

State of Minnesota

H. F. No. **4782**

(b) A district's English learner cross subsidy equals the difference between the district's expenditures for qualifying English learner services for the second previous year and the district's English learner revenue for the second previous year.

~~(b)~~ (c) 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.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2023 and later.

Sec. 2. Minnesota Statutes 2021 Supplement, 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.~~ (b) The formula allowance for fiscal year 2022 is \$6,728. The formula allowance for fiscal year 2023 ~~and later~~ is ~~\$6,863~~ \$7,425.

(c) For fiscal year 2024 and later, the formula allowance equals the formula allowance for fiscal year 2023 times the inflationary increase for that year.

(d) For purposes of this subdivision, "inflationary increase" means one plus the percentage change in the Consumer Price Index for urban consumers, as prepared by the United States Bureau of Labor Statistics, from the current fiscal year to fiscal year 2023.

Sec. 3. Minnesota Statutes 2021 Supplement, section 126C.10, subdivision 2e, is amended to read:

Subd. 2e. **Local optional revenue.** (a) For fiscal year 2021 and later, local optional revenue for a school district equals the sum of the district's first tier local optional revenue and second tier local optional revenue. A district's first tier local optional revenue equals ~~\$300~~ the first tier local optional revenue allowance times the adjusted pupil units of the district for that school year. A district's second tier local optional revenue equals ~~\$424~~ the second tier local optional revenue allowance times the adjusted pupil units of the district for that school year.

(b) The first tier local optional revenue allowance is \$300 for fiscal years 2022 and 2023. The first tier local optional revenue allowance for fiscal year 2024 and later equals the product of \$300 times the ratio of the formula allowance under subdivision 2 for the current fiscal year to the formula allowance under subdivision 2 for fiscal year 2023.

(c) The second tier local optional revenue allowance is \$424 for fiscal years 2022 and 2023. The second tier local optional revenue allowance for fiscal year 2024 and later equals the product of \$424 times the ratio of the formula allowance under subdivision 2 for the current fiscal year to the formula allowance under subdivision 2 for fiscal year 2023.

~~(b)~~ (d) For fiscal year 2021 and later, a district's local optional levy equals the sum of the first tier local optional levy and the second tier local optional levy.

~~(e)~~ (e) A district's first tier local optional levy equals the district's first tier local optional revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to \$880,000.

~~(d)~~ (f) For fiscal year 2022, a district's second tier local optional levy equals the district's second tier local optional revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to \$510,000. For fiscal year 2023, a district's second tier local optional levy equals the district's second tier local optional revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to \$548,842. For fiscal year 2024 and later, a district's second tier local optional levy equals the district's second tier local optional revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to \$510,000.

~~(e)~~ (g) The local optional levy must be spread on referendum market value. A district may levy less than the permitted amount.

~~(f)~~ (h) A district's local optional aid equals its local optional revenue minus its local optional levy. If a district's actual levy for first or second tier local optional revenue is less than its maximum levy limit for that tier, its aid must be proportionately reduced.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2023 and later.

Sec. 4. Minnesota Statutes 2020, 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 by board action 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;

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

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

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

4.7 (c) A referendum expires in the last fiscal year in which the referendum generates revenue
4.8 for the school district. A school board may renew an expiring referendum under this
4.9 subdivision not more than two fiscal years before the referendum expires.

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

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

4.14 Sec. 5. Laws 2021, First Special Session chapter 13, article 1, section 9, the effective date,
4.15 is amended to read:

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

4.18 **ARTICLE 2**

4.19 **EDUCATION EXCELLENCE**

4.20 Section 1. Minnesota Statutes 2020, section 120B.12, is amended to read:

4.21 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**
4.22 **3.**

4.23 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
4.24 above grade level beginning in kindergarten and no later than the end of grade 3, including
4.25 English learners, and that teachers provide comprehensive, scientifically based
4.26 evidence-based reading instruction through a multitiered system of support and based in
4.27 the science of reading by 2027. Instruction must focus on student mastery of the foundational
4.28 reading skills of phonemic awareness, phonics, and fluency, as well as the development of
4.29 oral language and vocabulary and reading comprehension skills. Students must receive
4.30 evidenced-based instruction based in the science of reading that is proven to effectively
4.31 teach children to read consistent with section 122A.06, subdivision 4.

5.1 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of
5.2 kindergarten, grade 1, and grade 2 all students who are not ~~reading at grade level~~
5.3 demonstrating mastery of foundational reading skills, including phonemic awareness,
5.4 phonics, decoding, and fluency, using a screening tool approved by the Department of
5.5 Education. Students identified as not ~~reading at grade level~~ demonstrating mastery of
5.6 foundational reading skills by the end of kindergarten, grade 1, and grade 2 must be screened,
5.7 ~~in a locally determined manner~~ using a tool approved by the Department of Education, for
5.8 characteristics of dyslexia and screening data must be submitted to the Department of
5.9 Education in the form and manner prescribed by the commissioner.

5.10 (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom
5.11 teacher must be screened, ~~in a locally determined manner~~ using a tool approved by the
5.12 Department of Education, for deficits in foundational reading skills and characteristics of
5.13 dyslexia, unless a different reason for the reading difficulty has been identified.

5.14 (c) Reading assessments in English, and in the predominant languages of district students
5.15 where practicable, must identify and evaluate students' areas of academic need related to
5.16 literacy. The district also must monitor the progress and provide reading instruction
5.17 appropriate to the specific needs of English learners. The district must use ~~a locally adopted,~~
5.18 tools approved by the Department of Education that are developmentally appropriate, and
5.19 culturally responsive ~~assessment~~ assessments and annually report summary assessment
5.20 results to the commissioner by July 1.

5.21 (d) The district also must annually report to the commissioner by December 15 and July
5.22 1 a summary of the district's efforts to screen and identify students who demonstrate
5.23 characteristics of dyslexia using screening tools approved by the Department of Education
5.24 such as those recommended by the department's dyslexia specialist. With respect to students
5.25 screened or identified under paragraph (a), the report must include:

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

5.27 (2) the number of students screened for that reporting year; and

5.28 (3) the number of students demonstrating characteristics of dyslexia for that year.

5.29 (e) A student identified under this subdivision must be provided with alternate instruction
5.30 under section 125A.56, subdivision 1.

5.31 Subd. 2a. **Parent notification and involvement.** Schools, ~~at least annually~~ on a quarterly
5.32 basis, must give the parent of each student who is not reading at or above grade level timely
5.33 information about:

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

(2) reading-related services currently being provided within a multitiered system of support framework to the student, specific curricula being used, the training and licensure of the teacher providing these services, how these services address identified skill deficits, 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.

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 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 that specialize in evidence-based instructional practices based in the science of reading and emphasis on mastery of foundational reading skills, including phonemic awareness, phonics, decoding, and fluency. Intervention methods must be taught by a certified or licensed reading specialist and may include, but are not limited to, requiring 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.

(b) A school district or charter school ~~is strongly encouraged to~~ must provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by ~~the statewide reading assessment in grade 3~~ state-approved progress monitoring tools in kindergarten through grade 3. The district or charter school must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside

of the regular school day, periodic assessments, and reasonable timelines. ~~The personal learning plan may include grade retention, if it is in the student's best interest.~~ A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to identify the staff development needs so that:

(1) elementary teachers and early childhood educators, where appropriate, are able to implement comprehensive, scientifically based reading and oral language instruction based in the science of reading. 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 until the student achieves grade-level reading proficiency. Instruction provided by early childhood educators must include explicit, systematic instruction in phonological and phonemic awareness, oral language, including listening comprehension and vocabulary, and letter-sound correspondence;

(2) elementary teachers and early childhood educators, where appropriate, have sufficient training to provide comprehensive, scientifically based reading and oral language instruction based in the science of reading that meets students' developmental, linguistic, and literacy needs, including foundational reading skills, 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 by July 1, 2027,~~ all public school kindergarten through grade 3 teachers and support staff employed by the school district must be offered training and provided ongoing coaching in the science of reading using a training program approved by the Department of Education and must be funded with literacy incentive aid received annually by districts under section 124D.98;

(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 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 well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must ~~adopt~~ submit a local literacy plan using the template provided by the Department of Education, to have every child in kindergarten through grade 3 developing early literacy skills and reading at or above grade level no later than the end of grade 3, including English learners. The plan must be consistent with section 122A.06, subdivision 4, and include the following:

(1) a process within a multitiered system of support framework to assess students' level of reading proficiency and ~~data to support the effectiveness of an assessment used to screen and identify a student's level of reading proficiency~~ foundational reading skills that are characteristic of dyslexia;

(2) a process to notify and ~~involve~~ partner with parents to promote developmentally appropriate and culturally relevant language and literacy support at home;

(3) a description of the data-based decision-making process within the multitiered system of support framework for how schools in the district will determine the ~~proper~~ appropriate reading instruction and intervention ~~strategy for a student~~ to meet the identified student's needs and the progress monitoring process for intensifying or modifying the reading ~~strategy~~ instruction and intervention in order to obtain measurable ~~reading~~ progress;

(4) a process within a multitiered system of support framework to implement explicit, systematic, evidence-based intervention methods based in the science of reading for students who demonstrate foundational reading skills deficits or are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention. Intervention methods may not include the three-cueing system. Progress monitoring must be completed to provide information on the effectiveness of the intervention; and

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

~~(5)~~ (6) identification of staff development needs, including a program plan to meet those needs.

(b) The district must post its literacy plan on the official school district website.

Subd. 5. **Commissioner.** The commissioner shall ~~recommend to districts multiple assessment tools~~ provide a menu of state-approved assessment tools that are aligned to the English language arts state academic standards and to early childhood indicators of progress to assist districts and teachers with identifying students under subdivision 2. The commissioner shall also make available ~~examples of nationally recognized and research-based~~

9.1 ~~instructional methods or programs to districts to provide~~ opportunities for teachers to be
9.2 trained in the science of reading in order to ensure the instruction being provided is
9.3 comprehensive, scientifically based reading instruction and intervention under this section.

9.4 Sec. 2. Minnesota Statutes 2020, section 122A.06, subdivision 4, is amended to read:

9.5 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive,
9.6 scientifically based reading instruction" includes a program or collection of instructional
9.7 practices that is based on valid, replicable evidence showing that when these programs or
9.8 practices are used, students can be expected to achieve, at a minimum, satisfactory reading
9.9 progress. The program or collection of practices must include, at a minimum, effective,
9.10 ~~balanced~~ explicit, systematic instruction based in the science of reading with instruction
9.11 in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development,
9.12 and reading comprehension.

9.13 Comprehensive, scientifically based reading instruction ~~also~~ occurs within a multitiered
9.14 system of support framework. A multitiered system of support includes and integrates
9.15 instructional strategies for continuously assessing, evaluating, and communicating the
9.16 student's reading progress and needs in order to design and implement ongoing instruction
9.17 and interventions based in the science of reading so that students of all ages and proficiency
9.18 levels can read and comprehend text, write, and apply higher level thinking skills. Instruction
9.19 within a multitiered system of support framework includes core, supplemental, and intensive
9.20 reading instruction used at each grade level, including prekindergarten through third grade,
9.21 and must be designed around teaching the five foundational reading skills based in the
9.22 science of reading. For English learners developing literacy skills, districts are encouraged
9.23 to use strategies that teach reading and writing in the students' native language and English
9.24 at the same time.

9.25 (b) For the purposes of this subdivision, the following terms have the meanings given:

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

9.28 ~~(c)~~ (2) "Phonemic awareness" is means the ability of students to notice, think about, and
9.29 manipulate individual sounds in spoken syllables and words.

9.30 (3) "Phonics instruction" means the explicit, systematic, and direct instruction of the
9.31 relationships between letters and the sounds they represent and the application of this
9.32 knowledge in reading and spelling.

~~(d)~~ (4) "Phonics" ~~is~~ means the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

~~(e)~~ (5) "Reading comprehension" ~~is~~ means an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

~~(f)~~ (6) "Vocabulary development" ~~is~~ means the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(7) "Foundational reading skills" means phonological and phonemic awareness, phonics or decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, and grade 2. Struggling readers in grade 3 and higher who demonstrate deficits in foundational reading skills may require explicit, systematic instruction to reach mastery.

(8) A "multitiered system of support" means a systematic preventative approach that addresses the academic, behavioral, and social-emotional needs of all students at the core (universal), targeted (Tier I), and intensive (Tier II) levels. Through a multitiered system of support a teacher must provide high quality, scientifically based or evidence-based instruction and intervention that is matched to a student's needs; uses a method monitoring progress frequently to inform decisions about instruction and goals; and applies data literacy skills to educational decision making.

(c) Beginning in the 2022-2023 school year, a public school district or charter school must transition away from a program of instruction for students in kindergarten through grade 2 that is based in any practice or intervention program that uses:

(1) visual memory as the primary basis for teaching word recognition; or

(2) the three-cueing system model of reading based on meaning, structure and syntax, and visual, which is also known as "MSV."

~~(g)~~ (d) Nothing in this subdivision limits the authority of a school district to select a school's reading program or curriculum.

11.1 Sec. 3. Minnesota Statutes 2020, section 124D.231, is amended to read:

11.2 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

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

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

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

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

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

11.21 (e) "Full-service community school initiative director" means a director responsible for
11.22 coordinating districtwide administrative and leadership assistance to community school
11.23 sites and site coordinators including chairing the district's community-wide full-service
11.24 community school leadership team, site coordinator support, data gathering and evaluation,
11.25 administration of partnership and data agreements, contracts and procurement, and grants.

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

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

11.31 ~~(f)~~ (h) "Site coordinator" ~~is an individual~~ means a full-time staff member serving one
11.32 eligible school who is responsible for ~~aligning~~ the identification, implementation, and

12.1 coordination of programming with to address the needs of the school community identified
 12.2 in the baseline analysis.

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

12.7 (1) the school is on a development plan for continuous improvement under section
 12.8 120B.35, subdivision 2; ~~or~~

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

12.11 (3) the school is part of an intermediate district organized under Minnesota Statutes,
 12.12 section 136D.01.

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

12.15 (1) \$150,000 for each eligible school available for up to one year to fund planning
 12.16 activities including convening a full-service community school leadership team, facilitating
 12.17 family and community stakeholder engagement, conducting a baseline analysis, and creating
 12.18 a full-service community school plan. At the end of this period, the school must submit a
 12.19 full-service community school plan, pursuant to paragraphs (d) and (e); and

12.20 (2) \$200,000 annually for each eligible school for up to three years of implementation
 12.21 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
 12.22 receiving funding under this section shall hire or contract with a partner agency to hire a
 12.23 site coordinator to coordinate services at each covered school site. Districts or charter schools
 12.24 receiving funding under this section for three or more schools shall provide or contract with
 12.25 a partner agency to provide a full-service community school initiative director.

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

12.30 ~~(d)~~ (c) The commissioner shall consider additional school factors when dispensing funds
 12.31 including: schools with significant populations of students receiving free or reduced-price
 12.32 lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban,

13.1 and greater Minnesota schools; and demonstrated success implementing full-service
13.2 community school programming.

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

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

13.12 (2) the full-service community school leadership team must be responsible for overseeing
13.13 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
13.14 school plan under paragraphs (f) and (g).

13.15 (3) a full-service community school leadership team must meet at least quarterly and
13.16 have ongoing responsibility for monitoring the development and implementation of
13.17 full-service community school operations and programming at the school site and shall
13.18 issue recommendations to ~~schools~~ school administration on a regular basis and summarized
13.19 in an annual full-service community school review report under subdivision 3, paragraph
13.20 (a). ~~These reports shall also be made available to the public at the school site and on school~~
13.21 ~~and district websites.~~

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

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

13.26 (i) identification of challenges facing the school;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15.1 (C) active family, student, and community engagement that brings students' families
 15.2 and the community into the school as partners in children's education and makes the school
 15.3 a neighborhood hub, providing adults with educational opportunities that may include adult
 15.4 English as a second language classes, computer skills, art, or other programs that bring
 15.5 community members into the school for meetings or events; and

15.6 (D) collaborative leadership and practices that build a culture of professional learning,
 15.7 collective trust, and shared responsibility and include a school-based full-service community
 15.8 school leadership team, a full-service community school site coordinator, a full-service
 15.9 community school initiative director, a community-wide leadership team, other leadership
 15.10 or governance teams, teacher learning communities, or other staff to manage the joint work
 15.11 of school and community organizations;

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

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

15.19 (i) the need for high-quality, full-day child care and early childhood education programs;

15.20 (ii) the need for physical and mental health care services for children and adults; and

15.21 (iii) the need for job training and other adult education programming.

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

15.25 (1) early childhood:

15.26 (i) early childhood education; and

15.27 (ii) child care services;

15.28 (2) academic:

15.29 (i) academic support and enrichment activities, including expanded learning time;

15.30 (ii) summer or after-school enrichment and learning experiences;

15.31 (iii) job training, internship opportunities, and career counseling services;

- 16.1 (iv) programs that provide assistance to students who have been chronically absent,
16.2 truant, suspended, or expelled; and
- 16.3 (v) specialized instructional support services;
- 16.4 (vi) social-emotional learning;
- 16.5 (vii) culturally sustaining instruction;
- 16.6 (viii) civic learning and leadership opportunities; and
- 16.7 (ix) community-based learning opportunities;
- 16.8 (3) ~~parental involvement~~ engaging families:
- 16.9 (i) programs that ~~promote parental involvement and~~ link families to their child's learning
16.10 such as family literacy;
- 16.11 (ii) ~~parent~~ family leadership development activities that empower and strengthen families
16.12 and communities, provide volunteer opportunities, or promote inclusion in school-based
16.13 leadership teams; and
- 16.14 (iii) parenting education activities;
- 16.15 (iv) designating space where families may meet with school staff and each other; and
- 16.16 (v) designating staff at the school site to meet with families and educators to build dual
16.17 capacities for family-school partnerships;
- 16.18 (4) mental and physical health:
- 16.19 (i) mentoring and other youth development programs, including peer mentoring and
16.20 conflict mediation;
- 16.21 (ii) juvenile crime prevention and rehabilitation programs;
- 16.22 (iii) home visitation services by teachers and other professionals;
- 16.23 (iv) developmentally appropriate physical education;
- 16.24 (v) nutrition services;
- 16.25 (vi) primary health and dental care; and
- 16.26 (vii) mental health counseling services;
- 16.27 (5) community involvement:
- 16.28 (i) service and service-learning opportunities;
- 16.29 (ii) adult education, including instruction in English as a second language; and

- 17.1 (iii) homeless prevention services;
- 17.2 (6) positive discipline practices; and
- 17.3 (7) other programming designed to meet school and community needs identified in the
- 17.4 baseline analysis and reflected in the full-service community school plan.

17.5 ~~(h)~~ (g) The full-service community school leadership team at each school site must

17.6 develop a full-service community school plan detailing the steps the school leadership team

17.7 will take, including:

- 17.8 (1) timely establishment and consistent operation of the school leadership team;
- 17.9 (2) maintenance of attendance records in all programming components;
- 17.10 (3) maintenance of measurable data showing annual participation and the impact of
- 17.11 programming on the participating children and adults;
- 17.12 (4) documentation of meaningful and sustained collaboration between the school and
- 17.13 community stakeholders, including local governmental units, civic engagement organizations,
- 17.14 businesses, and social service providers;
- 17.15 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 17.16 hospitals, museums, or not-for-profit community organizations to further the development
- 17.17 and implementation of community school programming;
- 17.18 (6) ensuring compliance with the district nondiscrimination policy; and
- 17.19 (7) plan for school leadership team development.

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

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

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

17.23 each ~~covered~~ currently funded school site and the effect of the transition to a full-service

17.24 community school on participating children and adults. This report shall include, but is not

17.25 limited to, the following:

17.26 ~~(1) an assessment of the effectiveness of the school site in development or implementing~~

17.27 ~~the community school plan;~~

17.28 (1) the effectiveness of the school or the community school consortium in implementing

17.29 the full-service community school plan, including the effectiveness of the community plan

17.30 to address needs identified during the needs assessment process, the degree to which the

17.31 school site navigated difficulties encountered in the design and operation of the full-service

18.1 community school plan, including identification of any federal, state, or local statute or
18.2 regulation impeding program implementation;

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

18.5 ~~(2)~~ (3) problems encountered in the design and execution of the community school plan,
18.6 including identification of any federal, state, or local statute or regulation impeding program
18.7 implementation;

18.8 ~~(3)~~ (4) the operation of the school leadership team and its contribution to successful
18.9 execution of the community school plan;

18.10 ~~(4)~~ (5) recommendations for improving delivery of community school programming to
18.11 students and families;

18.12 ~~(5)~~ (6) the number and percentage of students receiving community school programming
18.13 who had not previously been served;

18.14 ~~(6)~~ (7) the number and percentage of nonstudent community members receiving
18.15 community school programming who had not previously been served;

18.16 ~~(7) improvement in retention among students who receive community school~~
18.17 ~~programming;~~

18.18 (8) improvement in academic achievement among students who receive community
18.19 school programming;

18.20 (9) improvement in student attendance; course completion, grades, or other interim
18.21 measures of academic achievement; and student discipline incidents;

18.22 ~~(9)~~ (10) changes in student's readiness to enter school, active involvement in learning
18.23 and in their community, physical, social and emotional health, and student's relationship
18.24 with the school and community environment;

18.25 ~~(10) an accounting of anticipated local budget savings, if any, resulting from the~~
18.26 ~~implementation of the program;~~

18.27 ~~(11) improvements to the frequency or depth of families' involvement with their children's~~
18.28 ~~education;~~

18.29 ~~(12)~~ (11) assessment of family, community stakeholder member, community institution,
18.30 and, where appropriate, student satisfaction over the duration of the grant;

18.31 ~~(13) assessment of institutional partner satisfaction;~~

19.1 (12) a summary of how stakeholders were engaged in the planning and implementation
19.2 process;

19.3 (13) a summary of new or expanded community partnerships that formed as a result of
19.4 the grant;

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

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

19.8 ~~(16) the degree of increased collaboration among participating agencies and private~~
19.9 ~~partners.~~

19.10 (b) Reports submitted under this section shall be evaluated by the commissioner with
19.11 respect to the ~~following criteria:~~ clauses in paragraph (a).

19.12 ~~(1) the effectiveness of the school or the community school consortium in implementing~~
19.13 ~~the full-service community school plan, including the degree to which the school site~~
19.14 ~~navigated difficulties encountered in the design and operation of the full-service community~~
19.15 ~~school plan, including identification of any federal, state, or local statute or regulation~~
19.16 ~~impeding program implementation;~~

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

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

19.21 ~~(4) the degree to which there has been an improvement in retention of students and~~
19.22 ~~improvement in academic achievement among students receiving community school~~
19.23 ~~programming;~~

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

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

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

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

19.29 ~~(9) the degree of increased collaboration among participating agencies and private~~
19.30 ~~partners.~~

20.1 Sec. 4. **[124D.901] STUDENT SUPPORT PERSONNEL AID.**

20.2 Subdivision 1. Definitions. For the purposes of this section, the following terms have
20.3 the meanings given:

20.4 (1) "new position" means a student support services personnel full-time or part-time
20.5 position not under contract by a school district, charter school, or cooperative unit at the
20.6 start of the 2021-2022 school year; and

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

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

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

20.12 (2) decrease caseloads for existing student support services personnel to ensure effective
20.13 services;

20.14 (3) ensure that students receive effective academic guidance and integrated and
20.15 comprehensive services to improve prekindergarten through grade 12 school outcomes and
20.16 career and college readiness;

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

20.19 (5) fully integrate learning supports, instruction, and school management within a
20.20 comprehensive approach that facilitates interdisciplinary collaboration; and

20.21 (6) improve school safety and school climate to support academic success and career
20.22 and college readiness.

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

20.27 Subd. 4. Student support personnel aid. (a) The initial student support personnel aid
20.28 for a school district equals the greater of \$22 times the number of pupils enrolled at the
20.29 district on October 1 of the previous fiscal year or \$35,000. The initial student support
20.30 personnel aid for a charter school equals \$22 times the number of pupils enrolled at the
20.31 charter school on October 1 of the previous fiscal year.

21.1 (b) The cooperative student support personnel aid for a school district that is a member
21.2 of an intermediate school district or other cooperative unit that enrolls students equals \$6
21.3 times the number of pupils enrolled at the district on October 1 of the previous fiscal year.
21.4 If a district is a member of more than one cooperative unit that enrolls students, the revenue
21.5 must be allocated among the cooperative units.

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

21.9 Subd. 5. **Allowed uses; match requirements.** (a) Aid under this section must be used
21.10 to hire new positions for student support services personnel.

21.11 (b) Cooperative student support personnel aid must be transferred to the intermediate
21.12 district or other cooperative unit of which the district is a member and used to hire new
21.13 positions for student support services personnel at the intermediate district or cooperative
21.14 unit.

21.15 (c) If a school district, charter school, or cooperative unit is not able to hire a new full-time
21.16 equivalent position with student support personnel aid, the aid may be used for contracted
21.17 services from individuals licensed to serve as a school counselor, school psychologist, school
21.18 social worker, school nurse, or chemical dependency counselor in Minnesota.

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

21.23 (1) school climate;

21.24 (2) attendance rates;

21.25 (3) academic achievement;

21.26 (4) career and college readiness; and

21.27 (5) postsecondary completion rates.

21.28 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

22.1 Sec. 5. Minnesota Statutes 2020, section 124D.98, is amended by adding a subdivision to
22.2 read:

22.3 Subd. 5. **Literacy incentive aid uses.** Beginning July 1, 2022, literacy incentive aid
22.4 must be used to support comprehensive literacy reform efforts in public schools as follows:

22.5 (1) for public school prekindergarten through grade 3 teachers and support staff to be
22.6 trained in the science of reading using a training program approved by the Department of
22.7 Education no later than July 1, 2027, unless the commissioner of education grants an
22.8 extension;

22.9 (2) to hire a licensed reading and dyslexia specialist who is trained in the science of
22.10 reading as determined by the commissioner of education and oversees a school district's or
22.11 charter school's implementation of required components under section 120B.12 no later
22.12 than July 1, 2027, unless the commissioner of education grants an extension;

22.13 (3) for the most underperforming schools, defined as those at 25 percent or below
22.14 proficiency on grade 3 reading on the Minnesota Comprehensive Assessments, to hire
22.15 literacy coaches trained in the science of reading to support teachers and multitiered systems
22.16 of support implementation; and

22.17 (4) to provide materials, training, and ongoing coaching to ensure alternate instruction
22.18 under section 125A.56, subdivision 1, is based in the science of reading.

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

22.20 Sec. 6. **[125A.561] STATEWIDE SCHOOL-BASED MENTAL HEALTH**
22.21 **SCREENING.**

22.22 Subdivision 1. **Purpose and applicability.** The purpose of this section is to establish a
22.23 statewide system of school-based mental health screening for students and school assessment
22.24 of staff well-being as a support for student mental health and well-being.

22.25 Subd. 2. **Definition of statewide school-based mental health screening.** (a) For purposes
22.26 of this section, "school-based mental health screening" means an assessment of students to
22.27 determine whether they may be at risk for a mental health concern using a systematic tool
22.28 or process, including standardized student-report, parent-report, and teacher-report measures,
22.29 mental health surveillance data, and structured teacher nomination processes.

22.30 (b) For purposes of this section, school staff assessment of well-being means a system
22.31 and process for conducting school staff self-assessments of an array of school staff well-being
22.32 components, using surveys, interviews, focus groups, or other means.

Subd. 3. **Consent and confidentiality.** For purposes of this section, the consent and confidentiality requirements of the Family Educational Rights and Privacy Act, United States Code, title 20, section 1232g, the Health Insurance Portability and Accountability Act, United States Code, title 42, section 1320d, and the Minnesota Government Data Practices Act, chapter 13, shall apply.

Subd. 4. **Eligibility for statewide school-based mental health screening aid.** A school district under chapter 123B, charter school under chapter 124E, or Tribal school under section 124D.83, qualifies for additional state funding to conduct school-based mental health screening for every student in kindergarten through grade 12 enrolled in that school district, charter school, or Tribal contract school if the school district board under section 123B.09, charter school board of directors under section 124E.07, with parent and community participation under section 124D.78, approves establishment of a mental health screening system.

Subd. 5. **Uses of statewide school-based mental health screening aid.** School districts, charter schools, and Tribal schools may use funds under this section for:

(1) obtaining professional development for mental health screening of students and school staff self-assessment of well-being;

(2) procuring needed resources, technology, and supplies for systematic mental health screening of students and school staff self-assessment of well-being;

(3) funding school staff mental health professionals and practitioners and contracted services to conduct student mental health screening, referral, and follow-up for students;

(4) funding administrative costs of conducting school staff well-being self-assessment;

(5) costs of billing public or private insurance for student mental health screening services reimbursement; and

(6) other expenses in implementing systems for mental health screening of students and school staff self-assessment of well-being.

Subd. 6. **Statewide school-based mental health screening aid.** For fiscal year 2023 and later, statewide school-based mental health screening aid equals \$11 times the number of kindergarten through grade 12 pupil units enrolled in the eligible school district, charter school, or Tribal school on October 1 of the previous fiscal year.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2023 and later.

24.1 Sec. 7. **[127A.21] COMPREHENSIVE SCHOOL MENTAL HEALTH SERVICES**

24.2 **LEADS.**

24.3 Subdivision 1. **Lead position established.** The department must employ two leads to
24.4 serve as a source of information and support for schools in addressing the mental health
24.5 needs of students, teachers, and school staff, and developing comprehensive school mental
24.6 health systems in school districts and charter schools. One lead must work on addressing
24.7 the mental health needs of students and the other lead must work on addressing the mental
24.8 health needs of teachers and other school staff.

24.9 Subd. 2. **Assistance to districts.** (a) The leads must assist schools in assessing the quality
24.10 of their comprehensive school mental health systems and developing improvement plans
24.11 to implement evidence-based mental health resources, tools, and practices in school districts
24.12 and charter schools throughout Minnesota.

24.13 (b) The leads must establish a clearinghouse and provide information and resources for
24.14 school districts, charter schools, teachers, and families to support students', teachers', and
24.15 school staff's mental health needs.

24.16 (c) The leads must work with school districts and charter schools to improve mental
24.17 health infrastructure support by:

24.18 (1) developing guidance and sharing resources on improving the quality of comprehensive
24.19 school mental health systems;

24.20 (2) developing and sharing resources on evidence-based strategies, behavioral
24.21 interventions, and practices or techniques for addressing mental health needs, including
24.22 implementing a comprehensive approach to suicide prevention;

24.23 (3) facilitating coordination and cooperation to enable school districts and charter schools
24.24 to share strategies, challenges, and successes associated with supporting the mental health
24.25 needs of students, teachers, and staff;

24.26 (4) providing advice, upon request, to schools on implementing trauma-informed and
24.27 culturally responsive school-based programs that provide prevention or intervention services
24.28 to students, teachers, and staff;

24.29 (5) aligning resources among the different state agencies, including the Department of
24.30 Education, Department of Human Services, and Department of Health, to ensure school
24.31 mental health systems can efficiently access state resources; and

24.32 (6) maintaining a comprehensive list of resources on the Department of Education website
24.33 that schools may use to address students', teachers', and staff's mental health needs, including

25.1 grant opportunities; community-based prevention and intervention services; model policies;
 25.2 written publications that schools may distribute to students, teachers, and staff; professional
 25.3 development opportunities; best practices; and other resources for mental health education
 25.4 under section 120B.21.

25.5 (d) The leads may report to the legislature as necessary regarding students', teachers',
 25.6 and school staff's mental health needs; challenges in developing comprehensive school
 25.7 mental health services; successful strategies and outcomes; and recommendations for
 25.8 integrating mental health services and supports in schools.

25.9 Subd. 3. **Coordination with other agencies.** The comprehensive school mental health
 25.10 services lead must consult with the Regional Centers of Excellence, the Department of
 25.11 Health, the Department of Human Services, the Minnesota School Safety Center, and other
 25.12 federal, state, and local agencies as necessary to identify or develop information, training,
 25.13 and resources to help school districts and charter schools support students', teachers', and
 25.14 school staff's mental health needs.

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

25.16 Sec. 8. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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

25.20 Subd. 2. **Statewide school-based mental health screening.** (a) For grants to school
 25.21 districts for school-based mental health screening under Minnesota Statutes, section
 25.22 125A.561:

25.23 \$ 0 2022

25.24 \$ 9,983,000 2023

25.25 (b) Up to \$150,000 of this appropriation may be retained for administration costs.

25.26 (c) If the appropriation is insufficient, the commissioner must proportionately reduce
 25.27 the aid payment to each school district.

25.28 Subd. 3. **BOLD literacy.** (a) For the Minnesota BOLD statewide literacy plan to increase
 25.29 the equitable access to effective literacy experiences for all students by ensuring school
 25.30 leaders and educators are trained in the science of reading; supporting effective
 25.31 implementation and measurement of instructional practices aligned to state standards through
 25.32 the multitiered systems of support framework; and utilizing data literacy to inform instruction,

26.1 inform educator development, evaluate resource deployment and policy, and employ
 26.2 intentional family and community engagement strategies.

26.3 \$ 0 2022

26.4 \$ 5,000,000 2023

26.5 (b) Of this amount, \$1,750,000 is for the Department of Education to establish science
 26.6 of reading academies to be provided at no cost to educators who work in Minnesota school
 26.7 districts and charter schools to complete Language Essentials for Teachers of Reading and
 26.8 Spelling (LETRS) professional development. Educators who have completed LETRS may
 26.9 have the opportunity to become LETRS facilitators through a train-the-trainer model.

26.10 (c) Of this amount, \$800,000 is to maintain a literacy unit at the Department of Education.

26.11 (d) Of this amount, \$1,200,000 is to expand literacy and dyslexia data collection and
 26.12 reporting systems at the Department of Education in order to collect and analyze
 26.13 prekindergarten through grade 3 data, including foundational reading skills, dyslexia
 26.14 screening data, and screening results of multilingual learners.

26.15 (e) Of this amount, \$1,000,000 is for state library services grants to support
 26.16 evidence-based early literacy practices rooted in the science of reading in school and
 26.17 community libraries.

26.18 (f) Of this amount, \$250,000 is for a grant to Reach Out and Read.

26.19 (g) Funds may be used for grant administration costs.

26.20 Subd. 4. **Full-service community schools.** (a) For for grants to districts and charter
 26.21 schools to plan or expand full-service community schools programs under Minnesota
 26.22 Statutes, section 124D.231:

26.23 \$ 0 2022

26.24 \$ 5,000,000 2023

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

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

26.27 Subd. 5. **Student support personnel aid.** For aid to support schools in addressing
 26.28 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

26.29 \$ 0 2022

26.30 \$ 19,405,000 2023

26.31 Subd. 6. **Student support personnel.** (a) For developing a student support personnel
 26.32 workforce pipeline focused on workforce development strategies to increase providers of

27.1 color and Indigenous providers, professional respecialization, recruitment, and retention;
 27.2 to increase the number of student support personnel providing school-based services; and
 27.3 to provide a school health services support position at the Department of Education:

27.4 \$ 0 2022

27.5 \$ 2,550,000 2023

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

27.7 Subd. 7. **School-linked behavioral health.** (a) For transfer to the commissioner of
 27.8 human services for expanding school-linked behavioral health grants under Minnesota
 27.9 Statutes, section 245.4901.

27.10 \$ 0 2022

27.11 \$ 6,000,000 2023

27.12 (b) Of this amount, \$5,775,000 is for expanding school-linked behavioral health grants.

27.13 (c) Of the amount in paragraph (b), \$4,775,000 is to support kindergarten through grade
 27.14 12 students needing mental health supports.

27.15 (d) Of the amount in paragraph (b), \$1,000,000 is to support school staff in providing
 27.16 supports to students.

27.17 (e) Grant funds may be awarded to existing school-linked mental health providers through
 27.18 amending current grant contracts.

27.19 Subd. 8. **Comprehensive school mental health services leads.** (a) For the comprehensive
 27.20 school mental health services lead under Minnesota Statutes, section 127A.21:

27.21 \$ 2023

27.22 (b) The base for fiscal year 2024 and thereafter is \$.....

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

27.24 **ARTICLE 3**

27.25 **TEACHERS**

27.26 **Section 1.** Minnesota Statutes 2021 Supplement, section 122A.73, subdivision 2, is
 27.27 amended to read:

27.28 **Subd. 2. **Grow Your Own district programs.**** (a) A school district may apply for a
 27.29 grant for a Professional Educator Licensing and Standards Board-approved teacher
 27.30 preparation program. The grant recipient must use at least 80 percent of grant funds to
 27.31 provide tuition scholarships or stipends to enable school district employees or community

members affiliated with a school district, who are of color or American Indian and who seek a teaching license, to participate in the teacher preparation program. Grant funds may also be used to pay for teacher licensure exams and licensure fees.

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

Sec. 2. Minnesota Statutes 2021 Supplement, section 122A.73, subdivision 3, is amended to read:

Subd. 3. Grants for programs serving secondary school students. (a) School districts and charter schools may apply for grants to develop innovative expanded Grow Your Own programs that encourage secondary school students to pursue teaching, including developing and offering dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses consistent with Minnesota Statutes, section 124D.09, subdivision 10. ~~In addition to grants for developing and offering dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09, subdivision 10,~~ a school district or charter school may apply for grants under this section to offer other innovative 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 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.

(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) providing secondary courses, including but not limited to dual-credit and postsecondary course options, that encourage secondary school students to pursue teaching careers;

~~(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

29.1 courses under section 124D.09 that would meet degree requirements for teacher licensure;
29.2 or

29.3 ~~(3)~~ (4) offering scholarships to graduating high school students who are of color or
29.4 American Indian to enroll in board-approved undergraduate teacher preparation programs
29.5 at a college or university in Minnesota.

29.6 Sec. 3. Minnesota Statutes 2021 Supplement, section 122A.73, subdivision 5, is amended
29.7 to read:

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

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

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

29.15 (d) Up to ~~\$100,000~~ \$300,000 annually is appropriated to the commissioner for costs
29.16 associated with administering and monitoring the program under this section.

29.17 Sec. 4. **[122A.731] GRANTS FOR GROW YOUR OWN EARLY CHILDHOOD**
29.18 **EDUCATOR PROGRAMS.**

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

29.24 Subd. 2. **Grow Your Own Early Childhood Educator programs.** (a) Minnesota
29.25 licensed family child care or licensed center-based child care programs, school district or
29.26 charter school early learning programs, Head Start programs, institutes of higher education,
29.27 and other community partnership non-government organizations may apply for a grant to
29.28 host, build, or expand an early childhood educator preparation program that leads to an
29.29 individual earning the credential or degree needed to enter or advance in the early childhood
29.30 education workforce. Examples include programs that help interested individuals earn the
29.31 Child Development Associate credential, an associate's degree in child development, or a
29.32 bachelor's degree in early childhood studies or early childhood licensures. Programs must

prioritize candidates that represent the demographics of the populations served. The grant recipient must use at least 80 percent of grant funds for student stipends and tuition scholarships.

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

Subd. 3. **Grant procedure.** 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 seven-county metropolitan area.

Subd. 4. **Grow Your Own Early Childhood Educator program account.** (a) The Grow Your Own Early Childhood Educator program account is established in the special revenue fund.

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

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

(d) Up to \$300,000 annually is appropriated to the commissioner for costs associated with administering and monitoring the program under this section.

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

31.1 Sec. 5. **[122A.732] GRANTS FOR GROW YOUR OWN PROGRAMS IN TEACHER**
31.2 **LICENSURE SHORTAGE AREAS.**

31.3 Subdivision 1. **Establishment.** The commissioner of education must award grants for
31.4 Grow Your Own programs established under this section in order to support a teaching
31.5 workforce in teacher licensure shortage areas.

31.6 Subd. 2. **Grow Your Own Programs in teacher licensure shortage areas.** (a) A school
31.7 district, charter school, intermediate district, or cooperative unit that employs licensed
31.8 teachers may apply for a grant for a teacher preparation program approved by the Professional
31.9 Educator Licensing and Standards Board. This board-approved program must support one
31.10 or more teacher licensure pathways in areas identified as licensure shortage areas by the
31.11 Professional Educator Licensing and Standards Board to increase the teaching workforce
31.12 in those areas. Professional Educator Licensing and Standards Board-approved teacher
31.13 preparation programs, including alternative pathway providers, that support one or more
31.14 teacher licensure pathways in areas identified as a licensure shortage area by the Professional
31.15 Educator Licensing Standards Board may also apply for a grant under this section.

31.16 (b) At least 80 percent of grant funds must be used to provide tuition scholarships or
31.17 stipends to enable school employees or community members affiliated with the school to
31.18 participate in a board-approved teacher preparation program. This includes currently licensed
31.19 teachers that seek to add an additional license or endorsement that would enable them to
31.20 fill teaching positions in licensure shortage areas. This does not include programs for school
31.21 support personnel such as counselors, nurses, and school psychologists.

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

31.27 Subd. 4. **Grow Your Own licensure shortage area program account.** (a) The Grow
31.28 Your Own licensure shortage area program account is established in the special revenue
31.29 fund.

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

31.33 (c) Money in the account is annually appropriated to the commissioner for the Grow
31.34 Your Own licensure shortage area program under this section. Any returned funds are

32.1 available to be regranted. Grant recipients may apply to use grant money over a period of
 32.2 up to 60 months.

32.3 (d) Up to \$300,000 annually is appropriated to the commissioner for costs associated
 32.4 with administering and monitoring the program under this section.

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

32.10 Sec. 6. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 4, is
 32.11 amended to read:

32.12 Subd. 4. **Grow Your Own.** (a) For grants to develop, continue, or expand Grow Your
 32.13 Own new teacher programs under Minnesota Statutes, section 122A.73:

32.14 \$ 6,500,000 2022

32.15 ~~6,500,000~~

32.16 \$ 20,505,000 2023

32.17 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 32.18 122A.73, subdivision 5.

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

32.20 (d) The base for fiscal years 2024 and 2025 is \$18,615,000. The base for fiscal year
 32.21 2026 and later is \$20,890,000.

32.22 Sec. 7. **APPROPRIATIONS.**

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

32.26 Subd. 2. **Educator career pathway.** (a) For grants to districts and charter schools to
 32.27 encourage middle and high school students to become educators by creating new educator
 32.28 career pathway program components in high schools and postsecondary institutions that
 32.29 are primarily focused on but are not limited to disadvantaged and underrepresented
 32.30 populations:

33.1 \$ 5,000,000 2023

33.2 (b) Of this amount, \$2,965,000 is to establish grants to districts and charter schools to
 33.3 establish educator career pathway program cohorts of high school students. Grant funds
 33.4 must be used for the following purposes:

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

33.7 (2) to recruit and retain participants;

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

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

33.13 (c) Of this amount, \$765,000 is for districts and charter schools to establish tuition
 33.14 incentives for high school teachers to obtain credentials for teaching concurrent enrollment
 33.15 courses. Grant applications must be evaluated in part based on the need for educators
 33.16 qualified to teach concurrent enrollment courses.

33.17 (d) Of this amount, \$765,000 is to establish matching funds to school districts and charter
 33.18 schools for the development of an educator internship pilot program. Grant funds may be
 33.19 used to develop programming and compensate teachers, mentors, teacher candidates, student
 33.20 teachers, and educator interns. Grantees must create partnerships with institutions of higher
 33.21 education.

33.22 (e) Of this amount, \$305,000 is to support data analysis to track research outcomes and
 33.23 effective practices in supporting educators.

33.24 (f) Eligible grantees include school districts, charter schools, intermediate school districts,
 33.25 and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision 2.

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

33.27 (h) Up to four percent of this appropriation may be retained for grant administration
 33.28 costs.

33.29 Subd. 3. **Teacher retention bonuses.** (a) For providing retention bonuses to teachers
 33.30 who are new to the profession:

33.31 \$ 0 2022

33.32 \$ 3,750,000 2023

34.1 (b) The commissioner must establish a process to identify eligible teachers to receive
 34.2 retention bonuses in this program.

34.3 (c) The commissioner must prioritize teachers of color and American Indian teachers,
 34.4 teachers filling licensure shortage areas, and teachers from low-income backgrounds.

34.5 (d) The employer of the eligible teacher must offer the stipend and request reimbursement
 34.6 from the department using a process established by the department.

34.7 (e) A retention bonus must be in addition to the local salary agreement.

34.8 (f) Reimbursements for eligible teachers must meet the following requirements:

34.9 (1) \$1,000 awarded to first-year teachers who successfully complete their first year of
 34.10 employment and are returning for a second year.

34.11 (2) \$2,000 awarded to the same cohort of teachers who successfully complete their
 34.12 second year of employment and are returning for a third year.

34.13 (3) \$4,500 awarded to the same cohort of teachers who successfully complete their third
 34.14 year of employment and are returning for a fourth year.

34.15 (g) This appropriation is available until June 30, 2025.

34.16 (h) The department may retain up to five percent of the appropriation amount to monitor
 34.17 and administer the program.

34.18 Subd. 4. **Grow Your Own Early Childhood Educator programs.** (a) For grants to
 34.19 develop, continue, or expand the Grow Your Own Early Childhood Educator program under
 34.20 Minnesota Statutes, section 122A.731:

34.21 \$ 0 2022

34.22 \$ 3,860,000 2023

34.23 (b) This appropriation is subject to the requirements under section 122A.731, subdivision
 34.24 4.

34.25 (c) The base is \$3,805,000 for fiscal year 2024.

34.26 Subd. 5. **Grow Your Own licensure shortage area programs.** (a) For grants to support
 34.27 the Grow Your Own licensure shortage area program under Minnesota Statutes, section
 34.28 122A.732:

34.29 \$ 0 2022

34.30 \$ 3,860,000 2023

- 35.1 (b) This appropriation is subject to the requirements under section 122A.732, subdivision
35.2 4.
- 35.3 (c) The base is \$3,805,000 for fiscal year 2024.

35.4 **ARTICLE 4**
35.5 **SPECIAL EDUCATION**

35.6 Section 1. Minnesota Statutes 2020, section 125A.76, subdivision 2e, is amended to read:

35.7 Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy
35.8 reduction aid equals (1) the school district's initial special education cross subsidy for the
35.9 previous fiscal year times the cross subsidy aid factor for that fiscal year less (2) the district's
35.10 special education general education reduction defined in paragraph (c).

35.11 (b) The cross subsidy aid factor equals 2.6 percent for fiscal year 2020 and 6.43 percent
35.12 for fiscal year 2021 and fiscal year 2022 and 100 percent for fiscal year 2023 and later.

35.13 (c) A district's special education general education reduction equals the general education
35.14 revenue attributable to special education students who spend 60 percent or more of the
35.15 school day outside of the regular classroom receiving special education services. This
35.16 calculation must be prepared according to the methodology outlined in the annual special
35.17 education cross subsidy report prepared by the Department of Education.

35.18 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

35.19 **ARTICLE 5**
35.20 **NUTRITION**

35.21 Section 1. Minnesota Statutes 2021 Supplement, section 124D.111, subdivision 1a, is
35.22 amended to read:

35.23 Subd. 1a. **School lunch aid amounts.** ~~Each school year, the state must pay participants~~
35.24 ~~in the national school lunch program the amount of 12.5 cents for each full paid and free~~
35.25 ~~student lunch and 52.5 cents for each reduced-price lunch served to students.~~

35.26 (a) Any Minnesota school that participates in the United States Department of Agriculture
35.27 National School Lunch Program must provide, at no cost, a federally reimbursable lunch
35.28 to all enrolled students each school day. A participating school with an Identified Student
35.29 Percentage at or above the federal percentage determined for all meals to be reimbursed at
35.30 the free rate must participate in the Community Eligibility Provision.

(b) The department must provide to every Minnesota school providing meals to students under paragraph (a) funding equal to the difference between the federal reimbursement and the average cost of a school meal as annually defined by the United States Department of Agriculture.

Sec. 2. Minnesota Statutes 2021 Supplement, section 124D.111, subdivision 4, is amended to read:

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~~ any student, 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.

Sec. 3. Minnesota Statutes 2020, section 124D.1158, subdivision 1, is amended to read:

Subdivision 1. **Purpose.** The purpose of the school breakfast program is to provide affordable morning nutrition to children so that they can effectively learn. Any Minnesota school that participates in the United States Department of Agriculture School Breakfast Program must provide, at no cost, a federally reimbursable breakfast to all enrolled students each school day. Public and nonpublic schools that participate in the federal school breakfast program may receive state breakfast aid. 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.

Sec. 4. Minnesota Statutes 2020, section 124D.1158, subdivision 3, is amended to read:

Subd. 3. **Program reimbursement.** ~~Each school year, the state must reimburse each participating school 30 cents for each reduced-price breakfast, 55 cents for each fully paid breakfast served to students in grades 1 to 12, and \$1.30 for each fully paid breakfast served to a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 or a kindergarten student.~~ The department must provide to all Minnesota schools participating in the federal School Breakfast Program funding equal to the difference between the federal reimbursement and the average cost of a school breakfast as annually defined by the United States Department of Agriculture.

37.1 Sec. 5. Minnesota Statutes 2020, section 124D.1158, subdivision 4, is amended to read:

37.2 Subd. 4. **No fees.** A school that receives school breakfast aid under this section must
37.3 make breakfast available without charge to all ~~participating~~ students in grades 1 to 12 ~~who~~
37.4 ~~qualify for free or reduced-price meals~~ and to all prekindergarten students enrolled in an
37.5 approved voluntary prekindergarten program under section 124D.151, early childhood
37.6 special education students participating in a program authorized under section 124D.151,
37.7 and all kindergarten students.

37.8 Sec. 6. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 2, is
37.9 amended to read:

37.10 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
37.11 and Code of Federal Regulations, title 7, section 210.17:

37.12 \$ 16,661,000 2022

37.13 ~~16,954,000~~

37.14 \$ 185,025,000 2023

37.15 Sec. 7. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 3, is
37.16 amended to read:

37.17 Subd. 3. **School breakfast.** For traditional school breakfast aid under Minnesota Statutes,
37.18 section 124D.1158:

37.19 \$ 11,848,000 2022

37.20 ~~12,200,000~~

37.21 \$ 28,781,000 2023

37.22 ARTICLE 6

37.23 EARLY CHILDHOOD EDUCATION

37.24 Section 1. Minnesota Statutes 2020, section 120A.20, subdivision 1, is amended to read:

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

(b) A person shall not be admitted to a public school: (1) as a public prekindergarten pupil, unless the pupil is at least four years of age as of September 1 of the calendar year in which the school year for which the pupil seeks admission commences; (2) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or ~~(2)~~ (3) as a 1st grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that any school board may establish a policy for admission of selected pupils at an earlier age under section 124D.02.

(c) A pupil who becomes age 21 after enrollment is eligible for continued free public school enrollment until at least one of the following occurs: (1) the first September 1 after the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the pupil's withdrawal with no subsequent enrollment within 21 calendar days; or (4) the end of the school year.

Sec. 2. Minnesota Statutes 2020, section 124D.151, as amended by Laws 2021, First Special Session chapter 13, article 9, section 1, is amended to read:

124D.151 VOLUNTARY PUBLIC PREKINDERGARTEN PROGRAM FOR ELIGIBLE FOUR-YEAR-OLD CHILDREN.

Subdivision 1. **Establishment; purpose.** ~~A district, a charter school, a group of districts, a group of charter schools, or a group of districts and charter schools~~ school district, charter school, center-based or family child care provider licensed under section 245A.03, or Head Start agency licensed under section 245A.03 that meets program requirements under subdivision 2, may establish a voluntary public prekindergarten program for eligible four-year-old children. The purpose of a voluntary public prekindergarten program is to prepare children for success as they enter kindergarten in the following year.

Subd. 2. **Program requirements.** ~~(a)~~ A voluntary public prekindergarten program provider must:

(1) provide instruction through play-based learning to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and literacy skills of English learners, to the extent practicable;

(2) ~~measure each child's cognitive and social skills~~ assess each child's progress toward the state's early learning standards at program entrance and exit using a

39.1 commissioner-approved formative measure aligned to the state's early learning standards
39.2 ~~when the child enters and again before the child leaves the program, screening and progress~~
39.3 ~~monitoring measures, and other age-appropriate versions from the state-approved menu of~~
39.4 ~~kindergarten entry profile measures;~~ age-appropriate assessment that must be submitted to
39.5 the department in the form and manner prescribed by the commissioner;

39.6 (3) provide comprehensive program content aligned with the state early learning
39.7 standards, including the implementation of curriculum, assessment, and intentional
39.8 ~~instructional strategies aligned with the state early learning standards, and kindergarten~~
39.9 ~~through grade 3 academic standards;~~

39.10 (4) provide instructional content and activities that are of sufficient length and intensity
39.11 to address learning needs including offering a program with at least ~~350~~ 850 hours of
39.12 instruction per school year for a prekindergarten student;

39.13 (5) provide voluntary public prekindergarten ~~instructional~~ staff salaries ~~comparable and~~
39.14 set salary schedules equivalent to the salaries of local kindergarten through grade 12
39.15 ~~instructional staff;~~ public school district elementary school staff with similar credentials
39.16 and experience for school district and charter public prekindergarten program sites, and to
39.17 the extent practicable, for Head Start and licensed center and family child care sites;

39.18 (6) employ a lead teacher for each voluntary public prekindergarten classroom who has
39.19 at least a bachelor's degree in early education or a related field no later than July 1, 2028.
39.20 Teachers employed by an eligible provider for at least three of the last five years immediately
39.21 preceding July 1, 2022, who meet the necessary content knowledge and teaching skills for
39.22 early childhood educators, as demonstrated through measures determined by the state, may
39.23 be employed as a lead teacher. "Lead teacher" means an individual with primary
39.24 responsibility for the instruction and care of eligible children in a classroom;

39.25 ~~(6)~~ (7) coordinate appropriate kindergarten transition with families, community-based
39.26 ~~prekindergarten programs, and school district kindergarten programs;~~ and all mixed-delivery
39.27 partners within the school district;

39.28 ~~(7)~~ (8) involve parents in program planning decision-making and transition planning by
39.29 implementing parent engagement strategies that include culturally and linguistically
39.30 responsive activities in prekindergarten through third grade that are aligned with early
39.31 childhood family education under section 124D.13;

39.32 ~~(8)~~ (9) coordinate with relevant community-based services, including health and social
39.33 service agencies, to ensure children have access to comprehensive services;

(9) (10) coordinate with all relevant school district programs and services including early childhood special education, homeless students, and English learners;

(10) (11) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20 children; in school-based programs; staff-to-child ratio and group size as required for center and family child care licensing for center-based and family-based child care sites; and staff-to-child ratio and group size as determined by Head Start standards for Head Start sites; and

(11) (12) provide high-quality coordinated professional development, training, and coaching for both school district, Head Start, and community-based early learning licensed center and family-based providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction; and.

(12) ~~implement strategies that support the alignment of professional development, instruction, assessments, and prekindergarten through grade 3 curricula.~~

~~(b) A voluntary prekindergarten program must have teachers knowledgeable in early childhood curriculum content, assessment, native and English language programs, and instruction.~~

~~(c) Districts and charter schools must include their strategy for implementing and measuring the impact of their voluntary prekindergarten program under section 120B.11 and provide results in their world's best workforce annual summary to the commissioner of education.~~

Subd. 3. **Mixed delivery of services program plan.** ~~A district or charter school may contract with a charter school, Head Start or child care centers, family child care programs licensed under section 245A.03, or a community-based organization to provide eligible children with developmentally appropriate services that meet the program requirements in subdivision 2. Components of a mixed delivery plan include strategies for recruitment, contracting, and monitoring of fiscal compliance and program quality. School districts and charter schools that receive funding for voluntary public prekindergarten programs must develop and submit a mixed delivery program plan to the Department of Education annually by July 1, 2023, and every year thereafter, in a manner and format prescribed by the commissioner. The plan must ensure alignment of all public prekindergarten program providers within the school district boundary in meeting the program requirements in subdivision 2 and must include:~~

41.1 (1) a description of the process used to convene and get group agreement among all
41.2 public prekindergarten program providers within the district boundaries in order to coordinate
41.3 efforts regarding the requirements in subdivision 2;

41.4 (2) a description of the public prekindergarten program providers within the school
41.5 district boundaries, including but not limited to the name and location of partners, and the
41.6 number of hours and days per week the program will be offered at each program site;

41.7 (3) an estimate of the number of eligible children to be served in the program at each
41.8 school site or mixed-delivery location;

41.9 (4) a plan for recruitment, outreach, and communication regarding the availability of
41.10 public prekindergarten programming within the community;

41.11 (5) coordination and offering of professional development opportunities, as needed;

41.12 (6) coordination of the required child assessments, as needed, and continuous quality
41.13 improvement efforts to ensure quality instruction;

41.14 (7) a plan for meeting the needs for any child with an individualized education plan;

41.15 (8) a plan to get to salaries equivalent to school staff with comparable credentials and
41.16 experience;

41.17 (9) a detailed plan for transitioning children and families to kindergarten; and

41.18 (10) a statement of assurances signed by the superintendent, charter school director,
41.19 Head Start director, and child care program director or owner that the proposed program
41.20 meets the requirements of subdivision 2. A statement of assurances must be submitted in
41.21 the mixed delivery program plan and must be signed by an individual from each public
41.22 prekindergarten program provider with authority to enter into the agreement.

41.23 Subd. 3a. **Funding.** (a) School district and charter school voluntary public prekindergarten
41.24 providers are funded based on the number of eligible pupils enrolled as authorized under
41.25 chapters 124D, 124E, and 126C.

41.26 (b) Head Start voluntary public prekindergarten providers that are licensed under section
41.27 245A.03 that meet the requirements of subdivisions 2 and 3 must receive \$11,000 per child
41.28 served per year.

41.29 (c) Licensed center and family child care voluntary public prekindergarten providers
41.30 that are licensed under section 245A.03 and meet the requirements of subdivisions 2 and 3
41.31 must receive \$11,000 per child served per year.

(d) The commissioner must establish a process for allocating the seats under paragraphs (b) and (c) that match community strengths, capacity, and needs. The number of seats per year is subject to the availability of appropriations.

(e) Up to 2.5 percent of amounts appropriated for paragraphs (b) and (c) may be used for distribution of funds.

Subd. 4. **Eligibility.** ~~A~~ (a) An eligible child means a child who:

(1) is four years of age as of September 1 in the calendar year in which the school year commences is; and

(2) meets at least one of the following criteria:

(i) qualifies for free or reduced-price meals;

(ii) is an English language learner as defined by section 124D.59, subdivision 2;

(iii) is American Indian;

(iv) is experiencing homelessness;

(v) has an individualized education plan under section 125A.08;

(vi) was identified as having a potential risk factor that may influence learning through health and developmental screening under sections 121A.16 to 121.19;

(vii) is in foster care; kinship care, including children receiving Northstar kinship assistance under chapter 256N; or is in need of child protection services;

(viii) has a parent who is a migrant or seasonal agriculture laborer under section 181.85; or

(ix) has a parent who is incarcerated.

(b) An eligible ~~to~~ child is eligible to participate in a voluntary public prekindergarten program free of charge. ~~An eligible four-year-old child served in a mixed-delivery system by a child care center, family child care program licensed under section 245A.03, or community-based organization~~ Programs may charge a sliding fee for the instructional hours that exceed 850 during the school year, any hours that provide before or after school child care during the school year, or any hours that provide child care during the summer. A child that does not meet the eligibility requirements in paragraph (a), clause (2), may participate in the same classroom as eligible children and may be charged a sliding fee as long as ~~the mixed-delivery partner state funding was not awarded a seat for that child.~~

(c) Each eligible child must complete a health and developmental screening within 90 days of program enrollment under sections 121A.16 to 121A.19, and provide documentation of required immunizations under section 121A.15.

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.~~

~~(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.~~

Subd. 7. Financial accounting. An eligible school district or charter school must record expenditures attributable to voluntary public prekindergarten pupils according to guidelines prepared by the commissioner under section 127A.17. Center-based and family child care providers and Head Start agencies must record expenditures attributable to voluntary public prekindergarten pupils according to guidelines developed and approved by the commissioner of education.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2023 and later.

Sec. 3. Minnesota Statutes 2020, section 124D.165, subdivision 2, is amended to read:

Subd. 2. Family eligibility. (a) For a family to receive an early learning scholarship, parents or guardians must meet the following eligibility requirements:

(1) have an eligible child; and

(2) (i) have income equal to or less than 185 percent of federal poverty level income in the current calendar year; ~~or;~~

(ii) be able to document their child's current participation in the free and reduced-price lunch program or Child and Adult Care Food Program, National School Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food Distribution Program on Indian Reservations, Food and Nutrition Act, United States Code, title 7, sections 2011-2036; Head Start under the federal Improving Head Start for School Readiness Act of 2007; Minnesota family investment program under chapter 256J; child care assistance programs under chapter 119B; the supplemental nutrition assistance program; or ~~placement~~

46.1 (iii) have a child referred as in need of child protective services or placed in foster care
46.2 under section 260C.212.

46.3 (b) An "eligible child" means a child who has not yet enrolled in kindergarten and is:

46.4 ~~(1) at least three but not yet five years of age on September 1 of the current school year;~~

46.5 ~~(2) a sibling from birth to age five of a child who has been awarded a scholarship under~~
46.6 ~~this section provided the sibling attends the same program as long as funds are available;~~

46.7 ~~(3) the child of a parent under age 21 who is pursuing a high school degree or a course~~
46.8 ~~of study for a high school equivalency test; or~~

46.9 ~~(4) homeless, in foster care, or in need of child protective services.~~

46.10 (c) A child who has received a scholarship under this section must continue to receive
46.11 a scholarship each year until that child is eligible for kindergarten under section 120A.20
46.12 and as long as funds are available.

46.13 (d) Early learning scholarships may not be counted as earned income for the purposes
46.14 of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota
46.15 family investment program under chapter 256J, child care assistance programs under chapter
46.16 119B, or Head Start under the federal Improving Head Start for School Readiness Act of
46.17 2007.

46.18 (e) A child from an adjoining state whose family resides at a Minnesota address as
46.19 assigned by the United States Postal Service, who has received developmental screening
46.20 under sections 121A.16 to 121A.19, who intends to enroll in a Minnesota school district,
46.21 and whose family meets the criteria of paragraph (a) is eligible for an early learning
46.22 scholarship under this section.

46.23 Sec. 4. Minnesota Statutes 2020, section 124D.165, subdivision 3, is amended to read:

46.24 Subd. 3. **Administration.** (a) The commissioner shall establish application timelines
46.25 and determine the schedule for awarding scholarships that meets operational needs of eligible
46.26 families and programs. The commissioner must give highest priority to applications from
46.27 children who:

46.28 (1) are not yet four years of age;

46.29 ~~(1)~~ (2) have a parent under age 21 who is pursuing a high school diploma or a course of
46.30 study for a high school equivalency test;

46.31 ~~(2)~~ (3) are in foster care ~~or otherwise;~~

47.1 (4) have been referred as in need of child protection or services; or

47.2 (5) have an incarcerated parent; or

47.3 ~~(3)~~ (6) have experienced homelessness in the last 24 months, as defined under the federal
47.4 McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434a.

47.5 (b) The commissioner may prioritize applications on additional factors including family
47.6 income, geographic location, and whether the child's family is on a waiting list for a publicly
47.7 funded program providing early education or child care services.

47.8 ~~(b)~~ (c) The commissioner shall establish a target for the average scholarship amount per
47.9 child based on the results of the rate survey conducted under section 119B.02.

47.10 ~~(e) A four-star rated program that has children eligible for a scholarship enrolled in or~~
47.11 ~~on a waiting list for a program beginning in July, August, or September may notify the~~
47.12 ~~commissioner, in the form and manner prescribed by the commissioner, each year of the~~
47.13 ~~program's desire to enhance program services or to serve more children than current funding~~
47.14 ~~provides. The commissioner may designate a predetermined number of scholarship slots~~
47.15 ~~for that program and notify the program of that number. For fiscal year 2018 and later, the~~
47.16 ~~statewide amount of funding directly designated by the commissioner must not exceed the~~
47.17 ~~funding directly designated for fiscal year 2017. Beginning July 1, 2016, a school district~~
47.18 ~~or Head Start program qualifying under this paragraph may use its established registration~~
47.19 ~~process to enroll scholarship recipients and may verify a scholarship recipient's family~~
47.20 ~~income in the same manner as for other program participants.~~

47.21 (d) the commissioner may establish exploratory efforts to increase parent education and
47.22 family support services to families receiving early learning scholarships such as including
47.23 home visits and parent education services.

47.24 ~~(d)~~ (e) A scholarship is awarded for a 12-month period. If the scholarship recipient has
47.25 not been accepted and subsequently enrolled in a rated program within ~~ten~~ three months of
47.26 the awarding of the scholarship, the scholarship cancels and the recipient must reapply in
47.27 order to be eligible for another scholarship. An extension may be requested if a program is
47.28 unavailable for the child within the three-month timeline. A child may not be awarded more
47.29 than one scholarship in a 12-month period.

47.30 ~~(e)~~ (f) A child who receives a scholarship who has not completed development screening
47.31 under sections 121A.16 to 121A.19 must complete that screening within 90 days of first
47.32 attending an eligible program or within 90 days after the child's third birthday if awarded
47.33 a scholarship under the age of three.

~~(f) For fiscal year 2017 and later, a school district or Head Start program enrolling scholarship recipients under paragraph (e) may apply to the commissioner, in the form and manner prescribed by the commissioner, for direct payment of state aid. Upon receipt of the application, the commissioner must pay each program directly for each approved scholarship recipient enrolled under paragraph (e) according to the metered payment system or another schedule established by the commissioner.~~

Sec. 5. Minnesota Statutes 2021 Supplement, 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 the number of hours of assessment and education service to 825 times 1.0 with a minimum average daily membership of 0.28, but not more than 1.0 pupil unit.

(b) A prekindergarten pupil who is assessed but determined not to be disabled is counted as the ratio of the number of hours of assessment service to 825 times 1.0.

~~(c) A kindergarten pupil with a disability who is enrolled in a program approved by the commissioner is counted as the ratio of the number of hours of assessment and education services required in the fiscal year by the pupil's individualized education program to 875, but not more than one.~~

~~(d)~~ (c) A prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled in an approved a voluntary public prekindergarten program under section 124D.151 is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more than 0.6 pupil units that meets the minimum hours required in section 120A.41 is counted as a 1.0 pupil unit.

~~(e)~~ (d) A kindergarten pupil who is not included in paragraph (c) is counted as 1.0 pupil unit if the pupil is enrolled in a free all-day, every day kindergarten program available to all kindergarten pupils at the pupil's school that meets the minimum hours requirement in

section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day, every day kindergarten program available to all kindergarten pupils at the pupil's school.

~~(f)~~ (e) A pupil who is in any of grades 1 to 6 is counted as 1.0 pupil unit.

~~(g)~~ (f) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.

~~(h)~~ (g) A pupil who is in the postsecondary enrollment options program is counted as 1.2 pupil units.

~~(i)~~ For fiscal years 2018 through 2023, a prekindergarten pupil who:

~~(1) is not included in paragraph (a), (b), or (d);~~

~~(2) is enrolled in a school readiness plus program under Laws 2017, First Special Session chapter 5, article 8, section 9; and~~

~~(3) has one or more of the risk factors specified by the eligibility requirements for a school readiness plus program;~~

~~is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same manner as a voluntary prekindergarten student for all general education and other school funding formulas.~~

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2023 and later.

Sec. 6. Minnesota Statutes 2021 Supplement, section 126C.05, subdivision 3, is amended to read:

Subd. 3. **Compensation revenue pupil units.** Compensation revenue pupil units must be computed according to this subdivision.

(a) The compensation revenue concentration percentage for each building in a district equals the product of 100 times the ratio of:

(1) the sum of the number of pupils enrolled in the building eligible to receive free lunch plus one-half of the pupils eligible to receive reduced priced lunch on October 1 of the previous fiscal year; to

(2) the number of pupils enrolled in the building on October 1 of the previous fiscal year.

(b) The compensation revenue pupil weighting factor for a building equals the lesser of one or the quotient obtained by dividing the building's compensation revenue concentration percentage by 80.0.

50.1 (c) The compensation revenue pupil units for a building equals the product of:

50.2 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
50.3 and one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
50.4 previous fiscal year; times

50.5 (2) the compensation revenue pupil weighting factor for the building; times

50.6 (3) .60.

50.7 (d) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten programs under
50.8 section 124D.151, charter schools, and contracted alternative programs in the first year of
50.9 operation, compensation revenue pupil units shall be computed using data for the current
50.10 fiscal year. If the voluntary prekindergarten program, charter school, or contracted alternative
50.11 program begins operation after October 1, compensatory revenue pupil units shall be
50.12 computed based on pupils enrolled on an alternate date determined by the commissioner,
50.13 and the compensation revenue pupil units shall be prorated based on the ratio of the number
50.14 of days of student instruction to 170 days.

50.15 ~~(e) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten seats discontinued~~
50.16 ~~in fiscal year 2024 due to the reduction in the participation limit under section 124D.151,~~
50.17 ~~subdivision 6, those discontinued seats must not be used to calculate compensation revenue~~
50.18 ~~pupil units for fiscal year 2024.~~

50.19 ~~(f)~~ (e) The percentages in this subdivision must be based on the count of individual
50.20 pupils and not on a building average or minimum.

50.21 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

50.22 Sec. 7. Minnesota Statutes 2021 Supplement, section 126C.10, subdivision 2d, is amended
50.23 to read:

50.24 Subd. 2d. **Declining enrollment revenue.** (a) A school district's declining enrollment
50.25 revenue equals the greater of zero or the product of: (1) 28 percent of the formula allowance
50.26 for that year and (2) the difference between the adjusted pupil units for the preceding year
50.27 and the adjusted pupil units for the current year.

50.28 (b) Notwithstanding paragraph (a), for public prekindergarten programs for fiscal year
50.29 2024 2023 only, prekindergarten pupil units under section 126C.05, subdivision 1, paragraph
50.30 ~~(d)~~ (c), must be excluded from the calculation of declining enrollment revenue.

50.31 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

51.1 Sec. 8. Minnesota Statutes 2021 Supplement, section 245.4889, subdivision 1, is amended
51.2 to read:

51.3 Subdivision 1. **Establishment and authority.** (a) The commissioner is authorized to
51.4 make grants from available appropriations to assist:

51.5 (1) counties;

51.6 (2) Indian tribes;

51.7 (3) children's collaboratives under section 124D.23 or 245.493; ~~or~~

51.8 (4) mental health service providers; or

51.9 (5) school districts and charter schools.

51.10 (b) The following services are eligible for grants under this section:

51.11 (1) services to children with emotional disturbances as defined in section 245.4871,
51.12 subdivision 15, and their families;

51.13 (2) transition services under section 245.4875, subdivision 8, for young adults under
51.14 age 21 and their families;

51.15 (3) respite care services for children with emotional disturbances or severe emotional
51.16 disturbances who are at risk of out-of-home placement. A child is not required to have case
51.17 management services to receive respite care services;

51.18 (4) children's mental health crisis services;

51.19 (5) mental health services for people from cultural and ethnic minorities, including
51.20 supervision of clinical trainees who are Black, indigenous, or people of color;

51.21 (6) children's mental health screening and follow-up diagnostic assessment and treatment;

51.22 (7) services to promote and develop the capacity of providers to use evidence-based
51.23 practices in providing children's mental health services;

51.24 (8) school-linked mental health services under section 245.4901;

51.25 (9) building evidence-based mental health intervention capacity for children birth to age
51.26 five;

51.27 (10) suicide prevention and counseling services that use text messaging statewide;

51.28 (11) mental health first aid training;

52.1 (12) training for parents, collaborative partners, and mental health providers on the
 52.2 impact of adverse childhood experiences and trauma and development of an interactive
 52.3 website to share information and strategies to promote resilience and prevent trauma;

52.4 (13) transition age services to develop or expand mental health treatment and supports
 52.5 for adolescents and young adults 26 years of age or younger;

52.6 (14) early childhood mental health consultation;

52.7 (15) evidence-based interventions for youth at risk of developing or experiencing a first
 52.8 episode of psychosis, and a public awareness campaign on the signs and symptoms of
 52.9 psychosis;

52.10 (16) psychiatric consultation for primary care practitioners; and

52.11 (17) providers to begin operations and meet program requirements when establishing a
 52.12 new children's mental health program. These may be start-up grants.

52.13 (c) Services under paragraph (b) must be designed to help each child to function and
 52.14 remain with the child's family in the community and delivered consistent with the child's
 52.15 treatment plan. Transition services to eligible young adults under this paragraph must be
 52.16 designed to foster independent living in the community.

52.17 (d) As a condition of receiving grant funds, a grantee shall obtain all available third-party
 52.18 reimbursement sources, if applicable.

52.19 Sec. 9. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 3, is
 52.20 amended to read:

52.21 Subd. 3. **Early learning scholarships.** (a) For the early learning scholarship program
 52.22 under Minnesota Statutes, section 124D.165:

52.23 \$ 70,709,000 2022

52.24 ~~70,709,000~~

52.25 \$ 122,065,000 2023

52.26 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 52.27 124D.165, subdivision 6.

52.28 (c) Notwithstanding Minnesota Statutes, section 124D.165, for fiscal year 2023 only,
 52.29 the commissioner may allocate funds to Head Start and licensed center and family child
 52.30 care providers as necessary to implement the voluntary public prekindergarten transition
 52.31 year outlined in section 15, including allocating funds under Minnesota Statutes, section
 52.32 124D.165, as they existed prior to the date of enactment of this act.

53.1 (d) The base for fiscal year 2024 is \$122,280,000 and the base for fiscal year 2025 is
 53.2 \$120,287,000.

53.3 Sec. 10. **TRANSITION YEAR IN 2023.**

53.4 (a) Fiscal year 2023 may serve as a transition year in order to give current voluntary
 53.5 prekindergarten, school readiness plus, and early learning scholarships pathway II programs
 53.6 a year to transition to the new voluntary public prekindergarten program for eligible
 53.7 four-year-old children and to make the necessary adjustments to meet the additional program
 53.8 requirements and facilitate relationships with all public prekindergarten program providers
 53.9 within the school district boundaries.

53.10 (b) For fiscal year 2023 only, school districts operating a voluntary prekindergarten
 53.11 program under Minnesota Statutes, section 124D.151, or school readiness plus program
 53.12 under Laws 2017, First Special Session chapter 5, article 8, section 9, may apply to the
 53.13 department of education to allow the program to continue to operate under the provisions
 53.14 of Minnesota Statutes, sections 124D.151 and 126C.05, subdivision 1, as they existed prior
 53.15 to the date of enactment of this act.

53.16 Sec. 11. **APPROPRIATIONS.**

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

53.20 Subd. 2. **Voluntary public prekindergarten through mixed delivery.** (a) For voluntary
 53.21 public prekindergarten provided by Head Start and licensed center and family child care
 53.22 providers under Minnesota Statutes, section 124D.151, subdivision 3a, paragraphs (b) and
 53.23 (c):

53.24 \$ 96,920,000 2023

53.25 **ARTICLE 7**

53.26 **COMMUNITY EDUCATION**

53.27 Section 1. Minnesota Statutes 2020, section 124D.2211, is amended to read:

53.28 **124D.2211 AFTER-SCHOOL COMMUNITY LEARNING PROGRAMS.**

53.29 Subdivision 1. **Establishment.** A competitive statewide after-school community learning
 53.30 grant program is established to provide grants to community or nonprofit organizations,
 53.31 political subdivisions, ~~for-profit or nonprofit child care centers,~~ or school-based programs

that serve 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 activities, including art, music, community engagement, literacy, science, technology, engineering, math, health, and recreation programs. The commissioner shall develop criteria for after-school community learning programs that promote partnerships and active collaboration with the schools that participating students attend. The commissioner may award grants under this section to community or nonprofit organizations, American Indian organizations, Tribal nations, political subdivisions, public libraries, or school-based programs that serve youth after school or during nonschool hours.

Subd. 2. ~~Program outcomes~~ Objectives. The ~~expected outcomes~~ objectives of the after-school community learning programs are to ~~increase~~:

~~(1) school connectedness of participants;~~

~~(2) academic achievement of participating students in one or more core academic areas;~~

~~(3) the capacity of participants to become productive adults; and~~

~~(4) prevent truancy from school and prevent juvenile crime.~~

(1) increase access to comprehensive after-school and summer learning and enrichment opportunities that meet the academic and social-emotional needs of historically underserved students;

(2) promote engagement in learning and connections to school and community; and

(3) encourage school attendance and improve academic performance.

Subd. 3. **Grants.** (a) An applicant ~~shall~~ must submit an after-school community learning program proposal to the commissioner. The submitted ~~plan~~ proposal must include:

~~(1) collaboration with and leverage of existing community resources that have demonstrated effectiveness;~~

~~(2) outreach to children and youth; and~~

~~(3) involvement of local governments, including park and recreation boards or schools, unless no government agency is appropriate.~~

~~Proposals will be reviewed and approved by the commissioner.~~

(1) an assessment of the needs and available resources for the after-school community learning program and a description of how the proposed program will address the needs identified, including how students and families are engaged in the process;

- 55.1 (2) a description of the partnership between a school and another eligible entity;
- 55.2 (3) an explanation of how the proposal will support the objectives identified in subdivision
- 55.3 2, including the use of best practices;
- 55.4 (4) a plan to implement effective after-school practices and provide staff access to
- 55.5 professional development opportunities; and
- 55.6 (5) a description of the data the after-school community learning program will use to
- 55.7 evaluate the impact of the program.
- 55.8 (b) The commissioner must review proposals and award grants to programs that:
- 55.9 (1) primarily serve historically underserved students; and
- 55.10 (2) provide opportunities for academic enrichment and a broad array of additional services
- 55.11 and activities to meet program objectives.
- 55.12 (c) To the extent practicable, the commissioner must award grants equitably among the
- 55.13 geographic areas of Minnesota, including rural, suburban, and urban communities.
- 55.14 (d) The commissioner may award grants for two-year periods. A grant awarded to an
- 55.15 eligible applicant may not exceed \$300,000.
- 55.16 Subd. 4. **Technical assistance and continuous improvement.** (a) The commissioner
- 55.17 must monitor and evaluate the performance of grant recipients to assess the effectiveness
- 55.18 of after-school community learning programs in meeting the objectives identified in
- 55.19 subdivision 2.
- 55.20 (b) The commissioner must provide technical assistance, capacity building, and
- 55.21 professional development to grant recipients, including guidance on effective practices for
- 55.22 after-school programs.
- 55.23 Sec. 2. **APPROPRIATION.**
- 55.24 Subdivision 1. **Department of Education.** The sums indicated in this section are
- 55.25 appropriated from the general fund to the Department of Education for the fiscal years
- 55.26 designated.
- 55.27 Subd. 2. **After-school program grants.** (a) For grants for after-school community
- 55.28 learning programs under Minnesota Statutes, section 124D.2211:
- 55.29 \$ 5,000,000 2023
- 55.30 (b) Any balance in the first year does not cancel and is available in the second year.

56.1 (c) Up to two percent of this appropriation must be used to contract with Ignite
 56.2 Afterschool to expand a statewide system of continuous program improvement and
 56.3 professional development for funded after-school program providers in accordance with
 56.4 Minnesota Statutes, section 124D.2211, subdivision 4, paragraph (b).

56.5 (d) Up to five percent of this appropriation may be retained for administration, monitoring,
 56.6 and providing technical assistance to grant recipients in accordance with Minnesota Statutes,
 56.7 section 124D.2211, subdivision 4.

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

56.9 **ARTICLE 8**
 56.10 **STATE AGENCIES**

56.11 Section 1. Laws 2021, First Special Session chapter 13, article 11, section 4, subdivision
 56.12 2, is amended to read:

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

56.14 \$ 30,837,000 2022

56.15 ~~26,287,000~~

56.16 \$ 28,871,000 2023

56.17 Of these amounts:

56.18 (1) \$319,000 each year is for the Board of School Administrators;

56.19 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
 56.20 section 120B.115;

56.21 (3) \$250,000 each year is for the School Finance Division to enhance financial data
 56.22 analysis;

56.23 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
 56.24 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

56.25 (5) \$123,000 each year is for a dyslexia specialist;

56.26 (6) \$480,000 each year is for the Department of Education's mainframe update;

56.27 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
 56.28 litigation; ~~and~~

56.29 (8) \$340,000 in fiscal ~~years~~ year 2022 and \$2,584,000 in fiscal year 2023 ~~only~~ are for
 56.30 administration and monitoring of voluntary public prekindergarten programs, including
 56.31 data collection, analysis, and support for providers implementing the assessment required

57.1 under Minnesota Statutes, section 124D.151. The base for this appropriation is \$2,674,000
57.2 in fiscal year 2024 and \$2,784,000 in fiscal year 2025; and

57.3 (9) \$788,000 in fiscal year 2023 is for costs associated with implementing changes to
57.4 the school lunch and school breakfast programs in article 6. The base for this appropriation
57.5 is \$668,000 in fiscal year 2024.

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

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

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

57.15 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,
57.16 section 1, paragraph (a), and section 3, paragraph (a), as well as the adjustments in paragraph
57.17 (a), clauses (8) and (9), the base for fiscal year 2024 and later is \$25,965,000 \$29,179,000.
57.18 The base for fiscal year 2025 is \$29,289,000.