

**MACTE Weekly Legislative Report, 4.29.16**  
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**Three Weeks to Go, Miles Apart.** Both the House and Senate have now taken action on the floor to pass their education budget and policy bills. That means that the next step will be conference committees to work out the differences. Given how far apart the bills are in terms of policy language, funding totals, and funding sources, many continue to speculate about whether resolution can be achieved prior to the Constitutionally mandated adjournment date of Monday, May 23. Since this is not the year when the biennial budget must be completed, the legislature could adjourn without resolving many issues. We will follow closely as next steps are announced and, with your help, seek to influence the final outcomes to the extent possible. In the meantime, here's where things stand:

- (1) **The House has passed their education bill, HF 2479, containing all policy and budget provisions for both E-12 and higher education.** To see the contents of the bill as passed, read the Second Engrossment of the bill dated April 25 (an explanation of that in a minute). Among its provisions are \$4.5 million for Future Teacher Grants; \$1 million for student teacher grants; \$2.2 million for the teacher shortage loan forgiveness program; \$1.5 million for a Grow-Your-Own pilot program; and \$2.78 million for CUE expanded to include non-CUE programs. The bill also includes provisions for a 1-year professional license for Montessori-trained teachers; a number of provisions regarding CTE teacher preparation and licensing; language regarding student access to diverse teachers; a legislative study group to address the issues raised in the OLA report; and several pieces of new language outlining BOT responsibilities.
- (2) **The Senate took up HF 2479, refused to pass it, and substituted its own supplemental budget bill (including not only E-12 and higher education funding but funding for all other budget areas) for that bill.** As a result, the bill passed by the Senate is now identified as HF 2479 but it is not the same HF 2479 described above. Hence, to read *this* bill, you need to look up the First Unofficial Engrossment of HF 2479 dated April 29 (yes, this is very confusing!). Within the education provisions, this bill contains \$2.25 million for paraprofessional pathways to licensure; \$2 million for student teacher grants; \$1.09 for CUE programs (limited to the current four programs); \$1.25 million for American Indian Teacher Preparation grants; and budget increases for the BOT for the development of CAPS, Excellence in Teaching grants, IT improvements, and creation of a job posting board.
- (3) **The Senate has also separately adopted both policy bills, SF 1935 (E-12) and SF 3028 (higher education).** Two amendments to SF 1935 were adopted on the floor. One matches House language to direct BOT to award a 1-year professional teaching license to Montessori-trained teachers, a provision supported by MACTE, BOT, and EdMN. The other is very concerning, requiring the BOT to issue professional five-year teaching licenses to candidates who have successfully completed all required tests, hold an out-of-state license in the same content field and grade level as a Minnesota license, and have at least one full year of teaching experience as a teacher of record during the last five years. I would have thought there were enough Senators who understand why this provision (introduced by Senator Rosen) is problematic to vote it down, but unfortunately it passed. Along with EdMN and BOT, we will be watching this provision closely and can take some small comfort in knowing that the full range of licensure requirements presumably will be reviewed and hashed out by the group formed to respond to the OLA report.