

CHAPTER 129B

GRANTS FOR EDUCATION

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129B.11 [Repealed, 1989 c 329 art 6 s 55]

129B.12 GRANTS FOR COOPERATION AND COMBINATION.

Subdivision 1. **Eligibility.** Two or more districts that have adopted a plan according to section 122.242 may apply for a grant under this section. The grant shall be awarded after the districts combine according to sections 122.241 to 122.248.

Subd. 2. **Procedures.** The state board shall establish procedures and deadlines for the grants. The state board shall review each application for a grant and may require modifications consistent with sections 122.241 to 122.248.

Subd. 3. **Grant amount.** The state board shall determine the amount of a grant according to the needs of the districts to effectuate combination. A grant may not exceed \$250,000.

Subd. 4. **Use of grant money.** The grant money may be used for any purpose related to combining school districts, including, but not limited to:

(1) secondary course offerings in communications, mathematics, science, social studies, foreign languages, physical education, health, and career education if the courses have specific learner outcomes;

(2) staff development related to cooperation; and

(3) any of the purposes set forth in section 124.243, subdivision 6, clauses (3), (4), and (15), and section 124.244, subdivision 4, clauses (2), (3), (4), (5), and (6), in all cases only if related to courses offered cooperatively.

History: 1989 c 329 art 6 s 43

129B.13 INTERAGENCY ADULT LEARNING ADVISORY COUNCIL AND GRANTS.

Subdivision 1. **Specific goals.** The interagency adult learning initiative is intended to:

(1) increase the number of adults improving their basic skills and completing general educational development, high school diploma, and technical skills training programs;

(2) reduce the dropout rate in adult programs by ensuring that transportation, child care, and other barriers to learning are addressed;

(3) be a catalyst to upgrade existing adult education programs;

(4) expand cooperation among education, human services, and job training agencies; and

(5) support employer, labor union, or other initiatives to improve employed workers' basic skills.

Subd. 2. **Members; meetings; officers.** The interagency adult learning advisory council shall have 16 to 18 members. Members must have experience in educating adults or in programs addressing welfare recipients and incarcerated, unemployed, and underemployed people.

The members of the interagency adult learning advisory council are appointed as follows:

- (1) one member appointed by the commissioner of the state planning agency;
- (2) one member appointed by the commissioner of jobs and training;
- (3) one member appointed by the commissioner of human services;
- (4) one member appointed by the director of the refugee and immigrant assistance division of the department of human services;
- (5) one member appointed by the commissioner of corrections;
- (6) one member appointed by the commissioner of education;
- (7) one member appointed by the director of the state board of vocational technical education;
- (8) one member appointed by the chancellor of community colleges;
- (9) one member appointed by the Minnesota adult literacy campaign or by another nonprofit literacy organization, as designated by the commissioner of the state planning agency;
- (10) one member appointed by the council on Black Minnesotans;
- (11) one member appointed by the Spanish-speaking affairs council;
- (12) one member appointed by the council on Asian-Pacific Minnesotans;
- (13) one member appointed by the Indian affairs council; and
- (14) one member appointed by the disability council.

Up to four additional members of the council may be nominated by the participating agencies. Based on the council's recommendations, commissioner of the state planning agency must appoint at least two, but not more than four, additional members. Nominees shall include, but are not limited to, representatives of local education, government, nonprofit agencies, employers, labor organizations, and libraries.

The council shall elect its officers.

Subd. 3. Staff. The commissioner of the state planning agency shall provide space and administrative services to the council. The commissioner may contract for staff for the council.

Subd. 4. Compensation. Compensation of members is governed by section 15.059, subdivision 6.

Subd. 5. Expiration date. The advisory council expires on June 30, 1995.

Subd. 6. Council responsibilities. The responsibilities of the council are to make recommendations to:

- (1) coordinate planning and activities of participating agencies;
- (2) assist program coordination at the local level;
- (3) develop policy recommendations on adult literacy for the state, and make recommendations to the participating commissioners and the legislature;
- (4) establish standards for effective programs and promote statewide implementation of such standards;
- (5) award grant funds;
- (6) evaluate programs funded by the state; and
- (7) provide technical assistance and staff development services, in coordination with participating agencies.

Subd. 7. Targeted adult literacy grants. The council may make recommendations to award grants to qualified programs to serve people who are on public assistance, are unemployed, or underemployed and who:

- (1) are functioning below the eighth grade level;
- (2) have not completed high school or a GED program;
- (3) need basic skills remediation for employment, occupational training, or post-secondary education; or
- (4) do not speak English.

The council may prioritize funding for services for people described in clause (1) or to persons with learning disabilities.

Priority must be given to qualified programs for the recipients of aid to families with dependent children who are identified for self-sufficiency services under section 256.736, and qualified programs for recipients of general assistance or work readiness assistance.

Subd. 8. Standards for qualified programs. (a) Except as provided in paragraph (b) and subdivision 9, a program qualifying for a grant must:

(1) be directed to the unemployed, the underemployed, the incarcerated, public assistance recipients, or to non-English speaking immigrants;

(2) integrate learning and support services such as child care, transportation, and counseling;

(3) have intensive learning that maximizes the weekly hours available to learners;

(4) be accessible year-round and during daytime or evening hours as needed, except where otherwise appropriate to learners' needs;

(5) have individualized learning plans and outcome based learning;

(6) provide instruction in transferable basic skills;

(7) have context based learning linked to individual occupational or self-sufficiency goals;

(8) provide for reporting and evaluation;

(9) have appropriate coordination and differentiation of services among adult literacy services and agencies in the local area;

(10) be coordinated with human services and employment and training agencies, as appropriate to the target population; and

(11) maximize use of available local resources.

(b) The commissioner of the state planning agency may waive a standard because of client need or local conditions. The reason for the waiver must be documented.

Subd. 9. Innovation grants. The commissioner of the state planning agency may award grants for innovative programs. An innovation grant need not comply with the standards in subdivision 8. The nature and extent of the proposed innovation must be described in the award.

Subd. 10. No funding required. The commissioner of the state planning agency need not award a grant for any proposal that, in the determination of the commissioner does not meet the standards in subdivision 8.

Subd. 11. Eligible grantees. To be eligible for a grant, one or more public agencies, or public or private nonprofit organizations, must submit a plan to create or maintain a qualified program. A profit-making organization cannot receive a grant but may be a subcontractor on a grant.

Grantees may not reduce existing expenditure levels for the target population.

Subd. 12. Geographic distribution. The commissioner of the state planning agency shall seek to award grants throughout the state, taking into account the incidence of the target population. It shall provide technical assistance to local agencies to enhance fulfillment of this subdivision.

Subd. 13. Supplemental grants. A grant may supplement existing local programs by financing additional services or hours of instruction.

Subd. 14. Grant schedule. The commissioner of the state planning agency must award initial grants by April 1, 1990. Beginning in 1991, grants must be awarded by July 1 of each year. Grants may be awarded for a period not to exceed 24 months.

Subd. 15. Local and regional joint planning. The commissioner of the state planning agency may require grant applicants and existing adult basic education providers in a locality to present a joint services plan as a condition of receiving a grant under this section.

Subd. 16. Reporting and evaluation. The commissioner of the state planning agency shall evaluate the performance of the grantees and report to the legislature by November 15 of each year, except that a preliminary report may be submitted by February 15, 1991.

History: 1989 c 329 art 4 s 15

NOTE: This section is repealed effective June 30, 1995. See Laws 1989, chapter 329, article 4, section 20.

129B.41 CITATION.

Sections 129B.42 to 129B.46 may be cited as the "Minnesota career teacher act."

History: 1989 c 329 art 7 s 15

129B.42 PURPOSE OF THE CAREER TEACHER ACT.

The legislature recognizes the unique and lifelong learning and development process of all human beings. The legislature is committed to the goal of maximizing the individual growth potential of all learners. The purposes of the career teacher act are:

- (1) to offer career teacher programs which emphasize learning and development based on learner outcomes;
- (2) to recognize and utilize the unique skills that teachers, students, family, and the community have in both the teaching process and the learning and development process; and
- (3) to provide an opportunity for maximum use of teachers, principals, and counselors.

History: 1989 c 329 art 7 s 16

129B.44 ADVISORY COUNCIL.

The school board of a district providing a career teacher 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 career teacher 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: 1989 c 329 art 7 s 17

129B.45 CAREER TEACHER PROGRAM COMPONENTS.

Subdivision 1. **Mandatory components.** A career teacher program shall include:

- (1) participation by a designated individual as a career teacher, principal-teacher, or counselor teacher;
- (2) an emphasis on each individual child's unique learning and development needs;
- (3) procedures to give the career teacher a major responsibility for leadership of the instructional and noninstructional activities of each child beginning with early childhood family education;
- (4) procedures to involve parents in the learning and development experiences of their children;
- (5) procedures to implement outcome based education by focusing on the needs of the learner;
- (6) procedures to coordinate and integrate the instructional program with all community education programs;
- (7) procedures to concentrate career teacher programs at sites that provide early childhood family education and subsequent learning and development programs; and
- (8) procedures for the district to fund the program.

Subd. 2. **Optional components.** A career teacher program may include:

(1) efforts to improve curricula strategies, instructional strategies, and use of materials that 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;

(2) 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;

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

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

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

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

(7) 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 and development opportunities within existing programs;

(8) use of volunteers in the learning and development program;

(9) flexible attendance schedules for pupils;

(10) adult education component;

(11) coordination with early childhood family education and community education programs;

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

(13) inclusion of nonpublic pupils as part of the ratio in the career teacher, principal-teacher, and counselor teacher component;

(14) application of educational research findings;

(15) summer learning and development experiences for students as recommended by the career teacher, principal-teacher, and counselor teacher;

(16) use of education assistants, teacher aides, or paraprofessionals as part of the career teacher program;

(17) establishment of alternative criteria for high school graduation; and

(18) variable age and learning size groupings of students.

History: 1989 c 329 art 7 s 18

129B.46 CAREER TEACHER.

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

Subd. 2. Qualifications. (a) An individual employed as a career teacher must be licensed as a teacher and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of chapter 179A.

(b) An individual employed as a principal teacher must be licensed as a principal and shall be considered a principal, as defined in section 179A.03, subdivision 12, for purposes of chapter 179A.

(c) An individual employed as a counselor teacher must be licensed as a counselor and shall be considered a teacher, as defined in section 179A.03, subdivision 18, for purposes of chapter 179A.

Subd. 3. **Staff/student ratio.** (a) Except as provided in clause (b), one career teacher, principal-teacher, or 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.

(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, principals, and counselors to apply for the position of career teacher, principal-teacher, or counselor teacher. The authority for selection of career teachers, principal-teachers, and counselor teachers shall be vested in the board and no individual shall have a right to employment as a career teacher, principal-teacher, or counselor teacher based on seniority or order of employment in the district.

(b) Employment of the career teacher, principal-teacher, and counselor teacher may be on a 12-month basis with vacation time negotiated individually with the board. The annual contract of a career teacher, principal-teacher, or counselor teacher may not be renewed, as the board shall see fit; provided, however, the board shall give any such teacher whose contract as a career teacher, principal-teacher, or 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 career teacher, principal-teacher, or 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 career teacher, principal-teacher, and counselor teacher shall be responsible for:

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

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

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

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

(5) coordinating the ongoing, year-to-year learning and development program for assigned students; and

(6) developing learning and development portfolios.

History: 1989 c 329 art 7 s 19; 1989 c 356 s 49

129B.47 [Repealed, 1989 c 329 art 7 s 25]

129B.48 [Repealed, 1989 c 329 art 4 s 20]

129B.481 TEACHER CENTER GRANTS.

Subdivision 1. **Definition.** For the purposes of this section, "teacher" has the meaning given it in section 179A.03, subdivision 18.

Subd. 2. **Establishment.** A teacher center may be established by one or more school boards and the exclusive representatives of the teachers. The teacher center shall serve at least ten districts or 3,000 teachers.

Subd. 3. **Policy board membership.** Representatives of exclusive representatives and representatives of the school boards shall mutually determine the composition of the policy board according to the guidelines in this subdivision. A majority of the policy board must be teachers. The number of policy board members from each participating district must be in proportion to the number of teachers in each district. The board shall be composed of elementary teachers, secondary teachers, and other teachers, parents, and representatives of school boards, post-secondary education,

business, and labor. At least one teacher from each participating district shall be a member of the board.

Subd. 4. Board powers and duties. The board shall develop policy, designate a fiscal agent, adopt a budget, expend funds to accomplish the purposes of the center, contract for technical and other assistance, and perform other managerial or supervisory activities consistent with the rules of the state board of education. The board may employ staff or contract with consultants for services.

Subd. 5. Center functions. A teacher center shall perform functions according to this subdivision. The center shall assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess pupil outcomes, assess staff development needs and plans, and teach school personnel about effective pedagogical approaches. The center shall develop and produce curricula and curricular materials designed to meet the educational needs of pupils being served, by applying educational research and new and improved methods, practices, and techniques. The center shall provide programs to improve the skills of teachers to meet the special educational needs of pupils. The center shall provide programs to familiarize teachers with developments in curriculum formulation and educational research, including how research can be used to improve teaching skills. The center shall facilitate sharing of resources, ideas, methods, and approaches directly related to classroom instruction and improve teachers' familiarity with current teaching materials and products for use in their classrooms. The center shall provide in-service programs.

Subd. 6. Task force. An advisory task force is established to assist the board of teaching in various aspects of teacher centers. The advisory task force consists of 14 persons appointed by the board of teaching as follows: (1) two elementary, two secondary, and one special area teacher recommended by the Minnesota federation of teachers; (2) two elementary, two secondary, and one special area teacher recommended by the Minnesota education association; (3) one member recommended by the Minnesota school boards association; (4) one member representing the faculty of post-secondary colleges of education recommended by the higher education coordinating board; (5) one member recommended by the commissioner of education; and (6) one member recommended by the state board of education.

Subd. 7. Grant applications and awards. The board of teaching, through the advisory task force, shall prescribe the form and manner of applications for grants for teacher centers. Each application must include the approval of the teachers' exclusive representatives and the school boards of all participating districts.

Upon approval of an application by the advisory task force, the board of teaching shall award a planning grant of not more than \$75,000 for a teacher center. The grant shall be used to develop a final plan of operation for a teacher center. The advisory task force shall recommend the amount of a planning grant based on the number of teachers to be served by the center.

Each grant recipient shall provide information to the board of teaching about how the proceeds of the grant were used.

History: 1989 c 329 art 11 s 11

129B.72 APPROVAL AUTHORITY; APPLICATION FORMS.

[For text of subd 1, see M.S.1988]

Subd. 2. Application forms. The commissioner of education shall prepare application forms and establish application dates.

Subd. 3. Criteria. A district applying for a grant under this section must match with local district funds to be used for construction, enlarging, or modifying school buildings. The commissioner of education must determine that the costs are directly related to reducing or eliminating racial imbalance and are part of an approved desegregation plan. The district must also certify that the district has sought all available federal funds before submitting a grant application.

History: 1989 c 300 art 2 s 6,7

129B.73 GRANT APPLICATION PROCESS.

[For text of subds 1 to 3, see M.S.1988]

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, and the district does not have other funds available, the grant must be canceled.

Subd. 5. Project budget. A district that receives a grant must provide the commissioner with the project budget and any other information the commissioner requests.

History: 1989 c 300 art 2 s 8,9

129B.76 ISSUANCE AND SALE OF BONDS.

To provide money for grants under the desegregation capital improvement grant act, the commissioner of finance, upon the request of the commissioner of education, shall issue and sell bonds of the state up to the amount of \$2,000,000 in the manner, upon the terms, and with the effect prescribed by sections 16A.631 to 16A.675 and the Minnesota Constitution, article XI, sections 4 to 7.

History: 1989 c 300 art 2 s 10