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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-SECOND SESSION

H. F. No. 3570

02/17/2022 Authored by Edelson
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; reorganizing regional centers of excellence; amending
1.3 Minnesota Statutes 2020, sections 120B.115; 120B.122, by adding a subdivision;
1.4 Laws 2021, First Special Session chapter 13, article 11, section 4.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2020, section 120B.115, is amended to read:

1.7 120B.115 REGIONAL CENTERS OF EXCELLENCE.

1.8 Subdivision 1. Establishment. (a) Regional centers of excellence are established to
1.9 assist and support school boards, school districts, school sites, and charter schools in
1.10 implementing research-based interventions and practices to increase the students' achievement
1.11 within a region. The centers must develop partnerships with local and regional service
1.12 cooperatives, postsecondary institutions, integrated school districts, the department, children's
1.13 mental health providers, or other local or regional entities interested in providing a cohesive
1.14 and consistent regional delivery system that serves all schools equitably. Centers must assist
1.15 school districts, school sites, and charter schools in developing similar partnerships. Center
1.16 support may include assisting school districts, school sites, and charter schools with common
1.17 principles of effective practice, including:

1.18 (1) defining measurable education goals under sections 120B.022, subdivisions 1a and
1.19 1b, and 120B.11, subdivision 2;

1.20 (2) implementing evidence-based practices, including applied and experiential learning,
1.21 contextualized learning, competency-based curricula and assessments, and other
1.22 nontraditional learning opportunities, among other practices;

- 2.1 (3) engaging in data-driven decision-making;
- 2.2 (4) providing multilayered levels of support;
- 2.3 (5) supporting culturally responsive teaching and learning aligning the development of
- 2.4 academic English proficiency, state and local academic standards, and career and college
- 2.5 readiness benchmarks;
- 2.6 (6) engaging parents, families, youth, and local community members in programs and
- 2.7 activities at the school district, school site, or charter school that foster collaboration and
- 2.8 shared accountability for the achievement of all students; and
- 2.9 (7) translating district forms and other information such as a multilingual glossary of
- 2.10 commonly used education terms and phrases.

2.11 Centers must work with school site leadership teams to build the expertise and experience

2.12 to implement programs that close the achievement gap, provide effective and differentiated

2.13 programs and instruction for different types of English learners, including English learners

2.14 with limited or interrupted formal schooling and long-term English learners under section

2.15 124D.59, subdivisions 2 and 2a, increase students' progress and growth toward career and

2.16 college readiness, and increase student graduation rates.

2.17 (b) The department must assist the regional centers of excellence to meet staff, facilities,

2.18 and technical needs, provide the centers with programmatic support, and work with the

2.19 centers to establish a coherent statewide system of regional support, including consulting,

2.20 training, and technical support, to help school boards, school districts, school sites, and

2.21 charter schools effectively and efficiently implement the world's best workforce goals under

2.22 section 120B.11 and other state and federal education initiatives, including secondary and

2.23 postsecondary career pathways and technical education.

2.24 Subd. 2. **Reading focus.** Regional centers of excellence must prioritize reading using

2.25 scientifically based research that includes fluency, phonemic awareness, phonics, reading

2.26 comprehension, vocabulary development, and Language Essentials for Teachers of Reading

2.27 and Spelling (LETRS) training.

2.28 Subd. 3. **Leadership.** Regional centers of excellence must be led by LETRS-certified

2.29 reading professionals, including at least: (1) two literacy specialists; and (2) a dyslexia

2.30 specialist under section 120B.122 who is employed by the Department of Education.

2.31 Subd. 4. **Regional literacy support directors.** Regional centers of excellence must

2.32 work with LETRS-certified regional literacy support directors to assist schools with

3.1 improving low reading scores. A director is an independent contractor and not an employee
3.2 of the Department of Education. A regional literacy support director must:

3.3 (1) effectively monitor student reading growth and achievement data;

3.4 (2) oversee districtwide and schoolwide professional development and planning to
3.5 establish scientifically based practices among school administrators and instructional
3.6 personnel; and

3.7 (3) evaluate implementation of scientifically based practices.

3.8 Sec. 2. Minnesota Statutes 2020, section 120B.122, is amended by adding a subdivision
3.9 to read:

3.10 Subd. 4. **Leadership.** A dyslexia specialist must help provide leadership for the regional
3.11 centers of excellence under section 120B.115.

3.12 Sec. 3. Laws 2021, First Special Session chapter 13, article 11, section 4, is amended to
3.13 read:

3.14 Sec. 4. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

3.15 Subdivision 1. **Department of Education.** Unless otherwise indicated, the sums indicated
3.16 in this section are appropriated from the general fund to the Department of Education for
3.17 the fiscal years designated. Any balance in the first year does not cancel but is available in
3.18 the second year.

3.19 Subd. 2. **Department.** (a) For the Department of Education:

3.20 \$ 30,837,000 2022

3.21 ~~26,287,000~~

3.22 \$ 26,987,000 2023

3.23 Of these amounts:

3.24 (1) \$319,000 each year is for the Board of School Administrators;

3.25 (2) \$1,000,000 ~~each~~ in fiscal year 2022 and \$1,700,000 in fiscal year 2023 are for
3.26 regional centers of excellence under Minnesota Statutes, section 120B.115. Of the amount
3.27 in fiscal year 2023, \$700,000 is for providing grants to each regional center of excellence
3.28 to contract with one full-time equivalent regional literacy support director;

3.29 (3) \$250,000 each year is for the School Finance Division to enhance financial data
3.30 analysis;

4.1 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
4.2 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

4.3 (5) \$123,000 each year is for a dyslexia specialist;

4.4 (6) \$480,000 each year is for the Department of Education's mainframe update;

4.5 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
4.6 litigation; and

4.7 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten
4.8 programs.

4.9 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
4.10 Washington, D.C., office.

4.11 (c) The expenditures of federal grants and aids as shown in the biennial budget document
4.12 and its supplements are approved and appropriated and must be spent as indicated.

4.13 (d) This appropriation includes funds for information technology project services and
4.14 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
4.15 information technology costs will be incorporated into the service level agreement and will
4.16 be paid to the Office of MN.IT Services by the Department of Education under the rates
4.17 and mechanisms specified in that agreement.

4.18 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,
4.19 section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later
4.20 is ~~\$25,965,000~~ \$26,665,000.

4.21 **EFFECTIVE DATE.** This section is effective July 1, 2022.