

1.1 A bill for an act
1.2 relating to education; strengthening the Increase Teachers of Color Act; seeking
1.3 to increase the percentage of teachers of color and American Indian teachers in
1.4 Minnesota; requiring reports; appropriating money; amending Minnesota Statutes
1.5 2020, sections 120B.11, subdivisions 1, 2, 3; 121A.031, subdivision 6; 122A.183,
1.6 subdivision 1; 122A.184, subdivision 1; 122A.185, subdivision 1; 122A.40,
1.7 subdivision 5; 122A.41, subdivision 2; 122A.635, subdivisions 3, 4; 122A.70;
1.8 123B.147, subdivision 3; 124D.861, subdivision 2; proposing coding for new law
1.9 in Minnesota Statutes, chapters 120B; 122A; 124D.

1.10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.11 Section 1. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

1.12 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
1.13 following terms have the meanings given them.

1.14 (a) "Instruction" means methods of providing learning experiences that enable a student
1.15 to meet state and district academic standards and graduation requirements including applied
1.16 and experiential learning.

1.17 (b) "Curriculum" means district or school adopted programs and written plans for
1.18 providing students with learning experiences that lead to expected knowledge and skills
1.19 and career and college readiness.

1.20 (c) "World's best workforce" means striving to: meet school readiness goals; have all
1.21 third grade students achieve grade-level literacy; close the academic achievement gap among
1.22 all racial and ethnic groups of students and between students living in poverty and students
1.23 not living in poverty; have all students attain career and college readiness before graduating
1.24 from high school; and have all students graduate from high school.

2.1 (d) "Experiential learning" means learning for students that includes career exploration
 2.2 through a specific class or course or through work-based experiences such as job shadowing,
 2.3 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
 2.4 work experience, youth apprenticeship, or employment.

2.5 (e) "Ethnic studies curriculum" means the critical and interdisciplinary study of race,
 2.6 ethnicity, and indigeneity with a focus on the experiences and perspectives of people of
 2.7 color within and beyond the United States. The ethnic studies curriculum may be integrated
 2.8 in existing curricular opportunities or provided through additional curricular offerings.

2.9 (f) "Rigorous" means meeting state K-12 academic standards.

2.10 (g) "Anti-racist" means the active process of identifying and eliminating racism by
 2.11 changing systems, organizational structures, policies, practices, attitudes, and dispositions
 2.12 so that power and resources are redistributed and shared equitably.

2.13 (h) "Culturally sustaining" means integrating content and practices that infuse the culture
 2.14 and language of Black, Indigenous, and People of Color communities who have been and
 2.15 continue to be harmed and erased through schooling.

2.16 (i) "Institutional racism" means policies and practices within and across institutions that
 2.17 produce outcomes that chronically favor white people and predictably disadvantage those
 2.18 who are Black, Indigenous, and People of Color.

2.19 Sec. 2. Minnesota Statutes 2020, section 120B.11, subdivision 2, is amended to read:

2.20 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, ~~shall~~ must
 2.21 adopt a comprehensive, long-term strategic plan to support and improve teaching and
 2.22 learning that is aligned with creating the world's best workforce and includes:

2.23 (1) clearly defined district and school site goals and benchmarks for instruction and
 2.24 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
 2.25 paragraph (b), clause (2);

2.26 (2) a process to assess and evaluate each student's progress toward meeting state and
 2.27 local academic standards, assess and identify students to participate in gifted and talented
 2.28 programs and accelerate their instruction, and adopt early-admission procedures consistent
 2.29 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit
 2.30 of student and school success and curriculum affecting students' progress and growth toward
 2.31 career and college readiness and leading to the world's best workforce;

3.1 (3) a system to periodically review and evaluate the effectiveness of all instruction and
 3.2 curriculum, taking into account strategies and best practices, student outcomes, school
 3.3 principal evaluations under section 123B.147, subdivision 3, students' access to effective
 3.4 teachers who are members of populations underrepresented among the licensed teachers in
 3.5 the district or school and who reflect the diversity of enrolled students under section 120B.35,
 3.6 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
 3.7 subdivision 8, or 122A.41, subdivision 5;

3.8 (4) strategies for improving instruction, curriculum, and student achievement, including:

3.9 (i) the English and, where practicable, the native language development and the academic
 3.10 achievement of English learners; and

3.11 (ii) for all learners, access to ethnic studies curriculum using culturally responsive
 3.12 methodologies;

3.13 (5) a process to examine the equitable distribution of teachers and strategies to ensure
 3.14 children from low-income and minority children families, families of color, and American
 3.15 Indian families are not taught at higher rates than other children by inexperienced, ineffective,
 3.16 or out-of-field teachers;

3.17 (6) education effectiveness practices that:

3.18 (i) integrate high-quality instruction, rigorous curriculum, technology, and curriculum
 3.19 that is rigorous, accurate, anti-racist, and culturally sustaining;

3.20 (ii) ensure learning and work environments validate, affirm, embrace, and integrate
 3.21 cultural and community strengths for all students, families, and employees; and

3.22 (iii) provide a collaborative professional culture that develops and supports seeks to
 3.23 retain qualified, racially and ethnically diverse staff effective at working with diverse students
 3.24 while developing and supporting teacher quality, performance, and effectiveness; and

3.25 (7) an annual budget for continuing to implement the district plan.

3.26 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
 3.27 updated after the day of final enactment.

3.28 Sec. 3. Minnesota Statutes 2020, section 120B.11, subdivision 3, is amended to read:

3.29 Subd. 3. **District advisory committee.** Each school board ~~shall~~ must establish an advisory
 3.30 committee to ensure active community participation in all phases of planning and improving
 3.31 the instruction and curriculum affecting state and district academic standards, consistent
 3.32 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ must reflect

4.1 the diversity of the district and its school sites, include teachers, parents, support staff,
 4.2 students, and other community residents, and provide translation to the extent appropriate
 4.3 and practicable. The district advisory committee ~~shall~~ must pursue community support to
 4.4 accelerate the academic and native literacy and achievement of English learners with varied
 4.5 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
 4.6 2a. The district may establish site teams as subcommittees of the district advisory committee
 4.7 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
 4.8 board: rigorous academic standards; student achievement goals and measures consistent
 4.9 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
 4.10 assessments; means to improve students' equitable access to effective and more diverse
 4.11 teachers; strategies to ensure the curriculum is rigorous, accurate, anti-racist, and culturally
 4.12 sustaining; strategies to ensure that learning and work environments validate, affirm, embrace,
 4.13 and integrate the cultural and community strengths of all racial and ethnic groups; and
 4.14 program evaluations. School sites may expand upon district evaluations of instruction,
 4.15 curriculum, assessments, or programs. Whenever possible, parents and other community
 4.16 residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

4.17 **Sec. 4. [120B.113] EQUITABLE SCHOOL ENHANCEMENT GRANTS.**

4.18 **Subdivision 1. Grant program established.** The commissioner of education must
 4.19 establish a grant program to support implementation of world's best workforce strategies
 4.20 under section 120B.11, subdivision 2, clauses (4) and (6), to support collaborative efforts
 4.21 that address issues of curricular, environmental, and structural inequities in schools that
 4.22 create opportunity and achievement gaps for students, families, and staff who are of color
 4.23 or who are American Indian.

4.24 **Subd. 2. Definitions.** (a) For purposes of this section, the following terms have the
 4.25 meanings given.

4.26 (b) "Anti-racist" means the active process of identifying and eliminating racism by
 4.27 changing systems, organizational structures, policies, practices, attitudes, and dispositions
 4.28 so that power and resources are redistributed and shared equitably.

4.29 (c) "Curricular" means curriculum resources used and content taught as well as access
 4.30 to levels of coursework or types of learning opportunities.

4.31 (d) "Environmental" means relating to the climate and culture of a school.

4.32 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other
 4.33 resources for learning based on the needs of individual students and groups of students to

5.1 succeed at school rather than treating all students the same. Equitable schools close
 5.2 opportunity and achievement gaps.

5.3 (f) "Institutional racism" means policies and practices within and across institutions that
 5.4 produce outcomes that chronically favor white people and predictably disadvantage those
 5.5 who are Black, Indigenous, and People of Color.

5.6 (g) "Structural" means relating to the organization and systems of a school that have
 5.7 been created to manage a school.

5.8 Subd. 3. **Applications and grant awards.** The commissioner must determine application
 5.9 procedures and deadlines, select schools to participate in the grant program, and determine
 5.10 the award amount and payment process of the grants. To the extent that there are sufficient
 5.11 applications, the commissioner must award an approximately equal number of grants between
 5.12 districts in greater Minnesota and those in the Twin Cities metropolitan area. If there are
 5.13 an insufficient number of applications received for either geographic area, then the
 5.14 commissioner may award grants to meet the requests for funds wherever a district is located.

5.15 Subd. 4. **Description.** The grant program must provide funding that supports collaborative
 5.16 efforts that ensure school climate and curriculum incorporate equitable, anti-racist educational
 5.17 practices that:

5.18 (1) validate, affirm, embrace, and integrate cultural and community strengths of students,
 5.19 families, and employees from all racial and ethnic backgrounds; and

5.20 (2) address institutional racism with equitable school policies, structures, and practices,
 5.21 consistent with the requirements for long-term plans under section 124D.861, subdivision
 5.22 2, paragraph (c).

5.23 Subd. 5. **Report.** Grant recipients must annually report to the commissioner by a date
 5.24 and in a form and manner determined by the commissioner on efforts planned and
 5.25 implemented that engaged students, families, educators, and community members of diverse
 5.26 racial and ethnic backgrounds in making improvements to school climate and curriculum.
 5.27 The report must assess the impact of those efforts as perceived by racially and ethnically
 5.28 diverse stakeholders, and must identify any areas needed for further continuous improvement.
 5.29 The commissioner must publish a report for the public summarizing the activities of grant
 5.30 recipients and what was done to promote sharing of effective practices among grant recipients
 5.31 and potential grant applicants.

5.32 **EFFECTIVE DATE.** This section is effective July 1, 2021.

6.1 Sec. 5. **[120B.117] INCREASING THE PERCENTAGE OF TEACHERS OF COLOR**
 6.2 **AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

6.3 Subdivision 1. **Purpose.** This section sets short-term and long-term state goals for
 6.4 increasing the percentage of teachers of color and American Indian teachers in Minnesota,
 6.5 and for ensuring all students have equitable access to effective and racially and ethnically
 6.6 diverse teachers who reflect the diversity of students. The goals and report required under
 6.7 this section are important for meeting state goals for the world's best workforce under section
 6.8 120B.11, achievement and integration under section 124D.861, and higher education
 6.9 attainment under section 135A.012, all of which have been established to close persistent
 6.10 opportunity and achievement gaps that limit students' success in school and life and impede
 6.11 the state's economic growth.

6.12 Subd. 2. **Equitable access to racially and ethnically diverse teachers.** The percentage
 6.13 of teachers who are of color or American Indian in Minnesota must increase at least two
 6.14 percentage points per year in order to have a teaching workforce that more closely reflects
 6.15 the state's increasingly diverse student population and ensure all students have equitable
 6.16 access to effective and diverse teachers of color and American Indian teachers by 2040.

6.17 Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion
 6.18 of any other goals and does not confer a right or create a claim for any person.

6.19 Subd. 4. **Reporting.** (a) Beginning in 2022 and every even-numbered year thereafter,
 6.20 the Professional Educator Licensing and Standards Board must collaborate with the
 6.21 Department of Education and the Office of Higher Education to publish a summary report
 6.22 of the aggregate outcomes related to the preparation or retention of diverse teachers of each
 6.23 grant program they administer and any other program receiving state appropriations that
 6.24 has or includes an explicit purpose of increasing the racial and ethnic diversity of the state's
 6.25 teacher workforce to more closely reflect the diversity of students. The board must submit
 6.26 the report to the chairs and ranking minority members of the legislative committees having
 6.27 jurisdiction over kindergarten through grade 12 education. The board must submit the report
 6.28 in accordance with section 3.195.

6.29 (b) The report must include programs under sections 122A.2451, 122A.63, 122A.635,
 6.30 122A.685, 122A.70, 124D.09, 124D.861, 136A.1274, 136A.1275, and 136A.1791, along
 6.31 with any other programs or initiatives that receive state appropriations to address the shortage
 6.32 of teachers of color and American Indian teachers. The board must report on the effectiveness
 6.33 of state-funded programs to increase the recruitment, preparation, licensing, hiring, and
 6.34 retention of racially and ethnically diverse teachers and the state's progress toward meeting

7.1 or exceeding the goals of this section. The report must also include recommendations for
 7.2 state policy and funding needed to achieve the goals of this section, and must include plans
 7.3 for sharing the report and activities of grant recipients, and opportunities among grant
 7.4 recipients of various programs to share effective practices with each other. The 2022 report
 7.5 must include a recommendation of whether a state advisory council should be established
 7.6 to address the shortage of racially and ethnically diverse teachers and what the composition
 7.7 and charge of the advisory council would be if established.

7.8 (c) The board must consult with the state Indian Affairs Council under section 3.922
 7.9 and ethnic councils under section 15.0145 along with other community and stakeholder
 7.10 groups, including secondary school students and teacher candidates who are of color or
 7.11 American Indian, in developing the report. By November 1 of each even-numbered year,
 7.12 the board must submit the report to the chairs and ranking minority members of the legislative
 7.13 committees with jurisdiction over education and higher education policy and finance. The
 7.14 report must be submitted in accordance with section 3.195 and available to the public on
 7.15 the board's website.

7.16 **Sec. 6. [120B.25] CURRICULUM POLICY.**

7.17 A school board must adopt a written policy that prohibits discrimination or discipline
 7.18 for a teacher or principal on the basis of incorporating into curriculum contributions by
 7.19 persons in a federally protected class or protected class under section 363A.13, consistent
 7.20 with local collective bargaining agreements and sections 121A.41 to 121A.56.

7.21 **Sec. 7. Minnesota Statutes 2020, section 121A.031, subdivision 6, is amended to read:**

7.22 **Subd. 6. State model policy.** (a) The commissioner, in consultation with the
 7.23 commissioner of human rights, shall develop and maintain a state model policy. A district
 7.24 or school that does not adopt and implement a local policy under subdivisions 3 to 5 must
 7.25 implement and may supplement the provisions of the state model policy. The commissioner
 7.26 must assist districts and schools under this subdivision to implement the state policy. The
 7.27 state model policy must:

7.28 (1) define prohibited conduct, consistent with this section;

7.29 (2) apply the prohibited conduct policy components in this section;

7.30 (3) for a child with a disability, whenever an evaluation by an individualized education
 7.31 program team or a section 504 team indicates that the child's disability affects the child's
 7.32 social skills development or the child is vulnerable to prohibited conduct because of the

8.1 child's disability, the child's individualized education program or section 504 plan may
8.2 address the skills and proficiencies the child needs to not engage in and respond to such
8.3 conduct; and

8.4 (4) encourage violence prevention and character development education programs under
8.5 section 120B.232, subdivision 1.

8.6 (b) The commissioner shall develop and post departmental procedures for:

8.7 (1) periodically reviewing district and school programs and policies for compliance with
8.8 this section;

8.9 (2) investigating, reporting, and responding to noncompliance with this section, which
8.10 may include an annual review of plans to improve and provide a safe and supportive school
8.11 climate; and

8.12 (3) allowing students, parents, and educators to file a complaint about noncompliance
8.13 with the commissioner.

8.14 (c) The commissioner must post on the department's website information indicating that
8.15 when districts and schools allow non-curriculum-related student groups access to school
8.16 facilities, the district or school must give all student groups equal access to the school
8.17 facilities regardless of the content of the group members' speech.

8.18 (d) The commissioner must develop and maintain resources to assist a district or school
8.19 in implementing strategies for creating a positive school climate and using evidence-based
8.20 social-emotional learning to prevent and reduce discrimination and other improper conduct.

8.21 (e) The commissioner must develop and adopt state level standards for social, emotional,
8.22 and cognitive development.

8.23 Sec. 8. Minnesota Statutes 2020, section 122A.183, subdivision 1, is amended to read:

8.24 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards
8.25 Board must issue a Tier 3 license to a candidate who provides information sufficient to
8.26 demonstrate all of the following:

8.27 (1) the candidate meets the educational or professional requirements in paragraphs (b)
8.28 and (c);

8.29 (2) the candidate has obtained a passing score on the required licensure exams under
8.30 section 122A.185; and

8.31 (3) the candidate has completed the coursework required under subdivision 2.

9.1 (b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or
 9.2 course outside a career and technical education or career pathways course of study.

9.3 (c) A candidate for a Tier 3 license must have one of the following credentials in a
 9.4 relevant content area to teach a class or course in a career and technical education or career
 9.5 pathways course of study:

9.6 (1) an associate's degree;

9.7 (2) a professional certification; or

9.8 (3) five years of relevant work experience.

9.9 In consultation with the governor's Workforce Development Board established under section
 9.10 116L.665, the board must establish a list of qualifying certifications, and may add additional
 9.11 professional certifications in consultation with school administrators, teachers, and other
 9.12 stakeholders.

9.13 (d) The board must issue a Tier 3 license to a candidate who provides information
 9.14 sufficient to demonstrate the following, regardless of whether the candidate meets other
 9.15 requirements in this section:

9.16 (1) the candidate has completed a teacher preparation program from a culturally specific
 9.17 Minority Serving Institution in the United States, such as Historically Black Colleges and
 9.18 Universities, Tribal Colleges, or Hispanic-Serving Institutions including those in Puerto
 9.19 Rico, and is eligible for a teacher license in another state; or

9.20 (2) the candidate has completed a university teacher preparation program in another
 9.21 country and has taught at least two years.

9.22 Sec. 9. Minnesota Statutes 2020, section 122A.184, subdivision 1, is amended to read:

9.23 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards
 9.24 Board must issue a Tier 4 license to a candidate who provides information sufficient to
 9.25 demonstrate all of the following:

9.26 (1) the candidate meets all requirements for a Tier 3 license under section 122A.183,
 9.27 and has completed a teacher preparation program under section 122A.183, subdivision 2,
 9.28 clause (1) or (2);

9.29 (2) the candidate has at least three years of teaching experience in Minnesota;

9.30 (3) the candidate has obtained a passing score on all required licensure exams under
 9.31 section 122A.185; and

10.1 (4) the candidate's most recent summative teacher evaluation did not result in placing
 10.2 or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,
 10.3 subdivision 8, or 122A.41, subdivision 5.

10.4 (b) Paragraph (a) notwithstanding, the board must issue a Tier 4 license to a candidate
 10.5 who provides information sufficient to demonstrate that the candidate has teaching experience
 10.6 in another state and achieved tenure, continuing contract status, or an equivalent status in
 10.7 another state.

10.8 Sec. 10. Minnesota Statutes 2020, section 122A.185, subdivision 1, is amended to read:

10.9 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~
 10.10 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~
 10.11 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~
 10.12 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~
 10.13 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~
 10.14 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~
 10.15 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~
 10.16 ~~122A.183, respectively.~~

10.17 ~~(b)~~ (a) The board must adopt and revise rules requiring candidates applicants for Tier 3
 10.18 and Tier 4 licenses to pass an examination of general pedagogical knowledge and
 10.19 examinations of licensure field specific content: if the applicant has not completed a
 10.20 board-approved preparation program assuring candidates from the program recommended
 10.21 for licensure meet content and pedagogy licensure standards in Minnesota. Candidates who
 10.22 have satisfactorily completed board-approved programs in Minnesota with required
 10.23 coursework and clinical field experiences that include learning opportunities and assessments
 10.24 aligned to content and pedagogy licensure standards are not additionally required to pass
 10.25 content and pedagogy exams for Tier 3 licensure. Applicants who have satisfactorily
 10.26 completed a preparation program in another state and passed licensure examinations in that
 10.27 state are not additionally required to pass similar examinations required in Minnesota. The
 10.28 content examination requirement does not apply if no relevant content exam exists.

10.29 ~~(e)~~ (b) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
 10.30 pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,
 10.31 scientifically based reading instruction under section 122A.06, subdivision 4, knowledge
 10.32 and understanding of the foundations of reading development, development of reading
 10.33 comprehension and reading assessment and instruction, and the ability to integrate that

11.1 knowledge and understanding into instruction strategies under section 122A.06, subdivision
11.2 4.

11.3 (c) All testing centers in the state must provide monthly opportunities for untimed content
11.4 and pedagogy examinations. These opportunities must be advertised on the test registration
11.5 website. The board must require the exam vendor to provide other equitable opportunities
11.6 to pass exams, including waiving testing fees for test takers who qualify for federal grants;
11.7 providing free, multiple, full-length practice tests for each exam and free, comprehensive
11.8 study guides on the test registration website; making content and pedagogy exams available
11.9 in languages other than English for teachers seeking licensure to teach in language immersion
11.10 programs; and providing free, detailed exam results analysis by test objective to assist
11.11 candidates who do not pass an exam in identifying areas for improvement. Any candidate
11.12 who has not passed a required exam after two attempts must be allowed to retake the exam,
11.13 including new versions of the exam, without being charged an additional fee.

11.14 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
11.15 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
11.16 school district personnel or Minnesota higher education faculty, who, after meeting the
11.17 content and pedagogy requirements under this subdivision, apply for a teaching license to
11.18 provide direct instruction in their native language or world language instruction under section
11.19 120B.022, subdivision 1.

11.20 **EFFECTIVE DATE.** This section is effective July 1, 2021.

11.21 Sec. 11. Minnesota Statutes 2020, section 122A.40, subdivision 5, is amended to read:

11.22 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first
11.23 teaching experience in Minnesota in a single district is deemed to be a probationary period
11.24 of employment, and, the probationary period in each district in which the teacher is thereafter
11.25 employed shall be one year. The school board must adopt a plan for written evaluation of
11.26 teachers during the probationary period that is consistent with subdivision 8. Evaluation
11.27 must occur at least three times periodically throughout each school year for a teacher
11.28 performing services during that school year; the first evaluation must occur within the first
11.29 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
11.30 and other staff development opportunities and days on which a teacher is absent from school
11.31 must not be included in determining the number of school days on which a teacher performs
11.32 services. Except as otherwise provided in paragraph (b), during the probationary period any
11.33 annual contract with any teacher may or may not be renewed as the school board shall see
11.34 fit. However, the board must give any such teacher whose contract it declines to renew for

12.1 the following school year written notice to that effect before July 1. If the teacher requests
 12.2 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason
 12.3 in writing, including a statement that appropriate supervision was furnished describing the
 12.4 nature and the extent of such supervision furnished the teacher during the employment by
 12.5 the board, within ten days after receiving such request. The school board may, after a hearing
 12.6 held upon due notice, discharge a teacher during the probationary period for cause, effective
 12.7 immediately, under section 122A.44.

12.8 (b) A board must discharge a probationary teacher, effective immediately, upon receipt
 12.9 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has
 12.10 been revoked due to a conviction for child abuse or sexual abuse.

12.11 (c) A probationary teacher whose first three years of consecutive employment are
 12.12 interrupted for active military service and who promptly resumes teaching consistent with
 12.13 federal reemployment timelines for uniformed service personnel under United States Code,
 12.14 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
 12.15 of paragraph (a).

12.16 (d) A probationary teacher whose first three years of consecutive employment are
 12.17 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
 12.18 months of when the leave began is considered to have a consecutive teaching experience
 12.19 for purposes of paragraph (a) if the probationary teacher completes a combined total of
 12.20 three years of teaching service immediately before and after the leave.

12.21 (e) A probationary teacher must complete at least 120 days of teaching service each year
 12.22 during the probationary period. Days devoted to parent-teacher conferences, teachers'
 12.23 workshops, and other staff development opportunities and days on which a teacher is absent
 12.24 from school do not count as days of teaching service under this paragraph.

12.25 (f) Notwithstanding any law to the contrary, a school district may negotiate a contract
 12.26 with a one-year probationary period with a teacher who has obtained tenure, continuing
 12.27 contract status, or an equivalent status in another state.

12.28 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
 12.29 effective July 1, 2021, and thereafter.

12.30 Sec. 12. Minnesota Statutes 2020, section 122A.41, subdivision 2, is amended to read:

12.31 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public
 12.32 schools in cities of the first class during the first three years of consecutive employment
 12.33 shall be deemed to be in a probationary period of employment during which period any

13.1 annual contract with any teacher may, or may not, be renewed as the school board, after
13.2 consulting with the peer review committee charged with evaluating the probationary teachers
13.3 under subdivision 3, shall see fit. The school site management team or the school board if
13.4 there is no school site management team, shall adopt a plan for a written evaluation of
13.5 teachers during the probationary period according to subdivisions 3 and 5. Evaluation by
13.6 the peer review committee charged with evaluating probationary teachers under subdivision
13.7 3 shall occur at least three times periodically throughout each school year for a teacher
13.8 performing services during that school year; the first evaluation must occur within the first
13.9 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
13.10 and other staff development opportunities and days on which a teacher is absent from school
13.11 shall not be included in determining the number of school days on which a teacher performs
13.12 services. The school board may, during such probationary period, discharge or demote a
13.13 teacher for any of the causes as specified in this code. A written statement of the cause of
13.14 such discharge or demotion shall be given to the teacher by the school board at least 30
13.15 days before such removal or demotion shall become effective, and the teacher so notified
13.16 shall have no right of appeal therefrom.

13.17 (b) A probationary teacher whose first three years of consecutive employment are
13.18 interrupted for active military service and who promptly resumes teaching consistent with
13.19 federal reemployment timelines for uniformed service personnel under United States Code,
13.20 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
13.21 of paragraph (a).

13.22 (c) A probationary teacher whose first three years of consecutive employment are
13.23 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
13.24 months of when the leave began is considered to have a consecutive teaching experience
13.25 for purposes of paragraph (a) if the probationary teacher completes a combined total of
13.26 three years of teaching service immediately before and after the leave.

13.27 (d) A probationary teacher must complete at least 120 days of teaching service each year
13.28 during the probationary period. Days devoted to parent-teacher conferences, teachers'
13.29 workshops, and other staff development opportunities and days on which a teacher is absent
13.30 from school do not count as days of teaching service under this paragraph.

13.31 (e) Notwithstanding any law to the contrary, a school district may negotiate a contract
13.32 with a one-year probationary period with a teacher who has obtained tenure, continuing
13.33 contract status, or an equivalent status in another state.

14.1 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
14.2 effective July 1, 2021, and thereafter.

14.3 Sec. 13. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

14.4 Subdivision 1. **Purpose.** This section establishes a program to support districts and
14.5 schools recruiting and offering hiring bonuses for licensed teachers who are American
14.6 Indian or a person of color from another state or country in order to meet staffing needs in
14.7 shortage areas in economic development regions in Minnesota.

14.8 Subd. 2. **Eligibility.** A district or school must verify that the hiring bonus is given to
14.9 teachers licensed in another state who:

14.10 (1) qualify for a Tier 3 or Tier 4 Minnesota license;

14.11 (2) have moved to the economic development region in Minnesota where they were
14.12 hired; and

14.13 (3) belong to a racial or ethnic group that is underrepresented among teachers compared
14.14 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),
14.15 clause (2).

14.16 Subd. 3. **Bonus amount.** A district or school may offer a signing and retention bonus
14.17 of a minimum of \$2,500 and a maximum of \$5,000 to a teacher who meets the eligibility
14.18 requirements. A teacher who meets eligibility requirements and meets a licensure shortage
14.19 area in the economic development region of the state where the school is located may be
14.20 offered a signing bonus of a minimum of \$4,000 and a maximum of \$8,000. A teacher must
14.21 be paid half of the bonus when starting employment and half after completing four years
14.22 of service in the hiring district or school. A teacher who does not complete their first school
14.23 year upon receiving a hiring bonus must repay the hiring bonus.

14.24 Subd. 4. **Administration.** The commissioner must establish a process for districts or
14.25 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving
14.26 to and working in Minnesota schools experiencing specific shortages.

14.27 **EFFECTIVE DATE.** This section applies to teacher contracts entered into on or after
14.28 July 1, 2021.

14.29 Sec. 14. Minnesota Statutes 2020, section 122A.635, subdivision 3, is amended to read:

14.30 Subd. 3. **Grant program administration.** The Professional Educator Licensing and
14.31 Standards Board may enter into an interagency agreement with the Office of Higher

15.1 Education. The agreement may include a transfer of funds to the Office of Higher Education
 15.2 to help establish and administer the competitive grant process. The board must award grants
 15.3 to institutions located in various economic development regions throughout the state, but
 15.4 must not predetermine the number of institutions to be awarded grants under this section
 15.5 or set a limit for the amount that any one institution may receive as part of the competitive
 15.6 grant application process. All grants must be awarded by August 15 of the fiscal year in
 15.7 which the grants are to be used ~~except that, for initial competitive grants awarded for fiscal~~
 15.8 ~~year 2020, grants must be awarded by September 15.~~ Grants awarded after fiscal year 2021
 15.9 will be awarded for a two-year grant period. An institution that receives a grant under this
 15.10 section may use the grant funds over a two- to four-year period to support teacher candidates.

15.11 Sec. 15. Minnesota Statutes 2020, section 122A.635, subdivision 4, is amended to read:

15.12 Subd. 4. **Report.** (a) By ~~January 15~~ June 30 of each year, an institution awarded a grant
 15.13 under this section must prepare for the legislature and the board a detailed report regarding
 15.14 the expenditure of grant funds, including the amounts used to recruit, retain, and induct
 15.15 teacher candidates of color or who are American Indian. The report must include the total
 15.16 number of teacher candidates of color, disaggregated by race or ethnic group, who are
 15.17 recruited to the institution, are newly admitted to the licensure program, are enrolled in the
 15.18 licensure program, have completed student teaching, have graduated, are licensed, and are
 15.19 newly employed as Minnesota teachers in their licensure field. A grant recipient must report
 15.20 the total number of teacher candidates of color or who are American Indian at each stage
 15.21 from recruitment to licensed teaching as a percentage of total candidates seeking the same
 15.22 licensure at the institution.

15.23 (b) By September 1 of each year, the board must post a report on its website summarizing
 15.24 the activities and outcomes of grant recipients and results that promote sharing of effective
 15.25 practices among grant recipients.

15.26 Sec. 16. **[122A.685] GRANTS FOR GROW YOUR OWN PROGRAMS.**

15.27 Subdivision 1. **Establishment.** The commissioner of education must award grants for
 15.28 the three types of Grow Your Own programs established under this section in order to
 15.29 develop a teaching workforce that more closely reflects the state's increasingly diverse
 15.30 student population and ensure all students have equitable access to effective and diverse
 15.31 teachers.

15.32 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
 15.33 meanings given.

16.1 (b) "Eligible district" means a school district, charter school, or cooperative unit under
16.2 section 123A.24, subdivision 2.

16.3 (c) "Grow Your Own program" means a program established by an eligible district in
16.4 partnership with a Professional Educator Licensing and Standards Board-approved teacher
16.5 preparation program provider, or by a Head Start program under section 119A.50, to provide
16.6 a pathway for candidates to enter the teaching profession and teach at any level from early
16.7 childhood to secondary school.

16.8 (d) "Residency program" means a Professional Educator Licensing and Standards
16.9 Board-approved teacher preparation program established by an eligible district and a
16.10 board-approved teacher preparation program provider that uses a cohort-based model and
16.11 includes a yearlong clinical experience integrating coursework and student teaching.

16.12 (e) "Resident" means a teacher candidate participating in a residency program.

16.13 Subd. 3. **Grants to residency programs.** (a) An eligible district may apply for grants
16.14 to develop, maintain, or expand effective residency programs. A residency program must
16.15 pair a resident with a teacher of record who must hold a Tier 3 or 4 license. The residency
16.16 program must provide the teacher of record with ongoing professional development in
16.17 co-teaching, mentoring, and coaching skills and must ensure that the resident and teacher
16.18 of record co-teach and participate in required teacher professional development activities
16.19 for at least 80 percent of the contracted week for a full academic year.

16.20 (b) A grant recipient must use at least 80 percent of grant funds to provide tuition
16.21 scholarships or stipends to enable employees or community members seeking a teaching
16.22 license, who are of color or American Indian, to participate in a residency program. A grant
16.23 recipient may request permission from the commissioner to use the remaining grant funds
16.24 to provide tuition scholarships to employees who are not persons of color or American
16.25 Indian and who seek to teach in a licensure area in which the eligible district has a shortage
16.26 of Tier 3 or 4 licensed teachers.

16.27 (c) An eligible district using grant funds under this subdivision to provide financial
16.28 support to teacher candidates may require a commitment from a candidate to teach in the
16.29 eligible district for a reasonable amount of time not to exceed five years.

16.30 Subd. 4. **Grants for programs serving adults.** (a) An eligible district or Head Start
16.31 program under section 119A.50 may apply for grants to provide financial assistance,
16.32 mentoring, and other experiences to support persons of color or American Indian persons
16.33 to become licensed teachers or preschool teachers.

17.1 (b) An eligible district or Head Start program must use grant funds awarded under this
17.2 subdivision for:

17.3 (1) tuition scholarships or stipends to eligible Tier 2 licensed teachers, education
17.4 assistants, cultural liaisons, or other nonlicensed employees who are of color or American
17.5 Indian and are enrolled in undergraduate or graduate-level coursework that is part of a
17.6 board-approved teacher preparation program leading to a Tier 3 teacher license;

17.7 (2) developing and implementing pathway programs with local community-based
17.8 organizations led by and for communities of color or American Indian communities that
17.9 provide stipends or tuition scholarships to parents and community members who are of
17.10 color or American Indian to change careers and obtain a Tier 3 license or other credential
17.11 needed to teach in a Head Start program; or

17.12 (3) collaborating with a board-approved teacher preparation program provided by a
17.13 postsecondary institution to develop and implement innovative teacher preparation programs
17.14 that lead to Tier 2 or Tier 3 licensure, involve more intensive and extensive clinical
17.15 experiences with more professional coaching or mentorship than are typically required in
17.16 traditional college or university campus-based teacher preparation programs, provide
17.17 candidates with support that is responsive to the unique needs of candidates who are of
17.18 color or American Indian, and have more than half of their candidates identify as persons
17.19 of color or American Indian.

17.20 (c) An eligible district or Head Start program providing financial assistance to individuals
17.21 under this subdivision may require a commitment from candidates to teach in the eligible
17.22 school or Head Start program for a reasonable amount of time not to exceed five years.

17.23 Subd. 5. Grants for programs serving secondary school students. (a) In addition to
17.24 grants for developing and offering dual-credit postsecondary course options in schools for
17.25 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,
17.26 subdivision 10, a school district or charter school may apply for grants under this section
17.27 to offer other innovative programs that encourage secondary school students, especially
17.28 students of color and American Indian students, to pursue teaching. To be eligible for a
17.29 grant under this subdivision, a school district or charter school must ensure that the aggregate
17.30 percentage of secondary school students of color and American Indian students participating
17.31 in the program is equal to or greater than the aggregate percentage of students of color and
17.32 American Indian students in the school district or charter school.

17.33 (b) A grant recipient must use grant funds awarded under this subdivision for:

18.1 (1) supporting future teacher clubs or service-learning opportunities that provide middle
18.2 and high-school students who are of color or American Indian to have experiential learning
18.3 supporting the success of younger students or peers and to increase students' interest in
18.4 pursuing a teaching career;

18.5 (2) providing direct support, including wrap-around services, for students who are of
18.6 color or American Indian to enroll and be successful in postsecondary enrollment options
18.7 courses under section 124D.09 that would meet degree requirements for teacher licensure;
18.8 or

18.9 (3) offering scholarships to graduating high school students who are of color or American
18.10 Indian to enroll in board-approved undergraduate teacher preparation programs at a college
18.11 or university in Minnesota.

18.12 Subd. 6. **Grant procedure.** (a) An eligible district or Head Start program must apply
18.13 for a grant under this section in the form and manner specified by the commissioner. The
18.14 commissioner must give priority to eligible districts or Head Start programs with the highest
18.15 total number or percentage of students who are of color or American Indian.

18.16 (b) For the 2021-2022 school year and later, grant applications for new and existing
18.17 programs must be received by the commissioner no later than January 15 of the year prior
18.18 to the school year in which the grant will be used. The commissioner must review all
18.19 applications and notify grant recipients by March 15 or as soon as practicable of the
18.20 anticipated amount awarded. If the commissioner determines that sufficient funding is
18.21 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
18.22 soon as practicable that there are insufficient funds.

18.23 Subd. 7. **Account established.** A Grow Your Own program account is created in the
18.24 special revenue fund for depositing money appropriated to or received by the department
18.25 for Grow Your Own programs. Money deposited in the account is appropriated to the
18.26 commissioner, does not cancel, and is continuously available for grants under this section.
18.27 Grant recipients may apply to use grant money over a period of up to 24 months.

18.28 Subd. 8. **Report.** Grant recipients must annually report to the commissioner in the form
18.29 and manner determined by the commissioner on their activities under this section, including
18.30 the number of participants, the percentage of participants who are of color or American
18.31 Indian, and an assessment of program effectiveness, including participant feedback, areas
18.32 for improvement, the percentage of participants continuing to pursue teacher licensure, and
18.33 where applicable, the number of participants hired in the school or district as teachers after
18.34 completing preparation programs. The commissioner must publish a report for the public

19.1 that summarizes the activities and outcomes of grant recipients and what was done to promote
19.2 sharing of effective practices among grant recipients and potential grant applicants.

19.3 **EFFECTIVE DATE.** This section is effective July 1, 2021.

19.4 Sec. 17. Minnesota Statutes 2020, section 122A.70, is amended to read:

19.5 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
19.6 **TEACHERS.**

19.7 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School
19.8 districts are encouraged to develop teacher mentoring programs for teachers new to the
19.9 profession or district, including teaching residents, teachers of color, teachers who are
19.10 American Indian, teachers in license shortage areas, teachers with special needs, or
19.11 experienced teachers in need of peer coaching.

19.12 (b) Teacher mentoring programs must be included in or aligned with districts' teacher
19.13 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,
19.14 subdivision 5. A district may use staff development revenue under section 122A.61, special
19.15 grant programs established by the legislature, or another funding source to pay a stipend to
19.16 a mentor who may be a current or former teacher who has taught at least three years and is
19.17 not on an improvement plan. Other initiatives using such funds or funds available under
19.18 sections 124D.861 and 124D.862 may include:

19.19 (1) additional stipends as incentives to mentors of color or who are American Indian;

19.20 (2) financial supports for professional learning community affinity groups across schools
19.21 within and between districts for teachers from underrepresented racial and ethnic groups to
19.22 come together throughout the school year. For purposes of this section, "affinity groups"
19.23 are groups of educators who share a common racial or ethnic identity in society as persons
19.24 of color or who are American Indian;

19.25 (3) programs for induction aligned with the district or school mentorship program during
19.26 the first three years of teaching, especially for teachers from underrepresented racial and
19.27 ethnic groups; or

19.28 (4) grants supporting licensed and nonlicensed educator participation in professional
19.29 development, such as workshops and graduate courses, related to increasing student
19.30 achievement for students of color and American Indian students in order to close opportunity
19.31 and achievement gaps.

20.1 (c) A school or district that receives a grant must negotiate additional retention strategies
 20.2 or protection from unrequested leave of absences in the beginning years of employment for
 20.3 teachers of color and teachers who are American Indian. Retention strategies may include
 20.4 providing financial incentives for teachers of color and teachers who are American Indian
 20.5 to work in the school or district for at least five years and placing American Indian educators
 20.6 at sites with other American Indian educators and educators of color at sites with other
 20.7 educators of color to reduce isolation and increase opportunity for collegial support.

20.8 Subd. 2. **Applications.** The Professional Educator Licensing and Standards Board must
 20.9 make application forms available to sites interested in developing or expanding a mentorship
 20.10 program. A school district; ~~a~~ or group of school districts; ~~a coalition of districts, teachers,~~
 20.11 ~~and teacher education institutions;~~ or, a school or coalition of schools, or a coalition of
 20.12 teachers, or nonlicensed educators may apply for a program grant. A higher education
 20.13 institution or nonprofit organization may partner with a grant applicant, but is not eligible
 20.14 as a sole applicant for grant funds. The Professional Educator Licensing and Standards
 20.15 Board, in consultation with the teacher mentoring task force, must approve or disapprove
 20.16 the applications. To the extent possible, the approved applications must reflect effective
 20.17 mentoring, professional development, and retention components, and be geographically
 20.18 distributed throughout the state. The Professional Educator Licensing and Standards Board
 20.19 must encourage the selected sites to consider the use of its assessment procedures.

20.20 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants must express commitment
 20.21 to:

- 20.22 (1) allow staff participation;
- 20.23 (2) assess skills of both beginning and mentor teachers;
- 20.24 (3) provide appropriate in-service to needs identified in the assessment;
- 20.25 (4) provide leadership to the effort;
- 20.26 (5) cooperate with higher education institutions or teacher educators;
- 20.27 (6) provide facilities and other resources;
- 20.28 (7) share findings, materials, and techniques with other school districts; and
- 20.29 (8) retain teachers of color and teachers who are American Indian.

20.30 (b) Priority for awarding grants must be for efforts to induct, mentor, and retain Tier 2
 20.31 or Tier 3 teachers who are of color or American Indian and Tier 2 or Tier 3 teachers in
 20.32 licensure shortage areas.

21.1 Subd. 4. **Additional funding.** Applicants are required to seek additional funding and
21.2 assistance from sources such as school districts, postsecondary institutions, foundations,
21.3 and the private sector.

21.4 Subd. 5. **Program implementation.** Grants may be awarded for implementing activities
21.5 over a period of time up to 24 months. New and expanding mentorship sites that are funded
21.6 to design, develop, implement, and evaluate their program must participate in activities that
21.7 support program development and implementation. The Professional Educator Licensing
21.8 and Standards Board must provide resources and assistance to support new sites in their
21.9 program efforts. These activities and services may include, but are not limited to: planning,
21.10 planning guides, media, training, conferences, institutes, and regional and statewide
21.11 networking meetings. Nonfunded schools or districts interested in getting started may
21.12 participate. Fees may be charged for meals, materials, and the like.

21.13 Subd. 6. **Report.** By ~~June~~ September 30 of each year after receiving a grant, recipients
21.14 must submit a report to the Professional Educator Licensing and Standards Board on program
21.15 efforts that describes mentoring and induction activities and assesses the impact of these
21.16 programs on teacher effectiveness and retention.

21.17 **EFFECTIVE DATE.** This section is effective July 1, 2021.

21.18 Sec. 18. Minnesota Statutes 2020, section 123B.147, subdivision 3, is amended to read:

21.19 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,
21.20 and instructional leadership services, under the supervision of the superintendent of schools
21.21 of the district and according to the policies, rules, and regulations of the school board, for
21.22 the planning, management, operation, and evaluation of the education program of the building
21.23 or buildings to which the principal is assigned.

21.24 (b) To enhance a principal's culturally responsive leadership skills and support and
21.25 improve teaching practices, school performance, and student achievement for diverse student
21.26 populations, including at-risk students, children with disabilities, English learners, and gifted
21.27 students, among others, a district must develop and implement a performance-based system
21.28 for annually evaluating school principals assigned to supervise a school building within the
21.29 district. The evaluation must be designed to improve teaching and learning by supporting
21.30 the principal in shaping the school's professional environment and developing teacher
21.31 quality, performance, and effectiveness. The annual evaluation must:

22.1 (1) support and improve a principal's instructional leadership, organizational management,
 22.2 and professional development, and strengthen the principal's capacity in the areas of
 22.3 instruction, supervision, evaluation, and teacher development;

22.4 (2) support and improve a principal's culturally responsive leadership practices that
 22.5 create inclusive and respectful teaching and learning environments for all students, families,
 22.6 and employees;

22.7 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of
 22.8 student progress toward career and college readiness;

22.9 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and
 22.10 goals, and the principal's own professional multiyear growth plans and goals, all of which
 22.11 must support the principal's leadership behaviors and practices, rigorous curriculum, school
 22.12 performance, and high-quality instruction;

22.13 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

22.14 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and
 22.15 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

22.16 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation
 22.17 and incorporate district achievement goals and targets;

22.18 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and
 22.19 learning, curriculum and instruction, student learning, culturally responsive leadership
 22.20 practices, and a collaborative professional culture; and

22.21 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria
 22.22 under this subdivision, implement a plan to improve the principal's performance and specify
 22.23 the procedure and consequence if the principal's performance is not improved.

22.24 The provisions of this paragraph are intended to provide districts with sufficient flexibility
 22.25 to accommodate district needs and goals related to developing, supporting, and evaluating
 22.26 principals.

22.27 **EFFECTIVE DATE.** This section is effective July 1, 2022.

22.28 **Sec. 19. [124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND**
 22.29 **OBJECTS OF CULTURAL SIGNIFICANCE.**

22.30 A school district or charter school must not prohibit an American Indian student from
 22.31 wearing American Indian regalia, tribal regalia, or objects of cultural significance at
 22.32 graduation ceremonies.

23.1 Sec. 20. Minnesota Statutes 2020, section 124D.861, subdivision 2, is amended to read:

23.2 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
 23.3 district must formally develop and implement a long-term plan under this section. The plan
 23.4 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
 23.5 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
 23.6 ~~learning environments that offer students school enrollment choices; family engagement~~
 23.7 ~~initiatives that involve families in their students' academic life and success; professional~~
 23.8 ~~development opportunities for teachers and administrators focused on improving the academic~~
 23.9 ~~achievement of all students, including teachers and administrators who are members of~~
 23.10 ~~populations underrepresented among the licensed teachers or administrators in the district~~
 23.11 ~~or school and who reflect the diversity of students under section 120B.35, subdivision 3,~~
 23.12 ~~paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic~~
 23.13 ~~opportunities and effective and more diverse instructors focused on rigor and college and~~
 23.14 ~~career readiness for underserved students, including students enrolled in alternative learning~~
 23.15 ~~centers under section 123A.05, public alternative programs under section 126C.05,~~
 23.16 ~~subdivision 15, and contract alternative programs under section 124D.69, among other~~
 23.17 ~~underserved students; or recruitment and retention of teachers and administrators with~~
 23.18 ~~diverse racial and ethnic backgrounds.~~

23.19 (b) The plan must contain goals for:

23.20 (1) reducing the disparities in academic achievement and in equitable access to effective
 23.21 and more diverse teachers among all students and specific categories of students under
 23.22 section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender,
 23.23 disability, and English learners; and

23.24 (2) increasing racial and economic diversity and integration in schools and districts.

23.25 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
 23.26 and community strengths of all students, families, and employees in the district's curriculum
 23.27 as well as learning and work environments, and to address issues of institutional racism as
 23.28 defined in section 120B.11, subdivision 1, in schools that create opportunity and achievement
 23.29 gaps for students, families, and staff who are of color or American Indian. Examples of
 23.30 institutional racism experienced by students who are of color or American Indian include
 23.31 policies and practices that intentionally or unintentionally result in disparate discipline
 23.32 referrals and suspension, inequitable access to advanced coursework, overrepresentation in
 23.33 lower-level coursework, inequitable participation in cocurricular activities, inequitable
 23.34 parent involvement, and lack of equitable access to racially and ethnically diverse teachers

24.1 who reflect the racial or ethnic diversity of students because it has not been a priority to
24.2 hire or retain such teachers.

24.3 (d) School districts must use local data, to the extent practicable, to develop plan
24.4 components and strategies. Plans may include:

24.5 (1) innovative and integrated prekindergarten through grade 12 learning environments
24.6 that offer students school enrollment choices;

24.7 (2) family engagement initiatives that involve families in their students' academic life
24.8 and success and improve relations between home and school;

24.9 (3) opportunities for students, families, staff, and community members who are of color
24.10 or American Indian to share their experiences in the school setting with school staff and
24.11 administration and to inform development of specific proposals for making school
24.12 environments more validating, affirming, embracing, and integrating of their cultural and
24.13 community strengths.

24.14 (4) professional development opportunities for teachers and administrators focused on
24.15 improving the academic achievement of all students, including knowledge, skills, and
24.16 dispositions needed to be anti-racist and culturally sustaining as defined in section 120B.11,
24.17 subdivision 1, for serving students who are from racially and ethnically diverse backgrounds;

24.18 (5) recruitment and retention of teachers, administrators, cultural and family liaisons,
24.19 paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented
24.20 in the student population to strengthen relationships with all students, families, and other
24.21 members of the community;

24.22 (6) collection, examination, and evaluation of academic and discipline data for
24.23 institutional racism as defined in section 120B.11, subdivision 1, in structures, policies, and
24.24 practices that result in the education disparities, in order to propose anti-racist changes as
24.25 defined in section 120B.11, subdivision 1, that increase access, meaningful participation,
24.26 representation, and positive outcomes for students of color and American Indian students;

24.27 (7) increased programmatic opportunities and effective and more diverse instructors
24.28 focused on rigor and college and career readiness for students who are impacted by racial,
24.29 gender, linguistic, and economic disparities, including students enrolled in area learning
24.30 centers or alternative learning programs under section 123A.05, state-approved alternative
24.31 programs under section 126C.05, subdivision 15, and contract alternative programs under
24.32 section 124D.69, among other underserved students;

25.1 (8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide
 25.2 all students with opportunities to learn about their own and others' cultures and historical
 25.3 experiences; or

25.4 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
 25.5 racial and ethnic groups while meeting state academic standards and being culturally
 25.6 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
 25.7 about any group is accurate and based in knowledge from that group.

25.8 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
 25.9 research-based interventions that include ~~formative~~ multiple measures of assessment practices
 25.10 and engagement in order to reduce the eliminate academic disparities in student academic
 25.11 performance among the specific categories of students as measured by student progress and
 25.12 growth on state reading and math assessments and for students impacted by racial, gender,
 25.13 linguistic, and economic inequities as aligned with section 120B.11.

25.14 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
 25.15 services under this section, which may include forming collaborations or a single,
 25.16 seven-county metropolitan areawide partnership of eligible districts for this purpose.

25.17 **EFFECTIVE DATE.** This section is effective for all plans reviewed and updated after
 25.18 the day following final enactment.

25.19 Sec. 21. **APPROPRIATIONS.**

25.20 **Subdivision 1. Department of Education.** The sums indicated in this section are
 25.21 appropriated from the general fund to the Department of Education for the fiscal years
 25.22 designated.

25.23 **Subd. 2. Collaborative urban and greater Minnesota educators of color grants. (a)**
 25.24 For transfer to the Professional Educator Licensing and Standards Board for collaborative
 25.25 urban and greater Minnesota educators of color competitive grants under Minnesota Statutes,
 25.26 section 122A.635:

25.27 \$ 6,000,000 2022

25.28 \$ 6,000,000 2023

25.29 (b) Any balance does not cancel but is available in the following fiscal year.

25.30 (c) The base appropriation for fiscal year 2024 and later is \$6,000,000.

25.31 (d) The board may retain up to \$100,000 of the appropriation amount to monitor and
 25.32 administer the grant program.

26.1 Subd. 3. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to
 26.2 develop, continue, or expand Grow Your Own new teacher programs:

26.3 \$ 8,500,000 2022

26.4 \$ 8,500,000 2023

26.5 (b) Any balance does not cancel but is available in the following fiscal year.

26.6 (c) Of this amount in each fiscal year, at least \$3,000,000 is for teacher residency
 26.7 programs under Minnesota Statutes, section 122A.685, subdivision 3.

26.8 (d) The base appropriation for fiscal year 2024 and later is \$10,000,000.

26.9 (e) The department may retain up to \$100,000 of the appropriation amount to monitor
 26.10 and administer the grant program.

26.11 Subd. 4. **Mentoring, induction, and retention incentive program grants for teachers**
 26.12 **of color.** (a) For transfer to the Professional Educator Licensing and Standards Board for
 26.13 the development and expansion of mentoring, induction, and retention programs designed
 26.14 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

26.15 \$ 3,000,000 2022

26.16 \$ 3,000,000 2023

26.17 (b) Any balance does not cancel but is available in the following fiscal year.

26.18 (c) The base appropriation for grants under Minnesota Statutes, section 122A.70, for
 26.19 fiscal year 2024 and later is \$4,500,000, of which at least \$3,500,000 each fiscal year must
 26.20 be granted for the development and expansion of mentoring, induction, and retention
 26.21 programs designed for teachers of color or American Indian teachers.

26.22 (d) The board may retain up to three percent of the appropriation amount to monitor and
 26.23 administer the grant program.

26.24 Subd. 5. **Reports on increasing percentage of teachers of color and American Indian**
 26.25 **teachers.** For transfer to the Professional Educator Licensing and Standards Board for a
 26.26 report on the efforts and impact of all state-funded programs to increase the percentage of
 26.27 teachers of color and American Indian teachers in Minnesota schools developed in
 26.28 consultation with the Department of Education, Office of Higher Education, grant recipients,
 26.29 and stakeholders.

26.30 \$ 15,000 2022

26.31 The base appropriation for fiscal year 2024 and each even-numbered later fiscal year is
 26.32 \$15,000.

27.1 Subd. 6. **Equitable school enhancement grants.** (a) To support schools in their efforts
 27.2 to close opportunity and achievement gaps under Minnesota Statutes, section 120B.113:

27.3 \$ 3,000,000 2022

27.4 \$ 3,000,000 2023

27.5 (b) The department may use up to five percent of this appropriation to administer the
 27.6 grant program.

27.7 Subd. 7. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in
 27.8 Minnesota hiring bonuses program under Minnesota Statutes, section 122A.59:

27.9 \$ 1,050,000 2022

27.10 \$ 1,050,000 2023

27.11 (b) The department may use up to five percent of the appropriation amount to administer
 27.12 the program under this subdivision.

27.13 (c) Any balance in the first year does not cancel but is available in the second year.

27.14 (d) The base appropriation for fiscal years 2022 and 2023 is \$1,050,000. The base
 27.15 appropriation for fiscal year 2024 and later when retention bonuses can start being paid
 27.16 through this program is \$2,100,000.

27.17 Subd. 8. **American Indian teacher preparation grants.** (a) For joint grants to assist
 27.18 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

27.19 \$ 600,000 2022

27.20 \$ 600,000 2023

27.21 (b) The department may use up to five percent of the appropriation amount to administer
 27.22 the grant program.

27.23 Subd. 9. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering
 27.24 "Introduction to Teaching" or "Introduction to Education" college in the schools courses
 27.25 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

27.26 \$ 500,000 2022

27.27 \$ 500,000 2023

27.28 (b) The department must be allocated no more than five percent of the appropriation
 27.29 amount for monitoring and administering the grant program.

27.30 Subd. 10. **Teacher recruitment marketing campaign.** (a) For transfer to the Professional
 27.31 Educator Licensing and Standards Board for developing two contracts to develop and
 27.32 implement an outreach and marketing campaign under this subdivision:

28.1 \$ 500,000 2022

28.2 \$ 500,000 2023

28.3 (b) The Professional Educator Licensing and Standards Board must issue a request for
 28.4 proposals to develop and implement an outreach and marketing campaign to elevate the
 28.5 profession and recruit teachers, especially teachers of color and American Indian teachers.
 28.6 Outreach efforts should include and support current and former Teacher of the Year finalists
 28.7 interested in being recruitment fellows to encourage prospective educators throughout the
 28.8 state.

28.9 (c) The outreach and marketing campaign must focus on making the following individuals
 28.10 become interested in teaching in Minnesota public schools:

28.11 (1) high school and college students of color or American Indian students who have not
 28.12 chosen a career path; or

28.13 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who
 28.14 may be seeking to change careers.

28.15 (d) The board must award two \$250,000 grants each year to firms or organizations that
 28.16 demonstrate capacity to reach wide and varied audiences of prospective teachers based on
 28.17 a work plan with quarterly deliverables. Preferences should be given to firms or organizations
 28.18 that are led by people of color and that have people of color working on the campaign with
 28.19 a proven record of success. The grant recipients must recognize current pathways or programs
 28.20 to become a teacher and must partner with educators, schools, institutions, and racially
 28.21 diverse communities. The grant recipients are encouraged to provide in-kind contributions
 28.22 or seek funds from nonstate sources to supplement the grant award.

28.23 (e) The board may use no more than three percent of the appropriation amount to
 28.24 administer the program under this subdivision, and may have an interagency agreement
 28.25 with the Department of Education including transfer of funds to help administer the program.

28.26 (f) Any balance in the first year does not cancel but is available in the second year.

28.27 **EFFECTIVE DATE.** This section is effective July 1, 2021.