

Subject Teachers
Authors Hassan and others
Analyst Cristina Parra
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Overview

This bill is the Increase Teachers of Color Act of 2021, aimed at increasing 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 include provisions that establish a state goal of increasing the percentage of teachers of color and American Indian teachers, grant programs, and a hiring bonus program; amend licensure and tenure provisions; and amend integration plan requirements, among others.

Summary

Section	Description
1	World's best workforce; definitions. Adds definitions for "ethnic studies curriculum," "rigorous," "anti-racist," "culturally sustaining," and "institutional racism."
2	World's best workforce; adopting plans and budgets. Requires districts' world's best workforce plans to include ethnic studies curriculum, and anti-racist and culturally sustaining curriculum; modifies other plan requirements.
3	World's best workforce; district advisory committee. Requires district advisory committee to recommend strategies regarding curriculum and learning and work environments.
4	Equitable school enhancement grants. Subd. 1. Grant program established. Establishes a grant program to support strategies relating to equity.

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	<p>Subd. 2. Definitions. Defines terms, including “anti-racist,” “equitable,” “institutional racism,” and “structural.”</p> <p>Subd. 3. Applications and grant awards. Requires the commissioner of education to determine application procedures and deadlines, select schools to receive grants, and determine award amounts.</p> <p>Subd. 4. Description. Requires grants to be used to support equitable, anti-racist educational practices.</p> <p>Subd. 5. Report. Requires grant recipients to report to the commissioner.</p>
5	<p>Increasing the percentage of teachers of color and American Indian teachers in Minnesota.</p> <p>Subd. 1. Purpose. Establishes purpose of statute is to set state goals for increasing the percentage of teachers of color and American Indian teachers, and ensure all students have access to effective and diverse teachers who reflect the diversity of students.</p> <p>Subd. 2. Equitable access to racially and ethnically diverse teachers. States goal that the percentage of teachers who are of color or American Indian should increase at least two percentage points per year.</p> <p>Subd. 3. Rights not created. States that goal in this section does not exclude other goals or confer a right or create a claim.</p> <p>Subd. 4. Reporting. Requires the Professional Educator Licensing and Standards Board (PELSB) to report on aggregate outcomes of state programs related to the preparation or retention of diverse teachers.</p>
6	<p>Curriculum policy.</p> <p>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.</p>
7	<p>School student bullying policy; state model policy.</p> <p>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, and cognitive development.</p>
8	<p>Tier 3 license; requirements.</p> <p>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</p>

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	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 candidate to have completed student teaching comparable to Minnesota requirements.
9	Tier 4 license; requirements. Requires PELSB to issue a Tier 4 license to a candidate who has teaching experience in another state and achieved tenure or completed three consecutive years of employment for at least 120 days per year with a single employer.
10	Teacher licensure assessment; tests. Paragraphs (a) and (b) strike skill test requirements for Tier 4 license. Eliminates Tier 3 and Tier 4 pedagogy and content exam requirements for candidates who have completed board-approved preparation programs, and candidates who have completed preparation programs in other states where they have passed licensure examinations. Paragraph (c) requires testing centers to provide monthly opportunities for untimed content and pedagogy exams. Requires a candidate who has not passed a required exam after two attempts to be allowed to retake the exam for free.
11	Continuing contracts (districts in cities outside the first class); probationary period. Modifies probationary period for a teacher who has taught for three consecutive years in one state by allowing the teacher to obtain continuing contract status after serving a one-year probationary period in a Minnesota school district instead of three years.
12	Tenure (districts in cities of the first class); probationary period. Allows a district to negotiate a contract with a one-year probationary period for a teacher who has obtained tenure or completed three consecutive years of employment for at least 120 days per year with a single employer.
13	Come teach in Minnesota hiring bonuses. Subd. 1. Purpose. States that purpose of bonus program is to support districts and schools recruiting teachers to meet staffing needs in shortage areas. Subd. 2. Eligibility. Requires a district or school to verify that hiring bonus is given to teacher licensed in another state who qualifies for a Tier 3 or 4 license, has moved to the economic development region where the teacher was hired, and belongs to a racial or ethnic group underrepresented among teachers compared to students in the district.

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	<p>Subd. 3. Bonus amount. Allows a district or school to offer a bonus of \$2,500 to \$5,000 to an eligible teacher, and a bonus of \$4,000 to \$8,000 to an eligible teacher with a license in a shortage area. Requires a teacher to be paid half of the bonus when starting employment, and half after four years of service.</p>
	<p>Subd. 4. Administration. Requires the commissioner to establish a process for districts or schools to seek reimbursement for hiring bonuses. Allows the department to conduct a pilot program to establish feasibility. Requires the department to report to the legislature on the effectiveness of the program and recommendations for improvement.</p>
	<p>Subd. 5. Account established. Creates a special revenue fund for hiring bonuses.</p>
14-15	<p>Collaborative urban and greater Minnesota educators of color grant program; grant program administration and report.</p> <p>Requires grants to be awarded for a two-year grant period, and modifies reporting dates.</p>
16	<p>Grants for grow your own programs.</p> <p>Subd. 1. Establishment. Establishes grants for three types of Grow Your Own programs to develop teaching workforce that more closely reflects diverse student population and ensure equitable access to effective and diverse teachers.</p> <p>Subd. 2. Definitions. Defines terms, including “eligible district” and “Grow Your Own program.”</p> <p>Subd. 3. Grants for residency programs. Allows eligible districts to apply for grants to develop, maintain, or expand residency programs. Provides requirements and allowable grant uses for programs established by a district and a teacher preparation program provider that uses a cohort model.</p> <p>Subd. 4. Grants for programs serving adults. Allows eligible districts or Head Start programs to apply for grants to support persons of color or American Indian persons to become licensed teachers or preschool teachers. Provides allowable grant uses.</p> <p>Subd. 5. Grants for programs serving secondary school students. Allows school districts and charter schools to apply for grants for dual-credit “Introduction to Teaching” courses and other programs that encourage secondary school students to pursue teaching. Provides allowable grant uses.</p> <p>Subd. 6. Grant procedure. Requires the commissioner to give priority to districts or Head Start programs with the highest number or percentage of students who</p>

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	are of color or American Indian. Establishes grant application and review timelines.
	Subd. 7. Account established. Establishes a special revenue fund for Grow Your Own programs.
	Subd. 8. Report. Requires grant recipients to report to the commissioner.
17	Teacher mentorship and retention of effective teachers. Modifies eligibility for mentorship program grants. 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.
18	Principals; duties, evaluation. Requires principal evaluations to support and improve principal's culturally responsive leadership practices.
19	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.
20	Achievement and integration; plan implementation; components. Modifies achievement and integration plan requirements. Requires plans to include strategies to address institutional racism.
21	Appropriations. Appropriates funds for the following: <ul style="list-style-type: none">• Collaborative urban and greater Minnesota educators of color grants: \$6,000,000 in fiscal year 2022 and \$6,000,000 in fiscal year 2023• Grow Your Own pathways to teacher licensure grants: \$8,500,000 in fiscal year 2022 and \$8,500,000 in fiscal year 2023• Mentoring, induction, and retention incentive program grants for teachers of color: \$3,000,000 in fiscal year 2022 and \$3,000,000 in fiscal year 2023• Reports on increasing percentage of teachers of color and American Indian teachers: \$15,000 in fiscal year 2022

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- Equitable school enhancement grants: \$3,000,000 in fiscal year 2022 and \$3,000,000 in fiscal year 2023
- Come teach in Minnesota hiring bonuses: \$350,000 in fiscal year 2022 and \$350,000 in fiscal year 2023
- American Indian teacher preparation grants: \$600,000 in fiscal year 2022 and \$600,000 in fiscal year 2023
- Expanded concurrent enrollment grants: \$500,000 in fiscal year 2022 and \$500,000 in fiscal year 2023
- Teacher recruitment marketing campaign: \$500,000 in fiscal year 2022 and \$500,000 in fiscal year 2023



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