

State of Minnesota

H. F. No. **2497**

(a) "Digital learning" ~~is~~ means learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

(b) "Blended learning" ~~is~~ means a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

(c) "Online learning" ~~is~~ means a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "Online learning provider" ~~is~~ means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses.

(e) "Student" ~~is~~ means a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, or in a Tribal contract or grant school authorized to receive aid under section 124D.83 in kindergarten through grade 12.

(f) "Online learning student" ~~is~~ means a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).

(g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

(h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

(i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

(j) "Online learning course syllabus" ~~is~~ means a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student.

3.1 Sec. 2. Minnesota Statutes 2022, section 124D.095, subdivision 8, is amended to read:

3.2 Subd. 8. **Financial arrangements.** (a) For a student enrolled in an online learning course,
3.3 the department must calculate average daily membership and make payments according to
3.4 this subdivision.

3.5 (b) The initial online learning average daily membership equals 1/12 for each semester
3.6 course or a proportionate amount for courses of different lengths. The adjusted online
3.7 learning average daily membership equals the initial online learning average daily
3.8 membership times .88.

3.9 (c) No online learning average daily membership shall be generated if: (1) the student
3.10 does not complete the online learning course, or (2) the student is enrolled in online learning
3.11 provided by the enrolling district.

3.12 (d) Online learning average daily membership under this subdivision for a student
3.13 currently enrolled in a Minnesota public school or in a Tribal contract or grant school
3.14 authorized to receive aid under section 124D.83 shall be used only for computing average
3.15 daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2),
3.16 and for computing online learning aid according to section 124D.096.

3.17 Sec. 3. Minnesota Statutes 2022, section 124D.59, subdivision 2, is amended to read:

3.18 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten through
3.19 grade 12; an early childhood special education student under Part B, section 619 of the
3.20 Individuals with Disabilities Education Act, United States Code, title 20, section 1419; or
3.21 a prekindergarten student enrolled in an approved voluntary prekindergarten program under
3.22 section 124D.151 or a school readiness plus program who meets the requirements under
3.23 subdivision 2a or the following requirements:

3.24 (1) the pupil, as declared by a parent or guardian first learned a language other than
3.25 English, comes from a home where the language usually spoken is other than English, or
3.26 usually speaks a language other than English; and

3.27 (2) the pupil is determined by a valid assessment measuring the pupil's English language
3.28 proficiency and by developmentally appropriate measures, which might include observations,
3.29 teacher judgment, parent recommendations, or developmentally appropriate assessment
3.30 instruments, to lack the necessary English skills to participate fully in academic classes
3.31 taught in English.

3.32 (b) A pupil enrolled in a Minnesota public school in any grade 4 through 12 who in the
3.33 previous school year took a commissioner-provided assessment measuring the pupil's

emerging academic English, shall be counted as an English learner in calculating English learner pupil units under section 126C.05, subdivision 17, and shall generate state English learner aid under section 124D.65, subdivision 5, if the pupil scored below the state cutoff score or is otherwise counted as a nonproficient participant on the assessment measuring the pupil's emerging academic English, or, in the judgment of the pupil's classroom teachers, consistent with section 124D.61, clause (1), the pupil is unable to demonstrate academic language proficiency in English, including oral academic language, sufficient to successfully and fully participate in the general core curriculum in the regular classroom.

(c) Notwithstanding paragraphs (a) and (b), a pupil in early childhood special education or prekindergarten under section 124D.151, through grade 12 shall not be counted as an English learner in calculating English learner pupil units under section 126C.05, subdivision 17, and shall not generate state English learner aid under section 124D.65, subdivision 5, if:

(1) the pupil is not enrolled during the current fiscal year in an educational program for English learners under sections 124D.58 to 124D.64; or

(2) the pupil has generated seven or more years of average daily membership in Minnesota public schools since July 1, 1996.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 4. Minnesota Statutes 2022, section 124D.65, subdivision 5, is amended to read:

Subd. 5. **School district EL revenue.** (a) A district's English learner programs revenue equals the product of (1) ~~\$704~~ \$755 times (2) the greater of 20 or the adjusted average daily membership of eligible English learners enrolled in the district during the current fiscal year.

(b) A pupil ceases to generate state English learner aid in the school year following the school year in which the pupil attains the state cutoff score on a commissioner-provided assessment that measures the pupil's emerging academic English.

Sec. 5. Minnesota Statutes 2022, section 126C.05, subdivision 17, is amended to read:

Subd. 17. **English learner pupil units.** (a) English learner pupil units for fiscal year 2004 and thereafter shall be determined according to this subdivision.

(b) The English learner concentration percentage for a district equals the product of 100 times the ratio of:

(1) the number of eligible English learners in average daily membership enrolled in the district during the current fiscal year; to

(2) the number of pupils in average daily membership enrolled in the district.

(c) The English learner pupil units for each eligible English learner in average daily membership equals the lesser of one or the quotient obtained by dividing the English learner concentration percentage for the pupil's district of enrollment by ~~41.5~~ 16.8.

(d) English learner pupil units shall be counted by the district of enrollment.

(e) Notwithstanding paragraph (d), for the purposes of this subdivision, pupils enrolled in a cooperative or intermediate school district shall be counted by the district of residence.

(f) For the purposes of this subdivision, the terms defined in section 124D.59 have the same meaning.

Sec. 6. Minnesota Statutes 2022, section 126C.05, subdivision 19, is amended to read:

Subd. 19. **Online learning students.** (a) The average daily membership for a public school pupil or a pupil enrolled in a school authorized to receive Tribal contract or grant aid under section 124D.83 generating online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b), equals the sum of: (1) the ratio of the sum of the number of instructional hours the pupil is enrolled in a regular classroom setting at the enrolling school to the actual number of instructional hours in the school year at the enrolling school, plus (2) .12 times the initial online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b).

(b) When the sum of the average daily membership under paragraph (a) and the adjusted online learning average daily membership under section 124D.095, subdivision 8, paragraph (b), exceeds the maximum allowed for the student under subdivision 8 or 15, as applicable, the average daily membership under paragraph (a) shall be reduced by the excess over the maximum, but shall not be reduced below .12. The adjusted online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b), shall be reduced by any remaining excess over the maximum.

Sec. 7. Minnesota Statutes 2022, section 126C.10, subdivision 2, is amended to read:

Subd. 2. **Basic revenue.** (a) The basic revenue for each district equals the formula allowance times the adjusted pupil units for the school year. ~~The formula allowance for fiscal year 2021 is \$6,567. The formula allowance for fiscal year 2022 is \$6,728. The formula allowance for fiscal year 2023 and later is \$6,863.~~ The formula allowance for fiscal year

2024 is \$7,138. The formula allowance for fiscal year 2025 is \$7,281. The formula allowance for fiscal year 2026 and later must be determined as follows:

(1) in January of the calendar year in which the formula allowance begins, the commissioner of education must calculate the change in the Consumer Price Index for all urban consumers as published by the Bureau of Labor Statistics of the Department of Labor for the average of the fourth calendar quarter of the second prior fiscal year compared to the average of the fourth calendar quarter of the immediately prior fiscal year; and

(2) the formula allowance in effect for the prior fiscal year must be increased by the lesser of 3.0 percent or the percentage change calculated in clause (1), with the resulting amount rounded to the nearest whole dollar, except in cases of negative Consumer Price Index growth then the formula allowance will remain the same as the prior year.

(b) The commissioner must publish the formula allowance by the end of February of each year.

Sec. 8. Minnesota Statutes 2022, section 126C.10, subdivision 4, is amended to read:

Subd. 4. **Basic skills revenue.** A school district's basic skills revenue equals the sum of:

(1) compensatory revenue under subdivision 3; plus

(2) English learner revenue under section 124D.65, subdivision 5; plus

(3) ~~\$250~~ \$536 times the English learner pupil units under section 126C.05, subdivision 17.

Sec. 9. Minnesota Statutes 2022, section 126C.15, subdivision 2, is amended to read:

Subd. 2. **Building allocation.** (a) A district or cooperative must allocate at least 80 percent of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served unless the school district or cooperative has received permission under Laws 2005, First Special Session chapter 5, article 1, section 50, to allocate compensatory revenue according to student performance measures developed by the school board.

~~(b) Notwithstanding paragraph (a),~~ A district or cooperative may allocate ~~up to 50~~ no more than 20 percent of the amount of compensatory revenue that the district receives to school sites according to a plan adopted by the school board. The money reallocated under this paragraph must be spent for the purposes listed in subdivision 1, but may be spent on

students in any grade, including students attending school readiness or other prekindergarten programs.

(c) For the purposes of this section and section 126C.05, subdivision 3, "building" means education site as defined in section 123B.04, subdivision 1.

(d) Notwithstanding section 123A.26, subdivision 1, compensatory revenue generated by students served at a cooperative unit shall be paid to the cooperative unit.

(e) A district or cooperative with school building openings, school building closings, changes in attendance area boundaries, or other changes in programs or student demographics between the prior year and the current year may reallocate compensatory revenue among sites to reflect these changes. A district or cooperative must report to the department any adjustments it makes according to this paragraph and the department must use the adjusted compensatory revenue allocations in preparing the report required under section 123B.76, subdivision 3, paragraph (c).

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 10. Minnesota Statutes 2022, section 126C.17, is amended by adding a subdivision to read:

Subd. 9b. Renewal by school board. (a) Notwithstanding the election requirements of subdivision 9, a school board may renew an expiring referendum not already renewed by board action authorized by this subdivision if:

(1) the per-pupil amount of the referendum is the same as the amount expiring, or for an expiring referendum that was adjusted annually by the rate of inflation, the same as the per-pupil amount of the expiring referendum, adjusted annually for inflation in the same manner as if the expiring referendum had continued;

(2) the term of the renewed referendum is no longer than the initial term approved by the voters; and

(3) the school board has adopted a written resolution authorizing the renewal after holding a meeting and allowing public testimony on the proposed renewal.

(b) The resolution must be adopted by the school board by June 15 of any calendar year and becomes effective 60 days after its adoption.

(c) A referendum expires in the last fiscal year in which the referendum generates revenue for the school district.

(d) A district renewing an expiring referendum under this subdivision must submit a copy of the adopted resolution to the commissioner and to the county auditor no later than September 1 of the calendar year in which the levy is certified.

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 11. Laws 2021, First Special Session chapter 13, article 1, section 9, is amended to read:

Sec. 9. **ENGLISH LEARNER CROSS SUBSIDY REDUCTION AID.**

(a) Notwithstanding Minnesota Statutes, section 124D.65, English learner aid is increased by \$2,000,000 per year for fiscal years 2022, and 2023, ~~2024, and 2025~~. The commissioner must allocate the aid to each school district and charter school based on the school district's or charter school's proportionate share of English learner and concentration revenue under Minnesota Statutes, section 126C.10, subdivision 4, clauses (2) and (3), for the preceding fiscal year.

(b) Revenue under this section must be used and reserved as basic skills revenue according to Minnesota Statutes, section 126C.15.

Sec. 12. Laws 2021, First Special Session chapter 13, article 1, section 9, the effective date, is amended to read:

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2022 and expires at the end of fiscal year ~~2025~~ 2023.

Sec. 13. **APPROPRIATIONS.**

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

Subd. 2. General education aid. (a) For general education aid under Minnesota Statutes, section 126C.13, subdivision 4:

\$ 8,061,348,000 2024

\$ 8,173,753,000 2025

(b) The 2024 appropriation includes \$710,314,000 for 2023 and \$7,351,034,000 for 2024.

9.1 (c) The 2025 appropriation includes \$767,613,000 for 2024 and \$7,406,140,000 for
 9.2 2025.

9.3 Subd. 3. **Enrollment options transportation.** For transportation of pupils attending
 9.4 postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation
 9.5 of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

9.6 \$ 1,000 2024

9.7 \$ 1,000 2025

9.8 Subd. 4. **Abatement aid.** (a) For abatement aid under Minnesota Statutes, section
 9.9 127A.49:

9.10 \$ 2,339,000 2024

9.11 \$ 2,665,000 2025

9.12 (b) The 2024 appropriation includes \$126,000 for 2023 and \$2,213,000 for 2024.

9.13 (c) The 2025 appropriation includes \$245,000 for 2024 and \$2,420,000 for 2025.

9.14 Subd. 5. **Consolidation transition aid.** (a) For districts consolidating under Minnesota
 9.15 Statutes, section 123A.485:

9.16 \$ 187,000 2024

9.17 \$ 290,000 2025

9.18 (b) The 2024 appropriation includes \$7,000 for 2023 and \$180,000 for 2024.

9.19 (c) The 2025 appropriation includes \$20,000 for 2024 and \$270,000 for 2025.

9.20 Subd. 6. **Nonpublic pupil education aid.** (a) For nonpublic pupil education aid under
 9.21 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

9.22 \$ 20,516,000 2024

9.23 \$ 21,900,000 2025

9.24 (b) The 2024 appropriation includes \$1,925,000 for 2023 and \$18,591,000 for 2024.

9.25 (c) The 2025 appropriation includes \$2,065,000 for 2024 and \$19,835,000 for 2025.

9.26 Subd. 7. **Nonpublic pupil transportation.** (a) For nonpublic pupil transportation aid
 9.27 under Minnesota Statutes, section 123B.92, subdivision 9:

9.28 \$ 21,026,000 2024

9.29 \$ 22,176,000 2025

9.30 (b) The 2024 appropriation includes \$1,964,000 for 2023 and \$19,062,000 for 2024.

10.1 (c) The 2025 appropriation includes \$2,117,000 for 2024 and \$20,059,000 for 2025.

10.2 Subd. 8. **One-room schoolhouse.** For a grant to Independent School District No. 690,
 10.3 Warroad, to operate the Angle Inlet School:

10.4 \$ 65,000 2024

10.5 \$ 65,000 2025

10.6 Subd. 9. **Career and technical aid.** (a) For career and technical aid under Minnesota
 10.7 Statutes, section 124D.4531, subdivision 1b:

10.8 \$ 1,603,000 2024

10.9 \$ 830,000 2025

10.10 (b) The 2024 appropriation includes \$196,000 for 2023 and \$1,407,000 for 2024.

10.11 (c) The 2025 appropriation includes \$156,000 for 2024 and \$674,000 for 2025.

10.12 Subd. 10. **Pregnant and parenting pupil transportation reimbursement.** (a) To
 10.13 reimburse districts for transporting pregnant or parenting pupils under Minnesota Statutes,
 10.14 section 123B.92, subdivision 1, paragraph (b), clause (1), item (vi):

10.15 \$ 55,000 2024

10.16 \$ 55,000 2025

10.17 (b) To receive reimbursement, districts must apply using the form and manner of
 10.18 application prescribed by the commissioner. If the appropriation is insufficient, the
 10.19 commissioner must prorate the amount paid to districts seeking reimbursement.

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

10.21 **ARTICLE 2**

10.22 **EDUCATION EXCELLENCE**

10.23 Section 1. Minnesota Statutes 2022, section 120B.018, is amended by adding a subdivision
 10.24 to read:

10.25 Subd. 7. **Personalized, competency-based education.** "Personalized, competency-based
 10.26 education" means a system of learning in which the:

10.27 (1) staff and students are empowered to make important decisions about the students'
 10.28 learning experiences, how the students will create and apply knowledge, and how students
 10.29 will demonstrate their learning;

11.1 (2) student assessments implemented at the local level are meaningful, positive, and
11.2 empowering learning experience for students that yields timely, relevant, and actionable
11.3 evidence;

11.4 (3) students receive timely, differentiated support based on the students' individual
11.5 learning needs;

11.6 (4) students' progress is based on evidence of mastery rather than by hours of attendance;

11.7 (5) students learn actively using different pathways and varied pacing;

11.8 (6) strategies to ensure equity for all students are embedded in the culture, structure, and
11.9 pedagogy of schools and education systems; and

11.10 (7) rigorous, common expectations for learning, including knowledge, skills, and
11.11 dispositions identified in required academic standards, are explicit, transparent, measurable,
11.12 and transferable.

11.13 Sec. 2. Minnesota Statutes 2022, section 120B.02, is amended by adding a subdivision to
11.14 read:

11.15 Subd. 1a. **Personalized, competency-based education.** (a) A school district or charter
11.16 school may adopt a locally developed competency-based education plan to allow students
11.17 to satisfactorily complete both required academic standards under section 120B.021, and
11.18 credits under section 120B.024, and advance to higher levels of learning by demonstrating
11.19 mastery of required state standards, regardless of the time, place, or pace of learning. The
11.20 local plan may be implemented in individual school sites within a school district or
11.21 districtwide. Personalized, competency-based education is designed to improve educational
11.22 outcomes for students by advancing their mastery of concepts and skills.

11.23 (b) A school district or charter school that adopts a personalized, competency-based
11.24 education plan must include a description in its long-term strategic plan under section
11.25 120B.11 or annual public report under section 124E.16 and post on its website information
11.26 on how:

11.27 (1) the plan's components satisfy required state standards and the goals included in the
11.28 world's best workforce plan under section 120B.11;

11.29 (2) competencies include explicit and measurable student learning objectives aligned to
11.30 required and elective state standards and benchmarks;

12.1 (3) students master competencies along a personalized and flexible pathway. A student
 12.2 may demonstrate mastery of competencies through successful performance of the
 12.3 competencies, application of the competencies, or both;

12.4 (4) local assessments are used to personalize learning experiences for a student; and

12.5 (5) students receive timely and personalized support based on individual learning needs.

12.6 (c) A school district or charter school with a personalized, competency-based education
 12.7 plan must administer the required statewide assessments to all students in the appropriate
 12.8 grade levels consistent with section 120B.30.

12.9 (d) Average daily membership for a student participating in a personalized,
 12.10 competency-based education is subject to the limits under section 126C.05, subdivision 8.

12.11 Sec. 3. Minnesota Statutes 2022, section 120B.12, is amended to read:

12.12 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**
 12.13 **3. BOLD LITERACY ACT; THRIVING READERS AT EVERY GRADE.**

12.14 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
 12.15 or above grade level no later than the end of grade 3, every year, beginning in kindergarten,
 12.16 including English multilingual learners, and that teachers provide comprehensive,
 12.17 scientifically based and students receiving special education services. By 2027, school
 12.18 leaders and educators must provide evidence-based reading instruction through a multitiered
 12.19 system of support (MTSS). Instruction must focus on student mastery of the foundational
 12.20 reading skills of phonemic awareness, phonics, and fluency, as well as the development of
 12.21 oral language, vocabulary, and reading comprehension skills. Students must receive
 12.22 evidence-based instruction that is proven to effectively teach children to read, consistent
 12.23 with section 122A.06, subdivision 4.

12.24 (b) To meet this goal, each school district and charter school must ensure all
 12.25 prekindergarten through grade 3 teachers, early childhood educators, reading intervention
 12.26 teachers, special education teachers, and instructional support staff with responsibility for
 12.27 teaching reading complete training approved by the Department of Education and based on
 12.28 evidence-based reading instruction by July 1, 2025.

12.29 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of
 12.30 On a quarterly basis beginning no later than November 15 each year, every student enrolled
 12.31 in kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students
 12.32 identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must
 12.33 be screened, in a locally determined manner, and grade 3 in a public school, including

13.1 multilingual learners and students receiving special education services, must be universally
13.2 screened for mastery of foundational reading skills, including phonemic awareness, phonics,
13.3 decoding, fluency, oral language, and characteristics of dyslexia as measured by a screening
13.4 tool approved by the Department of Education. The screening for characteristics of dyslexia-
13.5 may be integrated with universal screening for mastery of foundational reading skills and
13.6 oral language. Data on student performance in kindergarten, grade 1, grade 2, and grade 3
13.7 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency,
13.8 and oral language must be submitted to the Department of Education by December 15 and
13.9 June 15 in the form and manner prescribed by the commissioner.

13.10 (b) ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~
13.11 ~~teacher~~ grades 4 and above, including multilingual learners and students receiving special
13.12 education services, who are not demonstrating mastery of foundational reading skills,
13.13 including phonemic awareness, phonics, decoding, fluency, and oral language, must be
13.14 screened, in a locally determined manner, using a screening tool approved by the Department
13.15 of Education for characteristics of dyslexia, unless a different reason for the reading difficulty
13.16 has been identified. and continue to receive evidence-based instruction, interventions, and
13.17 progress monitoring until grade-level proficiency is achieved.

13.18 (c) Reading assessments in English, and in the predominant languages of district students
13.19 where practicable, must identify and evaluate students' areas of academic need related to
13.20 literacy. The district ~~also~~ must monitor the progress and provide reading instruction
13.21 appropriate to the specific needs of English multilingual learners. The district must use a
13.22 ~~locally adopted, developmentally appropriate, and culturally responsive assessment and~~
13.23 ~~annually report summary assessment results to the commissioner by July 1.~~

13.24 (d) By June 15, the district also must annually submit an annual report to the
13.25 ~~commissioner by July 1 a summary of~~ in the form and manner prescribed by the
13.26 commissioner, summarizing the district's efforts to screen and, identify, and provide
13.27 interventions through a MTSS to students who demonstrate characteristics of dyslexia using
13.28 as measured by a screening tools such as those tool approved by the Department of Education
13.29 and recommended by the department's dyslexia specialist. With respect to students screened
13.30 or identified under paragraph (a), the report must include:

13.31 (1) a summary of the district's efforts to screen for dyslexia;

13.32 (2) the number of students universally screened for that reporting year; ~~and~~

13.33 (3) the number of students demonstrating characteristics of dyslexia for that year; and

(e) ~~A student~~ (4) an explanation of how through a MTSS students identified under this subdivision must be are provided with alternate instruction and interventions under section 125A.56, subdivision 1.

Subd. 2a. **Parent notification and involvement.** (a) Beginning with the initial screening by November 15, and on a quarterly basis thereafter, schools, at least annually, must give the parent of each student, including multilingual learners and students receiving special education services, who is not reading at or above grade level, timely information about:

(1) the student's reading proficiency as measured by a locally adopted assessment, including student performance on foundational reading skills, oral language, and whether the student has been identified as demonstrating characteristics of dyslexia, as measured by a screening tool approved by the Department of Education;

(2) reading-related services currently being provided to the student within a MTSS framework, specific curricula being used, the training and licensure of the teacher providing reading-related services, how these services address identified learning needs, and how the student's progress will be monitored; and

(3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

(b) A district may not use this section to deny a student's right to a special education evaluation.

Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district shall provide reading intervention through a MTSS to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of ~~grade 3~~ the current school year, the district must continue to provide reading intervention until the student reads at grade level. District intervention methods ~~shall encourage~~ must include family engagement and, where possible, collaboration with appropriate school and community programs: ~~Intervention methods that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language. By July 1, 2025, Tier 2 and Tier 3 intervention programs must be taught by a certified or licensed reading specialist and may include, but are not limited to, requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.~~

15.1 Supplemental reading instruction may not replace core Tier 1 literacy instruction provided
 15.2 to all students.

15.3 (b) A school district or charter school ~~is strongly encouraged to~~ must provide a personal
 15.4 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
 15.5 ~~by the statewide reading assessment in grade 3~~ state-approved progress monitoring tools in
 15.6 kindergarten through grade 5. The district or charter school must determine the format of
 15.7 the personal learning plan in collaboration with the student's educators and other appropriate
 15.8 professionals. The school must develop the learning plan in ~~consultation~~ collaboration with
 15.9 the student's parent or guardian. The personal learning plan must address knowledge and
 15.10 skill gaps and skill deficiencies through strategies such as specific exercises and practices
 15.11 explicit, systematic instruction consistent with structured literacy practices during and
 15.12 outside of the regular school day, periodic ~~assessments~~ progress monitoring, and reasonable
 15.13 timelines. ~~The personal learning plan may include grade retention, if it is in the student's~~
 15.14 ~~best interest.~~ By July 1, 2025, personal learning plans must be implemented by a certified
 15.15 or licensed reading specialist. A school must maintain and regularly update and modify the
 15.16 personal learning plan until the student reads at grade level. This paragraph does not apply
 15.17 to a student under an individualized education program.

15.18 Subd. 4. **Staff development.** (a) Each district and charter school shall use the data under
 15.19 subdivision 2 to identify the staff development needs so that:

15.20 ~~(1) elementary teachers are able to implement,~~ early childhood educators, kindergarten
 15.21 through grade 12 reading intervention teachers, special education teachers, and instructional
 15.22 support staff with responsibility for teaching reading must:

15.23 (1) receive and complete sufficient training to provide comprehensive, scientifically
 15.24 ~~based~~ reading and oral language instruction, including explicit, systematic, evidence-based
 15.25 instruction on foundational reading skills that meets students' developmental, linguistic,
 15.26 and cultural literacy needs;

15.27 (2) by July 1, 2025, receive training and ongoing coaching to support evidence-based
 15.28 structured literacy practices using a training program approved by the Department of
 15.29 Education, which must be funded by literacy incentive aid received annually by districts
 15.30 and charter schools under section 124D.98, and other legislatively funded training
 15.31 opportunities approved by the Department of Education;

15.32 (3) implement comprehensive, evidence-based reading and oral language instruction,
 15.33 consistent with structured literacy practices, using a MTSS for the intervention methods or
 15.34 programs selected by the district for the identified students;

~~in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision 4, and other literacy-related areas including writing until the student achieves grade-level reading proficiency;~~

~~(2) elementary teachers have sufficient training to provide comprehensive, scientifically based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the district for the identified students;~~

~~(3) licensed teachers employed by the district have regular opportunities to improve reading and writing instruction;~~

~~(4) licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are English multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and~~

~~(5) licensed teachers are~~ be well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

(b) In addition to paragraph (a):

(1) instruction provided by elementary teachers must include explicit, systematic instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision 4, and other literacy-related areas, including writing and oral language, until the student achieves grade-level reading and writing proficiency; and

(2) instruction provided by early childhood educators must include explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must ~~adopt~~ develop and submit a local literacy plan ~~to have~~ using the template provided by the Department of Education annually by June 15 for the upcoming school year. The local literacy plan must be implemented to ensure that every child in prekindergarten through grade 3, including multilingual learners and students receiving special education services, demonstrates mastery of foundational literacy skills and is reading proficiently, at or above grade level no later than the end of grade 3, including English learners, at every grade. The

17.1 plan must be consistent with section 122A.06, subdivision 4, and include the following
17.2 requirements by June 15, 2024:

17.3 (1) a process within a MTSS framework to assess students' foundational reading skills,
17.4 oral language, and level of reading proficiency ~~and data to support the effectiveness of an~~
17.5 ~~assessment used to screen and identify a student's level of reading proficiency; using a~~
17.6 screening tool approved by the Department of Education. Screening data must also be used
17.7 to identify students with characteristics of dyslexia;

17.8 (2) a process to notify and ~~involve~~ collaborate with parents to promote evidence-based
17.9 and culturally relevant language and literacy support at home;

17.10 (3) a description of ~~how schools in the district will determine the proper reading~~
17.11 ~~intervention strategy for a student and the process for intensifying or modifying the reading~~
17.12 ~~strategy in order to obtain measurable reading progress;~~ the data-based decision-making
17.13 process within the MTSS framework to determine the evidence-based core reading instruction
17.14 and Tier 2 or Tier 3 intervention required to meet the student's identified needs;

17.15 ~~(4) evidence-based intervention methods for students who are not reading at or above~~
17.16 ~~grade level and progress monitoring to provide information on the effectiveness of the~~
17.17 ~~intervention; and~~

17.18 ~~(5) identification of staff development needs, including a program to meet those needs.~~

17.19 (4) the progress-monitoring process for intensifying or modifying the reading instruction
17.20 and intervention until grade level proficiency is achieved;

17.21 (5) a process within a MTSS framework to implement explicit, systematic, evidence-based
17.22 core instruction at Tier 1, Tier 2, and Tier 3 intervention, including special education, for
17.23 students who are not reading at or above grade level;

17.24 (6) the name and description of the curricula, instructional materials, and intervention
17.25 methods and programs used in Tier 1, Tier 2, and Tier 3 intervention, including special
17.26 education, the training and licensure of the teacher providing instruction and intervention
17.27 services, and how these services address identified learning needs. Instruction and
17.28 intervention methods may not include the three-cueing system to teach foundational reading
17.29 skills, including word recognition. Progress monitoring must be completed to provide
17.30 information on the effectiveness of the intervention;

17.31 (7) a process to screen and identify students with characteristics of dyslexia as required
17.32 by section 120B.12; and

(8) beginning with the June 15, 2024, submission, the local literacy plan must include the requirements in clauses (1) to (6) and a professional development plan to meet the goal of training all prekindergarten through grade 3 teachers, early childhood educators, reading intervention teachers, special education teachers, and instructional support staff with responsibility for teaching reading, in evidence-based reading instruction by June 15, 2025. Documentation of teacher completion of training must be submitted annually in the form and manner prescribed by the commissioner.

(b) The district must ~~post~~ submit its local literacy plan to the Department of Education by June 15 for the upcoming school year and post its literacy plan on the official school district website.

Subd. 5. **Commissioner.** (a) The commissioner shall ~~recommend to districts multiple assessment tools~~ provide a menu of state-approved evidence-based screening tools to assist districts and teachers with identifying students under subdivision 2. By January 1, 2024, the commissioner shall ~~also make available examples of nationally recognized and research-based instructional methods or programs to districts to provide~~ a menu of approved training opportunities for teachers to be trained in evidence-based reading instruction to ensure students receive comprehensive, scientifically based evidence-based reading instruction and intervention consistent with structured literacy practices under this section. The commissioner shall make available guidance to assist districts and schools in the evaluation and selection of or adaptation of curricula for instruction and intervention that support evidence-based structured literacy practices; a template for the local literacy plan; a template for the annual dyslexia report; and a template for parent notification.

(b) The commissioner, in partnership with the Professional Educator Licensing and Standards Board, shall establish guidelines for teacher relicensure that include at least 45 hours of training in evidence-based instructional practices to ensure educator mastery in the teaching of foundational reading practices. Institutions of higher education must work to ensure that teacher candidates receive instruction and practicum opportunities to learn and apply evidence-based instructional practices to ensure student mastery of foundational reading skills.

Sec. 4. **[121A.201] MTSS AND COLLABORATIVE MINNESOTA PARTNERSHIPS TO ADVANCE STUDENT SUCCESS (COMPASS).**

Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered training and support in implementing MTSS through the Department of Education COMPASS team and the Department of Education's regional partners, the Minnesota service

cooperatives. COMPASS is the state school improvement model providing a statewide system through which all districts and schools may receive support in the areas of literacy, math, social-emotional learning, and mental health within the MTSS framework. The MTSS framework is the state's systemic, continuous school improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices. The MTSS framework relies on the understanding and belief that every student can learn and thrive, and it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity. The MTSS systemic framework requires:

(1) a district-wide infrastructure consisting of effective leaders, collective efficacy among staff, positive school climate, linked teams, and professional learning that supports continuous improvement;

(2) authentic engagement with families and communities to develop reciprocal relationships and build new opportunities for students together;

(3) multilayered tiers of culturally and linguistically responsive instruction and support that allows every student the support they need to reach meaningful and rigorous learning standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) instruction levels;

(4) valid and reliable assessment tools and processes to assess student and system performance and inform necessary changes; and

(5) a data-based decision-making approach in which problems are precisely defined and analyzed, solutions address root causes, and implementation is monitored to ensure success. The data-based problem-solving component of the MTSS framework consists of three major subcomponents: accessible and integrated data, decision-making process, and system performance.

Sec. 5. Minnesota Statutes 2022, section 122A.06, subdivision 4, is amended to read:

Subd. 4. **Comprehensive, ~~scientifically based~~ evidence-based reading instruction.** (a) "Comprehensive, ~~scientifically based~~ evidence-based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable, empirical research evidence showing ~~that when these programs or~~ how proficient reading and writing develop; why some students have difficulty learning to read; how to effectively assess and teach students; and how to improve outcomes through intervention. When evidence-based reading

practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress mastery of grade-level reading standards. The ~~program or~~ collection of evidence-based practices must include, at a minimum, effective, ~~balanced~~ explicit, systematic, and sequential instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.

(b) Comprehensive, scientifically based evidence-based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. occurs within a MTSS framework. The framework includes a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions so that students read and comprehend grade-level text, write with grade-level proficiency, and apply higher level thinking skills. Instruction within a MTSS framework includes core (Tier 1), supplemental (Tier 2), and intensive (Tier 3 and special education) reading instruction used at each grade level and must be designed around teaching the foundational reading skills. For English multilingual learners developing literacy skills, districts are encouraged to use must provide instruction that builds on their linguistic and cultural strengths using strategies that teach reading and writing in the students' native language and English at the same time.

(c) For the purposes of this subdivision, the following terms have the meanings given.

~~(b)~~ (1) "Fluency" is means the ability of students to read text with speed, accuracy, accurately, automatically, and with proper expression.

(2) "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grade 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

(3) "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high

21.1 quality, evidence-based instruction and intervention that is matched to a student's needs;
21.2 progress is monitored to inform instruction and set goals; and data is used for educational
21.3 decision making.

21.4 (4) "Oral language," also called "spoken language," includes speaking and listening, and
21.5 consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

21.6 ~~(e)~~ (5) "Phonemic awareness" is means the ability of students to notice, think about, and
21.7 manipulate individual sounds in spoken syllables and words.

21.8 ~~(d) "Phonics" is the understanding that there are systematic and predictable relationships~~
21.9 ~~between written letters and spoken words. Phonics instruction is a way of teaching reading~~
21.10 ~~that stresses learning how letters correspond to sounds and how to apply this knowledge in~~
21.11 ~~reading and spelling.~~

21.12 (6) "Phonics instruction" means the explicit, systematic, and direct instruction of the
21.13 relationships between letters and the sounds they represent and the application of this
21.14 knowledge in reading and spelling.

21.15 ~~(e)~~ (7) "Reading comprehension" is an active process that requires intentional thinking
21.16 during which meaning is constructed through interactions between text and reader.
21.17 ~~Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and~~
21.18 ~~implementing specific cognitive strategies to help beginning readers derive meaning through~~
21.19 ~~intentional, problem-solving thinking processes.~~ means a function of word recognition skills,
21.20 which includes phonemic awareness and language comprehension skills.

21.21 (8) "Structured literacy" means an approach to reading instruction in which teachers
21.22 carefully structure important literacy skills, concepts, and the sequence of instruction to
21.23 facilitate children's literacy learning and progress. Structured literacy is characterized by
21.24 the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic
21.25 awareness, phonics, fluency, vocabulary and oral language development, and reading
21.26 comprehension.

21.27 (9) "Three-cueing system," also known as "meaning structure visual (MSV)," means a
21.28 method that teaches students to use meaning, structure and syntax, and visual cues when
21.29 attempting to read an unknown word.

21.30 ~~(f)~~ (10) "Vocabulary development" is means the process of teaching vocabulary both
21.31 ~~directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning~~
21.32 ~~in rich contexts, incidental learning, and use of computer technology enhance the acquiring~~
21.33 ~~of vocabulary~~ acquiring new words. A robust vocabulary improves all areas of

22.1 communication: listening, speaking, reading, and writing. Vocabulary growth is directly
22.2 related to school achievement and is a strong predictor for reading success.

22.3 (d) Beginning in the 2023-2024 school year, a public school district or charter school
22.4 must not implement instruction or intervention methods for students that are based on any
22.5 practice or program that uses visual memory or the three-cueing system for teaching word
22.6 recognition.

22.7 ~~(g)~~ (e) Nothing in this subdivision limits the authority of a school district to select a
22.8 school's reading program or curriculum- as long as the selection process includes an
22.9 evaluation to ensure selected curriculum is evidence-based. School districts must be provided
22.10 guidance from the Department of Education to assist districts and schools in the selection
22.11 or adaptation of curriculum that supports evidence-based instructional practices.

22.12 Sec. 6. Minnesota Statutes 2022, section 124D.095, subdivision 7, is amended to read:

22.13 Subd. 7. **Department of Education.** (a) The department must review and approve or
22.14 disapprove online learning providers within 90 calendar days of receiving an online learning
22.15 provider's completed application. The commissioner, using research-based standards of
22.16 quality for online learning programs, must review all approved online learning providers
22.17 on a cyclical three-year basis. Approved online learning providers annually must submit
22.18 program data to, confirm statements of assurances for, and provide program updates including
22.19 a current course list to the commissioner.

22.20 (b) The online learning courses and programs must be rigorous, aligned with state
22.21 academic standards, and contribute to grade progression in a single subject. The online
22.22 learning provider, other than a digital learning provider offering digital learning to its enrolled
22.23 students only under subdivision 4, paragraph (d), must give the commissioner written
22.24 assurance that: (1) all courses meet state academic standards; and (2) the online learning
22.25 curriculum, instruction, and assessment, expectations for actual teacher-contact time or
22.26 other student-to-teacher communication, and academic support meet nationally recognized
22.27 professional standards and are described as such in an online learning course syllabus that
22.28 meets the commissioner's requirements. Once an online learning provider is approved under
22.29 this paragraph, all of its online learning course offerings are eligible for payment under this
22.30 section unless a course is successfully challenged by an enrolling district or the department
22.31 under paragraph (c).

22.32 (c) An enrolling district may challenge the validity of a course offered by an online
22.33 learning provider. The department must review such challenges based on the approval

23.1 procedures under paragraph (b). The department may initiate its own review of the validity
23.2 of an online learning course offered by an online learning provider.

23.3 (d) The department may collect a fee not to exceed \$250 for approving online learning
23.4 providers or \$50 per course for reviewing a challenge by an enrolling district.

23.5 (e) The department must develop, publish, and maintain a list of online learning providers
23.6 that it has reviewed and approved.

23.7 (f) The department may review a complaint about an online learning provider, or a
23.8 complaint about a provider based on the provider's response to notice of a violation. If the
23.9 department determines that an online learning provider violated a law or rule, the department
23.10 may:

23.11 (1) create a compliance plan for the provider; or

23.12 (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42.
23.13 The department must notify an online learning provider in writing about withholding funds
23.14 and provide detailed calculations.

23.15 (g) An online learning program fee administration account is created in the special
23.16 revenue fund. Funds retained under paragraph (d) shall be deposited in the account. Money
23.17 in the account is appropriated to the commissioner for costs associated with administering
23.18 and monitoring online and digital learning programs.

23.19 Sec. 7. Minnesota Statutes 2022, section 124D.231, is amended to read:

23.20 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

23.21 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have
23.22 the meanings given them.

23.23 (a) "Community organization" means a nonprofit organization that has been in existence
23.24 for three years or more and serves persons within the community surrounding the covered
23.25 school site on education and other issues.

23.26 (b) "Community school consortium" means a group of schools and community
23.27 organizations that propose to work together to plan and implement community school
23.28 programming.

23.29 (c) "Community school programming" means services, activities, and opportunities
23.30 described under subdivision 2, paragraph ~~(g)~~ (f).

(d) "Community-wide full-service community school leadership team" means a district-level team that is responsible for guiding the vision, policy, resource alignment, implementation, oversight, and goal setting for community school programs within the district. This team shall include representatives from the district, including teachers, school leaders, students, and family members from the eligible schools; community members; system-level partners that include representatives from government agencies, relevant unions, and nonprofit and other community-based partners; and, if applicable, the full-service community school initiative director.

(e) "Full-service community school initiative director" means a director responsible for coordinating districtwide administrative and leadership assistance to community school sites and site coordinators, including serving as chairperson for the district's community-wide full-service community school leadership team; site coordinator support; data gathering and evaluation; administration of partnership and data agreements, contracts, and procurement; and grant administration.

~~(d)~~ (f) "High-quality child care or early childhood education programming" means educational programming for preschool-aged children that is grounded in research, consistent with best practices in the field, and provided by licensed teachers.

~~(e)~~ (g) "School site" means a school site at which an applicant has proposed or has been funded to provide community school programming.

~~(f)~~ (h) "Site coordinator" is an individual means a full-time staff member serving one eligible school who is responsible for aligning the identification, implementation, and coordination of programming with to address the needs of the school community identified in the baseline analysis.

Subd. 2. **Full-service community school program.** (a) The commissioner shall provide funding to districts and charter schools with eligible school sites to plan, implement, and improve full-service community schools. Eligible school sites must meet one of the following criteria:

(1) the school is on a development plan for continuous improvement under section 120B.35, subdivision 2; or

(2) the school is in a district that has an achievement and integration plan approved by the commissioner of education under sections 124D.861 and 124D.862.

(b) ~~An eligible school site may receive up to \$150,000 annually.~~ Districts and charter schools may receive up to:

(1) \$100,000 for each eligible school available for up to one year to fund planning activities, including convening a full-service community school leadership team, facilitating family and community stakeholder engagement, conducting a baseline analysis, and creating a full-service community school plan. At the end of this period, the school must submit a full-service community school plan pursuant to paragraphs (d) and (e); and

(2) \$200,000 annually for each eligible school for up to three years of implementation of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites receiving funding under this section shall hire or contract with a partner agency to hire a site coordinator to coordinate services at each covered school site. Districts or charter schools receiving funding under this section for three or more schools shall provide or contract with a partner agency to provide a full-service community school initiative director.

~~(e) Of grants awarded, implementation funding of up to \$20,000 must be available for up to one year for planning for school sites. At the end of this period, the school must submit a full-service community school plan, pursuant to paragraph (g). If the site decides not to use planning funds, the plan must be submitted with the application.~~

~~(d)~~ (c) The commissioner shall consider additional school factors when dispensing funds including: schools with significant populations of students receiving free or reduced-price lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban, and greater Minnesota schools; and demonstrated success implementing full-service community school programming.

~~(e)~~ (d) A school site must establish a full-service community school leadership team responsible for developing school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming ~~at each covered site~~. The school leadership team shall have ~~between~~ at least 12 ~~to 15~~ members and shall meet the following requirements:

(1) at least 30 percent of the members are parents, guardians, or students and 30 percent of the members are teachers at the school site and must include the school principal and representatives from partner agencies; and

(2) the full-service community school leadership team must be responsible for overseeing the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community school plan under paragraphs (f) and (g). A full-service community school leadership team must meet at least quarterly and have ongoing responsibility for monitoring the development and implementation of full-service community school operations and programming at the school site and shall issue recommendations to schools on a regular basis and summarized

26.1 in an annual report. These reports shall also be made available to the public at the school
26.2 site and on school and district websites.

26.3 ~~(f)~~ (e) School sites must complete a baseline analysis prior to ~~beginning programming~~
26.4 ~~as the creation of~~ a full-service community school plan. The analysis shall include:

26.5 (1) a baseline analysis of needs at the school site, led by the school leadership team,
26.6 ~~which shall include~~ including the following elements:

26.7 (i) identification of challenges facing the school;

26.8 (ii) analysis of the student body, including:

26.9 (A) number and percentage of students with disabilities and needs of these students;

26.10 (B) number and percentage of students who are English learners and the needs of these
26.11 students;

26.12 (C) number of students who are homeless or highly mobile; ~~and~~

26.13 (D) number and percentage of students receiving free or reduced-price lunch and the
26.14 needs of these students; and

26.15 (E) number and percentage of students by race and ethnicity;

26.16 (iii) analysis of enrollment and retention rates for students with disabilities, English
26.17 learners, homeless and highly mobile students, and students receiving free or reduced-price
26.18 lunch;

26.19 (iv) analysis of suspension and expulsion data, including the justification for such
26.20 disciplinary actions and the degree to which particular populations, including, but not limited
26.21 to, American Indian students and students of color, students with disabilities, students who
26.22 are English learners, and students receiving free or reduced-price lunch are represented
26.23 among students subject to such actions;

26.24 (v) analysis of school achievement data disaggregated by major demographic categories,
26.25 including, but not limited to, race, ethnicity, English learner status, disability status, and
26.26 free or reduced-price lunch status;

26.27 (vi) analysis of current parent engagement strategies and their success; and

26.28 (vii) evaluation of the need for and availability of ~~wraparound services~~ full-service
26.29 community school activities, including, but not limited to:

27.1 ~~(A) mechanisms for meeting students' social, emotional, and physical health needs,~~
27.2 ~~which may include coordination of existing services as well as the development of new~~
27.3 ~~services based on student needs; and~~

27.4 ~~(B) strategies to create a safe and secure school environment and improve school climate~~
27.5 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~
27.6 ~~additional steps to eliminate bullying;~~

27.7 (A) integrated student supports that address out-of-school barriers to learning through
27.8 partnerships with social and health service agencies and providers, and may include medical,
27.9 dental, vision care, and mental health services or counselors to assist with housing,
27.10 transportation, nutrition, immigration, or criminal justice issues;

27.11 (B) expanded and enriched learning time and opportunities, including before-school,
27.12 after-school, weekend, and summer programs that provide additional academic instruction,
27.13 individualized academic support, enrichment activities, and learning opportunities that
27.14 emphasize real-world learning and community problem solving and may include art, music,
27.15 drama, creative writing, hands-on experience with engineering or science, tutoring and
27.16 homework help, or recreational programs that enhance and are consistent with the school's
27.17 curriculum;

27.18 (C) active family and community engagement that brings students' families and the
27.19 community into the school as partners in education and makes the school a neighborhood
27.20 hub, providing adults with educational opportunities that may include adult English as a
27.21 second language classes, computer skills, art, or other programs that bring community
27.22 members into the school for meetings or events; and

27.23 (D) collaborative leadership and practices that build a culture of professional learning,
27.24 collective trust, and shared responsibility and include a school-based full-service community
27.25 school leadership team, a full-service community school site coordinator, a full-service
27.26 community school initiative director, a community-wide leadership team, other leadership
27.27 or governance teams, teacher learning communities, or other staff to manage the joint work
27.28 of school and community organizations;

27.29 ~~(2) a baseline analysis of community assets and a strategic plan for utilizing and aligning~~
27.30 ~~identified assets. This analysis should include, but is not limited to, a, including~~
27.31 ~~documentation of individuals in the community, faith-based organizations, community and~~
27.32 ~~neighborhood associations, colleges, hospitals, libraries, businesses, and social service~~
27.33 ~~agencies who that may be able to provide support and resources; and~~

28.1 (3) a baseline analysis of needs in the community surrounding the school, led by the
28.2 school leadership team, including, ~~but not limited to:~~

- 28.3 (i) the need for high-quality, full-day child care and early childhood education programs;
- 28.4 (ii) the need for physical and mental health care services for children and adults; and
- 28.5 (iii) the need for job training and other adult education programming.

28.6 ~~(g)~~ (f) Each school site receiving funding under this section must ~~establish~~ develop a
28.7 full-service community school plan that utilizes and aligns district and community assets
28.8 and establishes services in at least two of the following types of programming:

28.9 (1) early childhood:

- 28.10 (i) early childhood education; and
- 28.11 (ii) child care services;

28.12 (2) academic:

- 28.13 (i) academic support and enrichment activities, including expanded learning time;
- 28.14 (ii) summer or after-school enrichment and learning experiences;
- 28.15 (iii) job training, internship opportunities, and career counseling services;

28.16 (iv) programs that provide assistance to students who have been chronically absent,
28.17 truant, suspended, or expelled; and

28.18 (v) specialized instructional support services;

28.19 (3) parental involvement:

- 28.20 (i) programs that promote parental involvement and family literacy;
- 28.21 (ii) parent leadership development activities that empower and strengthen families and
28.22 communities, provide volunteer opportunities, or promote inclusion in school-based
28.23 leadership teams; and

28.24 (iii) parenting education activities;

28.25 (4) mental and physical health:

28.26 (i) mentoring and other youth development programs, including peer mentoring and
28.27 conflict mediation;

28.28 (ii) juvenile crime prevention and rehabilitation programs;

28.29 (iii) home visitation services by teachers and other professionals;

- 29.1 (iv) developmentally appropriate physical education;
- 29.2 (v) nutrition services;
- 29.3 (vi) primary health and dental care; and
- 29.4 (vii) mental health counseling services;
- 29.5 (5) community involvement:
- 29.6 (i) service and service-learning opportunities;
- 29.7 (ii) adult education, including instruction in English as a second language; and
- 29.8 (iii) homeless prevention services;
- 29.9 (6) positive discipline practices; and
- 29.10 (7) other programming designed to meet school and community needs identified in the
- 29.11 baseline analysis and reflected in the full-service community school plan.
- 29.12 ~~(h)~~ (g) The full-service community school leadership team at each school site must
- 29.13 develop a full-service community school plan detailing the steps the school leadership team
- 29.14 will take, including:
- 29.15 (1) timely establishment and consistent operation of the school leadership team;
- 29.16 (2) maintenance of attendance records in all programming components;
- 29.17 (3) maintenance of measurable data showing annual participation and the impact of
- 29.18 programming on the participating children and adults;
- 29.19 (4) documentation of meaningful and sustained collaboration between the school and
- 29.20 community stakeholders, including local governmental units, civic engagement organizations,
- 29.21 businesses, and social service providers;
- 29.22 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 29.23 hospitals, museums, or not-for-profit community organizations to further the development
- 29.24 and implementation of community school programming;
- 29.25 (6) ensuring compliance with the district nondiscrimination policy; and
- 29.26 (7) plan for school leadership team development.

29.27 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service

29.28 community school site must submit to the commissioner, and make available at the school

29.29 site and online, a report describing efforts to integrate community school programming at

29.30 each covered school site and the effect of the transition to a full-service community school

30.1 on participating children and adults. This report shall include, but is not limited to, the
30.2 following:

30.3 (1) an assessment of the effectiveness of the school site in development or implementing
30.4 the community school plan;

30.5 (2) problems encountered in the design and execution of the community school plan,
30.6 including identification of any federal, state, or local statute or regulation impeding program
30.7 implementation;

30.8 (3) the operation of the school leadership team and its contribution to successful execution
30.9 of the community school plan;

30.10 (4) recommendations for improving delivery of community school programming to
30.11 students and families;

30.12 (5) the number and percentage of students receiving community school programming
30.13 who had not previously been served;

30.14 (6) the number and percentage of nonstudent community members receiving community
30.15 school programming who had not previously been served;

30.16 (7) improvement in retention among students who receive community school
30.17 programming;

30.18 (8) improvement in academic achievement among students who receive community
30.19 school programming;

30.20 (9) changes in student's readiness to enter school, active involvement in learning and in
30.21 their community, physical, social and emotional health, and student's relationship with the
30.22 school and community environment;

30.23 (10) an accounting of anticipated local budget savings, if any, resulting from the
30.24 implementation of the program;

30.25 (11) improvements to the frequency or depth of families' involvement with their children's
30.26 education;

30.27 (12) assessment of community stakeholder satisfaction;

30.28 (13) assessment of institutional partner satisfaction;

30.29 (14) the ability, or anticipated ability, of the school site and partners to continue to
30.30 provide services in the absence of future funding under this section;

30.31 (15) increases in access to services for students and their families; and.

31.1 (16) the degree of increased collaboration among participating agencies and private
31.2 partners.

31.3 (b) Reports submitted under this section shall be evaluated by the commissioner with
31.4 respect to the following criteria:

31.5 (1) the effectiveness of the school or the community school consortium in implementing
31.6 the full-service community school plan, including the degree to which the school site
31.7 navigated difficulties encountered in the design and operation of the full-service community
31.8 school plan, including identification of any federal, state, or local statute or regulation
31.9 impeding program implementation;

31.10 (2) the extent to which the project has produced lessons about ways to improve delivery
31.11 of community school programming to students;

31.12 (3) the degree to which there has been an increase in the number or percentage of students
31.13 and nonstudents receiving community school programming;

31.14 (4) the degree to which there has been an improvement in retention of students and
31.15 improvement in academic achievement among students receiving community school
31.16 programming;

31.17 (5) local budget savings, if any, resulting from the implementation of the program;

31.18 (6) the degree of community stakeholder and institutional partner engagement;

31.19 (7) the ability, or anticipated ability, of the school site and partners to continue to provide
31.20 services in the absence of future funding under this section;

31.21 (8) increases in access to services for students and their families; and

31.22 (9) the degree of increased collaboration among participating agencies and private
31.23 partners.

31.24 Sec. 8. Minnesota Statutes 2022, section 124D.74, subdivision 3, is amended to read:

31.25 Subd. 3. **Enrollment of other children; shared time enrollment.** To the extent ~~it is~~
31.26 ~~economically feasible~~ that the unique educational and culturally related academic needs of
31.27 American Indian people are met and American Indian student accountability factors are the
31.28 same or higher than their non-American Indian peers, a district or participating school may
31.29 make provision for the voluntary enrollment of non-American Indian children in the
31.30 instructional components of an American Indian education program in order that they may
31.31 acquire an understanding of the cultural heritage of the American Indian children for whom
31.32 that particular program is designed. However, in determining eligibility to participate in a

32.1 program, priority must be given to American Indian children. American Indian children
32.2 and other children enrolled in an existing nonpublic school system may be enrolled on a
32.3 shared time basis in American Indian education programs.

32.4 Sec. 9. Minnesota Statutes 2022, section 124D.81, is amended to read:

32.5 **124D.81 AMERICAN INDIAN EDUCATION AID.**

32.6 Subdivision 1. **Procedures.** A school district, charter school, cooperative unit as defined
32.7 in section 123A.24, subdivision 2, or American Indian-controlled Tribal contract or grant
32.8 school enrolling at least 20 American Indian students on October 1 of the previous school
32.9 year ~~and operating an American Indian education program according to section 124D.74~~ is
32.10 eligible for American Indian education aid if it meets the requirements of this section.
32.11 Programs may provide for contracts for the provision of program components by nonsectarian
32.12 nonpublic, community, Tribal, charter, or alternative schools. The commissioner shall
32.13 prescribe the form and manner of application for aids, and no aid shall be made for a program
32.14 not complying with the requirements of sections 124D.71 to 124D.82.

32.15 Subd. 2. **Plans.** To ~~qualify for~~ receive aid, an eligible district, charter school, cooperative
32.16 unit as defined in section 123A.24, subdivision 2, or Tribal contract school must develop
32.17 and submit a plan for approval by the Indian education director that shall:

32.18 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to
32.19 124D.82;

32.20 (b) Identify the activities, methods and programs to meet the identified educational needs
32.21 of the children to be enrolled in the program;

32.22 (c) Describe how district goals and objectives as well as the objectives of sections
32.23 124D.71 to 124D.82 are to be achieved;

32.24 (d) Demonstrate that required and elective courses as structured do not have a
32.25 discriminatory effect within the meaning of section 124D.74, subdivision 5;

32.26 (e) Describe how each school program will be organized, staffed, coordinated, and
32.27 monitored; and

32.28 (f) Project expenditures for programs under sections 124D.71 to 124D.82.

32.29 Subd. 2a. **American Indian education aid.** (a) The American Indian education aid for
32.30 an eligible district, cooperative unit, or Tribal contract school equals the greater of (1) the
32.31 sum of ~~\$20,000~~ \$40,000 plus the product of ~~\$358~~ \$500 times the difference between the
32.32 number of American Indian students enrolled on October 1 of the previous school year and

33.1 20; or (2) if the district or school received a grant under this section for fiscal year 2015,
33.2 the amount of the grant for fiscal year 2015.

33.3 (b) Notwithstanding paragraph (a), the American Indian education aid must not exceed
33.4 the district, cooperative unit, or Tribal contract school's actual expenditure according to the
33.5 approved plan under subdivision 2.

33.6 Subd. 3. **Additional requirements.** Each district or cooperative unit receiving aid under
33.7 this section must each year conduct a count of American Indian children in the schools of
33.8 the district; test for achievement; identify the extent of other educational needs of the children
33.9 to be enrolled in the American Indian education program; and classify the American Indian
33.10 children by grade, level of educational attainment, age and achievement. Participating
33.11 schools must maintain records concerning the needs and achievements of American Indian
33.12 children served.

33.13 Subd. 4. **Nondiscrimination; testing.** In accordance with recognized professional
33.14 standards, all testing and evaluation materials and procedures utilized for the identification,
33.15 testing, assessment, and classification of American Indian children must be selected and
33.16 administered so as not to be racially or culturally discriminatory and must be valid for the
33.17 purpose of identifying, testing, assessing, and classifying American Indian children.

33.18 Subd. 5. **Records.** Participating schools ~~and~~, districts, and cooperative units must keep
33.19 records and afford access to them as the commissioner finds necessary to ensure that
33.20 American Indian education programs are implemented in conformity with sections 124D.71
33.21 to 124D.82. Each school district, cooperative unit, or participating school must keep accurate,
33.22 detailed, and separate revenue and expenditure accounts for pilot American Indian education
33.23 programs funded under this section.

33.24 Subd. 6. **Money from other sources.** A district, cooperative unit, or participating school
33.25 providing American Indian education programs shall be eligible to receive moneys for these
33.26 programs from other government agencies and from private sources when the moneys are
33.27 available.

33.28 Subd. 7. **Exceptions.** Nothing in sections 124D.71 to 124D.82 shall be construed as
33.29 prohibiting a district, cooperative unit, or school from implementing an American Indian
33.30 education program which is not in compliance with sections 124D.71 to 124D.82 if the
33.31 proposal and plan for that program is not funded pursuant to this section.

34.1 **Sec. 10. [124D.901] STUDENT SUPPORT PERSONNEL AID.**

34.2 **Subdivision 1. Definitions.** For the purposes of this section, the following terms have
34.3 the meanings given:

34.4 (1) "new position" means a student support services personnel full-time or part-time
34.5 position not under contract by a school district, charter school, or cooperative unit at the
34.6 start of the 2023-2024 school year; and

34.7 (2) "student support services personnel" means an individual licensed to serve as a school
34.8 counselor, school psychologist, school social worker, school nurse, or chemical dependency
34.9 counselor in Minnesota.

34.10 **Subd. 2. Purpose.** The purpose of student support personnel aid is to:

34.11 (1) address shortages of student support services personnel within Minnesota schools;

34.12 (2) decrease caseloads for existing student support services personnel to ensure effective
34.13 services;

34.14 (3) ensure that students receive effective student support services and integrated and
34.15 comprehensive services to improve prekindergarten through grade 12 academic, physical,
34.16 social, and emotional outcomes supporting career and college readiness and effective school
34.17 mental health services;

34.18 (4) ensure that student support services personnel serve within the scope and practice
34.19 of their training and licensure;

34.20 (5) fully integrate learning supports, instruction, assessment, data-based decision making,
34.21 and family and community engagement within a comprehensive approach that facilitates
34.22 interdisciplinary collaboration; and

34.23 (6) improve student health, school safety, and school climate to support academic success
34.24 and career and college readiness.

34.25 **Subd. 3. Aid eligibility and application.** A school district, charter school, intermediate
34.26 school district, or other cooperative unit is eligible to apply for student support personnel
34.27 aid under this section. The commissioner must prescribe the form and manner of the
34.28 application, which must include a plan describing how the aid will be used.

34.29 **Subd. 4. Student support personnel aid.** (a) The initial student support personnel aid
34.30 for a school district equals the greater of \$22 times the October 1 enrollment count of the
34.31 prior school year or \$35,000. The initial student support personnel aid for a charter school
34.32 equals \$22 times the October 1 enrollment count of the prior school year.

(b) The cooperative student support personnel aid for a school district that is a member of an intermediate school district or other cooperative unit that enrolls students equals \$6 times the October 1 enrollment count of the prior school year. If a district is a member of more than one cooperative unit that enrolls students, the revenue must be allocated among the cooperative units.

(c) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not exceed the district or cooperative unit's actual expenditure according to the approved plan under subdivision 3.

Subd. 5. Allowed uses; match requirements. (a) Cooperative student support personnel aid must be transferred to the intermediate district or other cooperative unit of which the district is a member and must be used to hire new positions for student support services personnel at the intermediate district or cooperative unit.

(b) If a school district, charter school, or cooperative unit does not receive at least two applications and is not able to hire a new full-time equivalent position with student support personnel aid, the aid may be used for contracted services from individuals licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subd. 6. Report required. By February 1 following any fiscal year in which student support personnel aid was received, a school district, charter school, or cooperative unit must submit a written report to the commissioner indicating how the new position affected two or more of the following measures:

(1) school climate;

(2) student health;

(3) attendance rates;

(4) academic achievement;

(5) career and college readiness; and

(6) postsecondary completion rates.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 11. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision to read:

Subd. 5. Comprehensive literacy reform. Beginning July 1, 2023, literacy incentive aid must be used to support comprehensive literacy reform efforts in public schools as follows:

(1) for public school prekindergarten through grade 3 teachers, early childhood educators, reading intervention teachers, special education teachers, and instructional support staff with responsibility for teaching reading, to be trained in and administer approved screening and progress monitoring tools, if not already trained to administer selected tools;

(2) to provide training in evidence-based reading instruction practices using a training program approved by the Department of Education and to be completed no later than September 1, 2025, unless the commissioner of education grants an extension;

(3) to hire a certified or licensed reading or dyslexia specialist who is trained in evidence-based reading instruction practices as determined by the commissioner of education to oversee a school district's or charter school's implementation of required components under section 120B.12 no later than June 15, 2025, unless the commissioner of education grants an extension; and

(4) to provide materials, training, and ongoing coaching to ensure interventions under section 125A.56, subdivision 1, are evidence-based.

Sec. 12. APPROPRIATIONS.

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

Subd. 2. Achievement and integration aid. (a) For achievement and integration aid under Minnesota Statutes, section 124D.862:

\$ 83,427,000 2024

\$ 84,306,000 2025

(b) The 2024 appropriation includes \$8,172,000 for 2023 and \$75,255,000 for 2024.

(c) The 2025 appropriation includes \$8,360,000 for 2024 and \$75,946,000 for 2025.

Subd. 3. American Indian education aid. (a) For American Indian education aid under Minnesota Statutes, section 124D.81, subdivision 2a:

37.1 \$ 18,460,000 2024

37.2 \$ 19,789,000 2025

37.3 (b) The 2024 appropriation includes \$1,179,000 for 2023 and \$17,281,000 for 2024.

37.4 (c) The 2025 appropriation includes \$1,919,000 for 2024 and \$17,870,000 for 2025.

37.5 Subd. 4. **Charter school building lease aid.** (a) For building lease aid under Minnesota
 37.6 Statutes, section 124E.22:

37.7 \$ 95,404,000 2024

37.8 \$ 100,393,000 2025

37.9 (b) The 2024 appropriation includes \$8,966,000 for 2023 and \$86,438,000 for 2024.

37.10 (c) The 2025 appropriation includes \$9,603,000 for 2024 and \$90,790,000 for 2025.

37.11 Subd. 5. **College entrance examination reimbursement.** (a) To reimburse districts for
 37.12 the costs of college entrance examination fees for students who are eligible for free or
 37.13 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section
 37.14 120B.30, subdivision 1, paragraph (e):

37.15 \$ 1,011,000 2024

37.16 \$ 1,011,000 2025

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

37.18 Subd. 6. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under Minnesota
 37.19 Statutes, section 124D.091:

37.20 \$ 4,000,000 2024

37.21 \$ 4,000,000 2025

37.22 (b) If the appropriation is insufficient, the commissioner must proportionately reduce
 37.23 the aid payment to each school district.

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

37.25 Subd. 7. **Early childhood literacy programs.** (a) For early childhood literacy programs
 37.26 under Minnesota Statutes, section 119A.50, subdivision 3:

37.27 \$ 7,950,000 2024

37.28 \$ 7,950,000 2025

37.29 (b) Up to \$7,950,000 each year is for leveraging federal and private funding to support
 37.30 AmeriCorps members serving in the Minnesota reading corps program established by
 37.31 ServeMinnesota, including costs associated with training and teaching early literacy skills

to children ages three through grade 3 and evaluating the impact of the program under Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

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

Subd. 8. Examination fees; teacher training and support programs. (a) For students' advanced placement and international baccalaureate examination fees under Minnesota Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

\$ 4,500,000 2024

\$ 4,500,000 2025

(b) The advanced placement program shall receive 75 percent of the appropriation each year and the international baccalaureate program shall receive 25 percent of the appropriation each year. The department, in consultation with representatives of the advanced placement and international baccalaureate programs selected by the Advanced Placement Advisory Council and International Baccalaureate Minnesota, respectively, shall determine the amounts of the expenditures each year for examination fees and training and support programs for each program.

(c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000 each year is for teachers to attend subject matter summer training programs and follow-up support workshops approved by the advanced placement or international baccalaureate programs. The amount of the subsidy for each teacher attending an advanced placement or international baccalaureate summer training program or workshop shall be the same. The commissioner shall determine the payment process and the amount of the subsidy.

(d) The commissioner shall pay all examination fees for all students of low-income families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of available appropriations, shall also pay examination fees for students sitting for an advanced placement examination, international baccalaureate examination, or both.

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

Subd. 9. Grants to increase science, technology, engineering, and math course offerings. (a) For grants to schools to encourage low-income and other underserved students to participate in advanced placement and international baccalaureate programs according to Minnesota Statutes, section 120B.132:

\$ 250,000 2024

\$ 250,000 2025

(b) To the extent practicable, the commissioner must distribute grant funds equitably among geographic areas in the state, including schools located in greater Minnesota and in the seven-county metropolitan area.

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

Subd. 10. Interdistrict desegregation or integration transportation grants. For interdistrict desegregation or integration transportation grants under Minnesota Statutes, section 124D.87:

\$ 12,165,000 2024

\$ 13,480,000 2025

Subd. 11. Literacy incentive aid. (a) For literacy incentive aid under Minnesota Statutes, section 124D.98:

\$ 42,216,000 2024

\$ 42,451,000 2025

(b) The 2024 appropriation includes \$4,606,000 for 2023 and \$37,610,000 for 2024.

(c) The 2025 appropriation includes \$4,178,000 for 2024 and \$38,273,000 for 2025.

Subd. 12. Minnesota Independence College and Community. (a) For transfer to the Office of Higher Education for grants to Minnesota Independence College and Community for tuition reduction and institutional support:

\$ 625,000 2024

\$ 625,000 2025

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

Subd. 13. Minnesota math corps program. (a) For the Minnesota math corps program under Minnesota Statutes, section 124D.42, subdivision 9:

\$ 500,000 2024

\$ 500,000 2025

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

Subd. 14. Minnesota Principals Academy. (a) For grants to the University of Minnesota College of Education and Human Development for the operation of the Minnesota Principals Academy:

\$ 200,000 2024

\$ 200,000 2025

(b) Of these amounts, \$50,000 must be used to pay the costs of attendance for principals and school leaders from schools identified for intervention under the state's accountability system as implemented to comply with the federal Every Student Succeeds Act. To the extent funds are available, the Department of Education is encouraged to use up to \$200,000 of federal Title II funds to support additional participation in the Principals Academy by principals and school leaders from schools identified for intervention under the state's accountability system as implemented to comply with the federal Every Student Succeeds Act.

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

Subd. 15. **Museums and education centers.** (a) For grants to museums and education centers:

\$ 460,000 2024

\$ 460,000 2025

(b) \$269,000 each year is for the Minnesota Children's Museum.

(c) \$50,000 each year is for the Minnesota Children's Museum, Rochester.

(d) \$50,000 each year is for the Duluth Children's Museum.

(e) \$41,000 each year is for the Minnesota Academy of Science.

(f) \$50,000 each year is for the Headwaters Science Center.

(g) A recipient of a grant under this subdivision must use the funds to encourage and increase access for historically underserved communities.

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

Subd. 16. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes, section 124D.093, subdivision 5:

\$ 791,000 2024

\$ 791,000 2025

(b) The amounts in this subdivision are for grants, including to a public-private partnership that includes Independent School District No. 535, Rochester.

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

Subd. 17. **Recovery program grants.** (a) For recovery program grants under Minnesota Statutes, section 124D.695:

41.1 \$ 750,000 2024

41.2 \$ 750,000 2025

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

41.4 Subd. 18. **Rural career and technical education consortium.** (a) For rural career and
41.5 technical education consortium grants:

41.6 \$ 3,000,000 2024

41.7 \$ 3,000,000 2025

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

41.9 Subd. 19. **ServeMinnesota program.** (a) For funding ServeMinnesota programs under
41.10 Minnesota Statutes, sections 124D.37 to 124D.45:

41.11 \$ 900,000 2024

41.12 \$ 900,000 2025

41.13 (b) A grantee organization may provide health and child care coverage to the dependents
41.14 of each participant enrolled in a full-time ServeMinnesota program to the extent such
41.15 coverage is not otherwise available.

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

41.17 Subd. 20. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science,
41.18 technology, engineering, and math (STEM) program providing students in grades 4 through
41.19 6 with a multisensory learning experience and a hands-on curriculum in an aerospace
41.20 environment using state-of-the-art technology:

41.21 \$ 500,000 2024

41.22 \$ 500,000 2025

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

41.24 Subd. 21. **Statewide testing and reporting system.** (a) For the statewide testing and
41.25 reporting system under Minnesota Statutes, section 120B.30:

41.26 \$ 10,892,000 2024

41.27 \$ 10,892,000 2025

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

41.29 Subd. 22. **Student organizations.** (a) For student organizations:

41.30 \$ 768,000 2024

41.31 \$ 768,000 2025

- 42.1 (b) \$46,000 each year is for student organizations serving health occupations (HOSA).
- 42.2 (c) \$100,000 each year is for student organizations serving trade and industry occupations
- 42.3 (Skills USA, secondary and postsecondary).
- 42.4 (d) \$95,000 each year is for student organizations serving business occupations (BPA,
- 42.5 secondary and postsecondary).
- 42.6 (e) \$193,000 each year is for student organizations serving agriculture occupations (FFA,
- 42.7 PAS).
- 42.8 (f) \$185,000 each year is for student organizations serving family and consumer science
- 42.9 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
- 42.10 31, the student organizations serving FCCLA shall continue to serve students in grade 9
- 42.11 and below.
- 42.12 (g) \$109,000 each year is for student organizations serving marketing occupations (DECA
- 42.13 and DECA collegiate).
- 42.14 (h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.
- 42.15 (i) Any balance in the first year does not cancel but is available in the second year.
- 42.16 Subd. 23. **Tribal contract school aid.** (a) For Tribal contract school aid under Minnesota
- 42.17 Statutes, section 124D.83:
- | | | | | |
|-------|----|------------------|--------------|-------------|
| 42.18 | \$ | <u>2,544,000</u> | <u>.....</u> | <u>2024</u> |
| 42.19 | \$ | <u>2,726,000</u> | <u>.....</u> | <u>2025</u> |
- 42.20 (b) The 2024 appropriation includes \$255,000 for 2023 and \$2,289,000 for 2024.
- 42.21 (c) The 2025 appropriation includes \$245,000 for 2024 and \$2,481,000 for 2025.
- 42.22 Subd. 24. **Align youth apprenticeship programs.** (a) To support the alignment of youth
- 42.23 apprenticeship programs coordinated by the Department of Education to registered
- 42.24 apprenticeship programs coordinated by the Department of Labor and Industry:
- | | | | | |
|-------|----|----------------|--------------|-------------|
| 42.25 | \$ | <u>100,000</u> | <u>.....</u> | <u>2024</u> |
| 42.26 | \$ | <u>0</u> | <u>.....</u> | <u>2025</u> |
- 42.27 (b) This is a onetime appropriation and is available until June 30, 2027.
- 42.28 Subd. 25. **COMPASS and MTSS.** (a) To support the development and implementation
- 42.29 of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student
- 42.30 Success (COMPASS) school improvement model:

43.1 \$ 20,200,000 2024

43.2 \$ 19,246,000 2025

43.3 (b) Of this amount, \$6,950,000 in fiscal year 2024 and \$5,996,000 in fiscal year 2025
 43.4 are to support implementation of MTSS and COMPASS. Funds must be used to support
 43.5 increased capacity at the Department of Education and the Minnesota Service Cooperatives
 43.6 for implementation supports.

43.7 (c) Of this amount, \$5,000,000 each year is reserved for grants to school districts, charter
 43.8 schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision
 43.9 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs
 43.10 for personnel to participate in cohort activities and professional learning; and piloting a
 43.11 Department of Education One Plan, the consolidation of multiple reporting structures to
 43.12 streamline various applications, reports, and submissions by school districts and charter
 43.13 schools. Up to five percent of this amount is available for program and grant administration.

43.14 (d) Of this amount, \$5,250,000 each year must be used to develop a regional network
 43.15 focusing on mathematics to provide dedicated mathematics trainers and coaches to train
 43.16 regional support staff from the Minnesota Service Cooperatives to support school leaders
 43.17 and teachers to implement evidence-based instructional strategies in mathematics. Funds
 43.18 may also be used to host an annual Mathematics Standards-Based Instructional Institute.

43.19 (e) Of this amount, \$2,000,000 each year is for a grant to the Building Assets, Reducing
 43.20 Risks Center to provide access to services to all MTSS grantees under this subdivision.

43.21 (f) Of this amount, \$1,000,000 each year is for the University of Minnesota Center for
 43.22 Applied Research and Educational Improvement to support implementation and evaluation
 43.23 of the MTSS framework.

43.24 (g) Support for school districts, charter schools, and cooperative units under this
 43.25 subdivision may include but is not limited to:

43.26 (1) partnering with the Minnesota Service Cooperatives to support districts in
 43.27 implementing COMPASS to support schools in the areas of literacy, math, social-emotional
 43.28 learning, and mental health using the MTSS framework;

43.29 (2) providing support to districts and charter schools identified under Minnesota Statutes,
 43.30 section 120B.11, world's best workforce;

43.31 (3) providing support to districts and charter schools in streamlining various applications,
 43.32 reports, and submissions to the Department of Education through One Plan;

(4) providing training, guidance, and implementation resources for MTSS, including a universal screening process approved by the Department of Education to identify students who may be at risk of experiencing academic, behavioral, and social-emotional development difficulties;

(5) providing guidance to convene school-based teams to analyze data provided by screenings and resources for related identification, instruction, and intervention methods;

(6) dyslexia screening and intervention that are evidence-based;

(7) requiring school districts and charter schools to provide parents of students identified in screenings with notice of screening findings and related support information;

(8) requiring districts and charter schools to provide at-risk students with interventions and to monitor the effectiveness of these interventions and student progress; and

(9) developing and annually reporting findings regarding the implementation of MTSS.

(h) The base in fiscal year 2026 in \$18,958,000.

(i) Up to five percent of the funds identified for grants is available for grant administration costs.

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

Subd. 26. **Computer science education.** (a) To create a state plan for increasing computer science instruction:

\$ 370,000 2024

\$ 403,000 2025

(b) Of this amount, \$375,000 beginning in fiscal year 2025 is for grants to districts and charter schools to increase computer science instruction to implement elements of the state plan. Up to five percent is available for grant administration.

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

(d) The base in fiscal year 2026 is \$463,000.

Subd. 27. **Competency-based education expansion.** (a) For expanding competency-based education under Minnesota Statutes, section 120B.02, subdivision 1a:

\$ 31,011,000 2024

\$ 0 2025

(b) Planning grants are available to encourage districts, charter schools, and area learning centers to develop criteria around personalized, competency-based education requirements.

45.1 A grant application must include evidence that the district, charter school, or area learning
 45.2 center:

45.3 (1) will implement personalized, competency-based education schoolwide or has a plan
 45.4 to phase in implementation schoolwide;

45.5 (2) has partners that must help with the plan and assist with implementation;

45.6 (3) will implement activities and programs that focus on the implementation of the core
 45.7 principles and outcome-based measures aligned to academic standards and benchmarks,
 45.8 including a local system of assessment creating meaningful, positive, and empowering
 45.9 learning experiences for students that yield timely, relevant, and actionable data;

45.10 (4) has the capacity, qualifications, local governing body support, and time to successfully
 45.11 plan the program and an intentional and feasible planning process, including full participation
 45.12 in department professional development and technical assistance cohorts or networks;

45.13 (5) will align their budget as necessary with the planning process; and

45.14 (6) will communicate and promote the plan with parents, teachers, and members of the
 45.15 community in developing the plan.

45.16 (c) Grant recipients must annually report to the commissioner by June 30 on
 45.17 implementation progress and the numbers of students participating and earning credits or
 45.18 grade progressing through competency-based education. Grant recipients must describe
 45.19 progress in specific areas of study, progress in meeting the stated goals in their application,
 45.20 and any adjustments needed to achieve their stated goals.

45.21 (d) This is a onetime appropriation and is available until June 30, 2027.

45.22 (e) Up to five percent of this appropriation may be retained for administration costs.

45.23 Subd. 28. **Rigorous coursework expansion.** (a) For grants to expand rigorous coursework
 45.24 primarily for but not limited to disadvantaged and underrepresented students and students
 45.25 in greater Minnesota:

45.26 \$ 3,000,000 2024

45.27 \$ 3,000,000 2025

45.28 (b) Grant funds may be used to:

45.29 (1) recruit and support the underserved and underrepresented student groups in advanced
 45.30 placement, international baccalaureate, postsecondary enrollment options, and concurrent
 45.31 enrollment classes, including translation of marketing materials, adding sections to promote
 45.32 smaller class sizes, creating writing centers to ensure students' success in college-level

46.1 classes, and establishing partnerships with community-based organizations, including
 46.2 culturally based organizations;

46.3 (2) provide teacher training for added rigorous courses;

46.4 (3) provide students with transportation to and from the postsecondary institution for
 46.5 postsecondary enrollment option courses;

46.6 (4) expand current rigorous course offerings to engage underserved students; and

46.7 (5) increase support for students enrolled in early or middle college programs.

46.8 (c) Up to five percent of this appropriation is available for grant administration costs.

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

46.10 Subd. 29. **Expand student access to career and technical education.** (a) To grow and
 46.11 expand student access to quality career and technical education pathways across the state:

46.12 \$ 28,790,000 2024

46.13 \$ 0 2025

46.14 (b) Of this amount, \$26,290,000 is for grants to school districts and charter schools to
 46.15 incentivize growth and expansion of career and technical education programs. Grant funds
 46.16 may be used for teacher development, student development, replacing or purchasing
 46.17 equipment, and curriculum.

46.18 (c) Of this amount, \$2,500,000 is for statewide mentoring supports.

46.19 (d) Up to five percent of this appropriation is available for grant administration costs.

46.20 (e) This is a onetime appropriation and is available through June 30, 2027.

46.21 Subd. 30. **Full-service community schools.** (a) For grants to school districts and charter
 46.22 schools to plan or expand the full-service community schools programs under Minnesota
 46.23 Statutes, section 124D.231:

46.24 \$ 13,836,000 2024

46.25 \$ 0 2025

46.26 (b) Up to five percent of this appropriation is available for grant administration costs.

46.27 (c) This is a onetime appropriation and is available through June 30, 2027.

46.28 Subd. 31. **Culturally relevant practices grants.** (a) For grants to districts and charter
 46.29 schools to implement and improve the conditions, strategies, resources, and training for
 46.30 equity, diversity, and inclusion:

47.1 \$ 31,076,000 2024

47.2 \$ 0 2025

47.3 (b) Grants may be used to hire staff to coordinate and train their peers on culturally
 47.4 relevant practices, fund essential training and coaching for all school staff, increase schools'
 47.5 capacity to partner with community experts, and support data collection and monitoring
 47.6 practices. Grants may be for up to \$500,000 and must be prioritized for schools with the
 47.7 greatest inequities as demonstrated by achievement.

47.8 (c) Up to five percent of this appropriation is available for grant administration costs.

47.9 (d) This is a onetime appropriation and is available through June 30, 2027.

47.10 Subd. 32. **Minnesota BOLD Literacy.** (a) To implement BOLD Literacy, Minnesota's
 47.11 birth through grade 12 action plan for literacy achievement:

47.12 \$ 33,000,000 2024

47.13 \$ 32,800,000 2025

47.14 (b) Of this amount, \$18,000,000 each year is to fund the development of regional literacy
 47.15 networks. The regional literacy networks must focus on the implementation of comprehensive
 47.16 literacy reform efforts based on structured literacy. Each Minnesota service cooperative
 47.17 must add a literacy director position and establish a team of trained literacy coaches to
 47.18 facilitate evidence-based training opportunities and ongoing supports to school districts and
 47.19 charter schools in each of their regions.

47.20 (c) Of this amount, \$9,200,000 in fiscal year 2024 and \$9,000,000 annually thereafter
 47.21 is for a contract to develop a statewide training based in structured literacy, to be offered
 47.22 free to school districts and charter schools and facilitated by the regional literacy networks
 47.23 and Minnesota Service Cooperatives.

47.24 (d) Of this amount, \$1,000,000 each year is for partnerships with institutions of higher
 47.25 education to establish literacy labs to serve as training grounds for teacher candidates to
 47.26 meet requirements of their course work by tutoring students who are not reading at grade
 47.27 level using evidence-based structured literacy practices. Up to eight grants of up to \$200,000
 47.28 may be made to institutions of higher education.

47.29 (e) Of this amount, \$4,800,000 each year is for community partnerships for organizations
 47.30 to maintain and expand their literacy-related efforts across Minnesota communities as
 47.31 follows:

(1) \$1,000,000 is for the State Library Services to expand work on early literacy development in community and school libraries, including training staff on evidence-based early literacy practices in public libraries and school libraries;

(2) \$1,000,000 is for a contract with the Center for Applied Research and Educational Improvement at the University of Minnesota to support statewide evaluation;

(3) \$1,000,000 is for a grant to the Minnesota Reading Corp to expand the Bridge 2 Read resources to support teachers trained in evidence-based instruction practices; and

(4) \$1,800,000 is for a grant to the Jewish Community Relations Council of Minnesota and the Dakotas, and the Parent Child+ Program to maintain their current level of programming.

(f) Up to five percent of grant amounts in this subdivision is available for grant administration costs.

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

Subd. 33. **Native language revitalization grants to schools.** (a) For grants to school districts and charter schools to offer language instruction in Dakota and Anishinaabe languages or another language indigenous to the United States or Canada:

\$ 7,117,000 2024

\$ 7,117,000 2025

(b) Grant amounts are to be determined based upon the number of schools within a district implementing language courses. Eligible expenses include costs for teachers, program supplies, and curricular resources.

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

(d) The base for this appropriation beginning in fiscal year 2026 is \$7,117,000.

Subd. 34. **Pilot to fully fund postsecondary enrollment options.** (a) For grants to school districts and charter schools for a pilot program to explore fully funding the postsecondary enrollment options (PSEO) program:

\$ 47,892,000 2024

\$ 0 2025

(b) Grant funds may be used to provide districts with an amount equal to up to 88 percent of average daily membership for students taking PSEO courses and to provide supports to students taking PSEO courses.

49.1 (c) Up to five percent of grant amounts in this subdivision is available for grant
 49.2 administration costs.

49.3 (d) This is a onetime appropriation and is available through June 30, 2027.

49.4 Subd. 35. **Student support personnel aid.** (a) For aid to support schools in addressing
 49.5 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

49.6 \$ 22,206,000 2024

49.7 \$ 26,299,000 2025

49.8 (b) The 2024 appropriation includes \$0 for 2023 and \$22,206,000 for 2024.

49.9 (c) The 2025 appropriation includes \$2,467,000 for 2024 and \$23,832,000 for 2025.

49.10 Subd. 36. **Student support personnel.** (a) To address shortages of school support
 49.11 personnel services that benefit children and young people's social, emotional, and physical
 49.12 health through strategies to fund additional positions within early childhood systems, public
 49.13 schools, and the Department of Education, and to implement a workforce development
 49.14 initiative:

49.15 \$ 2,550,000 2024

49.16 \$ 2,550,000 2025

49.17 (b) Of this amount, \$2,400,000 each year is to fund a workforce development initiative
 49.18 to increase the number of student support personnel each year.

49.19 (c) Of this amount, \$150,000 each year is to fund a school mental health service lead at
 49.20 the Department of Education.

49.21 Subd. 37. **Student voice models.** (a) For grants to implement key youth voice strategies:

49.22 \$ 7,617,000 2024

49.23 \$ 0 2025

49.24 (b) Of this amount, \$500,000 is for a grant to Minnesota Youth Council (MYC) to
 49.25 increase stipends, supports for youth, and student-led engagement; to hire external facilitators;
 49.26 and to build regular communication channels between the MYC and the Department of
 49.27 Education.

49.28 (c) Remaining funds may be granted to organizations, including but not limited to school
 49.29 districts, charter schools, Tribal Nations, community organizations, service cooperatives,
 49.30 networks, and coalitions to:

49.31 (1) build the capacity of schools to implement key youth voice strategies, including
 49.32 youth participatory action research teams, identity-based student groups, reimagining the

50.1 role of student council, and mixed-methods evaluation and engagement projects to secure
 50.2 youth voice; or

50.3 (2) support external community partnerships to coordinate regional programs and
 50.4 supports.

50.5 (d) Up to five percent of the grants in this subdivision is available for grant administration.

50.6 (e) This is a onetime appropriation and is available through June 30, 2027.

50.7 Subd. 38. **Alternatives to exclusionary discipline.** (a) For grants to districts and charters
 50.8 to reduce discipline disparities by prohibiting the use of exclusionary discipline practices
 50.9 to address subjective behavior concerns, including but not limited to behavior defined as
 50.10 disruptive, disorderly, defiant, and noncompliant in kindergarten through grade 5:

50.11 \$ 5,000,000 2024

50.12 \$ 5,000,000 2025

50.13 (b) Grant funds may be used to:

50.14 (1) expand training and coaching opportunities for school staff, including covering lost
 50.15 time, substitute teachers, and hourly rates for all licensed and nonlicensed staff to attend;

50.16 (2) implement anti-bias and trauma-informed practices;

50.17 (3) employ alternatives to exclusionary discipline practices, including but not limited
 50.18 to providing group and individual interventions to build social-emotional learning skills,
 50.19 providing adult mentoring for students, providing opportunities for student voice, conducting
 50.20 collaboration with student's families or guardians, and providing trauma-informed mental
 50.21 health support;

50.22 (4) hire additional staff to identify, coordinate, and partner with community experts; and

50.23 (5) conduct monitoring and evaluation measures as determined by the commissioner.

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

50.25 **ARTICLE 3**

50.26 **TEACHERS**

50.27 Section 1. Minnesota Statutes 2022, section 122A.187, is amended by adding a subdivision
 50.28 to read:

50.29 Subd. 7. **American Indian history and culture.** The Professional Educator Licensing
 50.30 and Standards Board must adopt rules that require all licensed teachers renewing their license
 50.31 under sections 122A.181 to 122A.184 to include in the renewal requirements professional

51.1 development in the cultural heritage and contemporary contributions of American Indians,
51.2 with particular emphasis on Minnesota Tribal Nations.

51.3 Sec. 2. Minnesota Statutes 2022, section 122A.415, subdivision 4, is amended to read:

51.4 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher
51.5 compensation aid for a school with a plan approved under section 122A.414, subdivision
51.6 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
51.7 The basic alternative teacher compensation aid for a charter school with a plan approved
51.8 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils
51.9 enrolled in the school on October 1 of the previous year, or on October 1 of the current year
51.10 for a charter school in the first year of operation, times the ratio of the sum of the alternative
51.11 teacher compensation aid and alternative teacher compensation levy for all participating
51.12 school districts to the maximum alternative teacher compensation revenue for those districts
51.13 under subdivision 1.

51.14 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
51.15 teacher compensation aid entitlement must not exceed ~~\$75,840,000 for fiscal year 2016 and~~
51.16 ~~\$88,118,000 for fiscal year 2017~~ 2023; \$88,329,000 for fiscal year 2024; \$88,330,000 for
51.17 fiscal year 2025; \$89,226,000 for fiscal year 2026; and \$89,327,000 for fiscal year 2027
51.18 and later. The commissioner must limit the amount of alternative teacher compensation aid
51.19 approved under this section so as not to exceed these limits by not approving new participants
51.20 or by prorating the aid among participating districts, intermediate school districts, school
51.21 sites, and charter schools. The commissioner may also reallocate a portion of the allowable
51.22 aid for the biennium from the second year to the first year to meet the needs of approved
51.23 participants.

51.24 (c) Basic alternative teacher compensation aid for an intermediate district or other
51.25 cooperative unit equals \$3,000 times the number of licensed teachers employed by the
51.26 intermediate district or cooperative unit on October 1 of the previous school year.

51.27 Sec. 3. Minnesota Statutes 2022, section 122A.63, is amended by adding a subdivision to
51.28 read:

51.29 Subd. 10. **Minnesota Indian teacher training program account.** (a) An account is
51.30 established in the special revenue fund known as the "Minnesota Indian teacher training
51.31 program account."

52.1 (b) Funds appropriated for the Minnesota Indian teacher training program under this
52.2 section must be transferred to the Minnesota Indian teacher training program account in the
52.3 special revenue fund.

52.4 (c) Money in the account is annually appropriated to the commissioner for the Minnesota
52.5 Indian teacher training program under this section. Any returned funds are available to be
52.6 regranted. Grant recipients may apply to use grant money over a period of up to 60 months.

52.7 (d) Up to \$75,000 annually is appropriated to the commissioner for costs associated with
52.8 administering and monitoring the program under this section.

52.9 Sec. 4. Minnesota Statutes 2022, section 122A.73, subdivision 2, is amended to read:

52.10 Subd. 2. **Grow Your Own district programs.** (a) A school district, charter school, or
52.11 a cooperative unit under section 123A.24, subdivision 2, may apply for a grant for a
52.12 Professional Educator Licensing and Standards Board-approved teacher preparation program
52.13 to establish a Grow Your Own pathway for adults to obtain their first professional teaching
52.14 license. Grantees must partner with a Professional Educator Licensing and Standards
52.15 Board-approved teacher preparation program. Partnerships may also include institutions
52.16 that have an articulated transfer pathway with a board-approved teacher preparation program.
52.17 The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships
52.18 or stipends to enable school district employees or community members affiliated with a
52.19 school district, who are of color or American Indian and who seek a teaching license, to
52.20 participate in the teacher preparation program. Grant funds may also be used to pay for
52.21 teacher licensure exams and licensure fees.

52.22 (b) A district using grant funds under this subdivision to provide financial support to
52.23 teacher candidates may require a commitment as determined by the district to teach in the
52.24 district for a reasonable amount of time that does not exceed five years.

52.25 **EFFECTIVE DATE.** This section is effective July 1, 2024.

52.26 Sec. 5. Minnesota Statutes 2022, section 122A.73, subdivision 3, is amended to read:

52.27 Subd. 3. **Grants for programs serving secondary school students.** (a) In addition to
52.28 grants for developing and offering dual-credit postsecondary course options in schools for
52.29 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,
52.30 subdivision 10, a school district or charter school may apply for grants under this section
52.31 to offer other innovative programs that encourage secondary school students, especially
52.32 students of color and American Indian students, to pursue teaching. A school district, charter

school, or a cooperative unit under section 123A.24, subdivision 2, may apply for grants to develop innovative Grow Your Own programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching. To be eligible for a grant under this subdivision, ~~a school district or charter school~~ an applicant must ensure that the aggregate percentage of secondary school students of color and American Indian students participating in the program is equal to or greater than the aggregate percentage of students of color and American Indian students in the school district ~~or~~, charter school, or cooperative unit.

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

(1) supporting future teacher clubs or service-learning opportunities that provide middle and high school students with experiential learning that supports the success of younger students or peers and increases students' interest in pursuing a teaching career;

(2) developing and offering postsecondary enrollment options courses for "Introduction to Teaching" or "Introduction to Education" consistent with section 124D.09, subdivision 10, that would meet degree requirements for teacher licensure;

~~(2)~~ (3) providing direct support, including wrap-around services, for students who are of color or American Indian to enroll and be successful in postsecondary enrollment options courses under section 124D.09 that would meet degree requirements for teacher licensure; or

~~(3)~~ (4) offering scholarships to graduating high school students who are of color or American Indian to enroll in board-approved undergraduate teacher preparation programs at a college or university in Minnesota.

EFFECTIVE DATE. This section is effective July 1, 2024.

Sec. 6. Minnesota Statutes 2022, section 122A.73, subdivision 5, is amended to read:

Subd. 5. **Grow Your Own program account.** (a) An account is established in the special revenue fund known as the "Grow Your Own program account."

(b) Funds appropriated for the Grow Your Own program under this section must be transferred to the Grow Your Own program account in the special revenue fund.

(c) Money in the account is annually appropriated to the commissioner for the Grow Your Own program under this section. Any returned funds are available to be regrant. Grant recipients may apply to use grant money over a period of up to 60 months.

(d) Up to ~~\$100,000~~ \$175,000 annually is appropriated to the commissioner for costs associated with administering and monitoring the program under this section.

Sec. 7. [122A.731] GRANTS FOR GROW YOUR OWN EARLY CHILDHOOD EDUCATOR PROGRAMS.

Subdivision 1. Establishment. The commissioner of education must award grants for Grow Your Own Early Childhood Educator programs established under this section in order to develop an early childhood education workforce that more closely reflects the state's increasingly diverse student population and ensures all students have equitable access to high-quality early educators.

Subd. 2. Grow Your Own Early Childhood Educator programs. (a) Minnesota-licensed family child care or licensed center-based child care programs, school district or charter school early learning programs, Head Start programs, institutions of higher education, and other community partnership nongovernmental organizations may apply for a grant to host, build, or expand an early childhood educator preparation program that leads to an individual earning the credential or degree needed to enter or advance in the early childhood education workforce. Examples include programs that help interested individuals earn the child development associate (CDA) credential, an associate's degree in child development, or a bachelor's degree in early childhood studies or early childhood licensures. The grant recipient must use at least 80 percent of grant funds for student stipends, tuition scholarships, or unique student teaching or field placement experiences.

(b) Programs providing financial support to interested individuals may require a commitment from the individuals awarded, as determined by the commissioner, to teach in the program or school for a reasonable amount of time that does not exceed one year.

Subd. 3. Grant procedure. (a) Eligible programs must apply for a grant under this section in the form and manner specified by the commissioner. To the extent that there are sufficient applications, the commissioner must, to the extent practicable, award an equal number of grants between applicants in greater Minnesota and those in the metropolitan area.

(b) For the 2023-2024 school year and later, grant applications for new and existing programs must be received by the commissioner no later than January 15 of the year prior to the school year in which the grant will be used. The commissioner must review all applications and notify grant recipients by March 15 or as soon as practicable of the anticipated amount awarded. If the commissioner determines that sufficient funding is

55.1 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
55.2 soon as practicable that there are insufficient funds.

55.3 Subd. 4. **Grow Your Own Early Childhood Education program account.** (a) An
55.4 account is established in the special revenue fund known as the "Grow Your Own Early
55.5 Childhood Education program account."

55.6 (b) Funds appropriated for the Grow Your Own Early Childhood Education program
55.7 under this section must be transferred to the Grow Your Own Early Childhood Education
55.8 program account in the special revenue fund.

55.9 (c) Money in the account is annually appropriated to the commissioner for the Grow
55.10 Your Own Early Childhood Education program under this section. Any returned funds are
55.11 available to be regranted. Grant recipients may apply to use grant money over a period of
55.12 up to 60 months.

55.13 (d) Up to \$175,000 annually is appropriated to the commissioner for costs associated
55.14 with administering and monitoring the program under this section.

55.15 Subd. 5. **Report.** Grant recipients must annually report to the commissioner in the form
55.16 and manner determined by the commissioner on their activities under this section, including
55.17 the number of educators supported through grant funds and the number of educators obtaining
55.18 credentials by type. Data must indicate the beginning level of education and ending level
55.19 of education of individual participants and an assessment of program effectiveness, including
55.20 participant feedback, areas for improvement, and employment changes and current
55.21 employment status, where applicable, after completing preparation programs. The
55.22 commissioner must publish a report for the public that summarizes the activities and
55.23 outcomes of grant recipients and what was done to promote sharing of effective practices
55.24 among grant recipients and potential grant applicants.

55.25 Sec. 8. **[122A.732] GRANTS FOR GROW YOUR OWN PROGRAMS IN TEACHER**
55.26 **LICENSURE SHORTAGE AREAS.**

55.27 Subdivision 1. **Establishment.** The commissioner of education must award grants for
55.28 Grow Your Own programs established under this section in order to support increasing the
55.29 teacher workforce in licensure shortage areas.

55.30 Subd. 2. **Grow Your Own shortage area programs.** (a) A school district, charter
55.31 school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant to
55.32 establish a Grow Your Own program focusing on licensure shortage areas. A Professional
55.33 Educator Licensing and Standards Board-approved teacher preparation provider, including

56.1 an alternative preparation provider, that offers a board-approved licensing program identified
56.2 as a shortage area by the board may also apply for a grant under this section.

56.3 (b) The grant must support pathways for adults to obtain a professional teaching license
56.4 in an identified shortage area. Identified shortage areas are determined by the board and
56.5 listed in the most recent Biennial Minnesota Teacher Supply and Demand report.

56.6 (c) At least 80 percent of grant funds must be used to provide tuition scholarships or
56.7 stipends to enable teacher preparation program participants to attend and receive certification
56.8 in a licensure shortage area. Funds may also be used to support currently licensed teachers
56.9 who seek to add an additional license or endorsement that would enable them to fill teaching
56.10 positions in shortage areas. This grant does not include programs for school support personnel
56.11 such as counselors, nurses, and school psychologists.

56.12 Subd. 3. **Grant procedure.** (a) Eligible programs must apply for a grant under this
56.13 section in the form and manner specified by the commissioner. To the extent that there are
56.14 sufficient applications, the commissioner must, to the extent practicable, award an equal
56.15 number of grants between applicants in greater Minnesota and those in the metropolitan
56.16 area.

56.17 (b) The commissioner may prioritize grant awards for specific licensure shortage areas
56.18 for grant funding, including but not limited to programs leading to special education licenses.
56.19 The commissioner may dedicate any amount of appropriated funding for grants specific to
56.20 these prioritized licensure shortage areas programs. The commissioner may also waive the
56.21 requirement to award an equal number of grants between applicants in greater Minnesota
56.22 and those in the metropolitan area if necessary to meet the prioritized teacher workforce
56.23 needs.

56.24 (c) For grants awarded for fiscal years 2024 and 2025, the commissioner must dedicate
56.25 funding to programs specifically designed to support new and current special education
56.26 teachers who are working in Minnesota schools under a Tier 1 or Tier 2 license to meet the
56.27 requirements for a Tier 3 license. The commissioner may dedicate any amount of appropriated
56.28 funding for grants specific to special education teacher preparation programs. The
56.29 commissioner may also waive the requirement to award an equal number of grants between
56.30 applicants in greater Minnesota and those in the metropolitan area if necessary to meet the
56.31 prioritized teacher workforce needs.

56.32 Subd. 4. **Grow Your Own Shortage Area program account.** (a) An account is
56.33 established in the special revenue fund known as the "Grow Your Own Shortage Area
56.34 program account."

57.1 (b) Funds appropriated for the Grow Your Own Shortage Area program under this section
57.2 must be transferred to the Grow Your Own Shortage Area program account in the special
57.3 revenue fund.

57.4 (c) Money in the account is annually appropriated to the commissioner for the Grow
57.5 Your Own Shortage Area program under this section. Any returned funds are available to
57.6 be regranted. Grant recipients may apply to use grant money over a period of up to 60
57.7 months.

57.8 (d) Up to \$175,000 annually is appropriated to the commissioner for costs associated
57.9 with administering and monitoring the program under this section.

57.10 Subd. 5. **Report.** Grant recipients must annually report to the commissioner in the form
57.11 and manner determined by the commissioner on their activities under this section. The
57.12 commissioner must publish a report for the public that summarizes the activities and
57.13 outcomes of grant recipients and what was done to promote sharing of effective practices
57.14 among grant recipients and potential grant applicants.

57.15 **EFFECTIVE DATE.** This section is effective the day following final enactment.

57.16 Sec. 9. **[122A.77] PAID STUDENT TEACHING.**

57.17 Subdivision 1. **Establishment.** (a) The commissioner must develop a system to provide
57.18 teacher candidates who are completing field-specific student teaching requirements of a
57.19 Professional Educator Licensing and Standards Board-approved teacher preparation program
57.20 with a stipend during the student teaching period.

57.21 (b) For purposes of this section, student teachers are considered temporary employees
57.22 and are not eligible to enroll in local bargaining units or eligible for locally bargained
57.23 benefits. Student teacher wages are subject to state and federal taxes, including contributions
57.24 to Social Security.

57.25 (c) Minnesota districts and charter schools that host student teachers must provide student
57.26 teacher stipends under this section. Host schools must be reimbursed by the department as
57.27 described in this section.

57.28 Subd. 2. **Paid student teaching formula.** (a) By March 31 of each year, Professional
57.29 Educator Licensing and Standards Board-approved teacher preparation programs
57.30 collaborating with the Professional Educator Licensing and Standards Board must provide
57.31 the commissioner of education with a projected number of student teachers for the following
57.32 school year.

58.1 (b) Annually, the commissioner of education must establish a stipend amount per teacher
58.2 based on the projected number of student teachers and the available funds for the program.

58.3 **EFFECTIVE DATE.** This section is effective July 1, 2024.

58.4 Sec. 10. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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

58.8 Subd. 2. **Statewide concurrent enrollment teacher training program.** (a) For the
58.9 concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

58.10 \$ 375,000 2024

58.11 \$ 375,000 2025

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

58.13 Subd. 3. **Grow Your Own.** (a) For grants to develop, continue, or expand Grow Your
58.14 Own programs under Minnesota Statutes, sections 122A.73, 122A.731, and 122A.732:

58.15 \$ 24,000,000 2024

58.16 \$ 24,000,000 2025

58.17 (b) Of these amounts:

58.18 (1) \$12,500,000 each year is for programs under Minnesota Statutes, section 122A.73,
58.19 and is subject to the requirements under section 122A.73, subdivision 5;

58.20 (2) \$1,500,000 each year is for Grow Your Own Early Childhood Educator programs
58.21 under Minnesota Statutes, section 122A.731, and is subject to the requirements under
58.22 Minnesota Statutes, 122A.731, subdivision 4; and

58.23 (3) \$10,000,000 each year is for Grow Your Own Shortage Area programs under
58.24 Minnesota Statutes, section 122A.732, and is subject to the requirements under Minnesota
58.25 Statutes, 122A.732, subdivision 4.

58.26 Subd. 4. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering
58.27 "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes,
58.28 section 124D.09, subdivision 10, paragraph (b):

58.29 \$ 475,000 2024

58.30 \$ 475,000 2025

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

59.1 Subd. 5. **Alternative teacher compensation aid.** (a) For alternative teacher compensation
 59.2 aid under Minnesota Statutes, section 122A.415, subdivision 4:

59.3 \$ 88,548,000 2024

59.4 \$ 88,178,000 2025

59.5 (b) The 2024 appropriation includes \$8,825,000 for fiscal year 2023 and \$79,723,000
 59.6 for fiscal year 2024.

59.7 (c) The 2025 appropriation includes \$8,856,000 for fiscal year 2024 and \$79,322,000
 59.8 for fiscal year 2025.

59.9 Subd. 6. **Agricultural educator grants.** (a) For agricultural educator grants under Laws
 59.10 2017, First Special Session chapter 5, article 2, section 51:

59.11 \$ 250,000 2024

59.12 \$ 250,000 2025

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

59.14 Subd. 7. **Minnesota Indian teacher training program grants.** (a) For joint grants to
 59.15 assist people who are American Indian to become teachers under Minnesota Statutes, section
 59.16 122A.63:

59.17 \$ 2,210,000 2024

59.18 \$ 600,000 2025

59.19 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 59.20 122A.63, subdivision 10.

59.21 Subd. 8. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in
 59.22 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

59.23 \$ 200,000 2024

59.24 \$ 200,000 2025

59.25 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 59.26 122A.59, subdivision 5.

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

59.28 Subd. 9. **Early childhood teacher shortage.** (a) For grants to Minnesota institutions of
 59.29 higher education to address the early childhood education teacher shortage:

59.30 \$ 478,000 2024

59.31 \$ 478,000 2025

60.1 (b) Grant funds may be used to provide tuition and other supports to students.

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

60.3 (d) The base for fiscal year 2026 and later is \$688,000.

60.4 Subd. 10. **Educator career pathway.** (a) For grants to school districts and charter
 60.5 schools to encourage middle and high school students to become educators by creating new
 60.6 educator career pathway program components in high schools and postsecondary institutions
 60.7 that are primarily focused on but are not limited to disadvantaged and underrepresented
 60.8 populations:

60.9 \$ 6,650,000 2024

60.10 \$ 0 2025

60.11 (b) Of this amount, \$5,050,000 is for grants to school districts and charter schools to
 60.12 establish educator career pathway program cohorts of high school students. Grant funds
 60.13 must be used for the following purposes:

60.14 (1) to develop mentorship and support programs in a cohort-based pathway toward
 60.15 becoming a licensed teacher;

60.16 (2) to recruit and retain participants;

60.17 (3) to provide experiential learning opportunities including job shadowing, tutoring, and
 60.18 paid work-based learning in the classroom; or

60.19 (4) for tuition, fees, and materials for prospective educators enrolled in the postsecondary
 60.20 coursework required to become a licensed teacher in Minnesota. Grantees must create
 60.21 partnerships with institutions of higher education.

60.22 (c) Of this amount, \$1,600,000 is for school districts and charter schools to establish
 60.23 tuition incentives for high school teachers to obtain credentials for teaching concurrent
 60.24 enrollment courses. Grant applications must be evaluated in part based on the need for
 60.25 educators qualified to teach concurrent enrollment courses.

60.26 (d) This is a onetime appropriation and is available until June 30, 2027.

60.27 Subd. 11. **Paid student teaching.** (a) To provide a stipend to pre-service teachers student
 60.28 teaching under Minnesota Statutes, section 122A.77:

60.29 \$ 14,615,000 2024

60.30 \$ 14,615,000 2025

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

61.1 Subd. 12. Statewide teacher mentoring program. (a) For a statewide teacher induction
61.2 and mentoring program:

61.3 \$ 9,367,000 2024

61.4 \$ 0 2025

61.5 (b) Funds may be used for:

61.6 (1) competitive grants to Minnesota regional partners, including institutions of higher
61.7 education, regional service cooperatives, other district or charter collaboratives, and
61.8 professional organizations, to provide mentoring supports for new teachers, on-the-ground
61.9 training, technical assistance, and networks or communities of practice for local new teachers,
61.10 districts, and charter schools to implement Minnesota's induction model;

61.11 (2) competitive grants to school districts to fund Teacher of Record mentorships to Tier
61.12 1 special education teachers, including training and supervision; and

61.13 (3) contracts with national content experts and research collaboratives to assist in
61.14 developing Minnesota's induction model, to provide ongoing training to mentors and
61.15 principals, and to evaluate the program over time.

61.16 (c) This is a onetime appropriation and is available until June 30, 2027.

61.17 Subd. 13. Reimbursements for teacher licensing and exam fees. (a) For reducing
61.18 financial burdens for aspiring teachers by funding costs associated with Minnesota teacher
61.19 licensing exams and first professional teacher license fees for newly graduated teachers:

61.20 \$ 1,350,000 2024

61.21 \$ 0 2025

61.22 (b) The commissioner must establish a process for newly licensed teachers to be
61.23 reimbursed for expenses related to:

61.24 (1) application fees to the board for initial licensure; and

61.25 (2) exam fees for required licensure exams to obtain a teaching license in Minnesota.

61.26 (c) This is a onetime appropriation and is available until June 30, 2027.

61.27 Sec. 11. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND
61.28 STANDARDS BOARD.

61.29 Subdivision 1. Professional Educator Licensing and Standards Board. The sums
61.30 indicated in this section are appropriated from the general fund to the Professional Educator
61.31 Licensing and Standards Board for the fiscal years designated.

62.1 Subd. 2. Collaborative urban and greater Minnesota educators of color grants. (a)

62.2 For collaborative urban and greater Minnesota educators of color grants under Minnesota
 62.3 Statutes, section 122A.635:

62.4 \$ 1,000,000 2024

62.5 \$ 1,000,000 2025

62.6 (b) The board may retain up to \$30,000 of the appropriation amount in each fiscal year
 62.7 to monitor and administer the grant program, and a portion of these funds may be transferred
 62.8 to the Office of Higher Education as determined by the executive director of the board and
 62.9 the commissioner to support the administration of the program.

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

62.11 Subd. 3. Mentoring, induction, and retention incentive program grants for teachers

62.12 of color. (a) For the development and expansion of mentoring, induction, and retention
 62.13 programs designed for teachers of color or American Indian teachers under Minnesota
 62.14 Statutes, section 122A.70:

62.15 \$ 2,996,000 2024

62.16 \$ 2,996,000 2025

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

62.18 (c) Of these amounts, at least \$2,330,000 each fiscal year must be granted for the
 62.19 development and expansion of mentoring, induction, and retention programs designed for
 62.20 teachers of color or American Indian teachers.

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

62.23 Subd. 4. Teacher recruitment marketing campaign. (a) To develop contracts to develop
 62.24 and implement an outreach and marketing campaign under this subdivision:

62.25 \$ 250,000 2024

62.26 \$ 250,000 2025

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

63.1 (c) The outreach and marketing campaign must focus on creating interest in teaching in
63.2 Minnesota public schools among the following individuals:

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

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

63.7 (d) The board must award grants each year to firms or organizations that demonstrate
63.8 capacity to reach wide and varied audiences of prospective teachers based on a work plan
63.9 with quarterly deliverables. Preference must be given to firms or organizations that are led
63.10 by People of Color and that have People of Color working on the campaign with a proven
63.11 record of success. The grant recipients must recognize current pathways or programs to
63.12 become a teacher and must partner with educators, schools, institutions, and racially diverse
63.13 communities. The grant recipients are encouraged to provide in-kind contributions or seek
63.14 funds from nonstate sources to supplement the grant award.

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

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

63.19 **ARTICLE 4**

63.20 **SPECIAL EDUCATION**

63.21 Section 1. Minnesota Statutes 2022, section 120A.20, subdivision 1, is amended to read:

63.22 Subdivision 1. **Age limitations; pupils.** (a) All schools supported in whole or in part
63.23 by state funds are public schools. Admission to a public school is free to any person who:
63.24 (1) resides within the district that operates the school; (2) is under 21 years of age or who
63.25 meets the requirements of paragraph (c); and (3) satisfies the minimum age requirements
63.26 imposed by this section. Notwithstanding the provisions of any law to the contrary, the
63.27 conduct of all students under 21 years of age attending a public secondary school is governed
63.28 by a single set of reasonable rules and regulations promulgated by the school board.

63.29 (b) A person shall not be admitted to a public school (1) as a kindergarten pupil, unless
63.30 the pupil is at least five years of age on September 1 of the calendar year in which the school
63.31 year for which the pupil seeks admission commences; or (2) as a 1st grade student, unless
63.32 the pupil is at least six years of age on September 1 of the calendar year in which the school

64.1 year for which the pupil seeks admission commences or has completed kindergarten; except
64.2 that any school board may establish a policy for admission of selected pupils at an earlier
64.3 age under section 124D.02.

64.4 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public
64.5 school enrollment until at least one of the following occurs: (1) the first September 1 after
64.6 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the
64.7 pupil's withdrawal with no subsequent enrollment within 21 calendar days; ~~or~~ (4) the end
64.8 of the school year; or (5) in the case of a student with a disability as set forth in section
64.9 125A.02, the pupil's 22nd birthday.

64.10 Sec. 2. Minnesota Statutes 2022, section 121A.41, subdivision 7, is amended to read:

64.11 Subd. 7. **Pupil.** (a) "Pupil" means any student:

64.12 (1) without a disability under 21 years of age; or

64.13 (2) with a disability under ~~21~~ 22 years old who has not received a regular high school
64.14 diploma ~~or for a child with a disability who becomes 21 years old during the school year~~
64.15 ~~but has not received a regular high school diploma, until the end of that school year; and~~

64.16 (3) who remains eligible to attend a public elementary or secondary school.

64.17 (b) A "student with a disability" or a "pupil with a disability" has the same meaning as
64.18 a "child with a disability" under section 125A.02.

64.19 Sec. 3. Minnesota Statutes 2022, section 123B.92, subdivision 1, is amended to read:

64.20 Subdivision 1. **Definitions.** For purposes of this section and section 125A.76, the terms
64.21 defined in this subdivision have the meanings given to them.

64.22 (a) "Actual expenditure per pupil transported in the regular and excess transportation
64.23 categories" means the quotient obtained by dividing:

64.24 (1) the sum of:

64.25 (i) all expenditures for transportation in the regular category, as defined in paragraph

64.26 (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

64.27 (ii) an amount equal to one year's depreciation on the district's school bus fleet and
64.28 mobile units computed on a straight line basis at the rate of 15 percent per year for districts
64.29 operating a program under section 124D.128 for grades 1 to 12 for all students in the district
64.30 and 12-1/2 percent per year for other districts of the cost of the fleet, plus

(iii) an amount equal to one year's depreciation on the district's type III vehicles, as defined in section 169.011, subdivision 71, which must be used a majority of the time for pupil transportation purposes, computed on a straight line basis at the rate of 20 percent per year of the cost of the type three school buses by:

(2) the number of pupils eligible for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2).

(b) "Transportation category" means a category of transportation service provided to pupils as follows:

(1) Regular transportation is:

(i) transportation to and from school during the regular school year for resident elementary pupils residing one mile or more from the public or nonpublic school they attend, and resident secondary pupils residing two miles or more from the public or nonpublic school they attend, excluding desegregation transportation and noon kindergarten transportation; but with respect to transportation of pupils to and from nonpublic schools, only to the extent permitted by sections 123B.84 to 123B.87;

(ii) transportation of resident pupils to and from language immersion programs;

(iii) transportation of a pupil who is a custodial parent and that pupil's child between the pupil's home and the child care provider and between the provider and the school, if the home and provider are within the attendance area of the school;

(iv) transportation to and from or board and lodging in another district, of resident pupils of a district without a secondary school;

(v) transportation to and from school during the regular school year required under subdivision 3 for nonresident elementary pupils when the distance from the attendance area border to the public school is one mile or more, and for nonresident secondary pupils when the distance from the attendance area border to the public school is two miles or more, excluding desegregation transportation and noon kindergarten transportation; and

(vi) transportation of pregnant or parenting pupils to and from a program that was established on or before January 1, 2018, or that is in operation on or after July 1, 2021, that provides:

(A) academic instruction;

(B) at least four hours per week of parenting instruction; and

66.1 (C) high-quality child care on site during the education day with the capacity to serve
66.2 all children of enrolled pupils.

66.3 For the purposes of this paragraph, a district may designate a licensed day care facility,
66.4 school day care facility, respite care facility, the residence of a relative, or the residence of
66.5 a person or other location chosen by the pupil's parent or guardian, or an after-school program
66.6 for children operated by a political subdivision of the state, as the home of a pupil for part
66.7 or all of the day, if requested by the pupil's parent or guardian, and if that facility, residence,
66.8 or program is within the attendance area of the school the pupil attends.

66.9 (2) Excess transportation is:

66.10 (i) transportation to and from school during the regular school year for resident secondary
66.11 pupils residing at least one mile but less than two miles from the public or nonpublic school
66.12 they attend, and transportation to and from school for resident pupils residing less than one
66.13 mile from school who are transported because of full-service school zones, extraordinary
66.14 traffic, drug, or crime hazards; and

66.15 (ii) transportation to and from school during the regular school year required under
66.16 subdivision 3 for nonresident secondary pupils when the distance from the attendance area
66.17 border to the school is at least one mile but less than two miles from the public school they
66.18 attend, and for nonresident pupils when the distance from the attendance area border to the
66.19 school is less than one mile from the school and who are transported because of full-service
66.20 school zones, extraordinary traffic, drug, or crime hazards.

66.21 (3) Desegregation transportation is transportation within and outside of the district during
66.22 the regular school year of pupils to and from schools located outside their normal attendance
66.23 areas under a plan for desegregation mandated by the commissioner or under court order.

66.24 (4) "Transportation services for pupils with disabilities" is:

66.25 (i) transportation of pupils with disabilities who cannot be transported on a regular school
66.26 bus between home or a respite care facility and school;

66.27 (ii) necessary transportation of pupils with disabilities from home or from school to
66.28 other buildings, including centers such as developmental achievement centers, hospitals,
66.29 and treatment centers where special instruction or services required by sections 125A.03 to
66.30 125A.24, 125A.26 to 125A.48, and 125A.65 are provided, within or outside the district
66.31 where services are provided;

66.32 (iii) necessary transportation for resident pupils with disabilities required by sections
66.33 125A.12, and 125A.26 to 125A.48;

- 67.1 (iv) board and lodging for pupils with disabilities in a district maintaining special classes;
- 67.2 (v) transportation from one educational facility to another within the district for resident
67.3 pupils enrolled on a shared-time basis in educational programs, and necessary transportation
67.4 required by sections 125A.18, and 125A.26 to 125A.48, for resident pupils with disabilities
67.5 who are provided special instruction and services on a shared-time basis or if resident pupils
67.6 are not transported, the costs of necessary travel between public and private schools or
67.7 neutral instructional sites by essential personnel employed by the district's program for
67.8 children with a disability;
- 67.9 (vi) transportation for resident pupils with disabilities to and from board and lodging
67.10 facilities when the pupil is boarded and lodged for educational purposes;
- 67.11 (vii) transportation of pupils for a curricular field trip activity on a school bus equipped
67.12 with a power lift when the power lift is required by a student's disability or section 504 plan;
67.13 and
- 67.14 (viii) services described in clauses (i) to (vii), when provided for pupils with disabilities
67.15 in conjunction with a summer instructional program that relates to the pupil's individualized
67.16 education program or in conjunction with a learning year program established under section
67.17 124D.128.
- 67.18 For purposes of computing special education initial aid under section 125A.76, the cost
67.19 of providing transportation for children with disabilities includes (A) the additional cost of
67.20 transporting a student in a shelter care facility as defined in section 260C.007, subdivision
67.21 30, a student placed in a family foster home as defined in section 260C.007, subdivision
67.22 16b, a homeless student in another district to the school of origin, or a formerly homeless
67.23 student from a permanent home in another district to the school of origin but only through
67.24 the end of the academic year; and (B) depreciation on district-owned school buses purchased
67.25 after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated
67.26 according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled
67.27 transportation category must be excluded in calculating the actual expenditure per pupil
67.28 transported in the regular and excess transportation categories according to paragraph (a).
67.29 For purposes of subitem (A), a school district may transport a child who does not have a
67.30 school of origin to the same school attended by that child's sibling, if the siblings are homeless
67.31 or in a shelter care facility.
- 67.32 (5) "Nonpublic nonregular transportation" is:

68.1 (i) transportation from one educational facility to another within the district for resident
68.2 pupils enrolled on a shared-time basis in educational programs, excluding transportation
68.3 for nonpublic pupils with disabilities under clause (4);

68.4 (ii) transportation within district boundaries between a nonpublic school and a public
68.5 school or a neutral site for nonpublic school pupils who are provided pupil support services
68.6 pursuant to section 123B.44; and

68.7 (iii) late transportation home from school or between schools within a district for
68.8 nonpublic school pupils involved in after-school activities.

68.9 (c) "Mobile unit" means a vehicle or trailer designed to provide facilities for educational
68.10 programs and services, including diagnostic testing, guidance and counseling services, and
68.11 health services. A mobile unit located off nonpublic school premises is a neutral site as
68.12 defined in section 123B.41, subdivision 13.

68.13 Sec. 4. Minnesota Statutes 2022, section 124D.128, subdivision 2, is amended to read:

68.14 Subd. 2. **Commissioner designation.** (a) A state-approved alternative program designated
68.15 by the state must be a site. A state-approved alternative program must provide services to
68.16 students who meet the criteria in section 124D.68 and who are enrolled in:

68.17 (1) a district that is served by the state-approved alternative program; or

68.18 (2) a charter school located within the geographic boundaries of a district that is served
68.19 by the state-approved alternative program.

68.20 (b) To be designated, a state-approved alternative program must demonstrate to the
68.21 commissioner that it will:

68.22 (1) provide a program of instruction that permits pupils to receive instruction throughout
68.23 the entire year; and

68.24 (2) develop and maintain a separate record system that, for purposes of section 126C.05,
68.25 permits identification of membership attributable to pupils participating in the program.

68.26 The record system and identification must ensure that the program will not have the effect
68.27 of increasing the total average daily membership attributable to an individual pupil as a
68.28 result of a learning year program. The record system must include the date the pupil originally
68.29 enrolled in a learning year program, the pupil's grade level, the date of each grade promotion,
68.30 the average daily membership generated in each grade level, the number of credits or
68.31 standards earned, and the number needed to graduate.

(c) A student who has not completed a school district's graduation requirements may continue to enroll in courses the student must complete in order to graduate until the student satisfies the district's graduation requirements or the student is 21 years old, whichever comes first. A student with a disability as set forth in section 125A.02 may continue to enroll in courses until the student graduates with a regular high school diploma or the student is 22 years old, whichever comes first.

Sec. 5. Minnesota Statutes 2022, section 124D.68, subdivision 2, is amended to read:

Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:

(1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;

(2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

(3) is pregnant or is a parent;

(4) has been assessed as having substance use disorder;

(5) has been excluded or expelled according to sections 121A.40 to 121A.56;

(6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69;

(7) is a victim of physical or sexual abuse;

(8) has experienced mental health problems;

(9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;

(10) speaks English as a second language or is an English learner;

(11) has withdrawn from school or has been chronically truant; or

(12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

(b) A pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and not yet 22 years of age, and is an English learner with an interrupted formal education according to section 124D.59, subdivision 2a, or is a pupil with a disability as set forth in

70.1 section 125A.02, is eligible to participate in the graduation incentives program under section
70.2 124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision
70.3 10, and is funded in the same manner as other pupils under this section.

70.4 Sec. 6. Minnesota Statutes 2022, section 125A.03, is amended to read:

70.5 **125A.03 SPECIAL INSTRUCTION FOR CHILDREN WITH A DISABILITY.**

70.6 (a) As defined in paragraph (b), every district must provide special instruction and
70.7 services, either within the district or in another district, for all children with a disability,
70.8 including providing required services under Code of Federal Regulations, title 34, section
70.9 300.121, paragraph (d), to those children suspended or expelled from school for more than
70.10 ten school days in that school year, who are residents of the district and who are disabled
70.11 as set forth in section 125A.02. For purposes of state and federal special education laws,
70.12 the phrase "special instruction and services" in the state Education Code means a free and
70.13 appropriate public education provided to an eligible child with disabilities. "Free appropriate
70.14 public education" means special education and related services that:

70.15 (1) are provided at public expense, under public supervision and direction, and without
70.16 charge;

70.17 (2) meet the standards of the state, including the requirements of the Individuals with
70.18 Disabilities Education Act, Part B or C;

70.19 (3) include an appropriate preschool, elementary school, or secondary school education;
70.20 and

70.21 (4) are provided to children ages three through 21 in conformity with an individualized
70.22 education program that meets the requirements of the Individuals with Disabilities Education
70.23 Act, subpart A, sections 300.320 to 300.324, and provided to infants and toddlers in
70.24 conformity with an individualized family service plan that meets the requirements of the
70.25 Individuals with Disabilities Education Act, subpart A, sections 303.300 to 303.346.

70.26 (b) Notwithstanding any age limits in laws to the contrary, special instruction and services
70.27 must be provided from birth ~~until July 1 after the child with a disability becomes 21 years~~
70.28 ~~old~~ until the child with a disability becomes 22 years old but shall not extend beyond
70.29 secondary school or its equivalent, except as provided in section 124D.68, subdivision 2.
70.30 Local health, education, and social service agencies must refer children under age five who
70.31 are known to need or suspected of needing special instruction and services to the school
70.32 district. Districts with less than the minimum number of eligible children with a disability
70.33 as determined by the commissioner must cooperate with other districts to maintain a full

71.1 range of programs for education and services for children with a disability. This section
71.2 does not alter the compulsory attendance requirements of section 120A.22.

71.3 (c) At the board's discretion, a school district that participates in a reciprocity agreement
71.4 with a neighboring state under section 124D.041 may enroll and provide special instruction
71.5 and services to a child from an adjoining state whose family resides at a Minnesota address
71.6 as assigned by the United States Postal Service if the district has completed child
71.7 identification procedures for that child to determine the child's eligibility for special education
71.8 services, and the child has received developmental screening under sections 121A.16 to
71.9 121A.19.

71.10 Sec. 7. Minnesota Statutes 2022, section 125A.76, subdivision 2e, is amended to read:

71.11 Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy
71.12 reduction aid equals the school district's initial special education cross subsidy for the
71.13 previous fiscal year times the cross subsidy aid factor for that fiscal year.

71.14 (b) The cross subsidy aid factor equals ~~2.6 percent for fiscal year 2020 and 6.43 percent~~
71.15 ~~for fiscal year 2021~~ 47.3 percent for fiscal year 2024 and later.

71.16 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

71.17 Sec. 8. **[125A.81] SPECIAL EDUCATION SEPARATE SITES AND PROGRAMS**
71.18 **AID.**

71.19 Subdivision 1. **Definition.** For purposes of this section, "special education separate site
71.20 and program" means a public separate day school facility attended by students with
71.21 disabilities for 50 percent or more of their school day.

71.22 Subd. 2. **Eligibility for special education separate sites and programs aid.** An
71.23 education cooperative under section 471.59, education district under section 123A.15,
71.24 service cooperative under section 123A.21, or intermediate school district under section
71.25 136D.01 qualifies for additional state funding to special education separate sites and programs
71.26 for every kindergarten through grade 12 child with a disability, as defined in section 125A.02,
71.27 served in a special education separate site or program as defined in subdivision 1.

71.28 Subd. 3. **Uses of special education separate sites and programs aid.** Additional state
71.29 funding to special education separate sites and programs under this section may be used for
71.30 the same purposes as are permitted for state special education aid under section 125A.76.

71.31 Subd. 4. **Special education separate sites and programs aid.** For fiscal year 2024 and
71.32 later, additional state funding to special education separate sites and programs equals \$1,689

72.1 times the adjusted kindergarten through grade 12 pupil units served in special education
72.2 separate sites and programs under subdivision 1.

72.3 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

72.4 Sec. 9. **SPECIFIC LEARNING DISABILITY; RULEMAKING.**

72.5 (a) The commissioner of education must begin the rulemaking process to amend
72.6 Minnesota Rules, part 3525.1341, and establish a stakeholder workgroup to review current
72.7 specific learning disabilities criteria by December 31, 2023. By June 30, 2024, the workgroup
72.8 must make recommendations aligned with related state and federal requirements, including:

72.9 (1) removing discrepancy from criteria;

72.10 (2) developing a plan to operationalize changes to criteria to align with current best
72.11 practices and address concerns of multiple stakeholder groups, including but not limited to
72.12 administrators, parents, educators, researchers, related services staff, advocates, lawyers,
72.13 and minority and immigrant groups;

72.14 (3) providing definitions and clarification of terms and procedures within existing
72.15 requirements;

72.16 (4) establishing the accountability process, including procedures and targets, for districts
72.17 and cooperatives to use in evaluating their progress toward implementation of the amended
72.18 rule; and

72.19 (5) developing an evaluation framework for measuring intended and unintended results
72.20 of amended criteria. Intended and unintended results may include overidentification and
72.21 underidentification of minorities, delays to referral and identification, transitioning from
72.22 developmental delay to specific learning disability, consistency of identification across
72.23 districts and the state, adding unnecessary paperwork, limiting team decision making, or
72.24 limiting access and progress with intensive and individualized special education support.

72.25 (b) Following the development of recommendations from the stakeholder workgroup,
72.26 the commissioner must proceed with the rulemaking process and recommended alignment
72.27 with other existing state and federal law.

72.28 (c) Concurrent with rulemaking, the commissioner must establish technical assistance
72.29 and training capacity on the amended criteria, and training and capacity building must begin
72.30 upon final approval of the amended rule.

72.31 (d) The amended rule must go into full effect no later than five years after the proposed
72.32 revised rules are approved by the administrative law judge.

73.1 Sec. 10. **APPROPRIATIONS.**

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

73.5 **Subd. 2. Special education; regular.** (a) For special education aid under Minnesota
 73.6 Statutes, section 125A.75:

73.7 \$ 2,272,843,000 2024

73.8 \$ 2,454,204,000 2025

73.9 (b) The 2024 appropriation includes \$228,456,000 for 2023 and \$2,044,387,000 for
 73.10 2024.

73.11 (c) The 2025 appropriation includes \$278,047,000 for 2024 and \$2,176,157,000 for
 73.12 2025.

73.13 **Subd. 3. Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section
 73.14 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
 73.15 the district boundaries for whom no district of residence can be determined:

73.16 \$ 1,674,000 2024

73.17 \$ 1,888,000 2025

73.18 (b) If the appropriation for either year is insufficient, the appropriation for the other year
 73.19 is available.

73.20 **Subd. 4. Travel for home-based services.** (a) For aid for teacher travel for home-based
 73.21 services under Minnesota Statutes, section 125A.75, subdivision 1:

73.22 \$ 401,000 2024

73.23 \$ 420,000 2025

73.24 (b) The 2024 appropriation includes \$38,000 for 2023 and \$363,000 for 2024.

73.25 (c) The 2025 appropriation includes \$40,000 for 2024 and \$380,000 for 2025.

73.26 **Subd. 5. Court-placed special education revenue.** For reimbursing serving school
 73.27 districts for unreimbursed eligible expenditures attributable to children placed in the serving
 73.28 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

73.29 \$ 26,000 2024

73.30 \$ 27,000 2025

Subd. 6. **Special education out-of-state tuition.** For special education out-of-state tuition under Minnesota Statutes, section 125A.79, subdivision 8:

\$ 250,000 2024

\$ 250,000 2025

Subd. 7. **Special education separate sites and programs.** (a) For aid for special education separate sites and programs under Minnesota Statutes, section 125A.81, subdivision 4:

\$ 4,378,000 2024

\$ 5,083,000 2025

(b) The 2024 appropriation includes \$0 for 2023 and \$4,378,000 for 2024.

(c) The 2025 appropriation includes \$486,000 for 2024 and \$4,597,000 for 2025.

ARTICLE 5

FACILITIES

Section 1. Minnesota Statutes 2022, section 123B.595, subdivision 1, is amended to read:

Subdivision 1. **Long-term facilities maintenance revenue.** ~~(a) For fiscal year 2017 only, long-term facilities maintenance revenue equals the greater of (1) the sum of (i) \$193 times the district's adjusted pupil units times the lesser of one or the ratio of the district's average building age to 35 years, plus the cost approved by the commissioner for indoor air quality, fire alarm and suppression, and asbestos abatement projects under section 123B.57, subdivision 6, with an estimated cost of \$100,000 or more per site, plus (ii) for a school district with an approved voluntary prekindergarten program under section 124D.151, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction, or (2) the sum of (i) the amount the district would have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591, and (ii) for a school district with an approved voluntary prekindergarten program under section 124D.151, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction.~~

~~(b) For fiscal year 2018 only, long-term facilities maintenance revenue equals the greater of (1) the sum of (i) \$292 times the district's adjusted pupil units times the lesser of one or the ratio of the district's average building age to 35 years, plus (ii) the cost approved by the commissioner for indoor air quality, fire alarm and suppression, and asbestos abatement projects under section 123B.57, subdivision 6, with an estimated cost of \$100,000 or more~~

~~per site, plus (iii) for a school district with an approved voluntary prekindergarten program under section 124D.151, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction, or (2) the sum of (i) the amount the district would have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591, and (ii) for a school district with an approved voluntary prekindergarten program under section 124D.151, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction.~~

~~(e)~~ (a) For fiscal year 2019 and later, long-term facilities maintenance revenue equals the greater of:

(1) the sum of:

(i) \$380 times the district's adjusted pupil units times the lesser of one or the ratio of the district's average building age to 35 years; plus

(ii) the cost approved by the commissioner for indoor air quality, fire alarm and suppression, and asbestos abatement projects under section 123B.57, subdivision 6, roof replacement, sidewalk replacement, and parking lot replacement with an estimated cost of \$100,000 or more per site; plus

(iii) for a school district with an approved voluntary prekindergarten program under section 124D.151, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction; or

(2) the sum of:

(i) the amount the district would have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591; and

(ii) for a school district with an approved voluntary prekindergarten program under section 124D.151, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction.

(b) For fiscal year 2024 and later, a school district under section 123B.02 or section 123B.50 that does not qualify under paragraph (c) may receive long-term facilities maintenance revenue as specified in paragraph (a) and facilities improvement aid. Facilities improvement aid for fiscal year 2024 is \$110,000 per eligible district. Facilities improvement aid for fiscal year 2025 is \$122,000 per eligible district. Facilities improvement aid for fiscal year 2026 is \$127,250 per eligible district. Facilities improvement aid for fiscal year 2027

and later is \$138,500 per eligible district. Facilities improvement aid may be used for purposes under subdivision 10, paragraph (a), clause (1). Facilities improvement aid must be maintained in a reserve account within the general fund. The reserve amount must be below \$1,000,000 at least once per fiscal year.

~~(d)~~ (c) Notwithstanding ~~paragraphs (a), (b), and (c)~~ paragraph (a), a school district that qualified for eligibility under Minnesota Statutes 2014, section 123B.59, subdivision 1, paragraph (a), for fiscal year 2010 remains eligible for funding under this section as a district that would have qualified for eligibility under Minnesota Statutes 2014, section 123B.59, subdivision 1, paragraph (a), for fiscal year 2017 and later.

Sec. 2. Minnesota Statutes 2022, section 126C.40, subdivision 6, is amended to read:

Subd. 6. **Lease purchase; installment buys.** (a) Upon application to, and approval by, the commissioner in accordance with the procedures and limits in subdivision 1, paragraphs (a) and (b), a district, as defined in this subdivision, may:

(1) purchase real or personal property under an installment contract or may lease real or personal property with an option to purchase under a lease purchase agreement, by which installment contract or lease purchase agreement title is kept by the seller or vendor or assigned to a third party as security for the purchase price, including interest, if any; and

(2) annually levy the amounts necessary to pay the district's obligations under the installment contract or lease purchase agreement.

(b) The obligation created by the installment contract or the lease purchase agreement must not be included in the calculation of net debt for purposes of section 475.53, and does not constitute debt under other law. An election is not required in connection with the execution of the installment contract or the lease purchase agreement.

(c) The proceeds of the levy authorized by this subdivision must not be used to acquire a facility to be primarily used for athletic or school administration purposes.

(d) For the purposes of this subdivision, "district" means:

(1) Special School District No. 1, Minneapolis, Independent School District No. 625, St. Paul, Independent School District No. 709, Duluth, or Independent School District No. 535, Rochester, if the district's desegregation plan has been determined by the commissioner to be in compliance with Department of Education rules relating to equality of educational opportunity and where the acquisition of property under this subdivision is determined by the commissioner to contribute to the implementation of the desegregation plan; or

(2) other districts eligible for revenue under section 124D.862 if the facility acquired under this subdivision is to be primarily used for a joint program for interdistrict desegregation and the commissioner determines that the joint programs are being undertaken to implement the districts' desegregation plan.

(e) Notwithstanding subdivision 1, the prohibition against a levy by a district to lease or rent a district-owned building to itself does not apply to levies otherwise authorized by this subdivision.

(f) For the purposes of this subdivision, any references in subdivision 1 to building or land shall include personal property.

(g) This subdivision is subject to review and comment under section 123B.71, subdivision 8.

Sec. 3. **APPROPRIATIONS.**

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

Subd. 2. **Debt service equalization aid.** (a) For debt service equalization aid under Minnesota Statutes, section 123B.53, subdivision 6:

\$	<u>24,511,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>22,500,000</u>	<u>.....</u>	<u>2025</u>
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(b) The 2024 appropriation includes \$2,424,000 for 2023 and \$22,087,000 for 2024.

(c) The 2025 appropriation includes \$2,454,000 for 2024 and \$20,046,000 for 2025.

Subd. 3. **Long-term facilities maintenance equalized aid.** (a) For long-term facilities maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

\$	<u>138,204,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>143,685,000</u>	<u>.....</u>	<u>2025</u>
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(b) The 2024 appropriation includes \$10,832,000 for 2023 and \$127,372,000 for 2024.

(c) The 2025 appropriation includes \$14,151,000 for 2024 and \$129,534,000 for 2025.

Subd. 4. **Equity in telecommunications access.** (a) For equity in telecommunications access:

\$	<u>3,750,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>3,750,000</u>	<u>.....</u>	<u>2025</u>
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(b) If the appropriation amount is insufficient, the commissioner shall reduce the reimbursement rate in Minnesota Statutes, section 125B.26, subdivisions 4 and 5, and the revenue for fiscal years 2024 and 2025 shall be prorated.

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

Subd. 5. Building and cyber security grant program. (a) To provide grants to school districts and charter schools to improve building security and cyber security:

\$	<u>50,000,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>0</u>	<u>.....</u>	<u>2025</u>
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(b) Funds may be used for security-related facility improvements, cyber security insurance premiums, and associated costs.

(c) This is a onetime appropriation and is available until June 30, 2027.

ARTICLE 6

NUTRITION AND LIBRARIES

Section 1. Minnesota Statutes 2022, section 124D.111, is amended to read:

124D.111 SCHOOL MEALS POLICIES; LUNCH AID; FOOD SERVICE ACCOUNTING.

Subdivision 1. **School meals policies.** (a) Each Minnesota participant in the national school lunch program must adopt and post to its website, or the website of the organization where the meal is served, a school meals policy.

(b) The policy must be in writing and clearly communicate student meal charges when payment cannot be collected at the point of service. The policy must be reasonable and well-defined and maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student.

(c) The policy must address whether the participant uses a collections agency to collect unpaid school meals debt.

(d) The policy must ensure that once a participant has placed a meal on a tray or otherwise served the meal to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

(e) The policy must ensure that a student who has been determined eligible for free and reduced-price lunch must always be served a reimbursable meal even if the student has an outstanding debt.

(f) If a school contracts with a third party for its meal services, it must provide the vendor with its school meals policy. Any contract between the school and a third-party provider entered into or modified after July 1, 2021, must ensure that the third-party provider adheres to the participant's school meals policy.

Subd. 1a. **School lunch aid amounts.** Each school year, the state must pay participants in the national school lunch program either:

(1) the amount of 12.5 cents for each full paid and free student lunch and 52.5 cents for each reduced-price lunch served to students; or

(2) if the school participates in the free school meals program under subdivision 1c, the amount specified in subdivision 1d.

Subd. 1b. **Application.** A school district, charter school, nonpublic school, or other participant in the national school lunch program must apply to the department for school meals payments in the manner provided by the department.

Subd. 1c. **Free school meals program.** (a) The free school meals program is created within the Department of Education.

(b) Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

(c) Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

(d) Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

80.1 Subd. 1d. **Free school meals program aid amount.** The department must provide to
80.2 every Minnesota school participating in the free school meals program state funding for
80.3 each school lunch and breakfast served to a student, with a maximum of one breakfast and
80.4 one lunch per student per school day. The state aid equals the difference between the
80.5 applicable federal reimbursement rate at that school site for a free meal, as determined
80.6 annually by the United States Department of Agriculture, and the actual federal
80.7 reimbursement received by the participating school for the breakfast or lunch served to the
80.8 student.

80.9 ~~Subd. 2. **Application.** A school district, charter school, nonpublic school, or other~~
80.10 ~~participant in the national school lunch program shall apply to the department for this~~
80.11 ~~payment on forms provided by the department.~~

80.12 Subd. 2a. **Federal child and adult care food program; criteria and notice.** The
80.13 commissioner must post on the department's website eligibility criteria and application
80.14 information for nonprofit organizations interested in applying to the commissioner for
80.15 approval as a multisite sponsoring organization under the federal child and adult care food
80.16 program. The posted criteria and information must inform interested nonprofit organizations
80.17 about:

80.18 (1) the criteria the commissioner uses to approve or disapprove an application, including
80.19 how an applicant demonstrates financial viability for the Minnesota program, among other
80.20 criteria;

80.21 (2) the commissioner's process and time line for notifying an applicant when its
80.22 application is approved or disapproved and, if the application is disapproved, the explanation
80.23 the commissioner provides to the applicant; and

80.24 (3) any appeal or other recourse available to a disapproved applicant.

80.25 Subd. 3. **School food service fund.** (a) The expenses described in this subdivision must
80.26 be recorded as provided in this subdivision.

80.27 (b) In each district, the expenses for a school food service program for pupils must be
80.28 attributed to a school food service fund. Under a food service program, the school food
80.29 service may prepare or serve milk, meals, or snacks in connection with school or community
80.30 service activities.

80.31 (c) Revenues and expenditures for food service activities must be recorded in the food
80.32 service fund. The costs of processing applications, accounting for meals, preparing and
80.33 serving food, providing kitchen custodial services, and other expenses involving the preparing

81.1 of meals or the kitchen section of the lunchroom may be charged to the food service fund
81.2 or to the general fund of the district. The costs of lunchroom supervision, lunchroom custodial
81.3 services, lunchroom utilities, and other administrative costs of the food service program
81.4 must be charged to the general fund.

81.5 That portion of superintendent and fiscal manager costs that can be documented as
81.6 attributable to the food service program may be charged to the food service fund provided
81.7 that the school district does not employ or contract with a food service director or other
81.8 individual who manages the food service program, or food service management company.
81.9 If the cost of the superintendent or fiscal manager is charged to the food service fund, the
81.10 charge must be at a wage rate not to exceed the statewide average for food service directors
81.11 as determined by the department.

81.12 (d) Capital expenditures for the purchase of food service equipment must be made from
81.13 the general fund and not the food service fund, unless the restricted balance in the food
81.14 service fund at the end of the last fiscal year is greater than the cost of the equipment to be
81.15 purchased.

81.16 (e) If the condition set out in paragraph (d) applies, the equipment may be purchased
81.17 from the food service fund.

81.18 (f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit
81.19 is not eliminated by revenues from food service operations in the next fiscal year, then the
81.20 deficit must be eliminated by a permanent fund transfer from the general fund at the end of
81.21 that second fiscal year. However, if a district contracts with a food service management
81.22 company during the period in which the deficit has accrued, the deficit must be eliminated
81.23 by a payment from the food service management company.

81.24 (g) Notwithstanding paragraph (f), a district may incur a deficit in the food service fund
81.25 for up to three years without making the permanent transfer if the district submits to the
81.26 commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at
81.27 the end of the third fiscal year.

81.28 (h) If a surplus in the food service fund exists at the end of a fiscal year for three
81.29 successive years, a district may recode for that fiscal year the costs of lunchroom supervision,
81.30 lunchroom custodial services, lunchroom utilities, and other administrative costs of the food
81.31 service program charged to the general fund according to paragraph (c) and charge those
81.32 costs to the food service fund in a total amount not to exceed the amount of surplus in the
81.33 food service fund.

Subd. 4. **No fees.** A participant that receives school lunch aid under this section must make lunch available without charge and must not deny a school lunch to all participating students who qualify for free or reduced-price meals, whether or not that student has an outstanding balance in the student's meals account ~~attributable to a la-carte purchases or for any other reason.~~

Subd. 5. **Respectful treatment.** (a) The participant must also provide meals to students in a respectful manner according to the policy adopted under subdivision 1. The participant must ensure that any reminders for payment of outstanding student meal balances do not demean or stigmatize any child participating in the school lunch program, including but not limited to dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps, or pins. The participant must not impose any other restriction prohibited under section 123B.37 due to unpaid student meal balances. The participant must not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

(b) If the commissioner or the commissioner's designee determines a participant has violated the requirement to provide meals to participating students in a respectful manner, the commissioner or the commissioner's designee must send a letter of noncompliance to the participant. The participant is required to respond and, if applicable, remedy the practice within 60 days.

EFFECTIVE DATE. This section is effective for meals provided on or after July 1, 2023.

Sec. 2. Minnesota Statutes 2022, section 124D.1158, is amended to read:

124D.1158 SCHOOL BREAKFAST PROGRAM.

Subdivision 1. **Purpose; eligibility.** (a) The purpose of the school breakfast program is to provide affordable morning nutrition to children so that they can effectively learn. ~~Public and~~

(b) A school district, charter school, nonpublic school, or other participant in the federal school breakfast program may receive state breakfast aid.

(c) Schools shall encourage all children to eat a nutritious breakfast, either at home or at school, and shall work to eliminate barriers to breakfast participation at school such as inadequate facilities and transportation.

83.1 ~~Subd. 2. **Program; eligibility.** Each school year, public and nonpublic schools that~~
 83.2 ~~participate in the federal school breakfast program are eligible for the state breakfast program.~~

83.3 Subd. 3. **Program reimbursement.** Each school year, the state must reimburse each
 83.4 participating school either:

83.5 (1) 30 cents for each reduced-price breakfast, 55 cents for each fully paid breakfast
 83.6 served to students in grades 1 to 12, and \$1.30 for each fully paid breakfast served to a
 83.7 prekindergarten student enrolled in an approved voluntary prekindergarten program under
 83.8 section 124D.151, early childhood special education student participating in a program
 83.9 authorized under section 124D.151, or a kindergarten student; or

83.10 (2) if the school participates in the free school meals program under section 124D.111,
 83.11 subdivision 1c, state aid as provided in section 124D.111, subdivision 1d.

83.12 Subd. 4. **No fees.** A school that receives school breakfast aid under this section must
 83.13 make breakfast available without charge to all participating students in grades 1 to 12 who
 83.14 qualify for free or reduced-price meals and to all prekindergarten students enrolled in an
 83.15 approved voluntary prekindergarten program under section 124D.151, early childhood
 83.16 special education students participating in a program authorized under section 124D.151,
 83.17 and all kindergarten students.

83.18 Sec. 3. Minnesota Statutes 2022, section 134.355, subdivision 5, is amended to read:

83.19 Subd. 5. **Base aid distribution.** ~~Five~~ Fifteen percent of the available aid funds shall be
 83.20 paid to each system as base aid for basic system services.

83.21 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and
 83.22 later.

83.23 Sec. 4. Minnesota Statutes 2022, section 134.355, subdivision 6, is amended to read:

83.24 Subd. 6. **Adjusted net tax capacity per capita distribution.** ~~Twenty-five~~ Fifteen percent
 83.25 of the available aid funds shall be distributed to regional public library systems based upon
 83.26 the adjusted net tax capacity per capita for each member county or participating portion of
 83.27 a county as calculated for the ~~second~~ third year preceding the fiscal year for which aid is
 83.28 provided. Each system's entitlement shall be calculated as follows:

83.29 ~~(a)~~ (1) multiply the adjusted net tax capacity per capita for each county or participating
 83.30 portion of a county by .0082;

~~(b)~~ (2) add sufficient aid funds that are available under this subdivision to raise the amount of the county or participating portion of a county with the lowest value calculated according to ~~paragraph (a)~~ clause (1) to the amount of the county or participating portion of a county with the next highest value calculated according to ~~paragraph (a)~~ clause (1). Multiply the amount of the additional aid funds by the population of the county or participating portion of a county;

~~(e)~~ (3) continue the process described in ~~paragraph (b)~~ clause (2) by adding sufficient aid funds that are available under this subdivision to the amount of a county or participating portion of a county with the next highest value calculated in ~~paragraph (a)~~ clause (1) to raise it and the amount of counties and participating portions of counties with lower values calculated in ~~paragraph (a)~~ clause (1) up to the amount of the county or participating portion of a county with the next highest value, until reaching an amount where funds available under this subdivision are no longer sufficient to raise the amount of a county or participating portion of a county and the amount of counties and participating portions of counties with lower values up to the amount of the next highest county or participating portion of a county; and

~~(d)~~ (4) if the point is reached using the process in ~~paragraphs (b) and (e)~~ clauses (2) and (3) at which the remaining aid funds under this subdivision are not adequate for raising the amount of a county or participating portion of a county and all counties and participating portions of counties with amounts of lower value to the amount of the county or participating portion of a county with the next highest value, those funds are to be divided on a per capita basis for all counties or participating portions of counties that received aid funds under the calculation in ~~paragraphs (b) and (e)~~ clauses (2) and (3).

EFFECTIVE DATE. This section is effective for state aid for fiscal year 2024 and later.

Sec. 5. Minnesota Statutes 2022, section 134.355, subdivision 7, is amended to read:

Subd. 7. **Population determination.** A regional public library system's population shall be determined according to must be calculated using the most recent estimate available under section 477A.011, subdivision 3, at the time the aid amounts are calculated, which must be by April 1 in the year the calculation is made.

EFFECTIVE DATE. This section is effective for state aid for fiscal year 2024 and later.

85.1 Sec. 6. **APPROPRIATIONS.**

85.2 **Subdivision 1. Department of Education.** The sums indicated in this section are
 85.3 appropriated from the general fund to the Department of Education for the fiscal years
 85.4 designated. Any balance in the first year does not cancel but is available in the second year.

85.5 **Subd. 2. School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
 85.6 including the amounts for the free school meals program:

85.7 \$ 193,518,000 2024

85.8 \$ 201,297,000 2025

85.9 **Subd. 3. School breakfast.** For school breakfast aid under Minnesota Statutes, section
 85.10 124D.1158:

85.11 \$ 23,696,000 2024

85.12 \$ 24,521,000 2025

85.13 **Subd. 4. Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,
 85.14 section 124D.118:

85.15 \$ 659,000 2024

85.16 \$ 659,000 2025

85.17 **Subd. 5. Summer school food service replacement.** For summer school food service
 85.18 replacement aid under Minnesota Statutes, section 124D.119:

85.19 \$ 150,000 2024

85.20 \$ 150,000 2025

85.21 **Subd. 6. Basic system support.** (a) For basic system support aid under Minnesota
 85.22 Statutes, section 134.355:

85.23 \$ 15,370,000 2024

85.24 \$ 15,570,000 2025

85.25 (b) The 2024 appropriation includes \$1,357,000 for 2023 and \$14,013,000 for 2024.

85.26 (c) The 2025 appropriation includes \$1,557,000 for 2024 and \$14,013,000 for 2025.

85.27 **Subd. 7. Multicounty, multitype library systems.** (a) For aid under Minnesota Statutes,
 85.28 sections 134.353 and 134.354, to multicounty, multitype library systems:

85.29 \$ 1,300,000 2024

85.30 \$ 1,300,000 2025

85.31 (b) The 2024 appropriation includes \$130,000 for 2023 and \$1,170,000 for 2024.

86.1 (c) The 2025 appropriation includes \$130,000 for 2024 and \$1,170,000 for 2025.

86.2 Subd. 8. **Electronic library for Minnesota.** For statewide licenses to online databases
 86.3 selected in cooperation with the Minnesota Office of Higher Education for school media
 86.4 centers, public libraries, state government agency libraries, and public or private college or
 86.5 university libraries:

86.6 \$ 900,000 2024

86.7 \$ 900,000 2025

86.8 Subd. 9. **Regional library telecommunications.** (a) For regional library
 86.9 telecommunications aid under Minnesota Statutes, section 134.355:

86.10 \$ 2,300,000 2024

86.11 \$ 2,300,000 2025

86.12 (b) The 2024 appropriation includes \$230,000 for 2023 and \$2,070,000 for 2024.

86.13 (c) The 2025 appropriation includes \$230,000 for 2024 and \$2,070,000 for 2025.

86.14 **ARTICLE 7**

86.15 **EARLY EDUCATION**

86.16 Section 1. Minnesota Statutes 2022, section 119A.52, is amended to read:

86.17 **119A.52 DISTRIBUTION OF APPROPRIATION.**

86.18 (a) The commissioner of education must distribute money appropriated for that purpose
 86.19 to federally designated Head Start programs to expand services and to serve additional
 86.20 low-income children. ~~Migrant and Indian reservation programs must be initially allocated~~
 86.21 ~~money based on the programs' share of federal funds.~~, which may include costs associated
 86.22 with program operations, infrastructure, or reconfiguration to serve children from birth to
 86.23 age five in center-based services. The distribution must occur in the following order: (1)
 86.24 10.72 percent of the total Head Start appropriation must be initially allocated to federally
 86.25 designated Tribal Head Start programs; (2) the Tribal Head Start portion of the appropriation
 86.26 must be initially allocated to Tribal Head Start programs based on the programs' share of
 86.27 federal funds; and (3) migrant programs must be initially allocated funding based on the
 86.28 programs' share of federal funds. The remaining money must be initially allocated to the
 86.29 remaining local agencies based equally on the agencies' share of federal funds and on the
 86.30 proportion of eligible children in the agencies' service area who are not currently being
 86.31 served. A Head Start program must be funded at a per child rate equal to its contracted,
 86.32 federally funded base level at the start of the fiscal year. For all agencies without a federal

87.1 Early Head Start rate, the state average federal cost per child for Early Head Start applies.
87.2 In allocating funds under this paragraph, the commissioner of education must assure that
87.3 each Head Start program in existence in 1993 is allocated no less funding in any fiscal year
87.4 than was allocated to that program in fiscal year 1993. Before paying money to the programs,
87.5 the commissioner must notify each program of its initial allocation and how the money must
87.6 be used. Each program must present a plan under section 119A.535. For any program that
87.7 cannot utilize its full allocation at the beginning of the fiscal year, the commissioner must
87.8 reduce the allocation proportionately. Money available after the initial allocations are reduced
87.9 must be redistributed to eligible programs.

87.10 (b) The commissioner must develop procedures to make payments to programs based
87.11 upon the number of children reported to be enrolled during the required time period of
87.12 program operations. Enrollment is defined by federal Head Start regulations. The procedures
87.13 must include a reporting schedule, corrective action plan requirements, and financial
87.14 consequences to be imposed on programs that do not meet full enrollment after the period
87.15 of corrective action. Programs reporting chronic underenrollment, as defined by the
87.16 commissioner, will have their subsequent program year allocation reduced proportionately.
87.17 Funds made available by prorating payments and allocations to programs with reported
87.18 underenrollment will be made available to the extent funds exist to fully enrolled Head Start
87.19 programs through a form and manner prescribed by the department.

87.20 (c) Programs with approved innovative initiatives that target services to high-risk
87.21 populations, including homeless families and families living in homeless shelters and
87.22 transitional housing, are exempt from the procedures in paragraph (b). This exemption does
87.23 not apply to entire programs. The exemption applies only to approved innovative initiatives
87.24 that target services to high-risk populations, including homeless families and families living
87.25 in homeless shelters, transitional housing, and permanent supportive housing.

87.26 Sec. 2. Minnesota Statutes 2022, section 120A.20, subdivision 1, is amended to read:

87.27 Subdivision 1. **Age limitations; pupils.** (a) All schools supported in whole or in part
87.28 by state funds are public schools. Admission to a public school is free to any person who:
87.29 (1) resides within the district that operates the school; (2) is under 21 years of age or who
87.30 meets the requirements of paragraph (c); and (3) satisfies the minimum age requirements
87.31 imposed by this section. Notwithstanding the provisions of any law to the contrary, the
87.32 conduct of all students under 21 years of age attending a public secondary school is governed
87.33 by a single set of reasonable rules and regulations promulgated by the school board.

88.1 (b) A person shall not be admitted to a public school: (1) as a public prekindergarten
88.2 pupil, unless the pupil is at least four years of age as of September 1 of the calendar year
88.3 in which the school year for which the pupil seeks admission commences; (2) as a
88.4 kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar
88.5 year in which the school year for which the pupil seeks admission commences; or ~~(2)~~ (3)
88.6 as a 1st grade student, unless the pupil is at least six years of age on September 1 of the
88.7 calendar year in which the school year for which the pupil seeks admission commences or
88.8 has completed kindergarten; except that any school board may establish a policy for
88.9 admission of selected pupils at an earlier age under section 124D.02.

88.10 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public
88.11 school enrollment until at least one of the following occurs: (1) the first September 1 after
88.12 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the
88.13 pupil's withdrawal with no subsequent enrollment within 21 calendar days; or (4) the end
88.14 of the school year.

88.15 **EFFECTIVE DATE.** This section is effective July 1, 2025.

88.16 Sec. 3. Minnesota Statutes 2022, section 120A.41, is amended to read:

88.17 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

88.18 (a) A school board's annual school calendar must include at least 425 hours of instruction
88.19 for a kindergarten student without a disability, 935 hours of instruction for a student in
88.20 grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not
88.21 including summer school. The school calendar for all-day kindergarten must include at least
88.22 850 hours of instruction for the school year. The school calendar for a prekindergarten
88.23 student under section 124D.151, if offered by the district, must include at least 350 between
88.24 425 and 850 hours of instruction for the school year. A school board's annual calendar must
88.25 include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day
88.26 week schedule has been approved by the commissioner under section 124D.126.

88.27 (b) A school board's annual school calendar may include plans for up to five days of
88.28 instruction provided through online instruction due to inclement weather. The inclement
88.29 weather plans must be developed according to section 120A.414.

88.30 **EFFECTIVE DATE.** This section is effective July 1, 2025.

89.1 Sec. 4. Minnesota Statutes 2022, section 121A.19, is amended to read:

89.2 **121A.19 DEVELOPMENTAL SCREENING AID.**

89.3 Each school year, the state must pay a district for each child or student screened by the
89.4 district according to the requirements of section 121A.17. The amount of state aid for each
89.5 child or student screened shall be: (1) ~~\$75~~ \$98 for a child screened at age three; (2) ~~\$50~~ \$65
89.6 for a child screened at age four; (3) ~~\$40~~ \$52 for a child screened at age five or six prior to
89.7 kindergarten; and (4) ~~\$30~~ \$39 for a student screened within 30 days after first enrolling in
89.8 a public school kindergarten if the student has not previously been screened according to
89.9 the requirements of section 121A.17. If this amount of aid is insufficient, the district may
89.10 permanently transfer from the general fund an amount that, when added to the aid, is
89.11 sufficient. Developmental screening aid shall not be paid for any student who is screened
89.12 more than 30 days after the first day of attendance at a public school kindergarten, except
89.13 if a student transfers to another public school kindergarten within 30 days after first enrolling
89.14 in a Minnesota public school kindergarten program. In this case, if the student has not been
89.15 screened, the district to which the student transfers may receive developmental screening
89.16 aid for screening that student when the screening is performed within 30 days of the transfer
89.17 date.

89.18 Sec. 5. Minnesota Statutes 2022, section 124D.151, subdivision 1, is amended to read:

89.19 Subdivision 1. **Establishment; purpose.** ~~A district, a charter school, a group of districts,~~
89.20 ~~a group of charter schools, or a group of districts and charter schools~~ school district, charter
89.21 school, center-based, or family child care provider licensed under section 245A.03, or Head
89.22 Start agency licensed under section 245A.03 that meets program requirements under
89.23 subdivision 2 may establish a voluntary public prekindergarten program for eligible
89.24 four-year-old children. The purpose of a voluntary public prekindergarten program is to
89.25 prepare children for success as they enter kindergarten in the following year.

89.26 **EFFECTIVE DATE.** This section is effective July 1, 2025.

89.27 Sec. 6. Minnesota Statutes 2022, section 124D.151, subdivision 2, is amended to read:

89.28 Subd. 2. **Program requirements.** ~~(a)~~ A voluntary public prekindergarten program
89.29 provider must:

89.30 (1) provide instruction through play-based learning to foster children's social and
89.31 emotional development, cognitive development, physical and motor development, and

90.1 language and literacy skills, including the native language and literacy skills of English
90.2 learners, to the extent practicable;

90.3 ~~(2) measure each child's cognitive and social skills~~ assess each child's progress toward
90.4 the state's early learning standards at program entrance and exit using a
90.5 commissioner-approved formative measure aligned to the state's early learning standards
90.6 ~~when the child enters and again before the child leaves the program, screening and progress~~
90.7 ~~monitoring measures, and other age-appropriate versions from the state-approved menu of~~
90.8 ~~kindergarten entry profile measures~~ age-appropriate assessment unless otherwise indicated
90.9 by the child's individualized educational program. The results of the assessment data must
90.10 be submitted to the department in the form and manner prescribed by the commissioner;

90.11 (3) provide comprehensive program content aligned with the state early learning
90.12 standards, including the implementation of curriculum, assessment, and intentional
90.13 instructional strategies aligned with the state early learning standards, and kindergarten
90.14 ~~through grade 3 academic standards~~ that meet the needs of all learners;

90.15 (4) provide instructional content and activities that are of sufficient length and intensity
90.16 to address learning needs including offering a program ~~with at least 350~~ between 425 and
90.17 850 hours of instruction per school year for a prekindergarten student;

90.18 (5) provide voluntary public prekindergarten instructional staff salaries comparable and
90.19 set salary schedules equivalent to the salaries of local kindergarten through grade 12
90.20 instructional staff public school district elementary school staff with similar credentials and
90.21 experience for school district and charter public prekindergarten program sites, and to the
90.22 extent practicable, for Head Start and licensed center and family child care sites;

90.23 (6) employ a lead teacher for each voluntary public prekindergarten classroom who has
90.24 at least a bachelor's degree in early education or a related field no later than July 1, 2031.
90.25 Teachers employed by an eligible provider for at least three of the last five years immediately
90.26 preceding July 1, 2025, who meet the necessary content knowledge and teaching skills for
90.27 early childhood educators, as demonstrated through measures determined by the state, may
90.28 be employed as a lead teacher. "Lead teacher" means an individual with primary
90.29 responsibility for the instruction and care of eligible children in a classroom;

90.30 ~~(6)~~ (7) coordinate appropriate kindergarten transition with families, community-based
90.31 prekindergarten programs, and school district kindergarten programs;

90.32 ~~(7)~~ (8) involve parents in program planning decision-making and transition planning by
90.33 implementing parent engagement strategies that include culturally and linguistically

91.1 responsive activities in prekindergarten through third grade that are aligned with early
 91.2 childhood family education under section 124D.13;

91.3 ~~(8)~~ (9) coordinate with relevant community-based services, including health and social
 91.4 service agencies, to ensure children have access to comprehensive services;

91.5 ~~(9)~~ (10) coordinate with all relevant school district programs and services including
 91.6 early childhood special education, homeless students, and English learners;

91.7 ~~(10)~~ (11) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20
 91.8 children in school-based programs, staff-to-child ratio and group size as required for center
 91.9 and family child care licensing for center-based and family-based child care sites, and
 91.10 staff-to-child ratio and group size as determined by Head Start standards for Head Start
 91.11 sites; and

91.12 ~~(11)~~ (12) provide high-quality coordinated professional development, training, and
 91.13 coaching for ~~both school district, Head Start, and community-based early learning licensed~~
 91.14 center and family-based providers that is informed by a measure of adult-child interactions
 91.15 and enables teachers to be highly knowledgeable in early childhood curriculum content,
 91.16 assessment, native and English language development programs, and instruction; ~~and.~~

91.17 ~~(12) implement strategies that support the alignment of professional development,~~
 91.18 ~~instruction, assessments, and prekindergarten through grade 3 curricula.~~

91.19 ~~(b) A voluntary prekindergarten program must have teachers knowledgeable in early~~
 91.20 ~~childhood curriculum content, assessment, native and English language programs, and~~
 91.21 ~~instruction.~~

91.22 ~~(c) Districts and charter schools must include their strategy for implementing and~~
 91.23 ~~measuring the impact of their voluntary prekindergarten program under section 120B.11~~
 91.24 ~~and provide results in their world's best workforce annual summary to the commissioner of~~
 91.25 ~~education.~~

91.26 **EFFECTIVE DATE.** This section is effective July 1, 2025.

91.27 Sec. 7. Minnesota Statutes 2022, section 124D.151, subdivision 3, is amended to read:

91.28 Subd. 3. **Mixed delivery of services program plan.** A district or charter school may
 91.29 contract with a charter school, Head Start or child care centers, family child care programs
 91.30 licensed under section 245A.03, or a community-based organization to provide eligible
 91.31 children with developmentally appropriate services that meet the program requirements in
 91.32 subdivision 2. Components of a mixed-delivery plan include strategies for recruitment,

92.1 ~~contracting, and monitoring of fiscal compliance and program quality.~~ All public
92.2 prekindergarten programs within each school district boundary that receive funding for
92.3 voluntary public prekindergarten programs must develop and submit a mixed delivery
92.4 program plan to the Department of Education by July 1, 2025, and every other year thereafter,
92.5 in a manner and format prescribed by the commissioner. The plan must ensure alignment
92.6 of all public prekindergarten program providers within the school district boundary in
92.7 meeting the program requirements in subdivision 2 and must include:

92.8 (1) a description of the process used to convene and get group agreement among all
92.9 public prekindergarten program providers within the district boundaries in order to coordinate
92.10 efforts regarding the requirements in subdivision 2;

92.11 (2) a description of the public prekindergarten program providers within the school
92.12 district boundaries, including but not limited to the name and location of partners, and the
92.13 number of hours and days per week the program will be offered at each program site;

92.14 (3) an estimate of the number of eligible children to be served in the program at each
92.15 school site or mixed-delivery location;

92.16 (4) a plan for recruitment, outreach, and communication regarding the availability of
92.17 public prekindergarten programming within the community;

92.18 (5) coordination and offering of professional development opportunities, as needed;

92.19 (6) coordination of the required child assessments, as needed, and continuous quality
92.20 improvement efforts to ensure quality instruction;

92.21 (7) a plan for providing the services and supports included in the individualized education
92.22 program for any child in the voluntary public prekindergarten program;

92.23 (8) a plan to get to salaries equivalent to school staff with comparable credentials and
92.24 experience;

92.25 (9) a detailed plan for transitioning children and families to kindergarten; and

92.26 (10) a statement of assurances signed by the superintendent, charter school director,
92.27 Head Start director, and child care program director or owner that the proposed program
92.28 meets the requirements of subdivision 2. A statement of assurances must be submitted in
92.29 the mixed delivery program plan and must be signed by an individual from each public
92.30 prekindergarten program provider with authority to enter into the agreement.

92.31 **EFFECTIVE DATE.** This section is effective July 1, 2025.

93.1 Sec. 8. Minnesota Statutes 2022, section 124D.151, is amended by adding a subdivision
93.2 to read:

93.3 Subd. 3a. **Funding.** (a) School district and charter school voluntary public prekindergarten
93.4 programs are funded based on the number of eligible pupils enrolled as authorized under
93.5 chapters 124D, 124E, and 126C.

93.6 (b) Head Start, center, and family child care providers that are licensed under section
93.7 245A.03 are funded in a form and manner prescribed by the commissioner of education at
93.8 a maximum per pupil allowance as established in paragraph (c). The commissioner must
93.9 prorate the allowance if the number of instructional hours is less than the maximum.

93.10 (c) The Head Start, center, and family child care maximum allowance for fiscal years
93.11 2026 and 2027 is \$11,200. The Head Start, center, and family child care maximum allowance
93.12 for fiscal year 2028 and later equals the product of \$11,200 times the ratio of the formula
93.13 allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula
93.14 allowance under section 126C.10, subdivision 2, for fiscal year 2027.

93.15 (d) Up to \$4,000,000 in fiscal year 2026 and \$4,500,000 in fiscal year 2027 and thereafter
93.16 may be used by the commissioner for distribution of funds to Head Start, center, and family
93.17 child care providers, including via a third party administrator.

93.18 **EFFECTIVE DATE.** This section is effective July 1, 2025.

93.19 Sec. 9. Minnesota Statutes 2022, section 124D.151, subdivision 4, is amended to read:

93.20 Subd. 4. **Eligibility.** ~~A~~ (a) An eligible child means a child who:

93.21 (1) is four years of age as of September 1 in the calendar year in which the school year
93.22 commences is; and

93.23 (2) meets at least one of the following criteria:

93.24 (i) qualifies for free or reduced-price meals;

93.25 (ii) is an English language learner as defined by section 124D.59, subdivision 2;

93.26 (iii) is American Indian;

93.27 (iv) is experiencing homelessness;

93.28 (v) has an individualized education plan under section 125A.08;

93.29 (vi) was identified as having a potential risk factor that may influence learning through
93.30 health and developmental screening under sections 121.19 to 121A.16;

94.1 (vii) is in foster care; kinship care, including children receiving Northstar kinship
 94.2 assistance under chapter 256N; or is in need of child protection services;

94.3 (viii) has a parent who is a migrant or seasonal agriculture laborer under section 181.85;
 94.4 or

94.5 (ix) has a parent who is incarcerated.

94.6 (b) An eligible child is eligible to participate in a voluntary public prekindergarten
 94.7 program free of charge. ~~An eligible four-year-old child served in a mixed-delivery system~~
 94.8 ~~by a child care center, family child care program licensed under section 245A.03, or~~
 94.9 ~~community-based organization~~ Programs may charge a sliding fee for the instructional hours
 94.10 that exceed 850 during the school year, any hours that provide before or after school child
 94.11 care during the school year, or any hours that provide child care during the summer. A child
 94.12 that does not meet the eligibility requirements in paragraph (a), clause (2), may participate
 94.13 in the same classroom as eligible children and may be charged a sliding fee as long as the
 94.14 ~~mixed-delivery partner~~ state funding was not awarded a seat for that child.

94.15 (c) Each eligible child must complete a health and developmental screening within 90
 94.16 days of program enrollment under sections 121A.16 to 121A.19, and provide documentation
 94.17 of required immunizations under section 121A.15.

94.18 **EFFECTIVE DATE.** This section is effective July 1, 2025.

94.19 Sec. 10. Minnesota Statutes 2022, section 124D.151, subdivision 6, is amended to read:

94.20 Subd. 6. **Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,
 94.21 paragraph (d), the pupil units for a voluntary prekindergarten program for an eligible school
 94.22 district or charter school must not exceed 60 percent of the kindergarten pupil units for that
 94.23 school district or charter school under section 126C.05, subdivision 1, paragraph (e).

94.24 (b) In reviewing applications under subdivision 5, the commissioner must limit the total
 94.25 number of participants in the voluntary prekindergarten and school readiness plus programs
 94.26 under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160
 94.27 participants ~~for fiscal years 2019, 2020, 2021, 2022, and 2023, and 3,160 participants for~~
 94.28 ~~fiscal years 2024 and later.~~

94.29 **EFFECTIVE DATE.** This section is effective for revenue for fiscal years 2024 and
 94.30 2025.

95.1 Sec. 11. Minnesota Statutes 2022, section 124D.151, subdivision 7, is amended to read:

95.2 Subd. 7. **Financial accounting.** An eligible school district or charter school must record
95.3 expenditures attributable to voluntary public prekindergarten pupils according to guidelines
95.4 prepared by the commissioner under section 127A.17. Center-based and family child care
95.5 providers and Head Start agencies must record expenditures attributable to voluntary public
95.6 prekindergarten pupils according to guidelines developed and approved by the commissioner
95.7 of education.

95.8 **EFFECTIVE DATE.** This section is effective July 1, 2025.

95.9 Sec. 12. Minnesota Statutes 2022, section 124D.165, subdivision 2, is amended to read:

95.10 Subd. 2. **Family eligibility.** (a) For a family to receive an early learning scholarship,
95.11 parents or guardians must meet the following eligibility requirements:

95.12 (1) have an eligible child; and

95.13 (2) have income equal to or less than 185 percent of federal poverty level income in the
95.14 current calendar year, or be able to document their child's current participation in the free
95.15 and reduced-price lunch program or Child and Adult Care Food Program, National School
95.16 Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food Distribution
95.17 Program on Indian Reservations, Food and Nutrition Act, United States Code, title 7, sections
95.18 2011-2036; Head Start under the federal Improving Head Start for School Readiness Act
95.19 of 2007; Minnesota family investment program under chapter 256J; child care assistance
95.20 programs under chapter 119B; the supplemental nutrition assistance program; or placement
95.21 in foster care under section 260C.212.

95.22 (b) An "eligible child" means a child who has not yet enrolled in kindergarten and is:

95.23 ~~(1) at least three but not yet five years of age on September 1 of the current school year;~~

95.24 ~~(2) a sibling from birth to age five of a child who has been awarded a scholarship under~~
95.25 ~~this section provided the sibling attends the same program as long as funds are available;~~

95.26 ~~(3) the child of a parent under age 21 who is pursuing a high school degree or a course~~
95.27 ~~of study for a high school equivalency test; or~~

95.28 ~~(4) homeless, in foster care, or in need of child protective services.~~

95.29 (c) A child who has received a scholarship under this section must continue to receive
95.30 a scholarship each year until that child is eligible for kindergarten under section 120A.20
95.31 and as long as funds are available.

(d) Early learning scholarships may not be counted as earned income for the purposes of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota family investment program under chapter 256J, child care assistance programs under chapter 119B, or Head Start under the federal Improving Head Start for School Readiness Act of 2007.

(e) A child from an adjoining state whose family resides at a Minnesota address as assigned by the United States Postal Service, who has received developmental screening under sections 121A.16 to 121A.19, who intends to enroll in a Minnesota school district, and whose family meets the criteria of paragraph (a) is eligible for an early learning scholarship under this section.

Sec. 13. Minnesota Statutes 2022, section 124D.165, subdivision 6, is amended to read:

Subd. 6. **Early learning scholarship account.** (a) An account is established in the special revenue fund known as the "early learning scholarship account."

(b) Funds appropriated for early learning scholarships under this section must be transferred to the early learning scholarship account in the special revenue fund.

(c) Money in the account is annually appropriated to the commissioner for early learning scholarships under this section. Any returned funds are available to be regranted.

(d) Up to ~~\$950,000~~ \$2,133,000 annually is appropriated to the commissioner for costs associated with administering and monitoring early learning scholarships.

(e) The commissioner may use funds under paragraph (c) for the purpose of family outreach and distribution of scholarships.

Sec. 14. Minnesota Statutes 2022, section 126C.05, subdivision 1, is amended to read:

Subdivision 1. **Pupil unit.** Pupil units for each Minnesota resident pupil under the age of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in average daily membership enrolled in the district of residence, in another district under sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under chapter 124E; or for whom the resident district pays tuition under section 123A.18, 123A.22, 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

(a) A prekindergarten pupil with a disability who is enrolled in a program approved by the commissioner and has an individualized education program is counted as the ratio of

97.1 the number of hours of assessment and education service to 825 times 1.0 with a minimum
97.2 average daily membership of 0.28, but not more than 1.0 pupil unit.

97.3 (b) A prekindergarten pupil who is assessed but determined not to be disabled is counted
97.4 as the ratio of the number of hours of assessment service to 825 times 1.0.

97.5 ~~(c) A kindergarten pupil with a disability who is enrolled in a program approved by the~~
97.6 ~~commissioner is counted as the ratio of the number of hours of assessment and education~~
97.7 ~~services required in the fiscal year by the pupil's individualized education program to 875,~~
97.8 ~~but not more than one.~~

97.9 ~~(d)~~ (c) For fiscal years 2024 and 2025, a prekindergarten pupil who is not included in
97.10 paragraph (a) or (b) and is enrolled in an approved a voluntary public prekindergarten
97.11 program under section 124D.151 is counted as the ratio of the number of hours of instruction
97.12 to 850 times 1.0, but not more than 0.6 pupil units. For fiscal year 2026 and later, a
97.13 prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled in a voluntary
97.14 public prekindergarten program under section 124D.151 is counted as the ratio of the number
97.15 of hours of instruction to 850 times 1.0, but not less than 0.6 or more than 1.0 pupil units.

97.16 ~~(e)~~ (d) A kindergarten pupil ~~who is not included in paragraph (c)~~ is counted as 1.0 pupil
97.17 unit if the pupil is enrolled in a free all-day, every day kindergarten program available to
97.18 all kindergarten pupils at the pupil's school that meets the minimum hours requirement in
97.19 section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day,
97.20 every day kindergarten program available to all kindergarten pupils at the pupil's school.

97.21 ~~(f)~~ (e) A pupil who is in any of grades 1 to 6 is counted as 1.0 pupil unit.

97.22 ~~(g)~~ (f) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.

97.23 ~~(h)~~ (g) A pupil who is in the postsecondary enrollment options program is counted as
97.24 1.2 pupil units.

97.25 ~~(i)~~ (h) For fiscal years 2018 through ~~2023~~ 2025, a prekindergarten pupil who:

97.26 (1) is not included in paragraph (a), (b), or (d);

97.27 (2) is enrolled in a school readiness plus program under Laws 2017, First Special Session
97.28 chapter 5, article 8, section 9; and

97.29 (3) has one or more of the risk factors specified by the eligibility requirements for a
97.30 school readiness plus program,

97.31 is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more
97.32 than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same

98.1 manner as a voluntary prekindergarten student for all general education and other school
98.2 funding formulas. This paragraph expires July 1, 2025.

98.3 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

98.4 Sec. 15. Minnesota Statutes 2022, section 126C.05, subdivision 3, is amended to read:

98.5 Subd. 3. **Compensation revenue pupil units.** Compensation revenue pupil units must
98.6 be computed according to this subdivision.

98.7 (a) The compensation revenue concentration percentage for each building in a district
98.8 equals the product of 100 times the ratio of:

98.9 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
98.10 plus one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
98.11 previous fiscal year; to

98.12 (2) the number of pupils enrolled in the building on October 1 of the previous fiscal
98.13 year.

98.14 (b) The compensation revenue pupil weighting factor for a building equals the lesser of
98.15 one or the quotient obtained by dividing the building's compensation revenue concentration
98.16 percentage by 80.0.

98.17 (c) The compensation revenue pupil units for a building equals the product of:

98.18 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
98.19 and one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
98.20 previous fiscal year; times

98.21 (2) the compensation revenue pupil weighting factor for the building; times

98.22 (3) .60.

98.23 (d) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten programs under
98.24 section 124D.151, charter schools, and contracted alternative programs in the first year of
98.25 operation, compensation revenue pupil units shall be computed using data for the current
98.26 fiscal year. If the voluntary prekindergarten program, charter school, or contracted alternative
98.27 program begins operation after October 1, compensatory revenue pupil units shall be
98.28 computed based on pupils enrolled on an alternate date determined by the commissioner,
98.29 and the compensation revenue pupil units shall be prorated based on the ratio of the number
98.30 of days of student instruction to 170 days.

~~(e) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten seats discontinued in fiscal year 2024 due to the reduction in the participation limit under section 124D.151, subdivision 6, those discontinued seats must not be used to calculate compensation revenue pupil units for fiscal year 2024.~~

~~(f)~~ (e) The percentages in this subdivision must be based on the count of individual pupils and not on a building average or minimum.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 16. Minnesota Statutes 2022, section 126C.10, subdivision 2d, is amended to read:

Subd. 2d. **Declining enrollment revenue.** (a) A school district's declining enrollment revenue equals the greater of zero or the product of: (1) 28 percent of the formula allowance for that year and (2) the difference between the adjusted pupil units for the preceding year and the adjusted pupil units for the current year.

(b) Notwithstanding paragraph (a), for public prekindergarten programs for fiscal year 2024 2026 only, prekindergarten pupil units under section 126C.05, subdivision 1, paragraph ~~(d)~~ (c), must be excluded from the calculation of declining enrollment revenue.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 17. **APPROPRIATIONS.**

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

Subd. 2. School readiness. (a) For revenue for school readiness programs under Minnesota Statutes, sections 124D.15 and 124D.16:

\$ 33,683,000 2024

\$ 33,683,000 2025

(b) The 2024 appropriation includes \$3,368,000 for 2023 and \$30,315,000 for 2024.

(c) The 2025 appropriation includes \$3,368,000 for 2024 and \$30,315,000 for 2025.

Subd. 3. Early learning scholarships. (a) For the early learning scholarship program under Minnesota Statutes, section 124D.165:

\$ 160,709,000 2024

\$ 160,709,000 2025

100.1 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 100.2 124D.165, subdivision 6.

100.3 (c) The base for fiscal year 2026 and later is \$132,509,000.

100.4 Subd. 4. **Head Start program.** (a) For Head Start programs under Minnesota Statutes,
 100.5 section 119A.52:

100.6 \$ 25,100,000 2024

100.7 \$ 25,100,000 2025

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

100.9 Subd. 5. **Early childhood family education aid.** (a) For early childhood family education
 100.10 aid under Minnesota Statutes, section 124D.135:

100.11 \$ 38,607,000 2024

100.12 \$ 40,876,000 2025

100.13 (b) The 2024 appropriation includes \$3,518,000 for 2023 and \$35,089,000 for 2024.

100.14 (c) The 2025 appropriation includes \$3,898,000 for 2024 and \$36,978,000 for 2025.

100.15 Subd. 6. **Developmental screening aid.** (a) For developmental screening aid under
 100.16 Minnesota Statutes, sections 121A.17 and 121A.19:

100.17 \$ 4,351,000 2024

100.18 \$ 4,359,000 2025

100.19 (b) The 2024 appropriation includes \$350,000 for 2023 and \$4,001,000 for 2024.

100.20 (c) The 2025 appropriation includes \$443,000 for 2024 and \$3,916,000 for 2025.

100.21 Subd. 7. **ParentChild+ program.** For a grant to the ParentChild+ program:

100.22 \$ 900,000 2024

100.23 \$ 900,000 2025

100.24 (b) The grant must be used for an evidence-based and research-validated early childhood
 100.25 literacy and school readiness program for children ages 16 months to four years at its existing
 100.26 suburban program location. The program must include urban and rural program locations
 100.27 for fiscal years 2024 and 2025.

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

100.29 Subd. 8. **Kindergarten entrance assessment initiative and intervention program.** (a)
 100.30 For the kindergarten entrance assessment initiative and intervention program under Minnesota
 100.31 Statutes, section 124D.162:

101.1 \$ 281,000 2024

101.2 \$ 281,000 2025

101.3 (b) The base for fiscal year 2026 is \$0.

101.4 Subd. 9. **Quality rating and improvement system.** (a) For transfer to the commissioner
 101.5 of human services for the purposes of expanding the quality rating and improvement system
 101.6 under Minnesota Statutes, section 124D.142, in greater Minnesota and increasing supports
 101.7 for providers participating in the quality rating and improvement system:

101.8 \$ 1,750,000 2024

101.9 \$ 1,750,000 2025

101.10 (b) The amounts in paragraph (a) must be in addition to any federal funding under the
 101.11 child care and development block grant authorized under Public Law 101-508 in that year
 101.12 for the system under Minnesota Statutes, section 124D.142.

101.13 Subd. 10. **Early childhood programs at Tribal contract schools.** (a) For early childhood
 101.14 family education programs at Tribal contract schools under Minnesota Statutes, section
 101.15 124D.83, subdivision 4:

101.16 \$ 68,000 2024

101.17 \$ 68,000 2025

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

101.19 Subd. 11. **Educate parents partnership.** (a) For the educate parents partnership under
 101.20 Minnesota Statutes, section 124D.129:

101.21 \$ 49,000 2024

101.22 \$ 49,000 2025

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

101.24 Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
 101.25 124D.135:

101.26 \$ 391,000 2024

101.27 \$ 315,000 2025

101.28 (b) The 2024 appropriation includes \$41,000 for 2023 and \$350,000 for 2024.

101.29 (c) The 2025 appropriation includes \$38,000 for 2024 and \$277,000 for 2025.

Subd. 13. **Head Start, center, and family child care prekindergarten funding and administration.** For Head Start, center, and family child care public prekindergarten programs under Minnesota Statutes, section 124D.151, subdivision 3a:

\$ 0 2024

\$ 0 2025

(b) Any balance in the first year does not cancel and is available in the second year.

(c) The base for this forecast program in fiscal year 2026 is \$99,551,000 and the base for fiscal year 2027 is \$118,812,000.

Subd. 14. **Prekindergarten planning.** (a) For planning and implementation of public prekindergarten under Minnesota Statutes, section 124D.151, including contracts with third parties with expertise in early childhood development, assessment, facilitation, project management, human centered design, coaching, and training:

\$ 5,233,000 2024

\$ 5,233,000 2025

(b) The base for fiscal year 2026 is \$4,394,000 and the base for fiscal year 2027 is \$4,544,000.

Sec. 18. **REPEALER.**

Minnesota Statutes 2022, section 124D.151, subdivisions 5 and 6, are repealed.

EFFECTIVE DATE. This section is effective July 1, 2025.

ARTICLE 8

COMMUNITY EDUCATION AND LIFELONG LEARNING

Section 1. Minnesota Statutes 2022, section 124D.2211, is amended to read:

124D.2211 AFTER-SCHOOL COMMUNITY LEARNING PROGRAMS.

Subdivision 1. **Establishment.** A competitive statewide after-school community learning grant program is established to provide grants to ~~community or nonprofit organizations, political subdivisions, for-profit or nonprofit child care centers, or school-based programs~~ that serve support eligible organizations to provide culturally affirming and enriching after-school and summer learning programs for school-age youth after school or during nonschool hours. Grants must be used to offer a broad array of academic enrichment activities that promote positive after-school and summer learning activities, including art, music, community engagement, literacy, science, technology, engineering, math, health, and

103.1 recreation programs. The commissioner shall develop criteria for after-school community
103.2 learning programs that promote partnerships and active collaboration with the schools that
103.3 participating students attend. The commissioner may award grants under this section to
103.4 community or nonprofit organizations, culturally specific organizations, American Indian
103.5 organizations, Tribal nations, political subdivisions, public libraries, or school-based
103.6 programs that serve youth after school, during the summer, or during nonschool hours.

103.7 Subd. 2. ~~Program outcomes~~ Objectives. The ~~expected outcomes~~ objectives of the
103.8 after-school community learning programs are to ~~increase~~:

- 103.9 ~~(1) school connectedness of participants;~~
103.10 ~~(2) academic achievement of participating students in one or more core academic areas;~~
103.11 ~~(3) the capacity of participants to become productive adults; and~~
103.12 ~~(4) prevent truancy from school and prevent juvenile crime.~~

103.13 (1) increase access to comprehensive and culturally affirming after-school and summer
103.14 learning and enrichment opportunities that meet the academic, social, and emotional needs
103.15 of historically underserved students;

103.16 (2) promote engagement in learning and connections to school and community; and
103.17 (3) encourage school attendance and improve academic performance.

103.18 Subd. 3. **Grants.** (a) An applicant ~~shall~~ must submit an after-school community learning
103.19 program proposal to the commissioner. The submitted ~~plan~~ proposal must include:

- 103.20 ~~(1) collaboration with and leverage of existing community resources that have~~
103.21 ~~demonstrated effectiveness;~~
103.22 ~~(2) outreach to children and youth; and~~
103.23 ~~(3) involvement of local governments, including park and recreation boards or schools,~~
103.24 ~~unless no government agency is appropriate.~~

103.25 ~~Proposals will be reviewed and approved by the commissioner.~~

103.26 (1) an assessment of the needs and available resources for the after-school community
103.27 learning program and a description of how the proposed program will address the needs
103.28 identified, including how students and families were engaged in the process;

103.29 (2) a description of the partnership between a school and another eligible entity;

103.30 (3) an explanation of how the proposal will support the objectives identified in subdivision
103.31 2, including the use of best practices;

104.1 (4) a plan to implement effective after-school and summer learning practices and provide
104.2 staff access to professional development opportunities; and

104.3 (5) a description of the data they will use to evaluate the impact of the program.

104.4 (b) The commissioner must review proposals and award grants to programs that:

104.5 (1) primarily serve historically underserved students; and

104.6 (2) provide opportunities for academic enrichment and a broad array of additional services
104.7 and activities to meet program objectives.

104.8 (c) To the extent practicable, the commissioner must award grants equitably among the
104.9 geographic areas of Minnesota, including rural, suburban, and urban communities.

104.10 Subd. 4. **Technical assistance and continuous improvement.** (a) The commissioner
104.11 must monitor and evaluate the performance of grant recipients to assess the effectiveness
104.12 of after-school community learning programs in meeting the objectives identified in
104.13 subdivision 2.

104.14 (b) The commissioner must provide technical assistance, capacity building, and
104.15 professional development to grant recipients, including guidance on effective practices for
104.16 after-school and summer learning programs.

104.17 **EFFECTIVE DATE.** This section is effective the day following final enactment.

104.18 Sec. 2. Minnesota Statutes 2022, section 124D.531, subdivision 1, is amended to read:

104.19 Subdivision 1. **State total adult basic education aid.** (a) The state total adult basic
104.20 education aid for fiscal year 2011 equals \$44,419,000, plus any amount that is not paid
104.21 during the previous fiscal year as a result of adjustments under subdivision 4, paragraph
104.22 (a), or section 124D.52, subdivision 3. The state total adult basic education aid for later
104.23 fiscal years equals:

104.24 (1) the state total adult basic education aid for the preceding fiscal year plus any amount
104.25 that is not paid for during the previous fiscal year, as a result of adjustments under subdivision
104.26 4, paragraph (a), or section 124D.52, subdivision 3; times

104.27 (2) the greater of 1.00 or the lesser of:

104.28 (i) 1.03; or

104.29 (ii) the average growth in state total contact hours over the prior ten program years.

104.30 Three percent of the state total adult basic education aid must be set aside for adult basic
104.31 education supplemental service grants under section 124D.522.

(b) The state total adult basic education aid, excluding basic population aid, equals the difference between the amount computed in paragraph (a), and the state total basic population aid under subdivision 2.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 3. Minnesota Statutes 2022, section 124D.531, subdivision 4, is amended to read:

Subd. 4. **Adult basic education program aid limit.** (a) Notwithstanding subdivisions 2 and 3, the total adult basic education aid for a program per prior year contact hour must not exceed ~~\$22~~ \$30 per prior year contact hour computed under subdivision 3, clause (2).

(b) The aid for a program under subdivision 3, clause (2), adjusted for changes in program membership, must not exceed the aid for that program under subdivision 3, clause (2), for the first preceding fiscal year by more than the greater of 11 percent or \$10,000.

(c) Adult basic education aid is payable to a program for unreimbursed costs occurring in the program year as defined in section 124D.52, subdivision 3.

(d) Any adult basic education aid that is not paid to a program because of the program aid limitation under paragraph (a) must be added to the state total adult basic education aid for the next fiscal year under subdivision 1. Any adult basic education aid that is not paid to a program because of the program aid limitations under paragraph (b) must be reallocated among programs by adjusting the rate per contact hour under subdivision 3, clause (2).

Sec. 4. Minnesota Statutes 2022, section 124D.55, is amended to read:

124D.55 COMMISSIONER-SELECTED HIGH SCHOOL EQUIVALENCY TEST FEES.

(a) The commissioner shall pay 60 percent of the fee that is charged to an eligible individual for the full battery of the commissioner-selected high school equivalency tests, but not more than \$40 for an eligible individual.

(b) Notwithstanding paragraph (a), for fiscal years ~~2020 and 2021~~ 2023 through 2027 only, subject to the availability of funds, the commissioner shall pay 100 percent of the fee charged to an eligible individual for the full battery of the commissioner-selected high school equivalency tests, but not more than the cost of one full battery of tests per year for any individual.

Sec. 5. **APPROPRIATIONS.**

Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated. Any balance in the first year does not cancel but is available in the second year.

Subd. 2. Community education aid. (a) For community education aid under Minnesota Statutes, section 124D.20:

\$	<u>123,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>84,000</u>	<u>.....</u>	<u>2025</u>
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(b) The 2024 appropriation includes \$14,000 for 2023 and \$109,000 for 2024.

(c) The 2025 appropriation includes \$12,000 for 2024 and \$72,000 for 2025.

Subd. 3. Adults with disabilities program aid. (a) For adults with disabilities programs under Minnesota Statutes, section 124D.56:

\$	<u>710,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>710,000</u>	<u>.....</u>	<u>2025</u>
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(b) The 2024 appropriation includes \$71,000 for 2023 and \$639,000 for 2024.

(c) The 2025 appropriation includes \$71,000 for 2024 and \$639,000 for 2025.

Subd. 4. Hearing-impaired adults. For programs for hearing-impaired adults under Minnesota Statutes, section 124D.57:

\$	<u>70,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>70,000</u>	<u>.....</u>	<u>2025</u>
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Subd. 5. School-age care aid. (a) For school-age care aid under Minnesota Statutes, section 124D.22:

\$	<u>1,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>1,000</u>	<u>.....</u>	<u>2025</u>
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(b) The 2024 appropriation includes \$0 for 2023 and \$1,000 for 2024.

(c) The 2025 appropriation includes \$0 for 2024 and \$1,000 for 2025.

Subd. 6. Tier 1 grants. (a) For education partnership program Tier 1 sustaining grants under Minnesota Statutes, section 124D.99:

\$	<u>2,600,000</u>	<u>.....</u>	<u>2024</u>
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\$	<u>2,600,000</u>	<u>.....</u>	<u>2025</u>
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107.1 (b) Of the amounts in paragraph (a), \$1,300,000 each year is for the Northside
 107.2 Achievement Zone and \$1,300,000 each year is for the St. Paul Promise Neighborhood.

107.3 Subd. 7. **Tier 2 implementing grants.** For Tier 2 implementing grants under Minnesota
 107.4 Statutes, section 124D.99:

107.5 \$ 480,000 2024

107.6 \$ 480,000 2025

107.7 Subd. 8. **Adult basic education aid.** (a) For adult basic education aid under Minnesota
 107.8 Statutes, section 124D.531:

107.9 \$ 51,763,000 2024

107.10 \$ 51,758,000 2025

107.11 (b) The 2024 appropriation includes \$5,179,000 for 2023 and \$46,584,000 for 2024.

107.12 (c) The 2025 appropriation includes \$5,175,000 for 2024 and \$46,583,000 for 2025.

107.13 Subd. 9. **High school equivalency tests.** (a) For payment of the costs of the
 107.14 commissioner-selected high school equivalency tests under Minnesota Statutes, section
 107.15 124D.55:

107.16 \$ 615,000 2024

107.17 \$ 125,000 2025

107.18 (b) Of the amounts in paragraph (a), \$490,000 in fiscal year 2024 is available until June
 107.19 30, 2027.

107.20 Subd. 10. **After school community learning grant program.** (a) For grants for after
 107.21 school community learning programs in accordance with Minnesota Statutes, section
 107.22 124D.2211:

107.23 \$ 43,715,000 2024

107.24 \$ 0 2025

107.25 (b) Of this amount, a portion may be used for a contract with Ignite Afterschool to build
 107.26 out a state-wide system of support for continuous improvement.

107.27 (c) This is a onetime appropriation and is available until June 30, 2027.

ARTICLE 9**STATE AGENCIES**

Section 1. Minnesota Statutes 2022, section 121A.04, subdivision 1, is amended to read:

Subdivision 1. **Purpose.** The legislature recognizes certain past inequities in access to athletic programs and in the various degrees of athletic opportunity previously afforded members of each sex, race, and ethnicity. The purpose of this section is to provide an equal opportunity for members of both sexes and members of all races and ethnicities to participate in athletic programs.

Sec. 2. Minnesota Statutes 2022, section 121A.04, subdivision 2, is amended to read:

Subd. 2. **Equal opportunity in athletic programs.** Each educational institution or public service shall provide equal opportunity for members of both sexes and members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this section, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution or the population served by the public service; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution or the population served by the public service; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of both sexes; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

Sec. 3. Minnesota Statutes 2022, section 121A.582, subdivision 1, is amended to read:

Subdivision 1. **Reasonable force standard.** (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student ~~or~~ to prevent imminent bodily harm or death to the student or to another.

(b) A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the

109.1 circumstances to restrain a student ~~or~~ to prevent bodily harm or death to the student or to
109.2 another.

109.3 (c) Paragraphs (a) and (b) do not authorize conduct prohibited under section 125A.0942.

109.4 (d) Districts must report data on their use of any reasonable force used on a student with
109.5 a disability to correct or restrain the student to prevent imminent bodily harm or death to
109.6 the student or another that is consistent with the definition of physical holding under section
109.7 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

109.8 (e) Beginning with the 2023-2024 school year, districts must report annually by July
109.9 15, in a form and manner determined by the commissioner, data from the prior school year
109.10 about any reasonable force used on a general education student to correct or restrain the
109.11 student to prevent imminent bodily harm or death to the student or another that is consistent
109.12 with the definition of physical holding under section 125A.0941, paragraph (c).

109.13 Sec. 4. Minnesota Statutes 2022, section 125A.71, subdivision 1, is amended to read:

109.14 Subdivision 1. **Rental income; appropriation.** Rental income, ~~excluding rent for land~~
109.15 ~~and living residences,~~ must be deposited in the state treasury and credited to a revolving
109.16 fund of the academies. Money in the revolving fund for rental income is annually
109.17 appropriated to the academies for staff development purposes. Payment from the revolving
109.18 fund for rental income may be made only according to vouchers authorized by the
109.19 administrator of the academies.

109.20 Sec. 5. **[127A.21] OFFICE OF THE INSPECTOR GENERAL.**

109.21 Subdivision 1. **Establishment of Office of the Inspector General; powers; duties.** The
109.22 commissioner must establish within the department an Office of the Inspector General. The
109.23 Office of the Inspector General is charged with protecting the integrity of the department
109.24 and the state by detecting and preventing fraud, waste, and abuse in department programs.
109.25 The Office of the Inspector General must conduct independent and objective investigations
109.26 to promote the integrity of the department's programs and operations. When fraud or other
109.27 misuse of public funds is detected, the Office of the Inspector General must report it to the
109.28 appropriate law enforcement entity and collaborate and cooperate with law enforcement to
109.29 assist in the investigation and any subsequent civil and criminal prosecution.

109.30 Subd. 2. **Data practices; hiring; reporting.** The Office of the Inspector General has
109.31 access to all program data, regardless of classification under chapter 13, held by the
109.32 department, school districts or charter schools, grantees, and any other recipient of funds

110.1 from the department. The commissioner, or the commissioner's designee, must hire an
110.2 inspector general to lead the Office of the Inspector General. The inspector general must
110.3 hire a deputy inspector general and, at the discretion of the inspector general, sufficient
110.4 assistant inspectors general to carry out the duties of the office. In a form and manner
110.5 determined by the inspector general, the Office of the Inspector General must develop a
110.6 public platform for the public to report instances of potential fraud, waste, or abuse of public
110.7 funds administered by the department.

110.8 Sec. 6. Laws 2021, First Special Session chapter 13, article 11, section 4, subdivision 2,
110.9 is amended to read:

110.10 Subd. 2. **Department.** (a) For the Department of Education:

110.11 \$ 30,837,000 2022

110.12 ~~26,287,000~~

110.13 \$ 26,690,000 2023

110.14 Of these amounts:

110.15 (1) \$319,000 each year is for the Board of School Administrators;

110.16 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
110.17 section 120B.115;

110.18 (3) \$250,000 each year is for the School Finance Division to enhance financial data
110.19 analysis;

110.20 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
110.21 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

110.22 (5) \$123,000 each year is for a dyslexia specialist;

110.23 (6) \$480,000 each year is for the Department of Education's mainframe update;

110.24 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
110.25 litigation; and

110.26 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten
110.27 programs.

110.28 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
110.29 Washington, D.C., office.

110.30 (c) The expenditures of federal grants and aids as shown in the biennial budget document
110.31 and its supplements are approved and appropriated and must be spent as indicated.

(d) This appropriation includes funds for information technology project services and support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing information technology costs will be incorporated into the service level agreement and will be paid to the Office of MN.IT Services by the Department of Education under the rates and mechanisms specified in that agreement.

(e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21, section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later is \$25,965,000.

(f) \$430,000 in fiscal year 2023 only is for costs associated with implementing changes to the school lunch and school breakfast programs in Minnesota Statutes, sections 124D.111 and 124D.1158.

(g) On the effective date of this act, \$1,500,000 from the fiscal year 2022 appropriation for legal fees and costs associated with litigation is canceled to the general fund.

Sec. 7. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

Subdivision 1. Department of Education. Unless otherwise indicated, the sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated. Any balance in the first year does not cancel but is available in the second year.

Subd. 2. Department. (a) For the Department of Education:

\$ 60,193,000 2024

\$ 49,365,000 2025

Of these amounts:

(1) \$405,000 each year is for the Board of School Administrators;

(2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes, section 120B.115;

(3) \$720,000 each year is for implementing Minnesota's Learning for English Academic Proficiency and Success Act (LEAPS) under Laws 2014, chapter 272, article 1, as amended;

(4) \$480,000 each year is for the Department of Education's mainframe update;

(5) \$7,500,000 in fiscal year 2024 only is for legal fees and costs associated with litigation;

112.1 (6) \$595,000 in fiscal year 2024 and \$2,609,000 in fiscal year 2025 are for modernizing
 112.2 district data submissions. The base for this appropriation is \$2,359,000 in fiscal year 2026
 112.3 and thereafter;

112.4 (7) \$1,792,000 in fiscal year 2024 and \$3,340,000 in fiscal year 2025 are for information
 112.5 technology infrastructure and portfolio resources. The base for this appropriation is
 112.6 \$4,906,000 in fiscal year 2026 and thereafter;

112.7 (8) \$2,000,000 each year is for the Office of the Inspector General established under
 112.8 section 127A.21;

112.9 (9) \$2,460,000 in fiscal year 2024 and \$1,586,000 in fiscal year 2025 are for
 112.10 administration, monitoring, information technology, and other costs associated with voluntary
 112.11 public prekindergarten programs. The base for this program in fiscal year 2026 and thereafter
 112.12 is \$2,806,000;

112.13 (10) \$2,000,000 each year is for the Equity, Diversity, and Inclusion Center;

112.14 (11) \$800,000 each year is for audit and internal control resources; and

112.15 (12) \$7,952,000 in fiscal year 2024 is available until June 30, 2027.

112.16 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
 112.17 Washington, D.C., office.

112.18 (c) The expenditures of federal grants and aids as shown in the biennial budget document
 112.19 and its supplements are approved and appropriated and must be spent as indicated.

112.20 (d) This appropriation includes funds for information technology project services and
 112.21 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
 112.22 information technology costs may be incorporated into the service level agreement and may
 112.23 be paid to the Department of Information Technology Services by the Department of
 112.24 Education under the rates and mechanisms specified in that agreement.

112.25 Sec. 8. **APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

112.26 (a) The sums indicated in this section are appropriated from the general fund to the
 112.27 Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

112.28 \$ 17,445,000 2024

112.29 \$ 16,868,000 2025

112.30 Of these amounts:

113.1 (1) \$125,000 in fiscal year 2024 only is for an audiology booth and related testing
113.2 equipment; and

113.3 (2) \$445,000 in fiscal year 2024 and \$185,000 in fiscal year 2025 are for a mental health
113.4 day treatment program. These funds are available until June 30, 2027. The base amount for
113.5 the allocation under this clause is \$185,000 in fiscal year 2026 and later.

113.6 (b) The base for fiscal year 2026 is \$17,115,000 and the base for fiscal year 2027 and
113.7 later is \$16,872,000.

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

113.9 Sec. 9. **APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

113.10 (a) The sums indicated in this section are appropriated from the general fund to the
113.11 Perpich Center for Arts Education for the fiscal years designated:

113.12 \$ 9,219,000 2024

113.13 \$ 8,411,000 2025

113.14 Of these amounts, \$1,150,000 in fiscal year 2024 only is for furniture replacement in the
113.15 agency's dormitory and classrooms, including costs associated with moving and disposal.

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

113.17 Sec. 10. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
113.18 **STANDARDS BOARD.**

113.19 Subdivision 1. Professional Educator Licensing and Standards Board. (a) The sums
113.20 indicated in this section are appropriated from the general fund to the Professional Educator
113.21 Licensing and Standards Board for the fiscal years designated:

113.22 \$ 3,404,000 2024

113.23 \$ 3,561,000 2025

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

113.25 (c) This appropriation includes funds for information technology project services and
113.26 support subject to Minnesota Statutes, section 16E.21. Any ongoing information technology
113.27 costs may be incorporated into an interagency agreement and may be paid to the Department
113.28 of Information Technology Services by the Professional Educator Licensing and Standards
113.29 Board under the mechanism specified in that agreement.

113.30 Subd. 2. Licensure by portfolio. (a) For licensure by portfolio:

114.1

\$

34,000

.....

2024

114.2

\$

34,000

.....

2025

114.3

(b) This appropriation is from the education licensure portfolio account in the special revenue

114.4

fund.

124D.151 VOLUNTARY PREKINDERGARTEN PROGRAM.

Subd. 5. **Application process; priority for high poverty schools.** (a) To qualify for program approval for fiscal year 2017, a district or charter school must submit an application to the commissioner by July 1, 2016. To qualify for program approval for fiscal year 2018 and later, a district or charter school must submit an application to the commissioner by January 30 of the fiscal year prior to the fiscal year in which the program will be implemented. The application must include:

(1) a description of the proposed program, including the number of hours per week the program will be offered at each school site or mixed-delivery location;

(2) an estimate of the number of eligible children to be served in the program at each school site or mixed-delivery location; and

(3) a statement of assurances signed by the superintendent or charter school director that the proposed program meets the requirements of subdivision 2.

(b) The commissioner must review all applications submitted for fiscal year 2017 by August 1, 2016, and must review all applications submitted for fiscal year 2018 and later by March 1 of the fiscal year in which the applications are received and determine whether each application meets the requirements of paragraph (a).

(c) The commissioner must divide all applications for new or expanded voluntary prekindergarten programs under this section meeting the requirements of paragraph (a) and school readiness plus programs into four groups as follows: the Minneapolis and St. Paul school districts; other school districts located in the metropolitan equity region as defined in section 126C.10, subdivision 28; school districts located in the rural equity region as defined in section 126C.10, subdivision 28; and charter schools. Within each group, the applications must be ordered by rank using a sliding scale based on the following criteria:

(1) concentration of kindergarten students eligible for free or reduced-price lunches by school site on October 1 of the previous school year. A school site may contract to partner with a community-based provider or Head Start under subdivision 3 or establish an early childhood center and use the concentration of kindergarten students eligible for free or reduced-price meals from a specific school site as long as those eligible children are prioritized and guaranteed services at the mixed-delivery site or early education center. For school district programs to be operated at locations that do not have free and reduced-price lunch concentration data for kindergarten programs for October 1 of the previous school year, including mixed-delivery programs, the school district average concentration of kindergarten students eligible for free or reduced-price lunches must be used for the rank ordering;

(2) presence or absence of a three- or four-star Parent Aware rated program within the school district or close proximity of the district. School sites with the highest concentration of kindergarten students eligible for free or reduced-price lunches that do not have a three- or four-star Parent Aware program within the district or close proximity of the district shall receive the highest priority, and school sites with the lowest concentration of kindergarten students eligible for free or reduced-price lunches that have a three- or four-star Parent Aware rated program within the district or close proximity of the district shall receive the lowest priority; and

(3) whether the district has implemented a mixed delivery system.

(d) The limit on participation for the programs as specified in subdivision 6 must initially be allocated among the four groups based on each group's percentage share of the statewide kindergarten enrollment on October 1 of the previous school year. Within each group, the participation limit for fiscal years 2018 and 2019 must first be allocated to school sites approved for aid in the previous year to ensure that those sites are funded for the same number of participants as approved for the previous year. The remainder of the participation limit for each group must be allocated among school sites in priority order until that region's share of the participation limit is reached. If the participation limit is not reached for all groups, the remaining amount must be allocated to the highest priority school sites, as designated under this section, not funded in the initial allocation on a statewide basis. For fiscal year 2020 and later, the participation limit must first be allocated to school sites approved for aid in fiscal year 2017, and then to school sites approved for aid in fiscal year 2018 based on the statewide rankings under paragraph (c).

(e) Once a school site or a mixed delivery site under subdivision 3 is approved for aid under this subdivision, it shall remain eligible for aid if it continues to meet program requirements, regardless of changes in the concentration of students eligible for free or reduced-price lunches.

APPENDIX
Repealed Minnesota Statutes: 23-03974

(f) If the total number of participants approved based on applications submitted under paragraph (a) is less than the participation limit under subdivision 6, the commissioner must notify all school districts and charter schools of the amount that remains available within 30 days of the initial application deadline under paragraph (a), and complete a second round of allocations based on applications received within 60 days of the initial application deadline.

(g) Procedures for approving applications submitted under paragraph (f) shall be the same as specified in paragraphs (a) to (d), except that the allocations shall be made to the highest priority school sites not funded in the initial allocation on a statewide basis.

Subd. 6. Participation limits. (a) Notwithstanding section 126C.05, subdivision 1, paragraph (d), the pupil units for a voluntary prekindergarten program for an eligible school district or charter school must not exceed 60 percent of the kindergarten pupil units for that school district or charter school under section 126C.05, subdivision 1, paragraph (e).

(b) In reviewing applications under subdivision 5, the commissioner must limit the total number of participants in the voluntary prekindergarten and school readiness plus programs under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160 participants for fiscal years 2019, 2020, 2021, 2022, and 2023, and 3,160 participants for fiscal years 2024 and later.