

FY26 Pathway Preparation Grant (PPG)

Information Session: October 28, 2025

Welcome!

Important Dates

- **By November 7:** Submit an **Intent to Apply**
This is a simple statement sent via email to grants.pelsb@state.mn.us
- **By November 20:** Pathway Preparation Grant
Applications are due by 4:30PM via email to grants.pelsb@state.mn.us

Funding Availability

This grant opportunity provides \$400,000 dollars in fiscal year 2026 in state funding under [Minnesota Laws 2025, Chapter 10, Article 3, Section 16, Subd. 5](#), for support of Tier 1 and Tier 2 teachers seeking a Tier 3 or 4 license through completion of a teacher preparation program or the licensure via portfolio process.

Funding will be allocated through a competitive process with review by a committee for a two-year period. Grantees will be announced by mid-January 2026.

Grant Purpose & Eligibility

Purpose: “Grant funds must be used to support teachers holding a Tier 1 or Tier 2 license and seeking a Tier 3 or 4 license through completion of a teacher preparation program or the licensure via portfolio process.

A grant recipient must provide teachers holding a Tier 1 or Tier 2 license with professional development, mentorship, and coursework aligned to state standards for teacher licensure.”

Grant Purpose & Eligibility

Eligibility: The following groups may apply:

School districts

Charter schools

Education service co-operatives

Partnerships between one or more teacher preparation providers, school districts, or charter schools

Key Terms

License: Authorization granted by PELSB to teach in a public school district or charter school. Only licenses that allow an individual to serve as a “teacher of record” as a classroom teacher, itinerant teacher, or related services school professional are included. The following license types are not included in this definition: substitute, administrative, supervisor, and director. All tiers are included.

Professional License: A license with unlimited renewals that is transferable to any school district, including a Tier 3 or 4 License.¹

Shortage area:(1) Licensure fields and economic development regions reported by the commissioner of education or the Professional Educator Licensing and Standards Board as experiencing a teacher shortage; and (2) Economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region, where the aggregate percentage of Indigenous teachers and teachers of color in the region is lower than the aggregate percentage of kindergarten through grade 12 Indigenous students and students of color in that region. Only individuals who close the gap between these percentages qualify as filling a shortage by this definition, as stated in Minn. Stat §120B.113.

¹ The term “professional license” is defined in Minnesota Rules 8705.0200, subpart 7c.

Key Terms –Teacher Shortage Areas by EDR

Teacher Shortage Areas

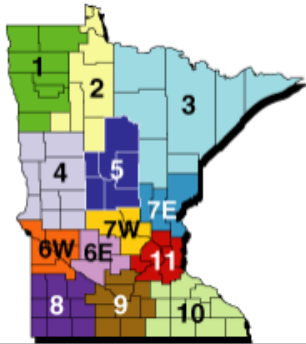
Licensure 2023	License Code
Agricultural Education	010100
American Indian Language and Culture	150110
American Sign Language	060200
Bilingual/ Bicultural Education	060301
Business	140050
CTE: Communications Technology Careers	300000
CTE: Construction Careers	300100
CTE: Creative Design Careers	300400
CTE: Early Childhood Careers	300500
CTE: Hospitality Service Careers	300600
CTE: Manufacturing Careers	300200
CTE: Medical Careers	300300
CTE: Transportation Careers	300700
Dance	050800
Dance and Theatre	050700
Early Childhood Education	180150
English as a Second Language	060206
Family and Consumer Sciences	090100
Library Media Specialist	941000
Mathematics	110000
Music: Instrumental (Band/ Orchestra) and Classroom Music	120500
Music: Vocal and Classroom Music	120400
Parent and Family Education	180401
Science: Chemistry	130301

There is a link contained within the RFP (p.3) to a document found at the address

https://www.ohe.state.mn.us/Documents/Student%20Teacher20Grants/Licensure%202023_ADA.pdf

that was created by PELSB and OHE, in collaboration with Minnesota's education commissioner listing Teacher Shortage Areas for 2023 under Minn. Stat. §122A.091, Subd. 5.

Key Terms –Teacher Shortage Areas by EDR



Economic Development Regions	
EDR 01 Northwest	Kittson County Marshall County Norman County Pennington County Polk County Red Lake County Roseau County
EDR 02 Headwaters	Beltrami County Clearwater County Hubbard County Lake of the Woods County Mahnomon County
EDR 03 Arrowhead	Aitkin County Carlton County Cook County Itasca County Koochiching County Lake County St. Louis County
EDR 04 West Central	Becker County Clay County Douglas County Grant County Otter Tail County Pope County Stevens County Traverse County Wilkin County
EDR 05	Cass County

Every state is divided into “Economic Development Regions” or “EDRs” by the federal government. Minnesota’s Department of Employment and Economic Development (DEED) presents a map of ours, correlated with each county, on their website.

Across MN, there is currently a ratio of only 5.9% Teachers of Color and Indigenous Teachers per 37.7% Students of Color and Indigenous Students

EDR 11 – Twin Cities

EDR 10 – Southeast

EDR 09 – South Central

EDR 08 – Southwest

EDR 07W – Central

EDR 07E – East Central

EDR 06W – Upper MN Valley

EDR 06E – Southwest Central

EDR 05 – North Central

EDR 04 – West Central

EDR 03 – Arrowhead

EDR 02 – Headwaters

EDR 01 – Northwest

See PELSB’s Biennial 2023 Teacher Supply and Demand Report, p.22

Key Terms –Teacher Shortage Areas by EDR

The mission of the Professional Educator Licensing and Standards Board is to ensure that all Minnesota students have high quality educators in their schools.



Apply for My
First License



Renew My
Current License



Jobs Board



Grants



Data & Reports



License Lookup

News and Updates



[PELSB-Approved Job Board Updates](#)



[Tier 2 Eligibility Requirements Change](#)



Key Terms –Teacher Shortage Areas by EDR

Data, Reports, & Dashboard

The Professional Educator Licensing and Standards Board regularly releases data and reports on teacher licensure & employment, teacher education programs, and other initiatives. Use the Data page to find raw data from school years 2020-2024. Use the Reports page to find PELSB's most recent data. If these pages do not provide the data you require, please [complete this form](#) and email it to DataRequest.PELSB@state.mn.us.

Board

- Members
- Board Meetings
- Calendar
- Resolutions
- Board Staff
- Data Reports Dashboard
- Rulemaking
- Grants
- Ethics
- News and Updates
- Contact Us



Data



Reports



Data Dashboard

Key Terms –Teacher Shortage Areas by EDR

- Board Meetings
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PELSB Reports

Please use this page to find PELSB's most recently published reports. Please visit the [PELSB Reports](#) page for previously published reports. Finally, for reports specific to grants, please visit the [Grants](#) page.



Supply & Demand

Every two years, PELSB releases information regarding the teacher workforce. Using licensure, assignment, and permission data, as well as surveys of Minnesota school districts, and teacher preparation providers, this report seeks to address the supply and demand of teachers, including across different economic development regions, licensure areas, district types, or race/ethnicity of teachers.

The Tiered License and Permissions report summarizes licensure and permission data from teacher

2023 Biennial MN
Teacher Supply &
Demand Report

gov/pelsb/board/boardmeetings/index.jsp

Key Terms –Teacher Shortage Areas by EDR

Table 9: Proportion of Teachers of Color and Indigenous Teachers (TOCIT) Compared to Students of Color and Indigenous Students (SOCIS) by Economic Development Region (EDR)

Region	Description	Total Number of TOCIT	Percent of Total TOCIT within the EDR	Total Number of SOCIS ¹¹	Percent of Total SOCIS within the EDR
1	Northwest	15	1.44%	2,492	18.36%
2	Headwaters	51	4.41%	5,872	41.76%
3	Arrowhead	99	3.10%	7,437	17.65%
4	West Central	53	2.01%	6,674	18.87%
5	North Central	34	1.73%	3,945	15.40%
6E	Southwest Central	13	1.10%	4,859	30.13%
6W	Upper Minnesota Valley	13	2.22%	1,497	20.58%
7E	East Central	22	1.33%	3,382	13.39%
7W	Central	111	2.10%	16,533	20.74%
8	Southwest	37	2.16%	7,226	34.46%
9	South Central	66	2.59%	8,060	23.69%
10	Southeast	137	2.41%	22,670	29.35%
11	7-County Twin Cities	3,189	9.68%	230,622	48.13%
TOTAL		3,840 ¹²	6.24%	321,269	36.91%

Table 9 on
p. 22 and
Conclusions on pp. 49-50

Estimated Grant Period

The term of funding is anticipated to be from January 15, 2026 through June 30, 2027.

State fiscal year 2026 begins July 1, 2025 and ends June 30, 2026; however, the funds are available for an additional year if needed.

Use of Grant Funds

Grantees must use grant funds to:

- support teachers holding a Tier 1 or Tier 2 license and seeking a Tier 3 or Tier 4 license through completion of a teacher preparation program or the licensure via portfolio process.

Big Picture: Pathways for a Tier 3 or 4 Licensure Recommendation

**Teacher Preparation
Program**

**Licensure via
Portfolio**

Licensure

Big Picture: Pathways for a Tier 3 or 4 Licensure Recommendation

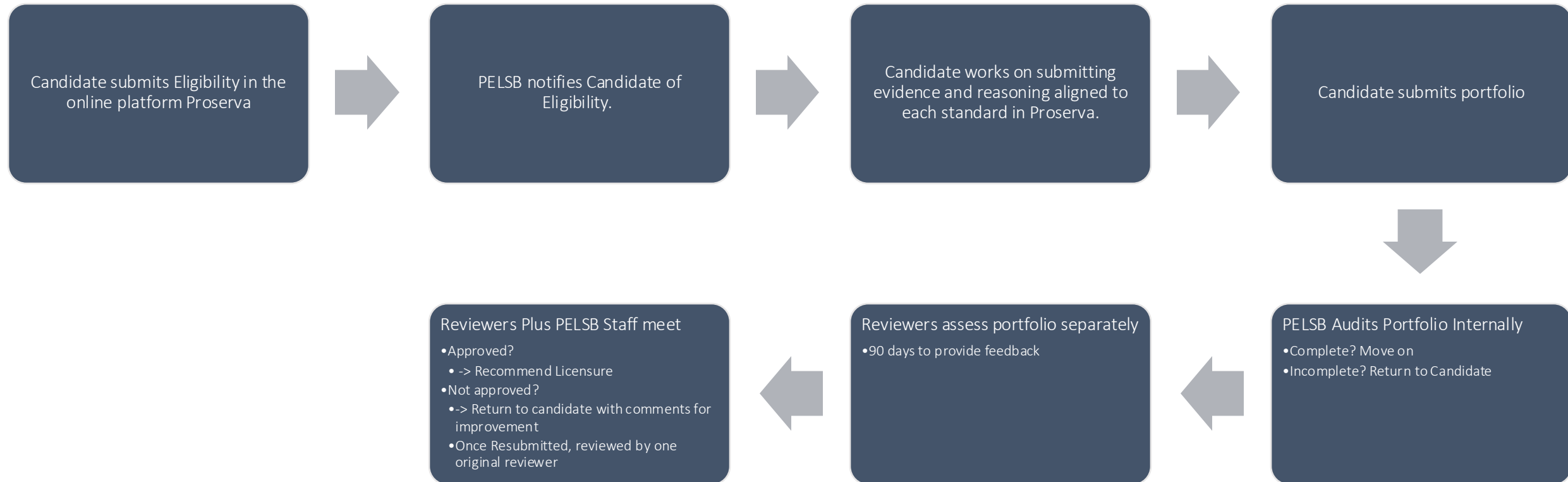
Teacher Preparation Program

- Professor-led learning opportunities and assessments
- Aligned to standards

Licensure via Portfolio

- Performance-Based Pathway
- May be met in ways that do not mirror teacher prep
 - Academic work
 - Teaching experiences
 - Videos of Classroom Instruction
 - Life experiences, etc.
- Aligned to **standards**

Portfolio Process



Use of Grant Funds – Cont'd

A grant recipient must provide teachers holding a Tier 1 or Tier 2 license with professional development, mentorship, and coursework aligned to state standards for teacher licensure.

Scored Proposal – Overview

Section 1: Applicant Information

Section 2: Program Narrative (40 points)

Section 3: Teacher Participants (35 points)

Section 4: Experience & Capacity for Efforts to Support Teachers (20 points)

Section 5: Budget with Descriptions (5 points)

Submissions must use the Preparation Pathway Grant application template saved as a PDF file.

Scored Proposal – Section 1

SECTION 1. APPLICANT INFORMATION

A. Are you applying as a (check one):

- ☐ School district
- ☐ Charter school district
- ☐ Education service cooperative
- ☐ Partnership between one or more teacher preparation providers and school districts, including charter school districts

B. Please list all schools, districts, and teacher educator institutions involved in the grant work proposed.

Scored Proposal – Section 2

SECTION 2: PROGRAM NARRATIVE (40 Points)

Please describe program need and detail proposed activities to be funded by this grant related to the required objectives:

- Supporting teachers holding a Tier 1 or Tier 2 license and seeking a Tier 3 or Tier 4 license through completion of a teacher preparation program or the licensure via portfolio process.
- Providing teachers holding a Tier 1 or Tier 2 license with professional development, mentorship, and coursework aligned to state standards for teacher licensure.

If applicable, which teacher preparation providers will you partner with to enroll teachers seeking initial licensure in a teacher preparation program?

How will you support the teachers to ensure they make meaningful progress toward licensure?

Evaluation Rubric – Section 2

Criteria	Not Recommended	Recommended	Highly Recommended
Section 2 Program Narrative (40 Points)	29 Points: The proposal does not provide a sufficient explanation of each program activity or who will be served. The proposal does not address the funding requirements for this grant program and/or several proposed activities are not allowable by statute.	35 Points: The proposal provides a reasonable explanation of each program activity aligned with the funding requirements for this grant program, including the types of teachers who will be served, how they will be supported.	40 Points: The proposal provides a clear and detailed explanation of each program activity aligned with the funding requirements for this grant program, including the types of teachers who will be served, how they will be supported.

Scored Proposal – Section 3

SECTION 3: TEACHER PARTICIPANTS (35 Points)

	Total Tier 1 Teachers	Total Tier 2 Teachers
Number of teachers who will be enrolled in an initial licensure program		
Number of teachers who will be supported through the licensure via portfolio process		

	Total Tier 1 Teachers	Total Tier 2 Teachers
Of the teachers you plan to support, how many are teachers of color and/or Indigenous teachers?		
Of the teachers you plan to support, how many work in teacher shortage areas ?		

Please list the shortage areas and number of teachers seeking initial licensure in those areas.

Shortage Area	Total Number of Tier 1 and Tier 2 teachers seeking a Tier 3 or Tier 4 license in that area

Evaluation Rubric – Section 3

Section 3 Teacher Participants (35 Points)	21 Points: Explanation of need is not clear and local data is either not provided or does not sufficiently support a case for the need to receive grant funds in order to have the capacity to support teachers seeking an initial professional license.	30 Points: Proposed programs will provide support to teachers seeking an initial professional license. Explanation of program need, as well as data on program participants demonstrates reasonable need and ability to execute the proposed program activities.	35 Points: Explanation of program need, as well as data on program participants provide a very clear and compelling case, emphasizing support to teachers of color and Indigenous teachers, and/or teachers in license shortage areas. A high number or proportion of the district's teachers will be served.
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Scored Proposal – Section 4

EXPERIENCE AND CAPACITY FOR EFFORTS TO SUPPORT TEACHERS (20 Points)

Describe existing or prior efforts in your district(s) or school(s) relevant to your proposal, focusing on the experience and capacity of your district or coalition to successfully implement the proposed activities.

Evaluation Rubric – Section 4

Section 4 Capacity for Teacher Support (20 Points)	11 Points: The applicant's explanation of capacity leaves questions about their ability to execute the proposed programs successfully and/or achieve intended outcomes.	15 Points: The applicant demonstrates a reasonable capacity to execute the proposed activities.	20 Points: More than most other applicants, the applicant demonstrates a clear and strong capacity to execute the proposed programs, through a detailed explanation of capacity.
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Scored Proposal – Section 5

Section 5: Budget with Descriptions (5 Points)

Budget Item	Amount allocated per teacher x number of teachers	Total Amount
Teacher preparation coursework, books, fees, etc.	\$2500.00 x 10 teachers	\$25,000.00
Professional development aligned to initial licensure requirements	\$X	\$X
Mentorship to aid licensure via portfolio	\$X	\$X
Portfolio fees	\$X	\$X
Substitutes/time release	\$X	\$X
Budget Total		\$X

Evaluation Rubric – Section 5

Criteria	Not Recommended	Recommended	Highly Recommended
Section 5 Budget (5 Points)	2 Points: The budget is not itemized and/or does not clearly match what is described in the rest of the proposal. Requested funds are not necessary or reasonable.	3 Points: The budget provides an itemized description of how necessary and reasonable funds will be spent.	5 Points: The budget provides a clear, itemized description of how necessary and reasonable funds will be spent. Each item matches what is described in the rest of the proposal. All items align with grant funding purpose.

FAQ Highlights

Q. Can grant funds be used to pay portions of a salary for a mentor or program coordinator?

A. Per statute, grant funds must be used to support teachers seeking an initial professional license. Funds may be used for professional development, mentorship, and coursework. They cannot, however, be used to fund a salaried position.

There is a difference between **administrative costs** and **program costs**.

Since this is a program grant, rather than an operational support grant, an administrative-cost heavy budget may not receive high marks from a review panel.

Pursuant to state statute, PELSB recommends a maximum 10% ratio if any administrative costs are requested.

Grant Fund Reimbursement Process

Reimbursement Request:

1. Coversheet →
2. **Proof of Payment** related to items in the approved budget (“Attachment B” in the grant contract agreement:

Attachment B

PD toward T3 Licensure	\$0.00
Mentorship Program Stipends	\$0.00
Coursework toward T3 Licensure	\$0.00
Total	\$0.00

Pathway Preparation Grant (PPG) Reimbursement Coversheet

Billed to: Professional Educator Licensing and Standards Board (PELSB) Attn: Laura Dyer 1021 Bandana Blvd. E., Ste 222 St Paul, MN 55108-5111 laura.dyer@state.mn.us

Invoice Date

Grantee/Institution Name

Grantee/Institution Address

Street

City

State MN

Zip Code

Email Address

Please check and complete subtotal/s and total amount, as appropriate:	Amount
☐ Stipends (Direct Support: Tuition, Books, Materials, Testing Fees, Commuting Expenses, etc.) SubTotal	\$
☐ Stipends (Indirect Support: Mentorship, Tutoring, etc.) SubTotal	\$
☐ Costs/Fees/Commuting Expenses/Meetings/Supplies SubTotal	\$
☐ Professional Development/Coursework SubTotal	\$
☐ Other Subtotal	\$

REQUEST TOTAL \$

DATE

Signature of Authorized Representative

as Identified in Clause 6 of the Grant Contract Agreement

Pursuant to Minn. Stat. §16A.124, the state's financial offices have 30 days to send payment from the date PELSB receives a completed and final request: (1) PELSB-generated coversheet (2) Proof of payment for each expense

Grant Fund Reimbursement Process – Proof of Payment

Examples of proof of payment:

1) General Ledger Reports

showing stipends paid to teachers

2) PAID invoice from a vendor

3) Receipts for food, supplies, books, materials, fees, etc.

4) PAID enrollment in course or workshop

5) Cancelled check

Proof of Payment for Mentor Stipends --- General Ledger Report:

FIN 399 - Mentorship Grant - Details

Account			Original Budget		Revised Budget		FY Activity		Encumbrance	Unencumbered Balance		
Post Date	Type	PO #	Vendor		Transaction #		Description		Check Number/ Ref Number		Activity	
01 E 005 640 399 218 001			0.00		0.00		5,725.51		0.00		-5,725.51	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		60.97	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		60.98	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		34.15	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		60.98	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		203.25	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		60.97	
06/18/2021	PR	20210618 PR	20210618 PR 2025		20210618 PR 2025		Payroll Run: 20210618 PR 2025		Payroll Run:		60.97	

Minimum requirements for sufficient proof of payment:

A – Name of enrolled participant

B – Name of educational institution/provider

C – Tuition amount

D – Date of course

E – Title of course

E – Date and total amount of payment made

Reporting Requirements

Accountability and Reporting Requirements

It is the policy of the State of Minnesota to monitor progress on state grants by requiring grantees to submit written progress reports at least annually until all grant funds have been expended and all of the terms in the grant contract agreement have been met.

Grant recipients must submit a report to PELSB by **September 30** of each year after receiving an award, for each year that grant funds are active. If the due date falls on a Saturday or Sunday, the report is due by 4:30PM the prior workday. **Even though the grant contract agreement extends for a two-year period, reports on the use of grant funds each state fiscal year are due each year.**

The report must detail the number of teachers enrolled in a teacher preparation program, the number of teachers working on licensure via portfolio, licensure area demographics, and progress toward licensure.

Grant recipients must maintain a ledger to track the grant budget expenditures and payment reimbursements, plus all documents that support budget line-item expenses.

If subcontracting is an allowable expenditure in the approved budget, follow applicable state and federal procurement laws and select "responsible vendors" who are not debarred or suspended, not engaged in unlawful practices and who are qualified.

(See pgs. 9 of the Request for Proposals (RFP) for details)

Reporting Requirements

Grant Monitoring

Minnesota Statutes § 16B.97 and Policy on Grant Monitoring require the following:

- One monitoring visit during the grant period on all state grants over \$50,000
- Annual monitoring visits during the grant period on all grants over \$250,000
- Conducting a financial reconciliation of grantee's expenditures at least once during the grant period on grants over \$50,000

The monitoring schedule will be on an annual basis.

(See pg. 9-10 of the Request for Proposals (RFP) for details)



MINNESOTA

PROFESSIONAL EDUCATOR

LICENSING AND STANDARDS BOARD

Questions?

Please contact Melissa Miller at
grants.pelsb@state.mn.us