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Overview

This bill contains provisions related to the supply of teachers in Minnesota. It makes changes to alternative teacher preparation programs, changes teacher compensation, expands eligibility for loan forgiveness, expands a concurrent enrollment training program established in 2016, and creates a teacher shortage task force. It provides funding for related teacher programs.

The bill proposes a change to the current alternative teacher compensation (Q-comp) program. Currently, school districts are eligible to receive Q-comp if they develop an educational improvement plan and an alternative teacher pay system. The alternative teacher compensation plan must be approved by the commissioner of education. Districts receive \$260 per pupil in revenue as a mix of aid and levy, with \$169 per pupil in the form of state aid, and \$91 per pupil in the form of equalized levy revenue. This bill would make Q-comp all aid, rather than aid and levy and divide the Q-comp money into two parts: one for all districts for teacher development and evaluation programs (TDE); and one part for other Q-comp activities. Under this bill all school districts, whether or not they are implementing all other Q-comp activities, would receive \$169 per pupil for the teacher development and evaluation program (TDE) and \$91 per pupil for traditional Q-comp. This change is phased-in; the TDE aid amount for nontraditional Q-comp schools is \$50 per pupil for fiscal year 2018 and \$100 per pupil for fiscal year 2019.

Section

- 1 **Alternative teacher preparation program requirements.** Eliminates requirement that a nonprofit entity that forms a partnership with a school district or charter school to offer an alternative teacher preparation program already have a board-approved teacher preparation program. Eliminates requirement that candidates have a bachelor's degree with minimum grade point average.
- 2 **Alternative teacher preparation program characteristics.** Eliminates requirement that program include student teaching and replaces it with observed classroom experience.
- 3 **Alternative teacher preparation program approval; disapproval.** Eliminates language allowing board to establish criteria for approval and requires approval if program meets requirements in statute.
- 4 **Alternative teacher preparation program reports.** Changes reporting requirement from interim reports in 2013 and 2015 to biennial report.
- 5 **Teacher development plan.** Allows school district, intermediate school district, cooperative unit, school site, or charter school to develop teacher development plan and submit plan to the Department of Education. Teacher development plan must be consistent with school's TDE plan.
- 6 **Alternative compensation aid.**

Subd. 1. Alternative teacher compensation aid amount. Allows traditional Q-comp school districts to receive \$91 per pupil in aid if they use an alternative teacher pay system; continues to qualify the district for the remaining \$169 per pupil of Q-comp revenue.

Subd. 1a. Teacher development and evaluation aid. Allows school districts, charter schools, or other school sites to receive \$169 per pupil as TDE allowance if they develop a teacher development plan, implement Q-comp, or show that aid is used for TDE plan activities. A school district, charter school, or school site that does not participate in Q-comp receives \$50 per pupil for fiscal year 2018, and \$100 for fiscal year 2019, and then the full \$169 per pupil for fiscal years 2020 and later.

Subd. 3. Aid timing; applications; implementation. Eliminates language requiring a school district, intermediate school district, cooperative, school site, or charter school that received Q-comp in one year receive the same amount the following year (since there is no longer any overall cap on Q-comp this provision is no longer necessary).

Subd. 4. Charter school in its first year of operation. Allows a charter school in its first year of operation to receive \$91 per pupil in Q-comp, and \$169 per pupil in TDE aid. Eliminates previous formula for charter schools in first year of operation.

Subd. 4a. Aid for cooperative units. Allows intermediate school districts or other cooperative units with approved TDE plan to receive Q-comp of \$1,050 per licensed teacher, and TDE aid of \$1,950 per licensed teacher.

Subd. 4b. Principals. Allows school districts, charter schools, school sites, intermediate school districts, and cooperative units to receive Q-comp of \$1,950 per licensed principal, and TDE aid of \$1,950 per licensed principal.

Section

Eliminates subdivisions 5 and 6, which allow districts to levy for Q-comp, and receive equalization aid (since the full amount of Q-comp revenue is now paid in state aid

7 Alternative teacher preparation grant program.

Subd. 1. Definitions. Defines terms, including:

“Alternative teacher preparation program” means an alternative teacher preparation program under section 122A.245, subdivision 2, or an experimental teacher preparation program under section 122A.09, subdivision 10.

“Program” means a teacher preparation curriculum leading to specific licensure areas.

“Shortage area” means both licensure fields and economic development regions experiencing a teacher shortage and economic development regions where there is a shortage of teachers of color.

“Unit” means an institution or subdivision of an institution that oversees teacher preparation programs.

Subd. 2. Establishment; eligibility. Establishes a grant program for alternative teacher programs that fill teacher shortage areas.

Subd. 3. Use of grants. Allows grants to be used in specific ways.

Subd. 4. Report. Requires grant recipients to report on ability to fill shortage areas.

8 Teacher shortage loan forgiveness program definitions. Adds economic development regions where there is a shortage of teachers of color to definition of “teacher shortage area.”

9 Teacher shortage loan forgiveness program administration. Expands teacher shortage loan forgiveness program eligibility to include teachers of color.

10 Teacher shortage loan forgiveness program reporting. Expands reporting requirement to include information on the race or ethnicity of teachers participating in the program.

11 Concurrent enrollment teacher training program. Expands Northwest Regional Partnership Program to other voluntary associations and teachers throughout Minnesota.

Subd. 1. Definitions. Defines terms used in program, including:

“State Partnership” means a voluntary association of the Northwest Regional Partnership and the Metropolitan Educational Cooperative Service Unit.

Subd. 2. Establishment. Allows the State Partnership to contract with a postsecondary institution to establish a continuing education credit program to allow teachers that teach concurrent enrollment classes to earn graduate credits.

Subd. 3. Curriculum development. Requires the program to use flexible delivery models and post information about the curriculum.

Subd. 4. Funding for course development; scholarships; stipends. Requires State Partnership to provide funding for course development for up to 18 credits in subject areas, provide scholarships to teachers to enroll in the courses, and develop criteria to award educator stipends to incentivize participating in the program.

Section

Subd. 6. Private funding. Provides that partnerships may receive private resources to supplement public money. Money received in fiscal year 2018 will be administered by the State Partnership.

Subd. 7. Report required. Requires the Northwest Regional Partnership and State Partnership to report yearly.

12 Concurrent enrollment teacher training program. Appropriates \$3,000,000 in fiscal year 2018 and \$3,000,000 in fiscal year 2019 for grants to the Metropolitan Educational Cooperative Service Unit for the concurrent enrolment teacher training program. Allows the State Partnership to use up to seven percent of the appropriations on administrative expenses.

13 Teacher Shortage Task Force.

Subd. 1. Creation; membership. Establishes an advisory task force to make recommendations regarding Minnesota's teacher task force, and provides for membership of task force.

Subd. 2. Duties; report. Requires the task force to review current data, identify factors that affect teacher supply and demand, and recommend changes to laws and policies.

Subd. 3. First meeting. Requires the task force to have first meeting by September 1, 2017.

Subd. 4. Administrative support. Requires the commissioner of education to provide administrative support to the task force.

Subd. 5. Chair. Requires the commissioner of education or a designee to serve as chair of the task force.

Subd. 6. Compensation. Requires the public members of the task force to serve without compensation or payment of expenses.

Subd. 7. Expiration. The task force expires January 16, 2020.

14 Appropriations; teacher recruitment.

Subd. 1. Commissioner of education. Appropriations from the general fund are to the commissioner of education.

Subd. 2. Teacher recruitment marketing campaign. Appropriates \$200,000 in fiscal year 2018, and \$200,000 in fiscal year 2019 for a teacher recruitment campaign.

Subd. 3. Principal leadership development. Appropriates \$250,000 in fiscal year 2018 and \$250,000 in fiscal year 2019 for grants for leadership development programs for principals of color.

Subd. 4. Paraprofessional pathway to teacher licensure. Appropriates \$3,000,000 in fiscal year 2018 and \$3,000,000 in fiscal year 2019 for Grow Your Own programs.

Section

Subd. 5. Student teachers in shortage areas. Appropriates \$5,000,000 in fiscal year 2018 and \$5,000,000 in fiscal year 2019 for grants to student teachers in shortage areas.

Subd. 6. Alternative teacher preparation grant program. Appropriates \$2,000,000 in fiscal year 2018 for alternative teacher preparation program grants.

Subd. 7. Teacher shortage loan forgiveness. Appropriates \$2,500,000 in fiscal year 2018 and \$2,500,000 in fiscal year 2019 for the teacher shortage loan forgiveness program.

Subd. 8. Collaborative urban and greater Minnesota educators of color program. Appropriates \$2,054,000 in fiscal year 2018 and \$2,054,000 in fiscal year 2019 for the collaborative urban and greater Minnesota educators of color program grants, to be awarded in equal amounts to five postsecondary institutions. Appropriates \$689,000 for competitive grants to colleges and universities for financial support to teacher candidates to aid in completing a licensure program.

Subd. 9. Board of Teaching. Appropriates \$100,000 in fiscal year 2018 and \$100,000 in fiscal year 2019 for costs related to the licensure via portfolio process.