

204.14

ARTICLE 9

101.21

ARTICLE 8

204.15

EARLY CHILDHOOD

101.22

EARLY CHILDHOOD

204.16 Section 1. Minnesota Statutes 2020, section 119A.52, is amended to read:

204.17 **119A.52 DISTRIBUTION OF APPROPRIATION.**

204.18 (a) The commissioner of education must distribute money appropriated for that purpose
 204.19 to federally designated Head Start programs to expand services and to serve additional
 204.20 low-income children. ~~Migrant and Indian reservation programs must be initially allocated~~
 204.21 ~~money based on the programs' share of federal funds.~~ in the following order: (1) 10.72
 204.22 percent of the total Head Start appropriation shall be allocated to federally designated Tribal
 204.23 Head Start programs; (2) the Tribal Head Start portion of the appropriation shall be allocated
 204.24 to Tribal Head Start programs based on the programs' share of federal funds; and (3) migrant
 204.25 programs must then be initially allocated funding based on the programs' share of federal
 204.26 funds. The remaining money must be initially allocated to the remaining local agencies
 204.27 based equally on the agencies' share of federal funds and on the proportion of eligible
 204.28 children in the agencies' service area who are not currently being served. A Head Start
 204.29 program must be funded at a per child rate equal to its contracted, federally funded base
 204.30 level at the start of the fiscal year. For all agencies without a federal Early Head Start rate,
 204.31 the state average federal cost per child for Early Head Start applies. In allocating funds
 204.32 under this paragraph, the commissioner of education must assure that each Head Start
 205.1 program in existence in 1993 is allocated no less funding in any fiscal year than was allocated
 205.2 to that program in fiscal year 1993. Before paying money to the programs, the commissioner
 205.3 must notify each program of its initial allocation and how the money must be used. Each
 205.4 program must present a plan under section 119A.535. For any program that cannot utilize
 205.5 its full allocation at the beginning of the fiscal year, the commissioner must reduce the
 205.6 allocation proportionately. Money available after the initial allocations are reduced must
 205.7 be redistributed to eligible programs.

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

205.18 (c) Programs with approved innovative initiatives that target services to high-risk
 205.19 populations, including homeless families and families living in homeless shelters and
 205.20 transitional housing, are exempt from the procedures in paragraph (b). This exemption does
 205.21 not apply to entire programs. The exemption applies only to approved innovative initiatives

205.22 that target services to high-risk populations, including homeless families and families living
205.23 in homeless shelters, transitional housing, and permanent supportive housing.

205.24 Sec. 2. **[122A.261] PREKINDERGARTEN, SCHOOL READINESS, PRESCHOOL,**
205.25 **AND EARLY EDUCATION PROGRAMS; LICENSURE REQUIREMENT.**

205.26 Subdivision 1. **Licensure requirement.** A school district or charter school must employ
205.27 a qualified teacher, as defined in section 122A.16, to provide instruction in a preschool,
205.28 school readiness, school readiness plus, prekindergarten, or other school district or charter
205.29 school-based early education program.

205.30 Subd. 2. **Exemptions.** A person employed by a school district or charter school as a
205.31 teacher in an early education program during the 2020-2021 school year who does not have
205.32 a Minnesota teaching license is exempt from the licensure requirement until July 1, 2026,
205.33 or until such time as the teacher is able to obtain a Minnesota teaching license, whichever
206.1 occurs first. Notwithstanding this exemption from the licensure requirement, these individuals
206.2 are teachers under section 179A.03, subdivision 18.

206.3 Sec. 3. Minnesota Statutes 2020, section 124D.13, subdivision 2, is amended to read:

206.4 Subd. 2. **Program requirements.** (a) Early childhood family education programs are
206.5 programs for children in the period of life from birth to kindergarten, for the parents and
206.6 other relatives of these children, ~~and~~ for expectant parents, and for alloparents. To the extent
206.7 that funds are insufficient to provide programs for all children, early childhood family
206.8 education programs should emphasize programming for a child from birth to age three and
206.9 encourage parents and other relatives to involve four- and five-year-old children in school
206.10 readiness programs, and other public and nonpublic early learning programs. A district may
206.11 not limit participation to school district residents. Early childhood family education programs
206.12 must provide:

206.13 (1) programs to educate parents and other relatives about the physical, cognitive, social,
206.14 and emotional development of children and to enhance the skills of parents and other relatives
206.15 in providing for their children's learning and development;

206.16 (2) structured learning activities requiring interaction between children and their parents
206.17 or relatives;

206.18 (3) structured learning activities for children that promote children's development and
206.19 positive interaction with peers, which are held while parents or relatives attend parent
206.20 education classes;

206.21 (4) information on related community resources;

206.22 (5) information, materials, and activities that support the safety of children, including
206.23 prevention of child abuse and neglect;

- 206.24 (6) a community needs assessment that identifies new and underserved populations,
206.25 identifies child and family risk factors, particularly those that impact children's learning and
206.26 development, and assesses family and parenting education needs in the community;
- 206.27 (7) programming and services that are tailored to the needs of families and parents
206.28 prioritized in the community needs assessment; and
- 206.29 (8) information about and, if needed, assist in making arrangements for an early childhood
206.30 health and developmental screening under sections 121A.16 and 121A.17, when the child
206.31 nears the third birthday.
- 207.1 Early childhood family education programs should prioritize programming and services
207.2 for families and parents identified in the community needs assessment, particularly those
207.3 families and parents with children with the most risk factors birth to age three.
- 207.4 Early childhood family education programs are encouraged to provide parents of English
207.5 learners with translated oral and written information to monitor the program's impact on
207.6 their children's English language development, to know whether their children are progressing
207.7 in developing their English and native language proficiency, and to actively engage with
207.8 and support their children in developing their English and native language proficiency.
- 207.9 The programs must include learning experiences for children, parents, and other relatives
207.10 that promote children's early literacy and, where practicable, their native language skills
207.11 and activities for children that require substantial involvement of the children's parents or
207.12 other relatives. The program may provide parenting education programming or services to
207.13 anyone identified in the community needs assessment. Providers must review the program
207.14 periodically to assure the instruction and materials are not racially, culturally, or sexually
207.15 biased. The programs must encourage parents to be aware of practices that may affect
207.16 equitable development of children.
- 207.17 (b) For the purposes of this section, "relative" or "relatives" means noncustodial
207.18 grandparents or other persons related to a child by blood, marriage, adoption, or foster
207.19 placement, excluding parents.
- 207.20 Sec. 4. Minnesota Statutes 2020, section 124D.142, is amended to read:
- 207.21 **124D.142 QUALITY RATING AND IMPROVEMENT SYSTEM.**
- 207.22 Subdivision 1. System established. ~~(a)~~ There is established a quality rating and
207.23 improvement system (QRIS) framework, known as Parent Aware, to ensure that Minnesota's
207.24 children have access to high-quality early learning and care programs in a range of settings
207.25 so that they are fully ready for kindergarten by 2020. ~~Creation of a standards-based voluntary~~
207.26 ~~quality rating and improvement system includes:~~
- 207.27 Subd. 2. System components. The standards-based, voluntary quality rating and
207.28 improvement system includes:

- 207.29 (1) quality opportunities in order to improve the educational outcomes of children so
 207.30 that they are ready for school. ~~The;~~
- 207.31 (2) a framework ~~shall be~~ based on the Minnesota quality rating system rating tool and
 207.32 a common set of child outcome and program standards and informed by evaluation results;
- 208.1 ~~(2)~~ (3) a tool to increase the number of publicly funded and regulated early learning and
 208.2 care services in both public and private market programs that are high quality;
- 208.3 (4) voluntary participation that ensures that if a program or provider chooses to participate,
 208.4 the program or provider will be rated and may receive public funding associated with the
 208.5 rating. ~~The state shall develop a plan to link future early learning and care state funding to~~
 208.6 ~~the framework in a manner that complies with federal requirements;~~ and
- 208.7 ~~(3)~~ (5) tracking progress toward statewide access to high-quality early learning and care
 208.8 programs, progress toward the number of low-income children whose parents can access
 208.9 quality programs, and progress toward increasing the number of children who are fully
 208.10 prepared to enter kindergarten.
- 208.11 (b) ~~In planning a statewide quality rating and improvement system framework in~~
 208.12 ~~paragraph (a), the state shall use evaluation results of the Minnesota quality rating system~~
 208.13 ~~rating tool in use in fiscal year 2008 to recommend:~~
- 208.14 (1) ~~a framework of a common set of child outcome and program standards for a voluntary~~
 208.15 ~~statewide quality rating and improvement system;~~
- 208.16 (2) ~~a plan to link future funding to the framework described in paragraph (a), clause (2);~~
 208.17 ~~and~~
- 208.18 (3) ~~a plan for how the state will realign existing state and federal administrative resources~~
 208.19 ~~to implement the voluntary quality rating and improvement system framework. The state~~
 208.20 ~~shall provide the recommendation in this paragraph to the early childhood education finance~~
 208.21 ~~committees of the legislature by March 15, 2011.~~
- 208.22 (e) ~~Prior to the creation of a statewide quality rating and improvement system in paragraph~~
 208.23 ~~(a), the state shall employ the Minnesota quality rating system rating tool in use in fiscal~~
 208.24 ~~year 2008 in the original Minnesota Early Learning Foundation pilot areas and additional~~
 208.25 ~~pilot areas supported by private or public funds with its modification as a result of the~~
 208.26 ~~evaluation results of the pilot project.~~
- 208.27 Subd. 3. **Evaluation.** (a) By February 1, 2022, the commissioner of human services
 208.28 must arrange an independent evaluation of the quality rating and improvement system's
 208.29 effectiveness and impact on:
- 208.30 (1) children's progress toward school readiness;
- 208.31 (2) the quality of the early learning and care system supply and workforce;

- 209.1 (3) parents' ability to access and use meaningful information about early learning and
209.2 care program quality; and
- 209.3 (4) providers' ability to serve children and families, particularly those from racially,
209.4 ethnically, or culturally diverse backgrounds.
- 209.5 (b) The evaluation must be performed by a staff member from another agency or a
209.6 consultant. An evaluator must have experience in program evaluation and must not be
209.7 regularly involved in implementation of the quality rating and improvement system.
- 209.8 (c) The evaluation findings, along with the commissioner's recommendations for
209.9 revisions, potential future evaluations, and plans for continuous improvement, must be
209.10 reported to the chairs and ranking members of the legislative committees with jurisdiction
209.11 over early childhood programs by December 31, 2024.
- 209.12 (d) At a minimum, the evaluation must:
- 209.13 (1) analyze the effectiveness of the quality rating and improvement system, including
209.14 but not limited to reviewing:
- 209.15 (i) whether quality indicators and measures used in the quality rating and improvement
209.16 system are consistent with evidence and research findings on early learning and care program
209.17 quality; and
- 209.18 (ii) patterns or differences in observed quality of participating early learning and care
209.19 programs in comparison to programs at other quality rating and improvement system star
209.20 rating levels and accounting for other factors;
- 209.21 (2) perform evidence-based assessments of children's developmental gains in ways that
209.22 are appropriate for children's linguistic and cultural backgrounds and are aligned with the
209.23 state early childhood indicators of progress;
- 209.24 (3) analyze the extent to which differences in developmental gains among children
209.25 correspond to the star ratings of the early learning and care programs, providing disaggregated
209.26 findings by:
- 209.27 (i) children's demographic factors, including geographic area, family income level, and
209.28 racial and ethnic groups;
- 209.29 (ii) type of provider, including family child care providers, child care centers, Head Start
209.30 and Early Head Start, and school-based early childhood providers; and
- 209.31 (iii) any other categories identified by the commissioner, in consultation with the
209.32 commissioners of health and education or entity performing the evaluation;
- 210.1 (4) analyze the accessibility for providers to participate in the quality rating and
210.2 improvement system, including ease of application and supports for a provider to receive

- 210.3 or improve a rating, and provide disaggregated findings by children's demographic factors
210.4 and type of provider, as each is defined in clause (3);
- 210.5 (5) analyze the availability of providers participating in the quality rating and
210.6 improvement system to families, and provide disaggregated findings by children's
210.7 demographic factors and type of provider, as each is defined in clause (3);
- 210.8 (6) analyze the degree to which the quality rating and improvement system does or does
210.9 not account for racial, cultural, linguistic, and ethnic diversity when measuring quality; and
- 210.10 (7) analyze the impact of financial or administrative requirements of the quality rating
210.11 and improvement system on family child care providers and child care providers serving
210.12 racially, ethnically, and culturally diverse communities.
- 210.13 (e) The evaluation must include a comparison of the quality rating and improvement
210.14 system with at least three other quality metric systems used in other states. The other metric
210.15 systems chosen must incorporate methods of assessing and monitoring developmental and
210.16 achievement benchmarks in early care and education settings to assess kindergarten readiness,
210.17 including for racially, ethnically, and culturally diverse populations.
- 210.18 Subd. 4. **Equity report.** The Department of Human Services shall conduct outreach to
210.19 a racially, ethnically, and geographically diverse group of early learning and care providers
210.20 to identify any barriers that prevent them from pursuing a Parent Aware rating. The
210.21 department shall summarize and submit the results of the outreach, along with a plan for
210.22 reducing those barriers, to the legislative committees with jurisdiction over early learning
210.23 and care programs by February 1, 2022.
- 210.24 Sec. 5. Minnesota Statutes 2020, section 124D.151, subdivision 2, is amended to read:
- 210.25 Subd. 2. **Program requirements.** (a) A voluntary prekindergarten program provider
210.26 must:
- 210.27 (1) provide instruction through play-based learning to foster children's social and
210.28 emotional development, cognitive development, physical and motor development, and
210.29 language and literacy skills, including the native language and literacy skills of English
210.30 learners, to the extent practicable;
- 210.31 (2) measure each child's cognitive and social skills using a formative measure aligned
210.32 to the state's early learning standards when the child enters and again before the child leaves
211.1 the program, screening and progress monitoring measures, and other age-appropriate versions
211.2 from the state-approved menu of kindergarten entry profile measures;
- 211.3 (3) provide comprehensive program content including the implementation of curriculum,
211.4 assessment, and instructional strategies aligned with the state early learning standards, and
211.5 kindergarten through grade 3 academic standards;

- 211.6 (4) provide instructional content and activities that are of sufficient length and intensity
 211.7 to address learning needs including offering a program with at least 350 hours of instruction
 211.8 per school year for a prekindergarten student;
- 211.9 (5) provide voluntary prekindergarten instructional staff salaries comparable to the
 211.10 salaries of local kindergarten through grade 12 instructional staff;
- 211.11 (6) coordinate appropriate kindergarten transition with families, community-based
 211.12 prekindergarten programs, and school district kindergarten programs;
- 211.13 (7) involve parents in program planning and transition planning by implementing parent
 211.14 engagement strategies that include culturally and linguistically responsive activities in
 211.15 prekindergarten through third grade that are aligned with early childhood family education
 211.16 under section 124D.13;
- 211.17 (8) coordinate with relevant community-based services, including health and social
 211.18 service agencies, to ensure children have access to comprehensive services;
- 211.19 (9) coordinate with all relevant school district programs and services including early
 211.20 childhood special education, homeless students, and English learners;
- 211.21 (10) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20 children
 211.22 with at least one licensed teacher;
- 211.23 (11) provide high-quality coordinated professional development, training, and coaching
 211.24 for both school district and community-based early learning providers that is informed by
 211.25 a measure of adult-child interactions and enables teachers to be highly knowledgeable in
 211.26 early childhood curriculum content, assessment, native and English language development
 211.27 programs, and instruction; and
- 211.28 (12) implement strategies that support the alignment of professional development,
 211.29 instruction, assessments, and prekindergarten through grade 3 curricula.
- 211.30 (b) A voluntary prekindergarten program must have teachers knowledgeable in early
 211.31 childhood curriculum content, assessment, native and English language programs, and
 211.32 instruction.
- 212.1 (c) Districts and charter schools must include their strategy for implementing and
 212.2 measuring the impact of their voluntary prekindergarten program under section 120B.11
 212.3 and provide results in their world's best workforce annual summary to the commissioner of
 212.4 education.
- 212.5 Sec. 6. Minnesota Statutes 2020, section 124D.151, subdivision 5, is amended to read:
- 212.6 Subd. 5. **Application process; priority for high poverty schools.** (a) ~~To qualify for~~
 212.7 ~~program approval for fiscal year 2017, a district or charter school must submit an application~~
 212.8 ~~to the commissioner by July 1, 2016. To qualify for program approval for fiscal year 2018~~
 212.9 ~~and later, a district or charter school must submit an application to the commissioner by~~

- 212.10 January 30 of the fiscal year prior to the fiscal year in which the program will be
212.11 implemented. The application must include:
- 212.12 (1) a description of the proposed program, including the number of hours per week the
212.13 program will be offered at each school site or mixed-delivery location;
- 212.14 (2) an estimate of the number of eligible children to be served in the program at each
212.15 school site or mixed-delivery location; and
- 212.16 (3) a statement of assurances signed by the superintendent or charter school director that
212.17 the proposed program meets the requirements of subdivision 2.
- 212.18 (b) The commissioner ~~must review all applications submitted for fiscal year 2017 by~~
212.19 ~~August 1, 2016, and~~ must review all applications submitted for fiscal year 2018 and later
212.20 by March 1 of the fiscal year in which the applications are received and determine whether
212.21 each application meets the requirements of paragraph (a).
- 212.22 (c) The commissioner must divide all applications for new or expanded voluntary
212.23 prekindergarten programs under this section meeting the requirements of paragraph (a) ~~and~~
212.24 ~~school readiness plus programs~~ into four groups as follows: the Minneapolis and St. Paul
212.25 school districts; other school districts located in the metropolitan equity region as defined
212.26 in section 126C.10, subdivision 28; school districts located in the rural equity region as
212.27 defined in section 126C.10, subdivision 28; and charter schools. Within each group, the
212.28 applications must be ordered by rank using a sliding scale based on the following criteria:
- 212.29 (1) concentration of kindergarten students eligible for free or reduced-price lunches by
212.30 school site on October 1 of the previous school year. A school site may contract to partner
212.31 with a community-based provider or Head Start under subdivision 3 or establish an early
212.32 childhood center and use the concentration of kindergarten students eligible for free or
212.33 reduced-price meals from a specific school site as long as those eligible children are
213.1 prioritized and guaranteed services at the mixed-delivery site or early education center. For
213.2 school district programs to be operated at locations that do not have free and reduced-price
213.3 lunch concentration data for kindergarten programs for October 1 of the previous school
213.4 year, including mixed-delivery programs, the school district average concentration of
213.5 kindergarten students eligible for free or reduced-price lunches must be used for the rank
213.6 ordering;
- 213.7 (2) presence or absence of a three- or four-star Parent Aware rated program within the
213.8 school district or close proximity of the district. School sites with the highest concentration
213.9 of kindergarten students eligible for free or reduced-price lunches that do not have a three-
213.10 or four-star Parent Aware program within the district or close proximity of the district shall
213.11 receive the highest priority, and school sites with the lowest concentration of kindergarten
213.12 students eligible for free or reduced-price lunches that have a three- or four-star Parent
213.13 Aware rated program within the district or close proximity of the district shall receive the
213.14 lowest priority; and
- 213.15 (3) whether the district has implemented a mixed delivery system.

213.16 (d) The limit on participation for the programs as specified in subdivision 6 must initially
213.17 be allocated among the four groups based on each group's percentage share of the statewide
213.18 kindergarten enrollment on October 1 of the previous school year. Within each group, the
213.19 participation limit for fiscal years 2018 and 2019 must first be allocated to school sites
213.20 approved for aid in the previous year to ensure that those sites are funded for the same
213.21 number of participants as approved for the previous year. The remainder of the participation
213.22 limit for each group must be allocated among school sites in priority order until that region's
213.23 share of the participation limit is reached. If the participation limit is not reached for all
213.24 groups, the remaining amount must be allocated to the highest priority school sites, as
213.25 designated under this section, not funded in the initial allocation on a statewide basis. For
213.26 fiscal year 2020 and later, the participation limit must first be allocated to school sites
213.27 approved for aid in fiscal year 2017, and then to school sites approved for aid in fiscal year
213.28 2018 based on the statewide rankings under paragraph (c).

213.29 (e) ~~One~~ A school site or a mixed delivery site under subdivision 3 is offering a voluntary
213.30 prekindergarten or a school readiness plus program approved for aid under this subdivision;
213.31 ~~it in fiscal year 2021~~ shall remain eligible for aid if it continues to meet program
213.32 requirements, regardless of changes in the concentration of students eligible for free or
213.33 reduced-price lunches.

214.1 (f) If the total number of participants approved based on applications submitted under
214.2 paragraph (a) is less than the participation limit under subdivision 6, the commissioner must
214.3 notify all school districts and charter schools of the amount that remains available within
214.4 30 days of the initial application deadline under paragraph (a), and complete a second round
214.5 of allocations based on applications received within 60 days of the initial application deadline.

214.6 (g) Procedures for approving applications submitted under paragraph (f) shall be the
214.7 same as specified in paragraphs (a) to (d), except that the allocations shall be made to the
214.8 highest priority school sites not funded in the initial allocation on a statewide basis.

214.9 Sec. 7. Minnesota Statutes 2020, section 124D.151, subdivision 6, is amended to read:

214.10 Subd. 6. **Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,
214.11 paragraph (d), the pupil units for a voluntary prekindergarten program for an eligible school
214.12 district or charter school must not exceed 60 percent of the kindergarten pupil units for that
214.13 school district or charter school under section 126C.05, subdivision 1, paragraph (e).

214.14 (b) In reviewing applications under subdivision 5, the commissioner must limit the total
214.15 number of participants in the voluntary prekindergarten ~~and school readiness plus programs~~
214.16 ~~under Laws 2017, First Special Session chapter 5, article 8, section 9, program~~ to not more
214.17 than 7,160 participants for fiscal years 2019, 2020, and 2021, and 3,160 participants for
214.18 ~~fiscal years 2022 and later.~~

214.19 Sec. 8. Minnesota Statutes 2020, section 124D.162, is amended to read:

214.20 **124D.162 KINDERGARTEN READINESS ASSESSMENT.**

214.21 Subdivision 1. **Implementation.** (a) The commissioner of education ~~may~~ must implement
 214.22 a kindergarten readiness assessment ~~representative~~ of incoming kindergartners. to:

214.23 (1) identify preparedness of a child for success in school;

214.24 (2) inform instructional decision making;

214.25 (3) improve understanding of connections between kindergarten readiness and later
 214.26 academic achievement; and

214.27 (4) produce data that can assist in evaluation of the effectiveness of early childhood
 214.28 programs.

214.29 (b) The commissioner must provide districts and charter schools with a process for
 214.30 measuring the kindergarten readiness of incoming kindergartners on a comparable basis.

215.1 The commissioner must approve one or more measurement tools for district and charter
 215.2 school use.

215.3 Subd. 2. **Assessment development.** The measurement tools used for assessment must
 215.4 be based on the Department of Education Kindergarten Readiness Assessment at kindergarten
 215.5 entrance study research-based, developmentally appropriate, valid and reliable, and aligned
 215.6 to the state early childhood indicators of progress and kindergarten academic standards.

215.7 Subd. 3. **Reporting.** Beginning in the 2022-2023 school year, every district and charter
 215.8 school must use the commissioner-provided process. Every district and charter school must
 215.9 annually report kindergarten readiness results under this section to the department in the
 215.10 form and manner determined by the commissioner concurrent with the district's and charter
 215.11 school's world's best workforce report under section 120B.11. The commissioner must
 215.12 publicly report kindergarten readiness results as part of the performance reports required
 215.13 under section 120B.36 and consistent with section 120B.35, subdivision 3, paragraph (a),
 215.14 clause (2).

215.15 Subd. 4. **Longitudinal data system.** Beginning with data reported on incoming
 215.16 kindergartners in the 2022-2023 school year, the commissioner must integrate kindergarten
 215.17 readiness data under this section into statewide longitudinal educational data systems.

215.18 Sec. 9. Minnesota Statutes 2020, section 124D.165, subdivision 2, is amended to read:

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

215.21 (1) have an eligible child; and

215.22 (2) have income equal to or less than 185 percent of federal poverty level income in the
 215.23 current calendar year, or be able to document their child's current participation in the free

215.24 and reduced-price lunch program or Child and Adult Care Food Program, National School
 215.25 Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food Distribution
 215.26 Program on Indian Reservations, Food and Nutrition Act, United States Code, title 7, sections
 215.27 2011-2036; Head Start under the federal Improving Head Start for School Readiness Act
 215.28 of 2007; Minnesota family investment program under chapter 256J; child care assistance
 215.29 programs under chapter 119B; the supplemental nutrition assistance program; or placement
 215.30 in foster care under section 260C.212.

215.31 (b) An "eligible child" means a child who has not yet enrolled in kindergarten and is;
 215.32 not yet five years of age on September 1 of the current school year.

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

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

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

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

216.6 (c) Notwithstanding the priorities outlined in subdivision 3 of this section, a child who
 216.7 has received a scholarship under this section must continue to receive a scholarship each
 216.8 year until that child is eligible for kindergarten under section 120A.20 and as long as funds
 216.9 are available.

216.10 (d) Early learning scholarships may not be counted as earned income for the purposes
 216.11 of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota
 216.12 family investment program under chapter 256J, child care assistance programs under chapter
 216.13 119B, or Head Start under the federal Improving Head Start for School Readiness Act of
 216.14 2007.

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

216.20 Sec. 10. Minnesota Statutes 2020, section 124D.165, subdivision 3, is amended to read:

216.21 Subd. 3. **Administration.** (a) The commissioner shall establish application timelines
 216.22 and determine the schedule for awarding scholarships that meets operational needs of eligible
 216.23 families and programs. The commissioner must give highest priority to prioritize applications
 216.24 from children who as follows:

216.25 (1) first priority is children who have a parent under age 21 who is pursuing a high school
 216.26 diploma or a course of study for a high school equivalency test, are in foster care or otherwise
 216.27 in need of protection or services, or have experienced homelessness in the last 24 months,

216.28 as defined under the federal McKinney-Vento Homeless Assistance Act, United States
216.29 Code, title 42, section 11434a;

216.30 ~~(2) are in foster care or otherwise in need of protection or services; or second priority~~
216.31 ~~is children who are from birth through age two; and~~

217.1 ~~(3) have experienced homelessness in the last 24 months, as defined under the federal~~
217.2 ~~McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434a~~
217.3 ~~third priority is children who are age three or four.~~

217.4 The commissioner may prioritize applications on additional factors including family
217.5 income, geographic location, and whether the child's family is on a waiting list for a publicly
217.6 funded program providing early education or child care services.

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

217.9 (c) A four-star rated program that has children eligible for a scholarship enrolled in or
217.10 on a waiting list for a program beginning in July, August, or September may notify the
217.11 commissioner, in the form and manner prescribed by the commissioner, each year of the
217.12 program's desire to enhance program services or to serve more children than current funding
217.13 provides. The commissioner may designate a predetermined number of scholarship slots
217.14 for that program and notify the program of that number. ~~For fiscal year 2018 and later, the~~
217.15 ~~statewide amount of funding directly designated by the commissioner must not exceed the~~
217.16 ~~funding directly designated for fiscal year 2017. Beginning July 1, 2016, A school district~~
217.17 ~~or Head Start program qualifying under this paragraph may use its established registration~~
217.18 ~~process to enroll scholarship recipients and may verify a scholarship recipient's family~~
217.19 ~~income in the same manner as for other program participants.~~

217.20 (d) A scholarship is awarded for a 12-month period. If the scholarship recipient has not
217.21 been accepted and subsequently enrolled in a rated program within ~~ten~~ three months of the
217.22 awarding of the scholarship, the scholarship cancels and the recipient must reapply in order
217.23 to be eligible for another scholarship. If a family is unable to enroll in an eligible program
217.24 within three months, they may request an extension based on an established set of criteria
217.25 that would be developed under the commissioner's authority. A child may not be awarded
217.26 more than one scholarship in a 12-month period.

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

217.31 (f) For fiscal year 2017 and later, a school district or Head Start program enrolling
217.32 scholarship recipients under paragraph (c) may apply to the commissioner, in the form and
217.33 manner prescribed by the commissioner, for direct payment of state aid. Upon receipt of
217.34 the application, the commissioner must pay each program directly for each approved

218.1 scholarship recipient enrolled under paragraph (c) according to the metered payment system
218.2 or another schedule established by the commissioner.

218.3 **Sec. 11. [124D.166] LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL**
218.4 **AND KINDERGARTEN.**

218.5 A child in a publicly funded preschool or kindergarten program may not use an
218.6 individual-use screen, such as a tablet, smartphone, or other digital media, without
218.7 engagement from a teacher or other students. This section does not apply to a child for
218.8 whom the school has in effect an individualized family service plan or an individualized
218.9 education program.

218.10 Sec. 12. Minnesota Statutes 2020, section 126C.05, subdivision 1, is amended to read:

218.11 Subdivision 1. **Pupil unit.** Pupil units for each Minnesota resident pupil under the age
218.12 of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in
218.13 average daily membership enrolled in the district of residence, in another district under
218.14 sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under
218.15 chapter 124E; or for whom the resident district pays tuition under section 123A.18, 123A.22,
218.16 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03
218.17 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

218.18 (a) A prekindergarten pupil with a disability who is enrolled in a program approved by
218.19 the commissioner and has an individualized education program is counted as the ratio of
218.20 the number of hours of assessment and education service to 825 times 1.0 with a minimum
218.21 average daily membership of 0.28, but not more than 1.0 pupil unit.

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

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

218.28 (d) A prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled
218.29 in an approved voluntary prekindergarten program under section 124D.151 is counted as
218.30 the ratio of the number of hours of instruction to 850 times 1.0, but not more than 0.6 pupil
218.31 units.

219.1 (e) A kindergarten pupil who is not included in paragraph (c) is counted as 1.0 pupil
219.2 unit if the pupil is enrolled in a free all-day, every day kindergarten program available to
219.3 all kindergarten pupils at the pupil's school that meets the minimum hours requirement in
219.4 section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day,
219.5 every day kindergarten program available to all kindergarten pupils at the pupil's school.

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

101.23 Section 1. **[124D.166] LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL**
101.24 **AND KINDERGARTEN.**

101.25 A child in a publicly funded preschool or kindergarten program may not use an
101.26 individual-use screen, such as a tablet, smartphone, or other digital media, without
101.27 engagement from a teacher or other students. This section does not apply to a child for
101.28 whom the school has an individualized family service plan or an individualized education
101.29 program in effect.

- 219.7 (g) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.
- 219.8 (h) A pupil who is in the postsecondary enrollment options program is counted as 1.2
219.9 pupil units.
- 219.10 ~~(i) For fiscal years 2018 through 2021, A prekindergarten pupil who:~~
- 219.11 ~~(1) is not included in paragraph (a), (b), or (d);~~
- 219.12 ~~(2) is enrolled in a school readiness plus program under Laws 2017, First Special Session~~
219.13 ~~chapter 5, article 8, section 9; and~~
- 219.14 ~~(3) has one or more of the risk factors specified by the eligibility requirements for a~~
219.15 ~~school readiness plus program;~~
- 219.16 ~~is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more~~
219.17 ~~than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same~~
219.18 ~~manner as a voluntary prekindergarten student for all general education and other school~~
219.19 ~~funding formulas.~~
- 219.20 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022 and later.
- 219.21 Sec. 13. Minnesota Statutes 2020, section 126C.05, subdivision 3, is amended to read:
- 219.22 Subd. 3. **Compensation revenue pupil units.** Compensation revenue pupil units for
219.23 fiscal year 1998 and thereafter must be computed according to this subdivision.
- 219.24 (a) The compensation revenue concentration percentage for each building in a district
219.25 equals the product of 100 times the ratio of:
- 219.26 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
219.27 plus one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
219.28 previous fiscal year; to
- 219.29 (2) the number of pupils enrolled in the building on October 1 of the previous fiscal
219.30 year.
- 220.1 (b) The compensation revenue pupil weighting factor for a building equals the lesser of
220.2 one or the quotient obtained by dividing the building's compensation revenue concentration
220.3 percentage by 80.0.
- 220.4 (c) The compensation revenue pupil units for a building equals the product of:
- 220.5 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
220.6 and one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
220.7 previous fiscal year; times
- 220.8 (2) the compensation revenue pupil weighting factor for the building; times
- 220.9 (3) .60.

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

220.18 ~~(e) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten seats discontinued~~
 220.19 ~~in fiscal year 2022 due to the reduction in the participation limit under section 124D.151,~~
 220.20 ~~subdivision 6, those discontinued seats must not be used to calculate compensation revenue~~
 220.21 ~~pupil units for fiscal year 2022.~~

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

220.24 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022 and later.

220.25 Sec. 14. **AFFORDABLE, HIGH-QUALITY EARLY CARE AND EDUCATION**
 220.26 **FOR ALL FAMILIES.**

220.27 It is the goal of the state for all families to have access to affordable, high-quality early
 220.28 care and education, for children from birth up to age five, that enriches, nurtures, and supports
 220.29 children and their families. The goal will be achieved by:

220.30 (1) creating a system under which no family pays more than seven percent of its income
 220.31 for early care and education;

221.1 (2) ensuring that a child's access to high-quality early care and education is not determined
 221.2 by the child's race, income, or zip code; and

221.3 (3) increasing compensation, credentials, and professional development opportunities
 221.4 for the early care and education workforce.

221.5 Sec. 15. **GREAT START FOR ALL MINNESOTA CHILDREN TASK FORCE.**

221.6 Subdivision 1. Establishment. The Great Start for All Minnesota Children Task Force
 221.7 is established to develop strategies that will meet the goal of all families in the state having
 221.8 access to affordable, high-quality early care and education, for children from birth up to
 221.9 age five, that enriches, nurtures, and supports children and their families.

221.10 Subd. 2. Membership. (a) The task force shall consist of the following 21 voting
 221.11 members, appointed by the governor or governor's designee, except as otherwise specified:

221.12 (1) two members of the house of representatives, appointed first from the majority party
 221.13 by the speaker of the house and second from the minority party by the minority leader. One
 221.14 of the members must represent a district outside of the seven-county metropolitan area, and

221.15 one member must represent a district that includes the seven-county metropolitan area. The
221.16 appointment by the minority leader must ensure that the requirement for geographic diversity
221.17 in appointments is met;

221.18 (2) two members of the senate, appointed first from the majority party by the majority
221.19 leader and second from the minority party by the minority leader. One of the members must
221.20 represent a district outside of the seven-county metropolitan area, and one member must
221.21 represent a district that includes the seven-county metropolitan area. The appointment by
221.22 the minority leader must ensure that the requirement for geographic diversity in appointments
221.23 is met;

221.24 (3) one individual who is the director of a licensed child care center with at least 50
221.25 percent of its enrolled children eligible for or currently receiving public assistance for early
221.26 care and education;

221.27 (4) two individuals who are license holders of family child care programs, one from
221.28 greater Minnesota and one from the seven-county metropolitan area;

221.29 (5) one individual who is both a licensed early childhood teacher and a member of a
221.30 licensed early childhood educator union;

222.1 (6) two parents of children under the age of five who are enrolled in early care and
222.2 education programs, one parent from greater Minnesota and one parent from the seven-county
222.3 metropolitan area;

222.4 (7) one representative of an organization that organizes licensed child care centers and
222.5 employees;

222.6 (8) one representative from the statewide child care resource and referral network, known
222.7 as Child Care Aware;

222.8 (9) one representative of a trade organization representing the interests of licensed child
222.9 care centers;

222.10 (10) one representative of a federally recognized Tribe;

222.11 (11) one representative from the Minnesota Association of County Social Service
222.12 Administrators;

222.13 (12) one nationally recognized expert in early care and education financing;

222.14 (13) one representative from an association representing small business interests;

222.15 (14) one representative of a statewide advocacy organization that supports and promotes
222.16 early childhood education and welfare;

222.17 (15) one representative from the Minnesota Head Start Association;

- 222.18 (16) one representative from an organization representing community education directors;
222.19 and
- 222.20 (17) one representative from the Children's Cabinet.
- 222.21 (b) One representative from each of the following state agencies shall serve as a nonvoting
222.22 member of the task force who participates in meetings and provides data and information
222.23 to the task force upon request:
- 222.24 (1) the Department of Education;
- 222.25 (2) the Department of Employment and Economic Development;
- 222.26 (3) the Department of Health;
- 222.27 (4) the Department of Human Services;
- 222.28 (5) the Department of Labor and Industry;
- 222.29 (6) the Department of Management and Budget; and
- 222.30 (7) the Department of Revenue.
- 223.1 Subd. 3. **Administration.** (a) The governor must select a chair or cochairst for the task
223.2 force from among the voting members. The first task force meeting shall be convened by
223.3 the chair or cochairst and held no later than September 1, 2021. Thereafter, the chair or
223.4 cochairst shall convene the task force at least monthly and may convene other meetings as
223.5 necessary. The chair or cochairst shall convene meetings in a manner to allow for access
223.6 from diverse geographic locations in Minnesota.
- 223.7 (b) Members of the task force shall serve without compensation.
- 223.8 (c) The commissioner of management and budget shall provide staff and administrative
223.9 services for the task force.
- 223.10 (d) The task force shall expire upon submission of the final report required under
223.11 subdivision 8.
- 223.12 (e) The duties of the task force in this section shall be transferred to an applicable state
223.13 agency if specifically authorized under law to carry out such duties.
- 223.14 (f) The task force is subject to Minnesota Statutes, chapter 13D.
- 223.15 Subd. 4. **Plan development.** (a) The task force must develop a plan to achieve the goal
223.16 outlined in subdivision 1 by 2031. The plan must incorporate strategies that:
- 223.17 (1) create a system under which no family pays more than seven percent of its income
223.18 for early care and education;

- 223.19 (2) ensure that a child's access to high-quality early care and education is not determined
223.20 by the child's race, income, or zip code; and
- 223.21 (3) increase compensation to at least a livable wage and increase professional development
223.22 and credentialing opportunities for the early care and education workforce, which includes
223.23 but is not limited to early educators working in Head Start, family child care programs,
223.24 child care centers, school-based programs, and early childhood special education.
- 223.25 (b) Development of the strategies must incorporate or otherwise take into account the
223.26 factors identified in subdivisions 5 and 6.
- 223.27 Subd. 5. **Affordable, high-quality early care and education.** In developing the plan
223.28 under subdivision 4, the task force must:
- 223.29 (1) identify the benefit mechanisms, financing mechanisms, and infrastructure under
223.30 which families will access financial assistance so early care and education is affordable;
- 223.31 (2) describe how the plan will be administered, including the roles for state agencies,
223.32 local government agencies, and community-based organizations;
- 224.1 (3) describe how the plan will maintain and encourage the further development of
224.2 Minnesota's mixed-delivery system for early care and education;
- 224.3 (4) consider the recommendations from previous work including the Transforming
224.4 Minnesota's Early Childhood Workforce project;
- 224.5 (5) consider how provider payment rates will be determined and updated under a seven
224.6 percent cap; and
- 224.7 (6) consider how the state can develop and implement diverse methods of assessing and
224.8 monitoring developmental and achievement benchmarks in early care and education settings
224.9 to assess kindergarten readiness.
- 224.10 Subd. 6. **Workforce compensation.** In developing the plan under subdivision 4, the
224.11 task force must:
- 224.12 (1) endeavor to preserve and increase racial and ethnic equity and diversity in the early
224.13 care and education workforce and recognize the value of cultural competency and
224.14 multilingualism;
- 224.15 (2) include a salary floor that supports recruitment and retention of a qualified workforce
224.16 in every early care and education setting;
- 224.17 (3) consider the need for and development of a mechanism that ties provider
224.18 reimbursement rates to employee compensation;
- 224.19 (4) consider how compensation standards for early educators will apply at both child
224.20 care centers and family child care programs;

- 224.21 (5) increase compensation to incentivize advancements in relevant higher education
224.22 credentials, training, years of experience, and credential equivalencies, including certified
224.23 demonstrations of competencies developed through apprenticeships, peer learning models,
224.24 and community-based training; and
- 224.25 (6) set compensation for the early care and education workforce by reference to
224.26 compensation for licensed elementary school teachers, and consider differentiating base
224.27 compensation for:
- 224.28 (i) varying levels of responsibility, including but not limited to center directors, assistant
224.29 directors, lead teachers, assistant teachers, paraprofessionals, family child care license
224.30 holders, second adult caregivers, substitutes, and helpers; and
- 224.31 (ii) different geographic areas of the state.
- 225.1 Subd. 7. **Implementation timeline.** The task force must develop an implementation
225.2 timeline for the plan developed under subdivision 4 that phases in the plan over a period of
225.3 no more than six years, beginning in July 2025 and finishing no later than July 2031. In
225.4 developing the implementation timeline, the task force must consider:
- 225.5 (1) how to simultaneously apply the seven percent cap to as many families as possible
225.6 while minimizing disruptions in the availability and cost of currently available early care
225.7 and education arrangements;
- 225.8 (2) the capacity for the state to increase the availability of different types of early care
225.9 and education settings from which a family may choose;
- 225.10 (3) how the inability to afford and access early care and education settings
225.11 disproportionately affects certain populations; and
- 225.12 (4) how to provide additional targeted investments for early care and education providers
225.13 serving a high proportion of families currently eligible for or receiving public assistance
225.14 for early care and education.
- 225.15 Subd. 8. **Required reports.** By July 1, 2022, the task force must submit to the governor
225.16 and legislative committees with jurisdiction over early childhood programs preliminary
225.17 findings and draft implementation plans pursuant to the plan required under subdivision 4.
225.18 By February 1, 2023, the task force must submit to the governor and legislative committees
225.19 with jurisdiction over early childhood programs final recommendations and implementation
225.20 plans pursuant to subdivision 4.
- 225.21 Sec. 16. **DIRECTION TO THE CHILDREN'S CABINET; EARLY CHILDHOOD**
225.22 GOVERNANCE REPORT.
- 225.23 Subdivision 1. **Recommendations.** The Children's Cabinet shall develop
225.24 recommendations on the governance of programs relating to early childhood development,
225.25 care, and learning, including how such programs could be consolidated into an existing

- 225.26 state agency or a new state Department of Early Childhood. The recommendations shall
225.27 address the impact of such a consolidation on:
- 225.28 (1) state efforts to ensure that all Minnesota children are kindergarten-ready, with race,
225.29 income, and zip code no longer predictors of school readiness;
- 225.30 (2) coordination and alignment among programs;
- 225.31 (3) the effort required of families to receive services to which they are entitled;
- 225.32 (4) the effort required of service providers to participate in childhood programs; and
- 226.1 (5) the articulation between early care and education programs and the kindergarten
226.2 through grade 12 system.
- 226.3 Subd. 2. **Public input.** In developing the recommendations required under subdivision
226.4 1, the Children's Cabinet must provide for a community engagement process to seek input
226.5 from the public and stakeholders.
- 226.6 Subd. 3. **Report.** (a) The Children's Cabinet shall produce a report that includes:
- 226.7 (1) the recommendations required under subdivision 1;
- 226.8 (2) the explanations and reasoning behind such recommendations;
- 226.9 (3) a description of the community engagement process required under subdivision 2;
226.10 and
- 226.11 (4) a summary of the feedback received from the public and early care and education
226.12 stakeholders through the community engagement process.
- 226.13 (b) The Children's Cabinet may arrange for consultants to assist with the development
226.14 of the report.
- 226.15 (c) By February 1, 2022, the Children's Cabinet shall submit the report to the governor
226.16 and the legislative committees with jurisdiction over early childhood programs.
- 226.17 Sec. 17. **DIRECTION TO THE CHILDREN'S CABINET; EVALUATION OF THE**
226.18 **USE OF FEDERAL MONEY.**
- 226.19 (a) The Children's Cabinet, with the assistance of the commissioners of human services,
226.20 education, and employment and economic development, shall conduct an evaluation of the
226.21 use of federal money received pursuant to the American Rescue Plan Act of 2021 (Public
226.22 Law 117-2), the Coronavirus Response and Relief Supplemental Appropriations Act of
226.23 2020 (Public Law 116-260), and the Coronavirus Aid, Relief, and Economic Security Act
226.24 (Public Law 116-136) to address the state's needs in the area of early care and education.
226.25 The Children's Cabinet may arrange for consultants to assist with the evaluation.

226.26 (b) The evaluation shall address at least the following topics with results disaggregated,
226.27 to the extent practicable, by age, race, ethnicity, and geographic areas of the state:

226.28 (1) changes in the number of children who are able to access early care and education
226.29 programs, including children from the following categories: those from low-income families;
226.30 those who have disabilities or developmental delays; those who are English language
226.31 learners; those who are members of American Indian Tribes; and those who are migrant,
226.32 homeless, in foster care, or are in need of child protective services;

227.1 (2) changes in the supply of early care and education, particularly in areas of the state
227.2 with shortages of early care and education;

227.3 (3) changes in the quality of early care and education programs, as measured pursuant
227.4 to the state's quality rating and improvement system under Minnesota Statutes, section
227.5 124D.142; and

227.6 (4) changes in the average compensation and credentials of the early care and education
227.7 workforce.

227.8 (c) The Children's Cabinet shall submit interim findings of the evaluation to the governor
227.9 and the legislative committees with jurisdiction over early childhood programs by February
227.10 1 in each of calendar years 2022, 2023, and 2024. The Children's Cabinet shall submit a
227.11 final report to the governor and the legislative committees with jurisdiction over early
227.12 childhood programs by February 1, 2025.

227.13 Sec. 18. **APPROPRIATIONS; MINNESOTA MANAGEMENT AND BUDGET.**

227.14 (a) \$500,000 in fiscal year 2022 is appropriated from the general fund to the commissioner
227.15 of management and budget for the Great Start for All Minnesota Children Task Force. This
227.16 is a onetime appropriation.

227.17 (b) \$250,000 in fiscal year 2022 is appropriated from the general fund to the commissioner
227.18 of management budget for the early childhood governance report. This is a onetime
227.19 appropriation.

227.20 Sec. 19. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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

227.24 Subd. 2. **School readiness.** (a) For revenue for school readiness programs under
227.25 Minnesota Statutes, sections 124D.15 and 124D.16:

227.26 \$ 33,683,000 2022

227.27 \$ 33,683,000 2023

102.1 Sec. 2. **APPROPRIATIONS.**

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

102.5 Subd. 2. **School readiness.** (a) For revenue for school readiness programs under
102.6 Minnesota Statutes, sections 124D.15 and 124D.16:

102.7 \$ 33,683,000 2022

102.8 \$ 33,683,000 2023

227.28 (b) The 2022 appropriation includes \$3,368,000 for fiscal year 2021 and \$30,315,000
 227.29 for fiscal year 2022.

227.30 (c) The 2023 appropriation includes \$3,368,000 for fiscal year 2022 and \$30,315,000
 227.31 for fiscal year 2023.

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

228.3 \$ 88,949,000 2022

228.4 \$ 88,949,000 2023

228.5 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 228.6 124D.165, subdivision 6.

228.7 (c) The base for each of fiscal years 2024 and 2025 is \$89,997,000.

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

228.10 \$ 25,100,000 2022

228.11 \$ 25,100,000 2023

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

228.14 \$ 34,380,000 2022

228.15 \$ 35,349,000 2023

228.16 (b) The 2022 appropriation includes \$3,341,000 for fiscal year 2021 and \$31,039,000
 228.17 for fiscal year 2022.

228.18 (c) The 2023 appropriation includes \$3,448,000 for fiscal year 2022 and \$31,901,000
 228.19 for fiscal year 2023.

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

228.22 \$ 3,582,000 2022

228.23 \$ 3,476,000 2023

102.9 (b) The 2022 appropriation includes \$3,368,000 for 2021 and \$30,315,000 for 2022.

102.10 (c) The 2023 appropriation includes \$3,368,000 for 2022 and \$30,315,000 for 2023.

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

102.13 \$ 70,709,000 2022

102.14 \$ 70,709,000 2023

102.15 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 102.16 124D.165, subdivision 6.

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

102.19 \$ 25,100,000 2022

102.20 \$ 25,100,000 2023

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

102.23 \$ 33,772,000 2022

102.24 \$ 34,055,000 2023

102.25 (b) The 2022 appropriation includes \$3,341,000 for 2021 and \$30,431,000 for 2022.

102.26 (c) The 2023 appropriation includes \$3,381,000 for 2022 and \$30,674,000 for 2023.

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

102.29 \$ 3,582,000 2022

102.30 \$ 3,476,000 2023

228.24 (b) The 2022 appropriation includes \$360,000 for fiscal year 2021 and \$3,222,000 for
228.25 fiscal year 2022.

228.26 (c) The 2023 appropriation includes \$358,000 for fiscal year 2022 and \$3,118,000 for
228.27 fiscal year 2023.

228.28 Subd. 7. **ParentChild+ program.** (a) For a grant to the ParentChild+ program:

228.29 \$ 1,500,000 2022

228.30 \$ 1,500,000 2023

229.1 (b) The ParentChild+ program must use the grant to implement its evidence-based and
229.2 research-validated early childhood literacy and school readiness program for children ages
229.3 16 months to four years. The program must be implemented at existing ParentChild+ program
229.4 locations, including Cass County, Hennepin County, and Rice County, and the cities of
229.5 Rochester and St. Cloud, or at any new rural, suburban, or urban locations.

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

229.7 Subd. 8. **Kindergarten readiness assessment.** (a) For the kindergarten readiness
229.8 assessment under Minnesota Statutes, section 124D.162:

229.9 \$ 2,516,000 2022

229.10 \$ 2,285,000 2023

229.11 (b) The base for fiscal year 2024 is \$2,204,000. The base for fiscal year 2025 is
229.12 \$2,004,000.

229.13 Subd. 9. **Quality rating and improvement system.** (a) For transfer to the commissioner
229.14 of human services for the purposes of expanding the quality rating and improvement system
229.15 under Minnesota Statutes, section 124D.142, in greater Minnesota and increasing supports
229.16 for providers participating in the quality rating and improvement system:

229.17 \$ 1,750,000 2022

229.18 \$ 1,750,000 2023

229.19 (b) The amounts in paragraph (a) must be in addition to any federal funding under the
229.20 child care and development block grant authorized under Public Law 101-508 in that year
229.21 for the system under Minnesota Statutes, section 124D.142.

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

102.31 (b) The 2022 appropriation includes \$360,000 for 2021 and \$3,222,000 for 2022.

103.1 (c) The 2023 appropriation includes \$357,000 for 2022 and \$3,119,000 for 2023.

103.2 Subd. 7. **ParentChild+ program.** For a grant to the ParentChild+ program:

103.3 \$ 900,000 2022

103.4 \$ 900,000 2023

103.5 The grant must be used for an evidence-based and research-validated early childhood literacy
103.6 and school readiness program for children ages 16 months to four years at its existing
103.7 suburban program location. The program must include urban and rural program locations
103.8 for fiscal years 2022 and 2023.

103.9 Subd. 8. **Kindergarten entrance assessment initiative and intervention program.** For
103.10 the kindergarten entrance assessment initiative and intervention program under Minnesota
103.11 Statutes, section 124D.162:

103.12 \$ 281,000 2022

103.13 \$ 281,000 2023

103.14 Subd. 9. **Quality rating and improvement system.** (a) For transfer to the commissioner
103.15 of human services for the purposes of expanding the quality rating and improvement system
103.16 under Minnesota Statutes, section 124D.142, in greater Minnesota and increasing supports
103.17 for providers participating in the quality rating and improvement system:

103.18 \$ 1,750,000 2022

103.19 \$ 1,750,000 2023

103.20 (b) The amounts in paragraph (a) must be in addition to any federal funding under the
103.21 child care and development block grant authorized under Public Law 101-508 in that year
103.22 for the system under Minnesota Statutes, section 124D.142.

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

229.23 Subd. 10. **Early childhood programs at Tribal contract schools.** For early childhood
 229.24 family education programs at Tribal contract schools under Minnesota Statutes, section
 229.25 124D.83, subdivision 4:

229.26 \$ 68,000 2022

229.27 \$ 68,000 2023

229.28 Subd. 11. **Educate parents partnership.** For the educate parents partnership under
 229.29 Minnesota Statutes, section 124D.129:

229.30 \$ 49,000 2022

229.31 \$ 49,000 2023

230.1 Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
 230.2 124D.135:

230.3 \$ 462,000 2022

230.4 \$ 444,000 2023

230.5 (b) The 2022 appropriation includes \$47,000 for fiscal year 2021 and \$415,000 for fiscal
 230.6 year 2022.

230.7 (c) The 2023 appropriation includes \$46,000 for fiscal year 2022 and \$398,000 for fiscal
 230.8 year 2023.

230.9 Subd. 13. **Reach Out and Read Minnesota.** (a) For a grant to support Reach Out and
 230.10 Read Minnesota to expand its statewide program that encourages early childhood
 230.11 development through a network of health care clinics:

230.12 \$ 150,000 2022

230.13 \$ 150,000 2023

230.14 (b) The grant recipient must implement a plan that includes:

230.15 (1) integrating children's books and parent education into well-child visits;

230.16 (2) creating literacy-rich environments at clinics, including books for visits outside of
 230.17 Reach Out and Read Minnesota parameters or for waiting room use or volunteer readers to
 230.18 model read-aloud techniques for parents where possible;

103.24 Subd. 10. **Early childhood programs at tribal contract schools.** For early childhood
 103.25 family education programs at tribal contract schools under Minnesota Statutes, section
 103.26 124D.83, subdivision 4:

103.27 \$ 68,000 2022

103.28 \$ 68,000 2023

103.29 Subd. 11. **Educate parents partnership.** For the educate parents partnership under
 103.30 Minnesota Statutes, section 124D.129:

103.31 \$ 49,000 2022

103.32 \$ 49,000 2023

104.1 Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
 104.2 124D.135:

104.3 \$ 462,000 2022

104.4 \$ 444,000 2023

104.5 (b) The 2022 appropriation includes \$47,000 for 2021 and \$415,000 for 2022.

104.6 (c) The 2023 appropriation includes \$46,000 for 2022 and \$398,000 for 2023.

- 230.19 (3) working with public health clinics, federally qualified health centers, Tribal sites,
 230.20 community health centers, and clinics that belong to health care systems, as well as
 230.21 independent clinics in underserved areas; and
- 230.22 (4) training medical professionals on speaking with parents of infants, toddlers, and
 230.23 preschoolers on the importance of early literacy.
- 230.24 (c) Any balance in the first year does not cancel but is available in the second year.
- 230.25 Subd. 14. **Early childhood Tribal education and engagement grants.** (a) For grants
 230.26 to the 11 Tribal Nations located in Minnesota to provide programming and services for
 230.27 parents and children who are enrolled or eligible for enrollment in a federally recognized
 230.28 Tribe. Admission may not be limited to those enrolled or eligible for enrollment in a federally
 230.29 recognized Tribe:
- 230.30 \$ 3,300,000 2022
- 230.31 \$ 3,300,000 2023
- 231.1 (b) Grant funds must be used to support programming and services in one or more of
 231.2 three focus areas:
- 231.3 (1) implementing strategies to support comprehensive, authentic family engagement
 231.4 and education;
- 231.5 (2) implementing strategies to increase language and literacy outcomes through language
 231.6 revitalization efforts; or
- 231.7 (3) implementing strategies supporting the recruitment and retention of prospective
 231.8 American Indian teachers and enhancing the practice of current American Indian teachers
 231.9 and adults who work in Tribal communities through deep pedagogical professional
 231.10 development.
- 231.11 (c) Each Tribal Nation may apply to the department for grants of up to \$100,000 per
 231.12 focus area for a maximum amount of \$285,000. Each Tribal Nation grant recipient must
 231.13 submit an annual proposal to the commissioner that outlines specific strategies for providing
 231.14 early childhood family engagement and education programs and outreach.
- 231.15 (d) The department will provide technical assistance to the grant recipients by designing,
 231.16 in collaboration with the 11 Tribal Nations, guidance that includes potential strategies and
 231.17 examples of comprehensive, coherent approaches.
- 231.18 (e) Each Tribe awarded a grant will submit an annual report to the commissioner on July
 231.19 1 on the numbers of families and children participating and measurable outcomes on
 231.20 engagement, language revitalization, and supporting American Indian teachers in Tribal
 231.21 communities.

- 231.22 (f) Up to five percent is reserved to the department for program and grant administration.
- 231.23 (g) Any balance in the first year does not cancel but is available in the second year.
- 231.24 Sec. 20. **REPEALER.**
- 231.25 Laws 2017, First Special Session chapter 5, article 8, section 9, is repealed.