

1.1 Senator moves to amend the delete-everything amendment (SCS0960A-1)
1.2 to S.F. No. 960 as follows:

1.3 Page 18, after line 10, insert:

1.4 "Sec. 9. Minnesota Statutes 2020, section 120B.11, subdivision 2, is amended to read:

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

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

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

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

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

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

1.27 (ii) for all learners, access to culturally relevant or ethnic studies curriculum using
1.28 culturally responsive methodologies;

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

2.1 (6) education effectiveness practices that integrate high-quality instruction; rigorous
 2.2 curriculum; technology; inclusive and respectful learning and work environments for all
 2.3 students, families, and employees; and a collaborative professional culture that develops
 2.4 and supports retains qualified, racially and ethnically diverse staff effective at working with
 2.5 diverse students while developing and supporting teacher quality, performance, and
 2.6 effectiveness; and

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

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

2.10 Page 57, before line 29, insert:

2.11 "Section 1. **[120B.117] INCREASING THE PERCENTAGE OF TEACHERS OF**
 2.12 **COLOR AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

2.13 Subdivision 1. **Purpose.** This section sets short-term and long-term state goals for
 2.14 increasing the percentage of teachers of color and American Indian teachers in Minnesota,
 2.15 and for ensuring all students have equitable access to effective and racially and ethnically
 2.16 diverse teachers who reflect the diversity of students. The goals and report required under
 2.17 this section are important for meeting state goals for the world's best workforce under section
 2.18 120B.11, achievement and integration under section 124D.861, and higher education
 2.19 attainment under section 135A.012, all of which have been established to close persistent
 2.20 opportunity and achievement gaps that limit students' success in school and life and impede
 2.21 the state's economic growth.

2.22 Subd. 2. **Equitable access to racially and ethnically diverse teachers.** The percentage
 2.23 of teachers who are of color or American Indian in Minnesota must show an annual increase
 2.24 each year in order to have a teaching workforce that more closely reflects the state's
 2.25 increasingly diverse student population and ensure all students have equitable access to
 2.26 effective and diverse teachers of color and American Indian teachers by 2040.

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

2.29 Subd. 4. **Reporting.** (a) Beginning in 2022 and every even-numbered year thereafter,
 2.30 the Professional Educator Licensing and Standards Board must collaborate with the
 2.31 Department of Education and the Office of Higher Education to publish a summary report
 2.32 of the aggregate outcomes related to the preparation or retention of diverse teachers of each
 2.33 grant program they administer and any other program receiving state appropriations that

3.1 has or includes an explicit purpose of increasing the racial and ethnic diversity of the state's
3.2 teacher workforce to more closely reflect the diversity of students. The board must submit
3.3 the report to the chairs and ranking minority members of the legislative committees having
3.4 jurisdiction over kindergarten through grade 12 education. The board must submit the report
3.5 in accordance with section 3.195.

3.6 (b) The report must include programs under sections 122A.2451, 122A.63, 122A.635,
3.7 122A.685, 122A.70, 124D.09, 124D.861, 136A.1274, 136A.1275, and 136A.1791, along
3.8 with any other programs or initiatives that receive state appropriations to address the shortage
3.9 of teachers of color and American Indian teachers. The board must report on the effectiveness
3.10 of state-funded programs to increase the recruitment, preparation, licensing, hiring, and
3.11 retention of racially and ethnically diverse teachers and the state's progress toward meeting
3.12 or exceeding the goals of this section. The report must also include recommendations for
3.13 state policy and funding needed to achieve the goals of this section, and must include plans
3.14 for sharing the report and activities of grant recipients, and opportunities among grant
3.15 recipients of various programs to share effective practices with each other. The 2022 report
3.16 must include a recommendation of whether a state advisory council should be established
3.17 to address the shortage of racially and ethnically diverse teachers and what the composition
3.18 and charge of the advisory council would be if established.

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

3.27 Page 66, after line 20, insert:

3.28 "Sec. 17. [122A.685] GRANTS FOR GROW YOUR OWN PROGRAMS.

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

4.1 Subd. 2. Definitions. (a) For purposes of this section, the following terms have the
4.2 meanings given.

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

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

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

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

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

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

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

4.32 Subd. 4. Grants for programs serving adults. (a) An eligible district or Head Start
4.33 program under section 119A.50 may apply for grants to provide financial assistance,

5.1 mentoring, and other experiences to support persons of color or American Indian persons
5.2 to become licensed teachers or preschool teachers.

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

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

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

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

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

5.25 Subd. 5. **Grants for programs serving secondary school students.** (a) In addition to
5.26 grants for developing and offering dual-credit postsecondary course options in schools for
5.27 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,
5.28 subdivision 10, a school district or charter school may apply for grants under this section
5.29 to offer other innovative programs that encourage secondary school students, especially
5.30 students of color and American Indian students, to pursue teaching. To be eligible for a
5.31 grant under this subdivision, a school district or charter school must ensure that the aggregate
5.32 percentage of secondary school students of color and American Indian students participating
5.33 in the program is equal to or greater than the aggregate percentage of students of color and
5.34 American Indian students in the school district or charter school.

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

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

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

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

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

6.17 (b) For the 2022-2023 school year and later, grant applications for new and existing
6.18 programs must be received by the commissioner no later than January 15 of the year prior
6.19 to the school year in which the grant will be used. The commissioner must review all
6.20 applications and notify grant recipients by March 15 or as soon as practicable of the
6.21 anticipated amount awarded. If the commissioner determines that sufficient funding is
6.22 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
6.23 soon as practicable that there are insufficient funds.

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

6.29 Subd. 8. **Report.** Grant recipients must annually report to the commissioner in the form
6.30 and manner determined by the commissioner on their activities under this section, including
6.31 the number of participants, the percentage of participants who are of color or American
6.32 Indian, and an assessment of program effectiveness, including participant feedback, areas
6.33 for improvement, the percentage of participants continuing to pursue teacher licensure, and
6.34 where applicable, the number of participants hired in the school or district as teachers after

7.1 completing preparation programs. The commissioner must publish a report for the public
 7.2 that summarizes the activities and outcomes of grant recipients and what was done to promote
 7.3 sharing of effective practices among grant recipients and potential grant applicants."

7.4 Page 72, delete subdivision 3, and insert:

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

7.7 \$ 4,000,000 2022

7.8 \$ 4,000,000 2023

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

7.10 (c) The department may retain up to \$120,000 of the appropriation amount to monitor
 7.11 and administer the grant program."

7.12 Renumber the sections in sequence and correct the internal references

7.13 Amend the title accordingly

7.14 Adjust amounts accordingly