

CHAPTER 129B

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COUNCIL ON QUALITY EDUCATION

129B.01 [Repealed, 1987 c 398 art 1 s 27 subd 1; art 8 s 45]
129B.02 [Repealed, 1987 c 398 art 1 s 27 subd 1; art 8 s 45]
129B.03 [Repealed, 1Sp1985 c 12 art 4 s 13]
129B.04 [Repealed, 1987 c 398 art 1 s 27 subd 1; art 8 s 45]

129B.041 COPYRIGHT AND SALE OF PRODUCTS.

Subdivision 1. **Copyright.** Products of projects and programs developed with a grant or loan from the council on quality education, including curriculum and instructional materials, computer and telecommunications software, and associated manuals and reports, may be copyrighted by the department in the name of the state and may be sold. The state shall sell the products at prices that do not exceed the cost of reproduction and distribution. Products sold shall be clearly labeled as products developed pursuant to a grant or loan from the council on quality education.

Subd. 2. [Repealed, 1984 c 463 art 7 s 54]

Subd. 3. **Revolving fund.** The education product and loan repayment revolving account is established in the state treasury. Sale proceeds from the sale of products under this section shall be deposited in this account. All money in this account is annually appropriated to the department of education and shall be used to reproduce and distribute products of projects and programs developed with a grant or loan from the council on quality education.

Subd. 4. [Repealed, 1987 c 398 art 8 s 45]

History: 1983 c 314 art 9 s 6; 1984 c 463 art 7 s 18,19; 1987 c 398 art 8 s 31,32;
1Sp1987 c 4 art 1 s 4,11

129B.05 [Repealed, 1987 c 398 art 1 s 27 subd 1; art 8 s 45]
129B.06 [Repealed, 1984 c 463 art 4 s 9]
129B.07 [Repealed, 1984 c 463 art 4 s 9]
129B.08 [Repealed, 1984 c 463 art 4 s 9]
129B.09 [Repealed, 1984 c 463 art 4 s 9]
129B.10 [Repealed, 1Sp1985 c 12 art 8 s 65]

129B.11 PROGRAM IMPROVEMENT GRANTS.

Subdivision 1. **Plans; grant awards.** The state board of education shall make grants to groups of school districts to implement plans to improve education. The board shall consult with the state curriculum advisory committee and other appropriate groups. The board may award grants to groups of districts which submit plans that include at least the following:

- (1) program and curriculum changes which provide more learning opportunities for students;
- (2) demonstration of a local commitment to the plan and, in the case of plans utilizing technology, local financial support including public and private partnerships;
- (3) involvement of school district teaching staff in development of the plan;
- (4) demonstration that the plan is consistent with school district goals established under section 126.666; and
- (5) the structural criteria established in subdivision 2.

The board may establish additional criteria and shall establish time lines and the grant application procedure for making grants.

Subd. 2. **Eligibility.** To be eligible for a grant, a group of districts must meet one of the following criteria:

- (1) create a consolidated district according to section 122.23, with the consolidated school district having at least 600 pupils in average daily membership;
- (2) establish an education district according to section 122.91;
- (3) form a group of districts that has an agreement under section 122.535 or 122.541 for discontinuing grades when the districts entering into the agreement have a total of at least 240 pupils in average daily membership in grades 10, 11, and 12; or
- (4) enter into a joint powers agreement for a technology cooperative. The school districts in the cooperative must be contiguous and either of the following:
 - (i) there is a significant distance between buildings in the district so that other forms of cooperation are not practical, or
 - (ii) the districts have a combined area of at least 500 square miles.

Subd. 2a. **Intention to consolidate.** A group of districts is eligible for a grant if each school board has adopted a resolution of intention to consolidate with the other districts in the group. If a grant is awarded to a group of districts under this subdivision, and if the group does not actually consolidate within 24 months of receiving the grant, the department of education shall withhold payment of all state aids until the amount of the grant has been recovered.

The state board of education may establish additional conditions to a grant awarded under this subdivision.

Subd. 3. **Amounts.** The board may determine the amount of the grant, but a grant shall not exceed \$250,000 for a group of districts.

History: 1987 c 398 art 8 s 33; 1Sp1987 c 4 art 1 s 12; 1988 c 486 s 75; 1988 c 718 art 7 s 50,51

COMPREHENSIVE ARTS IN EDUCATION PLANNING GRANTS**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: 1983 c 314 art 6 s 19; 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. If fewer than 30 sites are selected, each site shall receive an additional proportionate share of money appropriated and not used. 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 state.

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: 1983 c 314 art 6 s 22; 1Sp1985 c 12 art 5 s 4; 1988 c 718 art 6 s 14

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: 1983 c 314 art 6 s 23; 1Sp1985 c 12 art 5 s 5

129B.31 CITATION.

Sections 129B.32 to 129B.40 may be cited as the "Minnesota education technology act."

History: 1983 c 314 art 8 s 10

MINNESOTA EDUCATION TECHNOLOGY ACT

129B.32 DEFINITIONS.

Subdivision 1. **Applicability.** For the purpose of sections 129B.39 and 129B.40, the following terms have the meanings given them, unless clearly provided otherwise.

Subd. 2. [Repealed, 1987 c 398 art 1 s 27 subd 1]

Subd. 3. **Courseware package.** "Courseware package" means integrated videotape and videodisk, computer disk, software, supporting materials, such as workbooks and textbooks, and other computer support hardware that is an integral part of an educational software package, such as a printed circuit board, voice synthesizer which enables speech production and its speaker, tap master, valve simulator, and digital to analog converter board. It does not mean a central processing unit, disk drive, video monitor, printer, or similar items.

Subd. 4. **State board.** "State board" means state board of education.

Subd. 5. [Repealed, 1987 c 398 art 1 s 27 subd 1]

Subd. 6. **Technology.** "Technology" includes, but is not limited to, computers, telecommunications, cable television, interactive video, film, low-power television, satellite communications, and microwave communications.

History: 1983 c 314 art 8 s 12; 1984 c 463 art 8 s 10; 1988 c 486 s 101 subd 2

129B.33 [Repealed, 1987 c 398 art 1 s 27 subd 1]

129B.34 [Repealed, 1Sp1985 c 12 art 8 s 65]

129B.35 [Repealed, 1987 c 398 art 8 s 45]

129B.36 [Repealed, 1987 c 398 art 1 s 27 subd 1]

129B.37 [Repealed, 1987 c 398 art 8 s 45]

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 [Repealed, 1Sp1986 c 1 art 9 s 64]

NOTE: Subdivision 1 was amended by Laws 1986, First Special Session chapter 1, article 9, section 18, to read as follows:

"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 for the 1985-1986 school year. The aid shall be equal to the lesser of:

(a) 50 cents 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, 1986."

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 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 at cost, including nominal costs of reproduction and distribution. Money from the sale of courseware packages is annually appropriated to the department of education to purchase additional courseware packages according to this section.

History: 1983 c 314 art 8 s 19; 1Sp1985 c 12 art 8 s 35; 1987 c 398 art 7 s 37; 1988 c 486 s 76

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 by the state board of education.

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.

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: 1983 c 314 art 8 s 20; 1Sp1985 c 12 art 8 s 36; 1988 c 486 s 77

129B.41 CITATION.

Sections 129B.41 to 129B.47 may be cited as the "Minnesota improved learning and principal-teacher, counselor-teacher, and career teacher act."

History: 1981 c 358 art 6 s 6; 1983 c 314 art 9 s 12

129B.42 PURPOSE.

The legislature recognizes the unique and lifelong learning process of all human beings. The legislature is committed to the goal of maximizing the individual growth potential of all students through the secondary schools. The purposes of sections 129B.41 to 129B.47 are:

- (a) To offer improved learning programs which emphasize basic and applied learning skills and the liberal arts;
- (b) To recognize and utilize the unique skills that teachers, students, family, and the community have in both the teaching process and the learning process; and
- (c) To provide an opportunity for maximum use of principals and teachers.

History: 1981 c 358 art 6 s 7; 1983 c 314 art 9 s 12

129B.43 PROGRAM SELECTION.

Subdivision 1. Authorization. A school district or group of districts may establish an improved learning program.

Subd. 2. [Repealed, 1987 c 398 art 1 s 27 subd 3; art 8 s 45]

Subd. 3. [Repealed, 1987 c 398 art 1 s 27 subd 3; art 8 s 45]

Subd. 4. Rules and rights. The state board of education may waive school district compliance with its rules which would prevent implementation of an improved learning program. Participation in an improved learning program as a principal-teacher, counselor-teacher, or career teacher shall not affect seniority in the district or rights under the applicable collective bargaining agreement.

Subd. 5. **Additional funding.** A school district providing an improved learning program may receive funds for the program from private sources and governmental agencies, including state or federal funds.

Subd. 6. [Repealed, 1987 c 398 art 1 s 27 subd 3; art 8 s 45]

History: 1981 c 358 art 6 s 8; 1983 c 314 art 9 s 1,12; 1984 c 463 art 7 s 2; 1987 c 398 art 1 s 19,20

129B.44 ADVISORY COUNCIL.

The school board of a district providing an improved learning program shall appoint an advisory council. Council members shall be selected from the school attendance area in which programs are provided. Members of the council may include students, teachers, principals, administrators and community members. A majority of the members shall be parents with children participating in the local program. The local advisory council shall advise the school board in the development, coordination, supervision, and review of the improved learning program. The council shall meet at least two times each year with any established community education advisory council in the district. Members of the council may be members of the community education advisory council. The council shall report to the school board.

History: 1981 c 358 art 6 s 9; 1983 c 314 art 9 s 12

129B.45 PROGRAM COMPONENTS.

Subdivision 1. **Mandatory components.** An improved learning program shall include:

(a) participation by a designated individual as a principal-teacher, career teacher, or counselor-teacher, as defined in sections 129B.46 and 129B.47;

(b) a plan to involve parents in planning the educational experiences of their children;

(c) an annual plan for the district to evaluate program goals and objectives;

(d) a plan for the district to fund the program after the third year of the program.

Subd. 2. **Optional components.** An improved learning program may include:

(a) efforts to improve curricula strategies, instructional strategies, and use of materials which respond to the individual educational needs and learning styles of each pupil in order to enable each pupil to make continuous progress and to learn at a rate appropriate to that pupil's abilities;

(b) efforts to develop student abilities in basic skills; applied learning skills; and, when appropriate, arts; humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education;

(c) use of community resources and communications media to pursue improved learning opportunities for pupils;

(d) staff development for teachers and other school personnel;

(e) improvements to the learning environment, including use of the community in general, to enhance the learning process;

(f) cooperative efforts with other agencies involved with human services or child development and development of alternative community based learning experiences;

(g) apprenticeship post-secondary education components for pupils who are able to accelerate or programs for pupils with special abilities and interests who are given advanced learning opportunities within existing programs;

(h) use of volunteers in the learning program;

(i) flexible attendance schedules for pupils;

(j) adult education component;

(k) coordination with early childhood and family education programs;

(l) variable student/faculty ratios for special education students to provide for special programming;

- (m) inclusion of nonpublic pupils as part of the ratio in the principal-teacher and career teacher component;
- (n) application of educational research findings;
- (o) summer learning experiences for students as recommended by the principal-teacher and career teacher;
- (p) use of educational assistants, teacher aides or paraprofessionals as part of the improved learning program;
- (q) establishment of alternative criteria for high school graduation; and
- (r) variable age and class size groupings of students.

History: 1981 c 358 art 6 s 10; 1983 c 314 art 9 s 2,12

129B.46 PRINCIPAL-TEACHER AND CAREER TEACHER COMPONENT.

Subdivision 1. Status. An improved learning program may include a principal-teacher and career teacher component. The principal-teacher and career teacher shall not be the exclusive teacher for students assigned to them but shall serve the function of developing and implementing a student's overall learning program. The principal-teacher and career teacher may be responsible for regular classroom assignments as well as learning programs for other assigned students.

Subd. 2. Qualifications. (a) An individual employed as a principal-teacher must be licensed as a principal by the state board of education and shall be considered a principal as defined in section 179A.03, subdivision 12, for purposes of the public employment labor relations act.

(b) An individual employed as a career teacher must be licensed as a teacher by the state board of teaching and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of the public employment labor relations act.

Subd. 3. Staff/student ratio. (a) Except as provided in clause (b), one principal-teacher or career teacher shall be assigned for every 125 students. For each special education student included in the assignment, the 1:125 ratio shall be reduced by one.

(b) One principal-teacher shall be assigned for every 50 students when the principal-teacher is also the principal of the school.

Subd. 4. Selection; renewal. (a) The school board shall establish procedures for teachers and principals to apply for the position of principal-teacher and career teacher. The authority for selection of principal-teachers and career teachers shall be vested in the board and no individual shall have a right to employment as a principal-teacher or career teacher based on seniority or order of employment in the district.

(b) Employment of the principal-teacher and career teacher shall be on a 12-month basis with vacation time negotiated individually with the board. The annual contract of a principal-teacher or career teacher may not be renewed, as the board shall see fit; provided, however, the board shall give any such teacher whose contract as a principal-teacher or career teacher it declines to renew for the following year written notice to that effect before April 15. If the board fails to renew the contract of a principal-teacher or career teacher, that individual shall be reinstated to another position in the district if eligible pursuant to section 125.12 or 125.17.

Subd. 5. Duties. The principal-teacher and career teacher shall be responsible for:

(a) The overall education and learning plan of assigned students. This plan shall be designed by the principal-teacher and career teacher with the student, parents, and other faculty, and shall seek to maximize the learning potential and maturation level of each pupil;

(b) Measuring the proficiency of the assigned students and assisting other staff in identifying pupil needs and making appropriate educational and subject groupings;

(c) When part of the district's plan, taking responsibility for the parent and early childhood education of assigned students;

(d) Designing and being responsible for program components which meet special learning needs of high potential and talented students; and

(e) Coordinating the ongoing, year-to-year learning program for assigned students.

History: 1981 c 358 art 6 s 11; 1983 c 314 art 9 s 12; 1984 c 462 s 27; 1986 c 444

129B.47 COUNSELOR-TEACHER COMPONENT.

Subdivision 1. **Status.** An improved learning program may include a counselor-teacher component. The counselor-teacher shall not be the exclusive teacher with respect to the learning process of assigned students.

Subd. 2. **Qualifications.** An individual employed as a counselor-teacher must be licensed as a counselor by the state board of education and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of the public employment labor relations act.

Subd. 3. **Staff/student ratio.** One counselor-teacher shall be assigned for every 125 students. For each special education student included in the assignment, the 1:125 ratio shall be reduced by one.

Subd. 4. **Selection; renewal.** The annual contract of a counselor-teacher may not be renewed, as the board shall see fit; provided, however, the board shall give any such counselor whose contract for the counselor-teacher it declines to renew for the following year written notice to that effect before April 15. If the board fails to renew the contract of a counselor-teacher, that individual shall be reinstated to another position in the district if eligible pursuant to section 125.12 or 125.17.

Subd. 5. **Duties.** The counselor-teacher shall be responsible for providing guidance and counseling services to assigned students. This includes working with individual students, groups of students and families.

History: 1981 c 358 art 6 s 12; 1983 c 314 art 9 s 12; 1984 c 462 s 27; 1986 c 444

PREKINDERGARTEN CHILD DEVELOPMENT GRANTS

129B.48 PREKINDERGARTEN CHILD DEVELOPMENT GRANTS.

Subdivision 1. **Establishment.** A grant program is established for prekindergarten child development programs.

Subd. 2. **Eligible child.** An eligible child is a child who:

- (1) is at least three years old but has not entered kindergarten;
- (2) resides in a family having a pretax income, for the 12 months before enrollment in the program, at or below the poverty level as determined by the federal government; and
- (3) has a significant delay in the development of any of the following areas: emotional, cognitive, language, physical-motor, or social.

Subd. 3. **Eligible programs.** A project head start agency, school district, group of districts, and nonprofit organizations are eligible for grants. To be eligible for a grant, all children in the program must meet the requirements of subdivision 2, clause (1), and at least 90 percent must meet the requirements of subdivision 2.

Subd. 4. **Criteria and procedures.** The state board of education shall establish criteria and procedures to select recipients of grants. Criteria for recipients, other than head start agencies, must include at least the following:

- (1) adequate procedures to assess the developmental delay of children, according to subdivision 2, clause (3);
- (2) conformance to the federal guidelines for project head start agencies, to the extent practicable;
- (3) substantial involvement and education of the parents of the children;
- (4) a plan for coordination with local organizations that serve young children;
- (5) a local advisory board; and
- (6) an evaluation plan.

Subd. 5. **Grant awards.** The state board may award grants for programs that meet

the requirements of this section. Grants must be awarded to applicants located in different parts of the state. The board shall give priority in awarding grants to those applicants located in areas where no service is available within 30 minutes of eligible children's residences. A recipient must not use the grant money to supplant money or services available from other sources.

History: 1988 c 718 art 4 s 3

AREA LEARNING CENTERS

129B.52 AREA LEARNING CENTER ORGANIZATION.

Subdivision 1. Governance. A school district may establish an area learning center either by itself or in cooperation with other districts, an ECSU, an intermediate school district, public and private secondary and post-secondary institutions, public agencies, businesses, and foundations. Except for a district located in a city of the first class, a center must serve the geographic area of at least two districts.

Subd. 2. Access to services. A center shall have access to the district's regular education programs, technology facilities, and staff. It may contract with individuals or post-secondary institutions. It shall seek the involvement of community education programs, post-secondary institutions, community resources, businesses, and other federal, state, and local public agencies.

Subd. 3. Nonresident pupils. A pupil who does not reside in the district may attend a center without consent of the school board of the district of residence.

History: 1987 c 398 art 8 s 34

129B.53 CENTER PROGRAMS AND SERVICES.

Subdivision 1. Program focus. The programs and services of a center must focus on academic and learning skills, trade and vocational skills, work experience, and transition services.

Subd. 2. People to be served. A center shall provide programs for secondary pupils and adults, giving priority to serving persons between 16 and 21 years of age. Secondary pupils to be served are those who are chemically dependent, not likely to graduate from high school, need assistance in vocational and basic skills, can benefit from employment experiences, and need assistance in transition from school to employment. Adults to be served are dislocated homemakers and workers and others who need basic educational and social services. In addition to offering programs, the center shall coordinate the use of other available educational services, social services, and post-secondary institutions in the community. The center may also provide programs for elementary and secondary pupils who are not attending the center to assist them in completing high school.

Subd. 3. Rules exemption. Notwithstanding any law to the contrary, the center programs must be available throughout the entire year. Pupils in a center may receive instruction for more than or less than the daily number of hours required by the rules of the state board of education. However, a pupil must receive instruction each year for at least the total number of instructional hours required by statutes and rules. A center may petition the state board under Minnesota Rules, part 3500.1000, for exemption from other rules.

Subd. 4. Graduation. Upon successful completion of the center program, a pupil is entitled to receive a high school diploma. The pupil may elect to receive a diploma from either the district of residence or the district in which the center is located.

History: 1987 c 398 art 8 s 35; 1988 c 718 art 6 s 15

129B.54 RESOURCE CENTER FOR OTHER PROGRAMS.

An area learning center must serve as a resource for other districts, educational, community, and business organizations. The center may charge a fee for these services. The following services shall be provided for a region or the state:

- (1) information and research for alternative programs;
- (2) regional or state workshops on awareness, identification, programs, and support for these pupils; and
- (3) recommendations for staff qualifications to ensure the most qualified staff can be selected for the programs.

History: 1987 c 398 art 8 s 36

129B.55 CENTER FUNDING.

Subdivision 1. **Outside sources.** A center may accept:

- (1) resources and services from post-secondary institutions serving center pupils;
 - (2) resources from job training partnership act programs, including funding for jobs skills training for various groups and the percentage reserved for education;
 - (3) resources from the department of human services and county welfare funding;
- or
- (4) private resources, foundation grants, gifts, corporate contributions, and other grants.

Subd. 2. **General education aid.** Payment of general education aid for nonresident pupils enrolled in the center must be made according to section 124A.036, subdivision 5.

History: 1987 c 398 art 8 s 37; 1988 c 486 s 78

129B.56 DESIGNATION AS CENTER.

The commissioner of education, in cooperation with the state board of education, shall establish a process for state designation and approval of area learning centers that meet the provisions of sections 129B.52 to 129B.55.

The four area learning centers designated in 1988 as exemplary shall be subject to the state approval process beginning July 1, 1990.

Area learning center designation shall begin July 1, 1988.

History: 1988 c 718 art 7 s 52

129B.61 [Repealed, 1987 c 398 art 1 s 27 subd 3]

129B.62 [Repealed, 1987 c 398 art 1 s 27 subd 3]

129B.63 [Repealed, 1987 c 398 art 1 s 27 subd 3]

129B.64 [Repealed, 1987 c 398 art 1 s 27 subd 3]

129B.65 [Repealed, 1987 c 398 art 1 s 27 subd 3]

129B.66 [Repealed, 1987 c 398 art 1 s 27 subd 3]

129B.67 [Repealed, 1987 c 398 art 1 s 27 subd 3]

DESEGREGATION CAPITAL IMPROVEMENT GRANT ACT

129B.71 CITATION.

Sections 129B.71 to 129B.75 may be cited as the "desegregation capital improvement grant act."

History: 1987 c 400 s 39

129B.72 APPROVAL AUTHORITY; APPLICATION FORMS.

Subdivision 1. **Approval by commissioner.** The commissioner of education may approve or disapprove applications under section 129B.73. The grant money must be used only to remodel or improve a building or site under contracts to be entered into within 15 months after the date each grant is awarded.

Subd. 2. **Application forms; rules.** The commissioner of education shall prepare application forms. The state board of education shall adopt rules under chapter 14 to govern the application process set out in section 129B.73.

History: 1987 c 400 s 40

129B.73 GRANT APPLICATION PROCESS.

Subdivision 1. **Qualification.** A school district that meets the criteria required under subdivision 2 may apply for a grant in an amount up to 50 percent of the approved costs of remodeling or improvement.

Subd. 2. **Review by commissioner.** (a) A school district that submits an application for a grant shall submit a proposal to the commissioner for review and comment under section 121.15, and the commissioner shall prepare a review and comment on the proposed facility, regardless of the amount of the capital expenditure required to remodel or improve the building or site. The commissioner must not approve an application for a grant for a building or site unless the building or site receives a favorable review and comment under section 121.15 and is recommended by the commissioner as part of the district's approved desegregation plan.

Subd. 3. **Award of grants.** The commissioner shall examine and consider all applications for grants, and if a district is found not qualified, the commissioner shall promptly notify the district board. If the total amount of the applications exceeds the amount that is or can be made available, the commissioner shall prorate the available amount among the qualified applicant districts, according to the commissioner's judgment and discretion based upon their respective needs. The commissioner shall promptly certify to each district the amount, if any, of the grant awarded to it.

Subd. 4. **Matching revenue.** Upon being awarded a grant under subdivision 3, the board shall determine the need to bond for additional revenue. If the board determines that there is no need to bond, it shall certify to the commissioner of education that other funds are available for the purpose. If a bond issue is required, the board shall submit, within 90 days, the question of authorizing the borrowing of funds for remodeling or improvements to the voters of the district at a special election, that may be held in conjunction with the annual election of the school board members. If a majority of those voting on the question do not vote in the affirmative, the grant must be canceled.

History: 1987 c 400 s 41

129B.74 [Repealed, 1988 c 718 art 7 s 65]

129B.75 [Repealed, 1988 c 718 art 7 s 65]