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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 2497

03/02/2023 Authored by Youakim, Pryor, Clardy and Hill
The bill was read for the first time and referred to the Committee on Rules and Legislative Administration

1.1 A bill for an act
1.2 relating to education finance; providing funding for prekindergarten through grade
1.3 12 education; modifying provisions for general education, education excellence,
1.4 teachers, special education, facilities, nutrition, libraries, early childhood,
1.5 community education, and state agencies; requiring reports; appropriating money;
1.6 amending Minnesota Statutes 2022, sections 119A.52; 120A.20, subdivision 1;
1.7 120A.41; 120B.018, by adding a subdivision; 120B.02, by adding a subdivision;
1.8 120B.12; 121A.04, subdivisions 1, 2; 121A.19; 121A.41, subdivision 7; 121A.582,
1.9 subdivision 1; 122A.06, subdivision 4; 122A.187, by adding a subdivision;
1.10 122A.415, subdivision 4; 122A.63, by adding a subdivision; 122A.73, subdivisions
1.11 2, 3, 5; 123B.595, subdivision 1; 123B.92, subdivision 1; 124D.095, subdivisions
1.12 2, 7, 8; 124D.111; 124D.1158; 124D.128, subdivision 2; 124D.151, subdivisions
1.13 1, 2, 3, 4, 6, 7, by adding a subdivision; 124D.165, subdivisions 2, 6; 124D.2211;
1.14 124D.231; 124D.531, subdivisions 1, 4; 124D.55; 124D.59, subdivision 2; 124D.65,
1.15 subdivision 5; 124D.68, subdivision 2; 124D.74, subdivision 3; 124D.81; 124D.98,
1.16 by adding a subdivision; 125A.03; 125A.71, subdivision 1; 125A.76, subdivision
1.17 2e; 126C.05, subdivisions 1, 3, 17, 19; 126C.10, subdivisions 2, 2d, 4; 126C.15,
1.18 subdivision 2; 126C.17, by adding a subdivision; 126C.40, subdivision 6; 134.355,
1.19 subdivisions 5, 6, 7; Laws 2021, First Special Session chapter 13, article 1, section
1.20 9; article 11, section 4, subdivision 2; proposing coding for new law in Minnesota
1.21 Statutes, chapters 121A; 122A; 124D; 125A; 127A; repealing Minnesota Statutes
1.22 2022, section 124D.151, subdivisions 5, 6.

1.23 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.24 ARTICLE 1
1.25 GENERAL EDUCATION

1.26 Section 1. Minnesota Statutes 2022, section 124D.095, subdivision 2, is amended to read:

1.27 Subd. 2. Definitions. For purposes of this section, the following terms have the meanings
1.28 given them.

2.1 (a) "Digital learning" ~~is~~ means learning facilitated by technology that offers students an  
2.2 element of control over the time, place, path, or pace of their learning and includes blended  
2.3 and online learning.

2.4 (b) "Blended learning" ~~is~~ means a form of digital learning that occurs when a student  
2.5 learns part time in a supervised physical setting and part time through digital delivery of  
2.6 instruction, or a student learns in a supervised physical setting where technology is used as  
2.7 a primary method to deliver instruction.

2.8 (c) "Online learning" ~~is~~ means a form of digital learning delivered by an approved online  
2.9 learning provider under paragraph (d).

2.10 (d) "Online learning provider" ~~is~~ means a school district, an intermediate school district,  
2.11 an organization of two or more school districts operating under a joint powers agreement,  
2.12 or a charter school located in Minnesota that provides online learning to students and is  
2.13 approved by the department to provide online learning courses.

2.14 (e) "Student" ~~is~~ means a Minnesota resident enrolled in a school under section 120A.22,  
2.15 subdivision 4, or in a Tribal contract or grant school authorized to receive aid under section  
2.16 124D.83 in kindergarten through grade 12.

2.17 (f) "Online learning student" ~~is~~ means a student enrolled in an online learning course or  
2.18 program delivered by an online learning provider under paragraph (d).

2.19 (g) "Enrolling district" means the school district or charter school in which a student is  
2.20 enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

2.21 (h) "Supplemental online learning" means an online learning course taken in place of a  
2.22 course period at a local district school.

2.23 (i) "Full-time online learning provider" means an enrolling school authorized by the  
2.24 department to deliver comprehensive public education at any or all of the elementary, middle,  
2.25 or high school levels.

2.26 (j) "Online learning course syllabus" ~~is~~ means a written document that an online learning  
2.27 provider transmits to the enrolling district using a format prescribed by the commissioner  
2.28 to identify the state academic standards embedded in an online course, the course content  
2.29 outline, required course assessments, expectations for actual teacher contact time and other  
2.30 student-to-teacher communications, and the academic support available to the online learning  
2.31 student.

3.1 Sec. 2. Minnesota Statutes 2022, section 124D.095, subdivision 8, is amended to read:

3.2 Subd. 8. **Financial arrangements.** (a) For a student enrolled in an online learning course,  
3.3 the department must calculate average daily membership and make payments according to  
3.4 this subdivision.

3.5 (b) The initial online learning average daily membership equals 1/12 for each semester  
3.6 course or a proportionate amount for courses of different lengths. The adjusted online  
3.7 learning average daily membership equals the initial online learning average daily  
3.8 membership times .88.

3.9 (c) No online learning average daily membership shall be generated if: (1) the student  
3.10 does not complete the online learning course, or (2) the student is enrolled in online learning  
3.11 provided by the enrolling district.

3.12 (d) Online learning average daily membership under this subdivision for a student  
3.13 currently enrolled in a Minnesota public school or in a Tribal contract or grant school  
3.14 authorized to receive aid under section 124D.83 shall be used only for computing average  
3.15 daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2),  
3.16 and for computing online learning aid according to section 124D.096.

3.17 Sec. 3. Minnesota Statutes 2022, section 124D.59, subdivision 2, is amended to read:

3.18 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten through  
3.19 grade 12; an early childhood special education student under Part B, section 619 of the  
3.20 Individuals with Disabilities Education Act, United States Code, title 20, section 1419; or  
3.21 a prekindergarten student enrolled in an approved voluntary prekindergarten program under  
3.22 section 124D.151 or a school readiness plus program who meets the requirements under  
3.23 subdivision 2a or the following requirements:

3.24 (1) the pupil, as declared by a parent or guardian first learned a language other than  
3.25 English, comes from a home where the language usually spoken is other than English, or  
3.26 usually speaks a language other than English; and

3.27 (2) the pupil is determined by a valid assessment measuring the pupil's English language  
3.28 proficiency and by developmentally appropriate measures, which might include observations,  
3.29 teacher judgment, parent recommendations, or developmentally appropriate assessment  
3.30 instruments, to lack the necessary English skills to participate fully in academic classes  
3.31 taught in English.

3.32 (b) A pupil enrolled in a Minnesota public school in any grade 4 through 12 who in the  
3.33 previous school year took a commissioner-provided assessment measuring the pupil's

4.1 emerging academic English, shall be counted as an English learner in calculating English  
 4.2 learner pupil units under section 126C.05, subdivision 17, and shall generate state English  
 4.3 learner aid under section 124D.65, subdivision 5, if the pupil scored below the state cutoff  
 4.4 score or is otherwise counted as a nonproficient participant on the assessment measuring  
 4.5 the pupil's emerging academic English, or, in the judgment of the pupil's classroom teachers,  
 4.6 consistent with section 124D.61, clause (1), the pupil is unable to demonstrate academic  
 4.7 language proficiency in English, including oral academic language, sufficient to successfully  
 4.8 and fully participate in the general core curriculum in the regular classroom.

4.9 (c) Notwithstanding paragraphs (a) and (b), a pupil in early childhood special education  
 4.10 or prekindergarten under section 124D.151, through grade 12 shall not be counted as an  
 4.11 English learner in calculating English learner pupil units under section 126C.05, subdivision  
 4.12 17, and shall not generate state English learner aid under section 124D.65, subdivision 5,  
 4.13 if:

4.14 (1) the pupil is not enrolled during the current fiscal year in an educational program for  
 4.15 English learners under sections 124D.58 to 124D.64; or

4.16 (2) the pupil has generated seven or more years of average daily membership in Minnesota  
 4.17 public schools since July 1, 1996.

4.18 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

4.19 Sec. 4. Minnesota Statutes 2022, section 124D.65, subdivision 5, is amended to read:

4.20 Subd. 5. **School district EL revenue.** (a) A district's English learner programs revenue  
 4.21 equals the product of (1) ~~\$704~~ \$755 times (2) the greater of 20 or the adjusted average daily  
 4.22 membership of eligible English learners enrolled in the district during the current fiscal  
 4.23 year.

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

4.27 Sec. 5. Minnesota Statutes 2022, section 126C.05, subdivision 17, is amended to read:

4.28 Subd. 17. **English learner pupil units.** (a) English learner pupil units for fiscal year  
 4.29 2004 and thereafter shall be determined according to this subdivision.

4.30 (b) The English learner concentration percentage for a district equals the product of 100  
 4.31 times the ratio of:

5.1 (1) the number of eligible English learners in average daily membership enrolled in the  
5.2 district during the current fiscal year; to

5.3 (2) the number of pupils in average daily membership enrolled in the district.

5.4 (c) The English learner pupil units for each eligible English learner in average daily  
5.5 membership equals the lesser of one or the quotient obtained by dividing the English learner  
5.6 concentration percentage for the pupil's district of enrollment by ~~11.5~~ 16.8.

5.7 (d) English learner pupil units shall be counted by the district of enrollment.

5.8 (e) Notwithstanding paragraph (d), for the purposes of this subdivision, pupils enrolled  
5.9 in a cooperative or intermediate school district shall be counted by the district of residence.

5.10 (f) For the purposes of this subdivision, the terms defined in section 124D.59 have the  
5.11 same meaning.

5.12 Sec. 6. Minnesota Statutes 2022, section 126C.05, subdivision 19, is amended to read:

5.13 Subd. 19. **Online learning students.** (a) The average daily membership for a public  
5.14 school pupil or a pupil enrolled in a school authorized to receive Tribal contract or grant  
5.15 aid under section 124D.83 generating online learning average daily membership according  
5.16 to section 124D.095, subdivision 8, paragraph (b), equals the sum of: (1) the ratio of the  
5.17 sum of the number of instructional hours the pupil is enrolled in a regular classroom setting  
5.18 at the enrolling school to the actual number of instructional hours in the school year at the  
5.19 enrolling school, plus (2) .12 times the initial online learning average daily membership  
5.20 according to section 124D.095, subdivision 8, paragraph (b).

5.21 (b) When the sum of the average daily membership under paragraph (a) and the adjusted  
5.22 online learning average daily membership under section 124D.095, subdivision 8, paragraph  
5.23 (b), exceeds the maximum allowed for the student under subdivision 8 or 15, as applicable,  
5.24 the average daily membership under paragraph (a) shall be reduced by the excess over the  
5.25 maximum, but shall not be reduced below .12. The adjusted online learning average daily  
5.26 membership according to section 124D.095, subdivision 8, paragraph (b), shall be reduced  
5.27 by any remaining excess over the maximum.

5.28 Sec. 7. Minnesota Statutes 2022, section 126C.10, subdivision 2, is amended to read:

5.29 Subd. 2. **Basic revenue.** (a) The basic revenue for each district equals the formula  
5.30 allowance times the adjusted pupil units for the school year. ~~The formula allowance for~~  
5.31 ~~fiscal year 2021 is \$6,567. The formula allowance for fiscal year 2022 is \$6,728. The formula~~  
5.32 ~~allowance for fiscal year 2023 and later is \$6,863.~~ The formula allowance for fiscal year

6.1 2024 is \$7,138. The formula allowance for fiscal year 2025 is \$7,281. The formula allowance  
 6.2 for fiscal year 2026 and later must be determined as follows:

6.3 (1) in January of the calendar year in which the formula allowance begins, the  
 6.4 commissioner of education must calculate the change in the Consumer Price Index for all  
 6.5 urban consumers as published by the Bureau of Labor Statistics of the Department of Labor  
 6.6 for the average of the fourth calendar quarter of the second prior fiscal year compared to  
 6.7 the average of the fourth calendar quarter of the immediately prior fiscal year; and

6.8 (2) the formula allowance in effect for the prior fiscal year must be increased by the  
 6.9 lesser of 3.0 percent or the percentage change calculated in clause (1), with the resulting  
 6.10 amount rounded to the nearest whole dollar, except in cases of negative Consumer Price  
 6.11 Index growth then the formula allowance will remain the same as the prior year.

6.12 (b) The commissioner must publish the formula allowance by the end of February of  
 6.13 each year.

6.14 Sec. 8. Minnesota Statutes 2022, section 126C.10, subdivision 4, is amended to read:

6.15 Subd. 4. **Basic skills revenue.** A school district's basic skills revenue equals the sum  
 6.16 of:

6.17 (1) compensatory revenue under subdivision 3; plus

6.18 (2) English learner revenue under section 124D.65, subdivision 5; plus

6.19 (3) ~~\$250~~ \$536 times the English learner pupil units under section 126C.05, subdivision  
 6.20 17.

6.21 Sec. 9. Minnesota Statutes 2022, section 126C.15, subdivision 2, is amended to read:

6.22 Subd. 2. **Building allocation.** (a) A district or cooperative must allocate at least 80  
 6.23 percent of its compensatory revenue to each school building in the district or cooperative  
 6.24 where the children who have generated the revenue are served unless the school district or  
 6.25 cooperative has received permission under Laws 2005, First Special Session chapter 5,  
 6.26 article 1, section 50, to allocate compensatory revenue according to student performance  
 6.27 measures developed by the school board.

6.28 (b) ~~Notwithstanding paragraph (a),~~ A district or cooperative may allocate ~~up to 50~~ no  
 6.29 more than 20 percent of the amount of compensatory revenue that the district receives to  
 6.30 school sites according to a plan adopted by the school board. The money reallocated under  
 6.31 this paragraph must be spent for the purposes listed in subdivision 1, but may be spent on

7.1 students in any grade, including students attending school readiness or other prekindergarten  
7.2 programs.

7.3 (c) For the purposes of this section and section 126C.05, subdivision 3, "building" means  
7.4 education site as defined in section 123B.04, subdivision 1.

7.5 (d) Notwithstanding section 123A.26, subdivision 1, compensatory revenue generated  
7.6 by students served at a cooperative unit shall be paid to the cooperative unit.

7.7 (e) A district or cooperative with school building openings, school building closings,  
7.8 changes in attendance area boundaries, or other changes in programs or student demographics  
7.9 between the prior year and the current year may reallocate compensatory revenue among  
7.10 sites to reflect these changes. A district or cooperative must report to the department any  
7.11 adjustments it makes according to this paragraph and the department must use the adjusted  
7.12 compensatory revenue allocations in preparing the report required under section 123B.76,  
7.13 subdivision 3, paragraph (c).

7.14 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

7.15 Sec. 10. Minnesota Statutes 2022, section 126C.17, is amended by adding a subdivision  
7.16 to read:

7.17 **Subd. 9b. Renewal by school board.** (a) Notwithstanding the election requirements of  
7.18 subdivision 9, a school board may renew an expiring referendum not already renewed by  
7.19 board action authorized by this subdivision if:

7.20 (1) the per-pupil amount of the referendum is the same as the amount expiring, or for  
7.21 an expiring referendum that was adjusted annually by the rate of inflation, the same as the  
7.22 per-pupil amount of the expiring referendum, adjusted annually for inflation in the same  
7.23 manner as if the expiring referendum had continued;

7.24 (2) the term of the renewed referendum is no longer than the initial term approved by  
7.25 the voters; and

7.26 (3) the school board has adopted a written resolution authorizing the renewal after holding  
7.27 a meeting and allowing public testimony on the proposed renewal.

7.28 (b) The resolution must be adopted by the school board by June 15 of any calendar year  
7.29 and becomes effective 60 days after its adoption.

7.30 (c) A referendum expires in the last fiscal year in which the referendum generates revenue  
7.31 for the school district.

8.1 (d) A district renewing an expiring referendum under this subdivision must submit a  
 8.2 copy of the adopted resolution to the commissioner and to the county auditor no later than  
 8.3 September 1 of the calendar year in which the levy is certified.

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

8.5 Sec. 11. Laws 2021, First Special Session chapter 13, article 1, section 9, is amended to  
 8.6 read:

8.7 **Sec. 9. ENGLISH LEARNER CROSS SUBSIDY REDUCTION AID.**

8.8 (a) Notwithstanding Minnesota Statutes, section 124D.65, English learner aid is increased  
 8.9 by \$2,000,000 per year for fiscal years 2022, and 2023, ~~2024, and 2025~~. The commissioner  
 8.10 must allocate the aid to each school district and charter school based on the school district's  
 8.11 or charter school's proportionate share of English learner and concentration revenue under  
 8.12 Minnesota Statutes, section 126C.10, subdivision 4, clauses (2) and (3), for the preceding  
 8.13 fiscal year.

8.14 (b) Revenue under this section must be used and reserved as basic skills revenue  
 8.15 according to Minnesota Statutes, section 126C.15.

8.16 Sec. 12. Laws 2021, First Special Session chapter 13, article 1, section 9, the effective  
 8.17 date, is amended to read:

8.18 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2022 and  
 8.19 expires at the end of fiscal year ~~2025~~ 2023.

8.20 **Sec. 13. APPROPRIATIONS.**

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

8.24 Subd. 2. General education aid. (a) For general education aid under Minnesota Statutes,  
 8.25 section 126C.13, subdivision 4:

8.26 \$ 8,061,348,000 ..... 2024

8.27 \$ 8,173,753,000 ..... 2025

8.28 (b) The 2024 appropriation includes \$710,314,000 for 2023 and \$7,351,034,000 for  
 8.29 2024.



9.1 (c) The 2025 appropriation includes \$767,613,000 for 2024 and \$7,406,140,000 for  
 9.2 2025.

9.3 Subd. 3. Enrollment options transportation. For transportation of pupils attending  
 9.4 postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation  
 9.5 of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

9.6 \$ 1,000 ..... 2024

9.7 \$ 1,000 ..... 2025

9.8 Subd. 4. Abatement aid. (a) For abatement aid under Minnesota Statutes, section  
 9.9 127A.49:

9.10 \$ 2,339,000 ..... 2024

9.11 \$ 2,665,000 ..... 2025

9.12 (b) The 2024 appropriation includes \$126,000 for 2023 and \$2,213,000 for 2024.

9.13 (c) The 2025 appropriation includes \$245,000 for 2024 and \$2,420,000 for 2025.

9.14 Subd. 5. Consolidation transition aid. (a) For districts consolidating under Minnesota  
 9.15 Statutes, section 123A.485:

9.16 \$ 187,000 ..... 2024

9.17 \$ 290,000 ..... 2025

9.18 (b) The 2024 appropriation includes \$7,000 for 2023 and \$180,000 for 2024.

9.19 (c) The 2025 appropriation includes \$20,000 for 2024 and \$270,000 for 2025.

9.20 Subd. 6. Nonpublic pupil education aid. (a) For nonpublic pupil education aid under  
 9.21 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

9.22 \$ 20,516,000 ..... 2024

9.23 \$ 21,900,000 ..... 2025

9.24 (b) The 2024 appropriation includes \$1,925,000 for 2023 and \$18,591,000 for 2024.

9.25 (c) The 2025 appropriation includes \$2,065,000 for 2024 and \$19,835,000 for 2025.

9.26 Subd. 7. Nonpublic pupil transportation. (a) For nonpublic pupil transportation aid  
 9.27 under Minnesota Statutes, section 123B.92, subdivision 9:

9.28 \$ 21,026,000 ..... 2024

9.29 \$ 22,176,000 ..... 2025

9.30 (b) The 2024 appropriation includes \$1,964,000 for 2023 and \$19,062,000 for 2024.

10.1 (c) The 2025 appropriation includes \$2,117,000 for 2024 and \$20,059,000 for 2025.

10.2 Subd. 8. **One-room schoolhouse.** For a grant to Independent School District No. 690,  
10.3 Warroad, to operate the Angle Inlet School:

10.4 \$ 65,000 ..... 2024

10.5 \$ 65,000 ..... 2025

10.6 Subd. 9. **Career and technical aid.** (a) For career and technical aid under Minnesota  
10.7 Statutes, section 124D.4531, subdivision 1b:

10.8 \$ 1,603,000 ..... 2024

10.9 \$ 830,000 ..... 2025

10.10 (b) The 2024 appropriation includes \$196,000 for 2023 and \$1,407,000 for 2024.

10.11 (c) The 2025 appropriation includes \$156,000 for 2024 and \$674,000 for 2025.

10.12 Subd. 10. **Pregnant and parenting pupil transportation reimbursement.** (a) To  
10.13 reimburse districts for transporting pregnant or parenting pupils under Minnesota Statutes,  
10.14 section 123B.92, subdivision 1, paragraph (b), clause (1), item (vi):

10.15 \$ 55,000 ..... 2024

10.16 \$ 55,000 ..... 2025

10.17 (b) To receive reimbursement, districts must apply using the form and manner of  
10.18 application prescribed by the commissioner. If the appropriation is insufficient, the  
10.19 commissioner must prorate the amount paid to districts seeking reimbursement.

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

## 10.21 **ARTICLE 2**

### 10.22 **EDUCATION EXCELLENCE**

10.23 Section 1. Minnesota Statutes 2022, section 120B.018, is amended by adding a subdivision  
10.24 to read:

10.25 Subd. 7. **Personalized, competency-based education.** "Personalized, competency-based  
10.26 education" means a system of learning in which the:

10.27 (1) staff and students are empowered to make important decisions about the students'  
10.28 learning experiences, how the students will create and apply knowledge, and how students  
10.29 will demonstrate their learning;

11.1 (2) student assessments implemented at the local level are meaningful, positive, and  
 11.2 empowering learning experience for students that yields timely, relevant, and actionable  
 11.3 evidence;

11.4 (3) students receive timely, differentiated support based on the students' individual  
 11.5 learning needs;

11.6 (4) students' progress is based on evidence of mastery rather than by hours of attendance;

11.7 (5) students learn actively using different pathways and varied pacing;

11.8 (6) strategies to ensure equity for all students are embedded in the culture, structure, and  
 11.9 pedagogy of schools and education systems; and

11.10 (7) rigorous, common expectations for learning, including knowledge, skills, and  
 11.11 dispositions identified in required academic standards, are explicit, transparent, measurable,  
 11.12 and transferable.

11.13 Sec. 2. Minnesota Statutes 2022, section 120B.02, is amended by adding a subdivision to  
 11.14 read:

11.15 Subd. 1a. **Personalized, competency-based education.** (a) A school district or charter  
 11.16 school may adopt a locally developed competency-based education plan to allow students  
 11.17 to satisfactorily complete both required academic standards under section 120B.021, and  
 11.18 credits under section 120B.024, and advance to higher levels of learning by demonstrating  
 11.19 mastery of required state standards, regardless of the time, place, or pace of learning. The  
 11.20 local plan may be implemented in individual school sites within a school district or  
 11.21 districtwide. Personalized, competency-based education is designed to improve educational  
 11.22 outcomes for students by advancing their mastery of concepts and skills.

11.23 (b) A school district or charter school that adopts a personalized, competency-based  
 11.24 education plan must include a description in its long-term strategic plan under section  
 11.25 120B.11 or annual public report under section 124E.16 and post on its website information  
 11.26 on how:

11.27 (1) the plan's components satisfy required state standards and the goals included in the  
 11.28 world's best workforce plan under section 120B.11;

11.29 (2) competencies include explicit and measurable student learning objectives aligned to  
 11.30 required and elective state standards and benchmarks;

12.1 (3) students master competencies along a personalized and flexible pathway. A student  
 12.2 may demonstrate mastery of competencies through successful performance of the  
 12.3 competencies, application of the competencies, or both;

12.4 (4) local assessments are used to personalize learning experiences for a student; and

12.5 (5) students receive timely and personalized support based on individual learning needs.

12.6 (c) A school district or charter school with a personalized, competency-based education  
 12.7 plan must administer the required statewide assessments to all students in the appropriate  
 12.8 grade levels consistent with section 120B.30.

12.9 (d) Average daily membership for a student participating in a personalized,  
 12.10 competency-based education is subject to the limits under section 126C.05, subdivision 8.

12.11 Sec. 3. Minnesota Statutes 2022, section 120B.12, is amended to read:

12.12 ~~**120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**~~  
 12.13 ~~**3. BOLD LITERACY ACT; THRIVING READERS AT EVERY GRADE.**~~

12.14 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at  
 12.15 or above grade level no later than the end of grade 3, every year, beginning in kindergarten,  
 12.16 including English multilingual learners, and that teachers provide comprehensive,  
 12.17 scientifically based and students receiving special education services. By 2027, school  
 12.18 leaders and educators must provide evidence-based reading instruction through a multitiered  
 12.19 system of support (MTSS). Instruction must focus on student mastery of the foundational  
 12.20 reading skills of phonemic awareness, phonics, and fluency, as well as the development of  
 12.21 oral language, vocabulary, and reading comprehension skills. Students must receive  
 12.22 evidence-based instruction that is proven to effectively teach children to read, consistent  
 12.23 with section 122A.06, subdivision 4.

12.24 (b) To meet this goal, each school district and charter school must ensure all  
 12.25 prekindergarten through grade 3 teachers, early childhood educators, reading intervention  
 12.26 teachers, special education teachers, and instructional support staff with responsibility for  
 12.27 teaching reading complete training approved by the Department of Education and based on  
 12.28 evidence-based reading instruction by July 1, 2025.

12.29 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of  
 12.30 On a quarterly basis beginning no later than November 15 each year, every student enrolled  
 12.31 in kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students  
 12.32 identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must  
 12.33 be screened, in a locally determined manner, and grade 3 in a public school, including

13.1 multilingual learners and students receiving special education services, must be universally  
 13.2 screened for mastery of foundational reading skills, including phonemic awareness, phonics,  
 13.3 decoding, fluency, oral language, and characteristics of dyslexia as measured by a screening  
 13.4 tool approved by the Department of Education. The screening for characteristics of dyslexia-  
 13.5 may be integrated with universal screening for mastery of foundational reading skills and  
 13.6 oral language. Data on student performance in kindergarten, grade 1, grade 2, and grade 3  
 13.7 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency,  
 13.8 and oral language must be submitted to the Department of Education by December 15 and  
 13.9 June 15 in the form and manner prescribed by the commissioner.

13.10 (b) ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~  
 13.11 ~~teacher~~ grades 4 and above, including multilingual learners and students receiving special  
 13.12 education services, who are not demonstrating mastery of foundational reading skills,  
 13.13 including phonemic awareness, phonics, decoding, fluency, and oral language, must be  
 13.14 ~~screened, in a locally determined manner, using a screening tool approved by the Department~~  
 13.15 ~~of Education for characteristics of dyslexia, unless a different reason for the reading difficulty~~  
 13.16 ~~has been identified.~~ and continue to receive evidence-based instruction, interventions, and  
 13.17 progress monitoring until grade-level proficiency is achieved.

13.18 (c) Reading assessments in English, and in the predominant languages of district students  
 13.19 where practicable, must identify and evaluate students' areas of academic need related to  
 13.20 literacy. The district ~~also~~ must monitor the progress and provide reading instruction  
 13.21 appropriate to the specific needs of English multilingual learners. ~~The district must use a~~  
 13.22 ~~locally adopted, developmentally appropriate, and culturally responsive assessment and~~  
 13.23 ~~annually report summary assessment results to the commissioner by July 1.~~

13.24 (d) By June 15, the district also must annually submit an annual report to the  
 13.25 commissioner by July 1 a summary of in the form and manner prescribed by the  
 13.26 commissioner, summarizing the district's efforts to screen and, identify, and provide  
 13.27 interventions through a MTSS to students who demonstrate characteristics of dyslexia using  
 13.28 as measured by a screening tools such as those tool approved by the Department of Education  
 13.29 and recommended by the department's dyslexia specialist. With respect to students screened  
 13.30 or identified under paragraph (a), the report must include:

13.31 (1) a summary of the district's efforts to screen for dyslexia;

13.32 (2) the number of students universally screened for that reporting year; ~~and~~

13.33 (3) the number of students demonstrating characteristics of dyslexia for that year; and

14.1 ~~(e) A student~~ (4) an explanation of how through a MTSS students identified under this  
 14.2 subdivision must be ~~are~~ provided with alternate instruction and interventions under section  
 14.3 125A.56, subdivision 1.

14.4 Subd. 2a. **Parent notification and involvement.** (a) Beginning with the initial screening  
 14.5 by November 15, and on a quarterly basis thereafter, schools, ~~at least annually,~~ must give  
 14.6 the parent of each student, including multilingual learners and students receiving special  
 14.7 education services, who is not reading at or above grade level, timely information about:

14.8 (1) the student's reading proficiency as measured by a locally adopted assessment,  
 14.9 including student performance on foundational reading skills, oral language, and whether  
 14.10 the student has been identified as demonstrating characteristics of dyslexia, as measured by  
 14.11 a screening tool approved by the Department of Education;

14.12 (2) reading-related services currently being provided to the student within a MTSS  
 14.13 framework, specific curricula being used, the training and licensure of the teacher providing  
 14.14 reading-related services, how these services address identified learning needs, and how the  
 14.15 student's progress will be monitored; and

14.16 (3) strategies for parents to use at home in helping their student succeed in becoming  
 14.17 grade-level proficient in reading in English and in their native language.

14.18 (b) A district may not use this section to deny a student's right to a special education  
 14.19 evaluation.

14.20 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district  
 14.21 shall provide reading intervention through a MTSS to accelerate student growth and reach  
 14.22 the goal of reading at or above grade level by the end of the current grade and school year.  
 14.23 If a student does not read at or above grade level by the end of ~~grade 3~~ the current school  
 14.24 year, the district must continue to provide reading intervention until the student reads at  
 14.25 grade level. District intervention methods ~~shall encourage~~ must include family engagement  
 14.26 and, where possible, collaboration with appropriate school and community programs:  
 14.27 Intervention methods that specialize in evidence-based instructional practices and measure  
 14.28 mastery of foundational reading skills, including phonemic awareness, phonics, decoding,  
 14.29 fluency, and oral language. By July 1, 2025, Tier 2 and Tier 3 intervention programs must  
 14.30 be taught by a certified or licensed reading specialist and may include, but are not limited  
 14.31 to, requiring student attendance in summer school, intensified reading instruction that may  
 14.32 require that the student be removed from the regular classroom for part of the school day,  
 14.33 extended-day programs, or programs that strengthen students' cultural connections.

15.1 Supplemental reading instruction may not replace core Tier 1 literacy instruction provided  
 15.2 to all students.

15.3 (b) A school district or charter school ~~is strongly encouraged to~~ must provide a personal  
 15.4 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured  
 15.5 ~~by the statewide reading assessment in grade 3~~ state-approved progress monitoring tools in  
 15.6 kindergarten through grade 5. The district or charter school must determine the format of  
 15.7 the personal learning plan in collaboration with the student's educators and other appropriate  
 15.8 professionals. The school must develop the learning plan in ~~consultation~~ collaboration with  
 15.9 the student's parent or guardian. The personal learning plan must address knowledge and  
 15.10 skill gaps and skill deficiencies through strategies such as specific exercises and practices  
 15.11 explicit, systematic instruction consistent with structured literacy practices during and  
 15.12 outside of the regular school day, periodic ~~assessments~~ progress monitoring, and reasonable  
 15.13 timelines. ~~The personal learning plan may include grade retention, if it is in the student's~~  
 15.14 ~~best interest.~~ By July 1, 2025, personal learning plans must be implemented by a certified  
 15.15 or licensed reading specialist. A school must maintain and regularly update and modify the  
 15.16 personal learning plan until the student reads at grade level. This paragraph does not apply  
 15.17 to a student under an individualized education program.

15.18 Subd. 4. **Staff development.** (a) Each district and charter school shall use the data under  
 15.19 subdivision 2 to identify the staff development needs so that:

15.20 ~~(1) elementary teachers are able to implement,~~ early childhood educators, kindergarten  
 15.21 through grade 12 reading intervention teachers, special education teachers, and instructional  
 15.22 support staff with responsibility for teaching reading must:

15.23 (1) receive and complete sufficient training to provide comprehensive, scientifically  
 15.24 ~~based~~ reading and oral language instruction, including explicit, systematic, evidence-based  
 15.25 instruction on foundational reading skills that meets students' developmental, linguistic,  
 15.26 and cultural literacy needs;

15.27 (2) by July 1, 2025, receive training and ongoing coaching to support evidence-based  
 15.28 structured literacy practices using a training program approved by the Department of  
 15.29 Education, which must be funded by literacy incentive aid received annually by districts  
 15.30 and charter schools under section 124D.98, and other legislatively funded training  
 15.31 opportunities approved by the Department of Education;

15.32 (3) implement comprehensive, evidence-based reading and oral language instruction,  
 15.33 consistent with structured literacy practices, using a MTSS for the intervention methods or  
 15.34 programs selected by the district for the identified students;

16.1 ~~in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and~~  
 16.2 ~~comprehension as defined in section 122A.06, subdivision 4, and other literacy-related areas~~  
 16.3 ~~including writing until the student achieves grade-level reading proficiency;~~

16.4 ~~(2) elementary teachers have sufficient training to provide comprehensive, scientifically~~  
 16.5 ~~based reading and oral language instruction that meets students' developmental, linguistic,~~  
 16.6 ~~and literacy needs using the intervention methods or programs selected by the district for~~  
 16.7 ~~the identified students;~~

16.8 ~~(3) licensed teachers employed by the district have regular opportunities to improve~~  
 16.9 ~~reading and writing instruction;~~

16.10 ~~(4) licensed teachers recognize students' diverse needs in cross-cultural settings and are~~  
 16.11 ~~be able to serve the oral language and linguistic needs of students who are English~~  
 16.12 ~~multilingual learners by maximizing strengths in their native languages in order to cultivate~~  
 16.13 ~~students' English language development, including oral academic language development,~~  
 16.14 ~~and build academic literacy; and~~

16.15 ~~(5) licensed teachers are~~ be well trained in culturally responsive pedagogy that enables  
 16.16 students to master content, develop skills to access content, and build relationships.

16.17 (b) In addition to paragraph (a):

16.18 (1) instruction provided by elementary teachers must include explicit, systematic  
 16.19 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,  
 16.20 and comprehension as defined in section 122A.06, subdivision 4, and other literacy-related  
 16.21 areas, including writing and oral language, until the student achieves grade-level reading  
 16.22 and writing proficiency; and

16.23 (2) instruction provided by early childhood educators must include explicit, systematic  
 16.24 instruction in phonological and phonemic awareness; oral language, including listening  
 16.25 comprehension; vocabulary; and letter-sound correspondence.

16.26 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must  
 16.27 ~~adopt~~ develop and submit a local literacy plan ~~to have~~ using the template provided by the  
 16.28 Department of Education annually by June 15 for the upcoming school year. The local  
 16.29 literacy plan must be implemented to ensure that every child in prekindergarten through  
 16.30 grade 3, including multilingual learners and students receiving special education services,  
 16.31 demonstrates mastery of foundational literacy skills and is reading proficiently, at or above  
 16.32 grade level no later than the end of grade 3, including English learners, at every grade. The



17.1 plan must be consistent with section 122A.06, subdivision 4, and include the following  
 17.2 requirements by June 15, 2024:

17.3 (1) a process within a MTSS framework to assess students' foundational reading skills,  
 17.4 oral language, and level of reading proficiency and data to support the effectiveness of an  
 17.5 assessment used to screen and identify a student's level of reading proficiency; using a  
 17.6 screening tool approved by the Department of Education. Screening data must also be used  
 17.7 to identify students with characteristics of dyslexia;

17.8 (2) a process to notify and ~~involve~~ collaborate with parents to promote evidence-based  
 17.9 and culturally relevant language and literacy support at home;

17.10 (3) a description of ~~how schools in the district will determine the proper reading~~  
 17.11 ~~intervention strategy for a student and the process for intensifying or modifying the reading~~  
 17.12 ~~strategy in order to obtain measurable reading progress;~~ the data-based decision-making  
 17.13 process within the MTSS framework to determine the evidence-based core reading instruction  
 17.14 and Tier 2 or Tier 3 intervention required to meet the student's identified needs;

17.15 ~~(4) evidence-based intervention methods for students who are not reading at or above~~  
 17.16 ~~grade level and progress monitoring to provide information on the effectiveness of the~~  
 17.17 ~~intervention; and~~

17.18 ~~(5) identification of staff development needs, including a program to meet those needs.~~

17.19 (4) the progress-monitoring process for intensifying or modifying the reading instruction  
 17.20 and intervention until grade level proficiency is achieved;

17.21 (5) a process within a MTSS framework to implement explicit, systematic, evidence-based  
 17.22 core instruction at Tier 1, Tier 2, and Tier 3 intervention, including special education, for  
 17.23 students who are not reading at or above grade level;

17.24 (6) the name and description of the curricula, instructional materials, and intervention  
 17.25 methods and programs used in Tier 1, Tier 2, and Tier 3 intervention, including special  
 17.26 education, the training and licensure of the teacher providing instruction and intervention  
 17.27 services, and how these services address identified learning needs. Instruction and  
 17.28 intervention methods may not include the three-cueing system to teach foundational reading  
 17.29 skills, including word recognition. Progress monitoring must be completed to provide  
 17.30 information on the effectiveness of the intervention;

17.31 (7) a process to screen and identify students with characteristics of dyslexia as required  
 17.32 by section 120B.12; and

18.1 (8) beginning with the June 15, 2024, submission, the local literacy plan must include  
 18.2 the requirements in clauses (1) to (6) and a professional development plan to meet the goal  
 18.3 of training all prekindergarten through grade 3 teachers, early childhood educators, reading  
 18.4 intervention teachers, special education teachers, and instructional support staff with  
 18.5 responsibility for teaching reading, in evidence-based reading instruction by June 15, 2025.  
 18.6 Documentation of teacher completion of training must be submitted annually in the form  
 18.7 and manner prescribed by the commissioner.

18.8 (b) The district must ~~post~~ submit its local literacy plan to the Department of Education  
 18.9 by June 15 for the upcoming school year and post its literacy plan on the official school  
 18.10 district website.

18.11 Subd. 5. **Commissioner.** (a) The commissioner shall ~~recommend to districts multiple~~  
 18.12 ~~assessment tools~~ provide a menu of state-approved evidence-based screening tools to assist  
 18.13 districts and teachers with identifying students under subdivision 2. By January 1, 2024,  
 18.14 the commissioner shall ~~also~~ make available ~~examples of nationally recognized and~~  
 18.15 ~~research-based instructional methods or programs to districts to provide~~ a menu of approved  
 18.16 training opportunities for teachers to be trained in evidence-based reading instruction to  
 18.17 ensure students receive comprehensive, ~~scientifically based~~ evidence-based reading  
 18.18 instruction and intervention consistent with structured literacy practices under this section.  
 18.19 The commissioner shall make available guidance to assist districts and schools in the  
 18.20 evaluation and selection of or adaptation of curricula for instruction and intervention that  
 18.21 support evidence-based structured literacy practices; a template for the local literacy plan;  
 18.22 a template for the annual dyslexia report; and a template for parent notification.

18.23 (b) The commissioner, in partnership with the Professional Educator Licensing and  
 18.24 Standards Board, shall establish guidelines for teacher relicensure that include at least 45  
 18.25 hours of training in evidence-based instructional practices to ensure educator mastery in  
 18.26 the teaching of foundational reading practices. Institutions of higher education must work  
 18.27 to ensure that teacher candidates receive instruction and practicum opportunities to learn  
 18.28 and apply evidence-based instructional practices to ensure student mastery of foundational  
 18.29 reading skills.

18.30 Sec. 4. **[121A.201] MTSS AND COLLABORATIVE MINNESOTA PARTNERSHIPS**  
 18.31 **TO ADVANCE STUDENT SUCCESS (COMPASS).**

18.32 Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered  
 18.33 training and support in implementing MTSS through the Department of Education  
 18.34 COMPASS team and the Department of Education's regional partners, the Minnesota service

19.1 cooperatives. COMPASS is the state school improvement model providing a statewide  
 19.2 system through which all districts and schools may receive support in the areas of literacy,  
 19.3 math, social-emotional learning, and mental health within the MTSS framework. The MTSS  
 19.4 framework is the state's systemic, continuous school improvement framework for ensuring  
 19.5 positive social, emotional, behavioral, developmental, and academic outcomes for every  
 19.6 student. MTSS provides access to layered tiers of culturally and linguistically responsive,  
 19.7 evidence-based practices. The MTSS framework relies on the understanding and belief that  
 19.8 every student can learn and thrive, and it engages an anti-bias and socially just approach to  
 19.9 examining policies and practices and ensuring equitable distribution of resources and  
 19.10 opportunity. The MTSS systemic framework requires:

19.11 (1) a district-wide infrastructure consisting of effective leaders, collective efficacy among  
 19.12 staff, positive school climate, linked teams, and professional learning that supports continuous  
 19.13 improvement;

19.14 (2) authentic engagement with families and communities to develop reciprocal  
 19.15 relationships and build new opportunities for students together;

19.16 (3) multilayered tiers of culturally and linguistically responsive instruction and support  
 19.17 that allows every student the support they need to reach meaningful and rigorous learning  
 19.18 standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier  
 19.19 3) instruction levels;

19.20 (4) valid and reliable assessment tools and processes to assess student and system  
 19.21 performance and inform necessary changes; and

19.22 (5) a data-based decision-making approach in which problems are precisely defined and  
 19.23 analyzed, solutions address root causes, and implementation is monitored to ensure success.  
 19.24 The data-based problem-solving component of the MTSS framework consists of three major  
 19.25 subcomponents: accessible and integrated data, decision-making process, and system  
 19.26 performance.

19.27 Sec. 5. Minnesota Statutes 2022, section 122A.06, subdivision 4, is amended to read:

19.28 Subd. 4. **Comprehensive, ~~scientifically based~~ evidence-based reading instruction.** (a)  
 19.29 "Comprehensive, ~~scientifically based~~ evidence-based reading instruction" includes a program  
 19.30 or collection of instructional practices that is based on valid, replicable, empirical research  
 19.31 evidence showing ~~that when these programs or~~ how proficient reading and writing develop;  
 19.32 why some students have difficulty learning to read; how to effectively assess and teach  
 19.33 students; and how to improve outcomes through intervention. When evidence-based reading

20.1 practices are used, students can be expected to achieve, at a minimum, ~~satisfactory reading~~  
 20.2 ~~progress~~ mastery of grade-level reading standards. The ~~program~~ or collection of  
 20.3 evidence-based practices must include, at a minimum, effective, ~~balanced~~ explicit, systematic,  
 20.4 and sequential instruction in all five areas of reading: phonemic awareness, phonics, fluency,  
 20.5 vocabulary and oral language development, and reading comprehension.

20.6 (b) Comprehensive, scientifically based evidence-based reading instruction also includes  
 20.7 and integrates instructional strategies for continuously assessing, evaluating, and  
 20.8 communicating the student's reading progress and needs in order to design and implement  
 20.9 ongoing interventions so that students of all ages and proficiency levels can read and  
 20.10 comprehend text, write, and apply higher level thinking skills. occurs within a MTSS  
 20.11 framework. The framework includes a process for monitoring student progress, evaluating  
 20.12 program fidelity, and analyzing student outcomes and needs in order to design and implement  
 20.13 ongoing evidenced-based instruction and interventions so that students read and comprehend  
 20.14 grade-level text, write with grade-level proficiency, and apply higher level thinking skills.  
 20.15 Instruction within a MTSS framework includes core (Tier 1), supplemental (Tier 2), and  
 20.16 intensive (Tier 3 and special education) reading instruction used at each grade level and  
 20.17 must be designed around teaching the foundational reading skills. For English multilingual  
 20.18 learners developing literacy skills, districts are encouraged to use must provide instruction  
 20.19 that builds on their linguistic and cultural strengths using strategies that teach reading and  
 20.20 writing in the students' native language and English at the same time.

20.21 (c) For the purposes of this subdivision, the following terms have the meanings given.

20.22 ~~(b)~~ (1) "Fluency" is means the ability of students to read text with speed, accuracy,  
 20.23 accurately, automatically, and with proper expression.

20.24 (2) "Foundational reading skills" includes phonological and phonemic awareness, phonics  
 20.25 and decoding, and fluency. Foundational reading skills appropriate to each grade level must  
 20.26 be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grade 4  
 20.27 and above who do not demonstrate mastery of grade-level foundational reading skills must  
 20.28 continue to receive explicit, systematic instruction to reach mastery.

20.29 (3) "Multitiered system of support" or "MTSS" means a systemic, continuous  
 20.30 improvement framework for ensuring positive social, emotional, behavioral, developmental,  
 20.31 and academic outcomes for every student. The MTSS framework provides access to layered  
 20.32 tiers of culturally and linguistically responsive, evidence-based practices and relies on the  
 20.33 understanding and belief that every student can learn and thrive. Through a MTSS at the  
 20.34 core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high

21.1 quality, evidence-based instruction and intervention that is matched to a student's needs;  
 21.2 progress is monitored to inform instruction and set goals; and data is used for educational  
 21.3 decision making.

21.4 (4) "Oral language," also called "spoken language," includes speaking and listening, and  
 21.5 consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

21.6 ~~(e)~~ (5) "Phonemic awareness" is means the ability of students to notice, think about, and  
 21.7 manipulate individual sounds in spoken syllables and words.

21.8 ~~(d) "Phonics" is the understanding that there are systematic and predictable relationships~~  
 21.9 ~~between written letters and spoken words. Phonics instruction is a way of teaching reading~~  
 21.10 ~~that stresses learning how letters correspond to sounds and how to apply this knowledge in~~  
 21.11 ~~reading and spelling.~~

21.12 (6) "Phonics instruction" means the explicit, systematic, and direct instruction of the  
 21.13 relationships between letters and the sounds they represent and the application of this  
 21.14 knowledge in reading and spelling.

21.15 ~~(e)~~ (7) "Reading comprehension" is an active process that requires intentional thinking  
 21.16 during which meaning is constructed through interactions between text and reader.  
 21.17 ~~Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and~~  
 21.18 ~~implementing specific cognitive strategies to help beginning readers derive meaning through~~  
 21.19 ~~intentional, problem-solving thinking processes.~~ means a function of word recognition skills,  
 21.20 which includes phonemic awareness and language comprehension skills.

21.21 (8) "Structured literacy" means an approach to reading instruction in which teachers  
 21.22 carefully structure important literacy skills, concepts, and the sequence of instruction to  
 21.23 facilitate children's literacy learning and progress. Structured literacy is characterized by  
 21.24 the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic  
 21.25 awareness, phonics, fluency, vocabulary and oral language development, and reading  
 21.26 comprehension.

21.27 (9) "Three-cueing system," also known as "meaning structure visual (MSV)," means a  
 21.28 method that teaches students to use meaning, structure and syntax, and visual cues when  
 21.29 attempting to read an unknown word.

21.30 ~~(f)~~ (10) "Vocabulary development" is means the process of teaching vocabulary both  
 21.31 directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning  
 21.32 in rich contexts, incidental learning, and use of computer technology enhance the acquiring  
 21.33 of vocabulary acquiring new words. A robust vocabulary improves all areas of

22.1 communication: listening, speaking, reading, and writing. Vocabulary growth is directly  
 22.2 related to school achievement and is a strong predictor for reading success.

22.3 (d) Beginning in the 2023-2024 school year, a public school district or charter school  
 22.4 must not implement instruction or intervention methods for students that are based on any  
 22.5 practice or program that uses visual memory or the three-cueing system for teaching word  
 22.6 recognition.

22.7 ~~(g)~~ (e) Nothing in this subdivision limits the authority of a school district to select a  
 22.8 school's reading program or curriculum- as long as the selection process includes an  
 22.9 evaluation to ensure selected curriculum is evidence-based. School districts must be provided  
 22.10 guidance from the Department of Education to assist districts and schools in the selection  
 22.11 or adaptation of curriculum that supports evidence-based instructional practices.

22.12 Sec. 6. Minnesota Statutes 2022, section 124D.095, subdivision 7, is amended to read:

22.13 **Subd. 7. Department of Education.** (a) The department must review and approve or  
 22.14 disapprove online learning providers within 90 calendar days of receiving an online learning  
 22.15 provider's completed application. The commissioner, using research-based standards of  
 22.16 quality for online learning programs, must review all approved online learning providers  
 22.17 on a cyclical three-year basis. Approved online learning providers annually must submit  
 22.18 program data to, confirm statements of assurances for, and provide program updates including  
 22.19 a current course list to the commissioner.

22.20 (b) The online learning courses and programs must be rigorous, aligned with state  
 22.21 academic standards, and contribute to grade progression in a single subject. The online  
 22.22 learning provider, other than a digital learning provider offering digital learning to its enrolled  
 22.23 students only under subdivision 4, paragraph (d), must give the commissioner written  
 22.24 assurance that: (1) all courses meet state academic standards; and (2) the online learning  
 22.25 curriculum, instruction, and assessment, expectations for actual teacher-contact time or  
 22.26 other student-to-teacher communication, and academic support meet nationally recognized  
 22.27 professional standards and are described as such in an online learning course syllabus that  
 22.28 meets the commissioner's requirements. Once an online learning provider is approved under  
 22.29 this paragraph, all of its online learning course offerings are eligible for payment under this  
 22.30 section unless a course is successfully challenged by an enrolling district or the department  
 22.31 under paragraph (c).

22.32 (c) An enrolling district may challenge the validity of a course offered by an online  
 22.33 learning provider. The department must review such challenges based on the approval

23.1 procedures under paragraph (b). The department may initiate its own review of the validity  
 23.2 of an online learning course offered by an online learning provider.

23.3 (d) The department may collect a fee not to exceed \$250 for approving online learning  
 23.4 providers or \$50 per course for reviewing a challenge by an enrolling district.

23.5 (e) The department must develop, publish, and maintain a list of online learning providers  
 23.6 that it has reviewed and approved.

23.7 (f) The department may review a complaint about an online learning provider, or a  
 23.8 complaint about a provider based on the provider's response to notice of a violation. If the  
 23.9 department determines that an online learning provider violated a law or rule, the department  
 23.10 may:

23.11 (1) create a compliance plan for the provider; or

23.12 (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42.  
 23.13 The department must notify an online learning provider in writing about withholding funds  
 23.14 and provide detailed calculations.

23.15 (g) An online learning program fee administration account is created in the special  
 23.16 revenue fund. Funds retained under paragraph (d) shall be deposited in the account. Money  
 23.17 in the account is appropriated to the commissioner for costs associated with administering  
 23.18 and monitoring online and digital learning programs.

23.19 Sec. 7. Minnesota Statutes 2022, section 124D.231, is amended to read:

23.20 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

23.21 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have  
 23.22 the meanings given them.

23.23 (a) "Community organization" means a nonprofit organization that has been in existence  
 23.24 for three years or more and serves persons within the community surrounding the covered  
 23.25 school site on education and other issues.

23.26 (b) "Community school consortium" means a group of schools and community  
 23.27 organizations that propose to work together to plan and implement community school  
 23.28 programming.

23.29 (c) "Community school programming" means services, activities, and opportunities  
 23.30 described under subdivision 2, paragraph ~~(g)~~ (f).

24.1 (d) "Community-wide full-service community school leadership team" means a  
 24.2 district-level team that is responsible for guiding the vision, policy, resource alignment,  
 24.3 implementation, oversight, and goal setting for community school programs within the  
 24.4 district. This team shall include representatives from the district, including teachers, school  
 24.5 leaders, students, and family members from the eligible schools; community members;  
 24.6 system-level partners that include representatives from government agencies, relevant  
 24.7 unions, and nonprofit and other community-based partners; and, if applicable, the full-service  
 24.8 community school initiative director.

24.9 (e) "Full-service community school initiative director" means a director responsible for  
 24.10 coordinating districtwide administrative and leadership assistance to community school  
 24.11 sites and site coordinators, including serving as chairperson for the district's community-wide  
 24.12 full-service community school leadership team; site coordinator support; data gathering and  
 24.13 evaluation; administration of partnership and data agreements, contracts, and procurement;  
 24.14 and grant administration.

24.15 ~~(d)~~ (f) "High-quality child care or early childhood education programming" means  
 24.16 educational programming for preschool-aged children that is grounded in research, consistent  
 24.17 with best practices in the field, and provided by licensed teachers.

24.18 ~~(e)~~ (g) "School site" means a school site at which an applicant has proposed or has been  
 24.19 funded to provide community school programming.

24.20 ~~(f)~~ (h) "Site coordinator" is an individual means a full-time staff member serving one  
 24.21 eligible school who is responsible for aligning the identification, implementation, and  
 24.22 coordination of programming with to address the needs of the school community identified  
 24.23 in the baseline analysis.

24.24 **Subd. 2. Full-service community school program.** (a) The commissioner shall provide  
 24.25 funding to districts and charter schools with eligible school sites to plan, implement, and  
 24.26 improve full-service community schools. Eligible school sites must meet one of the following  
 24.27 criteria:

24.28 (1) the school is on a development plan for continuous improvement under section  
 24.29 120B.35, subdivision 2; or

24.30 (2) the school is in a district that has an achievement and integration plan approved by  
 24.31 the commissioner of education under sections 124D.861 and 124D.862.

24.32 (b) ~~An eligible school site may receive up to \$150,000 annually.~~ Districts and charter  
 24.33 schools may receive up to:



25.1 (1) \$100,000 for each eligible school available for up to one year to fund planning  
 25.2 activities, including convening a full-service community school leadership team, facilitating  
 25.3 family and community stakeholder engagement, conducting a baseline analysis, and creating  
 25.4 a full-service community school plan. At the end of this period, the school must submit a  
 25.5 full-service community school plan pursuant to paragraphs (d) and (e); and

25.6 (2) \$200,000 annually for each eligible school for up to three years of implementation  
 25.7 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites  
 25.8 receiving funding under this section shall hire or contract with a partner agency to hire a  
 25.9 site coordinator to coordinate services at each covered school site. Districts or charter schools  
 25.10 receiving funding under this section for three or more schools shall provide or contract with  
 25.11 a partner agency to provide a full-service community school initiative director.

25.12 ~~(e) Of grants awarded, implementation funding of up to \$20,000 must be available for~~  
 25.13 ~~up to one year for planning for school sites. At the end of this period, the school must submit~~  
 25.14 ~~a full-service community school plan, pursuant to paragraph (g). If the site decides not to~~  
 25.15 ~~use planning funds, the plan must be submitted with the application.~~

25.16 ~~(d)~~ (c) The commissioner shall consider additional school factors when dispensing funds  
 25.17 including: schools with significant populations of students receiving free or reduced-price  
 25.18 lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban,  
 25.19 and greater Minnesota schools; and demonstrated success implementing full-service  
 25.20 community school programming.

25.21 ~~(e)~~ (d) A school site must establish a full-service community school leadership team  
 25.22 responsible for developing school-specific programming goals, assessing program needs,  
 25.23 and overseeing the process of implementing expanded programming at each covered site.  
 25.24 The school leadership team shall have ~~between~~ at least 12 to 15 members and shall meet  
 25.25 the following requirements:

25.26 (1) at least 30 percent of the members are parents, guardians, or students and 30 percent  
 25.27 of the members are teachers at the school site and must include the school principal and  
 25.28 representatives from partner agencies; and

25.29 (2) the full-service community school leadership team must be responsible for overseeing  
 25.30 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community  
 25.31 school plan under paragraphs (f) and (g). A full-service community school leadership team  
 25.32 must meet at least quarterly and have ongoing responsibility for monitoring the development  
 25.33 and implementation of full-service community school operations and programming at the  
 25.34 school site and shall issue recommendations to schools on a regular basis and summarized

26.1 in an annual report. These reports shall also be made available to the public at the school  
 26.2 site and on school and district websites.

26.3 ~~(f)~~ (e) School sites must complete a baseline analysis prior to ~~beginning programming~~  
 26.4 ~~as~~ the creation of a full-service community school plan. The analysis shall include:

26.5 (1) a baseline analysis of needs at the school site, led by the school leadership team,  
 26.6 ~~which shall include~~ including the following elements:

26.7 (i) identification of challenges facing the school;

26.8 (ii) analysis of the student body, including:

26.9 (A) number and percentage of students with disabilities and needs of these students;

26.10 (B) number and percentage of students who are English learners and the needs of these  
 26.11 students;

26.12 (C) number of students who are homeless or highly mobile; ~~and~~

26.13 (D) number and percentage of students receiving free or reduced-price lunch and the  
 26.14 needs of these students; and

26.15 (E) number and percentage of students by race and ethnicity;

26.16 (iii) analysis of enrollment and retention rates for students with disabilities, English  
 26.17 learners, homeless and highly mobile students, and students receiving free or reduced-price  
 26.18 lunch;

26.19 (iv) analysis of suspension and expulsion data, including the justification for such  
 26.20 disciplinary actions and the degree to which particular populations, including; but not limited  
 26.21 to; American Indian students and students of color, students with disabilities, students who  
 26.22 are English learners, and students receiving free or reduced-price lunch are represented  
 26.23 among students subject to such actions;

26.24 (v) analysis of school achievement data disaggregated by major demographic categories,  
 26.25 including; but not limited to; race, ethnicity, English learner status, disability status, and  
 26.26 free or reduced-price lunch status;

26.27 (vi) analysis of current parent engagement strategies and their success; and

26.28 (vii) evaluation of the need for and availability of ~~wraparound services~~ full-service  
 26.29 community school activities, including, but not limited to:

27.1 ~~(A) mechanisms for meeting students' social, emotional, and physical health needs,~~  
27.2 ~~which may include coordination of existing services as well as the development of new~~  
27.3 ~~services based on student needs; and~~

27.4 ~~(B) strategies to create a safe and secure school environment and improve school climate~~  
27.5 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~  
27.6 ~~additional steps to eliminate bullying;~~

27.7 (A) integrated student supports that address out-of-school barriers to learning through  
27.8 partnerships with social and health service agencies and providers, and may include medical,  
27.9 dental, vision care, and mental health services or counselors to assist with housing,  
27.10 transportation, nutrition, immigration, or criminal justice issues;

27.11 (B) expanded and enriched learning time and opportunities, including before-school,  
27.12 after-school, weekend, and summer programs that provide additional academic instruction,  
27.13 individualized academic support, enrichment activities, and learning opportunities that  
27.14 emphasize real-world learning and community problem solving and may include art, music,  
27.15 drama, creative writing, hands-on experience with engineering or science, tutoring and  
27.16 homework help, or recreational programs that enhance and are consistent with the school's  
27.17 curriculum;

27.18 (C) active family and community engagement that brings students' families and the  
27.19 community into the school as partners in education and makes the school a neighborhood  
27.20 hub, providing adults with educational opportunities that may include adult English as a  
27.21 second language classes, computer skills, art, or other programs that bring community  
27.22 members into the school for meetings or events; and

27.23 (D) collaborative leadership and practices that build a culture of professional learning,  
27.24 collective trust, and shared responsibility and include a school-based full-service community  
27.25 school leadership team, a full-service community school site coordinator, a full-service  
27.26 community school initiative director, a community-wide leadership team, other leadership  
27.27 or governance teams, teacher learning communities, or other staff to manage the joint work  
27.28 of school and community organizations;

27.29 (2) a baseline analysis of community assets ~~and a strategic plan for utilizing and aligning~~  
27.30 ~~identified assets. This analysis should include, but is not limited to, a, including~~  
27.31 documentation of individuals in the community, faith-based organizations, community and  
27.32 neighborhood associations, colleges, hospitals, libraries, businesses, and social service  
27.33 agencies ~~who~~ that may be able to provide support and resources; and

28.1 (3) a baseline analysis of needs in the community surrounding the school, led by the  
28.2 school leadership team, including, ~~but not limited to:~~

28.3 (i) the need for high-quality, full-day child care and early childhood education programs;

28.4 (ii) the need for physical and mental health care services for children and adults; and

28.5 (iii) the need for job training and other adult education programming.

28.6 ~~(g)~~ (f) Each school site receiving funding under this section must ~~establish~~ develop a  
28.7 full-service community school plan that utilizes and aligns district and community assets  
28.8 and establishes services in at least two of the following types of programming:

28.9 (1) early childhood:

28.10 (i) early childhood education; and

28.11 (ii) child care services;

28.12 (2) academic:

28.13 (i) academic support and enrichment activities, including expanded learning time;

28.14 (ii) summer or after-school enrichment and learning experiences;

28.15 (iii) job training, internship opportunities, and career counseling services;

28.16 (iv) programs that provide assistance to students who have been chronically absent,  
28.17 truant, suspended, or expelled; and

28.18 (v) specialized instructional support services;

28.19 (3) parental involvement:

28.20 (i) programs that promote parental involvement and family literacy;

28.21 (ii) parent leadership development activities that empower and strengthen families and  
28.22 communities, provide volunteer opportunities, or promote inclusion in school-based  
28.23 leadership teams; and

28.24 (iii) parenting education activities;

28.25 (4) mental and physical health:

28.26 (i) mentoring and other youth development programs, including peer mentoring and  
28.27 conflict mediation;

28.28 (ii) juvenile crime prevention and rehabilitation programs;

28.29 (iii) home visitation services by teachers and other professionals;

- 29.1 (iv) developmentally appropriate physical education;
- 29.2 (v) nutrition services;
- 29.3 (vi) primary health and dental care; and
- 29.4 (vii) mental health counseling services;
- 29.5 (5) community involvement:
- 29.6 (i) service and service-learning opportunities;
- 29.7 (ii) adult education, including instruction in English as a second language; and
- 29.8 (iii) homeless prevention services;
- 29.9 (6) positive discipline practices; and
- 29.10 (7) other programming designed to meet school and community needs identified in the
- 29.11 baseline analysis and reflected in the full-service community school plan.
- 29.12 ~~(h)~~ (g) The full-service community school leadership team at each school site must
- 29.13 develop a full-service community school plan detailing the steps the school leadership team
- 29.14 will take, including:
- 29.15 (1) timely establishment and consistent operation of the school leadership team;
- 29.16 (2) maintenance of attendance records in all programming components;
- 29.17 (3) maintenance of measurable data showing annual participation and the impact of
- 29.18 programming on the participating children and adults;
- 29.19 (4) documentation of meaningful and sustained collaboration between the school and
- 29.20 community stakeholders, including local governmental units, civic engagement organizations,
- 29.21 businesses, and social service providers;
- 29.22 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 29.23 hospitals, museums, or not-for-profit community organizations to further the development
- 29.24 and implementation of community school programming;
- 29.25 (6) ensuring compliance with the district nondiscrimination policy; and
- 29.26 (7) plan for school leadership team development.

29.27 **Subd. 3. Full-service community school review.** (a) ~~Every three years,~~ A full-service

29.28 community school site must submit to the commissioner, and make available at the school

29.29 site and online, a report describing efforts to integrate community school programming at

29.30 each covered school site and the effect of the transition to a full-service community school

30.1 on participating children and adults. This report shall include, but is not limited to, the  
30.2 following:

30.3 (1) an assessment of the effectiveness of the school site in development or implementing  
30.4 the community school plan;

30.5 (2) problems encountered in the design and execution of the community school plan,  
30.6 including identification of any federal, state, or local statute or regulation impeding program  
30.7 implementation;

30.8 (3) the operation of the school leadership team and its contribution to successful execution  
30.9 of the community school plan;

30.10 (4) recommendations for improving delivery of community school programming to  
30.11 students and families;

30.12 (5) the number and percentage of students receiving community school programming  
30.13 who had not previously been served;

30.14 (6) the number and percentage of nonstudent community members receiving community  
30.15 school programming who had not previously been served;

30.16 (7) improvement in retention among students who receive community school  
30.17 programming;

30.18 (8) improvement in academic achievement among students who receive community  
30.19 school programming;

30.20 (9) changes in student's readiness to enter school, active involvement in learning and in  
30.21 their community, physical, social and emotional health, and student's relationship with the  
30.22 school and community environment;

30.23 (10) an accounting of anticipated local budget savings, if any, resulting from the  
30.24 implementation of the program;

30.25 (11) improvements to the frequency or depth of families' involvement with their children's  
30.26 education;

30.27 (12) assessment of community stakeholder satisfaction;

30.28 (13) assessment of institutional partner satisfaction;

30.29 (14) the ability, or anticipated ability, of the school site and partners to continue to  
30.30 provide services in the absence of future funding under this section;

30.31 (15) increases in access to services for students and their families; and.

31.1 (16) the degree of increased collaboration among participating agencies and private  
31.2 partners.

31.3 (b) Reports submitted under this section shall be evaluated by the commissioner with  
31.4 respect to the following criteria:

31.5 (1) the effectiveness of the school or the community school consortium in implementing  
31.6 the full-service community school plan, including the degree to which the school site  
31.7 navigated difficulties encountered in the design and operation of the full-service community  
31.8 school plan, including identification of any federal, state, or local statute or regulation  
31.9 impeding program implementation;

31.10 (2) the extent to which the project has produced lessons about ways to improve delivery  
31.11 of community school programming to students;

31.12 (3) the degree to which there has been an increase in the number or percentage of students  
31.13 and nonstudents receiving community school programming;

31.14 (4) the degree to which there has been an improvement in retention of students and  
31.15 improvement in academic achievement among students receiving community school  
31.16 programming;

31.17 (5) local budget savings, if any, resulting from the implementation of the program;

31.18 (6) the degree of community stakeholder and institutional partner engagement;

31.19 (7) the ability, or anticipated ability, of the school site and partners to continue to provide  
31.20 services in the absence of future funding under this section;

31.21 (8) increases in access to services for students and their families; and

31.22 (9) the degree of increased collaboration among participating agencies and private  
31.23 partners.

31.24 Sec. 8. Minnesota Statutes 2022, section 124D.74, subdivision 3, is amended to read:

31.25 Subd. 3. **Enrollment of other children; shared time enrollment.** To the extent ~~it is~~  
31.26 ~~economically feasible~~ that the unique educational and culturally related academic needs of  
31.27 American Indian people are met and American Indian student accountability factors are the  
31.28 same or higher than their non-American Indian peers, a district or participating school may  
31.29 make provision for the voluntary enrollment of non-American Indian children in the  
31.30 instructional components of an American Indian education program in order that they may  
31.31 acquire an understanding of the cultural heritage of the American Indian children for whom  
31.32 that particular program is designed. However, in determining eligibility to participate in a

32.1 program, priority must be given to American Indian children. American Indian children  
 32.2 and other children enrolled in an existing nonpublic school system may be enrolled on a  
 32.3 shared time basis in American Indian education programs.

32.4 Sec. 9. Minnesota Statutes 2022, section 124D.81, is amended to read:

32.5 **124D.81 AMERICAN INDIAN EDUCATION AID.**

32.6 Subdivision 1. **Procedures.** A school district, charter school, cooperative unit as defined  
 32.7 in section 123A.24, subdivision 2, or American Indian-controlled Tribal contract or grant  
 32.8 school enrolling at least 20 American Indian students on October 1 of the previous school  
 32.9 year ~~and operating an American Indian education program according to section 124D.74~~ is  
 32.10 eligible for American Indian education aid if it meets the requirements of this section.  
 32.11 Programs may provide for contracts for the provision of program components by nonsectarian  
 32.12 nonpublic, community, Tribal, charter, or alternative schools. The commissioner shall  
 32.13 prescribe the form and manner of application for aids, and no aid shall be made for a program  
 32.14 not complying with the requirements of sections 124D.71 to 124D.82.

32.15 Subd. 2. **Plans.** To ~~qualify for~~ receive aid, an eligible district, charter school, cooperative  
 32.16 unit as defined in section 123A.24, subdivision 2, or Tribal contract school must develop  
 32.17 and submit a plan for approval by the Indian education director that shall:

32.18 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to  
 32.19 124D.82;

32.20 (b) Identify the activities, methods and programs to meet the identified educational needs  
 32.21 of the children to be enrolled in the program;

32.22 (c) Describe how district goals and objectives as well as the objectives of sections  
 32.23 124D.71 to 124D.82 are to be achieved;

32.24 (d) Demonstrate that required and elective courses as structured do not have a  
 32.25 discriminatory effect within the meaning of section 124D.74, subdivision 5;

32.26 (e) Describe how each school program will be organized, staffed, coordinated, and  
 32.27 monitored; and

32.28 (f) Project expenditures for programs under sections 124D.71 to 124D.82.

32.29 Subd. 2a. **American Indian education aid.** (a) The American Indian education aid for  
 32.30 an eligible district, cooperative unit, or Tribal contract school equals the greater of (1) the  
 32.31 sum of ~~\$20,000~~ \$40,000 plus the product of ~~\$358~~ \$500 times the difference between the  
 32.32 number of American Indian students enrolled on October 1 of the previous school year and



33.1 20; or (2) if the district or school received a grant under this section for fiscal year 2015,  
33.2 the amount of the grant for fiscal year 2015.

33.3 (b) Notwithstanding paragraph (a), the American Indian education aid must not exceed  
33.4 the district, cooperative unit, or Tribal contract school's actual expenditure according to the  
33.5 approved plan under subdivision 2.

33.6 Subd. 3. **Additional requirements.** Each district or cooperative unit receiving aid under  
33.7 this section must each year conduct a count of American Indian children in the schools of  
33.8 the district; test for achievement; identify the extent of other educational needs of the children  
33.9 to be enrolled in the American Indian education program; and classify the American Indian  
33.10 children by grade, level of educational attainment, age and achievement. Participating  
33.11 schools must maintain records concerning the needs and achievements of American Indian  
33.12 children served.

33.13 Subd. 4. **Nondiscrimination; testing.** In accordance with recognized professional  
33.14 standards, all testing and evaluation materials and procedures utilized for the identification,  
33.15 testing, assessment, and classification of American Indian children must be selected and  
33.16 administered so as not to be racially or culturally discriminatory and must be valid for the  
33.17 purpose of identifying, testing, assessing, and classifying American Indian children.

33.18 Subd. 5. **Records.** Participating schools ~~and~~, districts, and cooperative units must keep  
33.19 records and afford access to them as the commissioner finds necessary to ensure that  
33.20 American Indian education programs are implemented in conformity with sections 124D.71  
33.21 to 124D.82. Each school district, cooperative unit, or participating school must keep accurate,  
33.22 detailed, and separate revenue and expenditure accounts for pilot American Indian education  
33.23 programs funded under this section.

33.24 Subd. 6. **Money from other sources.** A district, cooperative unit, or participating school  
33.25 providing American Indian education programs shall be eligible to receive moneys for these  
33.26 programs from other government agencies and from private sources when the moneys are  
33.27 available.

33.28 Subd. 7. **Exceptions.** Nothing in sections 124D.71 to 124D.82 shall be construed as  
33.29 prohibiting a district, cooperative unit, or school from implementing an American Indian  
33.30 education program which is not in compliance with sections 124D.71 to 124D.82 if the  
33.31 proposal and plan for that program is not funded pursuant to this section.

34.1 **Sec. 10. [124D.901] STUDENT SUPPORT PERSONNEL AID.**

34.2 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have  
 34.3 the meanings given:

34.4 (1) "new position" means a student support services personnel full-time or part-time  
 34.5 position not under contract by a school district, charter school, or cooperative unit at the  
 34.6 start of the 2023-2024 school year; and

34.7 (2) "student support services personnel" means an individual licensed to serve as a school  
 34.8 counselor, school psychologist, school social worker, school nurse, or chemical dependency  
 34.9 counselor in Minnesota.

34.10 Subd. 2. **Purpose.** The purpose of student support personnel aid is to:

34.11 (1) address shortages of student support services personnel within Minnesota schools;

34.12 (2) decrease caseloads for existing student support services personnel to ensure effective  
 34.13 services;

34.14 (3) ensure that students receive effective student support services and integrated and  
 34.15 comprehensive services to improve prekindergarten through grade 12 academic, physical,  
 34.16 social, and emotional outcomes supporting career and college readiness and effective school  
 34.17 mental health services;

34.18 (4) ensure that student support services personnel serve within the scope and practice  
 34.19 of their training and licensure;

34.20 (5) fully integrate learning supports, instruction, assessment, data-based decision making,  
 34.21 and family and community engagement within a comprehensive approach that facilitates  
 34.22 interdisciplinary collaboration; and

34.23 (6) improve student health, school safety, and school climate to support academic success  
 34.24 and career and college readiness.

34.25 Subd. 3. **Aid eligibility and application.** A school district, charter school, intermediate  
 34.26 school district, or other cooperative unit is eligible to apply for student support personnel  
 34.27 aid under this section. The commissioner must prescribe the form and manner of the  
 34.28 application, which must include a plan describing how the aid will be used.

34.29 Subd. 4. **Student support personnel aid.** (a) The initial student support personnel aid  
 34.30 for a school district equals the greater of \$22 times the October 1 enrollment count of the  
 34.31 prior school year or \$35,000. The initial student support personnel aid for a charter school  
 34.32 equals \$22 times the October 1 enrollment count of the prior school year.

35.1 (b) The cooperative student support personnel aid for a school district that is a member  
 35.2 of an intermediate school district or other cooperative unit that enrolls students equals \$6  
 35.3 times the October 1 enrollment count of the prior school year. If a district is a member of  
 35.4 more than one cooperative unit that enrolls students, the revenue must be allocated among  
 35.5 the cooperative units.

35.6 (c) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not  
 35.7 exceed the district or cooperative unit's actual expenditure according to the approved plan  
 35.8 under subdivision 3.

35.9 Subd. 5. **Allowed uses; match requirements.** (a) Cooperative student support personnel  
 35.10 aid must be transferred to the intermediate district or other cooperative unit of which the  
 35.11 district is a member and must be used to hire new positions for student support services  
 35.12 personnel at the intermediate district or cooperative unit.

35.13 (b) If a school district, charter school, or cooperative unit does not receive at least two  
 35.14 applications and is not able to hire a new full-time equivalent position with student support  
 35.15 personnel aid, the aid may be used for contracted services from individuals licensed to serve  
 35.16 as a school counselor, school psychologist, school social worker, school nurse, or chemical  
 35.17 dependency counselor in Minnesota.

35.18 Subd. 6. **Report required.** By February 1 following any fiscal year in which student  
 35.19 support personnel aid was received, a school district, charter school, or cooperative unit  
 35.20 must submit a written report to the commissioner indicating how the new position affected  
 35.21 two or more of the following measures:

35.22 (1) school climate;

35.23 (2) student health;

35.24 (3) attendance rates;

35.25 (4) academic achievement;

35.26 (5) career and college readiness; and

35.27 (6) postsecondary completion rates.

35.28 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

36.1 Sec. 11. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision  
36.2 to read:

36.3 Subd. 5. **Comprehensive literacy reform.** Beginning July 1, 2023, literacy incentive  
36.4 aid must be used to support comprehensive literacy reform efforts in public schools as  
36.5 follows:

36.6 (1) for public school prekindergarten through grade 3 teachers, early childhood educators,  
36.7 reading intervention teachers, special education teachers, and instructional support staff  
36.8 with responsibility for teaching reading, to be trained in and administer approved screening  
36.9 and progress monitoring tools, if not already trained to administer selected tools;

36.10 (2) to provide training in evidence-based reading instruction practices using a training  
36.11 program approved by the Department of Education and to be completed no later than  
36.12 September 1, 2025, unless the commissioner of education grants an extension;

36.13 (3) to hire a certified or licensed reading or dyslexia specialist who is trained in  
36.14 evidence-based reading instruction practices as determined by the commissioner of education  
36.15 to oversee a school district's or charter school's implementation of required components  
36.16 under section 120B.12 no later than June 15, 2025, unless the commissioner of education  
36.17 grants an extension; and

36.18 (4) to provide materials, training, and ongoing coaching to ensure interventions under  
36.19 section 125A.56, subdivision 1, are evidence-based.

36.20 Sec. 12. **APPROPRIATIONS.**

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

36.24 Subd. 2. **Achievement and integration aid.** (a) For achievement and integration aid  
36.25 under Minnesota Statutes, section 124D.862:

36.26 \$ 83,427,000 ..... 2024

36.27 \$ 84,306,000 ..... 2025

36.28 (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$75,255,000 for 2024.

36.29 (c) The 2025 appropriation includes \$8,360,000 for 2024 and \$75,946,000 for 2025.

36.30 Subd. 3. **American Indian education aid.** (a) For American Indian education aid under  
36.31 Minnesota Statutes, section 124D.81, subdivision 2a:

37.1           \$     18,460,000     ..... 2024

37.2           \$     19,789,000     ..... 2025

37.3           (b) The 2024 appropriation includes \$1,179,000 for 2023 and \$17,281,000 for 2024.

37.4           (c) The 2025 appropriation includes \$1,919,000 for 2024 and \$17,870,000 for 2025.

37.5           Subd. 4. Charter school building lease aid. (a) For building lease aid under Minnesota  
37.6 Statutes, section 124E.22:

37.7           \$     95,404,000     ..... 2024

37.8           \$     100,393,000     ..... 2025

37.9           (b) The 2024 appropriation includes \$8,966,000 for 2023 and \$86,438,000 for 2024.

37.10          (c) The 2025 appropriation includes \$9,603,000 for 2024 and \$90,790,000 for 2025.

37.11          Subd. 5. College entrance examination reimbursement. (a) To reimburse districts for  
37.12 the costs of college entrance examination fees for students who are eligible for free or  
37.13 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section  
37.14 120B.30, subdivision 1, paragraph (e):

37.15          \$     1,011,000     ..... 2024

37.16          \$     1,011,000     ..... 2025

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

37.18          Subd. 6. Concurrent enrollment aid. (a) For concurrent enrollment aid under Minnesota  
37.19 Statutes, section 124D.091:

37.20          \$     4,000,000     ..... 2024

37.21          \$     4,000,000     ..... 2025

37.22          (b) If the appropriation is insufficient, the commissioner must proportionately reduce  
37.23 the aid payment to each school district.

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

37.25          Subd. 7. Early childhood literacy programs. (a) For early childhood literacy programs  
37.26 under Minnesota Statutes, section 119A.50, subdivision 3:

37.27          \$     7,950,000     ..... 2024

37.28          \$     7,950,000     ..... 2025

37.29          (b) Up to \$7,950,000 each year is for leveraging federal and private funding to support  
37.30 AmeriCorps members serving in the Minnesota reading corps program established by  
37.31 ServeMinnesota, including costs associated with training and teaching early literacy skills

38.1 to children ages three through grade 3 and evaluating the impact of the program under  
38.2 Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

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

38.4 Subd. 8. Examination fees; teacher training and support programs. (a) For students'  
38.5 advanced placement and international baccalaureate examination fees under Minnesota  
38.6 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and  
38.7 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

38.8 \$ 4,500,000 ..... 2024

38.9 \$ 4,500,000 ..... 2025

38.10 (b) The advanced placement program shall receive 75 percent of the appropriation each  
38.11 year and the international baccalaureate program shall receive 25 percent of the appropriation  
38.12 each year. The department, in consultation with representatives of the advanced placement  
38.13 and international baccalaureate programs selected by the Advanced Placement Advisory  
38.14 Council and International Baccalaureate Minnesota, respectively, shall determine the amounts  
38.15 of the expenditures each year for examination fees and training and support programs for  
38.16 each program.

38.17 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000  
38.18 each year is for teachers to attend subject matter summer training programs and follow-up  
38.19 support workshops approved by the advanced placement or international baccalaureate  
38.20 programs. The amount of the subsidy for each teacher attending an advanced placement or  
38.21 international baccalaureate summer training program or workshop shall be the same. The  
38.22 commissioner shall determine the payment process and the amount of the subsidy.

38.23 (d) The commissioner shall pay all examination fees for all students of low-income  
38.24 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of  
38.25 available appropriations, shall also pay examination fees for students sitting for an advanced  
38.26 placement examination, international baccalaureate examination, or both.

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

38.28 Subd. 9. Grants to increase science, technology, engineering, and math course  
38.29 offerings. (a) For grants to schools to encourage low-income and other underserved students  
38.30 to participate in advanced placement and international baccalaureate programs according  
38.31 to Minnesota Statutes, section 120B.132:

38.32 \$ 250,000 ..... 2024

38.33 \$ 250,000 ..... 2025

39.1 (b) To the extent practicable, the commissioner must distribute grant funds equitably  
 39.2 among geographic areas in the state, including schools located in greater Minnesota and in  
 39.3 the seven-county metropolitan area.

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

39.5 Subd. 10. **Interdistrict desegregation or integration transportation grants.** For  
 39.6 interdistrict desegregation or integration transportation grants under Minnesota Statutes,  
 39.7 section 124D.87:

39.8 \$ 12,165,000 ..... 2024

39.9 \$ 13,480,000 ..... 2025

39.10 Subd. 11. **Literacy incentive aid.** (a) For literacy incentive aid under Minnesota Statutes,  
 39.11 section 124D.98:

39.12 \$ 42,216,000 ..... 2024

39.13 \$ 42,451,000 ..... 2025

39.14 (b) The 2024 appropriation includes \$4,606,000 for 2023 and \$37,610,000 for 2024.

39.15 (c) The 2025 appropriation includes \$4,178,000 for 2024 and \$38,273,000 for 2025.

39.16 Subd. 12. **Minnesota Independence College and Community.** (a) For transfer to the  
 39.17 Office of Higher Education for grants to Minnesota Independence College and Community  
 39.18 for tuition reduction and institutional support:

39.19 \$ 625,000 ..... 2024

39.20 \$ 625,000 ..... 2025

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

39.22 Subd. 13. **Minnesota math corps program.** (a) For the Minnesota math corps program  
 39.23 under Minnesota Statutes, section 124D.42, subdivision 9:

39.24 \$ 500,000 ..... 2024

39.25 \$ 500,000 ..... 2025

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

39.27 Subd. 14. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota  
 39.28 College of Education and Human Development for the operation of the Minnesota Principals  
 39.29 Academy:

39.30 \$ 200,000 ..... 2024

39.31 \$ 200,000 ..... 2025

40.1 (b) Of these amounts, \$50,000 must be used to pay the costs of attendance for principals  
 40.2 and school leaders from schools identified for intervention under the state's accountability  
 40.3 system as implemented to comply with the federal Every Student Succeeds Act. To the  
 40.4 extent funds are available, the Department of Education is encouraged to use up to \$200,000  
 40.5 of federal Title II funds to support additional participation in the Principals Academy by  
 40.6 principals and school leaders from schools identified for intervention under the state's  
 40.7 accountability system as implemented to comply with the federal Every Student Succeeds  
 40.8 Act.

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

40.10 Subd. 15. **Museums and education centers.** (a) For grants to museums and education  
 40.11 centers:

40.12 \$ 460,000 ..... 2024

40.13 \$ 460,000 ..... 2025

40.14 (b) \$269,000 each year is for the Minnesota Children's Museum.

40.15 (c) \$50,000 each year is for the Minnesota Children's Museum, Rochester.

40.16 (d) \$50,000 each year is for the Duluth Children's Museum.

40.17 (e) \$41,000 each year is for the Minnesota Academy of Science.

40.18 (f) \$50,000 each year is for the Headwaters Science Center.

40.19 (g) A recipient of a grant under this subdivision must use the funds to encourage and  
 40.20 increase access for historically underserved communities.

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

40.22 Subd. 16. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,  
 40.23 section 124D.093, subdivision 5:

40.24 \$ 791,000 ..... 2024

40.25 \$ 791,000 ..... 2025

40.26 (b) The amounts in this subdivision are for grants, including to a public-private  
 40.27 partnership that includes Independent School District No. 535, Rochester.

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

40.29 Subd. 17. **Recovery program grants.** (a) For recovery program grants under Minnesota  
 40.30 Statutes, section 124D.695:



41.1           \$           750,000   ..... 2024

41.2           \$           750,000   ..... 2025

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

41.4           Subd. 18. Rural career and technical education consortium. (a) For rural career and  
41.5 technical education consortium grants:

41.6           \$           3,000,000   ..... 2024

41.7           \$           3,000,000   ..... 2025

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

41.9           Subd. 19. ServeMinnesota program. (a) For funding ServeMinnesota programs under  
41.10 Minnesota Statutes, sections 124D.37 to 124D.45:

41.11          \$           900,000   ..... 2024

41.12          \$           900,000   ..... 2025

41.13          (b) A grantee organization may provide health and child care coverage to the dependents  
41.14 of each participant enrolled in a full-time ServeMinnesota program to the extent such  
41.15 coverage is not otherwise available.

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

41.17          Subd. 20. Starbase MN. (a) For a grant to Starbase MN for a rigorous science,  
41.18 technology, engineering, and math (STEM) program providing students in grades 4 through  
41.19 6 with a multisensory learning experience and a hands-on curriculum in an aerospace  
41.20 environment using state-of-the-art technology:

41.21          \$           500,000   ..... 2024

41.22          \$           500,000   ..... 2025

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

41.24          Subd. 21. Statewide testing and reporting system. (a) For the statewide testing and  
41.25 reporting system under Minnesota Statutes, section 120B.30:

41.26          \$           10,892,000   ..... 2024

41.27          \$           10,892,000   ..... 2025

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

41.29          Subd. 22. Student organizations. (a) For student organizations:

41.30          \$           768,000   ..... 2024

41.31          \$           768,000   ..... 2025

42.1 (b) \$46,000 each year is for student organizations serving health occupations (HOSA).

42.2 (c) \$100,000 each year is for student organizations serving trade and industry occupations  
42.3 (Skills USA, secondary and postsecondary).

42.4 (d) \$95,000 each year is for student organizations serving business occupations (BPA,  
42.5 secondary and postsecondary).

42.6 (e) \$193,000 each year is for student organizations serving agriculture occupations (FFA,  
42.7 PAS).

42.8 (f) \$185,000 each year is for student organizations serving family and consumer science  
42.9 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and  
42.10 31, the student organizations serving FCCLA shall continue to serve students in grade 9  
42.11 and below.

42.12 (g) \$109,000 each year is for student organizations serving marketing occupations (DECA  
42.13 and DECA collegiate).

42.14 (h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

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

42.16 Subd. 23. Tribal contract school aid. (a) For Tribal contract school aid under Minnesota  
42.17 Statutes, section 124D.83:

42.18 \$ 2,544,000 ..... 2024

42.19 \$ 2,726,000 ..... 2025

42.20 (b) The 2024 appropriation includes \$255,000 for 2023 and \$2,289,000 for 2024.

42.21 (c) The 2025 appropriation includes \$245,000 for 2024 and \$2,481,000 for 2025.

42.22 Subd. 24. Align youth apprenticeship programs. (a) To support the alignment of youth  
42.23 apprenticeship programs coordinated by the Department of Education to registered  
42.24 apprenticeship programs coordinated by the Department of Labor and Industry:

42.25 \$ 100,000 ..... 2024

42.26 \$ 0 ..... 2025

42.27 (b) This is a onetime appropriation and is available until June 30, 2027.

42.28 Subd. 25. COMPASS and MTSS. (a) To support the development and implementation  
42.29 of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student  
42.30 Success (COMPASS) school improvement model:

43.1           \$       20,200,000       ..... 2024

43.2           \$       19,246,000       ..... 2025

43.3           (b) Of this amount, \$6,950,000 in fiscal year 2024 and \$5,996,000 in fiscal year 2025  
 43.4 are to support implementation of MTSS and COMPASS. Funds must be used to support  
 43.5 increased capacity at the Department of Education and the Minnesota Service Cooperatives  
 43.6 for implementation supports.

43.7           (c) Of this amount, \$5,000,000 each year is reserved for grants to school districts, charter  
 43.8 schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision  
 43.9 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs  
 43.10 for personnel to participate in cohort activities and professional learning; and piloting a  
 43.11 Department of Education One Plan, the consolidation of multiple reporting structures to  
 43.12 streamline various applications, reports, and submissions by school districts and charter  
 43.13 schools. Up to five percent of this amount is available for program and grant administration.

43.14           (d) Of this amount, \$5,250,000 each year must be used to develop a regional network  
 43.15 focusing on mathematics to provide dedicated mathematics trainers and coaches to train  
 43.16 regional support staff from the Minnesota Service Cooperatives to support school leaders  
 43.17 and teachers to implement evidence-based instructional strategies in mathematics. Funds  
 43.18 may also be used to host an annual Mathematics Standards-Based Instructional Institute.

43.19           (e) Of this amount, \$2,000,000 each year is for a grant to the Building Assets, Reducing  
 43.20 Risks Center to provide access to services to all MTSS grantees under this subdivision.

43.21           (f) Of this amount, \$1,000,000 each year is for the University of Minnesota Center for  
 43.22 Applied Research and Educational Improvement to support implementation and evaluation  
 43.23 of the MTSS framework.

43.24           (g) Support for school districts, charter schools, and cooperative units under this  
 43.25 subdivision may include but is not limited to:

43.26           (1) partnering with the Minnesota Service Cooperatives to support districts in  
 43.27 implementing COMPASS to support schools in the areas of literacy, math, social-emotional  
 43.28 learning, and mental health using the MTSS framework;

43.29           (2) providing support to districts and charter schools identified under Minnesota Statutes,  
 43.30 section 120B.11, world's best workforce;

43.31           (3) providing support to districts and charter schools in streamlining various applications,  
 43.32 reports, and submissions to the Department of Education through One Plan;

44.1 (4) providing training, guidance, and implementation resources for MTSS, including a  
 44.2 universal screening process approved by the Department of Education to identify students  
 44.3 who may be at risk of experiencing academic, behavioral, and social-emotional development  
 44.4 difficulties;

44.5 (5) providing guidance to convene school-based teams to analyze data provided by  
 44.6 screenings and resources for related identification, instruction, and intervention methods;

44.7 (6) dyslexia screening and intervention that are evidence-based;

44.8 (7) requiring school districts and charter schools to provide parents of students identified  
 44.9 in screenings with notice of screening findings and related support information;

44.10 (8) requiring districts and charter schools to provide at-risk students with interventions  
 44.11 and to monitor the effectiveness of these interventions and student progress; and

44.12 (9) developing and annually reporting findings regarding the implementation of MTSS.

44.13 (h) The base in fiscal year 2026 in \$18,958,000.

44.14 (i) Up to five percent of the funds identified for grants is available for grant administration  
 44.15 costs.

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

44.17 Subd. 26. **Computer science education.** (a) To create a state plan for increasing computer  
 44.18 science instruction:

44.19 \$ 370,000 ..... 2024

44.20 \$ 403,000 ..... 2025

44.21 (b) Of this amount, \$375,000 beginning in fiscal year 2025 is for grants to districts and  
 44.22 charter schools to increase computer science instruction to implement elements of the state  
 44.23 plan. Up to five percent is available for grant administration.

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

44.25 (d) The base in fiscal year 2026 is \$463,000.

44.26 Subd. 27. **Competency-based education expansion.** (a) For expanding  
 44.27 competency-based education under Minnesota Statutes, section 120B.02, subdivision 1a:

44.28 \$ 31,011,000 ..... 2024

44.29 \$ 0 ..... 2025

44.30 (b) Planning grants are available to encourage districts, charter schools, and area learning  
 44.31 centers to develop criteria around personalized, competency-based education requirements.

45.1 A grant application must include evidence that the district, charter school, or area learning  
45.2 center:

45.3 (1) will implement personalized, competency-based education schoolwide or has a plan  
45.4 to phase in implementation schoolwide;

45.5 (2) has partners that must help with the plan and assist with implementation;

45.6 (3) will implement activities and programs that focus on the implementation of the core  
45.7 principles and outcome-based measures aligned to academic standards and benchmarks,  
45.8 including a local system of assessment creating meaningful, positive, and empowering  
45.9 learning experiences for students that yield timely, relevant, and actionable data;

45.10 (4) has the capacity, qualifications, local governing body support, and time to successfully  
45.11 plan the program and an intentional and feasible planning process, including full participation  
45.12 in department professional development and technical assistance cohorts or networks;

45.13 (5) will align their budget as necessary with the planning process; and

45.14 (6) will communicate and promote the plan with parents, teachers, and members of the  
45.15 community in developing the plan.

45.16 (c) Grant recipients must annually report to the commissioner by June 30 on  
45.17 implementation progress and the numbers of students participating and earning credits or  
45.18 grade progressing through competency-based education. Grant recipients must describe  
45.19 progress in specific areas of study, progress in meeting the stated goals in their application,  
45.20 and any adjustments needed to achieve their stated goals.

45.21 (d) This is a onetime appropriation and is available until June 30, 2027.

45.22 (e) Up to five percent of this appropriation may be retained for administration costs.

45.23 Subd. 28. **Rigorous coursework expansion.** (a) For grants to expand rigorous coursework  
45.24 primarily for but not limited to disadvantaged and underrepresented students and students  
45.25 in greater Minnesota:

45.26 \$ 3,000,000 ..... 2024

45.27 \$ 3,000,000 ..... 2025

45.28 (b) Grant funds may be used to:

45.29 (1) recruit and support the underserved and underrepresented student groups in advanced  
45.30 placement, international baccalaureate, postsecondary enrollment options, and concurrent  
45.31 enrollment classes, including translation of marketing materials, adding sections to promote  
45.32 smaller class sizes, creating writing centers to ensure students' success in college-level

46.1 classes, and establishing partnerships with community-based organizations, including  
46.2 culturally based organizations;

46.3 (2) provide teacher training for added rigorous courses;

46.4 (3) provide students with transportation to and from the postsecondary institution for  
46.5 postsecondary enrollment option courses;

46.6 (4) expand current rigorous course offerings to engage underserved students; and

46.7 (5) increase support for students enrolled in early or middle college programs.

46.8 (c) Up to five percent of this appropriation is available for grant administration costs.

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

46.10 Subd. 29. **Expand student access to career and technical education.** (a) To grow and  
46.11 expand student access to quality career and technical education pathways across the state:

46.12 \$ 28,790,000 ..... 2024

46.13 \$ 0 ..... 2025

46.14 (b) Of this amount, \$26,290,000 is for grants to school districts and charter schools to  
46.15 incentivize growth and expansion of career and technical education programs. Grant funds  
46.16 may be used for teacher development, student development, replacing or purchasing  
46.17 equipment, and curriculum.

46.18 (c) Of this amount, \$2,500,000 is for statewide mentoring supports.

46.19 (d) Up to five percent of this appropriation is available for grant administration costs.

46.20 (e) This is a onetime appropriation and is available through June 30, 2027.

46.21 Subd. 30. **Full-service community schools.** (a) For grants to school districts and charter  
46.22 schools to plan or expand the full-service community schools programs under Minnesota  
46.23 Statutes, section 124D.231:

46.24 \$ 13,836,000 ..... 2024

46.25 \$ 0 ..... 2025

46.26 (b) Up to five percent of this appropriation is available for grant administration costs.

46.27 (c) This is a onetime appropriation and is available through June 30, 2027.

46.28 Subd. 31. **Culturally relevant practices grants.** (a) For grants to districts and charter  
46.29 schools to implement and improve the conditions, strategies, resources, and training for  
46.30 equity, diversity, and inclusion:

47.1           \$       31,076,000    ..... 2024

47.2           \$               0       ..... 2025

47.3           (b) Grants may be used to hire staff to coordinate and train their peers on culturally  
 47.4 relevant practices, fund essential training and coaching for all school staff, increase schools'  
 47.5 capacity to partner with community experts, and support data collection and monitoring  
 47.6 practices. Grants may be for up to \$500,000 and must be prioritized for schools with the  
 47.7 greatest inequities as demonstrated by achievement.

47.8           (c) Up to five percent of this appropriation is available for grant administration costs.

47.9           (d) This is a onetime appropriation and is available through June 30, 2027.

47.10          Subd. 32. **Minnesota BOLD Literacy.** (a) To implement BOLD Literacy, Minnesota's  
 47.11 birth through grade 12 action plan for literacy achievement:

47.12           \$       33,000,000    ..... 2024

47.13           \$       32,800,000    ..... 2025

47.14           (b) Of this amount, \$18,000,000 each year is to fund the development of regional literacy  
 47.15 networks. The regional literacy networks must focus on the implementation of comprehensive  
 47.16 literacy reform efforts based on structured literacy. Each Minnesota service cooperative  
 47.17 must add a literacy director position and establish a team of trained literacy coaches to  
 47.18 facilitate evidence-based training opportunities and ongoing supports to school districts and  
 47.19 charter schools in each of their regions.

47.20           (c) Of this amount, \$9,200,000 in fiscal year 2024 and \$9,000,000 annually thereafter  
 47.21 is for a contract to develop a statewide training based in structured literacy, to be offered  
 47.22 free to school districts and charter schools and facilitated by the regional literacy networks  
 47.23 and Minnesota Service Cooperatives.

47.24           (d) Of this amount, \$1,000,000 each year is for partnerships with institutions of higher  
 47.25 education to establish literacy labs to serve as training grounds for teacher candidates to  
 47.26 meet requirements of their course work by tutoring students who are not reading at grade  
 47.27 level using evidence-based structured literacy practices. Up to eight grants of up to \$200,000  
 47.28 may be made to institutions of higher education.

47.29           (e) Of this amount, \$4,800,000 each year is for community partnerships for organizations  
 47.30 to maintain and expand their literacy-related efforts across Minnesota communities as  
 47.31 follows:

48.1 (1) \$1,000,000 is for the State Library Services to expand work on early literacy  
 48.2 development in community and school libraries, including training staff on evidence-based  
 48.3 early literacy practices in public libraries and school libraries;

48.4 (2) \$1,000,000 is for a contract with the Center for Applied Research and Educational  
 48.5 Improvement at the University of Minnesota to support statewide evaluation;

48.6 (3) \$1,000,000 is for a grant to the Minnesota Reading Corp to expand the Bridge 2  
 48.7 Read resources to support teachers trained in evidence-based instruction practices; and

48.8 (4) \$1,800,000 is for a grant to the Jewish Community Relations Council of Minnesota  
 48.9 and the Dakotas, and the Parent Child+ Program to maintain their current level of  
 48.10 programming.

48.11 (f) Up to five percent of grant amounts in this subdivision is available for grant  
 48.12 administration costs.

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

48.14 Subd. 33. **Native language revitalization grants to schools.** (a) For grants to school  
 48.15 districts and charter schools to offer language instruction in Dakota and Anishinaabe  
 48.16 languages or another language indigenous to the United States or Canada:

48.17 \$ 7,117,000 ..... 2024

48.18 \$ 7,117,000 ..... 2025

48.19 (b) Grant amounts are to be determined based upon the number of schools within a  
 48.20 district implementing language courses. Eligible expenses include costs for teachers, program  
 48.21 supplies, and curricular resources.

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

48.23 (d) The base for this appropriation beginning in fiscal year 2026 is \$7,117,000.

48.24 Subd. 34. **Pilot to fully fund postsecondary enrollment options.** (a) For grants to  
 48.25 school districts and charter schools for a pilot program to explore fully funding the  
 48.26 postsecondary enrollment options (PSEO) program:

48.27 \$ 47,892,000 ..... 2024

48.28 \$ 0 ..... 2025

48.29 (b) Grant funds may be used to provide districts with an amount equal to up to 88 percent  
 48.30 of average daily membership for students taking PSEO courses and to provide supports to  
 48.31 students taking PSEO courses.



49.1 (c) Up to five percent of grant amounts in this subdivision is available for grant  
 49.2 administration costs.

49.3 (d) This is a onetime appropriation and is available through June 30, 2027.

49.4 Subd. 35. **Student support personnel aid.** (a) For aid to support schools in addressing  
 49.5 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

49.6 \$ 22,206,000 ..... 2024

49.7 \$ 26,299,000 ..... 2025

49.8 (b) The 2024 appropriation includes \$0 for 2023 and \$22,206,000 for 2024.

49.9 (c) The 2025 appropriation includes \$2,467,000 for 2024 and \$23,832,000 for 2025.

49.10 Subd. 36. **Student support personnel.** (a) To address shortages of school support  
 49.11 personnel services that benefit children and young people's social, emotional, and physical  
 49.12 health through strategies to fund additional positions within early childhood systems, public  
 49.13 schools, and the Department of Education, and to implement a workforce development  
 49.14 initiative:

49.15 \$ 2,550,000 ..... 2024

49.16 \$ 2,550,000 ..... 2025

49.17 (b) Of this amount, \$2,400,000 each year is to fund a workforce development initiative  
 49.18 to increase the number of student support personnel each year.

49.19 (c) Of this amount, \$150,000 each year is to fund a school mental health service lead at  
 49.20 the Department of Education.

49.21 Subd. 37. **Student voice models.** (a) For grants to implement key youth voice strategies:

49.22 \$ 7,617,000 ..... 2024

49.23 \$ 0 ..... 2025

49.24 (b) Of this amount, \$500,000 is for a grant to Minnesota Youth Council (MYC) to  
 49.25 increase stipends, supports for youth, and student-led engagement; to hire external facilitators;  
 49.26 and to build regular communication channels between the MYC and the Department of  
 49.27 Education.

49.28 (c) Remaining funds may be granted to organizations, including but not limited to school  
 49.29 districts, charter schools, Tribal Nations, community organizations, service cooperatives,  
 49.30 networks, and coalitions to:

49.31 (1) build the capacity of schools to implement key youth voice strategies, including  
 49.32 youth participatory action research teams, identity-based student groups, reimagining the

50.1 role of student council, and mixed-methods evaluation and engagement projects to secure  
50.2 youth voice; or

50.3 (2) support external community partnerships to coordinate regional programs and  
50.4 supports.

50.5 (d) Up to five percent of the grants in this subdivision is available for grant administration.

50.6 (e) This is a onetime appropriation and is available through June 30, 2027.

50.7 Subd. 38. **Alternatives to exclusionary discipline.** (a) For grants to districts and charters  
50.8 to reduce discipline disparities by prohibiting the use of exclusionary discipline practices  
50.9 to address subjective behavior concerns, including but not limited to behavior defined as  
50.10 disruptive, disorderly, defiant, and noncompliant in kindergarten through grade 5:

50.11     \$        5,000,000    .....  2024

50.12     \$        5,000,000    .....  2025

50.13 (b) Grant funds may be used to:

50.14 (1) expand training and coaching opportunities for school staff, including covering lost  
50.15 time, substitute teachers, and hourly rates for all licensed and nonlicensed staff to attend;

50.16 (2) implement anti-bias and trauma-informed practices;

50.17 (3) employ alternatives to exclusionary discipline practices, including but not limited  
50.18 to providing group and individual interventions to build social-emotional learning skills,  
50.19 providing adult mentoring for students, providing opportunities for student voice, conducting  
50.20 collaboration with student's families or guardians, and providing trauma-informed mental  
50.21 health support;

50.22 (4) hire additional staff to identify, coordinate, and partner with community experts; and

50.23 (5) conduct monitoring and evaluation measures as determined by the commissioner.

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

50.25 **ARTICLE 3**

50.26 **TEACHERS**

50.27 Section 1. Minnesota Statutes 2022, section 122A.187, is amended by adding a subdivision  
50.28 to read:

50.29 Subd. 7. **American Indian history and culture.** The Professional Educator Licensing  
50.30 and Standards Board must adopt rules that require all licensed teachers renewing their license  
50.31 under sections 122A.181 to 122A.184 to include in the renewal requirements professional

51.1 development in the cultural heritage and contemporary contributions of American Indians,  
 51.2 with particular emphasis on Minnesota Tribal Nations.

51.3 Sec. 2. Minnesota Statutes 2022, section 122A.415, subdivision 4, is amended to read:

51.4 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher  
 51.5 compensation aid for a school with a plan approved under section 122A.414, subdivision  
 51.6 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.  
 51.7 The basic alternative teacher compensation aid for a charter school with a plan approved  
 51.8 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils  
 51.9 enrolled in the school on October 1 of the previous year, or on October 1 of the current year  
 51.10 for a charter school in the first year of operation, times the ratio of the sum of the alternative  
 51.11 teacher compensation aid and alternative teacher compensation levy for all participating  
 51.12 school districts to the maximum alternative teacher compensation revenue for those districts  
 51.13 under subdivision 1.

51.14 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
 51.15 teacher compensation aid entitlement must not exceed ~~\$75,840,000 for fiscal year 2016 and~~  
 51.16 ~~\$88,118,000 for fiscal year 2017~~ 2023; \$88,329,000 for fiscal year 2024; \$88,330,000 for  
 51.17 fiscal year 2025; \$89,226,000 for fiscal year 2026; and \$89,327,000 for fiscal year 2027  
 51.18 and later. The commissioner must limit the amount of alternative teacher compensation aid  
 51.19 approved under this section so as not to exceed these limits by not approving new participants  
 51.20 or by prorating the aid among participating districts, intermediate school districts, school  
 51.21 sites, and charter schools. The commissioner may also reallocate a portion of the allowable  
 51.22 aid for the biennium from the second year to the first year to meet the needs of approved  
 51.23 participants.

51.24 (c) Basic alternative teacher compensation aid for an intermediate district or other  
 51.25 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
 51.26 intermediate district or cooperative unit on October 1 of the previous school year.

51.27 Sec. 3. Minnesota Statutes 2022, section 122A.63, is amended by adding a subdivision to  
 51.28 read:

51.29 Subd. 10. **Minnesota Indian teacher training program account.** (a) An account is  
 51.30 established in the special revenue fund known as the "Minnesota Indian teacher training  
 51.31 program account."

52.1 (b) Funds appropriated for the Minnesota Indian teacher training program under this  
 52.2 section must be transferred to the Minnesota Indian teacher training program account in the  
 52.3 special revenue fund.

52.4 (c) Money in the account is annually appropriated to the commissioner for the Minnesota  
 52.5 Indian teacher training program under this section. Any returned funds are available to be  
 52.6 regranted. Grant recipients may apply to use grant money over a period of up to 60 months.

52.7 (d) Up to \$75,000 annually is appropriated to the commissioner for costs associated with  
 52.8 administering and monitoring the program under this section.

52.9 Sec. 4. Minnesota Statutes 2022, section 122A.73, subdivision 2, is amended to read:

52.10 Subd. 2. **Grow Your Own district programs.** (a) A school district, charter school, or  
 52.11 a cooperative unit under section 123A.24, subdivision 2, may apply for a grant for a  
 52.12 Professional Educator Licensing and Standards Board-approved teacher preparation program  
 52.13 to establish a Grow Your Own pathway for adults to obtain their first professional teaching  
 52.14 license. Grantees must partner with a Professional Educator Licensing and Standards  
 52.15 Board-approved teacher preparation program. Partnerships may also include institutions  
 52.16 that have an articulated transfer pathway with a board-approved teacher preparation program.  
 52.17 The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships  
 52.18 or stipends to enable school district employees or community members affiliated with a  
 52.19 school district, who are of color or American Indian and who seek a teaching license, to  
 52.20 participate in the teacher preparation program. Grant funds may also be used to pay for  
 52.21 teacher licensure exams and licensure fees.

52.22 (b) A district using grant funds under this subdivision to provide financial support to  
 52.23 teacher candidates may require a commitment as determined by the district to teach in the  
 52.24 district for a reasonable amount of time that does not exceed five years.

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

52.26 Sec. 5. Minnesota Statutes 2022, section 122A.73, subdivision 3, is amended to read:

52.27 Subd. 3. **Grants for programs serving secondary school students.** (a) In addition to  
 52.28 grants for developing and offering dual-credit postsecondary course options in schools for  
 52.29 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,  
 52.30 subdivision 10, a school district or charter school may apply for grants under this section  
 52.31 to offer other innovative programs that encourage secondary school students, especially  
 52.32 students of color and American Indian students, to pursue teaching. A school district, charter

53.1 school, or a cooperative unit under section 123A.24, subdivision 2, may apply for grants to  
 53.2 develop innovative Grow Your Own programs that encourage secondary school students,  
 53.3 especially students of color and American Indian students, to pursue teaching. To be eligible  
 53.4 for a grant under this subdivision, ~~a school district or charter school~~ an applicant must ensure  
 53.5 that the aggregate percentage of secondary school students of color and American Indian  
 53.6 students participating in the program is equal to or greater than the aggregate percentage of  
 53.7 students of color and American Indian students in the school district ~~or~~, charter school, or  
 53.8 cooperative unit.

53.9 (b) A grant recipient must use grant funds awarded under this subdivision for:

53.10 (1) supporting future teacher clubs or service-learning opportunities that provide middle  
 53.11 and high school students with experiential learning that supports the success of younger  
 53.12 students or peers and increases students' interest in pursuing a teaching career;

53.13 (2) developing and offering postsecondary enrollment options courses for "Introduction  
 53.14 to Teaching" or "Introduction to Education" consistent with section 124D.09, subdivision  
 53.15 10, that would meet degree requirements for teacher licensure;

53.16 ~~(2)~~ (3) providing direct support, including wrap-around services, for students who are  
 53.17 of color or American Indian to enroll and be successful in postsecondary enrollment options  
 53.18 courses under section 124D.09 that would meet degree requirements for teacher licensure;  
 53.19 or

53.20 ~~(3)~~ (4) offering scholarships to graduating high school students who are of color or  
 53.21 American Indian to enroll in board-approved undergraduate teacher preparation programs  
 53.22 at a college or university in Minnesota.

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

53.24 Sec. 6. Minnesota Statutes 2022, section 122A.73, subdivision 5, is amended to read:

53.25 Subd. 5. **Grow Your Own program account.** (a) An account is established in the special  
 53.26 revenue fund known as the "Grow Your Own program account."

53.27 (b) Funds appropriated for the Grow Your Own program under this section must be  
 53.28 transferred to the Grow Your Own program account in the special revenue fund.

53.29 (c) Money in the account is annually appropriated to the commissioner for the Grow  
 53.30 Your Own program under this section. Any returned funds are available to be regrantd.  
 53.31 Grant recipients may apply to use grant money over a period of up to 60 months.

54.1 (d) Up to ~~\$100,000~~ \$175,000 annually is appropriated to the commissioner for costs  
54.2 associated with administering and monitoring the program under this section.

54.3 **Sec. 7. [122A.731] GRANTS FOR GROW YOUR OWN EARLY CHILDHOOD**  
54.4 **EDUCATOR PROGRAMS.**

54.5 **Subdivision 1. Establishment.** The commissioner of education must award grants for  
54.6 Grow Your Own Early Childhood Educator programs established under this section in order  
54.7 to develop an early childhood education workforce that more closely reflects the state's  
54.8 increasingly diverse student population and ensures all students have equitable access to  
54.9 high-quality early educators.

54.10 **Subd. 2. Grow Your Own Early Childhood Educator programs. (a)**  
54.11 Minnesota-licensed family child care or licensed center-based child care programs, school  
54.12 district or charter school early learning programs, Head Start programs, institutions of higher  
54.13 education, and other community partnership nongovernmental organizations may apply for  
54.14 a grant to host, build, or expand an early childhood educator preparation program that leads  
54.15 to an individual earning the credential or degree needed to enter or advance in the early  
54.16 childhood education workforce. Examples include programs that help interested individuals  
54.17 earn the child development associate (CDA) credential, an associate's degree in child  
54.18 development, or a bachelor's degree in early childhood studies or early childhood licensures.  
54.19 The grant recipient must use at least 80 percent of grant funds for student stipends, tuition  
54.20 scholarships, or unique student teaching or field placement experiences.

54.21 **(b) Programs providing financial support to interested individuals may require a**  
54.22 **commitment from the individuals awarded, as determined by the commissioner, to teach in**  
54.23 **the program or school for a reasonable amount of time that does not exceed one year.**

54.24 **Subd. 3. Grant procedure. (a) Eligible programs must apply for a grant under this**  
54.25 **section in the form and manner specified by the commissioner. To the extent that there are**  
54.26 **sufficient applications, the commissioner must, to the extent practicable, award an equal**  
54.27 **number of grants between applicants in greater Minnesota and those in the metropolitan**  
54.28 **area.**

54.29 **(b) For the 2023-2024 school year and later, grant applications for new and existing**  
54.30 **programs must be received by the commissioner no later than January 15 of the year prior**  
54.31 **to the school year in which the grant will be used. The commissioner must review all**  
54.32 **applications and notify grant recipients by March 15 or as soon as practicable of the**  
54.33 **anticipated amount awarded. If the commissioner determines that sufficient funding is**

55.1 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as  
 55.2 soon as practicable that there are insufficient funds.

55.3 Subd. 4. **Grow Your Own Early Childhood Education program account.** (a) An  
 55.4 account is established in the special revenue fund known as the "Grow Your Own Early  
 55.5 Childhood Education program account."

55.6 (b) Funds appropriated for the Grow Your Own Early Childhood Education program  
 55.7 under this section must be transferred to the Grow Your Own Early Childhood Education  
 55.8 program account in the special revenue fund.

55.9 (c) Money in the account is annually appropriated to the commissioner for the Grow  
 55.10 Your Own Early Childhood Education program under this section. Any returned funds are  
 55.11 available to be regranted. Grant recipients may apply to use grant money over a period of  
 55.12 up to 60 months.

55.13 (d) Up to \$175,000 annually is appropriated to the commissioner for costs associated  
 55.14 with administering and monitoring the program under this section.

55.15 Subd. 5. **Report.** Grant recipients must annually report to the commissioner in the form  
 55.16 and manner determined by the commissioner on their activities under this section, including  
 55.17 the number of educators supported through grant funds and the number of educators obtaining  
 55.18 credentials by type. Data must indicate the beginning level of education and ending level  
 55.19 of education of individual participants and an assessment of program effectiveness, including  
 55.20 participant feedback, areas for improvement, and employment changes and current  
 55.21 employment status, where applicable, after completing preparation programs. The  
 55.22 commissioner must publish a report for the public that summarizes the activities and  
 55.23 outcomes of grant recipients and what was done to promote sharing of effective practices  
 55.24 among grant recipients and potential grant applicants.

55.25 Sec. 8. **[122A.732] GRANTS FOR GROW YOUR OWN PROGRAMS IN TEACHER**  
 55.26 **LICENSURE SHORTAGE AREAS.**

55.27 Subdivision 1. **Establishment.** The commissioner of education must award grants for  
 55.28 Grow Your Own programs established under this section in order to support increasing the  
 55.29 teacher workforce in licensure shortage areas.

55.30 Subd. 2. **Grow Your Own shortage area programs.** (a) A school district, charter  
 55.31 school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant to  
 55.32 establish a Grow Your Own program focusing on licensure shortage areas. A Professional  
 55.33 Educator Licensing and Standards Board-approved teacher preparation provider, including

56.1 an alternative preparation provider, that offers a board-approved licensing program identified  
 56.2 as a shortage area by the board may also apply for a grant under this section.

56.3 (b) The grant must support pathways for adults to obtain a professional teaching license  
 56.4 in an identified shortage area. Identified shortage areas are determined by the board and  
 56.5 listed in the most recent Biennial Minnesota Teacher Supply and Demand report.

56.6 (c) At least 80 percent of grant funds must be used to provide tuition scholarships or  
 56.7 stipends to enable teacher preparation program participants to attend and receive certification  
 56.8 in a licensure shortage area. Funds may also be used to support currently licensed teachers  
 56.9 who seek to add an additional license or endorsement that would enable them to fill teaching  
 56.10 positions in shortage areas. This grant does not include programs for school support personnel  
 56.11 such as counselors, nurses, and school psychologists.

56.12 Subd. 3. **Grant procedure.** (a) Eligible programs must apply for a grant under this  
 56.13 section in the form and manner specified by the commissioner. To the extent that there are  
 56.14 sufficient applications, the commissioner must, to the extent practicable, award an equal  
 56.15 number of grants between applicants in greater Minnesota and those in the metropolitan  
 56.16 area.

56.17 (b) The commissioner may prioritize grant awards for specific licensure shortage areas  
 56.18 for grant funding, including but not limited to programs leading to special education licenses.  
 56.19 The commissioner may dedicate any amount of appropriated funding for grants specific to  
 56.20 these prioritized licensure shortage areas programs. The commissioner may also waive the  
 56.21 requirement to award an equal number of grants between applicants in greater Minnesota  
 56.22 and those in the metropolitan area if necessary to meet the prioritized teacher workforce  
 56.23 needs.

56.24 (c) For grants awarded for fiscal years 2024 and 2025, the commissioner must dedicate  
 56.25 funding to programs specifically designed to support new and current special education  
 56.26 teachers who are working in Minnesota schools under a Tier 1 or Tier 2 license to meet the  
 56.27 requirements for a Tier 3 license. The commissioner may dedicate any amount of appropriated  
 56.28 funding for grants specific to special education teacher preparation programs. The  
 56.29 commissioner may also waive the requirement to award an equal number of grants between  
 56.30 applicants in greater Minnesota and those in the metropolitan area if necessary to meet the  
 56.31 prioritized teacher workforce needs.

56.32 Subd. 4. **Grow Your Own Shortage Area program account.** (a) An account is  
 56.33 established in the special revenue fund known as the "Grow Your Own Shortage Area  
 56.34 program account."



57.1 (b) Funds appropriated for the Grow Your Own Shortage Area program under this section  
57.2 must be transferred to the Grow Your Own Shortage Area program account in the special  
57.3 revenue fund.

57.4 (c) Money in the account is annually appropriated to the commissioner for the Grow  
57.5 Your Own Shortage Area program under this section. Any returned funds are available to  
57.6 be regranted. Grant recipients may apply to use grant money over a period of up to 60  
57.7 months.

57.8 (d) Up to \$175,000 annually is appropriated to the commissioner for costs associated  
57.9 with administering and monitoring the program under this section.

57.10 Subd. 5. **Report.** Grant recipients must annually report to the commissioner in the form  
57.11 and manner determined by the commissioner on their activities under this section. The  
57.12 commissioner must publish a report for the public that summarizes the activities and  
57.13 outcomes of grant recipients and what was done to promote sharing of effective practices  
57.14 among grant recipients and potential grant applicants.

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

57.16 Sec. 9. **[122A.77] PAID STUDENT TEACHING.**

57.17 Subdivision 1. **Establishment.** (a) The commissioner must develop a system to provide  
57.18 teacher candidates who are completing field-specific student teaching requirements of a  
57.19 Professional Educator Licensing and Standards Board-approved teacher preparation program  
57.20 with a stipend during the student teaching period.

57.21 (b) For purposes of this section, student teachers are considered temporary employees  
57.22 and are not eligible to enroll in local bargaining units or eligible for locally bargained  
57.23 benefits. Student teacher wages are subject to state and federal taxes, including contributions  
57.24 to Social Security.

57.25 (c) Minnesota districts and charter schools that host student teachers must provide student  
57.26 teacher stipends under this section. Host schools must be reimbursed by the department as  
57.27 described in this section.

57.28 Subd. 2. **Paid student teaching formula.** (a) By March 31 of each year, Professional  
57.29 Educator Licensing and Standards Board-approved teacher preparation programs  
57.30 collaborating with the Professional Educator Licensing and Standards Board must provide  
57.31 the commissioner of education with a projected number of student teachers for the following  
57.32 school year.

58.1 (b) Annually, the commissioner of education must establish a stipend amount per teacher  
58.2 based on the projected number of student teachers and the available funds for the program.

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

58.4 Sec. 10. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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

58.8 Subd. 2. **Statewide concurrent enrollment teacher training program.** (a) For the  
58.9 concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

58.10 \$ 375,000 ..... 2024

58.11 \$ 375,000 ..... 2025

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

58.13 Subd. 3. **Grow Your Own.** (a) For grants to develop, continue, or expand Grow Your  
58.14 Own programs under Minnesota Statutes, sections 122A.73, 122A.731, and 122A.732:

58.15 \$ 24,000,000 ..... 2024

58.16 \$ 24,000,000 ..... 2025

58.17 (b) Of these amounts:

58.18 (1) \$12,500,000 each year is for programs under Minnesota Statutes, section 122A.73,  
58.19 and is subject to the requirements under section 122A.73, subdivision 5;

58.20 (2) \$1,500,000 each year is for Grow Your Own Early Childhood Educator programs  
58.21 under Minnesota Statutes, section 122A.731, and is subject to the requirements under  
58.22 Minnesota Statutes, 122A.731, subdivision 4; and

58.23 (3) \$10,000,000 each year is for Grow Your Own Shortage Area programs under  
58.24 Minnesota Statutes, section 122A.732, and is subject to the requirements under Minnesota  
58.25 Statutes, 122A.732, subdivision 4.

58.26 Subd. 4. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering  
58.27 "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes,  
58.28 section 124D.09, subdivision 10, paragraph (b):

58.29 \$ 475,000 ..... 2024

58.30 \$ 475,000 ..... 2025

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

59.1 Subd. 5. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
 59.2 aid under Minnesota Statutes, section 122A.415, subdivision 4:

59.3 \$ 88,548,000 ..... 2024

59.4 \$ 88,178,000 ..... 2025

59.5 (b) The 2024 appropriation includes \$8,825,000 for fiscal year 2023 and \$79,723,000  
 59.6 for fiscal year 2024.

59.7 (c) The 2025 appropriation includes \$8,856,000 for fiscal year 2024 and \$79,322,000  
 59.8 for fiscal year 2025.

59.9 Subd. 6. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
 59.10 2017, First Special Session chapter 5, article 2, section 51:

59.11 \$ 250,000 ..... 2024

59.12 \$ 250,000 ..... 2025

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

59.14 Subd. 7. **Minnesota Indian teacher training program grants.** (a) For joint grants to  
 59.15 assist people who are American Indian to become teachers under Minnesota Statutes, section  
 59.16 122A.63:

59.17 \$ 2,210,000 ..... 2024

59.18 \$ 600,000 ..... 2025

59.19 (b) This appropriation is subject to the requirements under Minnesota Statutes, section  
 59.20 122A.63, subdivision 10.

59.21 Subd. 8. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in  
 59.22 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

59.23 \$ 200,000 ..... 2024

59.24 \$ 200,000 ..... 2025

59.25 (b) This appropriation is subject to the requirements under Minnesota Statutes, section  
 59.26 122A.59, subdivision 5.

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

59.28 Subd. 9. **Early childhood teacher shortage.** (a) For grants to Minnesota institutions of  
 59.29 higher education to address the early childhood education teacher shortage:

59.30 \$ 478,000 ..... 2024

59.31 \$ 478,000 ..... 2025

60.1 (b) Grant funds may be used to provide tuition and other supports to students.

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

60.3 (d) The base for fiscal year 2026 and later is \$688,000.

60.4 Subd. 10. Educator career pathway. (a) For grants to school districts and charter  
60.5 schools to encourage middle and high school students to become educators by creating new  
60.6 educator career pathway program components in high schools and postsecondary institutions  
60.7 that are primarily focused on but are not limited to disadvantaged and underrepresented  
60.8 populations:

60.9 \$ 6,650,000 ..... 2024

60.10 \$ 0 ..... 2025

60.11 (b) Of this amount, \$5,050,000 is for grants to school districts and charter schools to  
60.12 establish educator career pathway program cohorts of high school students. Grant funds  
60.13 must be used for the following purposes:

60.14 (1) to develop mentorship and support programs in a cohort-based pathway toward  
60.15 becoming a licensed teacher;

60.16 (2) to recruit and retain participants;

60.17 (3) to provide experiential learning opportunities including job shadowing, tutoring, and  
60.18 paid work-based learning in the classroom; or

60.19 (4) for tuition, fees, and materials for prospective educators enrolled in the postsecondary  
60.20 coursework required to become a licensed teacher in Minnesota. Grantees must create  
60.21 partnerships with institutions of higher education.

60.22 (c) Of this amount, \$1,600,000 is for school districts and charter schools to establish  
60.23 tuition incentives for high school teachers to obtain credentials for teaching concurrent  
60.24 enrollment courses. Grant applications must be evaluated in part based on the need for  
60.25 educators qualified to teach concurrent enrollment courses.

60.26 (d) This is a onetime appropriation and is available until June 30, 2027.

60.27 Subd. 11. Paid student teaching. (a) To provide a stipend to pre-service teachers student  
60.28 teaching under Minnesota Statutes, section 122A.77:

60.29 \$ 14,615,000 ..... 2024

60.30 \$ 14,615,000 ..... 2025

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

61.1 Subd. 12. Statewide teacher mentoring program. (a) For a statewide teacher induction  
 61.2 and mentoring program:

61.3 \$ 9,367,000 ..... 2024

61.4 \$ 0 ..... 2025

61.5 (b) Funds may be used for:

61.6 (1) competitive grants to Minnesota regional partners, including institutions of higher  
 61.7 education, regional service cooperatives, other district or charter collaboratives, and  
 61.8 professional organizations, to provide mentoring supports for new teachers, on-the-ground  
 61.9 training, technical assistance, and networks or communities of practice for local new teachers,  
 61.10 districts, and charter schools to implement Minnesota's induction model;

61.11 (2) competitive grants to school districts to fund Teacher of Record mentorships to Tier  
 61.12 1 special education teachers, including training and supervision; and

61.13 (3) contracts with national content experts and research collaboratives to assist in  
 61.14 developing Minnesota's induction model, to provide ongoing training to mentors and  
 61.15 principals, and to evaluate the program over time.

61.16 (c) This is a onetime appropriation and is available until June 30, 2027.

61.17 Subd. 13. Reimbursements for teacher licensing and exam fees. (a) For reducing  
 61.18 financial burdens for aspiring teachers by funding costs associated with Minnesota teacher  
 61.19 licensing exams and first professional teacher license fees for newly graduated teachers:

61.20 \$ 1,350,000 ..... 2024

61.21 \$ 0 ..... 2025

61.22 (b) The commissioner must establish a process for newly licensed teachers to be  
 61.23 reimbursed for expenses related to:

61.24 (1) application fees to the board for initial licensure; and

61.25 (2) exam fees for required licensure exams to obtain a teaching license in Minnesota.

61.26 (c) This is a onetime appropriation and is available until June 30, 2027.

61.27 Sec. 11. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND  
 61.28 STANDARDS BOARD.

61.29 Subdivision 1. Professional Educator Licensing and Standards Board. The sums  
 61.30 indicated in this section are appropriated from the general fund to the Professional Educator  
 61.31 Licensing and Standards Board for the fiscal years designated.

62.1 Subd. 2. Collaborative urban and greater Minnesota educators of color grants. (a)

62.2 For collaborative urban and greater Minnesota educators of color grants under Minnesota  
62.3 Statutes, section 122A.635:

62.4 \$ 1,000,000 ..... 2024

62.5 \$ 1,000,000 ..... 2025

62.6 (b) The board may retain up to \$30,000 of the appropriation amount in each fiscal year  
62.7 to monitor and administer the grant program, and a portion of these funds may be transferred  
62.8 to the Office of Higher Education as determined by the executive director of the board and  
62.9 the commissioner to support the administration of the program.

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

62.11 Subd. 3. Mentoring, induction, and retention incentive program grants for teachers

62.12 of color. (a) For the development and expansion of mentoring, induction, and retention  
62.13 programs designed for teachers of color or American Indian teachers under Minnesota  
62.14 Statutes, section 122A.70:

62.15 \$ 2,996,000 ..... 2024

62.16 \$ 2,996,000 ..... 2025

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

62.18 (c) Of these amounts, at least \$2,330,000 each fiscal year must be granted for the  
62.19 development and expansion of mentoring, induction, and retention programs designed for  
62.20 teachers of color or American Indian teachers.

62.21 (d) The board may retain up to three percent of the appropriation amount to monitor and  
62.22 administer the grant program.

62.23 Subd. 4. Teacher recruitment marketing campaign. (a) To develop contracts to develop

62.24 and implement an outreach and marketing campaign under this subdivision:

62.25 \$ 250,000 ..... 2024

62.26 \$ 250,000 ..... 2025

62.27 (b) The Professional Educator Licensing and Standards Board must issue a request for  
62.28 proposals to develop and implement an outreach and marketing campaign to elevate the  
62.29 profession and recruit teachers, especially teachers of color and American Indian teachers.  
62.30 Outreach efforts must include and support current and former Teacher of the Year finalists  
62.31 interested in being recruitment fellows to encourage prospective educators throughout the  
62.32 state.

63.1 (c) The outreach and marketing campaign must focus on creating interest in teaching in  
 63.2 Minnesota public schools among the following individuals:

63.3 (1) high school and college students of color or American Indian students who have not  
 63.4 chosen a career path; or

63.5 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who  
 63.6 may be seeking to change careers.

63.7 (d) The board must award grants each year to firms or organizations that demonstrate  
 63.8 capacity to reach wide and varied audiences of prospective teachers based on a work plan  
 63.9 with quarterly deliverables. Preference must be given to firms or organizations that are led  
 63.10 by People of Color and that have People of Color working on the campaign with a proven  
 63.11 record of success. The grant recipients must recognize current pathways or programs to  
 63.12 become a teacher and must partner with educators, schools, institutions, and racially diverse  
 63.13 communities. The grant recipients are encouraged to provide in-kind contributions or seek  
 63.14 funds from nonstate sources to supplement the grant award.

63.15 (e) The board may use no more than three percent of the appropriation amount to  
 63.16 administer the program under this subdivision, and may have an interagency agreement  
 63.17 with the Department of Education, including transfer of funds to help administer the program.

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

#### 63.19 **ARTICLE 4**

#### 63.20 **SPECIAL EDUCATION**

63.21 Section 1. Minnesota Statutes 2022, section 120A.20, subdivision 1, is amended to read:

63.22 Subdivision 1. **Age limitations; pupils.** (a) All schools supported in whole or in part  
 63.23 by state funds are public schools. Admission to a public school is free to any person who:  
 63.24 (1) resides within the district that operates the school; (2) is under 21 years of age or who  
 63.25 meets the requirements of paragraph (c); and (3) satisfies the minimum age requirements  
 63.26 imposed by this section. Notwithstanding the provisions of any law to the contrary, the  
 63.27 conduct of all students under 21 years of age attending a public secondary school is governed  
 63.28 by a single set of reasonable rules and regulations promulgated by the school board.

63.29 (b) A person shall not be admitted to a public school (1) as a kindergarten pupil, unless  
 63.30 the pupil is at least five years of age on September 1 of the calendar year in which the school  
 63.31 year for which the pupil seeks admission commences; or (2) as a 1st grade student, unless  
 63.32 the pupil is at least six years of age on September 1 of the calendar year in which the school

64.1 year for which the pupil seeks admission commences or has completed kindergarten; except  
 64.2 that any school board may establish a policy for admission of selected pupils at an earlier  
 64.3 age under section 124D.02.

64.4 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public  
 64.5 school enrollment until at least one of the following occurs: (1) the first September 1 after  
 64.6 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the  
 64.7 pupil's withdrawal with no subsequent enrollment within 21 calendar days; ~~or~~ (4) the end  
 64.8 of the school year; or (5) in the case of a student with a disability as set forth in section  
 64.9 125A.02, the pupil's 22nd birthday.

64.10 Sec. 2. Minnesota Statutes 2022, section 121A.41, subdivision 7, is amended to read:

64.11 Subd. 7. **Pupil.** (a) "Pupil" means any student:

64.12 (1) without a disability under 21 years of age; or

64.13 (2) with a disability under ~~21~~ 22 years old who has not received a regular high school  
 64.14 diploma ~~or for a child with a disability who becomes 21 years old during the school year~~  
 64.15 ~~but has not received a regular high school diploma, until the end of that school year; and~~

64.16 (3) who remains eligible to attend a public elementary or secondary school.

64.17 (b) A "student with a disability" or a "pupil with a disability" has the same meaning as  
 64.18 a "child with a disability" under section 125A.02.

64.19 Sec. 3. Minnesota Statutes 2022, section 123B.92, subdivision 1, is amended to read:

64.20 Subdivision 1. **Definitions.** For purposes of this section and section 125A.76, the terms  
 64.21 defined in this subdivision have the meanings given to them.

64.22 (a) "Actual expenditure per pupil transported in the regular and excess transportation  
 64.23 categories" means the quotient obtained by dividing:

64.24 (1) the sum of:

64.25 (i) all expenditures for transportation in the regular category, as defined in paragraph

64.26 (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

64.27 (ii) an amount equal to one year's depreciation on the district's school bus fleet and  
 64.28 mobile units computed on a straight line basis at the rate of 15 percent per year for districts  
 64.29 operating a program under section 124D.128 for grades 1 to 12 for all students in the district  
 64.30 and 12-1/2 percent per year for other districts of the cost of the fleet, plus



65.1 (iii) an amount equal to one year's depreciation on the district's type III vehicles, as  
65.2 defined in section 169.011, subdivision 71, which must be used a majority of the time for  
65.3 pupil transportation purposes, computed on a straight line basis at the rate of 20 percent per  
65.4 year of the cost of the type three school buses by:

65.5 (2) the number of pupils eligible for transportation in the regular category, as defined  
65.6 in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause  
65.7 (2).

65.8 (b) "Transportation category" means a category of transportation service provided to  
65.9 pupils as follows:

65.10 (1) Regular transportation is:

65.11 (i) transportation to and from school during the regular school year for resident elementary  
65.12 pupils residing one mile or more from the public or nonpublic school they attend, and  
65.13 resident secondary pupils residing two miles or more from the public or nonpublic school  
65.14 they attend, excluding desegregation transportation and noon kindergarten transportation;  
65.15 but with respect to transportation of pupils to and from nonpublic schools, only to the extent  
65.16 permitted by sections 123B.84 to 123B.87;

65.17 (ii) transportation of resident pupils to and from language immersion programs;

65.18 (iii) transportation of a pupil who is a custodial parent and that pupil's child between the  
65.19 pupil's home and the child care provider and between the provider and the school, if the  
65.20 home and provider are within the attendance area of the school;

65.21 (iv) transportation to and from or board and lodging in another district, of resident pupils  
65.22 of a district without a secondary school;

65.23 (v) transportation to and from school during the regular school year required under  
65.24 subdivision 3 for nonresident elementary pupils when the distance from the attendance area  
65.25 border to the public school is one mile or more, and for nonresident secondary pupils when  
65.26 the distance from the attendance area border to the public school is two miles or more,  
65.27 excluding desegregation transportation and noon kindergarten transportation; and

65.28 (vi) transportation of pregnant or parenting pupils to and from a program that was  
65.29 established on or before January 1, 2018, or that is in operation on or after July 1, 2021,  
65.30 that provides:

65.31 (A) academic instruction;

65.32 (B) at least four hours per week of parenting instruction; and

66.1 (C) high-quality child care on site during the education day with the capacity to serve  
66.2 all children of enrolled pupils.

66.3 For the purposes of this paragraph, a district may designate a licensed day care facility,  
66.4 school day care facility, respite care facility, the residence of a relative, or the residence of  
66.5 a person or other location chosen by the pupil's parent or guardian, or an after-school program  
66.6 for children operated by a political subdivision of the state, as the home of a pupil for part  
66.7 or all of the day, if requested by the pupil's parent or guardian, and if that facility, residence,  
66.8 or program is within the attendance area of the school the pupil attends.

66.9 (2) Excess transportation is:

66.10 (i) transportation to and from school during the regular school year for resident secondary  
66.11 pupils residing at least one mile but less than two miles from the public or nonpublic school  
66.12 they attend, and transportation to and from school for resident pupils residing less than one  
66.13 mile from school who are transported because of full-service school zones, extraordinary  
66.14 traffic, drug, or crime hazards; and

66.15 (ii) transportation to and from school during the regular school year required under  
66.16 subdivision 3 for nonresident secondary pupils when the distance from the attendance area  
66.17 border to the school is at least one mile but less than two miles from the public school they  
66.18 attend, and for nonresident pupils when the distance from the attendance area border to the  
66.19 school is less than one mile from the school and who are transported because of full-service  
66.20 school zones, extraordinary traffic, drug, or crime hazards.

66.21 (3) Desegregation transportation is transportation within and outside of the district during  
66.22 the regular school year of pupils to and from schools located outside their normal attendance  
66.23 areas under a plan for desegregation mandated by the commissioner or under court order.

66.24 (4) "Transportation services for pupils with disabilities" is:

66.25 (i) transportation of pupils with disabilities who cannot be transported on a regular school  
66.26 bus between home or a respite care facility and school;

66.27 (ii) necessary transportation of pupils with disabilities from home or from school to  
66.28 other buildings, including centers such as developmental achievement centers, hospitals,  
66.29 and treatment centers where special instruction or services required by sections 125A.03 to  
66.30 125A.24, 125A.26 to 125A.48, and 125A.65 are provided, within or outside the district  
66.31 where services are provided;

66.32 (iii) necessary transportation for resident pupils with disabilities required by sections  
66.33 125A.12, and 125A.26 to 125A.48;

- 67.1 (iv) board and lodging for pupils with disabilities in a district maintaining special classes;
- 67.2 (v) transportation from one educational facility to another within the district for resident  
 67.3 pupils enrolled on a shared-time basis in educational programs, and necessary transportation  
 67.4 required by sections 125A.18, and 125A.26 to 125A.48, for resident pupils with disabilities  
 67.5 who are provided special instruction and services on a shared-time basis or if resident pupils  
 67.6 are not transported, the costs of necessary travel between public and private schools or  
 67.7 neutral instructional sites by essential personnel employed by the district's program for  
 67.8 children with a disability;
- 67.9 (vi) transportation for resident pupils with disabilities to and from board and lodging  
 67.10 facilities when the pupil is boarded and lodged for educational purposes;
- 67.11 (vii) transportation of pupils for a curricular field trip activity on a school bus equipped  
 67.12 with a power lift when the power lift is required by a student's disability or section 504 plan;  
 67.13 and
- 67.14 (viii) services described in clauses (i) to (vii), when provided for pupils with disabilities  
 67.15 in conjunction with a summer instructional program that relates to the pupil's individualized  
 67.16 education program or in conjunction with a learning year program established under section  
 67.17 124D.128.
- 67.18 For purposes of computing special education initial aid under section 125A.76, the cost  
 67.19 of providing transportation for children with disabilities includes (A) the additional cost of  
 67.20 transporting a student in a shelter care facility as defined in section 260C.007, subdivision  
 67.21 30, a student placed in a family foster home as defined in section 260C.007, subdivision  
 67.22 16b, a homeless student in another district to the school of origin, or a formerly homeless  
 67.23 student from a permanent home in another district to the school of origin but only through  
 67.24 the end of the academic year; and (B) depreciation on district-owned school buses purchased  
 67.25 after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated  
 67.26 according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled  
 67.27 transportation category must be excluded in calculating the actual expenditure per pupil  
 67.28 transported in the regular and excess transportation categories according to paragraph (a).  
 67.29 For purposes of subitem (A), a school district may transport a child who does not have a  
 67.30 school of origin to the same school attended by that child's sibling, if the siblings are homeless  
 67.31 or in a shelter care facility.
- 67.32 (5) "Nonpublic nonregular transportation" is:

68.1 (i) transportation from one educational facility to another within the district for resident  
 68.2 pupils enrolled on a shared-time basis in educational programs, excluding transportation  
 68.3 for nonpublic pupils with disabilities under clause (4);

68.4 (ii) transportation within district boundaries between a nonpublic school and a public  
 68.5 school or a neutral site for nonpublic school pupils who are provided pupil support services  
 68.6 pursuant to section 123B.44; and

68.7 (iii) late transportation home from school or between schools within a district for  
 68.8 nonpublic school pupils involved in after-school activities.

68.9 (c) "Mobile unit" means a vehicle or trailer designed to provide facilities for educational  
 68.10 programs and services, including diagnostic testing, guidance and counseling services, and  
 68.11 health services. A mobile unit located off nonpublic school premises is a neutral site as  
 68.12 defined in section 123B.41, subdivision 13.

68.13 Sec. 4. Minnesota Statutes 2022, section 124D.128, subdivision 2, is amended to read:

68.14 Subd. 2. **Commissioner designation.** (a) A state-approved alternative program designated  
 68.15 by the state must be a site. A state-approved alternative program must provide services to  
 68.16 students who meet the criteria in section 124D.68 and who are enrolled in:

68.17 (1) a district that is served by the state-approved alternative program; or

68.18 (2) a charter school located within the geographic boundaries of a district that is served  
 68.19 by the state-approved alternative program.

68.20 (b) To be designated, a state-approved alternative program must demonstrate to the  
 68.21 commissioner that it will:

68.22 (1) provide a program of instruction that permits pupils to receive instruction throughout  
 68.23 the entire year; and

68.24 (2) develop and maintain a separate record system that, for purposes of section 126C.05,  
 68.25 permits identification of membership attributable to pupils participating in the program.

68.26 The record system and identification must ensure that the program will not have the effect  
 68.27 of increasing the total average daily membership attributable to an individual pupil as a  
 68.28 result of a learning year program. The record system must include the date the pupil originally  
 68.29 enrolled in a learning year program, the pupil's grade level, the date of each grade promotion,  
 68.30 the average daily membership generated in each grade level, the number of credits or  
 68.31 standards earned, and the number needed to graduate.

69.1 (c) A student who has not completed a school district's graduation requirements may  
 69.2 continue to enroll in courses the student must complete in order to graduate until the student  
 69.3 satisfies the district's graduation requirements or the student is 21 years old, whichever  
 69.4 comes first. A student with a disability as set forth in section 125A.02 may continue to  
 69.5 enroll in courses until the student graduates with a regular high school diploma or the student  
 69.6 is 22 years old, whichever comes first.

69.7 Sec. 5. Minnesota Statutes 2022, section 124D.68, subdivision 2, is amended to read:

69.8 Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements  
 69.9 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation  
 69.10 incentives program, if the pupil:

69.11 (1) performs substantially below the performance level for pupils of the same age in a  
 69.12 locally determined achievement test;

69.13 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

69.14 (3) is pregnant or is a parent;

69.15 (4) has been assessed as having substance use disorder;

69.16 (5) has been excluded or expelled according to sections 121A.40 to 121A.56;

69.17 (6) has been referred by a school district for enrollment in an eligible program or a  
 69.18 program pursuant to section 124D.69;

69.19 (7) is a victim of physical or sexual abuse;

69.20 (8) has experienced mental health problems;

69.21 (9) has experienced homelessness sometime within six months before requesting a  
 69.22 transfer to an eligible program;

69.23 (10) speaks English as a second language or is an English learner;

69.24 (11) has withdrawn from school or has been chronically truant; or

69.25 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or  
 69.26 other life threatening illness or is the sibling of an eligible pupil who is being currently  
 69.27 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary  
 69.28 of the seven-county metropolitan area.

69.29 (b) A pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and  
 69.30 not yet 22 years of age, and is an English learner with an interrupted formal education  
 69.31 according to section 124D.59, subdivision 2a, or is a pupil with a disability as set forth in

70.1 section 125A.02, is eligible to participate in the graduation incentives program under section  
 70.2 124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision  
 70.3 10, and is funded in the same manner as other pupils under this section.

70.4 Sec. 6. Minnesota Statutes 2022, section 125A.03, is amended to read:

70.5 **125A.03 SPECIAL INSTRUCTION FOR CHILDREN WITH A DISABILITY.**

70.6 (a) As defined in paragraph (b), every district must provide special instruction and  
 70.7 services, either within the district or in another district, for all children with a disability,  
 70.8 including providing required services under Code of Federal Regulations, title 34, section  
 70.9 300.121, paragraph (d), to those children suspended or expelled from school for more than  
 70.10 ten school days in that school year, who are residents of the district and who are disabled  
 70.11 as set forth in section 125A.02. For purposes of state and federal special education laws,  
 70.12 the phrase "special instruction and services" in the state Education Code means a free and  
 70.13 appropriate public education provided to an eligible child with disabilities. "Free appropriate  
 70.14 public education" means special education and related services that:

70.15 (1) are provided at public expense, under public supervision and direction, and without  
 70.16 charge;

70.17 (2) meet the standards of the state, including the requirements of the Individuals with  
 70.18 Disabilities Education Act, Part B or C;

70.19 (3) include an appropriate preschool, elementary school, or secondary school education;  
 70.20 and

70.21 (4) are provided to children ages three through 21 in conformity with an individualized  
 70.22 education program that meets the requirements of the Individuals with Disabilities Education  
 70.23 Act, subpart A, sections 300.320 to 300.324, and provided to infants and toddlers in  
 70.24 conformity with an individualized family service plan that meets the requirements of the  
 70.25 Individuals with Disabilities Education Act, subpart A, sections 303.300 to 303.346.

70.26 (b) Notwithstanding any age limits in laws to the contrary, special instruction and services  
 70.27 must be provided from birth ~~until July 1 after the child with a disability becomes 21 years~~  
 70.28 ~~old~~ until the child with a disability becomes 22 years old but shall not extend beyond  
 70.29 secondary school or its equivalent, except as provided in section 124D.68, subdivision 2.  
 70.30 Local health, education, and social service agencies must refer children under age five who  
 70.31 are known to need or suspected of needing special instruction and services to the school  
 70.32 district. Districts with less than the minimum number of eligible children with a disability  
 70.33 as determined by the commissioner must cooperate with other districts to maintain a full

71.1 range of programs for education and services for children with a disability. This section  
71.2 does not alter the compulsory attendance requirements of section 120A.22.

71.3 (c) At the board's discretion, a school district that participates in a reciprocity agreement  
71.4 with a neighboring state under section 124D.041 may enroll and provide special instruction  
71.5 and services to a child from an adjoining state whose family resides at a Minnesota address  
71.6 as assigned by the United States Postal Service if the district has completed child  
71.7 identification procedures for that child to determine the child's eligibility for special education  
71.8 services, and the child has received developmental screening under sections 121A.16 to  
71.9 121A.19.

71.10 Sec. 7. Minnesota Statutes 2022, section 125A.76, subdivision 2e, is amended to read:

71.11 Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy  
71.12 reduction aid equals the school district's initial special education cross subsidy for the  
71.13 previous fiscal year times the cross subsidy aid factor for that fiscal year.

71.14 (b) The cross subsidy aid factor equals ~~2.6 percent for fiscal year 2020 and 6.43 percent~~  
71.15 ~~for fiscal year 2021~~ 47.3 percent for fiscal year 2024 and later.

71.16 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

71.17 Sec. 8. **[125A.81] SPECIAL EDUCATION SEPARATE SITES AND PROGRAMS**  
71.18 **AID.**

71.19 **Subdivision 1. Definition.** For purposes of this section, "special education separate site  
71.20 and program" means a public separate day school facility attended by students with  
71.21 disabilities for 50 percent or more of their school day.

71.22 **Subd. 2. Eligibility for special education separate sites and programs aid.** An  
71.23 education cooperative under section 471.59, education district under section 123A.15,  
71.24 service cooperative under section 123A.21, or intermediate school district under section  
71.25 136D.01 qualifies for additional state funding to special education separate sites and programs  
71.26 for every kindergarten through grade 12 child with a disability, as defined in section 125A.02,  
71.27 served in a special education separate site or program as defined in subdivision 1.

71.28 **Subd. 3. Uses of special education separate sites and programs aid.** Additional state  
71.29 funding to special education separate sites and programs under this section may be used for  
71.30 the same purposes as are permitted for state special education aid under section 125A.76.

71.31 **Subd. 4. Special education separate sites and programs aid.** For fiscal year 2024 and  
71.32 later, additional state funding to special education separate sites and programs equals \$1,689

72.1 times the adjusted kindergarten through grade 12 pupil units served in special education  
72.2 separate sites and programs under subdivision 1.

72.3 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

72.4 Sec. 9. **SPECIFIC LEARNING DISABILITY; RULEMAKING.**

72.5 (a) The commissioner of education must begin the rulemaking process to amend  
72.6 Minnesota Rules, part 3525.1341, and establish a stakeholder workgroup to review current  
72.7 specific learning disabilities criteria by December 31, 2023. By June 30, 2024, the workgroup  
72.8 must make recommendations aligned with related state and federal requirements, including:

72.9 (1) removing discrepancy from criteria;

72.10 (2) developing a plan to operationalize changes to criteria to align with current best  
72.11 practices and address concerns of multiple stakeholder groups, including but not limited to  
72.12 administrators, parents, educators, researchers, related services staff, advocates, lawyers,  
72.13 and minority and immigrant groups;

72.14 (3) providing definitions and clarification of terms and procedures within existing  
72.15 requirements;

72.16 (4) establishing the accountability process, including procedures and targets, for districts  
72.17 and cooperatives to use in evaluating their progress toward implementation of the amended  
72.18 rule; and

72.19 (5) developing an evaluation framework for measuring intended and unintended results  
72.20 of amended criteria. Intended and unintended results may include overidentification and  
72.21 underidentification of minorities, delays to referral and identification, transitioning from  
72.22 developmental delay to specific learning disability, consistency of identification across  
72.23 districts and the state, adding unnecessary paperwork, limiting team decision making, or  
72.24 limiting access and progress with intensive and individualized special education support.

72.25 (b) Following the development of recommendations from the stakeholder workgroup,  
72.26 the commissioner must proceed with the rulemaking process and recommended alignment  
72.27 with other existing state and federal law.

72.28 (c) Concurrent with rulemaking, the commissioner must establish technical assistance  
72.29 and training capacity on the amended criteria, and training and capacity building must begin  
72.30 upon final approval of the amended rule.

72.31 (d) The amended rule must go into full effect no later than five years after the proposed  
72.32 revised rules are approved by the administrative law judge.



73.1      Sec. 10. APPROPRIATIONS.

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

73.5           Subd. 2. Special education; regular. (a) For special education aid under Minnesota  
 73.6 Statutes, section 125A.75:

73.7           \$    2,272,843,000    .....  2024

73.8           \$    2,454,204,000    .....  2025

73.9           (b) The 2024 appropriation includes \$228,456,000 for 2023 and \$2,044,387,000 for  
 73.10 2024.

73.11          (c) The 2025 appropriation includes \$278,047,000 for 2024 and \$2,176,157,000 for  
 73.12 2025.

73.13          Subd. 3. Aid for children with disabilities. (a) For aid under Minnesota Statutes, section  
 73.14 125A.75, subdivision 3, for children with disabilities placed in residential facilities within  
 73.15 the district boundaries for whom no district of residence can be determined:

73.16          \$           1,674,000    .....  2024

73.17          \$           1,888,000    .....  2025

73.18          (b) If the appropriation for either year is insufficient, the appropriation for the other year  
 73.19 is available.

73.20          Subd. 4. Travel for home-based services. (a) For aid for teacher travel for home-based  
 73.21 services under Minnesota Statutes, section 125A.75, subdivision 1:

73.22          \$           401,000    .....  2024

73.23          \$           420,000    .....  2025

73.24          (b) The 2024 appropriation includes \$38,000 for 2023 and \$363,000 for 2024.

73.25          (c) The 2025 appropriation includes \$40,000 for 2024 and \$380,000 for 2025.

73.26          Subd. 5. Court-placed special education revenue. For reimbursing serving school  
 73.27 districts for unreimbursed eligible expenditures attributable to children placed in the serving  
 73.28 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

73.29          \$           26,000    .....  2024

73.30          \$           27,000    .....  2025

74.1 Subd. 6. Special education out-of-state tuition. For special education out-of-state  
 74.2 tuition under Minnesota Statutes, section 125A.79, subdivision 8:

74.3 \$ 250,000 ..... 2024

74.4 \$ 250,000 ..... 2025

74.5 Subd. 7. Special education separate sites and programs. (a) For aid for special  
 74.6 education separate sites and programs under Minnesota Statutes, section 125A.81, subdivision  
 74.7 4:

74.8 \$ 4,378,000 ..... 2024

74.9 \$ 5,083,000 ..... 2025

74.10 (b) The 2024 appropriation includes \$0 for 2023 and \$4,378,000 for 2024.

74.11 (c) The 2025 appropriation includes \$486,000 for 2024 and \$4,597,000 for 2025.

74.12 **ARTICLE 5**  
 74.13 **FACILITIES**

74.14 Section 1. Minnesota Statutes 2022, section 123B.595, subdivision 1, is amended to read:

74.15 Subdivision 1. **Long-term facilities maintenance revenue.** ~~(a) For fiscal year 2017~~  
 74.16 ~~only, long-term facilities maintenance revenue equals the greater of (1) the sum of (i) \$193~~  
 74.17 ~~times the district's adjusted pupil units times the lesser of one or the ratio of the district's~~  
 74.18 ~~average building age to 35 years, plus the cost approved by the commissioner for indoor~~  
 74.19 ~~air quality, fire alarm and suppression, and asbestos abatement projects under section~~  
 74.20 ~~123B.57, subdivision 6, with an estimated cost of \$100,000 or more per site, plus (ii) for a~~  
 74.21 ~~school district with an approved voluntary prekindergarten program under section 124D.151,~~  
 74.22 ~~the cost approved by the commissioner for remodeling existing instructional space to~~  
 74.23 ~~accommodate prekindergarten instruction, or (2) the sum of (i) the amount the district would~~  
 74.24 ~~have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes~~  
 74.25 ~~2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591, and (ii) for a school~~  
 74.26 ~~district with an approved voluntary prekindergarten program under section 124D.151, the~~  
 74.27 ~~cost approved by the commissioner for remodeling existing instructional space to~~  
 74.28 ~~accommodate prekindergarten instruction.~~

74.29 ~~(b) For fiscal year 2018 only, long-term facilities maintenance revenue equals the greater~~  
 74.30 ~~of (1) the sum of (i) \$292 times the district's adjusted pupil units times the lesser of one or~~  
 74.31 ~~the ratio of the district's average building age to 35 years, plus (ii) the cost approved by the~~  
 74.32 ~~commissioner for indoor air quality, fire alarm and suppression, and asbestos abatement~~  
 74.33 ~~projects under section 123B.57, subdivision 6, with an estimated cost of \$100,000 or more~~

75.1 ~~per site, plus (iii) for a school district with an approved voluntary prekindergarten program~~  
 75.2 ~~under section 124D.151, the cost approved by the commissioner for remodeling existing~~  
 75.3 ~~instructional space to accommodate prekindergarten instruction, or (2) the sum of (i) the~~  
 75.4 ~~amount the district would have qualified for under Minnesota Statutes 2014, section 123B.57,~~  
 75.5 ~~Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591,~~  
 75.6 ~~and (ii) for a school district with an approved voluntary prekindergarten program under~~  
 75.7 ~~section 124D.151, the cost approved by the commissioner for remodeling existing~~  
 75.8 ~~instructional space to accommodate prekindergarten instruction.~~

75.9 ~~(e)~~ (a) For fiscal year 2019 and later, long-term facilities maintenance revenue equals  
 75.10 the greater of:

75.11 (1) the sum of:

75.12 (i) \$380 times the district's adjusted pupil units times the lesser of one or the ratio of the  
 75.13 district's average building age to 35 years;<sup>2</sup> plus

75.14 (ii) the cost approved by the commissioner for ~~indoor air quality, fire alarm and~~  
 75.15 ~~suppression, and asbestos abatement~~ projects under section 123B.57, subdivision 6, roof  
 75.16 replacement, sidewalk replacement, and parking lot replacement with an estimated cost of  
 75.17 \$100,000 or more per site;<sup>2</sup> plus

75.18 (iii) for a school district with an approved voluntary prekindergarten program under  
 75.19 section 124D.151, the cost approved by the commissioner for remodeling existing  
 75.20 instructional space to accommodate prekindergarten instruction;<sup>2</sup> or

75.21 (2) the sum of:

75.22 (i) the amount the district would have qualified for under Minnesota Statutes 2014,  
 75.23 section 123B.57, Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014,  
 75.24 section 123B.591;<sup>2</sup> and

75.25 (ii) for a school district with an approved voluntary prekindergarten program under  
 75.26 section 124D.151, the cost approved by the commissioner for remodeling existing  
 75.27 instructional space to accommodate prekindergarten instruction.

75.28 (b) For fiscal year 2024 and later, a school district under section 123B.02 or section  
 75.29 123B.50 that does not qualify under paragraph (c) may receive long-term facilities  
 75.30 maintenance revenue as specified in paragraph (a) and facilities improvement aid. Facilities  
 75.31 improvement aid for fiscal year 2024 is \$110,000 per eligible district. Facilities improvement  
 75.32 aid for fiscal year 2025 is \$122,000 per eligible district. Facilities improvement aid for fiscal  
 75.33 year 2026 is \$127,250 per eligible district. Facilities improvement aid for fiscal year 2027

76.1 and later is \$138,500 per eligible district. Facilities improvement aid may be used for  
 76.2 purposes under subdivision 10, paragraph (a), clause (1). Facilities improvement aid must  
 76.3 be maintained in a reserve account within the general fund. The reserve amount must be  
 76.4 below \$1,000,000 at least once per fiscal year.

76.5 ~~(d)~~ (c) Notwithstanding ~~paragraphs (a), (b), and (c)~~ paragraph (a), a school district that  
 76.6 qualified for eligibility under Minnesota Statutes 2014, section 123B.59, subdivision 1,  
 76.7 paragraph (a), for fiscal year 2010 remains eligible for funding under this section as a district  
 76.8 that would have qualified for eligibility under Minnesota Statutes 2014, section 123B.59,  
 76.9 subdivision 1, paragraph (a), for fiscal year 2017 and later.

76.10 Sec. 2. Minnesota Statutes 2022, section 126C.40, subdivision 6, is amended to read:

76.11 Subd. 6. **Lease purchase; installment buys.** (a) Upon application to, and approval by,  
 76.12 the commissioner in accordance with the procedures and limits in subdivision 1, paragraphs  
 76.13 (a) and (b), a district, as defined in this subdivision, may:

76.14 (1) purchase real or personal property under an installment contract or may lease real  
 76.15 or personal property with an option to purchase under a lease purchase agreement, by which  
 76.16 installment contract or lease purchase agreement title is kept by the seller or vendor or  
 76.17 assigned to a third party as security for the purchase price, including interest, if any; and

76.18 (2) annually levy the amounts necessary to pay the district's obligations under the  
 76.19 installment contract or lease purchase agreement.

76.20 (b) The obligation created by the installment contract or the lease purchase agreement  
 76.21 must not be included in the calculation of net debt for purposes of section 475.53, and does  
 76.22 not constitute debt under other law. An election is not required in connection with the  
 76.23 execution of the installment contract or the lease purchase agreement.

76.24 (c) The proceeds of the levy authorized by this subdivision must not be used to acquire  
 76.25 a facility to be primarily used for athletic or school administration purposes.

76.26 (d) For the purposes of this subdivision, "district" means:

76.27 (1) Special School District No. 1, Minneapolis, Independent School District No. 625,  
 76.28 St. Paul, Independent School District No. 709, Duluth, or Independent School District No.  
 76.29 535, Rochester, if the district's desegregation plan has been determined by the commissioner  
 76.30 to be in compliance with Department of Education rules relating to equality of educational  
 76.31 opportunity and where the acquisition of property under this subdivision is determined by  
 76.32 the commissioner to contribute to the implementation of the desegregation plan; or

77.1 (2) other districts eligible for revenue under section 124D.862 if the facility acquired  
 77.2 under this subdivision is to be primarily used for a joint program for interdistrict  
 77.3 desegregation and the commissioner determines that the joint programs are being undertaken  
 77.4 to implement the districts' desegregation plan.

77.5 (e) Notwithstanding subdivision 1, the prohibition against a levy by a district to lease  
 77.6 or rent a district-owned building to itself does not apply to levies otherwise authorized by  
 77.7 this subdivision.

77.8 (f) For the purposes of this subdivision, any references in subdivision 1 to building or  
 77.9 land shall include personal property.

77.10 (g) This subdivision is subject to review and comment under section 123B.71, subdivision  
 77.11 8.

77.12 Sec. 3. **APPROPRIATIONS.**

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

77.16 Subd. 2. Debt service equalization aid. (a) For debt service equalization aid under  
 77.17 Minnesota Statutes, section 123B.53, subdivision 6:

77.18	\$	<u>24,511,000</u>	<u>.....</u>	<u>2024</u>
77.19	\$	<u>22,500,000</u>	<u>.....</u>	<u>2025</u>

77.20 (b) The 2024 appropriation includes \$2,424,000 for 2023 and \$22,087,000 for 2024.

77.21 (c) The 2025 appropriation includes \$2,454,000 for 2024 and \$20,046,000 for 2025.

77.22 Subd. 3. Long-term facilities maintenance equalized aid. (a) For long-term facilities  
 77.23 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

77.24	\$	<u>138,204,000</u>	<u>.....</u>	<u>2024</u>
77.25	\$	<u>143,685,000</u>	<u>.....</u>	<u>2025</u>

77.26 (b) The 2024 appropriation includes \$10,832,000 for 2023 and \$127,372,000 for 2024.

77.27 (c) The 2025 appropriation includes \$14,151,000 for 2024 and \$129,534,000 for 2025.

77.28 Subd. 4. Equity in telecommunications access. (a) For equity in telecommunications  
 77.29 access:

77.30	\$	<u>3,750,000</u>	<u>.....</u>	<u>2024</u>
77.31	\$	<u>3,750,000</u>	<u>.....</u>	<u>2025</u>

78.1 (b) If the appropriation amount is insufficient, the commissioner shall reduce the  
 78.2 reimbursement rate in Minnesota Statutes, section 125B.26, subdivisions 4 and 5, and the  
 78.3 revenue for fiscal years 2024 and 2025 shall be prorated.

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

78.5 Subd. 5. **Building and cyber security grant program.** (a) To provide grants to school  
 78.6 districts and charter schools to improve building security and cyber security:

78.7 \$ 50,000,000 ..... 2024

78.8 \$ 0 ..... 2025

78.9 (b) Funds may be used for security-related facility improvements, cyber security insurance  
 78.10 premiums, and associated costs.

78.11 (c) This is a onetime appropriation and is available until June 30, 2027.

## 78.12 **ARTICLE 6**

### 78.13 **NUTRITION AND LIBRARIES**

78.14 Section 1. Minnesota Statutes 2022, section 124D.111, is amended to read:

78.15 **124D.111 SCHOOL MEALS POLICIES; LUNCH AID; FOOD SERVICE**  
 78.16 **ACCOUNTING.**

78.17 Subdivision 1. **School meals policies.** (a) Each Minnesota participant in the national  
 78.18 school lunch program must adopt and post to its website, or the website of the organization  
 78.19 where the meal is served, a school meals policy.

78.20 (b) The policy must be in writing and clearly communicate student meal charges when  
 78.21 payment cannot be collected at the point of service. The policy must be reasonable and  
 78.22 well-defined and maintain the dignity of students by prohibiting lunch shaming or otherwise  
 78.23 ostracizing the student.

78.24 (c) The policy must address whether the participant uses a collections agency to collect  
 78.25 unpaid school meals debt.

78.26 (d) The policy must ensure that once a participant has placed a meal on a tray or otherwise  
 78.27 served the meal to a student, the meal may not be subsequently withdrawn from the student  
 78.28 by the cashier or other school official, whether or not the student has an outstanding meals  
 78.29 balance.

79.1 (e) The policy must ensure that a student who has been determined eligible for free and  
 79.2 reduced-price lunch must always be served a reimbursable meal even if the student has an  
 79.3 outstanding debt.

79.4 (f) If a school contracts with a third party for its meal services, it must provide the vendor  
 79.5 with its school meals policy. Any contract between the school and a third-party provider  
 79.6 entered into or modified after July 1, 2021, must ensure that the third-party provider adheres  
 79.7 to the participant's school meals policy.

79.8 Subd. 1a. **School lunch aid amounts.** Each school year, the state must pay participants  
 79.9 in the national school lunch program either:

79.10 (1) the amount of 12.5 cents for each full paid and free student lunch and 52.5 cents for  
 79.11 each reduced-price lunch served to students; or

79.12 (2) if the school participates in the free school meals program under subdivision 1c, the  
 79.13 amount specified in subdivision 1d.

79.14 Subd. 1b. **Application.** A school district, charter school, nonpublic school, or other  
 79.15 participant in the national school lunch program must apply to the department for school  
 79.16 meals payments in the manner provided by the department.

79.17 Subd. 1c. **Free school meals program.** (a) The free school meals program is created  
 79.18 within the Department of Education.

79.19 (b) Each school that participates in the United States Department of Agriculture National  
 79.20 School Lunch program and has an Identified Student Percentage below the federal percentage  
 79.21 determined for all meals to be reimbursed at the free rate via the Community Eligibility  
 79.22 Provision must participate in the free school meals program.

79.23 (c) Each school that participates in the United States Department of Agriculture National  
 79.24 School Lunch program and has an Identified Student Percentage at or above the federal  
 79.25 percentage determined for all meals to be reimbursed at the free rate must participate in the  
 79.26 federal Community Eligibility Provision in order to participate in the free school meals  
 79.27 program.

79.28 (d) Each school that participates in the free school meals program must:

79.29 (1) participate in the United States Department of Agriculture School Breakfast Program  
 79.30 and the United States Department of Agriculture National School Lunch Program; and

79.31 (2) provide to all students at no cost up to two federally reimbursable meals per school  
 79.32 day, with a maximum of one free breakfast and one free lunch.

80.1 Subd. 1d. **Free school meals program aid amount.** The department must provide to  
 80.2 every Minnesota school participating in the free school meals program state funding for  
 80.3 each school lunch and breakfast served to a student, with a maximum of one breakfast and  
 80.4 one lunch per student per school day. The state aid equals the difference between the  
 80.5 applicable federal reimbursement rate at that school site for a free meal, as determined  
 80.6 annually by the United States Department of Agriculture, and the actual federal  
 80.7 reimbursement received by the participating school for the breakfast or lunch served to the  
 80.8 student.

80.9 ~~Subd. 2. **Application.** A school district, charter school, nonpublic school, or other~~  
 80.10 ~~participant in the national school lunch program shall apply to the department for this~~  
 80.11 ~~payment on forms provided by the department.~~

80.12 Subd. 2a. **Federal child and adult care food program; criteria and notice.** The  
 80.13 commissioner must post on the department's website eligibility criteria and application  
 80.14 information for nonprofit organizations interested in applying to the commissioner for  
 80.15 approval as a multisite sponsoring organization under the federal child and adult care food  
 80.16 program. The posted criteria and information must inform interested nonprofit organizations  
 80.17 about:

80.18 (1) the criteria the commissioner uses to approve or disapprove an application, including  
 80.19 how an applicant demonstrates financial viability for the Minnesota program, among other  
 80.20 criteria;

80.21 (2) the commissioner's process and time line for notifying an applicant when its  
 80.22 application is approved or disapproved and, if the application is disapproved, the explanation  
 80.23 the commissioner provides to the applicant; and

80.24 (3) any appeal or other recourse available to a disapproved applicant.

80.25 Subd. 3. **School food service fund.** (a) The expenses described in this subdivision must  
 80.26 be recorded as provided in this subdivision.

80.27 (b) In each district, the expenses for a school food service program for pupils must be  
 80.28 attributed to a school food service fund. Under a food service program, the school food  
 80.29 service may prepare or serve milk, meals, or snacks in connection with school or community  
 80.30 service activities.

80.31 (c) Revenues and expenditures for food service activities must be recorded in the food  
 80.32 service fund. The costs of processing applications, accounting for meals, preparing and  
 80.33 serving food, providing kitchen custodial services, and other expenses involving the preparing



81.1 of meals or the kitchen section of the lunchroom may be charged to the food service fund  
81.2 or to the general fund of the district. The costs of lunchroom supervision, lunchroom custodial  
81.3 services, lunchroom utilities, and other administrative costs of the food service program  
81.4 must be charged to the general fund.

81.5 That portion of superintendent and fiscal manager costs that can be documented as  
81.6 attributable to the food service program may be charged to the food service fund provided  
81.7 that the school district does not employ or contract with a food service director or other  
81.8 individual who manages the food service program, or food service management company.  
81.9 If the cost of the superintendent or fiscal manager is charged to the food service fund, the  
81.10 charge must be at a wage rate not to exceed the statewide average for food service directors  
81.11 as determined by the department.

81.12 (d) Capital expenditures for the purchase of food service equipment must be made from  
81.13 the general fund and not the food service fund, unless the restricted balance in the food  
81.14 service fund at the end of the last fiscal year is greater than the cost of the equipment to be  
81.15 purchased.

81.16 (e) If the condition set out in paragraph (d) applies, the equipment may be purchased  
81.17 from the food service fund.

81.18 (f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit  
81.19 is not eliminated by revenues from food service operations in the next fiscal year, then the  
81.20 deficit must be eliminated by a permanent fund transfer from the general fund at the end of  
81.21 that second fiscal year. However, if a district contracts with a food service management  
81.22 company during the period in which the deficit has accrued, the deficit must be eliminated  
81.23 by a payment from the food service management company.

81.24 (g) Notwithstanding paragraph (f), a district may incur a deficit in the food service fund  
81.25 for up to three years without making the permanent transfer if the district submits to the  
81.26 commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at  
81.27 the end of the third fiscal year.

81.28 (h) If a surplus in the food service fund exists at the end of a fiscal year for three  
81.29 successive years, a district may recode for that fiscal year the costs of lunchroom supervision,  
81.30 lunchroom custodial services, lunchroom utilities, and other administrative costs of the food  
81.31 service program charged to the general fund according to paragraph (c) and charge those  
81.32 costs to the food service fund in a total amount not to exceed the amount of surplus in the  
81.33 food service fund.

82.1 Subd. 4. **No fees.** A participant that receives school lunch aid under this section must  
 82.2 make lunch available without charge and must not deny a school lunch to all participating  
 82.3 students who qualify for free or reduced-price meals, whether or not that student has an  
 82.4 outstanding balance in the student's meals account ~~attributable to a la-carte purchases or for~~  
 82.5 ~~any other reason.~~

82.6 Subd. 5. **Respectful treatment.** (a) The participant must also provide meals to students  
 82.7 in a respectful manner according to the policy adopted under subdivision 1. The participant  
 82.8 must ensure that any reminders for payment of outstanding student meal balances do not  
 82.9 demean or stigmatize any child participating in the school lunch program, including but not  
 82.10 limited to dumping meals, withdrawing a meal that has been served, announcing or listing  
 82.11 students' names publicly, or affixing stickers, stamps, or pins. The participant must not  
 82.12 impose any other restriction prohibited under section 123B.37 due to unpaid student meal  
 82.13 balances. The participant must not limit a student's participation in any school activities,  
 82.14 graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities  
 82.15 or access to materials, technology, or other items provided to students due to an unpaid  
 82.16 student meal balance.

82.17 (b) If the commissioner or the commissioner's designee determines a participant has  
 82.18 violated the requirement to provide meals to participating students in a respectful manner,  
 82.19 the commissioner or the commissioner's designee must send a letter of noncompliance to  
 82.20 the participant. The participant is required to respond and, if applicable, remedy the practice  
 82.21 within 60 days.

82.22 **EFFECTIVE DATE.** This section is effective for meals provided on or after July 1,  
 82.23 2023.

82.24 Sec. 2. Minnesota Statutes 2022, section 124D.1158, is amended to read:

82.25 **124D.1158 SCHOOL BREAKFAST PROGRAM.**

82.26 Subdivision 1. **Purpose; eligibility.** (a) The purpose of the school breakfast program is  
 82.27 to provide affordable morning nutrition to children so that they can effectively learn. ~~Public~~  
 82.28 ~~and~~

82.29 (b) A school district, charter school, nonpublic schools that participate school, or other  
 82.30 participant in the federal school breakfast program may receive state breakfast aid.

82.31 (c) Schools shall encourage all children to eat a nutritious breakfast, either at home or  
 82.32 at school, and shall work to eliminate barriers to breakfast participation at school such as  
 82.33 inadequate facilities and transportation.

83.1 ~~Subd. 2. **Program; eligibility.** Each school year, public and nonpublic schools that~~  
 83.2 ~~participate in the federal school breakfast program are eligible for the state breakfast program.~~

83.3 Subd. 3. **Program reimbursement.** Each school year, the state must reimburse each  
 83.4 participating school either:

83.5 (1) 30 cents for each reduced-price breakfast, 55 cents for each fully paid breakfast  
 83.6 served to students in grades 1 to 12, and \$1.30 for each fully paid breakfast served to a  
 83.7 prekindergarten student enrolled in an approved voluntary prekindergarten program under  
 83.8 section 124D.151, early childhood special education student participating in a program  
 83.9 authorized under section 124D.151, or a kindergarten student; or

83.10 (2) if the school participates in the free school meals program under section 124D.111,  
 83.11 subdivision 1c, state aid as provided in section 124D.111, subdivision 1d.

83.12 Subd. 4. **No fees.** A school that receives school breakfast aid under this section must  
 83.13 make breakfast available without charge to all participating students in grades 1 to 12 who  
 83.14 qualify for free or reduced-price meals and to all prekindergarten students enrolled in an  
 83.15 approved voluntary prekindergarten program under section 124D.151, early childhood  
 83.16 special education students participating in a program authorized under section 124D.151,  
 83.17 and all kindergarten students.

83.18 Sec. 3. Minnesota Statutes 2022, section 134.355, subdivision 5, is amended to read:

83.19 Subd. 5. **Base aid distribution.** ~~Five~~ Fifteen percent of the available aid funds shall be  
 83.20 paid to each system as base aid for basic system services.

83.21 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and  
 83.22 later.

83.23 Sec. 4. Minnesota Statutes 2022, section 134.355, subdivision 6, is amended to read:

83.24 Subd. 6. **Adjusted net tax capacity per capita distribution.** ~~Twenty-five~~ Fifteen percent  
 83.25 of the available aid funds shall be distributed to regional public library systems based upon  
 83.26 the adjusted net tax capacity per capita for each member county or participating portion of  
 83.27 a county as calculated for the ~~second~~ third year preceding the fiscal year for which aid is  
 83.28 provided. Each system's entitlement shall be calculated as follows:

83.29 ~~(a)~~ (1) multiply the adjusted net tax capacity per capita for each county or participating  
 83.30 portion of a county by .0082;

84.1 ~~(b)~~ (2) add sufficient aid funds that are available under this subdivision to raise the  
 84.2 amount of the county or participating portion of a county with the lowest value calculated  
 84.3 according to ~~paragraph (a)~~ clause (1) to the amount of the county or participating portion  
 84.4 of a county with the next highest value calculated according to ~~paragraph (a)~~ clause (1).  
 84.5 Multiply the amount of the additional aid funds by the population of the county or  
 84.6 participating portion of a county;

84.7 ~~(e)~~ (3) continue the process described in ~~paragraph (b)~~ clause (2) by adding sufficient  
 84.8 aid funds that are available under this subdivision to the amount of a county or participating  
 84.9 portion of a county with the next highest value calculated in ~~paragraph (a)~~ clause (1) to raise  
 84.10 it and the amount of counties and participating portions of counties with lower values  
 84.11 calculated in ~~paragraph (a)~~ clause (1) up to the amount of the county or participating portion  
 84.12 of a county with the next highest value, until reaching an amount where funds available  
 84.13 under this subdivision are no longer sufficient to raise the amount of a county or participating  
 84.14 portion of a county and the amount of counties and participating portions of counties with  
 84.15 lower values up to the amount of the next highest county or participating portion of a county;  
 84.16 and

84.17 ~~(d)~~ (4) if the point is reached using the process in ~~paragraphs (b) and (e)~~ clauses (2) and  
 84.18 (3) at which the remaining aid funds under this subdivision are not adequate for raising the  
 84.19 amount of a county or participating portion of a county and all counties and participating  
 84.20 portions of counties with amounts of lower value to the amount of the county or participating  
 84.21 portion of a county with the next highest value, those funds are to be divided on a per capita  
 84.22 basis for all counties or participating portions of counties that received aid funds under the  
 84.23 calculation in ~~paragraphs (b) and (e)~~ clauses (2) and (3).

84.24 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and  
 84.25 later.

84.26 Sec. 5. Minnesota Statutes 2022, section 134.355, subdivision 7, is amended to read:

84.27 **Subd. 7. Population determination.** A regional public library system's population shall  
 84.28 be determined according to must be calculated using the most recent estimate available  
 84.29 under section 477A.011, subdivision 3, at the time the aid amounts are calculated, which  
 84.30 must be by April 1 in the year the calculation is made.

84.31 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and  
 84.32 later.

85.1 Sec. 6. **APPROPRIATIONS.**

85.2 **Subdivision 1. Department of Education.** The sums indicated in this section are  
 85.3 appropriated from the general fund to the Department of Education for the fiscal years  
 85.4 designated. Any balance in the first year does not cancel but is available in the second year.

85.5 **Subd. 2. School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,  
 85.6 including the amounts for the free school meals program:

85.7 \$ 193,518,000 ..... 2024

85.8 \$ 201,297,000 ..... 2025

85.9 **Subd. 3. School breakfast.** For school breakfast aid under Minnesota Statutes, section  
 85.10 124D.1158:

85.11 \$ 23,696,000 ..... 2024

85.12 \$ 24,521,000 ..... 2025

85.13 **Subd. 4. Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,  
 85.14 section 124D.118:

85.15 \$ 659,000 ..... 2024

85.16 \$ 659,000 ..... 2025

85.17 **Subd. 5. Summer school food service replacement.** For summer school food service  
 85.18 replacement aid under Minnesota Statutes, section 124D.119:

85.19 \$ 150,000 ..... 2024

85.20 \$ 150,000 ..... 2025

85.21 **Subd. 6. Basic system support.** (a) For basic system support aid under Minnesota  
 85.22 Statutes, section 134.355:

85.23 \$ 15,370,000 ..... 2024

85.24 \$ 15,570,000 ..... 2025

85.25 (b) The 2024 appropriation includes \$1,357,000 for 2023 and \$14,013,000 for 2024.

85.26 (c) The 2025 appropriation includes \$1,557,000 for 2024 and \$14,013,000 for 2025.

85.27 **Subd. 7. Multicounty, multitype library systems.** (a) For aid under Minnesota Statutes,  
 85.28 sections 134.353 and 134.354, to multicounty, multitype library systems:

85.29 \$ 1,300,000 ..... 2024

85.30 \$ 1,300,000 ..... 2025

85.31 (b) The 2024 appropriation includes \$130,000 for 2023 and \$1,170,000 for 2024.

86.1 (c) The 2025 appropriation includes \$130,000 for 2024 and \$1,170,000 for 2025.

86.2 Subd. 8. **Electronic library for Minnesota.** For statewide licenses to online databases  
 86.3 selected in cooperation with the Minnesota Office of Higher Education for school media  
 86.4 centers, public libraries, state government agency libraries, and public or private college or  
 86.5 university libraries:

86.6 \$ 900,000 ..... 2024

86.7 \$ 900,000 ..... 2025

86.8 Subd. 9. **Regional library telecommunications.** (a) For regional library  
 86.9 telecommunications aid under Minnesota Statutes, section 134.355:

86.10 \$ 2,300,000 ..... 2024

86.11 \$ 2,300,000 ..... 2025

86.12 (b) The 2024 appropriation includes \$230,000 for 2023 and \$2,070,000 for 2024.

86.13 (c) The 2025 appropriation includes \$230,000 for 2024 and \$2,070,000 for 2025.

## 86.14 **ARTICLE 7**

### 86.15 **EARLY EDUCATION**

86.16 Section 1. Minnesota Statutes 2022, section 119A.52, is amended to read:

#### 86.17 **119A.52 DISTRIBUTION OF APPROPRIATION.**

86.18 (a) The commissioner of education must distribute money appropriated for that purpose  
 86.19 to federally designated Head Start programs to expand services and to serve additional  
 86.20 low-income children. ~~Migrant and Indian reservation programs must be initially allocated~~  
 86.21 ~~money based on the programs' share of federal funds.~~ which may include costs associated  
 86.22 with program operations, infrastructure, or reconfiguration to serve children from birth to  
 86.23 age five in center-based services. The distribution must occur in the following order: (1)  
 86.24 10.72 percent of the total Head Start appropriation must be initially allocated to federally  
 86.25 designated Tribal Head Start programs; (2) the Tribal Head Start portion of the appropriation  
 86.26 must be initially allocated to Tribal Head Start programs based on the programs' share of  
 86.27 federal funds; and (3) migrant programs must be initially allocated funding based on the  
 86.28 programs' share of federal funds. The remaining money must be initially allocated to the  
 86.29 remaining local agencies based equally on the agencies' share of federal funds and on the  
 86.30 proportion of eligible children in the agencies' service area who are not currently being  
 86.31 served. A Head Start program must be funded at a per child rate equal to its contracted,  
 86.32 federally funded base level at the start of the fiscal year. For all agencies without a federal

87.1 Early Head Start rate, the state average federal cost per child for Early Head Start applies.  
87.2 In allocating funds under this paragraph, the commissioner of education must assure that  
87.3 each Head Start program in existence in 1993 is allocated no less funding in any fiscal year  
87.4 than was allocated to that program in fiscal year 1993. Before paying money to the programs,  
87.5 the commissioner must notify each program of its initial allocation and how the money must  
87.6 be used. Each program must present a plan under section 119A.535. For any program that  
87.7 cannot utilize its full allocation at the beginning of the fiscal year, the commissioner must  
87.8 reduce the allocation proportionately. Money available after the initial allocations are reduced  
87.9 must be redistributed to eligible programs.

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

87.20 (c) Programs with approved innovative initiatives that target services to high-risk  
87.21 populations, including homeless families and families living in homeless shelters and  
87.22 transitional housing, are exempt from the procedures in paragraph (b). This exemption does  
87.23 not apply to entire programs. The exemption applies only to approved innovative initiatives  
87.24 that target services to high-risk populations, including homeless families and families living  
87.25 in homeless shelters, transitional housing, and permanent supportive housing.

87.26 Sec. 2. Minnesota Statutes 2022, section 120A.20, subdivision 1, is amended to read:

87.27 Subdivision 1. **Age limitations; pupils.** (a) All schools supported in whole or in part  
87.28 by state funds are public schools. Admission to a public school is free to any person who:  
87.29 (1) resides within the district that operates the school; (2) is under 21 years of age or who  
87.30 meets the requirements of paragraph (c); and (3) satisfies the minimum age requirements  
87.31 imposed by this section. Notwithstanding the provisions of any law to the contrary, the  
87.32 conduct of all students under 21 years of age attending a public secondary school is governed  
87.33 by a single set of reasonable rules and regulations promulgated by the school board.

88.1 (b) A person shall not be admitted to a public school: (1) as a public prekindergarten  
 88.2 pupil, unless the pupil is at least four years of age as of September 1 of the calendar year  
 88.3 in which the school year for which the pupil seeks admission commences; (2) as a  
 88.4 kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar  
 88.5 year in which the school year for which the pupil seeks admission commences; or ~~(2)~~ (3)  
 88.6 as a 1st grade student, unless the pupil is at least six years of age on September 1 of the  
 88.7 calendar year in which the school year for which the pupil seeks admission commences or  
 88.8 has completed kindergarten; except that any school board may establish a policy for  
 88.9 admission of selected pupils at an earlier age under section 124D.02.

88.10 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public  
 88.11 school enrollment until at least one of the following occurs: (1) the first September 1 after  
 88.12 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the  
 88.13 pupil's withdrawal with no subsequent enrollment within 21 calendar days; or (4) the end  
 88.14 of the school year.

88.15 **EFFECTIVE DATE.** This section is effective July 1, 2025.

88.16 Sec. 3. Minnesota Statutes 2022, section 120A.41, is amended to read:

88.17 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

88.18 (a) A school board's annual school calendar must include at least 425 hours of instruction  
 88.19 for a kindergarten student without a disability, 935 hours of instruction for a student in  
 88.20 grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not  
 88.21 including summer school. The school calendar for all-day kindergarten must include at least  
 88.22 850 hours of instruction for the school year. The school calendar for a prekindergarten  
 88.23 student under section 124D.151, if offered by the district, must include ~~at least 350~~ between  
 88.24 425 and 850 hours of instruction for the school year. A school board's annual calendar must  
 88.25 include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day  
 88.26 week schedule has been approved by the commissioner under section 124D.126.

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

88.30 **EFFECTIVE DATE.** This section is effective July 1, 2025.



89.1 Sec. 4. Minnesota Statutes 2022, section 121A.19, is amended to read:

89.2 **121A.19 DEVELOPMENTAL SCREENING AID.**

89.3 Each school year, the state must pay a district for each child or student screened by the  
 89.4 district according to the requirements of section 121A.17. The amount of state aid for each  
 89.5 child or student screened shall be: (1) ~~\$75~~ \$98 for a child screened at age three; (2) ~~\$50~~ \$65  
 89.6 for a child screened at age four; (3) ~~\$40~~ \$52 for a child screened at age five or six prior to  
 89.7 kindergarten; and (4) ~~\$30~~ \$39 for a student screened within 30 days after first enrolling in  
 89.8 a public school kindergarten if the student has not previously been screened according to  
 89.9 the requirements of section 121A.17. If this amount of aid is insufficient, the district may  
 89.10 permanently transfer from the general fund an amount that, when added to the aid, is  
 89.11 sufficient. Developmental screening aid shall not be paid for any student who is screened  
 89.12 more than 30 days after the first day of attendance at a public school kindergarten, except  
 89.13 if a student transfers to another public school kindergarten within 30 days after first enrolling  
 89.14 in a Minnesota public school kindergarten program. In this case, if the student has not been  
 89.15 screened, the district to which the student transfers may receive developmental screening  
 89.16 aid for screening that student when the screening is performed within 30 days of the transfer  
 89.17 date.

89.18 Sec. 5. Minnesota Statutes 2022, section 124D.151, subdivision 1, is amended to read:

89.19 Subdivision 1. **Establishment; purpose.** ~~A district, a charter school, a group of districts,~~  
 89.20 ~~a group of charter schools, or a group of districts and charter schools~~ school district, charter  
 89.21 school, center-based, or family child care provider licensed under section 245A.03, or Head  
 89.22 Start agency licensed under section 245A.03 that meets program requirements under  
 89.23 subdivision 2 may establish a voluntary public prekindergarten program for eligible  
 89.24 four-year-old children. The purpose of a voluntary public prekindergarten program is to  
 89.25 prepare children for success as they enter kindergarten in the following year.

89.26 **EFFECTIVE DATE.** This section is effective July 1, 2025.

89.27 Sec. 6. Minnesota Statutes 2022, section 124D.151, subdivision 2, is amended to read:

89.28 Subd. 2. **Program requirements.** ~~(a)~~ A voluntary public prekindergarten program  
 89.29 provider must:

89.30 (1) provide instruction through play-based learning to foster children's social and  
 89.31 emotional development, cognitive development, physical and motor development, and

90.1 language and literacy skills, including the native language and literacy skills of English  
90.2 learners, to the extent practicable;

90.3 ~~(2) measure each child's cognitive and social skills~~ assess each child's progress toward  
90.4 the state's early learning standards at program entrance and exit using a  
90.5 commissioner-approved formative measure aligned to the state's early learning standards  
90.6 when the child enters and again before the child leaves the program, screening and progress  
90.7 monitoring measures, and other age-appropriate versions from the state-approved menu of  
90.8 kindergarten entry profile measures age-appropriate assessment unless otherwise indicated  
90.9 by the child's individualized educational program. The results of the assessment data must  
90.10 be submitted to the department in the form and manner prescribed by the commissioner;

90.11 (3) provide comprehensive program content aligned with the state early learning  
90.12 standards, including the implementation of curriculum, assessment, and intentional  
90.13 instructional strategies aligned with the state early learning standards, and kindergarten  
90.14 through grade 3 academic standards that meet the needs of all learners;

90.15 (4) provide instructional content and activities that are of sufficient length and intensity  
90.16 to address learning needs including offering a program ~~with at least 350~~ between 425 and  
90.17 850 hours of instruction per school year for a prekindergarten student;

90.18 (5) provide voluntary public prekindergarten instructional staff salaries comparable and  
90.19 set salary schedules equivalent to the salaries of local kindergarten through grade 12  
90.20 instructional staff public school district elementary school staff with similar credentials and  
90.21 experience for school district and charter public prekindergarten program sites, and to the  
90.22 extent practicable, for Head Start and licensed center and family child care sites;

90.23 (6) employ a lead teacher for each voluntary public prekindergarten classroom who has  
90.24 at least a bachelor's degree in early education or a related field no later than July 1, 2031.  
90.25 Teachers employed by an eligible provider for at least three of the last five years immediately  
90.26 preceding July 1, 2025, who meet the necessary content knowledge and teaching skills for  
90.27 early childhood educators, as demonstrated through measures determined by the state, may  
90.28 be employed as a lead teacher. "Lead teacher" means an individual with primary  
90.29 responsibility for the instruction and care of eligible children in a classroom;

90.30 ~~(6)~~ (7) coordinate appropriate kindergarten transition with families, community-based  
90.31 prekindergarten programs, and school district kindergarten programs;

90.32 ~~(7)~~ (8) involve parents in program planning decision-making and transition planning by  
90.33 implementing parent engagement strategies that include culturally and linguistically

91.1 responsive activities in prekindergarten through third grade that are aligned with early  
91.2 childhood family education under section 124D.13;

91.3 ~~(8)~~ (9) coordinate with relevant community-based services, including health and social  
91.4 service agencies, to ensure children have access to comprehensive services;

91.5 ~~(9)~~ (10) coordinate with all relevant school district programs and services including  
91.6 early childhood special education, homeless students, and English learners;

91.7 ~~(10)~~ (11) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20  
91.8 children in school-based programs, staff-to-child ratio and group size as required for center  
91.9 and family child care licensing for center-based and family-based child care sites, and  
91.10 staff-to-child ratio and group size as determined by Head Start standards for Head Start  
91.11 sites; and

91.12 ~~(11)~~ (12) provide high-quality coordinated professional development, training, and  
91.13 coaching for ~~both school district, Head Start, and community-based early learning licensed~~  
91.14 center and family-based providers that is informed by a measure of adult-child interactions  
91.15 and enables teachers to be highly knowledgeable in early childhood curriculum content,  
91.16 assessment, native and English language development programs, and instruction; and.

91.17 ~~(12) implement strategies that support the alignment of professional development,~~  
91.18 ~~instruction, assessments, and prekindergarten through grade 3 curricula.~~

91.19 ~~(b) A voluntary prekindergarten program must have teachers knowledgeable in early~~  
91.20 ~~childhood curriculum content, assessment, native and English language programs, and~~  
91.21 ~~instruction.~~

91.22 ~~(c) Districts and charter schools must include their strategy for implementing and~~  
91.23 ~~measuring the impact of their voluntary prekindergarten program under section 120B.11~~  
91.24 ~~and provide results in their world's best workforce annual summary to the commissioner of~~  
91.25 ~~education.~~

91.26 **EFFECTIVE DATE.** This section is effective July 1, 2025.

91.27 Sec. 7. Minnesota Statutes 2022, section 124D.151, subdivision 3, is amended to read:

91.28 Subd. 3. **Mixed delivery of services program plan.** A district or charter school may  
91.29 contract with a charter school, Head Start or child care centers, family child care programs  
91.30 licensed under section 245A.03, or a community-based organization to provide eligible  
91.31 children with developmentally appropriate services that meet the program requirements in  
91.32 subdivision 2. Components of a mixed-delivery plan include strategies for recruitment,

92.1 ~~contracting, and monitoring of fiscal compliance and program quality.~~ All public  
 92.2 prekindergarten programs within each school district boundary that receive funding for  
 92.3 voluntary public prekindergarten programs must develop and submit a mixed delivery  
 92.4 program plan to the Department of Education by July 1, 2025, and every other year thereafter,  
 92.5 in a manner and format prescribed by the commissioner. The plan must ensure alignment  
 92.6 of all public prekindergarten program providers within the school district boundary in  
 92.7 meeting the program requirements in subdivision 2 and must include:

92.8 (1) a description of the process used to convene and get group agreement among all  
 92.9 public prekindergarten program providers within the district boundaries in order to coordinate  
 92.10 efforts regarding the requirements in subdivision 2;

92.11 (2) a description of the public prekindergarten program providers within the school  
 92.12 district boundaries, including but not limited to the name and location of partners, and the  
 92.13 number of hours and days per week the program will be offered at each program site;

92.14 (3) an estimate of the number of eligible children to be served in the program at each  
 92.15 school site or mixed-delivery location;

92.16 (4) a plan for recruitment, outreach, and communication regarding the availability of  
 92.17 public prekindergarten programming within the community;

92.18 (5) coordination and offering of professional development opportunities, as needed;

92.19 (6) coordination of the required child assessments, as needed, and continuous quality  
 92.20 improvement efforts to ensure quality instruction;

92.21 (7) a plan for providing the services and supports included in the individualized education  
 92.22 program for any child in the voluntary public prekindergarten program;

92.23 (8) a plan to get to salaries equivalent to school staff with comparable credentials and  
 92.24 experience;

92.25 (9) a detailed plan for transitioning children and families to kindergarten; and

92.26 (10) a statement of assurances signed by the superintendent, charter school director,  
 92.27 Head Start director, and child care program director or owner that the proposed program  
 92.28 meets the requirements of subdivision 2. A statement of assurances must be submitted in  
 92.29 the mixed delivery program plan and must be signed by an individual from each public  
 92.30 prekindergarten program provider with authority to enter into the agreement.

92.31 **EFFECTIVE DATE.** This section is effective July 1, 2025.

93.1 Sec. 8. Minnesota Statutes 2022, section 124D.151, is amended by adding a subdivision  
93.2 to read:

93.3 Subd. 3a. **Funding.** (a) School district and charter school voluntary public prekindergarten  
93.4 programs are funded based on the number of eligible pupils enrolled as authorized under  
93.5 chapters 124D, 124E, and 126C.

93.6 (b) Head Start, center, and family child care providers that are licensed under section  
93.7 245A.03 are funded in a form and manner prescribed by the commissioner of education at  
93.8 a maximum per pupil allowance as established in paragraph (c). The commissioner must  
93.9 prorate the allowance if the number of instructional hours is less than the maximum.

93.10 (c) The Head Start, center, and family child care maximum allowance for fiscal years  
93.11 2026 and 2027 is \$11,200. The Head Start, center, and family child care maximum allowance  
93.12 for fiscal year 2028 and later equals the product of \$11,200 times the ratio of the formula  
93.13 allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula  
93.14 allowance under section 126C.10, subdivision 2, for fiscal year 2027.

93.15 (d) Up to \$4,000,000 in fiscal year 2026 and \$4,500,000 in fiscal year 2027 and thereafter  
93.16 may be used by the commissioner for distribution of funds to Head Start, center, and family  
93.17 child care providers, including via a third party administrator.

93.18 **EFFECTIVE DATE.** This section is effective July 1, 2025.

93.19 Sec. 9. Minnesota Statutes 2022, section 124D.151, subdivision 4, is amended to read:

93.20 Subd. 4. **Eligibility.** ~~A~~ (a) An eligible child means a child who:

93.21 (1) is four years of age as of September 1 in the calendar year in which the school year  
93.22 commences ~~is~~; and

93.23 (2) meets at least one of the following criteria:

93.24 (i) qualifies for free or reduced-price meals;

93.25 (ii) is an English language learner as defined by section 124D.59, subdivision 2;

93.26 (iii) is American Indian;

93.27 (iv) is experiencing homelessness;

93.28 (v) has an individualized education plan under section 125A.08;

93.29 (vi) was identified as having a potential risk factor that may influence learning through  
93.30 health and developmental screening under sections 121.19 to 121A.16;

94.1 (vii) is in foster care; kinship care, including children receiving Northstar kinship  
 94.2 assistance under chapter 256N; or is in need of child protection services;

94.3 (viii) has a parent who is a migrant or seasonal agriculture laborer under section 181.85;

94.4 or

94.5 (ix) has a parent who is incarcerated.

94.6 (b) An eligible child is eligible to participate in a voluntary public prekindergarten  
 94.7 program free of charge. An eligible four-year-old child served in a mixed-delivery system  
 94.8 by a child care center, family child care program licensed under section 245A.03, or  
 94.9 community-based organization Programs may charge a sliding fee for the instructional hours  
 94.10 that exceed 850 during the school year, any hours that provide before or after school child  
 94.11 care during the school year, or any hours that provide child care during the summer. A child  
 94.12 that does not meet the eligibility requirements in paragraph (a), clause (2), may participate  
 94.13 in the same classroom as eligible children and may be charged a sliding fee as long as the  
 94.14 mixed-delivery partner state funding was not awarded a seat for that child.

94.15 (c) Each eligible child must complete a health and developmental screening within 90  
 94.16 days of program enrollment under sections 121A.16 to 121A.19, and provide documentation  
 94.17 of required immunizations under section 121A.15.

94.18 **EFFECTIVE DATE.** This section is effective July 1, 2025.

94.19 Sec. 10. Minnesota Statutes 2022, section 124D.151, subdivision 6, is amended to read:

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

94.24 (b) In reviewing applications under subdivision 5, the commissioner must limit the total  
 94.25 number of participants in the voluntary prekindergarten and school readiness plus programs  
 94.26 under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160  
 94.27 participants ~~for fiscal years 2019, 2020, 2021, 2022, and 2023, and 3,160 participants for~~  
 94.28 ~~fiscal years 2024 and later.~~

94.29 **EFFECTIVE DATE.** This section is effective for revenue for fiscal years 2024 and  
 94.30 2025.

95.1 Sec. 11. Minnesota Statutes 2022, section 124D.151, subdivision 7, is amended to read:

95.2 Subd. 7. **Financial accounting.** An eligible school district or charter school must record  
 95.3 expenditures attributable to voluntary public prekindergarten pupils according to guidelines  
 95.4 prepared by the commissioner under section 127A.17. Center-based and family child care  
 95.5 providers and Head Start agencies must record expenditures attributable to voluntary public  
 95.6 prekindergarten pupils according to guidelines developed and approved by the commissioner  
 95.7 of education.

95.8 **EFFECTIVE DATE.** This section is effective July 1, 2025.

95.9 Sec. 12. Minnesota Statutes 2022, section 124D.165, subdivision 2, is amended to read:

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

95.12 (1) have an eligible child; and

95.13 (2) have income equal to or less than 185 percent of federal poverty level income in the  
 95.14 current calendar year, or be able to document their child's current participation in the free  
 95.15 and reduced-price lunch program or Child and Adult Care Food Program, National School  
 95.16 Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food Distribution  
 95.17 Program on Indian Reservations, Food and Nutrition Act, United States Code, title 7, sections  
 95.18 2011-2036; Head Start under the federal Improving Head Start for School Readiness Act  
 95.19 of 2007; Minnesota family investment program under chapter 256J; child care assistance  
 95.20 programs under chapter 119B; the supplemental nutrition assistance program; or placement  
 95.21 in foster care under section 260C.212.

95.22 (b) An "eligible child" means a child who has not yet enrolled in kindergarten and is:

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

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

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

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

95.29 (c) A child who has received a scholarship under this section must continue to receive  
 95.30 a scholarship each year until that child is eligible for kindergarten under section 120A.20  
 95.31 and as long as funds are available.

96.1 (d) Early learning scholarships may not be counted as earned income for the purposes  
 96.2 of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota  
 96.3 family investment program under chapter 256J, child care assistance programs under chapter  
 96.4 119B, or Head Start under the federal Improving Head Start for School Readiness Act of  
 96.5 2007.

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

96.11 Sec. 13. Minnesota Statutes 2022, section 124D.165, subdivision 6, is amended to read:

96.12 Subd. 6. **Early learning scholarship account.** (a) An account is established in the  
 96.13 special revenue fund known as the "early learning scholarship account."

96.14 (b) Funds appropriated for early learning scholarships under this section must be  
 96.15 transferred to the early learning scholarship account in the special revenue fund.

96.16 (c) Money in the account is annually appropriated to the commissioner for early learning  
 96.17 scholarships under this section. Any returned funds are available to be regranted.

96.18 (d) Up to ~~\$950,000~~ \$2,133,000 annually is appropriated to the commissioner for costs  
 96.19 associated with administering and monitoring early learning scholarships.

96.20 (e) The commissioner may use funds under paragraph (c) for the purpose of family  
 96.21 outreach and distribution of scholarships.

96.22 Sec. 14. Minnesota Statutes 2022, section 126C.05, subdivision 1, is amended to read:

96.23 Subdivision 1. **Pupil unit.** Pupil units for each Minnesota resident pupil under the age  
 96.24 of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in  
 96.25 average daily membership enrolled in the district of residence, in another district under  
 96.26 sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under  
 96.27 chapter 124E; or for whom the resident district pays tuition under section 123A.18, 123A.22,  
 96.28 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03  
 96.29 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

96.30 (a) A prekindergarten pupil with a disability who is enrolled in a program approved by  
 96.31 the commissioner and has an individualized education program is counted as the ratio of



97.1 the number of hours of assessment and education service to 825 times 1.0 with a minimum  
97.2 average daily membership of 0.28, but not more than 1.0 pupil unit.

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

97.5 ~~(e) A kindergarten pupil with a disability who is enrolled in a program approved by the~~  
97.6 ~~commissioner is counted as the ratio of the number of hours of assessment and education~~  
97.7 ~~services required in the fiscal year by the pupil's individualized education program to 875,~~  
97.8 ~~but not more than one.~~

97.9 ~~(d)~~ (c) For fiscal years 2024 and 2025, a prekindergarten pupil who is not included in  
97.10 paragraph (a) or (b) and is enrolled in an approved a voluntary public prekindergarten  
97.11 program under section 124D.151 is counted as the ratio of the number of hours of instruction  
97.12 to 850 times 1.0, but not more than 0.6 pupil units. For fiscal year 2026 and later, a  
97.13 prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled in a voluntary  
97.14 public prekindergarten program under section 124D.151 is counted as the ratio of the number  
97.15 of hours of instruction to 850 times 1.0, but not less than 0.6 or more than 1.0 pupil units.

97.16 ~~(e)~~ (d) A kindergarten pupil ~~who is not included in paragraph (e)~~ is counted as 1.0 pupil  
97.17 unit if the pupil is enrolled in a free all-day, every day kindergarten program available to  
97.18 all kindergarten pupils at the pupil's school that meets the minimum hours requirement in  
97.19 section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day,  
97.20 every day kindergarten program available to all kindergarten pupils at the pupil's school.

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

97.22 ~~(g)~~ (f) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.

97.23 ~~(h)~~ (g) A pupil who is in the postsecondary enrollment options program is counted as  
97.24 1.2 pupil units.

97.25 ~~(i)~~ (h) For fiscal years 2018 through ~~2023~~ 2025, a prekindergarten pupil who:

97.26 (1) is not included in paragraph (a), (b), or (d);

97.27 (2) is enrolled in a school readiness plus program under Laws 2017, First Special Session  
97.28 chapter 5, article 8, section 9; and

97.29 (3) has one or more of the risk factors specified by the eligibility requirements for a  
97.30 school readiness plus program,

97.31 is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more  
97.32 than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same

98.1 manner as a voluntary prekindergarten student for all general education and other school  
98.2 funding formulas. This paragraph expires July 1, 2025.

98.3 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

98.4 Sec. 15. Minnesota Statutes 2022, section 126C.05, subdivision 3, is amended to read:

98.5 Subd. 3. **Compensation revenue pupil units.** Compensation revenue pupil units must  
98.6 be computed according to this subdivision.

98.7 (a) The compensation revenue concentration percentage for each building in a district  
98.8 equals the product of 100 times the ratio of:

98.9 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch  
98.10 plus one-half of the pupils eligible to receive reduced priced lunch on October 1 of the  
98.11 previous fiscal year; to

98.12 (2) the number of pupils enrolled in the building on October 1 of the previous fiscal  
98.13 year.

98.14 (b) The compensation revenue pupil weighting factor for a building equals the lesser of  
98.15 one or the quotient obtained by dividing the building's compensation revenue concentration  
98.16 percentage by 80.0.

98.17 (c) The compensation revenue pupil units for a building equals the product of:

98.18 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch  
98.19 and one-half of the pupils eligible to receive reduced priced lunch on October 1 of the  
98.20 previous fiscal year; times

98.21 (2) the compensation revenue pupil weighting factor for the building; times

98.22 (3) .60.

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

99.1 ~~(e) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten seats discontinued~~  
 99.2 ~~in fiscal year 2024 due to the reduction in the participation limit under section 124D.151,~~  
 99.3 ~~subdivision 6, those discontinued seats must not be used to calculate compensation revenue~~  
 99.4 ~~pupil units for fiscal year 2024.~~

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

99.7 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

99.8 Sec. 16. Minnesota Statutes 2022, section 126C.10, subdivision 2d, is amended to read:

99.9 Subd. 2d. **Declining enrollment revenue.** (a) A school district's declining enrollment  
 99.10 revenue equals the greater of zero or the product of: (1) 28 percent of the formula allowance  
 99.11 for that year and (2) the difference between the adjusted pupil units for the preceding year  
 99.12 and the adjusted pupil units for the current year.

99.13 (b) Notwithstanding paragraph (a), for public prekindergarten programs for fiscal year  
 99.14 ~~2024~~ 2026 only, prekindergarten pupil units under section 126C.05, subdivision 1, paragraph  
 99.15 ~~(d)~~ (c), must be excluded from the calculation of declining enrollment revenue.

99.16 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

99.17 Sec. 17. **APPROPRIATIONS.**

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

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

99.23 \$ 33,683,000 ..... 2024

99.24 \$ 33,683,000 ..... 2025

99.25 (b) The 2024 appropriation includes \$3,368,000 for 2023 and \$30,315,000 for 2024.

99.26 (c) The 2025 appropriation includes \$3,368,000 for 2024 and \$30,315,000 for 2025.

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

99.29 \$ 160,709,000 ..... 2024

99.30 \$ 160,709,000 ..... 2025

100.1 (b) This appropriation is subject to the requirements under Minnesota Statutes, section  
 100.2 124D.165, subdivision 6.

100.3 (c) The base for fiscal year 2026 and later is \$132,509,000.

100.4 Subd. 4. **Head Start program.** (a) For Head Start programs under Minnesota Statutes,  
 100.5 section 119A.52:

100.6 \$ 25,100,000 ..... 2024

100.7 \$ 25,100,000 ..... 2025

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

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

100.11 \$ 38,607,000 ..... 2024

100.12 \$ 40,876,000 ..... 2025

100.13 (b) The 2024 appropriation includes \$3,518,000 for 2023 and \$35,089,000 for 2024.

100.14 (c) The 2025 appropriation includes \$3,898,000 for 2024 and \$36,978,000 for 2025.

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

100.17 \$ 4,351,000 ..... 2024

100.18 \$ 4,359,000 ..... 2025

100.19 (b) The 2024 appropriation includes \$350,000 for 2023 and \$4,001,000 for 2024.

100.20 (c) The 2025 appropriation includes \$443,000 for 2024 and \$3,916,000 for 2025.

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

100.22 \$ 900,000 ..... 2024

100.23 \$ 900,000 ..... 2025

100.24 (b) The grant must be used for an evidence-based and research-validated early childhood  
 100.25 literacy and school readiness program for children ages 16 months to four years at its existing  
 100.26 suburban program location. The program must include urban and rural program locations  
 100.27 for fiscal years 2024 and 2025.

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

100.29 Subd. 8. **Kindergarten entrance assessment initiative and intervention program.** (a)  
 100.30 For the kindergarten entrance assessment initiative and intervention program under Minnesota  
 100.31 Statutes, section 124D.162:

101.1           \$           281,000   ..... 2024

101.2           \$           281,000   ..... 2025

101.3           (b) The base for fiscal year 2026 is \$0.

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

101.8           \$           1,750,000   ..... 2024

101.9           \$           1,750,000   ..... 2025

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

101.13          Subd. 10. **Early childhood programs at Tribal contract schools.** (a) For early childhood  
 101.14 family education programs at Tribal contract schools under Minnesota Statutes, section  
 101.15 124D.83, subdivision 4:

101.16          \$           68,000   ..... 2024

101.17          \$           68,000   ..... 2025

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

101.19          Subd. 11. **Educate parents partnership.** (a) For the educate parents partnership under  
 101.20 Minnesota Statutes, section 124D.129:

101.21          \$           49,000   ..... 2024

101.22          \$           49,000   ..... 2025

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

101.24          Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section  
 101.25 124D.135:

101.26          \$           391,000   ..... 2024

101.27          \$           315,000   ..... 2025

101.28          (b) The 2024 appropriation includes \$41,000 for 2023 and \$350,000 for 2024.

101.29          (c) The 2025 appropriation includes \$38,000 for 2024 and \$277,000 for 2025.

102.1 Subd. 13. Head Start, center, and family child care prekindergarten funding and  
 102.2 administration. For Head Start, center, and family child care public prekindergarten  
 102.3 programs under Minnesota Statutes, section 124D.151, subdivision 3a:

102.4 \$ 0 ..... 2024

102.5 \$ 0 ..... 2025

102.6 (b) Any balance in the first year does not cancel and is available in the second year.

102.7 (c) The base for this forecast program in fiscal year 2026 is \$99,551,000 and the base  
 102.8 for fiscal year 2027 is \$118,812,000.

102.9 Subd. 14. Prekindergarten planning. (a) For planning and implementation of public  
 102.10 prekindergarten under Minnesota Statutes, section 124D.151, including contracts with third  
 102.11 parties with expertise in early childhood development, assessment, facilitation, project  
 102.12 management, human centered design, coaching, and training:

102.13 \$ 5,233,000 ..... 2024

102.14 \$ 5,233,000 ..... 2025

102.15 (b) The base for fiscal year 2026 is \$4,394,000 and the base for fiscal year 2027 is  
 102.16 \$4,544,000.

102.17 Sec. 18. REPEALER.

102.18 Minnesota Statutes 2022, section 124D.151, subdivisions 5 and 6, are repealed.

102.19 EFFECTIVE DATE. This section is effective July 1, 2025.

## 102.20 ARTICLE 8

### 102.21 COMMUNITY EDUCATION AND LIFELONG LEARNING

102.22 Section 1. Minnesota Statutes 2022, section 124D.2211, is amended to read:

#### 102.23 124D.2211 AFTER-SCHOOL COMMUNITY LEARNING PROGRAMS.

102.24 Subdivision 1. **Establishment.** A competitive statewide after-school community learning  
 102.25 grant program is established to provide grants to ~~community or nonprofit organizations,~~  
 102.26 ~~political subdivisions, for-profit or nonprofit child care centers, or school-based programs~~  
 102.27 ~~that serve~~ support eligible organizations to provide culturally affirming and enriching  
 102.28 after-school and summer learning programs for school-age youth after school or during  
 102.29 nonschool hours. Grants must be used to offer a broad array of academic enrichment activities  
 102.30 that promote positive after-school and summer learning activities, including art, music,  
 102.31 community engagement, literacy, science, technology, engineering, math, health, and

103.1 recreation programs. The commissioner shall develop criteria for after-school community  
 103.2 learning programs that promote partnerships and active collaboration with the schools that  
 103.3 participating students attend. The commissioner may award grants under this section to  
 103.4 community or nonprofit organizations, culturally specific organizations, American Indian  
 103.5 organizations, Tribal nations, political subdivisions, public libraries, or school-based  
 103.6 programs that serve youth after school, during the summer, or during nonschool hours.

103.7 Subd. 2. ~~Program outcomes~~ Objectives. The ~~expected outcomes~~ objectives of the  
 103.8 after-school community learning programs are to ~~increase~~:

- 103.9 ~~(1) school connectedness of participants;~~  
 103.10 ~~(2) academic achievement of participating students in one or more core academic areas;~~  
 103.11 ~~(3) the capacity of participants to become productive adults; and~~  
 103.12 ~~(4) prevent truancy from school and prevent juvenile crime.~~

103.13 (1) increase access to comprehensive and culturally affirming after-school and summer  
 103.14 learning and enrichment opportunities that meet the academic, social, and emotional needs  
 103.15 of historically underserved students;

103.16 (2) promote engagement in learning and connections to school and community; and  
 103.17 (3) encourage school attendance and improve academic performance.

103.18 Subd. 3. **Grants.** (a) An applicant ~~shall~~ must submit an after-school community learning  
 103.19 program proposal to the commissioner. The submitted ~~plan~~ proposal must include:

- 103.20 ~~(1) collaboration with and leverage of existing community resources that have~~  
 103.21 ~~demonstrated effectiveness;~~  
 103.22 ~~(2) outreach to children and youth; and~~  
 103.23 ~~(3) involvement of local governments, including park and recreation boards or schools,~~  
 103.24 ~~unless no government agency is appropriate.~~

103.25 ~~Proposals will be reviewed and approved by the commissioner.~~

103.26 (1) an assessment of the needs and available resources for the after-school community  
 103.27 learning program and a description of how the proposed program will address the needs  
 103.28 identified, including how students and families were engaged in the process;

103.29 (2) a description of the partnership between a school and another eligible entity;

103.30 (3) an explanation of how the proposal will support the objectives identified in subdivision  
 103.31 2, including the use of best practices;

104.1 (4) a plan to implement effective after-school and summer learning practices and provide  
 104.2 staff access to professional development opportunities; and

104.3 (5) a description of the data they will use to evaluate the impact of the program.

104.4 (b) The commissioner must review proposals and award grants to programs that:

104.5 (1) primarily serve historically underserved students; and

104.6 (2) provide opportunities for academic enrichment and a broad array of additional services  
 104.7 and activities to meet program objectives.

104.8 (c) To the extent practicable, the commissioner must award grants equitably among the  
 104.9 geographic areas of Minnesota, including rural, suburban, and urban communities.

104.10 Subd. 4. Technical assistance and continuous improvement. (a) The commissioner  
 104.11 must monitor and evaluate the performance of grant recipients to assess the effectiveness  
 104.12 of after-school community learning programs in meeting the objectives identified in  
 104.13 subdivision 2.

104.14 (b) The commissioner must provide technical assistance, capacity building, and  
 104.15 professional development to grant recipients, including guidance on effective practices for  
 104.16 after-school and summer learning programs.

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

104.18 Sec. 2. Minnesota Statutes 2022, section 124D.531, subdivision 1, is amended to read:

104.19 Subdivision 1. **State total adult basic education aid.** (a) The state total adult basic  
 104.20 education aid for fiscal year 2011 equals \$44,419,000, plus any amount that is not paid  
 104.21 during the previous fiscal year as a result of adjustments under subdivision 4, paragraph  
 104.22 (a), or section 124D.52, subdivision 3. The state total adult basic education aid for later  
 104.23 fiscal years equals:

104.24 (1) the state total adult basic education aid for the preceding fiscal year plus any amount  
 104.25 that is not paid for during the previous fiscal year, as a result of adjustments under subdivision  
 104.26 4, paragraph (a), or section 124D.52, subdivision 3; times

104.27 (2) the greater of 1.00 or the lesser of:

104.28 (i) 1.03; or

104.29 (ii) the average growth in state total contact hours over the prior ten program years.

104.30 Three percent of the state total adult basic education aid must be set aside for adult basic  
 104.31 education supplemental service grants under section 124D.522.



105.1 (b) The state total adult basic education aid, excluding basic population aid, equals the  
 105.2 difference between the amount computed in paragraph (a), and the state total basic population  
 105.3 aid under subdivision 2.

105.4 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

105.5 Sec. 3. Minnesota Statutes 2022, section 124D.531, subdivision 4, is amended to read:

105.6 Subd. 4. **Adult basic education program aid limit.** (a) Notwithstanding subdivisions  
 105.7 2 and 3, the total adult basic education aid for a program per prior year contact hour must  
 105.8 not exceed ~~\$22~~ \$30 per prior year contact hour computed under subdivision 3, clause (2).

105.9 (b) The aid for a program under subdivision 3, clause (2), adjusted for changes in program  
 105.10 membership, must not exceed the aid for that program under subdivision 3, clause (2), for  
 105.11 the first preceding fiscal year by more than the greater of 11 percent or \$10,000.

105.12 (c) Adult basic education aid is payable to a program for unreimbursed costs occurring  
 105.13 in the program year as defined in section 124D.52, subdivision 3.

105.14 (d) Any adult basic education aid that is not paid to a program because of the program  
 105.15 aid limitation under paragraph (a) must be added to the state total adult basic education aid  
 105.16 for the next fiscal year under subdivision 1. Any adult basic education aid that is not paid  
 105.17 to a program because of the program aid limitations under paragraph (b) must be reallocated  
 105.18 among programs by adjusting the rate per contact hour under subdivision 3, clause (2).

105.19 Sec. 4. Minnesota Statutes 2022, section 124D.55, is amended to read:

105.20 **124D.55 COMMISSIONER-SELECTED HIGH SCHOOL EQUIVALENCY TEST**  
 105.21 **FEES.**

105.22 (a) The commissioner shall pay 60 percent of the fee that is charged to an eligible  
 105.23 individual for the full battery of the commissioner-selected high school equivalency tests,  
 105.24 but not more than \$40 for an eligible individual.

105.25 (b) Notwithstanding paragraph (a), for fiscal years ~~2020 and 2021~~ 2023 through 2027  
 105.26 only, subject to the availability of funds, the commissioner shall pay 100 percent of the fee  
 105.27 charged to an eligible individual for the full battery of the commissioner-selected high  
 105.28 school equivalency tests, but not more than the cost of one full battery of tests per year for  
 105.29 any individual.

106.1 **Sec. 5. APPROPRIATIONS.**

106.2 **Subdivision 1. Department of Education.** The sums indicated in this section are  
 106.3 appropriated from the general fund to the Department of Education for the fiscal years  
 106.4 designated. Any balance in the first year does not cancel but is available in the second year.

106.5 **Subd. 2. Community education aid.** (a) For community education aid under Minnesota  
 106.6 Statutes, section 124D.20:

106.7 \$ 123,000 ..... 2024

106.8 \$ 84,000 ..... 2025

106.9 (b) The 2024 appropriation includes \$14,000 for 2023 and \$109,000 for 2024.

106.10 (c) The 2025 appropriation includes \$12,000 for 2024 and \$72,000 for 2025.

106.11 **Subd. 3. Adults with disabilities program aid.** (a) For adults with disabilities programs  
 106.12 under Minnesota Statutes, section 124D.56:

106.13 \$ 710,000 ..... 2024

106.14 \$ 710,000 ..... 2025

106.15 (b) The 2024 appropriation includes \$71,000 for 2023 and \$639,000 for 2024.

106.16 (c) The 2025 appropriation includes \$71,000 for 2024 and \$639,000 for 2025.

106.17 **Subd. 4. Hearing-impaired adults.** For programs for hearing-impaired adults under  
 106.18 Minnesota Statutes, section 124D.57:

106.19 \$ 70,000 ..... 2024

106.20 \$ 70,000 ..... 2025

106.21 **Subd. 5. School-age care aid.** (a) For school-age care aid under Minnesota Statutes,  
 106.22 section 124D.22:

106.23 \$ 1,000 ..... 2024

106.24 \$ 1,000 ..... 2025

106.25 (b) The 2024 appropriation includes \$0 for 2023 and \$1,000 for 2024.

106.26 (c) The 2025 appropriation includes \$0 for 2024 and \$1,000 for 2025.

106.27 **Subd. 6. Tier 1 grants.** (a) For education partnership program Tier 1 sustaining grants  
 106.28 under Minnesota Statutes, section 124D.99:

106.29 \$ 2,600,000 ..... 2024

106.30 \$ 2,600,000 ..... 2025

107.1 (b) Of the amounts in paragraph (a), \$1,300,000 each year is for the Northside  
 107.2 Achievement Zone and \$1,300,000 each year is for the St. Paul Promise Neighborhood.

107.3 Subd. 7. Tier 2 implementing grants. For Tier 2 implementing grants under Minnesota  
 107.4 Statutes, section 124D.99:

107.5 \$ 480,000 ..... 2024

107.6 \$ 480,000 ..... 2025

107.7 Subd. 8. Adult basic education aid. (a) For adult basic education aid under Minnesota  
 107.8 Statutes, section 124D.531:

107.9 \$ 51,763,000 ..... 2024

107.10 \$ 51,758,000 ..... 2025

107.11 (b) The 2024 appropriation includes \$5,179,000 for 2023 and \$46,584,000 for 2024.

107.12 (c) The 2025 appropriation includes \$5,175,000 for 2024 and \$46,583,000 for 2025.

107.13 Subd. 9. High school equivalency tests. (a) For payment of the costs of the  
 107.14 commissioner-selected high school equivalency tests under Minnesota Statutes, section  
 107.15 124D.55:

107.16 \$ 615,000 ..... 2024

107.17 \$ 125,000 ..... 2025

107.18 (b) Of the amounts in paragraph (a), \$490,000 in fiscal year 2024 is available until June  
 107.19 30, 2027.

107.20 Subd. 10. After school community learning grant program. (a) For grants for after  
 107.21 school community learning programs in accordance with Minnesota Statutes, section  
 107.22 124D.2211:

107.23 \$ 43,715,000 ..... 2024

107.24 \$ 0 ..... 2025

107.25 (b) Of this amount, a portion may be used for a contract with Ignite Afterschool to build  
 107.26 out a state-wide system of support for continuous improvement.

107.27 (c) This is a onetime appropriation and is available until June 30, 2027.

108.1

**ARTICLE 9**

108.2

**STATE AGENCIES**

108.3 Section 1. Minnesota Statutes 2022, section 121A.04, subdivision 1, is amended to read:

108.4 Subdivision 1. **Purpose.** The legislature recognizes certain past inequities in access to  
108.5 athletic programs and in the various degrees of athletic opportunity previously afforded  
108.6 members of each sex, race, and ethnicity. The purpose of this section is to provide an equal  
108.7 opportunity for members of both sexes and members of all races and ethnicities to participate  
108.8 in athletic programs.

108.9 Sec. 2. Minnesota Statutes 2022, section 121A.04, subdivision 2, is amended to read:

108.10 Subd. 2. **Equal opportunity in athletic programs.** Each educational institution or public  
108.11 service shall provide equal opportunity for members of both sexes and members of all races  
108.12 and ethnicities to participate in its athletic program. In determining whether equal opportunity  
108.13 to participate in athletic programs is available for the purposes of this section, at least the  
108.14 following factors shall be considered to the extent that they are applicable to a given situation:  
108.15 whether the opportunity for males and females to participate in the athletic program reflects  
108.16 the demonstrated interest in athletics of the males and females in the student body of the  
108.17 educational institution or the population served by the public service; whether the opportunity  
108.18 for members of all races and ethnicities to participate in the athletic program reflects the  
108.19 demonstrated interest in athletics of members of all races and ethnicities in the student body  
108.20 of the educational institution or the population served by the public service; whether the  
108.21 variety and selection of sports and levels of competition effectively accommodate the  
108.22 demonstrated interests of members of both sexes; whether the variety and selection of sports  
108.23 and levels of competition effectively accommodate the demonstrated interests of members  
108.24 of all races and ethnicities; the provision of equipment and supplies; scheduling of games  
108.25 and practice times; assignment of coaches; provision of locker rooms; practice and  
108.26 competitive facilities; and the provision of necessary funds for teams of one sex.

108.27 Sec. 3. Minnesota Statutes 2022, section 121A.582, subdivision 1, is amended to read:

108.28 Subdivision 1. **Reasonable force standard.** (a) A teacher or school principal, in  
108.29 exercising the person's lawful authority, may use reasonable force when it is necessary under  
108.30 the circumstances to correct or restrain a student ~~or~~ to prevent imminent bodily harm or  
108.31 death to the student or to another.

108.32 (b) A school employee, school bus driver, or other agent of a district, in exercising the  
108.33 person's lawful authority, may use reasonable force when it is necessary under the

109.1 circumstances to restrain a student ~~or~~ to prevent bodily harm or death to the student or to  
 109.2 another.

109.3 (c) Paragraphs (a) and (b) do not authorize conduct prohibited under section 125A.0942.

109.4 (d) Districts must report data on their use of any reasonable force used on a student with  
 109.5 a disability to correct or restrain the student to prevent imminent bodily harm or death to  
 109.6 the student or another that is consistent with the definition of physical holding under section  
 109.7 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

109.8 (e) Beginning with the 2023-2024 school year, districts must report annually by July  
 109.9 15, in a form and manner determined by the commissioner, data from the prior school year  
 109.10 about any reasonable force used on a general education student to correct or restrain the  
 109.11 student to prevent imminent bodily harm or death to the student or another that is consistent  
 109.12 with the definition of physical holding under section 125A.0941, paragraph (c).

109.13 Sec. 4. Minnesota Statutes 2022, section 125A.71, subdivision 1, is amended to read:

109.14 Subdivision 1. **Rental income; appropriation.** Rental income, ~~excluding rent for land~~  
 109.15 ~~and living residences,~~ must be deposited in the state treasury and credited to a revolving  
 109.16 fund of the academies. Money in the revolving fund for rental income is annually  
 109.17 appropriated to the academies for staff development purposes. Payment from the revolving  
 109.18 fund for rental income may be made only according to vouchers authorized by the  
 109.19 administrator of the academies.

109.20 Sec. 5. **[127A.21] OFFICE OF THE INSPECTOR GENERAL.**

109.21 Subdivision 1. **Establishment of Office of the Inspector General; powers; duties.** The  
 109.22 commissioner must establish within the department an Office of the Inspector General. The  
 109.23 Office of the Inspector General is charged with protecting the integrity of the department  
 109.24 and the state by detecting and preventing fraud, waste, and abuse in department programs.  
 109.25 The Office of the Inspector General must conduct independent and objective investigations  
 109.26 to promote the integrity of the department's programs and operations. When fraud or other  
 109.27 misuse of public funds is detected, the Office of the Inspector General must report it to the  
 109.28 appropriate law enforcement entity and collaborate and cooperate with law enforcement to  
 109.29 assist in the investigation and any subsequent civil and criminal prosecution.

109.30 Subd. 2. **Data practices; hiring; reporting.** The Office of the Inspector General has  
 109.31 access to all program data, regardless of classification under chapter 13, held by the  
 109.32 department, school districts or charter schools, grantees, and any other recipient of funds

110.1 from the department. The commissioner, or the commissioner's designee, must hire an  
 110.2 inspector general to lead the Office of the Inspector General. The inspector general must  
 110.3 hire a deputy inspector general and, at the discretion of the inspector general, sufficient  
 110.4 assistant inspectors general to carry out the duties of the office. In a form and manner  
 110.5 determined by the inspector general, the Office of the Inspector General must develop a  
 110.6 public platform for the public to report instances of potential fraud, waste, or abuse of public  
 110.7 funds administered by the department.

110.8 Sec. 6. Laws 2021, First Special Session chapter 13, article 11, section 4, subdivision 2,  
 110.9 is amended to read:

110.10 Subd. 2. **Department.** (a) For the Department of Education:

110.11 \$ 30,837,000 ..... 2022

110.12 ~~26,287,000~~

110.13 \$ 26,690,000 ..... 2023

110.14 Of these amounts:

110.15 (1) \$319,000 each year is for the Board of School Administrators;

110.16 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,  
 110.17 section 120B.115;

110.18 (3) \$250,000 each year is for the School Finance Division to enhance financial data  
 110.19 analysis;

110.20 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic  
 110.21 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

110.22 (5) \$123,000 each year is for a dyslexia specialist;

110.23 (6) \$480,000 each year is for the Department of Education's mainframe update;

110.24 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with  
 110.25 litigation; and

110.26 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten  
 110.27 programs.

110.28 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's  
 110.29 Washington, D.C., office.

110.30 (c) The expenditures of federal grants and aids as shown in the biennial budget document  
 110.31 and its supplements are approved and appropriated and must be spent as indicated.

111.1 (d) This appropriation includes funds for information technology project services and  
 111.2 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing  
 111.3 information technology costs will be incorporated into the service level agreement and will  
 111.4 be paid to the Office of MN.IT Services by the Department of Education under the rates  
 111.5 and mechanisms specified in that agreement.

111.6 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,  
 111.7 section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later  
 111.8 is \$25,965,000.

111.9 (f) \$430,000 in fiscal year 2023 only is for costs associated with implementing changes  
 111.10 to the school lunch and school breakfast programs in Minnesota Statutes, sections 124D.111  
 111.11 and 124D.1158.

111.12 (g) On the effective date of this act, \$1,500,000 from the fiscal year 2022 appropriation  
 111.13 for legal fees and costs associated with litigation is canceled to the general fund.

111.14 Sec. 7. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

111.15 Subdivision 1. Department of Education. Unless otherwise indicated, the sums indicated  
 111.16 in this section are appropriated from the general fund to the Department of Education for  
 111.17 the fiscal years designated. Any balance in the first year does not cancel but is available in  
 111.18 the second year.

111.19 Subd. 2. Department. (a) For the Department of Education:

111.20 \$ 60,193,000 ..... 2024

111.21 \$ 49,365,000 ..... 2025

111.22 Of these amounts:

111.23 (1) \$405,000 each year is for the Board of School Administrators;

111.24 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,  
 111.25 section 120B.115;

111.26 (3) \$720,000 each year is for implementing Minnesota's Learning for English Academic  
 111.27 Proficiency and Success Act (LEAPS) under Laws 2014, chapter 272, article 1, as amended;

111.28 (4) \$480,000 each year is for the Department of Education's mainframe update;

111.29 (5) \$7,500,000 in fiscal year 2024 only is for legal fees and costs associated with  
 111.30 litigation;

112.1 (6) \$595,000 in fiscal year 2024 and \$2,609,000 in fiscal year 2025 are for modernizing  
 112.2 district data submissions. The base for this appropriation is \$2,359,000 in fiscal year 2026  
 112.3 and thereafter;

112.4 (7) \$1,792,000 in fiscal year 2024 and \$3,340,000 in fiscal year 2025 are for information  
 112.5 technology infrastructure and portfolio resources. The base for this appropriation is  
 112.6 \$4,906,000 in fiscal year 2026 and thereafter;

112.7 (8) \$2,000,000 each year is for the Office of the Inspector General established under  
 112.8 section 127A.21;

112.9 (9) \$2,460,000 in fiscal year 2024 and \$1,586,000 in fiscal year 2025 are for  
 112.10 administration, monitoring, information technology, and other costs associated with voluntary  
 112.11 public prekindergarten programs. The base for this program in fiscal year 2026 and thereafter  
 112.12 is \$2,806,000;

112.13 (10) \$2,000,000 each year is for the Equity, Diversity, and Inclusion Center;

112.14 (11) \$800,000 each year is for audit and internal control resources; and

112.15 (12) \$7,952,000 in fiscal year 2024 is available until June 30, 2027.

112.16 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's  
 112.17 Washington, D.C., office.

112.18 (c) The expenditures of federal grants and aids as shown in the biennial budget document  
 112.19 and its supplements are approved and appropriated and must be spent as indicated.

112.20 (d) This appropriation includes funds for information technology project services and  
 112.21 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing  
 112.22 information technology costs may be incorporated into the service level agreement and may  
 112.23 be paid to the Department of Information Technology Services by the Department of  
 112.24 Education under the rates and mechanisms specified in that agreement.

112.25 Sec. 8. **APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

112.26 (a) The sums indicated in this section are appropriated from the general fund to the  
 112.27 Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

112.28 \$ 17,445,000 ..... 2024

112.29 \$ 16,868,000 ..... 2025

112.30 Of these amounts:



113.1 (1) \$125,000 in fiscal year 2024 only is for an audiology booth and related testing  
113.2 equipment; and

113.3 (2) \$445,000 in fiscal year 2024 and \$185,000 in fiscal year 2025 are for a mental health  
113.4 day treatment program. These funds are available until June 30, 2027. The base amount for  
113.5 the allocation under this clause is \$185,000 in fiscal year 2026 and later.

113.6 (b) The base for fiscal year 2026 is \$17,115,000 and the base for fiscal year 2027 and  
113.7 later is \$16,872,000.

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

113.9 **Sec. 9. APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

113.10 (a) The sums indicated in this section are appropriated from the general fund to the  
113.11 Perpich Center for Arts Education for the fiscal years designated:

113.12 \$ 9,219,000 ..... 2024

113.13 \$ 8,411,000 ..... 2025

113.14 Of these amounts, \$1,150,000 in fiscal year 2024 only is for furniture replacement in the  
113.15 agency's dormitory and classrooms, including costs associated with moving and disposal.

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

113.17 **Sec. 10. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**  
113.18 **STANDARDS BOARD.**

113.19 Subdivision 1. **Professional Educator Licensing and Standards Board.** (a) The sums  
113.20 indicated in this section are appropriated from the general fund to the Professional Educator  
113.21 Licensing and Standards Board for the fiscal years designated:

113.22 \$ 3,404,000 ..... 2024

113.23 \$ 3,561,000 ..... 2025

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

113.25 (c) This appropriation includes funds for information technology project services and  
113.26 support subject to Minnesota Statutes, section 16E.21. Any ongoing information technology  
113.27 costs may be incorporated into an interagency agreement and may be paid to the Department  
113.28 of Information Technology Services by the Professional Educator Licensing and Standards  
113.29 Board under the mechanism specified in that agreement.

113.30 Subd. 2. **Licensure by portfolio.** (a) For licensure by portfolio:

114.1        \$            34,000    ..... 2024

114.2        \$            34,000    ..... 2025

114.3    (b) This appropriation is from the education licensure portfolio account in the special revenue

114.4    fund.

**124D.151 VOLUNTARY PREKINDERGARTEN PROGRAM.**

Subd. 5. **Application process; priority for high poverty schools.** (a) To qualify for program approval for fiscal year 2017, a district or charter school must submit an application to the commissioner by July 1, 2016. To qualify for program approval for fiscal year 2018 and later, a district or charter school must submit an application to the commissioner by January 30 of the fiscal year prior to the fiscal year in which the program will be implemented. The application must include:

(1) a description of the proposed program, including the number of hours per week the program will be offered at each school site or mixed-delivery location;

(2) an estimate of the number of eligible children to be served in the program at each school site or mixed-delivery location; and

(3) a statement of assurances signed by the superintendent or charter school director that the proposed program meets the requirements of subdivision 2.

(b) The commissioner must review all applications submitted for fiscal year 2017 by August 1, 2016, and must review all applications submitted for fiscal year 2018 and later by March 1 of the fiscal year in which the applications are received and determine whether each application meets the requirements of paragraph (a).

(c) The commissioner must divide all applications for new or expanded voluntary prekindergarten programs under this section meeting the requirements of paragraph (a) and school readiness plus programs into four groups as follows: the Minneapolis and St. Paul school districts; other school districts located in the metropolitan equity region as defined in section 126C.10, subdivision 28; school districts located in the rural equity region as defined in section 126C.10, subdivision 28; and charter schools. Within each group, the applications must be ordered by rank using a sliding scale based on the following criteria:

(1) concentration of kindergarten students eligible for free or reduced-price lunches by school site on October 1 of the previous school year. A school site may contract to partner with a community-based provider or Head Start under subdivision 3 or establish an early childhood center and use the concentration of kindergarten students eligible for free or reduced-price meals from a specific school site as long as those eligible children are prioritized and guaranteed services at the mixed-delivery site or early education center. For school district programs to be operated at locations that do not have free and reduced-price lunch concentration data for kindergarten programs for October 1 of the previous school year, including mixed-delivery programs, the school district average concentration of kindergarten students eligible for free or reduced-price lunches must be used for the rank ordering;

(2) presence or absence of a three- or four-star Parent Aware rated program within the school district or close proximity of the district. School sites with the highest concentration of kindergarten students eligible for free or reduced-price lunches that do not have a three- or four-star Parent Aware program within the district or close proximity of the district shall receive the highest priority, and school sites with the lowest concentration of kindergarten students eligible for free or reduced-price lunches that have a three- or four-star Parent Aware rated program within the district or close proximity of the district shall receive the lowest priority; and

(3) whether the district has implemented a mixed delivery system.

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

(e) Once a school site or a mixed delivery site under subdivision 3 is approved for aid under this subdivision, it shall remain eligible for aid if it continues to meet program requirements, regardless of changes in the concentration of students eligible for free or reduced-price lunches.

APPENDIX  
Repealed Minnesota Statutes: 23-03974

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

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

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

(b) In reviewing applications under subdivision 5, the commissioner must limit the total number of participants in the voluntary prekindergarten and school readiness plus programs under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160 participants for fiscal years 2019, 2020, 2021, 2022, and 2023, and 3,160 participants for fiscal years 2024 and later.