

Subject Teachers

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Overview

This bill seeks to strengthen the Teachers of Color Act and increase the number of teachers who are of color or American Indian. The bill modifies provisions in the world's best workforce statute, which requires school boards to adopt long-term plans to meet particular state goals. Other sections establish a state goal of increasing the percentage of teachers of color and American Indian teachers, establish a grant program to fund specific activities to close opportunity gaps, amend licensure and tenure provisions, and amend integration plan requirements, among others.

Summary

Section	Description
1	Definitions. [World's Best Workforce] Defines "ethnic studies curriculum," "antiracist," "culturally sustaining," and "institutional racism."
2	Adopting plans and budgets. [World's Best Workforce] Requires districts' world's best workforce plans to include ethnic studies curriculum, and antiracist and culturally sustaining curriculum; modifies other plan requirements. Effective date: This section is effective for all strategic plans reviewed and updated after June 30, 2024.
3	District advisory committee. [World's Best Workforce] Requires a district advisory committee to recommend to the school board strategies regarding curriculum and learning and work environments.
4	Closing educational opportunity gaps grants. Establishes grants for districts to implement strategies to close opportunity gaps by ensuring school environments and curriculum validate and integrate cultural and

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	community strengths of students, families, and employees from all racial and ethnic backgrounds, and addressing institutional racism. Requires reporting.
5	Increasing percentage of teachers of color and American Indian teachers in Minnesota. Establishes goal of increasing the percentage of teachers in Minnesota who are of color or American Indian by at least two percentage points each year to have a teaching workforce that more closely reflects the state's student population and ensure equitable access to effective and diverse teachers by 2040. Requires the Professional Educator Licensing and Standards Board (PELSB) to report every two years on state programs that receive state appropriations to increase teacher diversity.
6	Curriculum policy. Requires a school board to adopt a written policy that prohibits discrimination or discipline for a teacher or principal for incorporating into curriculum contributions by persons in a protected class.
7	State model policy. [School student bullying policy] Requires the commissioner of education to develop and maintain resources to help a district or school implement strategies to prevent and reduce discrimination; and to develop and adopt state standards for social-emotional learning.
8	American Indian mascots prohibited. Prohibits a district from adopting or having a name, symbol, or image of an American Indian Tribe, individual, custom, or tradition as a mascot, logo, letterhead, or team name. Allows a district to seek an exemption from the Tribal Nations Education Committee and the Indian Affairs Council.
9	Requirements. [Tier 3 license] Requires PELSB to issue a Tier 3 license to a candidate who either: (1) completed a teacher preparation program from a culturally specific minority serving institution and is eligible for a teacher license in another state; or (2) completed a university teacher preparation program in another country and has taught at least two years. Requires a candidate to have completed student teaching comparable to Minnesota requirements.
10	Requirements. [Tier 4 license] Allows a candidate for a Tier 4 license to meet the teaching experience requirement with experience in another state.

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11	Tests. [Teacher licensure] Eliminates the following test requirements: <ul style="list-style-type: none">▪ skills test in reading, writing, and math for Tier 4 license;▪ pedagogy and content exam requirements for Tier 3 and 4 licenses for a candidate who has completed a board-approved preparation program;▪ exams similar to licensure exams an applicant who completed a preparation program in another state has passed; and▪ exams on reading instruction for Tier 3 and 4 licenses to teach elementary students if the candidate has completed a board-approved program. Requires testing centers to provide monthly opportunities for untimed content and pedagogy exams. Requires the exam vendor to: waive test fees for some test takers, provide free practice tests and study guides, and make content and pedagogy exams available in languages other than English for some teachers.
12	Hiring, dismissing. [Continuing contracts (districts in cities outside the first class)] Requires a district to annually report to PELSB all new teacher hires and terminations by race and ethnicity, and the reasons for all teacher resignations and requested leaves of absence.
13	Probationary period. [Continuing contracts (districts in cities outside the first class)] Modifies probationary period for a teacher who has taught for three consecutive years in a single district or charter school in Minnesota or another state by allowing the teacher to obtain continuing contract status after serving a one-year probationary period. Effective date: This section is effective for collective bargaining agreements effective July 1, 2023.
14	Probationary period; discharge or demotion. [Tenure (districts in cities in the first class)] Modifies probationary period for a teacher who has taught for three consecutive years in a single district or charter school in Minnesota or another state by allowing the teacher to obtain tenure after serving a one-year probationary period. Effective date: This section is effective for collective bargaining agreements effective July 1, 2023.

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15	Reporting of hires and terminations. [Tenure (districts in cities in the first class)] Requires a district to annually report to PELSB all new teacher hires and terminations by race and ethnicity, and the reasons for all teacher resignations and requested leaves of absence.
16	Come Teach in Minnesota hiring bonuses. Expands eligibility for hiring bonuses by including teachers from another country and teachers who qualify for Tier 2 license, rather than only Tier 3 or 4; and eliminating the requirement that the teacher be licensed in another state, and that the teacher move to the economic development region where the teacher was hired. The expanded eligibility is effective retroactively. Increases the bonus amounts. Requires a teacher to have a Tier 3 or 4 license to receive the second half of the bonus. Requires a district to prorate the second half of the bonus if the teacher is nonrenewed for reasons unrelated to teaching effectiveness or misconduct. Allows the commissioner to award participating districts and schools additional funds to administer the program, and to reserve up to five percent of the funding to administer the program.
17	Collaborative urban and greater Minnesota educators of color grant program. Subd. 1. Establishment. Modifies purpose of grant. Subd. 2. Competitive grants. Requires a higher education institution applying for a grant to submit a plan describing how the applicant will use grant funds, and modifies priority order for criteria. Subd. 3. Grant program administration. Requires PELSB to establish a standard allowable dollar range for the amount of direct financial assistance an institution may provide to a candidate, and describes how range must be established. Subd. 4. Report. Modifies reporting requirement for institutions awarded grants.
18	Teacher mentorship and retention of effective teachers. Modifies grant eligibility. Requires PELSB to prioritize grants for efforts to induct, mentor, and retain Tier 2 or 3 teachers who are of color or American Indian, and Tier 2 or 3 teachers in licensure shortage areas. Allows grants to be awarded for up to 24 months. Modifies reporting deadline.
19	Grow Your Own district programs. [Grants for Grow Your Own programs.] Modifies Grow Your Own grant program requirements. Expands eligibility to include charter schools, cooperative units, and Head Start programs. Allows partnerships to

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	include associate's degree-granting institutions to support students in early childhood or education programs that have transfer agreements with board-approved preparation programs at colleges or universities.
	Caps grant awards at \$850,000. Allows the commissioner to consider the number of participants a grant recipient intends to support when determining a grant amount.
	Effective date: This section is effective July 1, 2024.
20	Grants for programs serving secondary school students. [Grants for Grow Your Own programs.] Adds cooperative units to description of how eligibility is determined. Expands uses of grant funds to include developing and offering "Introduction to Teaching" or "Introduction to Education" as postsecondary enrollment options courses that meet degree requirements for teacher licensure. Caps grant awards at \$500,000. Allows the commissioner to consider the number of participants a grant recipient intends to support when determining a grant amount.
21	Duties; evaluation. [Principals] Requires principal evaluations to support and improve the principal's culturally responsive leadership practices. Effective date: This section is effective July 1, 2024.
22	Graduation ceremonies; Tribal regalia and objects of cultural significance. Requires a school district or charter school to allow an American Indian student to wear American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
23	Plan implementation; components. Modifies achievement and integration plan requirements. Requires plans to: <ul style="list-style-type: none">▪ include strategies to validate, affirm, embrace, and integrate cultural and community strengths of students, families, and employees in curriculum, and learning and work environment;▪ address institutional racism; and▪ use local data, to the extent practicable, to develop plan components and strategies. Modifies list of items plans may include and adds: opportunities for students, families, staff, and community members who are of color or American Indian to share their experiences in the school setting; ethnic studies curriculum; and

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	examination and revision of curriculum in all subjects to be inclusive of racial and ethnic groups.
	Requires districts to use interventions to eliminate academic disparities for students impacted by racial, gender, linguistic, and economic disparities. Modifies references to assessments, and strikes measurement of disparities based on state reading and math assessments.
24	Appropriations; Department of Education. Appropriates money for the following programs:
	<ul style="list-style-type: none">▪ \$10,000,000 in fiscal year 2024 and \$10,000,000 in fiscal year 2025 for closing educational opportunity gaps grants▪ \$35,000,000 in fiscal year 2024 and \$35,000,000 in fiscal year 2025 for Grow Your Own pathways to teacher licensure grants▪ \$200,000 in fiscal year 2025 for Come Teach in Minnesota hiring bonuses▪ \$750,000 in fiscal year 2024 and \$750,000 in fiscal year 2025 for American Indian teacher preparation grants▪ \$500,000 in fiscal year 2024 and \$500,000 in fiscal year 2025 for “Introduction to Teaching” or “Introduction to Education” college in the schools courses▪ \$1,000,000 in fiscal year 2024 and \$1,000,000 in fiscal year 2025 for underrepresented student teacher grants▪ \$3,000,000 in fiscal year 2024 and \$3,000,000 in fiscal year 2025 for the aspiring teacher of color scholarship pilot program▪ \$10,000,000 in fiscal year 2024 and \$10,000,000 in fiscal year 2025 for the teacher shortage loan repayment program▪ \$200,000 in fiscal year 2024 and \$200,000 in fiscal year 2025 for the Coalition to Increase Teachers of Color and American Indian Teachers
25	Appropriations; Professional Educator Licensing and Standards Board. Appropriates money for the following programs:
	<ul style="list-style-type: none">▪ \$6,000,000 in fiscal year 2024 and \$6,000,000 in fiscal year 2025 for the collaborative urban and greater Minnesota educators of color grant program▪ \$60,000 in fiscal year 2024 and \$60,000 in fiscal year 2025 for reports on increasing the percentage of teachers of color and American Indian teachers and to process reports on teacher hires and terminations▪ \$3,500,000 in fiscal year 2024 and \$3,500,000 in fiscal year 2025 for teacher mentoring, induction, and retention program grants

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- \$500,000 in fiscal year 2024 and \$500,000 in fiscal year 2025 for a teacher recruitment marketing campaign



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