.18 Minnesota Statutes, section 122A.181, subdivision 2, paragraph (b), as a short-call substitute  
 73.19 teacher in any content area, not only career and technical education, notwithstanding any  
 73.20 licensing requirements in Minnesota Statutes, chapter 122A. A school district must request  
 73.21 a background check in accordance with section 123B.03 on a short-call substitute teacher  
 73.22 employed under this section. Each assignment to replace a teacher of record must last no  
 73.23 longer than 15 consecutive school days.

73.24 (b) A district must report to the Professional Educator Licensing and Standards Board  
 73.25 all persons it employs under this section and affirm that each person meets the professional  
 73.26 requirements for a short-call substitute teacher.

73.27 **EFFECTIVE DATE.** This section is effective for the 2020-2021, 2021-2022, and  
 73.28 2022-2023 school years only.

153.27 Sec. 60. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

153.28 Subdivision 1. Department of Education. The sums indicated in this section are  
153.29 appropriated from the general fund to the Department of Education for the fiscal years  
153.30 designated.

153.31 Subd. 2. Black Men Teach Twin Cities grant. (a) For a grant to Black Men Teach  
153.32 Twin Cities:

The Coalition supports funding for BMT in addition to funding grants proposed in the Increase Teachers of Color Act (ITCA). The Coalition favors a collective approach to systemic change so we do not name individual programs, districts or institutions in ITCA. BMT is important and would be highly competitive for these grant programs.

154.1 \$ 750,000 ..... 2022

154.2 (b) Grant funds must be used to establish partnerships with eight school district  
154.3 elementary schools or elementary charter schools with a goal of increasing the number of  
154.4 black male teachers to 20 percent of the teachers at each school site.

154.5 (c) The grant recipient must provide a detailed report to the chairs and ranking minority  
154.6 members of the legislative committees having jurisdiction over kindergarten through grade  
154.7 12 education and higher education by January 15 of each year until 2027 describing how  
154.8 the grant funds were used. The report must describe the progress made toward the goal of  
154.9 increasing the number of black male teachers at each school site and strategies used.

154.10 (d) Any balance does not cancel but is available until June 30, 2024.

154.11 Subd. 3. Concurrent enrollment teacher partnership. (a) To the Lakes Country Service  
154.12 Cooperative for the concurrent enrollment teacher partnership under Minnesota Statutes,  
154.13 section 122A.76:

154.14 \$ 1,000,000 ..... 2022

154.15 \$ 1,000,000 ..... 2023

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

154.17 Subd. 4. Grow Your Own. (a) For grants to develop, continue, or expand Grow Your  
154.18 Own new teacher programs:

154.19 \$ 8,535,000 ..... 2022

154.20 \$ 9,285,000 ..... 2023



Sec. 21. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

74.1 Subdivision 1. Department of Education. The sums indicated in this section are  
74.2 appropriated from the general fund to the commissioner of education for the fiscal years  
74.3 designated.

76.14 Subd. 10. Black Men Teach Twin Cities grant (a) For transfer to the Office of Higher  
76.15 Education for a grant to Black Men Teach Twin Cities to establish partnerships with eight  
76.16 school district elementary schools or elementary charter schools with a goal of increasing  
76.17 the number of black male teachers to 20 percent of the employees at each school site:

76.18 \$ 750,000 ..... 2022

76.19 \$ 0 ..... 2023

76.22 (c) The grant recipient must provide a detailed report to the chairs and ranking minority  
76.23 members of the legislative committees having jurisdiction over higher education and  
76.24 kindergarten through grade 12 education by January 15 of each year until 2025 describing  
76.25 how the grant funds were used. The report must describe the progress made toward the goal  
76.26 of increasing the number of black male teachers at each school site and strategies used.

76.20 (b) Any balance does not cancel but is available until June 30, 2024. The base for fiscal  
76.21 year 2024 and later is \$0.

74.5 Subd. 2. Statewide concurrent enrollment teacher training program. (a) For the  
74.6 concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

74.7 \$ 375,000 ..... 2022

74.8 \$ 375,000 ..... 2023

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

74.10 Subd. 3. Paraprofessional pathway to teacher licensure. (a) For grants to school  
74.11 districts for Grow Your Own new teacher programs:

74.12 \$ 4,000,000 ..... 2022

74.13 \$ 4,000,000 ..... 2023

154.21 (b) Of this amount in each fiscal year, at least \$3,000,000 is for teacher residency  
 154.22 programs.

154.23 (c) The department may retain up to \$100,000 of the appropriation amount to monitor  
 154.24 and administer the grant program.

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

74.14 (b) The grants are for school districts with more than 30 percent minority students for  
 74.15 a Professional Educator Licensing and Standards Board-approved nonconventional teacher  
 74.16 residency pilot program or alternative teacher preparation program. The program must  
 74.17 provide tuition scholarships or stipends to enable school district employees or community  
 74.18 members affiliated with a school district who seek an education license to participate in a  
 74.19 nonconventional or an alternative teacher preparation program. School districts that receive  
 74.20 funds under this subdivision are strongly encouraged to recruit candidates of color and  
 74.21 American Indian candidates to participate in the Grow Your Own new teacher programs.  
 74.22 Districts or schools providing financial support may require a commitment as determined  
 74.23 by the district to teach in the district or school for a reasonable amount of time that does  
 74.24 not exceed five years.

75.3 (e) The department may retain up to \$120,000 of the appropriation amount in each fiscal  
 75.4 year to monitor and administer the grant program.

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

74.25 (c) School districts and charter schools may also apply for grants to develop innovative  
 74.26 expanded Grow Your Own programs that encourage secondary school students to pursue  
 74.27 teaching, including developing and offering dual-credit postsecondary course options in  
 74.28 schools for "Introduction to Teaching" or "Introduction to Education" courses consistent  
 74.29 with Minnesota Statutes, section 124D.09, subdivision 10.

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

154.26 Subd. 5. Equity, diversity, and inclusion anti-bias professional development. (a) For  
 154.27 grants to districts and charter schools to implement professional development for staff  
 154.28 focused on anti-bias instructional practices:

154.29 § 4,000,000 ..... 2022

154.30 (b) The department must develop tools and programs on anti-bias instructional practices.

155.1 (c) Eligible grantees include school districts, charter schools, intermediate school districts,  
 155.2 and cooperative units as defined in section 123A.24, subdivision 2.

155.3 (d) The department may retain up to five percent of the appropriation to administer the  
 155.4 program and grants.

155.5 (e) This is a onetime appropriation.



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

155.7 Subd. 6. **Nonexclusionary discipline.** (a) For grants to school districts and charter  
155.8 schools to provide training for school staff on nonexclusionary disciplinary practices:

155.9 \$ 5,000,000 ..... 2022

155.10 \$ 5,000,000 ..... 2023

155.11 (b) Up to \$475,000 is to develop training and to work with schools to train staff on  
155.12 nonexclusionary disciplinary practices that maintain the respect, trust, and attention of  
155.13 students and help keep students in classrooms. These funds may also be used for grant  
155.14 administration.

155.15 (c) Eligible grantees include school districts, charter schools, intermediate school districts,  
155.16 and cooperative units as defined in section 123A.24, subdivision 2.

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

155.18 Subd. 7. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering  
155.19 "Introduction to Teaching" or "Introduction to Education" college in the schools courses  
155.20 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

155.21 \$ 500,000 ..... 2022

155.22 \$ 500,000 ..... 2023

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

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

155.26 Subd. 8. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
155.27 aid under Minnesota Statutes, section 122A.415, subdivision 4:

155.28 \$ 88,896,000 ..... 2022

155.29 \$ 88,898,000 ..... 2023

155.30 (b) The 2022 appropriation includes \$8,877,000 for 2021 and \$80,019,000 for 2022.

155.31 (c) The 2023 appropriation includes \$8,891,000 for 2022 and \$80,007,000 for 2023.

156.1 Subd. 9. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
156.2 2017, First Special Session chapter 5, article 2, section 51:



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

75.9 \$ 375,000 ..... 2022

75.10 \$ 375,000 ..... 2023

75.11 (b) The department may retain up to \$18,750 of the appropriation amount in each fiscal  
75.12 year to monitor and administer the grant program.

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

75.14 Subd. 5. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
75.15 aid under Minnesota Statutes, section 122A.415, subdivision 4:

75.16 \$ 88,617,000 ..... 2022

75.17 \$ 88,518,000 ..... 2023

75.18 (b) The 2022 appropriation includes \$8,877,000 for 2021 and \$79,740,000 for 2022.

75.19 (c) The 2023 appropriation includes \$8,859,000 for 2022 and \$79,659,000 for 2023.

75.20 Subd. 6. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
75.21 2017, First Special Session chapter 5, article 2, section 51:

156.3 \$ 250,000 ..... 2022

156.4 \$ 250,000 ..... 2023

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

156.6 **Subd. 10. American Indian teacher preparation grants.** (a) For joint grants to assist  
156.7 people who are American Indian to become teachers under Minnesota Statutes, section  
156.8 122A.63:

156.9 \$ 600,000 ..... 2022

156.10 \$ 600,000 ..... 2023

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



156.12 **Subd. 11. Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in  
156.13 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

156.14 \$ 350,000 ..... 2022

156.15 \$ 350,000 ..... 2023

156.16 (b) The department may use up to \$35,000 of the appropriation amount to develop and  
156.17 administer the program under this subdivision.

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

156.19 **Subd. 12. Minnesota Science Teachers Association.** (a) For a grant to the Minnesota  
156.20 Science Teachers Association to provide professional development for up to 1,150 teachers  
156.21 to implement the 2019 revised science standards:

156.22 \$ 611,000 ..... 2022

156.23 (b) Grant funds must be used for current high school teachers to prepare to take the



75.22 \$ 250,000 ..... 2022

75.23 \$ 250,000 ..... 2023

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

75.25 **Subd. 7. American Indian teacher preparation grants.** (a) For joint grants to assist  
75.26 people who are American Indian to become teachers under Minnesota Statutes, section  
75.27 122A.63:

75.28 \$ 460,000 ..... 2022

75.29 \$ 460,000 ..... 2023

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

76.1 **Subd. 8. Language Essentials for Teachers of Reading and Spelling grant.** (a) For  
76.2 grants to licensed teachers to complete the Language Essentials for Teachers of Reading  
76.3 and Spelling (LETRS) program:

76.4 \$ 3,000,000 ..... 2022

76.5 \$ 3,000,000 ..... 2023

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

76.7 **Subd. 9. Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in  
76.8 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

76.9 \$ 350,000 ..... 2022

76.10 \$ 350,000 ..... 2023

76.11 (b) The department may use up to \$35,000 of the appropriation amount to develop and  
76.12 administer the program under this subdivision.

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

156.25 professional development to 6th grade and high school teachers to be effective teachers of  
156.26 earth and space science. Professional development must be offered at multiple locations  
156.27 across the state, including outside the seven-county metropolitan area, and online.

156.28 (c) This appropriation is available until June 30, 2023.

156.29 (d) The department may use up to five percent of this appropriation for administrative  
156.30 costs.

157.1 Subd. 13. **Paraprofessional training.** For costs associated with paid orientation and  
157.2 professional development for paraprofessionals under Minnesota Statutes, section 125A.08:

157.3 \$ 6,300,000 ..... 2022

157.4 \$ 7,000,000 ..... 2023

157.5 (b) The 2022 appropriation includes \$0 for 2021 and \$6,300,000 for 2022.

157.6 (c) The 2023 appropriation includes \$700,000 for 2022 and \$6,300,000 for 2023.

157.7 Subd. 14. **Tribal relations training.** (a) For grants to school districts and charter schools  
157.8 to provide Tribal relations training to school leaders:

157.9 \$ 250,000 ..... 2022

157.10 \$ 250,000 ..... 2023

157.11 (b) Eligible grantees include school districts, charter schools, intermediate school districts,  
157.12 and cooperative units as defined in section 123A.24, subdivision 2.

157.13 (c) Up to five percent of this amount is available to the department for grant and program  
157.14 administration costs.

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

157.16 Sec. 61. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**  
157.17 **STANDARDS BOARD.**

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

157.21 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)  
157.22 For collaborative urban and greater Minnesota educators of color competitive grants under  
157.23 Minnesota Statutes, section 122A.635:

76.27 Sec. 22. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**  
76.28 **STANDARDS BOARD.**

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

78.8 Subd. 4. **Collaborative urban and greater Minnesota educators of color grants.** (a)  
78.9 For collaborative urban and greater Minnesota educators of color grants under Minnesota  
78.10 Statutes, section 122A.635:

157.24 \$ 1,500,000 ..... 2022

157.25 \$ 1,500,000 ..... 2023

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

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

157.29 **Subd. 3. Mentoring, induction, and retention incentive program grants for teachers**

157.30 **of color.** (a) For the development and expansion of mentoring, induction, and retention  
158.1 programs designed for teachers of color or American Indian teachers under Minnesota  
158.2 Statutes, section 122A.70:

158.3 \$ 3,000,000 ..... 2022

158.4 \$ 3,000,000 ..... 2023

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

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

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

158.12 **Subd. 4. Reports on increasing percentage of teachers of color and American Indian**

158.13 **teachers.** For a report on the efforts and impact of all state-funded programs to increase the  
158.14 percentage of teachers of color and American Indian teachers in Minnesota schools developed  
158.15 in consultation with the Department of Education, Office of Higher Education, grant  
158.16 recipients, and stakeholders:

158.17 \$ 15,000 ..... 2022

158.18 The base appropriation for fiscal year 2024 and each even-numbered later fiscal year is  
158.19 \$15,000.

158.20 **Subd. 5. Teacher recruitment marketing campaign.** (a) To develop two contracts to

158.21 develop and implement an outreach and marketing campaign under this subdivision:



78.11 \$ 1,000,000 ..... 2022

78.12 \$ 1,000,000 ..... 2023

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

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

77.1 **Subd. 2. Mentoring, induction, and retention incentive program grants.** (a) For the  
77.2 development and expansion of mentoring, induction, and retention programs designed for  
77.3 teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

77.4 \$ 2,000,000 ..... 2022

77.5 \$ 2,000,000 ..... 2023

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

77.7 (c) For fiscal year 2024 and later, the base for grants under Minnesota Statutes, section  
77.8 122A.70 is \$2,000,000.

77.9 (d) The board may retain up to \$60,000 of the appropriation amount in each fiscal year  
77.10 to monitor and administer the grant program.

77.11 **Subd. 3. Teacher recruitment marketing campaign.** (a) For developing two contracts

77.12 to develop and implement an outreach and marketing campaign under this subdivision:





158.22        \$            500,000    ..... 2022

158.23        \$            500,000    ..... 2023

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

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

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

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

159.5            (d) The board must award two \$250,000 grants each year to firms or organizations that  
 159.6 demonstrate capacity to reach wide and varied audiences of prospective teachers based on  
 159.7 a work plan with quarterly deliverables. Preferences should be given to firms or organizations  
 159.8 that are led by people of color and that have people of color working on the campaign with  
 159.9 a proven record of success. The grant recipients must recognize current pathways or programs  
 159.10 to become a teacher and must partner with educators, schools, institutions, and racially  
 159.11 diverse communities. The grant recipients are encouraged to provide in-kind contributions  
 159.12 or seek funds from nonstate sources to supplement the grant award.

159.13        (e) The board may use no more than three percent of the appropriation amount to  
 159.14 administer the program under this subdivision, and may have an interagency agreement

159.15 with the Department of Education including transfer of funds to help administer the program.

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

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

159.18        Sec. 62. **REPEALER.**

159.19        Minnesota Statutes 2020, sections 122A.091, subdivisions 3 and 6; 122A.092; 122A.18,  
 159.20 subdivision 7c; 122A.184, subdivision 3; 122A.23, subdivision 3; and 122A.2451, are  
 159.21 repealed.

77.13        \$            500,000    ..... 2022

77.14        \$            500,000    ..... 2023

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

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

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

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

77.27            (d) The board must award two \$250,000 grants each year to firms or organizations that  
 77.28 demonstrate capacity to reach wide and varied audiences of prospective teachers based on  
 77.29 a work plan with quarterly deliverables. Preferences should be given to firms or organizations  
 77.30 that are led by people of color and that have people of color working on the campaign with  
 77.31 a proven record of success. The grant recipients must recognize current pathways or programs  
 77.32 to become a teacher and must partner with educators, schools, institutions, and racially  
 78.1 diverse communities. The grant recipients are encouraged to provide in-kind contributions  
 78.2 or seek funds from nonstate sources to supplement the grant award.

78.3        (e) The board may use no more than \$15,000 of the appropriation amount in each fiscal  
 78.4 year to administer the program under this subdivision, and may have an interagency

78.5 agreement with the Department of Education including transfer of funds to help administer  
 78.6 the program.

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

**180.20 ARTICLE 6**

**180.21 HEALTH AND SAFETY**

180.22 Section 1. Minnesota Statutes 2020, section 120B.21, is amended to read:

**180.23 120B.21 MENTAL HEALTH EDUCATION.**

180.24 School districts and charter schools ~~are encouraged to~~ must provide mental health  
180.25 instruction for students in grades 4 through 12 aligned with local health education standards  
180.26 and integrated into existing programs, curriculum, or the general school environment  
180.27 activities of a district or charter school. The commissioner, in consultation with the  
180.28 commissioner of human services, commissioner of health, and mental health organizations,  
180.29 ~~must, by July 1, 2020, and July 1 of each even-numbered year thereafter,~~ provide districts  
180.30 and charter schools with resources gathered by Minnesota mental health advocates, including:

181.1 (1) age-appropriate model learning activities for grades 4 through 12 that encompass  
181.2 the mental health components of the National Health Education Standards and the  
181.3 benchmarks developed by the department's quality teaching network in health and best  
181.4 practices in mental health education; and

181.5 (2) a directory of resources for planning and implementing age-appropriate mental health  
181.6 curriculum and instruction in grades 4 through 12 that includes resources on suicide and  
181.7 self-harm prevention. A district or charter school providing instruction or presentations on  
181.8 preventing suicide or self-harm must use either the resources provided by the commissioner  
181.9 or other evidence-based instruction.

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

181.11 Sec. 2. Minnesota Statutes 2020, section 121A.031, subdivision 5, is amended to read:

181.12 Subd. 5. **Safe and supportive schools programming.** (a) Districts and schools ~~are~~  
181.13 ~~encouraged to~~ must provide developmentally appropriate programmatic instruction to help  
181.14 students identify, prevent, and reduce prohibited conduct; ~~value diversity in school and~~  
181.15 ~~society; develop and improve students' knowledge and skills for solving problems, managing~~  
181.16 ~~conflict, engaging in civil discourse, and recognizing, responding to, and reporting prohibited~~  
181.17 ~~conduct; and make effective prevention and intervention programs available to students.~~  
181.18 ~~Upon request, the school safety technical assistance center under section 127A.052 must~~  
181.19 ~~assist a district or school in helping students understand social media and cyberbullying.~~  
181.20 Districts and schools must establish by establishing strategies for creating a positive school  
181.21 climate and use evidence-based social-emotional learning to prevent and reduce  
181.22 discrimination and other improper conduct.

181.23 (b) Districts and schools ~~are encouraged to~~ must:

181.24 (1) engage all students in creating a safe and supportive school environment;

84.2

**ARTICLE 5**

84.3

**HEALTH AND SAFETY**



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

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

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



183.6 Sec. 4. **[121A.20] SCHOOL MENTAL HEALTH SYSTEMS.**

183.7 Mental health is defined as the social, emotional, and behavioral well-being of students.  
183.8 Comprehensive school mental health systems provide an array of supports and services that  
183.9 promote positive school climate, social-emotional learning, and mental health and well-being,  
183.10 while reducing the prevalence and severity of mental illness. School mental health systems  
183.11 are built on a strong foundation of district and school professionals, including administrators,  
183.12 educators, and specialized instructional support personnel including school psychologists,  
183.13 school social workers, school counselors, school nurses, and other school health professionals,  
183.14 all in strategic partnership with students and families, as well as community health and  
183.15 mental health partners. School mental health systems also assess and address the social and  
183.16 environmental factors that impact mental health, including public policies and social norms  
183.17 that shape mental health outcomes.

183.18 Sec. 5. **[121A.201] MULTI-TIERED SYSTEM OF SUPPORTS.**

183.19 The Minnesota Multi-Tiered System of Supports is a systemic, continuous improvement  
183.20 framework for ensuring positive social, emotional, behavioral, developmental, and academic  
183.21 outcomes for every student. The Multi-Tiered System of Supports provides access to layered  
183.22 tiers of culturally and linguistically responsive, evidence-based practices. The Multi-Tiered  
183.23 System of Supports framework relies on the understanding and belief that every student  
183.24 can learn and thrive, and it engages an anti-racist approach to examining policies and  
183.25 practices and ensuring equitable distribution of resources and opportunity. This systemic  
183.26 framework requires:

183.27 (1) design and delivery of culturally and linguistically responsive, effective,  
183.28 standards-based core instruction in safe, supportive environments inclusive of every student  
183.29 as a necessary foundation for tiered supports;

183.30 (2) layered tiers of culturally and linguistically responsive supplemental and intensive  
183.31 supports to meet each student's needs;

184.1 (3) developing collective knowledge and experience through engagement in representative  
184.2 partnerships with students, education professionals, families, and communities;