ARTICLE 1

GENERAL EDUCATION

Section 1. Minnesota Statutes 2022, section 120A.41, is amended to read:

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

(a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section 124D.151, if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section 124D.126.

(b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section 120A.414.

Sec. 2. Minnesota Statutes 2023 Supplement, section 123B.92, subdivision 11, is amended to read:

Subd. 11. Area learning center transportation aid. (a) A district or cooperative unit that provides transportation of pupils to and from an area learning center program established under section 123A.05 is eligible for state aid to reimburse the additional costs of transportation during the preceding fiscal year. The commissioner shall develop the form and manner of applications for state aid, the criteria to determine when transportation is necessary, and the accounting procedure to determine excess costs. In determining aid amounts, the commissioner shall consider other revenue received by the district or cooperative unit for transportation for area learning center purposes.

(c) The total aid entitlement for this section is $1,000,000 each year. The commissioner must prorate aid if this amount is insufficient to reimburse district costs for a district or cooperative unit.

EFFECTIVE DATE. This section is effective for aid for fiscal year 2025 and later.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2024 and later.
Sec. 3. Minnesota Statutes 2023 Supplement, section 124D.65, subdivision 5, is amended to read:

Subd. 5. School district EL revenue. (a) For fiscal year 2024 through fiscal year 2026, a district's English learner programs revenue equals the sum of:

1. The product of (i) $1,228, and (ii) the greater of 20 or the adjusted average daily membership of eligible English learners enrolled in the district during the current fiscal year; and
2. $436 times the English learner pupil units under section 126C.05, subdivision 17.

(b) For fiscal year 2027 and later, a district's English learner programs revenue equals the sum of:

1. The product of (i) $1,775, and (ii) the greater of 20 or the adjusted average daily membership of eligible English learners enrolled in the district during the current fiscal year;
2. $630 times the English learner pupil units under section 126C.05, subdivision 17; and
3. The district's English learner cross subsidy aid under paragraph (c) for fiscal year 2027 and later.

(c) A district's English learner cross subsidy aid equals 25 percent of the district's English learner cross subsidy aid under paragraph (c) for fiscal year 2027 and later.

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

EFFECTIVE DATE. This section is effective July 1, 2024.
In this document, there are several amendments to the Minnesota Statutes. Key points include:

1. **Money appropriated.** Subject to the availability of funds, a district's English learner cross subsidy aid equals 25 percent of the district's English learner cross subsidy calculated under paragraph (b).

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

3. **Learning year pupil units.** When a pupil is enrolled in a learning year program under section 124D.128, an area learning center or an alternative learning program approved by the commissioner under sections 123A.05 and 123A.06, or a contract alternative program under section 124D.68, subdivision 3, paragraph (d), or subdivision 4, for more...

These amendments are intended to provide clearer guidelines and ensure consistency in the provision of educational services, particularly for English learners. The changes aim to improve the accountability and funding mechanisms for these critical educational programs.
than 1,020 hours in a school year for a secondary student, more than 935 hours in a school year for an elementary student, more than 850 hours in a school year for a kindergarten student without a disability in an all-day kindergarten program, or more than 425 hours in a school year for a half-day kindergarten student without a disability, that pupil may be counted as more than one pupil in average daily membership for purposes of section 126C.10, subdivision 2a. The amount in excess of one pupil must be determined by the ratio of the number of hours of instruction provided to that pupil in excess of: (i) the greater of 1,020 hours or the number of hours required for a full-time elementary pupil in the district to 935 for an elementary pupil in grades 1 through 6; and (ii) the greater of 850 hours or the number of hours required for a full-time kindergarten student without a disability in the district to 850 for a kindergarten student without a disability. Hours that occur after the close of the instructional year in June shall be attributable to the following fiscal year. A student in kindergarten or grades 1 through 8 must not be counted as more than 1.2 pupils in average daily membership under this subdivision.

To receive general education revenue for a pupil in an area learning center or alternative learning program that has an independent study component, a district must meet the requirements in this paragraph. The district must develop, for the pupil, a continual learning plan consistent with section 124D.128, subdivision 3. Each school district that has an area learning center or alternative learning program that has an independent study component must be prorated for a pupil participating for less than a full year, or its equivalent. The district must develop a continual learning plan for the pupil, consistent with section 124D.128, subdivision 3. Each school district that has an area learning center or alternative learning program must reserve revenue in an amount equal to at least 90 and not more than 100 percent of the district average general education revenue per pupil unit, minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0466, calculated without basic skills revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units generated by students attending an area learning center or alternative learning program. The amount of reserved revenue available under this subdivision may only be spent for program costs associated with the area learning center or alternative learning program. Basic skills revenue associated with the area learning center or alternative learning program. Basic skills revenue**
generated according to section 126C.10, subdivision 4, by pupils attending the eligible
program must be allocated to the program.

(iii) General education revenue for a pupil in a state-approved alternative program that
has an independent study component must be paid for each hour of teacher contact time
and each hour of independent study time completed toward a credit or graduation standards
necessary for graduation. Average daily membership for a pupil shall equal the number of
hours of teacher contact time and independent study time divided by 1.02.

(iv) For a state-approved alternative program having an independent study component,
the commissioner shall require a description of the courses in the program, the kinds of
independent study involved, the expected learning outcomes of the courses, and the means
of measuring student performance against the expected outcomes.

A district's first tier local optional levy equals the district's first tier local optional

The sum of the district's first tier local optional revenue and second tier local optional revenue.

B A district's first tier local optional revenue equals $300 times the adjusted pupil units of the
district for that school year. A district's second tier local optional revenue equals $424 times
the adjusted pupil units of the district for that school year.

(b) A district's local optional levy equals the sum of the first tier local optional levy and
the second tier local optional levy.

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

d) For fiscal year 2023, a district's second tier local optional levy equals the district's
second tier local optional revenue times the lesser of one or the ratio of the district's
referendum market value per resident pupil unit to $548,842. For fiscal year 2024, a district's
second tier local optional levy equals the district's second tier local optional revenue times
the lesser of one or the ratio of the district's referendum market value per resident pupil unit to
$510,000. For fiscal year 2025, a district's second tier local optional levy equals the
district's second tier local optional revenue times the lesser of one or the ratio of the district's
referendum market value per resident pupil unit to $548,842. For fiscal year 2026, a district's
second tier local optional levy equals the district's second tier local optional revenue times
the lesser of one or the ratio of the district's referendum market value per resident pupil unit to
$510,000. For fiscal year 2027 and later, a district's second tier local optional levy equals the
district's second tier local optional revenue times the lesser of one or the ratio of the district's
referendum market value per resident pupil unit to $671,345.

(b) A district's local optional levy equals the sum of the first tier local optional levy and
the second tier local optional levy.

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

d) For fiscal year 2023, a district's second tier local optional levy equals the district's
second tier local optional revenue times the lesser of one or the ratio of the district's
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referendum market value per resident pupil unit to $548,842. For fiscal year 2026, a district's
second tier local optional levy equals the district's second tier local optional revenue times
the lesser of one or the ratio of the district's referendum market value per resident pupil unit to
$510,000. For fiscal year 2027 and later, a district's second tier local optional levy equals the
district's second tier local optional revenue times the lesser of one or the ratio of the district's
referendum market value per resident pupil unit to $671,345.
The local optional levy must be spread on referendum market value. A district may levy less than the permitted amount. A district may levy less than the permitted amount. A district may levy less than the permitted amount.

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

Sec. 7. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3, is amended to read:

Subd. 3. Compensatory education revenue. (a) For fiscal year 2024, the compensatory education revenue for each building in the district equals the formula allowance minus $839 times the compensation revenue pupil units computed according to section 126C.05, subdivision 3. A district's compensatory revenue equals the sum of its compensatory revenue for each building in the district and the amounts designated under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

(b) For fiscal year 2025, compensatory revenue must be calculated under Laws 2023, chapter 18, section 3.

For fiscal year 2026 and later, the compensatory education revenue for each building in the district equals its compensatory pupils multiplied by the building compensatory allowance. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

When the district contracting with an alternative program under section 124D.69 changes prior to the start of a school year, the compensatory revenue generated by pupils attending the program shall be paid to the district contracting with the alternative program for the current school year, and shall not be paid to the district contracting with the alternative program for the prior school year.

When the fiscal agent district for an area learning center changes prior to the start of a school year, the compensatory revenue shall be paid to the fiscal agent district for the current school year, and shall not be paid to the fiscal agent district for the prior school year.

Notwithstanding paragraph (c), for voluntary prekindergarten programs under section 124D.151; charter schools, and contracted alternative programs in the first year of operation, compensatory education revenue must be computed using data for the current fiscal year; If the voluntary prekindergarten program, charter school, or contracted alternative program begins operation after October 1, compensatory education revenue must be computed based on pupils enrolled on an alternate date determined by the commissioner, and the

Compensatory education revenue.

For fiscal year 2024, the compensatory revenue for each building in the district equals the formula allowance minus $839 times the compensation revenue pupil units computed according to section 126C.05, subdivision 3. A district's compensatory revenue equals the sum of its compensatory revenue for each building in the district and the amounts designated under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

(b) For fiscal year 2025, compensatory revenue must be calculated under Laws 2023, chapter 18, section 3. For fiscal years 2024 and 2025, the compensatory education revenue for each building in the district equals the formula allowance minus $839 times the compensation revenue pupil units computed according to section 126C.05, subdivision 3.

For fiscal year 2026 and later, the compensatory education revenue for each building in the district equals its compensatory pupils multiplied by the building compensatory allowance. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

When the district contracting with an alternative program under section 124D.69 changes prior to the start of a school year, the compensatory revenue generated by pupils attending the program shall be paid to the district contracting with the alternative program for the current school year, and shall not be paid to the district contracting with the alternative program for the prior school year.

When the fiscal agent district for an area learning center changes prior to the start of a school year, the compensatory revenue shall be paid to the fiscal agent district for the current school year, and shall not be paid to the fiscal agent district for the prior school year.

Notwithstanding paragraph (c), for voluntary prekindergarten programs under section 124D.151; charter schools, and contracted alternative programs in the first year of operation, compensatory education revenue must be computed using data for the current fiscal year; If the voluntary prekindergarten program, charter school, or contracted alternative program begins operation after October 1, compensatory education revenue must be computed based on pupils enrolled on an alternate date determined by the commissioner, and the
compensatory education revenue must be prorated based on the ratio of the number of days of student instruction to 170 days.

(g) Notwithstanding paragraph (c), for fiscal year 2026, if the calculation under paragraph (d) results in statewide revenue of less than $838,947,000, additional revenue must be proportionately provided to each building as a manner prescribed by the commissioner of education until total statewide revenue equals $838,947,000.

(h) Notwithstanding paragraph (c), for fiscal year 2027 and later, if the calculation under paragraph (d) results in statewide revenue of less than $857,152,000, additional revenue must be proportionately provided to each building as a manner prescribed by the commissioner of education until the total statewide revenue calculated for each building equals $857,152,000.

(i) A district's compensatory revenue equals the sum of its compensatory revenue computed under paragraphs (a) to (h) and the amounts designated under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017.

(j) Revenue under this subdivision must be paid to the district and must be allocated according to section 126C.15, subdivision 2.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2025 and later.

Sec. 9. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3a, is amended to read:

Subd. 3a. Definitions. The definitions in this subdivision apply only to subdivisions 3, 3b, and 3c.

(a) "Building compensatory allowance" means a building concentration factor multiplied by the statewide compensatory allowance.

(b) "Building concentration factor" means the ratio of a building's compensatory pupils to the number of pupils enrolled in the building on October 1 of the previous fiscal year.

(c) "Compensatory pupils" means the sum of the number of pupils enrolled in a building eligible to receive free meals pursuant to subdivision 3b plus one-half of the pupils eligible to receive reduced-priced meals pursuant to subdivision 3b on October 1 of the previous fiscal year.

(d) "Statewide compensatory allowance" means the amount calculated pursuant to subdivision 3c.
9.16 (e) Notwithstanding paragraphs (b) and (c): for voluntary prekindergarten programs under section 124D.151, charter schools, and contracted alternative programs in the first year of operation, the building concentration factor and compensatory pupils must be computed using data for the current fiscal year. If the voluntary prekindergarten program, charter school, or contracted alternative program begins operation after October 1, the building concentration factor and compensatory pupils must be computed based on pupils enrolled on an alternate date determined by the commissioner and the compensatory pupils must be prorated based on the ratio of the number of days of student instruction to 170 days.

9.24 EFFECTIVE DATE. This section is effective for revenue in fiscal year 2025 and later.

9.25 Sec. 10. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3c, is amended to read:

9.26 Subd. 3c. Statewide compensatory allowance. (a) For fiscal year 2026, the statewide compensatory allowance is $6,734. For fiscal year 2027 and later, the statewide compensatory allowance equals the statewide compensatory allowance in effect for the prior fiscal year times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded to the nearest whole dollar.

9.27 (b) For fiscal year 2026 and later, the statewide compensatory allowance equals the statewide compensatory allowance in effect for the prior fiscal year times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded to the nearest whole dollar.

9.28 Sec. 9. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 13, is amended to read:

9.29 Subd. 13. Total operating capital revenue. (a) Total operating capital revenue for a district equals the sum of:

9.30 (1) $79 times the adjusted pupil units for the school year;

9.31 (2) the product of $109, the district’s maintenance cost index, and its adjusted pupil units for the school year plus the amount computed under paragraph (c); and

9.32 (3) $2 times the adjusted pupil units of the school district for the school year for the purposes of supplying menstrual products under subdivision 14, clause (26), and opiate antagonists under subdivision 14, clause (27);

9.33 (b) The revenue under this subdivision must be placed in a reserved account in the general fund and may only be used according to subdivision 14;

9.34 (c) The revenue under paragraph (a), clause (2), for a district that operates a program under section 124D.128, is increased by an amount equal to $31 times the number of adjusted pupil units served at the site where the program is implemented.
The revenue under paragraph (a), clause (3), is not subject to the operating capital equalization levy formula in section 126C.10, subdivision 13a.

Subd. 13a. Operating capital levy. To obtain operating capital revenue, a district may levy an amount not more than the product of its operating capital revenue for the fiscal year times the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to the operating capital equalizing factor. The operating capital equalizing factor equals

- 4.66 percent of the district's basic revenue for the previous fiscal year;
- the sum of:
  - (i) 4.66 percent of the district's basic revenue for the previous fiscal year;
  - (ii) transportation sparsity revenue under subdivision 18 for the previous fiscal year;
  - (iii) the district's charter school transportation adjustment for the previous fiscal year;
  - (iv) the district's reimbursement for transportation provided under section 123B.92, subdivision 1, paragraph (b), including depreciation, for the previous fiscal year;
  - (v) the district's area learning center transportation aid under section 123B.92, subdivision 11;
- for the previous fiscal year.

A charter school's pupil transportation adjustment equals the school district per pupil unit adjustment under paragraph (a).

Effective date. This section is effective for revenue for fiscal year 2024 and later.

Sec. 11. Minnesota Statutes 2022, section 126C.10, subdivision 13a, is amended to read:

Subd. 13a. Operating capital levy. (a) To obtain operating capital revenue, a district may levy an amount not more than the product of its operating capital revenue for the fiscal year times the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to the operating capital equalizing factor. The operating capital equalizing factor equals

- 4.66 percent of the district's basic revenue for the previous fiscal year;
- the sum of:
  - (i) 4.66 percent of the district's basic revenue for the previous fiscal year;
  - (ii) transportation sparsity revenue under subdivision 18 for the previous fiscal year;
  - (iii) the district's charter school transportation adjustment for the previous fiscal year;
  - (iv) the district's reimbursement for transportation provided under section 123B.92, subdivision 1, paragraph (b), including depreciation, for the previous fiscal year;
  - (v) the district's area learning center transportation aid under section 123B.92, subdivision 11;
- for the previous fiscal year.

(b) A charter school's pupil transportation adjustment equals the school district per pupil unit adjustment under paragraph (a).

Effective date. This section is effective for revenue in fiscal year 2024 and later.
Sec. 13. Minnesota Statutes 2022, section 127A.33, is amended to read:

127A.33 SCHOOL ENDOWMENT FUND; APPORTIONMENT.

The commissioner shall apportion the school endowment fund semiannually on the first Monday in March and September in each year, to districts whose schools and participating schools and American Indian schools as defined in section 124D.73 that have been in session at least nine months. The apportionment shall be in proportion to each district's, participating school's, and American Indian school's adjusted average daily membership during the preceding year. The apportionment shall not be paid to a district, participating school, or American Indian school for pupils for whom tuition is received by the district or school.

Sec. 12. Minnesota Statutes 2022, section 127A.51, is amended to read:

127A.51 STATEWIDE AVERAGE REVENUE.

(a) By December 1 of each year the commissioner must estimate the statewide average adjusted general revenue per adjusted pupil unit and the disparity in adjusted general revenue among pupils and districts by computing the ratio of the 95th percentile to the fifth percentile of adjusted general revenue. The commissioner must provide that information to all districts;

(b) If the disparity in adjusted general revenue as measured by the ratio of the 95th percentile to the fifth percentile increases in any year, the commissioner shall recommend to the legislature options for change in the general education formula that will limit the disparity in adjusted general revenue to no more than the disparity for the previous school year. The commissioner must submit the recommended options to the education committees of the legislature by February 1;

(c) For purposes of this section and section 126C.10, adjusted general revenue means the sum of basic revenue under section 126C.10; subdivision 2; referendum revenue under section 126C.17; local optional revenue under section 126C.10; subdivision 2c; and equity revenue under section 126C.10, subdivisions 24a and 24b subdivision 24.

EFFECTIVE DATE. This section is effective July 1, 2024.
11.22 $ 8,103,909,000 ..... 2024
11.23 $ 8,333,843,000
11.24 $ 8,333,843,000 ..... 2025
11.25 (b) The 2024 appropriation includes $707,254,000 for 2023 and $7,396,655,000 for 2024.
11.26 (c) The 2025 appropriation includes $771,421,000 for 2024 and $7,562,422,000 for 2025.

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

11.14 Sec. 14. Laws 2023, chapter 55, article 1, section 36, subdivision 8, is amended to read:

11.15 Subd. 8. One-room schoolhouse. (a) For a grant aid to Independent School District No. 690, Warroad, to operate the Angle Inlet School:

11.16 $ 65,000 ..... 2024
11.17 $ 65,000 ..... 2025

11.18 (b) This aid is 100 percent payable in the current year.

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

11.20 Sec. 15. Laws 2023, chapter 64, article 15, section 34, subdivision 2, is amended to read:

11.21 Subd. 2. Windom School District onetime supplemental aid. (a) For aid to Independent School District No. 177, Windom:

11.22 $ 1,000,000 ..... 2024

11.23 (b) For fiscal year 2024 only; Windom School District's onetime supplemental aid equals the greater of zero or the product of: (1) $10,000; and (2) the difference between the October 1, 2022, pupil enrollment count and the October 1, 2023, pupil enrollment count. The amount calculated under this paragraph must not exceed $1,000,000.

11.24 (c) 100 percent of the aid must be paid in the current year.

11.25 (d) This is a onetime appropriation.

11.26 (e) On June 29, 2024, $840,000 from the initial fiscal year 2024 appropriation is canceled to the general fund.

11.27 EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 17. **BASIC SKILLS REVENUE ACCOUNT TRANSFERS.**

Notwithstanding Minnesota Statutes, section 126C.15, subdivision 4, by June 30, 2025, school districts with a balance in their basic skills revenue account that is restricted for use on extended time programs must transfer those funds to an account that is restricted for basic skills revenue.

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

Sec. 16. **TASK FORCE ON ENGLISH LEARNER PROGRAMS.**

Subdivision 1. **Task force established.** A task force is established to analyze how public schools use English learner revenue at the site level and administrative level, consider how microcredentials or other certifications may be used to improve collaboration between teachers working with English learners, and make recommendations on how English learner revenue can be used more effectively to help students become proficient in English and participate meaningfully and equally in education programs.

Subd. 2. **Members.** The commissioner of education, in consultation with the executive director of the Professional Educator Licensing and Standards Board, must appoint the following members to the task force by July 1, 2024:

1. the commissioner of education or the commissioner's designee;
2. the executive director of the Professional Educator Licensing and Standards Board or the executive director's designee;
3. the executive director of the Minnesota Education Equity Partnership or the executive director's designee;
4. one member who represents teacher preparation programs that enroll candidates seeking a field license in English as a second language;
5. one member who represents school boards;
6. one member who represents the superintendent;
7. one member who is a teacher of English learners;
8. one member who is a teacher in a state-approved alternative program;
9. one member who is a director of an English learner program in a school district;
10. one member who is a director of a state-approved alternative program;
11. one member who is a parent of a student identified as an English learner;
12. one member who is a parent liaison to families of English learners in a school district.
Subd. 2. Composition.

(a) The task force must include:

(1) one member who is a parent of a student enrolled in a state-approved alternative program;

(2) one member from each of the following:

(i) the Southeast Service Cooperative's Project Momentum; and

(ii) one member from a community organization that works with families of English learners.

Subd. 3. Duties.

(a) The task force must:

(1) review best practices in English learner programming, including:

(i) an accountability framework that uses student performance on state assessments to determine whether the program is improving academic outcomes for English learners;

(ii) staffing and managing an English learner program, including providing appropriate professional development for teachers, administrators, and other staff;

(iii) evaluation of the efficacy of the English learner program; and

(iv) ensuring meaningful communication and engagement with limited English proficient parents;

(2) review best practices in providing services to students who are eligible to participate in the graduation incentives program under Minnesota Statutes, section 124D.68, including:

(i) an accountability framework that uses credit recovery rates and graduation rates to determine whether the program is improving academic outcomes for participating students; and

(ii) professional development for teachers and other staff;

(3) analyze how English learner revenue is used at the site level and administrative level and whether expenditures align with the best practices identified under clause (1);

(4) identify obstacles to hiring and retaining necessary staff to support effective English learner programs;

(5) analyze how microcredentials or other certifications can improve collaboration among teachers working with English learners, and recommend a process for awarding the microcredentials or other certifications; and

(6) to the extent time is available, review best practices for dual enrollment programs for students eligible for the graduation incentives program, including the provision of college and career readiness counselors and:

(i) an accountability framework based on the acceleration of dual credit accumulation before a student graduates from high school; and

(ii) professional development for counselors; and
evaluation of the efficacy of the dual enrollment program.

(b) The task force must review data regarding student access to teachers with a field
license in English as a second language.

c) The task force must report its findings and recommendations on the current use of
English learner revenue at the site level and administrative level, implementation of
microcredentials or other certifications, and how English learner funding can be used more
effectively to help students become proficient in English and participate meaningfully and
equally in an education program. The task force must submit the report to the legislative
committees with jurisdiction over kindergarten through grade 12 education by January 15; 2025.

Subd. 4. Compensation. Minnesota Statutes, section 15.059, subdivision 3, governs
compensation of the members of the task force.

Subd. 5. Meetings and administrative support. (a) The commissioner of education or
the commissioner's designee must convene the first meeting of the task force no later than
July 15, 2024. The task force must establish a schedule for meetings and meet as necessary
to accomplish the duties under subdivision 3. Meetings are subject to Minnesota Statutes,
chapter 13D. The task force may meet by telephone or interactive technology consistent
with Minnesota Statutes, section 13D.015.

(b) The Department of Education must provide administrative support to assist the task
force in its work, including providing information and technical support, and must assist in
the creation of the report under subdivision 3.

Subd. 6. Expiration. The task force expires January 15, 2025, or upon submission of
the report required under subdivision 3, whichever is later.

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

Sec. 17. STUDENT ATTENDANCE PILOT PROGRAM.

Subdivision 1. Pilot program established. A pilot program is established to support
districts developing and implementing innovative strategies to improve student attendance,
and help policymakers determine how to effectively support district efforts to improve
student attendance and engagement. The pilot program is effective for the 2024-2025;
2025-2026, and 2026-2027 school years.

Subd. 2. Participating districts. (a) The pilot program consists of the following school
districts:

(1) Special School District No. 1, Minneapolis;

(2) Independent School District No. 13, Columbia Heights;

(3) Independent School District No. 38, Red Lake;
(4) Independent School District No. 77, Mankato;
(5) Independent School District No. 152, Moorhead;
(6) Independent School District No. 177, Windom;
(7) Independent School District No. 191, Burnsville;
(8) Independent School District No. 659, Northfield; and
(9) Independent School District No. 695, Chisholm.

(b) Special School District No. 1, Minneapolis, must serve as the lead district in the pilot program. The duties of the lead district are:

1. convening virtual quarterly meetings of the participating districts to share updates on implementation to facilitate collaboration on promising practices;
2. developing a template for each district to report its goals, strategies, policies, or practices for counting and reporting attendance and absences, challenges, efforts to assess effectiveness, data on student absenteeism, and lessons learned; and
3. reporting progress and results of the pilot program in accordance with subdivision 4.

(c) Independent School District No. 38, Red Lake, must partner with Charter School District No. 4298, Endazhi-Nitaawiging, to implement strategies to reduce student absenteeism at both the district and charter school.

(d) By July 1, 2024, each district must designate a primary staff person responsible for implementing the pilot program. The participating districts must hold their first meeting by August 1, 2024.

Subd. 3. Strategies. Participating districts must use pilot program aid to develop and implement sustainable strategies to reduce student absenteeism. Allowable uses of pilot program aid include but are not limited to:

1. addressing risk factors for high absenteeism through supports and interventions;
2. strategies that focus on the individual needs of each student;
3. personalized outreach to students who have stopped attending school, including home visits and connecting with students in community centers or other public areas;
4. regular meetings with students to provide tutoring or other supports or to connect students with resources that provide tutoring or other supports;
5. activities that increase students’ sense of belonging in the school community;
6. data analysis to assess the effectiveness of district strategies; and
(3) technology that assists districts’ efforts to communicate with students and families.

Subd. 4. Reporting. (a) The lead school district must submit reports to the chairs and minority leaders of the legislative committees with jurisdiction over kindergarten through grade 12 education by December 31, 2024; July 1, 2025; July 1, 2026; and September 1, 2027. Each report must include each participating district's individual reports.

(b) The first report must identify the goals and strategies each district plans to implement during the pilot program, and how each district counts and reports latenesses and absences. The other reports must identify each district's goals, strategies, challenges in meeting goals or implementing planned strategies, promising practices and practices that were not effective, and attendance data for the school year preceding the pilot program and the three school years of the pilot program. The attendance data must include attendance data for students that were absent up to ten percent of classes or school days, between ten and 29 percent of classes or school days, between 30 and 49 percent of classes or school days, and 50 percent or more of classes or school days; and for students who are homeless or highly mobile. The fourth report must also include recommendations for funding and statutory changes that would facilitate district efforts to implement local solutions to improve attendance.

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

Sec. 18. STUDENT ATTENDANCE AND TRUANCY LEGISLATIVE STUDY GROUP.

Subdivision 1. Establishment. A legislative study group is established to study issues related to student attendance and truancy.

Subd. 2. Members. (a) The legislative study group on student attendance and truancy consists of:

(1) four duly elected and currently serving members of the house of representatives, two appointed by the speaker of the house and two appointed by the house minority leader; and

(2) four duly elected and currently serving senators, two appointed by the senate majority leader and two appointed by the senate minority leader.

(b) The appointments must be made by June 15, 2024, and expire December 31, 2024.

(c) If a vacancy occurs, the leader of the caucus in the house of representatives or senate to which the vacating study group member belonged must fill the vacancy.

Subd. 3. Duties. (a) The legislative study group must study and evaluate ways to increase student attendance and reduce truancy. In preparing the recommendations, the group must consider the following:

(1) current statutory requirements relating to student attendance and truancy:
(2) currently available attendance data and additional data that would help schools and policy makers understand and reduce absenteeism;

(3) the effect of school programs and strategies to improve attendance;

(4) the role of school principals in addressing student absenteeism;

(5) the role of the Department of Education in addressing student absenteeism;

(6) the role of counties in addressing truancy; and

(7) how truant students are tracked across county lines;

(b) The study group must identify and include in its report any statutory changes needed to implement the study group recommendations:

Subd. 4. Meetings and chair. (a) The speaker of the house must designate a member to convene the first meeting of the study group, which must be held no later than July 15, 2024. Members of the study group must elect a chair from among the members present at the first meeting. The study group must meet periodically:

(b) Meetings of the study group are subject to Minnesota Statutes, section 3.055. The meetings may be conducted by interactive television.

Subd. 5. Administrative support. The Department of Education must cooperate with the legislative study group and provide information requested in a timely fashion. The Legislative Coordinating Commission must provide meeting space, technical and administrative support, and staff support for the study group. The study group may hold meetings in any publicly accessible location in the Capitol complex that is equipped with technology that can facilitate remote testimony.

Subd. 6. Consultation with stakeholders. In making recommendations, the study group must consult with interested and affected stakeholders.

Subd. 7. Report. The study group must submit a preliminary report with its recommendations to the legislative committees and divisions with jurisdiction over kindergarten through grade 12 education by November 1, 2024, and a final report by December 31, 2024.

Subd. 8. Expiration. The study group expires December 31, 2024, or on the date upon which the final report required under subdivision 7 is submitted to the legislature, whichever is later.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 19. **APPROPRIATION.**

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

Subd. 2. Attendance pilot program. (a) For attendance pilot program aid:

(b) Of the amount in paragraph (a), the department must provide aid to the participating districts in the following amounts:

1. $1,022,000 for Special School District No. 1, Minneapolis.
2. $253,000 for Independent School District No. 13, Columbia Heights.
3. $196,000 for Independent School District No. 38, Red Lake.
4. $398,000 for Independent School District No. 77, Mankato.
5. $374,000 for Independent School District No. 152, Moorhead.
6. $185,000 for Independent School District No. 177, Wisconsin.
7. $378,000 for Independent School District No. 191, Burnsville.
8. $266,000 for Independent School District No. 659, Northfield; and
9. $170,000 for Independent School District No. 695, Chisholm.

(g) Up to $92,000 is available for the department to administer the pilot program.

(d) Aid payments must be paid 100 percent in fiscal year 2025. Districts may use the aid in the 2024-2025, 2025-2026, and 2026-2027 school years.

Subd. 9. **Student connections pilot program.** (a) For a pilot program to help connect students to their schools and improve student attendance:

(b) A school district, charter school, intermediate district, or other cooperative unit may apply to the commissioner of education for participation in the student connections pilot program. A school district, charter school, intermediate district, or cooperative unit may individually or jointly apply for participation in the pilot program. To the extent practicable, the commissioner must select pilot program participants representing urban, suburban, and rural schools. In selecting pilot program participants, the commissioner must give priority to applicants who demonstrate low consistent student attendance among enrolled students according to the most recent North Star Accountability data or according to another reliable data source selected by the commissioner:

(g) The commissioner of education may award a student connections grant to each pilot program participant. The grant may not exceed $500,000 per individual or joint applicant.

(f) A student connections grant under this subdivision must be used for programs that build connections to students and encourage regular school attendance. A school may provide a program with its own staff or a school may contract for services. Student connections program activities may include individualized contact through phone, texting, and home visits. To the extent possible, a program must include preventive measures, build student skills and capacity to remain in school, use existing school and community resources, and focus on the individual needs of each student.

(g) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, the commissioner may retain up to $150,000 to administer the pilot program and grants.

(f) On or before January 15 in each of calendar years 2026, 2027, and 2028, the commissioner of education must deliver a report on the pilot program to the chairs and ranking minority members of the legislative committees with jurisdiction over prekindergarten through grade 12 education finance and policy. Each report must include information on the progress of the pilot program and the programmatic activities and student attendance outcomes among the pilot program participants, including any successful strategies implemented by participants. The report must be filed according to Minnesota Statutes, section 3.195.
(a) This is a onetime appropriation.

Subd. 3. Minnesota Alliance With Youth. (a) For a grant to the Minnesota Alliance With Youth to improve student attendance and academic engagement provided through the Promise Fellow program:

\[
\begin{align*}
\text{2025} & \quad \text{625,000} \\
\end{align*}
\]

(b) The Promise Fellow program must form partnerships with AmeriCorps members, individual schools, school districts, charter schools, and community organizations to provide activities and resources, and individual and small group mentoring designed to help students return to and maintain consistent school attendance.

(c) The Minnesota Alliance With Youth must promote Promise Fellow program opportunities throughout the state.

This appropriation does not cancel but is available until June 30, 2027.

(b) This appropriation does not cancel but is available until June 30, 2027.

Subd. 6. Minnesota Alliance With Youth. (a) For a grant to the Minnesota Alliance With Youth to improve student attendance and academic engagement provided through the Promise Fellow program:

\[
\begin{align*}
\text{2025} & \quad \text{1,500,000} \\
\end{align*}
\]

(b) The Promise Fellow program must form partnerships with AmeriCorps members, individual schools, school districts, charter schools, and community organizations to provide attendance and academic engagement intervention services. Services may include family and caregiver outreach and engagement, academic support, connection to out-of-school activities and resources, and individual and small group mentoring designed to help students return to and maintain consistent school attendance.

(c) The Minnesota Alliance With Youth must promote Promise Fellow program opportunities throughout the state.

Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation is available for grant administration.

Subd. 4. Student attendance and truancy legislative study group. (a) For transfer to the Legislative Coordinating Commission for the student attendance and truancy legislative study group:

\[
\begin{align*}
\text{2025} & \quad \text{64,000} \\
\end{align*}
\]

(b) This is a onetime appropriation.

Subd. 5. English learner program task force. (a) For the English learner program task force:

\[
\begin{align*}
\text{2025} & \quad \text{117,000} \\
\end{align*}
\]

(b) This is a onetime appropriation.

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

This section is effective July 1, 2024.