



March 2023 Newsletter

Welcome to the MACTE Newsletter for the 2022-2023 academic year! This newsletter is sent once a month during the academic year to update the MACTE community about collaborative work, MACTE events, and information and opportunities relevant to teacher preparation in Minnesota.

MACTE Updates

MACTE's Spring Conference - Registration is Open

MACTE's [spring meeting will be held on April 21](#). The conference will be virtual, keeping with our new schedule of one face to face session in the fall and a virtual session in Winter and spring. Sessions will once again focus on mental health, as outlined in [MACTE's Due North Response Strategic Plan](#). [Proposals for breakout sessions focusing on mental health are being accepted now through MACTE's website](#).

[Submit a Proposal](#)

[Register](#)

Spring Conference will feature new networking sessions.

Our spring gathering will give attendees the opportunity to connect with MACTE colleagues to discuss ideas, share successes, and ask questions focused on implementing strong mental health programming for teacher candidates. Please come with ideas to share and questions to ask as we launch this new conference session format.

MACTE Executive Committee (MEC) Nominations

Please consider nominating a colleague (or yourself) to serve on the MACTE Executive Committee. It is the time of year when each caucus elects a member to serve on MEC. Many thanks to Kyena Cornelius (MN State), Carrie Pfeifer (Private) and Michael Young (UMN), whose terms are ending. MEC members serve for two years. You can [read more about the duties of the executive committee on MACTE's website](#).

Nominations can be submitted via the form below leading up to the vote. Nominees will have time to speak briefly during each caucus session at the April virtual meeting. Each member institution's CIR and IR will receive an email with links to vote during the virtual meeting's caucus session to submit their vote by 3:30pm on April 21. Votes will be tallied by the MACTE Executive Assistant and the new MEC members will be announced shortly after the meeting.

MEC Nomination Form

MACTE Deans and Directors Spring Summit Updates

Dean, Directors, and Chairs from MACTE institutions gathered on Monday, March 27. Leaders from approximately 25 MACTE institutions gathered to discuss assessment and accountability, reading, and special education pathways for Tier 1 and 2 teachers. Laura Mogelson also gave a legislative update. If your institution did not receive an invitation to the deans and directors summit, please contact Krista Overby at mactecommunication@gmail.com. The next summit will be held in June.

Legislative Updates

The month of March has been very busy at the Minnesota Legislature. March 10th was the deadline for committees to act favorably on bills in the house of origin. The legislators received the governor's recommended funding priorities.

In the final week of March, the Higher Education and K-12 Education Finance committees in both the House and the Senate presented and moved forward with their own omnibus bills. These are a collection of policy and budget bills. The 3rd deadline for committee action is April 4. This deadline is for committees to act favorably on major appropriation and finance bills. Below is a breakdown of where things stand with the bills we've been following and advocating for this session, including the Increase Teachers of Color Act and PELSB's bills. See below in this newsletter for a more detailed recap from the Coalition regarding ITCA provisions and funding.

House K-12 Education Omnibus Bill

Bill number: HF 2497 (as amended)

[Link to bill](#) and [Link to bill summary](#)

Description: Prekindergarten through grade 12 education funding provided; general education, education excellence, teacher, special education, facilities, nutrition, libraries, early childhood, community education, and state agencies provisions modified; reports required; and money appropriated.

Current status: This bill has been moved out of the Education committee and will be heard in the Taxes committee on 4/4. Read Chair Youakim's summary of the bill in her 3/31 weekly update [here](#).

Notes:

- Increases CUGMEC grant funds and modifies the grant language
- Increases GYO grant funds and adds eligibility
- Eliminates basic skills exams for a Tier 4 license to provide direct instruction in elementary, secondary, or special education programs
- Eliminates pedagogy and content exams for an applicant that has completed a PELSB-approved preparation program, licensure via portfolio, or a state-approved teacher preparation program in another state and passed licensure exams in that state.
- Ensures all professionally licensed teachers demonstrate meeting the standards of the profession. Eliminates pathway to Tier 3 license for Tier 2 teachers who have taught for three years and have a summative evaluation that did not place them on an improvement plan.
- Creates a grant program to develop a pipeline of Tier 3 and 4 special education teachers (districts apply for this funding)
- Adds two teacher-members to PELSB, including one who is in teacher education (increasing teacher educator members to two).

- The teacher residency language is also included, but with differences in the language from the PELSB version.
- Continues funding for a teacher recruitment marketing campaign.
- Requires PELSB to develop a program to support initial and additional licensure for a newly defined heritage language and culture teacher.
- Expands list of applicants exempt from requirement to hold a bachelor's degree for a Tier 1 license to include persons teaching world languages and culture, and the performing or visual arts.
- Does NOT include paid student teaching for all teacher candidates, the provision and funding we supported. This is still a priority of the governor's and could possibly be added back later in the conference committee. We are very disappointed about this.
- The Read Act, a bill many have been following, has been incorporated into the omnibus bill and merged with the Governor's BOLD literacy language. See Article 3 in the linked bill for details.

Senate K-12 Education Omnibus Bill

Bill number: SF 2684 (as amended)

[Link to bill](#) and [bill summary](#)

Description: Funding provision for prekindergarten through grade 12 education

Current status: This bill has also been moved out of the Education committee and will be heard in the Taxes committee on 4/4. According to Chair Senator Kunesh, the bill increases per pupil funding, boosts aid for English learner programs and special education, subsidizes mental health support in schools, expands early learning scholarships, enhances community education programs, supports efforts to increase the number of Teachers of Color in the classroom, invests in literacy programs to improve student reading, and funds libraries. The bill in the Senate is the companion to the bill in the House and includes the details listed above, including ITCA and PELSB provisions and funding, the special education teacher pipeline, GYO and CUGMEC increases, and the unfortunate removal of paid student teaching.

House and Senate Higher Education Education Omnibus

Bill numbers: SF 2075 (as amended) and HF 2073

[Link to Senate bill](#) and [bill summary](#)

[Link to House bill and bill summary](#)

Description: Office of Higher Education, Minnesota State Colleges and Universities, University of Minnesota, and Mayo Clinic funding and policy related changes provided; scholarship and student aid programs created and modified; direct admissions program created; reports required; and money appropriated.

Current status: The Senate bill will be moving on to the Finance committee on 4/4. The House bill will be moving to the Ways and Means committee on 4/3.

Notes: We strongly support the provisions in the bill that provide direct student support and were in the Increase Teachers of Color Act. This includes grants for teacher candidates in shortage areas, grants to underrepresented teacher candidates, and the loan forgiveness program for teachers in shortage areas. We are disappointed that the provisions put forward in the Increase Teachers of Color Act were not fully funded. We are also disappointed that the Aspiring Teachers of Color Scholarship program will not continue to be funded. Targeted funding to address this shortage area is vital to increase the number of BIPOC teachers in Minnesota.

AACTE Urges Action to Support Teacher Pay Legislation

Rep. Federica Wilson (FL-24) and Senator Bernie Sanders (I-VT) recently introduced legislation (H.R.882/S.766) to address the teacher pay crisis and attract more individuals to the profession. Among other things, the legislation would require states to establish a minimum salary for teachers that must be at least \$60,000 — and to pay teachers a livable and competitive annual salary that is at least and commensurate with similarly college-educated and experienced professionals and increases throughout a teacher’s career.

Urge your members of Congress to support this critical legislation! [Fill out this form and submit.](#) A letter will then be sent to your representative and both senators using the [AACTE Action Alert](#).

PELSB Updates

R-4745 Update: Notice of Adoption Published

The Professional Educator Licensing and Standards Board (PELSB) published its Notice of Adoption for the new ECSE Licensure Standards (R-4745) in the [March 20 State Register](#). This is the final step of the rulemaking process. The new rules go into effect on March 25, 2023; though, ECSE teacher licensure programs will have until July 1, 2025, to meet all the new standards. Please consult the resources below for more information.

For more information about the new rules, please review:

- [Final version of the new licensure standards](#)
- [The Official Rulemaking Record](#)
- [More about the new ECSE Standards](#), which were first adopted by the Council for Exceptional Children (CEC) in partnership with the CEC's Division for Early Childhood in 2020

Please send program approval questions to Michelle Sandler.

Update from The Coalition to Increase Teachers of Color and American Indian Teachers in MN

This past Thursday, March 27 the Education and Higher Education committees in the House and Senate passed their omnibus bills, and it depends on your perspective if the glass is half (or more than half) full or empty.

The most success we are likely to have this session is with same or similar policies that we have been proposing for years to close opportunity gaps and improve school climate and curriculum for BIPOC students and teachers. These policies have finally been adopted in omnibus Education bills in both House and Senate so they are very likely to pass in a final bill the Governor signs later this session!

A month ago there was a lot of optimism that the state's historic \$17.5 billion surplus would also make it easy for the Increase Teachers of Color Act (ITCA) to finally be fully funded since our total proposals for increased investments in HF320/SF619 and HF381/SF267 was less than 1% of the surplus or approximately \$157M over the next two fiscal years. However, committee budget targets were not large enough to meet all the requests for funding, especially competing with much larger, big-ticket items for school districts,

higher ed systems, and a new Senate proposal for tuition-free college. So, the stated priorities of lawmakers to increase BIPOC teachers did NOT translate into them fully funding ITCA proposals.

EDUCATION:

- ITCA proposed \$101.3M in total investment increases in FY24-25 for 13 existing and new programs (just 4.6% of committee's \$2.21B budget target)
- House Bill investment increase would be \$48.5M
- Senate Bill investment increase would be \$71.4M

HIGHER EDUCATION:

- ITCA proposed \$45.8M in total investment increases in FY24-25 for 3 programs (8.6% of committee's \$650M budget target)
- House Bill investment increase would be \$9M
- Senate Bill investment increase would be just \$1.75M

See detailed, [comparison of proposed investments in ITCA vs House & Senate](#). Watch 10 minutes of total testimony expressing concern in Senate Higher Ed Committee from the Coalition's lead legislative advocate, the state's Ethnic Councils, an elementary school student, and the state's teacher education organization (see minutes 53:40-1:03:35) https://www.youtube.com/watch?v=1hrzuytgt_Q

What's Next and What You Can Do

After omnibus bills pass the House and Senate in the coming weeks, then Conference Committees will convene to discuss and reconcile spending and policy differences between their omnibus bills. Each conference committee then creates a new omnibus bill that results from negotiations between House and Senate committee chairs. These new omnibus bills will then be voted on by the House and Senate before the legislative session ends in May and they then get sent to the Governor for signature.

CALL TO ACTION: Click on the links below for sample emails you can quickly and easily send to committee chairs after adding your name and city/town:

- [Click to email](#) the House Education Finance Committee Chair Youakim
- [Click to email](#) the Senate Education Finance Committee Chair Kunesh
- [Click to email](#) the House Higher Education Committee Chair Pelowski

- [Click to email](#) the Senate Higher Education Committee Chair Fateh

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