

Subject Teachers  
Authors Kunesh-Podein and others  
Analyst Cristina Parra  
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## Overview

This bill amends current statutes and establishes or amends grant programs aimed at increasing the number of teachers who are of color or American Indian.

## Summary

Section	Description
1	<p><b>World's best workforce; adopting plans and budgets.</b></p> <p>Amends world's best workforce requirements. Adds requirements regarding access to culturally relevant or ethnic studies curriculum; inexperienced, ineffective, or out-of-field teachers; inclusive and respectful learning and work environments; and retaining qualified, racially and ethnically diverse staff effective at working with diverse students.</p>
2	<p><b>World's best workforce; district advisory committee.</b></p> <p>Requires the district advisory committee to recommend to the school board strategies to ensure the curriculum and learning and work environments are inclusive and respectful toward all racial and ethnic groups.</p>
3	<p><b>Inclusive school enhancement grants.</b></p> <p><b>Subd. 1. Grant program established.</b> Requires a program to make school climate and curriculum more inclusive and respectful.</p> <p><b>Subd. 2. Applications and grant awards.</b> Requires the commissioner to select participants and determine grant application process. Requires awards for an approximately equal number of grants between districts in greater Minnesota and the Twin Cities metropolitan area.</p> <p><b>Subd. 3. Description.</b> Requires the grant program to support collaborative efforts to make schools' curriculum and learning and work environments more inclusive and respectful of students' diversity and address structural inequities in schools, consistent with the requirements for long-term achievement and integration plans.</p> <p><b>Subd. 4. Report.</b> Requires grant recipients to report annually to the commissioner on efforts planned and implemented, and impact of grant</p>

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4	<p data-bbox="453 275 1378 338">recipient's efforts as perceived by racially and ethnically diverse stakeholders, and areas for improvement.</p> <p data-bbox="355 390 1308 453"><b>Increasing the percentage of teachers of color and American Indian teachers in Minnesota.</b></p> <p data-bbox="453 470 1419 533"><b>Subd. 1. Purpose.</b> States purpose of addressing students' and families' persistent inequitable access to diverse teachers by setting short-term and long-term goals.</p> <p data-bbox="453 573 1378 743"><b>Subd. 2. Equitable access to diverse teachers.</b> States that the percentage of teachers who are of color or American Indian in Minnesota should increase at least two percentage points per year to have a teaching workforce that more closely reflects the state's student population and ensure all students have access to effective and diverse teachers by 2040.</p> <p data-bbox="453 783 1403 846"><b>Subd. 3. Rights not created.</b> States that attainment goal does not exclude other goals and does not confer a right or create a claim for any person.</p> <p data-bbox="453 886 1386 1094"><b>Subd. 4. Reporting.</b> Requires PELSB to collaborate with the Minnesota Department of Education (MDE) and the Office of Higher Education (OHE) to summarize reports from the programs they administer and other programs aimed at increasing the racial and ethnic diversity of the state's teacher workforce. Requires the board to report on the effectiveness of the programs, and make recommendations every odd-numbered year.</p>
5	<p data-bbox="355 1146 808 1173"><b>Teacher licensure assessments; tests.</b></p> <p data-bbox="355 1190 1411 1360">Requires an employing school or district to verify through a Tier 3 teacher's performance the teacher's skills in reading, writing, and math for teaching in the licensure field so the teacher may obtain a Tier 4 license. Requires testing centers to provide monthly opportunities for untimed skills examinations and advertise these opportunities on the test registration website.</p>
6	<p data-bbox="355 1413 857 1440"><b>Come teach in Minnesota hiring bonuses.</b></p> <p data-bbox="453 1457 1419 1596"><b>Subd. 1. Purpose.</b> States purpose of establishing a program to support districts and schools recruiting and offering hiring bonuses for licensed teachers from another state to meet staffing needs in shortage areas in economic development regions in Minnesota.</p> <p data-bbox="453 1635 1411 1774"><b>Subd. 2. Eligibility.</b> Requires districts or schools to verify that the hiring bonus is given to teachers licensed in another state who qualify for a Tier 3 license, have moved to the economic development region where they were hired, and belong to a racial or ethnic group that is underrepresented among teachers.</p> <p data-bbox="453 1814 1419 1904"><b>Subd. 3. Bonus amount.</b> Allows districts or schools to offer eligible teachers a signing and retention bonus of up to \$5,000. Eligible teachers who meet a licensure shortage area in an economic development region may be offered up to</p>

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	<p>\$8,000. Requires districts or schools to pay teachers half of the bonus when the teachers start employment, and half after four years of service. A teacher that does not complete the first year after receiving the hiring bonus must repay the bonus.</p> <p><b>Subd. 4. Administration.</b> Requires the commissioner to establish a process for districts or schools to seek reimbursement for hiring bonuses.</p>
7	<p><b>Grants to prepare Indian teachers; establishment.</b></p> <p>Requires grantees to enter into contracts with tribal, technical, and community colleges and four-year postsecondary institutions to identify and provide grants to students interested in the field of education. Allows a grantee to contract with partner institutions to provide professional development and supplemental services to a tribal, technical, or community college or four-year postsecondary institution.</p>
8	<p><b>Grants to prepare Indian teachers; grant amount.</b></p> <p>Removes student loans from list of allowable uses for grants.</p>
9	<p><b>Grants to prepare Indian teachers; information to student applicants.</b></p> <p>Makes technical change corresponding to removal of student loans from list of allowable uses for grants. Requires that information provided to student applicants be acquired and updated by contract partner institutions of recipients.</p>
10	<p><b>Grants to prepare Indian teachers; eligibility for scholarships.</b></p> <p>Amends eligibility for scholarships. Requires an applicant to have origins in any of the original peoples of North America and maintain cultural identification through tribal affiliation or community recognition. Expands eligibility to include students or employees of contracted partner institutions. Eliminates language related to student loans. Establishes priority for a student who is tribally enrolled and then to first- and second-generation descendants.</p>
11	<p><b>Grants to prepare Indian teachers; eligible programming.</b></p> <p>Requires grantee institutions and contracted partner institutions to provide scholarships to students progressing toward educational goals in any area of licensure, including a degree in listed areas. Requires grantees or their contracted partner institutions to hire an American Indian work-study student or other American Indian staff to work on recruitment. Requires at least 80 percent of grants to be used for student scholarships, and no more than 20 percent to be used for recruitment or administration.</p>
12	<p><b>Collaborative urban and greater Minnesota educators of color grant program.</b></p> <p><b>Subd. 1. Purpose.</b> States purpose of supporting recruitment, retention, and induction of teacher candidates who are of color or American Indian in collaboration with local schools and communities to address</p>

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	<p>underrepresentation and ensure all students have access to effective and diverse teachers.</p> <p><b>Subd. 2. Competitive grants.</b> Requires Professional Educator Licensing and Standards Board (PELSB) to award grants to postsecondary institutions offering teacher preparation programs. Sets criteria for grants. Requires board to give priority to past recipients that have been successful.</p> <p><b>Subd. 3. Grant program administration.</b> Allows PELSB to enter into an agreement with the OHE to establish and administer the grant process. Allows grant money to be used over a two- to four-year period.</p> <p><b>Subd. 4. Account established.</b> Creates a collaborative urban and greater Minnesota educator of color account in the special revenue fund.</p> <p><b>Subd. 5. Report.</b> Requires a recipient to report to the legislature and the board on the use of funds and outcomes. Requires board to report to the public a summary of activities, outcomes, and sharing of effective practices.</p>
13	<p><b>Grow your own pathways to teacher licensure grants.</b></p> <p><b>Subd. 1. Purpose.</b> States purpose of developing or expanding Grow Your Own teacher programs.</p> <p><b>Subd. 2. Definition.</b> Defines “Grow Your Own programs.”</p> <p><b>Subd. 3. Nonconventional teacher residency programs.</b> Allows districts, charter schools, and cooperatives to apply for grants. Requires programs to provide tuition scholarships or stipends to enable employees or community members who are of color or American Indian to participate in a nonconventional teacher preparation program. Requires funded programs to have at least 50 percent of persons in residency program be of color or American Indian. Allows districts and charter schools to require candidates to commit to teach in the district or school for up to five years, as condition of financial support.</p> <p><b>Subd. 4. Expanded Grow Your Own programs.</b> Allows certain entities to apply for grants to provide financial assistance, mentoring, and other experiences to enable persons who are of color or American Indian to become teachers. Specifies allowable uses for grant funds. Allows school districts, charter schools, and Head Start programs to require candidates to commit to teach in the district or school for up to five years, as condition of financial support.</p> <p><b>Subd. 5. Grant procedure.</b> Requires applicants to use commissioner’s procedure to apply for grants. Requires grant recipients to ensure that percentage of participants who are of color or American Indian is at least equivalent to the percentage of enrolled students who are of color or American Indian. Sets</p>

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	<p>timeline for application submission and award notification. Requires grants to be spent within 18 months of receipt.</p> <p><b>Subd. 6. Report.</b> Requires programs to report annually to the commissioner on their activities, and commissioner to publish annual summary report.</p>
14	<p><b>Teacher mentorship and retention of effective teachers.</b></p> <p><b>Subd. 1. Teacher mentoring, induction, and retention programs.</b> Encourages school districts to develop mentoring programs for teachers who are American Indian or in license shortage areas. Requires teacher mentoring programs to be aligned with existing teacher evaluation and peer review processes. Allows a district to use staff development revenue to pay a stipend to a mentor, and for certain other activities. Allows achievement and integration funding for mentoring activities. Allows schools or districts to negotiate additional retention strategies or protection from layoffs for teachers of color or teachers who are American Indian.</p> <p><b>Subd. 2. Applications.</b> Allows a coalition of schools, teachers, or nonlicensed educators to apply for grant funds. Requires approved applications to reflect professional development and retention components, to the extent practicable.</p> <p><b>Subd. 3. Criteria for selection.</b> Adds a commitment to retain teachers who are American Indian as grant criteria.</p> <p><b>Subd. 6. Report.</b> Requires recipients to report to PELSB on program efforts and impacts.</p>
15	<p><b>Postsecondary enrollment; courses according to agreements.</b></p> <p>Expands eligibility for grants to develop introduction to teaching courses. Expands reporting requirements for grant recipients.</p>
16	<p><b>Achievement and integration; plan implementation; components.</b></p> <p>Allows achievement and integration plan to include recruitment and retention of specified staff from racial and ethnic backgrounds represented in the student population. Requires plan to include strategies to make curriculum and environments more inclusive and respectful of diversity and address structural inequities. Provides examples of activities that may be included in plans.</p>
17	<p><b>Aspiring Minnesota teachers of color scholarship program.</b></p> <p><b>Subd. 1. Scholarship program established.</b> Establishes scholarship program for undergraduates or graduate students preparing to become teachers, who belong to underrepresented racial or ethnic groups and demonstrate financial need.</p> <p><b>Subd. 2. Eligibility.</b> Sets eligibility requirements.</p>

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	<b>Subd. 3. Administration.</b> Sets maximum and minimum scholarship amounts. Scholarships must be paid to teacher preparation institutions on behalf of candidate.
18	<b>Student teacher candidate grants in shortage areas.</b> <b>Subd. 1. Establishment.</b> Requires candidates to be student teachers. Amends definition of “licensure shortage areas.” <b>Subd. 2. Eligibility.</b> Amends eligibility for grants. <b>Subd. 3. Administration; repayment.</b> Establishes priority for candidates of color or who are American Indian, who have made satisfactory academic progress.
19	<b>Teacher shortage loan forgiveness program; definitions.</b> Amends eligibility requirements by expanding access to Head Start teachers and amending definition of “shortage area.”
20	<b>Teacher shortage loan forgiveness program; program established; administration.</b> Amends eligibility for loan forgiveness program.
21	<b>Teacher shortage loan forgiveness program; use of a report on teacher shortage areas.</b> Shifts responsibility for identifying shortage areas from MDE to PELSB.
22	<b>Teacher shortage loan forgiveness program; application for loan forgiveness.</b> Amends commissioner verification requirement.
23	<b>Teacher shortage loan forgiveness program; amount of loan forgiveness.</b> Increases maximum loan forgiveness amount to \$2,000. Allows applicants who meet both licensure field and underrepresented racial or ethnic group eligibility to receive up to \$4,000. Increases the maximum number of awards a teacher may receive to ten.
24	<b>Appropriations.</b> Appropriates funds.



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