

2016 Legislation Passed related to Increasing Teachers of Color and American Indian Teachers in MN



(Note: Language that was proposed by [The Coalition to Increase Teachers of Color and American Indian Teachers](http://www.thecoalitiontoincreasecolorandamericanindianteachers.org/) is highlighted in yellow) Different statutes are highlighted in green. Source: HF2749 <http://wdoc.house.leg.state.mn.us/leg/LS89/HF2749.3.pdf>

426.1 Sec. 6. Minnesota Statutes 2015 Supplement, section 122A.40, subdivision 8, is

426.2 amended to read:

426.3 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**

426.4 **teachers.** (a) To improve student learning and success, a school board and an exclusive
426.5 representative of the teachers in the district, consistent with paragraph (b), may develop
426.6 a teacher evaluation and peer review process for probationary and continuing contract
426.7 teachers through joint agreement.

426.13 (b) To develop, improve, and support qualified teachers and effective teaching

426.14 practices and, improve student learning and success, and **provide all enrolled students in**

426.15 **a district or school with improved and equitable access to more effective and diverse**

426.16 **teachers,** the annual evaluation process for teachers:

426.31 (7) may include mentoring and induction programs **for teachers, including teachers**

426.32 **who are members of populations underrepresented among the licensed teachers in**

426.33 **the district or school and who reflect the diversity of students under section 120B.35,**

426.34 **subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;**

428.19 Sec. 7. Minnesota Statutes 2015 Supplement, section 122A.41, subdivision 5, is

428.20 amended to read:

428.21 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**

428.22 **teachers.**428.31 (b) To develop, improve, and support qualified teachers and effective teaching

428.32 practices and improve student learning and success, and **provide all enrolled students in**

428.33 **a district or school with improved and equitable access to more effective and diverse**

428.34 **teachers,** the annual evaluation process for teachers:

429.14 (7) may include mentoring and induction programs for teachers, **including teachers**

429.15 **who are members of populations underrepresented among the licensed teachers in**

429.16 **the district or school and who reflect the diversity of students under section 120B.35,**

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429.17 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school

436.24 Sec. 17. Minnesota Statutes 2014, section 122A.63, subdivision 1, is amended to read:

436.25 Subdivision 1. **Establishment.** (a) A grant program is established to assist American
436.26 Indian people to become teachers and to provide additional education for American Indian
436.27 teachers. The commissioner may award a joint grant to each of the following:
436.28 (1) the Duluth campus of the University of Minnesota and Independent School
436.29 District No. 709, Duluth;
436.30 (2) Bemidji State University and Independent School District No. 38, Red Lake;
436.31 (3) Moorhead State University and one of the school districts located within the
436.32 White Earth Reservation; and
436.33 (4) Augsburg College, Independent School District No. 625, St. Paul, and Special
436.34 School District No. 1, Minneapolis.

437.1 (b) If additional funds are available, the commissioner may award additional joint

437.2 grants to other postsecondary institutions and school districts.

485.3 Subd. 21. **American Indian teacher preparation grants.** For joint grants to assist
485.4 American Indian people to become teachers under Minnesota Statutes, section 122A.63:
485.5 \$ 190,000 2016
485.6 ~~\$190,000~~ 460,000 2017

437.29 Sec. 19. Minnesota Statutes 2014, section 124D.861, as amended by Laws 2015,

437.30 chapter 21, article 1, section 20, is amended to read:

437.31 **124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**

437.32 Subdivision 1. **Program to close the academic achievement and opportunity gap;**

437.33 **revenue uses.**

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438.9 (1) integrated learning environments that give students improved and equitable
438.10 access to effective and more diverse teachers, prepare all students to be effective citizens,
438.11 and enhance social cohesion;
438.12 (2) policies and curricula and trained instructors, administrators, school counselors,
438.13 and other advocates to support and enhance integrated learning environments under
438.14 this section, including through magnet schools, innovative, research-based instruction,
438.15 differentiated instruction, improved and equitable access to effective and diverse teachers,
438.16 and targeted interventions to improve achievement; and
438.17 (3) rigorous career and college readiness programs and effective and more diverse
438.18 instructors for underserved student populations, consistent with section 120B.30,

438.22 (d) Consistent with paragraph (c), eligible districts may adopt policies to increase the
438.23 diversity of district teachers and administrators using the revenue under section 124D.862
438.24 for recruitment, retention, and hiring incentives or additional compensation.
438.25 Subd. 2. Plan implementation; components. (a) The school board of each eligible
438.26 district must formally develop and implement a long-term plan under this section. The plan
438.27 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
438.28 Plan components may include: innovative and integrated prekindergarten through grade 12
438.29 learning environments that offer students school enrollment choices; family engagement
438.30 initiatives that involve families in their students' academic life and success; professional
438.31 development opportunities for teachers and administrators focused on improving the
438.32 academic achievement of all students, including teachers and administrators who are
438.33 members of populations underrepresented among the licensed teachers or administrators
438.34 in the district or school and who reflect the diversity of students under section 120B.35,
438.35 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;
438.36 increased programmatic opportunities and effective and more diverse instructors focused
439.1 on rigor and college and career readiness for underserved students, including students

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439.2 enrolled in alternative learning centers under section 123A.05, public alternative programs
439.3 under section 126C.05, subdivision 15, and contract alternative programs under section
439.4 124D.69, among other underserved students; or recruitment and retention of teachers and
439.5 administrators with diverse racial and ethnic backgrounds. The plan must contain goals for:
439.6 (1) reducing the disparities in academic achievement and in equitable access to
439.7 effective and more diverse teachers among all students and specific categories of students
439.8 under section 120B.35, subdivision 3, paragraph (b), excluding the student categories of
439.9 gender, disability, and English learners; and
439.10 (2) increasing racial and economic diversity and integration in schools and districts.

439.19 Subd. 3. **Public engagement; progress report and budget process.** (a) To
439.20 receive revenue under section 124D.862, the school board of an eligible district must
439.21 incorporate school and district plan components under section 120B.11 into the district's
439.22 comprehensive integration plan.
439.23 (b) A school board must hold at least one formal annual hearing to publicly report
439.24 its progress in realizing the goals identified in its plan. At the hearing, the board must
439.25 provide the public with longitudinal data demonstrating district and school progress in
439.26 reducing the disparities in student academic performance among the specified categories
439.27 of students, in improving students' equitable access to effective and more diverse teachers,
439.28 and in realizing racial and economic diversity and integration, consistent with the district
439.29 plan and the measures in paragraph (a). At least 30 days before the formal hearing under
439.30 this paragraph, the board must post its plan, its preliminary analysis, relevant student
439.31 performance data, and other longitudinal data on the district's Web site.

440.21 Subd. 5. **Evaluation.** The commissioner must evaluate the efficacy of district
440.22 plans in reducing the disparities in student academic performance among the specified
440.23 categories of students within the district, improving students' equitable access to effective

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440.24 and diverse teachers, and in realizing racial and economic diversity and integration.

440.29 Sec. 20. Minnesota Statutes 2015 Supplement, section 127A.05, subdivision 6, is

440.30 amended to read:

440.31 Subd. 6. **Survey of districts.** The commissioner of education shall survey the state's
440.32 school districts and teacher preparation programs and report to the education committees
440.33 of the legislature by February 1 of each odd-numbered year on the status of teacher early
440.34 retirement patterns, the access to effective and more diverse teachers who reflect the
440.35 students under section 120B.35, subdivision 3, paragraph (b), clause (2), enrolled in
441.1 a district or school, the teacher shortage, and the substitute teacher shortage, including
441.2 patterns and shortages in subject areas and the economic development regions of the state.
441.3 The report must also include: aggregate data on teachers' self-reported race and ethnicity;
441.4 data on how districts are making progress in hiring teachers and substitutes in the areas
441.5 of shortage; and a five-year projection of teacher demand for each district, taking into
441.6 account the students under section 120B.35, subdivision 3, paragraph (b), clause (2),
441.7 expected to enroll in the district during that five-year period.

449.28 Sec. 9. Minnesota Statutes 2014, section 120B.11, subdivision 2, is amended to read:

449.29 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall
449.30 adopt a comprehensive, long-term strategic plan to support and improve teaching and
449.31 learning that is aligned with creating the world's best workforce and includes:
450.11 (3) a system to periodically review and evaluate the effectiveness of all instruction
450.12 and curriculum, taking into account strategies and best practices, student outcomes, school
450.13 principal evaluations under section 123B.147, subdivision 3, students' access to effective

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450.14 teachers who are members of populations underrepresented among the licensed teachers

450.15 in the district or school and who reflect the diversity of enrolled students under section

450.16 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section

450.17 122A.40, subdivision 8, or 122A.41, subdivision 5;

450.28 Sec. 10. Minnesota Statutes 2014, section 120B.11, subdivision 3, is amended to read:

450.29 Subd. 3. **District advisory committee.** Each school board shall establish an

450.30 advisory committee to ensure active community participation in all phases of planning

450.31 and improving the instruction and curriculum affecting state and district academic

450.32 standards, consistent with subdivision 2. A district advisory committee, to the extent

450.33 possible, shall reflect the diversity of the district and its school sites, include teachers,

450.34 parents, support staff, students, and other community residents, and provide translation

450.35 to the extent appropriate and practicable. The district advisory committee shall pursue

451.1 community support to accelerate the academic and native literacy and achievement of

451.2 English learners with varied needs, from young children to adults, consistent with section

451.3 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees

451.4 of the district advisory committee under subdivision 4. The district advisory committee

451.5 shall recommend to the school board rigorous academic standards, student achievement

451.6 goals and measures consistent with subdivision 1a and sections 120B.022, subdivisions 1a

451.7 and 1b, and 120B.35, district assessments, means to improve students' equitable access to

451.8 effective and more diverse teachers, and program evaluations. School sites may expand

451.9 upon district evaluations of instruction, curriculum, assessments, or programs.

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451.24 Sec. 12. Minnesota Statutes 2014, section 120B.11, subdivision 5, is amended to read:

451.25 Subd. 5. **Report.** Consistent with requirements for school performance reports
451.26 under section 120B.36, subdivision 1, the school board shall publish a report in the
451.27 local newspaper with the largest circulation in the district, by mail, or by electronic
451.28 means on the district Web site. The school board shall hold an annual public meeting
451.29 to review, and revise where appropriate, student achievement goals, local assessment
451.30 outcomes, plans, strategies, and practices for improving curriculum and instruction and
451.31 cultural competency, and efforts to equitably distribute diverse, effective, experienced,
451.32 and in-field teachers, and to review district success in realizing the previously adopted
451.33 student achievement goals and related benchmarks and the improvement plans leading to
452.1 the world's best workforce.

482.6 Sec. 43. Laws 2015, chapter 69, article 1, section 3, subdivision 28, is amended to read:

Subd. 28. **Teacher Shortage Loan Forgiveness** 200,000

482.7 ~~200,000~~

482.8 2,200,000

482.9 For the loan forgiveness program under

482.10 Minnesota Statutes, section 136A.1791.

482.11 The commissioner may use no more

482.12 than three percent of this appropriation

482.13 to administer the program under this

482.14 subdivision. The base for the program for

482.15 fiscal year 2018 and later is \$200,000.

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483.22 Subd. 12. Collaborative urban educator. For the collaborative urban educator

483.23 grant program:

483.24 \$ 780,000 2016

483.25 ~~780,000~~

483.26 1,090,000 2017

483.27 Grants shall be awarded in equal amounts: ~~\$195,000~~ \$272,500 each year is for the

483.28 Southeast Asian teacher program at Concordia University, St. Paul; ~~\$195,000~~ \$272,500

483.29 each year is for the collaborative urban educator program at the University of St. Thomas;

483.30 ~~\$195,000~~ \$272,500 each year is for the Center for Excellence in Urban Teaching at

483.31 Hamline University; and ~~\$195,000~~ \$272,500 each year is for the East Africa Student to

483.32 Teacher program at Augsburg College.

483.33 Any balance in the first year does not cancel but is available in the second year.

483.34 Each institution shall prepare for the legislature, by January 15 of each year, a

483.35 detailed report regarding the funds used. The report must include the number of teachers

484.1 prepared as well as the diversity for each cohort of teachers produced. The report must

484.2 also include the graduation rate for each cohort of teacher candidates, the placement rate

484.3 for each graduating cohort of teacher candidates, and the retention rate for each graduating

484.4 cohort of teacher candidates, among other program outcomes.

484.5 The base appropriation for fiscal year 2018 and later is \$780,000. Grants shall

484.6 be awarded in equal amounts: \$195,000 each year is for the Southeast Asian teacher

484.7 program at Concordia University, St. Paul; \$195,000 each year is for the collaborative

484.8 urban educator program at the University of St. Thomas; \$195,000 each year is for the

484.9 Center for Excellence in Urban Teaching at Hamline University; and \$195,000 each year

484.10 is for the East Africa Student to Teacher program at Augsburg College.

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485.1 Sec. 50. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision

485.2 21, is amended to read:

485.3 Subd. 21. **American Indian teacher preparation grants.** For joint grants to assist

485.4 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

485.5 \$ 190,000 2016

485.6 ~~\$190,000~~ 460,000 2017

491.22 Sec. 59. **GRANTS TO STUDENT TEACHERS IN SHORTAGE AREAS.**

491.23 Subdivision 1. **Establishment.** The commissioner of the Office of Higher Education

491.24 must establish a grant program for student teaching stipends for low-income students

491.25 enrolled in a Board of Teaching-approved teacher preparation program who are interested

491.26 in teaching in a high needs subject area or region after graduating and receiving their

491.27 teaching license. For purposes of this section, "high needs subject area or region" means a

491.28 shortage of teachers teaching in particular subject areas or a shortage of teachers teaching

491.29 in particular regions of the state identified in the commissioner of education's biennial

491.30 survey of districts under Minnesota Statutes, section 127A.05, subdivision 6, or in another

491.31 Department of Education survey on teacher shortages.

491.32 Subd. 2. **Eligibility.** To be eligible for a grant under this section, a teacher candidate

491.33 must:

491.34 (1) be enrolled in a Board of Teaching-approved teacher preparation program that

491.35 requires at least 12 weeks of student teaching and results in the teacher candidate receiving

492.1 a full professional teaching license enabling the licensee to teach in a high needs subject

492.2 area or region; and

492.3 (2) demonstrate financial need based on criteria established by the commissioner

492.4 under subdivision 3.

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492.5 Subd. 3. **Administration; repayment.** (a) The commissioner must establish an

492.6 application process and other guidelines for implementing this program.

492.7 (b) The commissioner must determine each academic year the stipend amount based

492.8 on the amount of available funding and the number of eligible applicants.

492.9 **EFFECTIVE DATE.** This section is effective July 1, 2016.

496.6 Subd. 11. **Student teachers in shortage areas.** For transfer to the commissioner of

496.7 the Office of Higher Education for the purpose of providing grants to student teachers in

496.8 shortage areas under Minnesota Statutes, section 136A.1275:

496.9 \$ 2,800,000 2017

496.10 This is a onetime appropriation. This appropriation is available until June 30, 2019.

494.18 Subd. 5. Paraprofessional pathway to teacher licensure. For grants to school

494.19 districts for Grow Your Own new teacher programs:

494.20 \$ 1,500,000 2017

494.21 The grants are for a first class city school district or any other school district with

494.22 more than 40 percent minority students to provide tuition scholarships or stipends to

494.23 eligible employees for a nonconventional teacher residency pilot program established

494.24 under Minnesota Statutes, section 122A.09, subdivision 10, paragraph (a). The program

494.25 shall provide tuition scholarships or stipends to enable education or teaching assistants

494.26 or other nonlicensed employees of a first class city school district or any other school

494.27 district with more than 40 percent minority students who hold a bachelor's degree from

494.28 an accredited college or university and who seek an education license to participate in a

494.29 Board of Teaching-approved nonconventional teacher residency program under Minnesota

494.30 Statutes, section 122A.09, subdivision 10, paragraph (a). Any funds not awarded by June

494.31 1, 2017, may be reallocated among the remaining districts if the total cost of the program

494.32 exceeds the original allocation. The base in fiscal year 2018 is \$1,000,000.

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494.33 Subd. 6. Sanneh Foundation. For a grant to the Sanneh Foundation:

495.1 \$ 1,500,000 2017

495.2 Funds appropriated in this section are to provide all-day, in-school, and after-school

495.3 academic and behavioral interventions for low-performing and chronically absent students

495.4 with a focus on low-income students and students of color throughout the school year and

495.5 during the summer to decrease absenteeism, encourage school engagement, and improve

495.6 grades and graduation rates. Funds appropriated in this section may be used to hire and

495.7 train staff in areas of youth mentorship, behavior support, and academic tutoring in group

495.8 and individual settings and to promote pathways for teachers of color.

495.9 This is a onetime appropriation. This appropriation is available until June 30, 2019.

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11.25 Sec. 13. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 4,

11.26 is amended to read:

11.27 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness,

11.28 according to rules adopted by the commissioner, shall:

11.29 (1) apply for teacher shortage loan forgiveness and promptly submit any additional

11.30 information required by the commissioner; and

11.31 (2) annually reapply for up to five consecutive school years and submit information

11.32 the commissioner requires to determine the applicant's continued eligibility for loan

11.33 forgiveness; and

11.34 (3) (2) submit to the commissioner a completed affidavit, prescribed by the

11.35 commissioner, affirming the teacher is teaching in: (i) a licensure field and in identified by

12.1 the commissioner as experiencing a teacher shortage; or (ii) an economic development

12.2 region identified by the commissioner as experiencing a teacher shortage.

12.3 Sec. 14. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 5,

12.4 is amended to read:

12.5 Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the

12.6 annual amount of teacher shortage loan forgiveness for an approved applicant shall not

12.7 exceed \$1,000 or the cumulative balance of the applicant's qualified educational loans,

12.8 including principal and interest, whichever amount is less.

12.9 (b) Recipients must secure their own qualified educational loans. Teachers who

12.10 graduate from an approved teacher preparation program or teachers who add a licensure

12.11 field, consistent with the teacher shortage requirements of this section, are eligible to

12.12 apply for the loan forgiveness program.

12.13 (c) No teacher shall receive more than five annual awards.

12.14 Sec. 15. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 6,

12.15 is amended to read:

12.16 Subd. 6. **Disbursement.** (a) The commissioner must make annual disbursements

12.17 directly to the participant of the amount for which a participant is eligible, for each year

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12.18 that a participant is eligible.

12.19 (b) Within 60 days of receipt of a the disbursement date, the participant must provide

12.20 the commissioner with verification that the full amount of loan repayment disbursement

12.21 has been applied toward the designated loans. A participant that previously received

12.22 funds under this section but has not provided the commissioner with such verification

12.23 is not eligible to receive additional funds.

14.4 Sec. 17. **[136A.1793] PROMOTION OF TEACHER LOAN FORGIVENESS**

14.5 **PROGRAMS.**

14.6 The commissioner shall provide information to public and private teacher education

14.7 programs concerning public and private student loan programs that provide for full or

14.8 partial repayment forgiveness. Teacher education programs must provide the information

14.9 furnished by the commissioner to their teacher education students.

482.6 Sec. 43. Laws 2015, chapter 69, article 1, section 3, subdivision 28, is amended to read:

Subd. 28. Teacher Shortage Loan Forgiveness

482.7 ~~200,000~~

482.8 2,200,000

482.9 For the loan forgiveness program under

482.10 Minnesota Statutes, section 136A.1791.

482.11 The commissioner may use no more

482.12 than three percent of this appropriation

482.13 to administer the program under this

482.14 subdivision. The base for the program for

482.15 fiscal year 2018 and later is \$200,000.

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

482.17 and any unexpended funds in fiscal year 2017 do not cancel and remain available until

482.18 June 30, 2019.

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202.3 Sec. 2. EQUITY APPROPRIATIONS

202.4 Subdivision 1. **Total Appropriation \$ -0- \$ 35,000,000**

202.5 Subd. 2. **Department of Employment and**

202.6 **Economic Development** -0- 34,250,000

202.7 (a) \$1,500,000 in fiscal year 2017 is for

202.8 grants to the Neighborhood Development

202.9 Center for small business programs. For

202.10 fiscal year 2018 and thereafter, the base

202.11 amount is \$750,000 per year.

202.12 Of this amount, \$810,000 is for the small

202.13 business development program, including:

202.14 (1) \$620,000 for training, lending, and

202.15 business services for aspiring business

202.16 owners, and expansion of services for

202.17 immigrants in suburban communities; and

202.18 (2) \$190,000 is for Neighborhood

202.19 Development Center model outreach and

202.20 training activities in greater Minnesota.

202.21 Of this amount, \$690,000 is for grants for the

202.22 small business incubator program, including:

202.23 (1) \$420,000 for capital improvements to

202.24 existing small business incubators; and

202.25 (2) \$270,000 for the creation of two

202.26 additional small business incubators.

202.27 (b) \$2,000,000 in fiscal year 2017 is for

202.28 a competitive grant program to provide

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202.29 grants to organizations that provide support

202.30 services for individuals, such as job training,

202.31 employment preparation, internships, job

202.32 assistance to fathers, financial literacy,

202.33 academic and behavioral interventions

202.34 for low-performing students, and youth

203.1 intervention. Grants made under this section

203.2 must focus on low-income communities,

203.3 young adults from families with a history of

203.4 intergenerational poverty, and communities

203.5 of color. All grant recipients are subject to the

203.6 requirements of section 11. Of this amount,

203.7 up to five percent is for administration and

203.8 monitoring of the program. For fiscal year

203.9 2018 and thereafter, the base amount is

203.10 \$1,500,000 per year.

215.20 Sec. 9. [116L.562] YOUTH-AT-WORK GRANT PROGRAM.

215.21 Subdivision 1. **Establishment.** The commissioner shall award grants to eligible

215.22 organizations for the purpose of providing workforce development and training

215.23 opportunities to economically disadvantaged or at-risk youth ages 14 to 24.

215.24 Subd. 2. **Definitions.** For purposes of this section:

215.25 (1) "eligible organization" or "eligible applicant" means a local government unit,

215.26 nonprofit organization, community action agency, or a public school district;

215.27 (2) "at-risk youth" means youth classified as at-risk under section 116L.56,

215.28 subdivision 2; and

215.29 (3) "economically disadvantaged" means youth who are economically disadvantaged

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215.30 as defined in United States Code, title 29, section 1503.

215.31 Subd. 3. **Competitive grant awards.** (a) In awarding competitive grants, priority

215.32 shall be given to programs that:

215.33 (1) provide students with information about education and training requirements for

215.34 careers in high-growth, in-demand occupations;

216.1 (2) serve youth from communities of color who are under represented in the

216.2 workforce; or

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Higher Education Omnibus Bill SF5 Passed

https://www.revisor.mn.gov/bills/text.php?number=SF0005&session=ls89&version=latest&session_number=0&session_year=2015&format=pdf

8.29 Subd. 28. Teacher Shortage Loan Forgiveness FY16 200,000 FY17 200,000

8.30 For the loan forgiveness program under

8.31 Minnesota Statutes, section 136A.1791.

66.1 Sec. 10. [136A.1791] TEACHER SHORTAGE LOAN FORGIVENESS

66.2 PROGRAM.

66.3 Subdivision 1. **Definitions.** (a) The terms used in this section have the meanings

66.4 given them in this subdivision.

66.5 (b) "Qualified educational loan" means a government, commercial, or foundation

66.6 loan for actual costs paid for tuition and reasonable educational and living expenses

66.7 related to a teacher's preparation or further education.

66.8 (c) "School district" means an independent school district, special school district,

66.9 intermediate district, education district, special education cooperative, service cooperative,

66.10 a cooperative center for vocational education, or a charter school located in Minnesota.

66.11 (d) "Teacher" means an individual holding a teaching license issued by the licensing

66.12 division in the Department of Education on behalf of the Board of Teaching who is

66.13 employed by a school district to provide classroom instruction in a teacher shortage area.

66.14 (e) "Teacher shortage area" means the licensure fields and economic development

66.15 regions reported by the commissioner of education as experiencing a teacher shortage.

66.16 (f) "Commissioner" means the commissioner of the Office of Higher Education

66.17 unless indicated otherwise.

66.18 Subd. 2. **Program established; administration.** The commissioner shall establish

66.19 and administer a teacher shortage loan forgiveness program. A teacher is eligible for the

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66.20 program if the teacher is teaching in a licensure field and in an economic development

66.21 region with an identified teacher shortage under subdivision 3 and complies with the

66.22 requirements of this section.

66.23 Subd. 3. **Use of report on teacher shortage areas.** The commissioner of education

66.24 shall use the teacher supply and demand report to the legislature to identify the licensure

66.25 fields and economic development regions in Minnesota experiencing a teacher shortage.

66.26 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness,

66.27 according to rules adopted by the commissioner, shall:

66.28 (1) apply for teacher shortage loan forgiveness and promptly submit any additional

66.29 information required by the commissioner;

66.30 (2) annually reapply for up to five consecutive school years and submit information

66.31 the commissioner requires to determine the applicant's continued eligibility for loan

66.32 forgiveness; and

66.33 (3) submit to the commissioner a completed affidavit, prescribed by the

66.34 commissioner, affirming the teacher is teaching in a licensure field and in an economic

66.35 development region identified by the commissioner as experiencing a teacher shortage.

67.1 Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the

67.2 annual amount of teacher shortage loan forgiveness for an approved applicant shall not

67.3 exceed \$1,000 or the cumulative balance of the applicant's qualified educational loans,

67.4 including principal and interest, whichever amount is less.

67.5 (b) Recipients must secure their own qualified educational loans. Teachers who

67.6 graduate from an approved teacher preparation program or teachers who add a licensure

67.7 field, consistent with the teacher shortage requirements of this section, are eligible to

67.8 apply for the loan forgiveness program.

67.9 Subd. 6. **Disbursement.** (a) The commissioner must make annual disbursements

67.10 directly to the participant of the amount for which a participant is eligible, for each year

67.11 that a participant is eligible.

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67.12 (b) Within 60 days of receipt of a disbursement, the participant must provide the
67.13 commissioner with verification that the full amount of loan repayment disbursement has
67.14 been applied toward the designated loans. A participant that previously received funds
67.15 under this section but has not provided the commissioner with such verification is not
67.16 eligible to receive additional funds.

67.17 Subd. 7. **Penalties.** (a) A teacher who submits a false or misleading application or
67.18 other false or misleading information to the commissioner may:
67.19 (1) have his or her teaching license suspended or revoked under section 122A.20;
67.20 (2) be disciplined by the teacher's employing school district; or
67.21 (3) be required by the commissioner to repay the total amount of the loan forgiveness
67.22 he or she received under this program, plus interest at a rate established under section
67.23 270C.40.

67.24 (b) The commissioner must deposit any repayments received under paragraph (a)
67.25 in the fund established in subdivision 8.

67.26 Subd. 8. **Fund established.** A teacher shortage loan forgiveness repayment fund
67.27 is created for depositing money appropriated to or received by the commissioner for the
67.28 program. Money deposited in the fund shall not revert to any state fund at the end of
67.29 any fiscal year but remains in the loan forgiveness repayment fund and is continuously
67.30 available for loan forgiveness under this section.

67.31 Subd. 9. **Annual reporting.** By February 1 of each year, the commissioner must
67.32 report to the chairs of the K-12 and higher education committees of the legislature on the
67.33 number of individuals who received loan forgiveness under this section, the licensure
67.34 areas and economic development regions in which the teachers taught, the average amount
67.35 paid to a teacher participating in the program, and other summary data identified by the
67.36 commissioner as outcome indicators.

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OTHER EXISTING LEGISLATION

124D.77 RECRUITING AND RETAINING INDIAN TEACHERS.

This section applies to a board of a district in which there are at least ten American Indian children enrolled. The board must actively recruit teacher applicants who are American Indian from the time it is reasonably expected that a position will become available until the position is filled or September 1, whichever is earlier. Notwithstanding section 122A.40, subdivision 7, 10, or 11, 122A.41, subdivisions 4 and 14, any other law to the contrary, or any provision of a contract entered into after May 7, 1988, to the contrary, when placing a teacher on unrequested leave of absence, the board may retain a probationary teacher or a teacher with less seniority in order to retain an American Previous Indian teacher.

122A.63 GRANTS TO PREPARE INDIAN TEACHERS

Subdivision 1. Establishment.

A grant program is established to assist American Indian people to become teachers and to provide additional education for American [Previous](#) Indian teachers [Next](#). The commissioner may award a joint grant to each of the following:

- (1) the Duluth campus of the University of Minnesota and Independent School District No. 709, Duluth;
- (2) Bemidji State University and Independent School District No. 38, Red Lake;
- (3) Moorhead State University and one of the school districts located within the White Earth Reservation; and
- (4) Augsburg College, Independent School District No. 625, St. Paul, and Special School District No. 1, Minneapolis.

Subd. 2. Application.

To obtain a joint grant, a joint application must be submitted to the commissioner of education. The application must be developed with the participation of the parent advisory committee, established according to section [124D.78](#), and the Indian advisory committee at the postsecondary institution. The joint application shall set forth:

- (1) the in-kind, coordination, and mentorship services to be provided by the postsecondary institution; and
- (2) the coordination and mentorship services to be provided by the school district.

Subd. 3. Review and comment.

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The commissioner must submit the joint application to the American Indian Education Committee for review and comment.

Subd. 4. **Grant amount.**

The commissioner may award a joint grant in the amount it determines to be appropriate. The grant shall include money for the postsecondary institution, school district, student scholarships, and student loans.

Subd. 5. **Information to student applicants.**

At the time a student applies for a scholarship and loan, the student shall be provided information about the fields of licensure needed by school districts in the part of the state within which the district receiving the joint grant is located. The information shall be acquired and periodically updated by the recipients of the joint grant. Information provided to students shall clearly state that scholarship and loan decisions are not based upon the field of licensure selected by the student.

Subd. 6. **Eligibility for scholarships and loans.**

The following Indian people are eligible for scholarships:

- (1) a student, including a teacher aide employed by a district receiving a joint grant, who intends to become a teacher and who is enrolled in a postsecondary institution receiving a joint grant;
- (2) a licensed employee of a district receiving a joint grant, who is enrolled in a master of education program; and
- (3) a student who, after applying for federal and state financial aid and an Indian scholarship according to section [136A.126](#), has financial needs that remain unmet. Financial need shall be determined according to the congressional methodology for needs determination or as otherwise set in federal law.

A person who has actual living expenses in addition to those addressed by the congressional methodology for needs determination, or as otherwise set in federal law, may receive a loan according to criteria established by the commissioner. A contract shall be executed between the state and the student for the amount and terms of the loan.

Subd. 7. **Loan forgiveness.**

The loan may be forgiven if the recipient is employed as a teacher, as defined in section [122A.40](#) or [122A.41](#), in an eligible school or program in Minnesota. One-fourth of the principal of the outstanding loan amount shall be forgiven for each year of eligible employment, or a pro rata amount for eligible employment during part of a school year, part-time employment as a substitute teacher, or other eligible part-time teaching. Loans for \$2,500 or less may be forgiven at the rate of up to \$1,250 per year. The following schools and programs are eligible for the purposes of loan forgiveness:

- (1) a school or program operated by a school district;

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- (2) a tribal contract school eligible to receive aid according to section [124D.83](#);
- (3) a Head Start program;
- (4) an early childhood family education program;
- (5) a program providing educational services to children who have not entered kindergarten; or
- (6) a program providing educational enrichment services to American Indian students in grades kindergarten through 12.

If a person has an outstanding loan obtained through this program, the duty to make payments of principal and interest may be deferred during any time period the person is enrolled at least one-half time in an advanced degree program in a field that leads to employment by a school district. To defer loan obligations, the person shall provide written notification to the commissioner of education and the recipients of the joint grant that originally authorized the loan. Upon approval by the commissioner and the joint grant recipients, payments shall be deferred.

The Minnesota Office of Higher Education shall approve the loan forgiveness program, loan deferral, and procedures to administer the program.

Subd. 8. **Revolving fund.**

The Indian teacher preparation loan repayment revolving account is established in the state treasury. Any amounts repaid or contributed by a teacher who received a scholarship or loan under this program shall be deposited in the account. All money in the account is annually appropriated to the commissioner of education and shall be used to enable Indian students to participate in the program.

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