

**SENATE  
STATE OF MINNESOTA  
NINETY-FIRST SESSION**

**S.F. No. 4496**

(SENATE AUTHORS: NELSON and by request)

**DATE**  
04/20/2020

**D-PG**  
5798

Introduction and first reading  
Referred to E-12 Finance and Policy

**OFFICIAL STATUS**

1.1 A bill for an act

1.2 relating to education finance; providing supplemental funding for prekindergarten

1.3 through grade 12 education; modifying provisions for general education, education

1.4 excellence, special education, health and safety, early childhood, community

1.5 education and lifelong learning, and state agencies; making forecast adjustments;

1.6 appropriating money; requiring reports; amending Minnesota Statutes 2018, sections

1.7 119A.52; 120B.021, subdivision 1; 122A.415, by adding a subdivision; 124D.231;

1.8 126C.15, subdivisions 1, 5; 126C.17, subdivision 7b; 126C.44; 134.355,

1.9 subdivisions 8, 10; Minnesota Statutes 2019 Supplement, sections 122A.21, by

1.10 adding a subdivision; 126C.17, subdivision 2; Laws 2017, First Special Session

1.11 chapter 5, article 8, section 8, as amended; Laws 2019, First Special Session chapter

1.12 11, article 1, section 25, subdivisions 2, 3, 4, 6, 7, 9; article 2, section 33,

1.13 subdivisions 2, 3, 4, 5, 6, 16; article 3, section 23, subdivisions 3, 6; article 4,

1.14 section 11, subdivisions 2, 3, 4, 5; article 6, section 7, subdivisions 2, 3, 6; article

1.15 7, section 1, subdivisions 2, 3, 4; article 8, section 13, subdivisions 4, 5, 6, 14;

1.16 article 9, section 3, subdivisions 2, 8; article 10, sections 5, subdivision 2; 6; 7; 8;

1.17 proposing coding for new law in Minnesota Statutes, chapter 120B.

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

1.19 **ARTICLE 1**

1.20 **GENERAL EDUCATION**

1.21 Section 1. Minnesota Statutes 2018, section 126C.15, subdivision 1, is amended to read:

1.22 Subdivision 1. **Use of revenue.** The basic skills revenue under section 126C.10,

1.23 subdivision 4, must be reserved and used to meet the educational needs of pupils who enroll

1.24 under-prepared to learn and whose progress toward meeting state or local content or

1.25 performance standards is below the level that is appropriate for learners of their age. Basic

1.26 skills revenue may also be used for programs designed to prepare children and their families

1.27 for entry into school whether the student first enrolls in kindergarten or first grade. Any of

1.28 the following may be provided to meet these learners' needs:

(1) direct instructional services under the assurance of mastery program according to section 124D.66;

(2) remedial instruction in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners;

(3) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;

(4) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community-based organization;

(5) comprehensive and ongoing staff development consistent with district and site plans according to section 122A.60 and to implement plans under section 120B.12, subdivision 4a, for teachers, teacher aides, principals, and other personnel to improve their ability to identify the needs of these learners and provide appropriate remediation, intervention, accommodations, or modifications;

(6) instructional materials, digital learning, and technology appropriate for meeting the individual needs of these learners;

(7) programs to reduce truancy, encourage completion of high school, enhance self-concept, provide health services, provide nutrition services, provide a safe and secure learning environment, provide coordination for pupils receiving services from other governmental agencies, provide psychological services to determine the level of social, emotional, cognitive, and intellectual development, and provide counseling services, guidance services, and social work services;

(8) bilingual programs, bicultural programs, and programs for English learners;

(9) all-day kindergarten;

(10) early education programs, parent-training programs, school readiness programs, voluntary prekindergarten and school readiness plus kindergarten programs for four-year-olds, voluntary home visits under section 124D.13, subdivision 4, and other outreach efforts designed to prepare children for kindergarten;

(11) extended school day and extended school year programs, including summer programs that may be offered directly by the site or under a performance-based contract with a community-based organization; and

(12) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian.

Sec. 2. Minnesota Statutes 2018, section 126C.15, subdivision 5, is amended to read:

Subd. 5. **Annual expenditure report.** Each year a district that receives basic skills revenue must submit a report identifying the expenditures it incurred to meet the needs of eligible learners under subdivision 1. The report must conform to uniform financial and reporting standards established for this purpose and provide a breakdown by functional area. Using valid and reliable data and measurement criteria, the report also must determine whether increased expenditures raised student achievement levels.

Sec. 3. Minnesota Statutes 2019 Supplement, section 126C.17, subdivision 2, is amended to read:

Subd. 2. **Referendum allowance limit.** (a) Notwithstanding subdivision 1, for fiscal year 2021 and later, a district's referendum allowance must not exceed the greater of:

(1) the product of the annual inflationary increase as calculated under paragraph (b), and \$2,079.50, minus \$300;

(2) the product of the annual inflationary increase as calculated under paragraph (b), ~~and the sum of the referendum revenue allowance limit the district would have received for fiscal year 2015 2021 under Minnesota Statutes 2012 2018, section 126C.17, subdivision 4 2, paragraph (a), clause (2), based on elections held before July 1, 2013, and the adjustment the district would have received under Minnesota Statutes 2012, section 127A.47, subdivision 7, paragraphs (a), (b), and (c), based on elections held before July 1, 2013, divided by the district's adjusted pupil units for fiscal year 2015,~~ minus \$300;

(3) for a newly reorganized district created on July 1, 2020, the referendum revenue authority for each reorganizing district in the year preceding reorganization divided by its adjusted pupil units for the year preceding reorganization, minus \$300; or

(4) for a newly reorganized district created after July 1, ~~2021~~ 2020, the referendum revenue authority for each reorganizing district in the year preceding reorganization divided by its adjusted pupil units for the year preceding reorganization.

(b) For purposes of this subdivision, for fiscal year 2022 and later, "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, for the current fiscal year to fiscal year 2021.

**EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2021 and later.

Sec. 4. Minnesota Statutes 2018, section 126C.17, subdivision 7b, is amended to read:

Subd. 7b. **Referendum aid guarantee.** (a) Notwithstanding subdivision 7, the sum of a district's referendum equalization aid and local optional aid under section 126C.10, subdivision 2e, for fiscal year 2015 must not be less than the sum of the referendum equalization aid the district would have received for fiscal year 2015 under Minnesota Statutes 2012, section 126C.17, subdivision 7, and the adjustment the district would have received under Minnesota Statutes 2012, section 127A.47, subdivision 7, paragraphs (a), (b), and (c).

(b) Notwithstanding subdivision 7, the sum of referendum equalization aid and local optional aid under section 126C.10, subdivision 2e, for fiscal year 2016 and later, for a district qualifying for additional aid under paragraph (a) for fiscal year 2015, must not be less than the product of (1) the sum of the district's referendum equalization aid and local optional aid under section 126C.10, subdivision 2e, for fiscal year 2015, times (2) the lesser of one or the ratio of the sum of the district's referendum revenue and local optional revenue for that school year to the sum of the district's referendum revenue and local optional revenue for fiscal year 2015, times (3) the lesser of one or the ratio of the district's referendum market value used for fiscal year 2015 referendum equalization calculations to the district's referendum market value used for that year's referendum equalization calculations.

**EFFECTIVE DATE.** This section is effective for fiscal year 2016 and later.

## ARTICLE 2

### EDUCATION EXCELLENCE

Section 1. Minnesota Statutes 2018, section 120B.021, subdivision 1, is amended to read:

Subdivision 1. **Required academic standards.** (a) The following subject areas are required for statewide accountability:

(1) language arts;

(2) mathematics;

(3) science;

(4) social studies, including history, geography, economics, and government and citizenship that includes civics consistent with section 120B.02, subdivision 3;

(5) physical education;

(6) health, for which locally developed academic standards apply; ~~and~~

(7) the arts, for which statewide or locally developed academic standards apply, as determined by the school district. Public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts; and

(8) indigenous education.

(b) For purposes of applicable federal law, the academic standards for language arts, mathematics, and science apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom an individualized education program team has determined that the required academic standards are inappropriate. An individualized education program team that makes this determination must establish alternative standards.

(c) The department must adopt the most recent SHAPE America (Society of Health and Physical Educators) kindergarten through grade 12 standards and benchmarks for physical education as the required physical education academic standards. The department may modify and adapt the national standards to accommodate state interest. The modification and adaptations must maintain the purpose and integrity of the national standards. The department must make available sample assessments, which school districts may use as an alternative to local assessments, to assess students' mastery of the physical education standards beginning in the 2018-2019 school year.

(d) A school district may include child sexual abuse prevention instruction in a health curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention instruction may include age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may provide instruction under this paragraph in a variety of ways, including at an annual assembly or classroom presentation. A school district may also provide parents information on the warning signs of child sexual abuse and available resources.

(e) District efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with sections 120B.10, 120B.11, and 120B.20.

(f) The curriculum required for indigenous education must be:

(1) for students in prekindergarten through grade 12;

(2) related to the indigenous experience in Minnesota, including tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences, contemporary issues, and current events;

(3) historically accurate, tribally endorsed, culturally relevant, community-based, contemporary, and developmentally appropriate; and

(4) aligned with the academic content standards, including all yearly revisions that include the contributions of Minnesota's tribal nations and communities.

**Sec. 2. [120B.17] IMPLEMENTATION OF INDIGENOUS EDUCATION CURRICULUM.**

(a) Any district with a school identified for support under the federal Elementary and Secondary Education Act, and any district identified under World's Best Workforce as needing support and improvements, must:

(1) as a part of their needs assessment, assess the quality of implementation of Indigenous Education for All in the school or district;

(2) include any proposed changes, additions, or enhancements to the implementation of Indigenous Education for All in their school or district improvement plan;

(3) ensure that indigenous curriculum is included in plans and activities in years two and three for schools and districts identified for improvements plans;

(4) engage tribal nations and indigenous families in the planning and implementation of improvement plans in schools and districts when a school or district has ten or more American Indian students; and

(5) provide evidence that implementation factors have been completed.

(b) The Department of Education must:

(1) provide monitoring and auditing personnel to coordinate within the department and with all Indigenous Education for All programs in districts and schools;

(2) provide monitoring of high-quality curriculum materials and teaching practices regarding tribal history, culture, and government of local tribes for mutual awareness between tribes and districts and understanding the importance of accurate and tribally endorsed curriculum;

(3) encourage school boards to identify and adopt curriculum that includes tribal experiences and perspectives to engage indigenous students and ensure that all students learn about the history, culture, government, and experiences of their indigenous peers and neighbors;

(4) refer noncompliance with indigenous curriculum requirements to the Department of Human Rights;

(5) by December 1, 2021, and every two years thereafter, report to the commissioner of education regarding the progress made in the development of effective government-to-government relations, narrowing of the achievement gap, and identification and adoption of curriculum including tribal history, culture, and government. The report must include information about the adoption of curriculum regarding tribal history, culture, and government, and must address any obstacles encountered and any strategies being developed to overcome the obstacles; and

(6) publicly submit the report to the chairs and ranking minority members of the legislative committees having jurisdiction over education, to Minnesota's tribal nations, and to all schools and districts in the state.

Sec. 3. Minnesota Statutes 2018, section 122A.415, is amended by adding a subdivision to read:

Subd. 7. **Revenue reserved.** Alternative teacher professional pay system revenue received under this section must be reserved and used only for the program as authorized in this section and section 122A.414.

Sec. 4. Minnesota Statutes 2018, section 124D.231, is amended to read:

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

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

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

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

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

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

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

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

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

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

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



9.1 (1) the school is on a development plan for continuous improvement under section  
9.2 120B.35, subdivision 2; or

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

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

9.7 (1) \$100,000 for each eligible school for up to one year to fund planning activities  
9.8 including convening a full-service community school leadership team, facilitating family  
9.9 and community stakeholder engagement, conducting a baseline analysis, and creating a  
9.10 full-service community school plan. At the end of the one year period, each school must  
9.11 submit a full-service community school plan under paragraphs (f) and (g); and

9.12 (2) \$200,000 annually for each eligible school for up to three years to fund  
9.13 implementation of a full-service community school plan under paragraphs (f) and (g). School  
9.14 sites receiving funding under this section shall hire or contract with a partner agency to hire  
9.15 a site coordinator to coordinate services at each covered school site. Districts or charter  
9.16 schools receiving funding under this section for three or more schools must provide or  
9.17 contract with a partner agency to provide a full-service community school initiative director.

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

9.22 ~~(d)~~ (c) The commissioner shall consider additional school factors when dispensing funds  
9.23 including: schools with significant populations of students receiving free or reduced-price  
9.24 lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban,  
9.25 and greater Minnesota schools; and a school's ability and plan to sustain activities after the  
9.26 end of the period of grant funding.

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

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

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

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

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

(i) identification of challenges facing the school;

(ii) analysis of the student body, including:

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

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

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

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

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

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

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

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

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

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

11.7 (A) ~~mechanisms for meeting students' social, emotional, and physical health needs,~~  
11.8 ~~which may include coordination of existing services as well as the development of new~~  
11.9 ~~services based on student needs; and~~ integrated student supports that address out-of-school  
11.10 barriers to learning through partnerships with social and health service agencies and  
11.11 providers, and may include medical, dental, vision care, and mental health services or  
11.12 counselors to assist with housing, transportation, nutrition, immigration, or criminal justice  
11.13 issues;

11.14 (B) ~~strategies to create a safe and secure school environment and improve school climate~~  
11.15 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~  
11.16 ~~additional steps to eliminate bullying;~~ expanded and enriched learning time and opportunities,  
11.17 including before-school, after-school, weekend, and summer programs that provide additional  
11.18 academic instruction, individualized academic support, enrichment activities, and learning  
11.19 opportunities that emphasize real-world learning and community problem solving and may  
11.20 include art, music, drama, creative writing, hands-on experience with engineering or science,  
11.21 tutoring and homework help, or recreational programs that enhance and are consistent with  
11.22 the school's curriculum;

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

11.28 (D) collaborative leadership and practices that build a culture of professional learning,  
11.29 collective trust, and shared responsibility and include a school-based, full-service community  
11.30 school leadership team, a full-service community school site coordinator, a full-service  
11.31 community school initiative director, a community-wide leadership team, other leadership  
11.32 or governance teams, teacher learning communities, or other staff to manage the joint work  
11.33 of school and community organizations;

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

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

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

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

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

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

12.14 (1) early childhood:

12.15 (i) early childhood education; and

12.16 (ii) child care services;

12.17 (2) academic:

12.18 (i) academic support and enrichment activities, including expanded new out-of-school  
12.19 learning time opportunities;

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

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

12.22 (iv) programs that provide assistance to students who have been truant, suspended, or  
12.23 expelled; and

12.24 (v) specialized instructional support services;

12.25 (3) parental involvement:

12.26 (i) programs that promote parental involvement and family literacy;

12.27 (ii) parent leadership development activities that empower and strengthen families and  
12.28 communities, provide volunteer opportunities, or promote inclusion in school-based  
12.29 leadership teams; and

12.30 (iii) parenting education activities;

- 13.1 (4) mental and physical health:
- 13.2 (i) mentoring and other youth development programs, including peer mentoring and
- 13.3 conflict mediation;
- 13.4 (ii) juvenile crime prevention and rehabilitation programs;
- 13.5 (iii) home visitation services by teachers and other professionals;
- 13.6 (iv) developmentally appropriate physical education;
- 13.7 (v) nutrition services;
- 13.8 (vi) primary health and dental care; and
- 13.9 (vii) mental health counseling services;
- 13.10 (5) community involvement:
- 13.11 (i) service and service-learning opportunities;
- 13.12 (ii) adult education, including instruction in English as a second language; and
- 13.13 (iii) homeless prevention services;
- 13.14 (6) positive discipline practices; and
- 13.15 (7) other programming designed to meet school and community needs identified in the
- 13.16 baseline analysis and reflected in the full-service community school plan.
- 13.17 ~~(h)~~ (g) The full-service community school leadership team at each school site must
- 13.18 develop a full-service community school plan detailing the steps the school leadership team
- 13.19 will take, including:
- 13.20 (1) timely establishment and consistent operation of the school leadership team;
- 13.21 (2) maintenance of attendance records in all programming components;
- 13.22 (3) maintenance of measurable data showing annual participation and the impact of
- 13.23 programming on the participating children and adults;
- 13.24 (4) documentation of meaningful and sustained collaboration between the school and
- 13.25 community stakeholders, including local governmental units, civic engagement organizations,
- 13.26 businesses, and social service providers;
- 13.27 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 13.28 hospitals, museums, or not-for-profit community organizations to further the development
- 13.29 and implementation of community school programming;

14.1 (6) ensuring compliance with the district nondiscrimination policy; and

14.2 (7) plan for school leadership team development.

14.3 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service  
14.4 community school site must submit to the commissioner, and make available at the school  
14.5 site and online, after each period of grant funding, a report describing efforts to integrate  
14.6 community school programming at each covered school site and the effect of the transition  
14.7 to a full-service community school on participating children and adults. This report shall  
14.8 include, but is not limited to, the following:

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

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

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

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

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

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

14.22 (7) improvement in retention among students who receive community school  
14.23 programming;

14.24 (8) improvement in academic achievement among students who receive community  
14.25 school programming;

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

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

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

15.1 (12) assessment of community stakeholder satisfaction;

15.2 (13) assessment of institutional partner satisfaction;

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

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

15.6 (16) the degree of increased collaboration among participating agencies and private  
15.7 partners.

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

15.10 (1) the effectiveness of the school or the community school consortium in implementing  
15.11 the full-service community school plan, including the degree to which the school site  
15.12 navigated difficulties encountered in the design and operation of the full-service community  
15.13 school plan, including identification of any federal, state, or local statute or regulation  
15.14 impeding program implementation;

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

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

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

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

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

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

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

15.27 (9) the degree of increased collaboration among participating agencies and private  
15.28 partners.

16.1      Sec. 5. **EQUITY COACHES.**

16.2          Subdivision 1. **Working group established.** The commissioner of education must  
16.3 convene a working group to identify best practices for equity coaches, including necessary  
16.4 community supports; technical assistance for administrators, teachers, and other educators;  
16.5 and potential financial resources to support equity coaches.

16.6          Subd. 2. **Definition.** For the purposes of this section, "equity coach" means an educator  
16.7 who works primarily to provide professional development to other educators who will  
16.8 instruct, guide, and support school staff to achieve mutually agreed upon instructional goals  
16.9 that interrupt historical patterns of inequity.

16.10         Subd. 3. **Meeting.** The commissioner of education or the commissioner's designee must  
16.11 convene the first meeting of the working group. The working group must select a chair or  
16.12 cochairs from its members at the first meeting. The working group must meet periodically.  
16.13 The commissioner must provide technical and administrative assistance to the working  
16.14 group upon request.

16.15         Subd. 4. **Report.** The commissioner must present recommendations from the working  
16.16 group to the chairs and ranking minority members of the legislative committees with  
16.17 jurisdiction over education no later than February 15, 2021.

16.18         Subd. 5. **Grants.** (a) School districts may apply for up to \$125,000 for planning grants  
16.19 and up to \$250,000 for implementation grants for equity coaches.

16.20             (b) Grant recipients must be chosen based on:

16.21                 (1) educator and administrator support for an equity coaching model; and

16.22                 (2) identifying long-term sustainability of the equity coaching model.

16.23             (c) The Department of Education must provide funding to eligible districts to plan and  
16.24 implement an equity coaching model. The grants may be available for up to \$125,000 per  
16.25 district for planning grants and up to \$250,000 per district for implementation grants.

16.26      Sec. 6. **STUDENT WELL-BEING AID.**

16.27          Subdivision 1. **Definitions.** For the purposes of this section, the following terms have  
16.28 the meanings given them:

16.29             (1) "student support services personnel" means an individual licensed to serve as a school  
16.30 counselor, school psychologist, school social worker, school nurse, or chemical dependency  
16.31 counselor in Minnesota; and



(2) "new position" means a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2019-2020 school year.

Subd. 2. **Purpose.** The purpose of student well-being aid is to:

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

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

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

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

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

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

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

Subd. 4. **Student well-being aid.** (a) The initial student well-being aid for a school district equals the greater of \$24 times the number of pupils enrolled at the district on October 1 of the previous fiscal year or \$30,000. The initial student well-being aid for a charter school equals the greater of \$24 times the number of pupils enrolled at the charter school on October 1 of the previous fiscal year.

(b) The cooperative student well-being aid for a school district that is a member of an intermediate school district or other cooperative unit that enrolls students equals \$5 times the number of pupils enrolled at the district on October 1 of the previous fiscal year. If a district is a member of more than one cooperative unit that enrolls students, the revenue must be allocated among the cooperative units.

(c) Notwithstanding paragraphs (a) and (b), the student well-being aid must not exceed the district or cooperative unit's actual expenditure according to the approved plan under subdivision 2.

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

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

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

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

(1) school climate;

(2) attendance rates;

(3) academic achievement;

(4) career and college readiness; and

(5) postsecondary completion rates.

**Sec. 7. APPROPRIATIONS.**

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

Subd. 2. **Indigenous Education for All.** (a) For programming, staff, and services to support a new standard requiring all students to learn about the cultural heritage and contributions of tribal nations according to sections 120B.021, subdivision 1, paragraph (f), and 120B.17:

19.1           \$           880,000     .....   2021

19.2           (b) The base for fiscal year 2022 and beyond is \$430,000. Of the amounts appropriated  
19.3 under this subdivision, \$150,000 each year is for a grant to the Tribal Nations Education  
19.4 Committee. The Department of Education must: (1) in collaboration with the Tribal Nations  
19.5 Education Committee and Minnesota's tribal nations and communities, develop curriculum,  
19.6 resources, evaluation, and accountability measures, and professional development intended  
19.7 for a shared understanding of the history, culture, and tribal sovereignty of Minnesota's  
19.8 tribal nations; (2) contract out for the development of a curriculum relating to the indigenous  
19.9 experience in Minnesota and make the curriculum available to school districts; and (3)  
19.10 provide professional development to teachers and administrators relating to the curriculum.

19.11           Subd. 3. **Equity coaches.** (a) For establishing an equity coaches grant program under  
19.12 section 5, subdivision 5, for districts and charter schools for planning and implementation  
19.13 grants:

19.14           \$           1,000,000     .....   2021

19.15           (b) The base for fiscal year 2022 and beyond is \$1,000,000. Any balance in the first year  
19.16 does not cancel and is available in the second year. Up to five percent of this appropriation  
19.17 may be retained for administering the grants, except in fiscal year 2021 up to \$206,000 may  
19.18 be retained for administration and development of the program.

19.19           Subd. 4. **Full-service community schools.** (a) For planning and implementation grants  
19.20 under Minnesota Statutes, section 124D.231, to racially isolated and low-performing schools  
19.21 to provide wraparound services chosen by the school community:

19.22           \$           2,000,000     .....   2021

19.23           (b) The base for fiscal year 2022 and beyond is \$2,000,000. Any balance in the first year  
19.24 does not cancel and is available in the second year. Up to five percent of this appropriation  
19.25 may be retained for grant administration costs.

19.26           Subd. 5. **Student well-being aid.** (a) For aid to districts under section 6, subdivision 4,  
19.27 in hiring additional licensed student support services personnel across the state. Funds must  
19.28 be used to hire counselors, school psychologists, school social workers, school nurses, or  
19.29 chemical dependency counselors:

19.30           \$           19,490,000     .....   2021

19.31           (b) The 2021 appropriation includes \$0 for 2020 and \$19,490,000 for 2021.

Subd. 6. **Student well-being grants.** (a) For grants to school districts under section 6, subdivision 4, to provide cultural competency training to current and new counselors, school psychologists, school social workers, school nurses, or chemical dependency counselors:

\$ 1,000,000 ..... 2021

(b) The base for fiscal year 2022 and beyond is \$1,000,000.

### ARTICLE 3

### SPECIAL EDUCATION

Section 1. Laws 2019, First Special Session chapter 11, article 3, section 23, subdivision 6, is amended to read:

**Subd. 6. Paraprofessional pathway to teacher licensure.** (a) For grants to school districts for Grow Your Own new teacher programs:

~~2018~~  
\$ 1,500,000 ..... 2020

~~2019~~  
\$ 1,500,000 ..... 2021

(b) The grants are for school districts with more than 30 percent minority students for a Board of Teaching-approved nonconventional teacher residency pilot program. The program must provide tuition scholarships or stipends to enable school district employees or community members affiliated with a school district who seek an education license to participate in a nonconventional teacher preparation program. School districts that receive funds under this subdivision are strongly encouraged to recruit candidates of color and American Indian candidates to participate in the Grow Your Own new teacher programs. Districts or schools providing financial support may require a commitment as determined by the district to teach in the district or school for a reasonable amount of time that does not exceed five years.

(c) School districts and charter schools may also 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.

(d) Programs must annually report to the commissioner by the date determined by the commissioner on their activities under this section, including the number of participants, the percentage of participants who are of color or who are American Indian, and an assessment of program effectiveness, including participant feedback, areas for improvement,

21.1 the percentage of participants continuing to pursue teacher licensure, and the number of  
21.2 participants hired in the school or district as teachers after completing preparation programs.

21.3 (e) The department may retain up to three percent of the appropriation amount to monitor  
21.4 and administer the grant program.

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

21.6 **ARTICLE 4**  
21.7 **HEALTH AND SAFETY**

21.8 Section 1. Minnesota Statutes 2018, section 126C.44, is amended to read:

21.9 **126C.44 SAFE SCHOOLS LEVY.**

21.10 (a) Each district may make a levy on all taxable property located within the district for  
21.11 the purposes specified in this section. The maximum amount which may be levied for all  
21.12 costs under this section shall be equal to \$36 multiplied by the district's adjusted pupil units  
21.13 for the school year.

21.14 (b) The proceeds of the levy must be reserved and used for directly funding the following  
21.15 purposes or for reimbursing the cities and counties who contract with the district for the  
21.16 following purposes:

21.17 (1) to pay the costs incurred for the salaries, benefits, and transportation costs of peace  
21.18 officers and sheriffs for liaison in services in the district's schools;

21.19 (2) to pay the costs for a drug abuse prevention program as defined in section 609.101,  
21.20 subdivision 3, paragraph (e), in the elementary schools;

21.21 (3) to pay the costs for a gang resistance education training curriculum in the district's  
21.22 schools;

21.23 (4) to pay the costs for security in the district's schools and on school property;

21.24 (5) to pay the costs for other crime prevention, drug abuse, student and staff safety,  
21.25 voluntary opt-in suicide prevention tools, and violence prevention measures taken by the  
21.26 school district;

21.27 (6) to pay costs for licensed school counselors, licensed school nurses, licensed school  
21.28 social workers, licensed school psychologists, and licensed alcohol and chemical dependency  
21.29 counselors to help provide early responses to problems;

(7) to pay for facility security enhancements including laminated glass, public announcement systems, emergency communications devices, and equipment and facility modifications related to violence prevention and facility security;

(8) to pay for costs associated with improving the school climate; or

(9) to pay costs for colocating and collaborating with mental health professionals who are not district employees or contractors.

~~(b)~~ (c) For expenditures under paragraph ~~(a)~~ (b), clause (1), the district must initially attempt to contract for services to be provided by peace officers or sheriffs with the police department of each city or the sheriff's department of the county within the district containing the school receiving the services. If a local police department or a county sheriff's department does not wish to provide the necessary services, the district may contract for these services with any other police or sheriff's department located entirely or partially within the school district's boundaries.

~~(e)~~ (d) A school district that is a member of an intermediate school district may include in its authority under this section the costs associated with safe schools activities authorized under paragraph ~~(a)~~ (b) for intermediate school district programs. This authority must not exceed \$15 times the adjusted pupil units of the member districts. This authority is in addition to any other authority authorized under this section. Revenue raised under this paragraph must be transferred to the intermediate school district.

(e) A school district or charter school receiving revenue under this section must annually report safe schools expenditures to the commissioner in the form and manner specified by the commissioner. The report must conform to uniform financial and reporting standards established for this purpose and provide a breakdown by functional area.

## ARTICLE 5

### EARLY CHILDHOOD

Section 1. Minnesota Statutes 2018, section 119A.52, is amended to read:

#### **119A.52 DISTRIBUTION OF APPROPRIATION.**

(a) The commissioner of education must distribute money appropriated for that purpose to federally designated Head Start programs for operations and infrastructure or to expand services and to serve additional low-income children. Migrant and Indian reservation programs must be initially allocated money based on the programs' share of federal funds. An allocation for a tribal program must be no less funding in any fiscal year than what was allocated to that program in fiscal year 2018. Any new federal Tribal Head Start grantee

23.1 awarded a grant after 2018 shall be held harmless at the year of their award. The remaining  
23.2 money must be initially allocated to the remaining local agencies based equally on the  
23.3 agencies' share of federal funds and on the proportion of eligible children in the agencies'  
23.4 service area who are not currently being served. A Head Start program must be funded at  
23.5 a per child rate equal to its contracted, federally funded base level at the start of the fiscal  
23.6 year. For all agencies without a federal Early Head Start rate, the state average federal cost  
23.7 per child for Early Head Start applies. In allocating funds under this paragraph, the  
23.8 commissioner of education must assure that each non-Tribal Head Start program in existence  
23.9 in 1993 is allocated no less funding in any fiscal year than was allocated to that program in  
23.10 fiscal year 1993. Before paying money to the programs, the commissioner must notify each  
23.11 program of its initial allocation and how the money must be used. Each program must  
23.12 present a plan under section 119A.535. For any program that cannot utilize its full allocation  
23.13 at the beginning of the fiscal year, the commissioner must reduce the allocation  
23.14 proportionately. Money available after the initial allocations are reduced must be redistributed  
23.15 to eligible programs.

23.16 (b) The commissioner must develop procedures to make payments to programs based  
23.17 upon the number of children reported to be enrolled during the required time period of  
23.18 program operations. Enrollment is defined by federal Head Start regulations. The procedures  
23.19 must include a reporting schedule, corrective action plan requirements, and financial  
23.20 consequences to be imposed on programs that do not meet full enrollment after the period  
23.21 of corrective action. Programs reporting chronic underenrollment, as defined by the  
23.22 commissioner, will have their subsequent program year allocation reduced proportionately.  
23.23 Funds made available by prorating payments and allocations to programs with reported  
23.24 underenrollment will be made available to the extent funds exist to fully enrolled Head Start  
23.25 programs through a form and manner prescribed by the department.

23.26 (c) Programs with approved innovative initiatives that target services to high-risk  
23.27 populations, including homeless families and families living in homeless shelters and  
23.28 transitional housing, are exempt from the procedures in paragraph (b). This exemption does  
23.29 not apply to entire programs. The exemption applies only to approved innovative initiatives  
23.30 that target services to high-risk populations, including homeless families and families living  
23.31 in homeless shelters, transitional housing, and permanent supportive housing.

24.1 Sec. 2. Laws 2017, First Special Session chapter 5, article 8, section 8, the effective date,  
 24.2 as amended by Laws 2019, First Special Session chapter 11, article 8, section 11, is amended  
 24.3 to read:

24.4 **EFFECTIVE DATE.** Paragraph (i) of this section does not expire.

24.5 Sec. 3. Laws 2019, First Special Session chapter 11, article 8, section 13, subdivision 4,  
 24.6 is amended to read:

24.7 Subd. 4. **Head Start program.** For Head Start programs under Minnesota Statutes,  
 24.8 section 119A.52:

24.9 \$ 25,100,000 ..... 2020

24.10 ~~25,100,000~~

24.11 \$ 25,477,000 ..... 2021

## 24.12 **ARTICLE 6**

### 24.13 **COMMUNITY EDUCATION AND LIFELONG LEARNING**

24.14 Section 1. Minnesota Statutes 2018, section 134.355, subdivision 8, is amended to read:

24.15 Subd. 8. **Eligibility.** A regional public library system may apply for regional library  
 24.16 telecommunications aid on behalf of itself and member public libraries. The aid must be  
 24.17 used for connections and other eligible non-voice-related e-rate program category one  
 24.18 services. Aid may be used for e-rate program category two services as identified in the  
 24.19 Federal Communication Commission's eligible services list for the current and preceding  
 24.20 four funding years or to improve Internet access and access to technology with items that  
 24.21 are not e-rated, if sufficient funds remain once category one needs are met in each funding  
 24.22 year. To be eligible, a regional public library system must be officially designated by the  
 24.23 commissioner of education as a regional public library system as defined in section 134.34,  
 24.24 subdivision 3, and each of its participating cities and counties must meet local support levels  
 24.25 defined in section 134.34, subdivision 1. A public library building that receives aid under  
 24.26 this section must be open a minimum of 20 hours per week. Exceptions to the minimum  
 24.27 open hours requirement may be granted by the Department of Education on request of the  
 24.28 regional public library system for the following circumstances: short-term closing for  
 24.29 emergency maintenance and repairs following a natural disaster; in response to exceptional  
 24.30 economic circumstances; building repair or maintenance that requires public services areas  
 24.31 to be closed; or to adjust hours of public service to respond to documented seasonal use  
 24.32 patterns.



Sec. 2. Minnesota Statutes 2018, section 134.355, subdivision 10, is amended to read:

Subd. 10. **Award of funds.** The commissioner of education shall develop an application and a reporting form and procedures for regional library telecommunications aid. Aid shall be based on actual costs including, but not limited to, connections, as documented in e-rate funding commitment decision letters for category one services and acceptable documentation for category two services or the cost of improving Internet access or access to technology and funds available for this purpose. The commissioner shall make payments directly to the regional public library system.

## ARTICLE 7

### STATE AGENCIES

Section 1. Minnesota Statutes 2019 Supplement, section 122A.21, is amended by adding a subdivision to read:

Subd. 5. **Online convenience fee.** A candidate must pay to the Professional Educator Licensing and Standards Board a \$7.50 fee for the use of the online educator's licensing system. This fee applies to the initial license and renewal licenses. The Professional Educator Licensing and Standards Board executive secretary must deposit the fee in the state treasury. The fees are nonrefundable for applicants not qualifying for a license. The Professional Educator Licensing and Standards Board may waive or reduce fees for candidates based on financial need. The board may waive or reduce fees for applicants who apply at the same time for more than one license.

Sec. 2. Laws 2019, First Special Session chapter 11, article 10, section 5, subdivision 2, is amended to read:

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

\$ 29,196,000 ..... 2020

~~24,911,000~~

\$ 26,508,000 ..... 2021

Of these amounts:

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

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

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

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

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

(6) \$4,700,000 in fiscal year 2020 only is for legal fees and costs associated with litigation; and

(7) \$400,000 in fiscal year 2020 and \$480,000 in fiscal year 2021 and later are for the Department of Education's mainframe update.

(8) \$1,457,000 in fiscal year 2021 and beyond is for expanding the "Ed-Fi" data collection and integration system.

(9) \$140,000 in fiscal year 2021 and beyond is for administering student well-being aid.

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

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

(d) This appropriation includes funds for information technology project services and support subject to the provisions of Minnesota Statutes, section 16E.0466. Any ongoing information technology costs will be incorporated into the service level agreement and will be paid to the Office of MN.IT Services by the Department of Education under the rates and mechanism specified in that agreement.

(e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21, section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2022 is ~~\$24,591,000~~ \$26,188,000. The base for fiscal year 2023 is ~~\$24,611,000~~ \$26,208,000. The base for fiscal year 2024 is \$26,226,000.

Sec. 3. Laws 2019, First Special Session chapter 11, article 10, section 6, is amended to read:

**Sec. 6. APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

(a) The sums indicated in this section are appropriated from the general fund to the Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

\$ 13,746,000 ..... 2020

\$ 13,787,000 ..... 2021

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

27.2 (c) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,  
27.3 section 1, paragraph (a), and section 3, paragraph (b), the base for fiscal year 2022 is  
27.4 \$13,794,000 and the base for fiscal year 2023 is \$13,801,000. The base for fiscal year 2024  
27.5 is \$13,807,000.

27.6 Sec. 4. Laws 2019, First Special Session chapter 11, article 10, section 7, is amended to  
27.7 read:

27.8 Sec. 7. **APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

27.9 (a) The sums in this section are appropriated from the general fund to the Perpich Center  
27.10 for Arts Education for the fiscal years designated:

27.11 \$ 7,292,000 ..... 2020

27.12 \$ 7,283,000 ..... 2021

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

27.14 (c) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,  
27.15 section 1, paragraph (a), and section 3, paragraph (c), the base for fiscal year 2022 is  
27.16 \$7,288,000. The base for fiscal year 2023 is \$7,294,000. The base for fiscal year 2024 is  
27.17 \$7,299,000.

27.18 (d) Of the amount appropriated in fiscal year 2020, \$80,000 is for severance payments  
27.19 related to the closure of the Crosswinds school and is available until June 30, 2021.

27.20 Sec. 5. Laws 2019, First Special Session chapter 11, article 10, section 8, is amended to  
27.21 read:

27.22 Sec. 8. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**  
27.23 **STANDARDS BOARD.**

27.24 Subdivision 1. **Professional Educator Licensing and Standards Board.** (a) The sums  
27.25 indicated in this section are appropriated from the general fund to the Professional Educator  
27.26 Licensing and Standards Board for the fiscal years designated:

27.27 \$ 2,744,000 ..... 2020

27.28 ~~2,719,000~~

27.29 \$ 3,486,000 ..... 2021

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

28.1 (c) The base for fiscal year 2022 is \$2,959,000 and the base for fiscal year 2023 is  
 28.2 \$2,882,000.

28.3 ~~(e)~~ (d) This appropriation includes funds \$767,000 in fiscal year 2021 for information  
 28.4 technology project services and support subject to Minnesota Statutes, section 16E.0466.  
 28.5 Any ongoing information technology costs will be incorporated into an interagency agreement  
 28.6 and will be paid to the Office of MN.IT Services by the Professional Educator Licensing  
 28.7 and Standards Board under the mechanism specified in that agreement. This appropriation  
 28.8 is available until June 30, 2023. The base for fiscal year 2022 is \$240,000 and the base for  
 28.9 fiscal year 2023 is \$163,000.

28.10 ~~(d) The base for fiscal year 2022 and later is \$2,719,000.~~

28.11 Subd. 2. **Licensure by portfolio.** For licensure by portfolio:

28.12 \$ 34,000 ..... 2020

28.13 \$ 34,000 ..... 2021

28.14 This appropriation is from the education licensure portfolio account in the special revenue  
 28.15 fund.

## 28.16 ARTICLE 8

### 28.17 FORECAST ADJUSTMENTS

#### 28.18 A. GENERAL EDUCATION

28.19 Section 1. Laws 2019, First Special Session chapter 11, article 1, section 25, subdivision  
 28.20 2, is amended to read:

28.21 Subd. 2. **General education aid.** For general education aid under Minnesota Statutes,  
 28.22 section 126C.13, subdivision 4:

28.23 ~~7,383,162,000~~  
 28.24 \$ 7,348,336,000 ..... 2020

28.25 ~~7,566,309,000~~  
 28.26 \$ 7,509,639,000 ..... 2021

28.27 The 2020 appropriation includes ~~\$700,383,000~~ \$701,295,000 for 2019 and  
 28.28 ~~\$6,682,779,000~~ \$6,647,041,000 for 2020.

28.29 The 2021 appropriation includes ~~\$715,184,000~~ \$711,885,000 for 2020 and  
 28.30 ~~\$6,851,125,000~~ \$6,797,754,000 for 2021.

29.1 Sec. 2. Laws 2019, First Special Session chapter 11, article 1, section 25, subdivision 3,  
29.2 is amended to read:

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

29.6		<del>24,000</del>		
29.7	\$	<u>19,000</u>	.....	2020
29.8		<del>26,000</del>		
29.9	\$	<u>20,000</u>	.....	2021

29.10 Sec. 3. Laws 2019, First Special Session chapter 11, article 1, section 25, subdivision 4,  
29.11 is amended to read:

29.12 Subd. 4. **Abatement aid.** For abatement aid under Minnesota Statutes, section 127A.49:

29.13		<del>2,897,000</del>		
29.14	\$	<u>1,770,000</u>	.....	2020
29.15		<del>2,971,000</del>		
29.16	\$	<u>2,827,000</u>	.....	2021

29.17 The 2020 appropriation includes \$274,000 for 2019 and ~~\$2,623,000~~ \$1,496,000 for  
29.18 2020.

29.19 The 2021 appropriation includes ~~\$291,000~~ \$166,000 for 2020 and ~~\$2,680,000~~ \$2,661,000  
29.20 for 2021.

29.21 Sec. 4. Laws 2019, First Special Session chapter 11, article 1, section 25, subdivision 6,  
29.22 is amended to read:

29.23 Subd. 6. **Nonpublic pupil education aid.** For nonpublic pupil education aid under  
29.24 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

29.25		<del>18,083,000</del>		
29.26	\$	<u>17,925,000</u>	.....	2020
29.27		<del>18,670,000</del>		
29.28	\$	<u>18,917,000</u>	.....	2021

29.29 The 2020 appropriation includes \$1,806,000 for 2019 and ~~\$16,277,000~~ \$16,119,000 for  
29.30 2020.

29.31 The 2021 appropriation includes ~~\$1,808,000~~ \$1,790,000 for 2020 and ~~\$16,862,000~~  
29.32 \$17,127,000 for 2021.

30.1 Sec. 5. Laws 2019, First Special Session chapter 11, article 1, section 25, subdivision 7,  
30.2 is amended to read:

30.3 Subd. 7. **Nonpublic pupil transportation.** For nonpublic pupil transportation aid under  
30.4 Minnesota Statutes, section 123B.92, subdivision 9:

30.5		<del>19,478,000</del>		
30.6	\$	<u>19,168,000</u>	.....	2020
30.7		<del>19,728,000</del>		
30.8	\$	<u>20,100,000</u>	.....	2021

30.9 The 2020 appropriation includes \$1,961,000 for 2019 and ~~\$17,517,000~~ \$17,207,000 for  
30.10 2020.

30.11 The 2021 appropriation includes ~~\$1,946,000~~ \$1,911,000 for 2020 and ~~\$17,782,000~~  
30.12 \$18,189,000 for 2021.

30.13 Sec. 6. Laws 2019, First Special Session chapter 11, article 1, section 25, subdivision 9,  
30.14 is amended to read:

30.15 Subd. 9. **Career and technical aid.** For career and technical aid under Minnesota  
30.16 Statutes, section 124D.4531, subdivision 1b:

30.17		<del>3,751,000</del>		
30.18	\$	<u>3,857,000</u>	.....	2020
30.19		<del>3,321,000</del>		
30.20	\$	<u>3,433,000</u>	.....	2021

30.21 The 2020 appropriation includes \$422,000 for 2019 and ~~\$3,329,000~~ \$3,435,000 for  
30.22 2020.

30.23 The 2021 appropriation includes ~~\$369,000~~ \$378,000 for 2020 and ~~\$2,952,000~~ \$3,055,000  
30.24 for 2021.

30.25 **B. EDUCATION EXCELLENCE**

30.26 Sec. 7. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 2,  
30.27 is amended to read:

30.28 Subd. 2. **Achievement and integration aid.** For achievement and integration aid under  
30.29 Minnesota Statutes, section 124D.862:

30.30		<del>80,424,000</del>		
30.31	\$	<u>77,955,000</u>	.....	2020
30.32		<del>83,256,000</del>		
30.33	\$	<u>80,603,000</u>	.....	2021

31.1 The 2020 appropriation includes \$7,058,000 for 2019 and ~~\$73,366,000~~ \$70,897,000 for  
31.2 2020.

31.3 The 2021 appropriation includes ~~\$8,151,000~~ \$7,842,000 for 2020 and ~~\$75,105,000~~  
31.4 \$72,761,000 for 2021.

31.5 Sec. 8. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 3,  
31.6 is amended to read:

31.7 Subd. 3. **Interdistrict desegregation or integration transportation grants.** For  
31.8 interdistrict desegregation or integration transportation grants under Minnesota Statutes,  
31.9 section 124D.87:

31.10		<del>13,874,000</del>		
31.11	\$	<u>14,231,000</u>	.....	2020
31.12		<del>14,589,000</del>		
31.13	\$	<u>14,962,000</u>	.....	2021

31.14 Sec. 9. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 4,  
31.15 is amended to read:

31.16 Subd. 4. **Literacy incentive aid.** For literacy incentive aid under Minnesota Statutes,  
31.17 section 124D.98:

31.18		<del>45,304,000</del>		
31.19	\$	<u>44,985,000</u>	.....	2020
31.20		<del>45,442,000</del>		
31.21	\$	<u>44,658,000</u>	.....	2021

31.22 The 2020 appropriation includes \$4,582,000 for 2019 and ~~\$40,722,000~~ \$40,403,000 for  
31.23 2020.

31.24 The 2021 appropriation includes ~~\$4,524,000~~ \$4,489,000 for 2020 and ~~\$40,918,000~~  
31.25 \$40,169,000 for 2021.

31.26 Sec. 10. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 5,  
31.27 is amended to read:

31.28 Subd. 5. **Tribal contract school aid.** For tribal contract school aid under Minnesota  
31.29 Statutes, section 124D.83:

31.30		<del>3,275,000</del>		
31.31	\$	<u>2,766,000</u>	.....	2020
31.32		<del>3,763,000</del>		
31.33	\$	<u>3,106,000</u>	.....	2021

32.1 The 2020 appropriation includes \$299,000 for 2019 and ~~\$2,976,000~~ \$2,467,000 for  
32.2 2020.

32.3 The 2021 appropriation includes ~~\$330,000~~ \$274,000 for 2020 and ~~\$3,433,000~~ \$2,832,000  
32.4 for 2021.

32.5 Sec. 11. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 6,  
32.6 is amended to read:

32.7 Subd. 6. **American Indian education aid.** For American Indian education aid under  
32.8 Minnesota Statutes, section 124D.81, subdivision 2a:

32.9 ~~9,515,000~~  
32.10 \$ 10,113,000 ..... 2020

32.11 ~~9,673,000~~  
32.12 \$ 10,696,000 ..... 2021

32.13 The 2020 appropriation includes \$960,000 for 2019 and ~~\$8,555,000~~ \$9,153,000 for  
32.14 2020.

32.15 The 2021 appropriation includes ~~\$950,000~~ \$1,016,000 for 2020 and ~~\$8,723,000~~  
32.16 \$9,680,000 for 2021.

32.17 Sec. 12. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision  
32.18 16, is amended to read:

32.19 Subd. 16. **Charter school building lease aid.** For building lease aid under Minnesota  
32.20 Statutes, section 124E.22:

32.21 ~~85,450,000~~  
32.22 \$ 83,214,000 ..... 2020

32.23 ~~91,064,000~~  
32.24 \$ 88,454,000 ..... 2021

32.25 The 2020 appropriation includes \$8,021,000 for 2019 and ~~\$77,429,000~~ \$75,193,000 for  
32.26 2020.

32.27 The 2021 appropriation includes ~~\$8,603,000~~ \$8,354,000 for 2020 and ~~\$82,461,000~~  
32.28 \$80,100,000 for 2021.



33.1 **C. TEACHERS**

33.2 Sec. 13. Laws 2019, First Special Session chapter 11, article 3, section 23, subdivision 3,  
33.3 is amended to read:

33.4 Subd. 3. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
33.5 aid under Minnesota Statutes, section 122A.415, subdivision 4:

33.6 ~~89,211,000~~  
33.7 \$ 89,166,000 ..... 2020

33.8 ~~88,853,000~~  
33.9 \$ 88,851,000 ..... 2021

33.10 (b) The 2020 appropriation includes \$8,974,000 for 2019 and ~~\$80,237,000~~ \$80,192,000  
33.11 for 2020.

33.12 (c) The 2021 appropriation includes ~~\$8,915,000~~ \$8,887,000 for 2020 and ~~\$79,938,000~~  
33.13 \$79,964,000 for 2021.

33.14 **D. SPECIAL EDUCATION**

33.15 Sec. 14. Laws 2019, First Special Session chapter 11, article 4, section 11, subdivision 2,  
33.16 is amended to read:

33.17 Subd. 2. **Special education; regular.** For special education aid under Minnesota Statutes,  
33.18 section 125A.75:

33.19 ~~1,619,065,000~~  
33.20 \$ 1,600,889,000 ..... 2020

33.21 ~~1,773,125,000~~  
33.22 \$ 1,747,701,000 ..... 2021

33.23 The 2020 appropriation includes \$184,363,000 for 2019 and ~~\$1,434,702,000~~  
33.24 \$1,416,526,000 for 2020.

33.25 The 2021 appropriation includes ~~\$201,964,000~~ \$199,406,000 for 2020 and  
33.26 ~~\$1,571,161,000~~ \$1,548,295,000 for 2021.

33.27 Sec. 15. Laws 2019, First Special Session chapter 11, article 4, section 11, subdivision 3,  
33.28 is amended to read:

33.29 Subd. 3. **Aid for children with disabilities.** For aid under Minnesota Statutes, section  
33.30 125A.75, subdivision 3, for children with disabilities placed in residential facilities within  
33.31 the district boundaries for whom no district of residence can be determined:

34.1 ~~1,382,000~~  
 34.2 \$ 1,109,000 ..... 2020  
 34.3 ~~1,564,000~~  
 34.4 \$ 1,267,000 ..... 2021

34.5 If the appropriation for either year is insufficient, the appropriation for the other year is  
 34.6 available.

34.7 Sec. 16. Laws 2019, First Special Session chapter 11, article 4, section 11, subdivision 4,  
 34.8 is amended to read:

34.9 Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based  
 34.10 services under Minnesota Statutes, section 125A.75, subdivision 1:

34.11 ~~422,000~~  
 34.12 \$ 448,000 ..... 2020  
 34.13 ~~442,000~~  
 34.14 \$ 467,000 ..... 2021

34.15 The 2020 appropriation includes ~~\$40,000~~ \$43,000 for 2019 and ~~\$382,000~~ \$405,000 for  
 34.16 2020.

34.17 The 2021 appropriation includes ~~\$42,000~~ \$44,000 for 2020 and ~~\$400,000~~ \$423,000 for  
 34.18 2021.

34.19 Sec. 17. Laws 2019, First Special Session chapter 11, article 4, section 11, subdivision 5,  
 34.20 is amended to read:

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

34.24 ~~31,000~~  
 34.25 \$ -0- ..... 2020  
 34.26 ~~32,000~~  
 34.27 \$ 23,000 ..... 2021

## 34.28 E. FACILITIES, FUND TRANSFERS, AND ACCOUNTING

34.29 Sec. 18. Laws 2019, First Special Session chapter 11, article 6, section 7, subdivision 2,  
 34.30 is amended to read:

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

35.1 \$ 20,684,000 ..... 2020

35.2 ~~20,363,000~~

35.3                   \$       25,398,000       ..... 2021

35.4 The 2020 appropriation includes \$2,292,000 for 2019 and \$18,392,000 for 2020.

35.5 The 2021 appropriation includes \$2,043,000 for 2020 and ~~\$18,320,000~~ \$23,355,000 for

35.6 2021.

35.7      Sec. 19. Laws 2019, First Special Session chapter 11, article 6, section 7, subdivision 3,  
35.8      is amended to read:

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

35.11 ~~105,315,000~~

35.12	\$	104,690,000	.....	2020
-------	----	-------------	-------	------

35.13                      ~~108,042,000~~

35.14                \$      107,820,000          .... 2021

35.15 The 2020 appropriation includes \$10,464,000 for 2019 and ~~\$94,851,000~~ \$94,226,000

35.16 for 2020.

35.17 The 2021 appropriation includes ~~\$10,539,000~~ \$10,412,000 for 2020 and ~~\$97,503,000~~  
35.18 \$97,408,000 for 2021.

35.19      Sec. 20. Laws 2019, First Special Session chapter 11, article 6, section 7, subdivision 6,  
35.20      is amended to read:

35.21 Subd. 6. **Maximum effort loan aid.** For aid payments to schools under Minnesota  
35.22 Statutes, section 477A.09::

35.23               \$           3,291,000       ..... 2020

35.24                      ~~3,291,000~~

35.25	\$	3,265,000	.....	2021
-------	----	-----------	-------	------

35.26 The base for fiscal year 2022 is ~~\$3,291,000~~ \$3,265,000 and the base for fiscal year 2023

35.27 is \$0.

35.28 **F. NUTRITION AND LIBRARIES**

35.29 Sec. 21. Laws 2019, First Special Session chapter 11, article 7, section 1, subdivision 2,  
35.30 is amended to read:

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

36.1 ~~16,306,000~~  
 36.2 \$ 16,245,000 ..... 2020  
 36.3 ~~16,575,000~~  
 36.4 \$ 16,514,000 ..... 2021

36.5 Sec. 22. Laws 2019, First Special Session chapter 11, article 7, section 1, subdivision 3,  
 36.6 is amended to read:

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

36.9 ~~11,310,000~~  
 36.10 \$ 11,428,000 ..... 2020  
 36.11 ~~11,771,000~~  
 36.12 \$ 11,846,000 ..... 2021

36.13 Sec. 23. Laws 2019, First Special Session chapter 11, article 7, section 1, subdivision 4,  
 36.14 is amended to read:

36.15 Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,  
 36.16 section 124D.118:

36.17 ~~691,000~~  
 36.18 \$ 658,000 ..... 2020  
 36.19 ~~691,000~~  
 36.20 \$ 658,000 ..... 2021

## 36.21 G. EARLY CHILDHOOD

36.22 Sec. 24. Laws 2019, First Special Session chapter 11, article 8, section 13, subdivision 5,  
 36.23 is amended to read:

36.24 Subd. 5. **Early childhood family education aid.** (a) For early childhood family education  
 36.25 aid under Minnesota Statutes, section 124D.135:

36.26 ~~32,176,000~~  
 36.27 \$ 32,151,000 ..... 2020  
 36.28 ~~33,531,000~~  
 36.29 \$ 33,540,000 ..... 2021

36.30 (b) The 2020 appropriation includes \$3,098,000 for 2019 and ~~\$29,078,000~~ \$29,053,000  
 36.31 for 2020.

36.32 (c) The 2021 appropriation includes ~~\$3,230,000~~ \$3,133,000 for 2020 and ~~\$30,301,000~~  
 36.33 \$30,407,000 for 2021.

37.1 Sec. 25. Laws 2019, First Special Session chapter 11, article 8, section 13, subdivision 6,  
37.2 is amended to read:

37.3 Subd. 6. **Developmental screening aid.** (a) For developmental screening aid under  
37.4 Minnesota Statutes, sections 121A.17 and 121A.19:

37.5		<del>3,639,000</del>		
37.6	\$	<u>3,621,000</u>	.....	2020
37.7		<del>3,625,000</del>		
37.8	\$	<u>3,607,000</u>	.....	2021

37.9 (b) The 2020 appropriation includes \$363,000 for 2019 and ~~\$3,276,000~~ \$3,258,000 for  
37.10 2020.

37.11 (c) The 2021 appropriation includes ~~\$364,000~~ \$362,000 for 2020 and ~~\$3,261,000~~  
37.12 \$3,245,000 for 2021.

37.13 Sec. 26. Laws 2019, First Special Session chapter 11, article 8, section 13, subdivision  
37.14 14, is amended to read:

37.15 Subd. 14. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section  
37.16 124D.135:

37.17	\$	521,000	.....	2020
37.18		<del>503,000</del>		
37.19	\$	<u>528,000</u>	.....	2021

37.20 (b) The 2020 appropriation includes \$54,000 for 2019 and \$467,000 for 2020.

37.21 (c) The 2021 appropriation includes \$51,000 for 2020 and ~~\$452,000~~ \$477,000 for 2021.

37.22 **H. COMMUNITY EDUCATION AND LIFELONG LEARNING**

37.23 Sec. 27. Laws 2019, First Special Session chapter 11, article 9, section 3, subdivision 2,  
37.24 is amended to read:

37.25 Subd. 2. **Community education aid.** For community education aid under Minnesota  
37.26 Statutes, section 124D.20:

37.27		<del>330,000</del>		
37.28	\$	<u>327,000</u>	.....	2020
37.29		<del>257,000</del>		
37.30	\$	<u>249,000</u>	.....	2021

37.31 The 2020 appropriation includes \$40,000 for 2019 and ~~\$290,000~~ \$287,000 for 2020.

38.1 The 2021 appropriation includes ~~\$32,000~~ \$31,000 for 2020 and ~~\$225,000~~ \$218,000 for  
38.2 2021.

38.3 Sec. 28. Laws 2019, First Special Session chapter 11, article 9, section 3, subdivision 8,  
38.4 is amended to read:

38.5 Subd. 8. **Adult basic education aid.** For adult basic education aid under Minnesota  
38.6 Statutes, section 124D.531:

38.7 ~~50,106,000~~  
38.8 \$ 50,052,000 ..... 2020

38.9 ~~51,620,000~~  
38.10 \$ 51,613,000 ..... 2021

38.11 The 2020 appropriation includes \$4,868,000 for 2019 and ~~\$45,238,000~~ \$45,184,000 for  
38.12 2020.

38.13 The 2021 appropriation includes ~~\$5,026,000~~ \$5,020,000 for 2020 and ~~\$46,594,000~~  
38.14 \$46,593,000 for 2021.