

## CHAPTER 129B

### GRANTS FOR EDUCATION

129B.02	Purpose.	129B.375	Courseware integration centers.
129B.03	Repealed.	129B.38	Subsidy for purchase of courseware packages.
129B.04	Proposals.	129B.39	Purchase of courseware package duplication rights.
129B.10	Repealed.	129B.40	Courseware package development.
129B.17	Comprehensive arts planning program.	129B.61	Mastery learning through individualized learning plans act.
129B.18	Repealed.	129B.62	Legislative findings; purpose.
129B.19	Repealed.	129B.63	Grade level participation.
129B.20	Comprehensive arts planning program sites.	129B.64	Site designation.
129B.21	Department responsibility.	129B.65	Advisory committee.
129B.33	Technology utilization plans.	129B.66	Grants; application process.
129B.34	Repealed.	129B.67	Computerized mastery management system.
129B.35	Regional coordinators.		
129B.36	Technology demonstration sites.		
129B.37	Courseware package evaluation.		

#### 129B.02 PURPOSE.

*[For text of subds 1 and 2, see M.S.1984]*

Subd. 2a. **Dissemination.** The council shall collect and disseminate education research and planning information. Available research and planning information shall include, but not be limited to, information from (a) council on quality education projects; (b) Minnesota post-secondary institutions; (c) technology demonstration sites; (d) private foundation research; (e) educational effectiveness sites; (f) school districts; (g) federally funded research projects; and (h) other state and national theoretical and applied research activities. The council shall notify school districts and other interested parties that this research information is available. The department of education shall assist the council in collecting and disseminating this information.

*[For text of subds 3 and 4, see M.S.1984]*

**History:** 1Sp1985 c 12 art 6 s 13

**129B.03** [Repealed, 1Sp1985 c 12 art 4 s 13]

#### 129B.04 PROPOSALS.

*[For text of subds 1 to 2, see M.S.1984]*

Subd. 3. **Declining grant amounts.** A grant awarded by the council on quality education shall be limited to three years. Beginning in the 1986-1987 school year the grant amount for the third year of a program shall not exceed 50 percent of the grant amount for the first year. Prior to awarding a grant the council shall notify an applicant that the applicant is expected to continue successful programs after the third year.

**History:** 1Sp1985 c 12 art 6 s 14

**129B.10** [Repealed, 1Sp1985 c 12 art 8 s 65]

#### 129B.17 COMPREHENSIVE ARTS PLANNING PROGRAM.

The department of education shall prescribe the form and manner of application by school districts to be designated as a site to participate in the comprehensive arts planning program. Up to 30 sites may be selected. The department of education

shall designate sites in consultation with the Minnesota alliance for arts in education and the Minnesota state arts board.

**History:** *1Sp1985 c 12 art 5 s 3*

**129B.18** [Repealed, 1Sp1985 c 12 art 5 s 11]

**129B.19** [Repealed, 1Sp1985 c 12 art 5 s 11]

## **129B.20 COMPREHENSIVE ARTS PLANNING PROGRAM SITES.**

**Subdivision 1. Funding.** Each site shall receive \$1,250 each year for two years. Before receiving money for the second year, a long-range plan for arts education must be submitted to the department.

**Subd. 2. Criteria.** The department of education, in consultation with the Minnesota alliance for arts in education, shall establish criteria for site selection. Criteria shall include at least the following:

(1) a willingness by the district to designate a program chair for comprehensive arts planning with sufficient authority to implement the program;

(2) a willingness by the district to create a committee comprised of school district and community people whose function is to promote comprehensive arts education in the district;

(3) commitment on the part of committee members to participate in training offered by the department of education;

(4) a commitment of the committee to conduct a needs assessment of arts education;

(5) commitment by the committee to evaluating its involvement in the program;

(6) a willingness by the district to adopt a long-range plan for arts education in the district;

(7) no previous involvement of the district in the comprehensive arts planning program; and

(8) location of the district to assure representation of urban, suburban, and rural districts and distribution of sites throughout the states.

**Subd. 3. Program accounts.** A district receiving funds shall maintain a separate account for the receipt and disbursement of all funds relating to the program. The funds shall be spent only for the purpose of arts education programs, including teacher release time.

**Subd. 4. Additional funding.** A district receiving funds may receive funds for the program from private sources and from other governmental agencies, including any state or federal funds available for arts education.

**History:** *1Sp1985 c 12 art 5 s 4*

## **129B.21 DEPARTMENT RESPONSIBILITY.**

The department of education, in cooperation with the Minnesota alliance for arts in education and the Minnesota state arts board, shall provide materials, training, and assistance to the arts education committees in the school districts. The department may contract with the Minnesota alliance for arts in education for its involvement in providing services, including staff assistance, to the program.

**History:** *1Sp1985 c 12 art 5 s 5*

**129B.33 TECHNOLOGY UTILIZATION PLANS.***[For text of subd 1, see M.S.1984]*

Subd. 2. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 3. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 4. [Repealed, 1Sp1985 c 12 art 8 s 65]

*[For text of subd 5, see M.S.1984]*

Subd. 6. [Repealed, 1Sp1985 c 12 art 8 s 65]

*[For text of subd 7, see M.S.1984]***129B.34** [Repealed, 1Sp1985 c 12 art 8 s 65]**129B.35 REGIONAL COORDINATORS.**

The department of education shall contract to provide regional instructional computing coordinators with expertise in the use of technology in education. The department and school districts within an ECSU region shall agree on the services to be provided by the regional coordinators. Among other responsibilities, the regional coordinators shall serve as on-site consultants to districts attempting to implement recently approved technology utilization plans and in-service education.

**History:** 1Sp1985 c 12 art 8 s 28**129B.36 TECHNOLOGY DEMONSTRATION SITES.**

Subdivision 1. **Site designation.** By July 1, 1985, the commissioner, in consultation with the advisory committee, shall designate which of the existing technology demonstration sites are eligible for continuation grants for use during the 1985-1986 and 1986-1987 school years. A site that does not receive a continuation grant under this subdivision may retain its designation as a technology demonstration site during the 1985-1986 and 1986-1987 school years to improve its opportunities to obtain funding from private or other public sources. The commissioner, in consultation with the advisory committee, shall determine the level of funding for each site. A grant shall be at least \$125,000 but not more than \$175,000. \$125,000 of each grant may be used to continue existing operations. Any grant amount exceeding \$125,000 may be used for the expenses of expanded efforts already planned or underway at the site. Grantees must continue matching the grant award in the manner agreed for the period from July 1, 1983, to June 30, 1985.

Subd. 2. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 3. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 4. **Grant awards.** Applications for grants shall be submitted to the commissioner by August 1, 1985, in the form and manner prescribed by the department. Grants shall be awarded by September 1, 1985.

Subd. 5. **Recipient duties and use of money.** A district selected for a grant shall work cooperatively with the advisory committee, department of education, higher education institutions in the area, and business and industry, as appropriate. The district shall conduct at least four workshops each school year of the grant to demonstrate to other districts and interested parties its use of technology in

education. Grant money may be used for equipment, consultants, curriculum development, and teacher education.

*[For text of subds 6 and 7, see M.S.1984]*

**History:** *1Sp1985 c 12 art 8 s 29-31*

### **129B.37 COURSEWARE PACKAGE EVALUATION.**

Subdivision 1. **List.** The department of education shall compile, publish, and distribute to districts a list of high quality courseware packages for use in public elementary and secondary schools. Every six months the department shall supplement the list with recently evaluated materials.

*[For text of subds 2 to 7, see M.S.1984]*

**History:** *1Sp1985 c 12 art 8 s 32*

### **129B.375 COURSEWARE INTEGRATION CENTERS.**

The commissioner of education shall establish educational courseware integration centers to provide (1) access for teachers to major exemplary courseware, (2) opportunities for teachers to become familiar with a variety of technology resources, and (3) assistance in integrating technology materials into the curriculum.

**History:** *1Sp1985 c 12 art 8 s 33*

### **129B.38 SUBSIDY FOR PURCHASE OF COURSEWARE PACKAGES.**

Subdivision 1. **Aid amount.** A district that purchases or leases courseware packages that qualify as high quality according to section 129B.37 shall receive state aid. The aid shall be equal to the lesser of:

(a) \$1 times the number of pupils in average daily membership for the 1984-1985 school year; or

(b) 25 percent of the actual expenditures of the district for purchase or lease of the courseware packages between July 1, 1985, and May 31, 1987.

Subd. 2. **Aid applications.** Applications for aid shall be submitted in the form and manner prescribed by the department.

**History:** *1Sp1985 c 12 art 8 s 34*

### **129B.39 PURCHASE OF COURSEWARE PACKAGE DUPLICATION RIGHTS.**

Rights to duplication of courseware packages may be purchased, and volume purchase agreements may be established by the department of education, if the department determines that the courseware packages qualify as high quality according to section 129B.37, and if the courseware packages are available to the state at a lower cost than if purchased by school districts individually. The department shall contract with any company that submits the lowest bid and that has the capability to duplicate and distribute courseware packages obtained by the department under this section. The materials shall be available to districts without cost except for nominal costs of reproduction and distribution.

**History:** *1Sp1985 c 12 art 8 s 35*

**129B.40 COURSEWARE PACKAGE DEVELOPMENT.**

Subdivision 1. **New courseware packages.** The department of education may contract with various organizations, commercial or nonprofit, for the design and development of courseware packages which will meet the needs of school districts and which otherwise are unavailable or too expensive for individual districts or the state to purchase. The department may:

- (a) contract with school districts, private entrepreneurs, and other public or private agencies for the development of a specified courseware package;
- (b) assist entrepreneurs to develop their own ideas for courseware packages that could be used in school districts, by providing funds for that purpose;
- (c) secure copyrights for those materials in which it has a whole or part interest;
- (d) contract to distribute courseware packages to school districts at cost under section 129B.39; and
- (e) contract for the marketing of courseware packages.

The department of education shall evaluate whether the courseware packages qualify as high quality according to the criteria and procedures established in section 129B.37.

Courseware packages developed according to this subdivision shall become the property of the state. Revenue from the sale of these courseware packages shall be annually appropriated from the general fund to the department of education and shall be used to develop additional courseware packages according to this section and to evaluate the other commercial courseware under section 129B.37.

Subd. 2. **Distribution.** Any company with which the department contracts to develop courseware packages must sell those courseware packages to Minnesota school districts at cost and may sell to school districts in other states and to the general public at commercial rates. Each contract with a developer who shares in the profits of distribution shall include a provision requiring sale of the courseware packages at cost to Minnesota school districts.

**History:** *1Sp1985 c 12 art 8 s 36*

**129B.61 MASTERY LEARNING THROUGH INDIVIDUALIZED LEARNING PLANS ACT.**

Sections 129B.62 to 129B.66 may be cited as the "mastery learning through individualized learning plans act."

**History:** *1Sp1985 c 12 art 8 s 37*

**129B.62 LEGISLATIVE FINDINGS; PURPOSE.**

The legislature finds that mastery learning is a process for managing learning that enhances mastery of clearly defined educational objectives for all pupils, because all pupils have the capacity to achieve defined levels of mastery with appropriate time and instruction. The legislature is committed to the goal of providing optimal educational outcomes in reading through mastery learning, using individualized learning plans, and encouraging parental involvement. The legislature recognizes that, because of recent developments, technology exists to assist teachers in managing a mastery learning system in reading. The legislature further recognizes that reading is a cognitive skill upon which most subsequent learning is based and that individual learner characteristics need not necessarily be a limitation on that learner's level of mastery of this basic skill. Therefore, the purposes of this legislation are to:

(1) offer mastery learning programs in reading that take into account the entry reading level of each pupil and provide individualized instruction and appropriate learning time based on that level;

(2) provide design models of individualized pupil learning plans that demonstrate the use of mastery management programs in reading;

(3) encourage continuous progress in reading that uses variable class-size groupings;

(4) recognize that sequential, measurable learning for all pupils can occur in a reading program that is planned for mastery, taught for mastery, and managed for mastery.

**History:** *1Sp1985 c 12 art 8 s 38*

### **129B.63 GRADE LEVEL PARTICIPATION.**

The demonstration mastery learning reading programs that are designated under section 129B.64 shall be available for pupils in grades kindergarten through three.

**History:** *1Sp1985 c 12 art 8 s 39*

### **129B.64 SITE DESIGNATION.**

By March 15, 1986, the commissioner of education shall designate ten districts as demonstration sites for mastery learning through individualized learning plans. By September 1, 1986, the commissioner shall pay to each designated district a grant for use during the 1986-1987 school year.

**History:** *1Sp1985 c 12 art 8 s 40*

### **129B.65 ADVISORY COMMITTEE.**

By August 15, 1985, the commissioner of education shall appoint a 15-member advisory committee to assist in the implementation of sections 129B.62 to 129B.66. Representation on the advisory committee shall include a technology in curriculum specialist from the department of education, an instructional effectiveness specialist from the department of education, a reading specialist from the department of education, an assessment specialist from the department of education, two representatives from post-secondary teacher education programs, two school district reading curriculum specialists, a superintendent, an elementary school principal, two school board members, a parent, and two teachers. Appointments to this advisory committee are not subject to section 15.0597.

**History:** *1Sp1985 c 12 art 8 s 41*

### **129B.66 GRANTS; APPLICATION PROCESS.**

**Subdivision 1. Development of plan.** Each school district is encouraged to develop and adopt a written plan for providing a program for mastery learning through individualized learning plans. This plan shall be developed in consultation with the curriculum advisory committee for planning, evaluation, and reporting appointed pursuant to section 123.741, subdivision 3.

**Subd. 2. Preliminary proposal.** By September 15, 1985, each school district is encouraged to submit a brief preliminary proposal that indicates its intent to submit a detailed plan for implementing a program under this section. The proposal shall include an outline of the district's plan and shall be on forms provided by the department of education.

Subd. 3. **Selection of finalists; planning aid.** By October 15, 1985, the commissioner, in consultation with the advisory committee, shall select 25 districts to submit detailed plans for implementing demonstration programs of mastery learning. By November 1, 1985, the commissioner shall pay planning aid in the amounts of \$1,000 to those selected districts with 600 pupil units or fewer, and \$1,500 to those selected districts with more than 600 pupil units.

Subd. 4. **Design components.** The design of the programs developed under subdivision 3 shall demonstrate concise, measurable objectives in reading that clearly describe the criteria for mastery learning in reading. Each program design must include a process for:

- (1) identification of specific skills stated as measurable objectives;
- (2) diagnostic preinstruction assessment that determines each pupil's entry level of reading skills;
- (3) development of an individualized plan for each participating pupil based on the diagnostic assessment, including the use of different instructional strategies and groupings to achieve the stated mastery of the measurable reading objectives;
- (4) diagnostic assessment of progress during instruction and reteaching; and
- (5) postinstruction assessment and evaluation to determine whether the identified reading skills have been mastered.

Subd. 5. **Mandatory plan components.** In addition to the components specified in subdivision 4, the program plan must include:

- (1) sufficient allowance of time for teachers to identify specific skills and measurable objectives;
- (2) sufficient allowance of time for the development or acquisition of a locally-developed, state-developed, or a commercially-developed mastery management system;
- (3) a demonstration of how the participating school districts will reduce the size of reading classes by providing variable class size groupings;
- (4) a demonstration of how a skill-based computerized management system can be used to develop individualized pupil learning plans in reading, diagnose individual pupil levels of learning, retest to ascertain progress toward mastery of objectives, and posttest to determine the extent of final mastery of the objectives;
- (5) a plan for in-service staff development that addresses all components of mastery learning, including parent communication and involvement and reteaching; and
- (6) a procedure for involving parents in the process of developing individualized instruction plans for mastery in reading and keeping them informed of the progress of their children, as well as suggestions on how the parents can assist in the individualized learning plan.

Subd. 6. **Optional components of the plan.** In addition to the required components specified in subdivisions 4 and 5, a district's plan may include:

- (1) plans for all-day kindergarten;
- (2) plans for coordination with early childhood family education programs;
- (3) plans for expanding the program to grades four through six;
- (4) plans to use volunteers;
- (5) summer learning opportunities;
- (6) a process for integrating the assessment of pupil affective levels;
- (7) inclusion of foreign languages in the mastery reading program;
- (8) plans for utilizing peer tutoring in the program; and

(9) an assessment of the feasibility of establishing a demonstration school to be operated by the school district for teacher education purposes.

Subd. 7. **Selection criteria.** The commissioner of education, in consultation with the advisory committee, shall establish selection criteria for approving plans, which shall be distributed to the school districts by November 1, 1985.

Subd. 8. **Geographic distribution of sites.** To the extent possible, the selected sites shall be geographically distributed among urban, suburban, and rural areas. Some of the sites selected shall be existing exemplary programs.

Subd. 9. **Differentiated staffing; two sites.** At least two of the sites selected by the commissioner shall include plans for differentiated staffing that use master teachers and nonlicensed personnel, such as teachers' aides or paraprofessionals.

Subd. 10. **Approval of plans; grant awards.** The districts shall submit a plan and application for a grant by February 1, 1986, in the form and manner prescribed by the department.

Subd. 11. **Evaluation of sites.** The commissioner of education shall make a preliminary evaluation of the designated sites and report to the education committees of the legislature on the results of the preliminary evaluation by February 1, 1987. By December 1, 1987, and each year thereafter, the commissioner of education shall submit a report evaluating the program to the education committees of the legislature.

**History:** *1Sp1985 c 12 art 8 s 42*

#### **129B.67 COMPUTERIZED MASTERY MANAGEMENT SYSTEM.**

The department of education shall develop, contract for the development, or purchase the state rights to a computerized mastery management system that may be utilized for individualized learning plan models to be implemented under sections 129B.62 to 129B.66. The computer models shall have a common management system and be able to utilize several banks of learner outcomes and objectives that reflect content found in major textbooks. The department shall also develop, contract for the development, or purchase the state rights to support and resource materials to be used in conjunction with the computerized mastery management system for reading. In future years, the department is encouraged to develop and acquire a similar system and supporting materials for mathematics.

**History:** *1Sp1985 c 12 art 8 s 59*