

1.1 moves to amend H.F. No. 3237 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "ARTICLE 1

1.4 OFFICE OF HIGHER EDUCATION

1.5 Section 1. Minnesota Statutes 2014, section 136A.01, is amended by adding a
1.6 subdivision to read:

1.7 Subd. 4. Management of programs. (a) The commissioner may retain up to five
1.8 percent of the amount appropriated to the office for a program or pass-through grant if:

1.9 (1) the program or grant is first established on or after January 1, 2016; and

1.10 (2) the appropriation does not specify an amount for administrative costs.

1.11 (b) The amount retained under paragraph (a) is appropriated to the commissioner and
1.12 must be used for the costs of administering and monitoring programs and pass-through
1.13 grants established on or after January 1, 2016.

1.14 Sec. 2. [136A.0412] RECEIPT OF DONATIONS; MONEY; GRANTS.

1.15 The commissioner may accept donations, grants, bequests, and other funds to carry
1.16 out the purposes of section 136A.01. A donation, nonfederal grant, bequest, or other fund
1.17 received by the commissioner is deposited in an account in the special revenue fund.

1.18 Funds in the account are appropriated to the commissioner for the purpose for which they
1.19 were granted and are available until expended.

1.20 Sec. 3. Minnesota Statutes 2015 Supplement, section 136A.121, subdivision 7a,
1.21 is amended to read:

1.22 Subd. 7a. **Surplus appropriation.** If the amount appropriated is determined by the
1.23 office to be more than sufficient to fund projected grant demand in the second year of the
1.24 biennium, the office may increase the living and miscellaneous expense allowance ~~or the~~

2.1 ~~tuition and fee maximums~~ in the second year of the biennium by up to an amount that
2.2 retains sufficient appropriations to fund the projected grant demand. The adjustment may
2.3 be made one or more times. In making the determination that there are more than sufficient
2.4 funds, the office shall balance the need for sufficient resources to meet the projected
2.5 demand for grants with the goal of fully allocating the appropriation for state grants. An
2.6 increase in the living and miscellaneous expense allowance under this subdivision does
2.7 not carry forward into a subsequent biennium.

2.8 Sec. 4. Minnesota Statutes 2015 Supplement, section 136A.125, subdivision 2, is
2.9 amended to read:

2.10 Subd. 2. **Eligible students.** (a) An applicant is eligible for a child care grant if
2.11 the applicant:

2.12 (1) is a resident of the state of Minnesota or the applicant's spouse is a resident
2.13 of the state of Minnesota;

2.14 (2) has a child 12 years of age or younger, or 14 years of age or younger who is
2.15 disabled as defined in section 125A.02, and who is receiving or will receive care on a
2.16 regular basis from a licensed or legal, nonlicensed caregiver;

2.17 (3) is income eligible as determined by the office's policies and rules, but is not a
2.18 recipient of assistance from the Minnesota family investment program;

2.19 (4) either has not earned a baccalaureate degree and has been enrolled full time less
2.20 than eight semesters or the equivalent, or has earned a baccalaureate degree and has been
2.21 enrolled full time less than eight semesters or the equivalent in a graduate or professional
2.22 degree program;

2.23 (5) is pursuing a nonsectarian program or course of study that applies to an
2.24 undergraduate, graduate, or professional degree, diploma, or certificate;

2.25 (6) is enrolled at least half time in an eligible institution; and

2.26 (7) is in good academic standing and making satisfactory academic progress.

2.27 (b) A student who withdraws from enrollment for active military service after
2.28 December 31, 2002, because the student was ordered to active military service as defined
2.29 in section 190.05, subdivision 5b or 5c, or for a major illness, while under the care of a
2.30 medical professional, that substantially limits the student's ability to complete the term
2.31 is entitled to an additional semester or the equivalent of grant eligibility and will be
2.32 considered to be in continuing enrollment status upon return.

2.33 Sec. 5. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 4,
2.34 is amended to read:

3.1 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness,
3.2 according to rules adopted by the commissioner, shall:

3.3 (1) apply for teacher shortage loan forgiveness and promptly submit any additional
3.4 information required by the commissioner; and

3.5 ~~(2) annually reapply for up to five consecutive school years and submit information~~
3.6 ~~the commissioner requires to determine the applicant's continued eligibility for loan~~
3.7 ~~forgiveness; and~~

3.8 ~~(3)~~ (2) submit to the commissioner a completed affidavit, prescribed by the
3.9 commissioner, affirming the teacher is teaching in: (i) a licensure field and in identified by
3.10 the commissioner as experiencing a teacher shortage; or (ii) an economic development
3.11 region identified by the commissioner as experiencing a teacher shortage.

3.12 Sec. 6. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 5,
3.13 is amended to read:

3.14 Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the
3.15 annual amount of teacher shortage loan forgiveness for an approved applicant shall not
3.16 exceed \$1,000 or the cumulative balance of the applicant's qualified educational loans,
3.17 including principal and interest, whichever amount is less.

3.18 (b) Recipients must secure their own qualified educational loans. Teachers who
3.19 graduate from an approved teacher preparation program or teachers who add a licensure
3.20 field, consistent with the teacher shortage requirements of this section, are eligible to
3.21 apply for the loan forgiveness program.

3.22 (c) No teacher shall receive more than five annual awards.

3.23 Sec. 7. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 6,
3.24 is amended to read:

3.25 Subd. 6. **Disbursement.** (a) The commissioner must make annual disbursements
3.26 directly to the participant of the amount for which a participant is eligible, for each year
3.27 that a participant is eligible.

3.28 (b) Within 60 days of receipt of a the disbursement date, the participant must provide
3.29 the commissioner with verification that the full amount of loan repayment disbursement
3.30 has been applied toward the designated loans. A participant that previously received
3.31 funds under this section but has not provided the commissioner with such verification
3.32 is not eligible to receive additional funds.

4.1 Sec. 8. **[136A.1792] PROMOTION OF FEDERAL LOAN FORGIVENESS**
4.2 **PROGRAMS.**

4.3 Subdivision 1. **Definitions.** (a) For the purposes of this section, the following terms
4.4 have the meanings given.

4.5 (b) "Federal loan forgiveness program" means a loan forgiveness program offered
4.6 under Code of Federal Regulations, title 34, part 685.

4.7 (c) "Public service loan forgiveness program" means the loan forgiveness program
4.8 under Code of Federal Regulations, title 34, part 685, section 219.

4.9 (d) "Public service organization" means a public service organization under Code of
4.10 Federal Regulations, title 34, part 685, section 219.

4.11 Subd. 2. **Promotion of federal loan forgiveness programs.** (a) The commissioner
4.12 must develop and distribute informational materials designed to increase awareness of
4.13 federal loan forgiveness programs among Minnesota residents who are eligible for such
4.14 programs. At a minimum, the commissioner must develop and distribute informational
4.15 materials that public service organizations may use to promote awareness of the federal
4.16 public service loan forgiveness program, including:

4.17 (1) a one-page letter addressed to individuals who may be eligible for the public
4.18 service loan forgiveness program that briefly summarizes the program, provides
4.19 information on what an eligible individual must do in order to participate, and recommends
4.20 that they contact their student loan servicer or servicers for additional information;

4.21 (2) a detailed fact sheet describing the public service loan forgiveness program; and

4.22 (3) a document containing answers to frequently asked questions about the public
4.23 service loan forgiveness program.

4.24 (b) In place of developing and publishing an informational document required under
4.25 paragraph (a), the commissioner may distribute a document published by a federal agency
4.26 that meets the requirements of paragraph (a).

4.27 Subd. 3. **Publication of informational materials.** The commissioner must make
4.28 the informational materials required under subdivision 2 available on the office's Web
4.29 site and must verify each biennium that the informational materials contain current
4.30 information. The commissioner must update and correct any informational materials that
4.31 the commissioner finds to be inaccurate or outdated.

4.32 Sec. 9. **[181.987] DISCLOSURE OF ELIGIBILITY FOR STUDENT LOAN**
4.33 **FORGIVENESS.**

4.34 Subdivision 1. **Definitions.** (a) For the purposes of this section, the following terms
4.35 have the meanings given.

5.1 (b) "Employer" means an organization, agency, or entity that is a public service
5.2 organization under Code of Federal Regulations, title 34, part 685, section 219, provided
5.3 that the following are not employers:

5.4 (1) a federal or tribal government organization, agency, or entity; and

5.5 (2) a tribal college or university.

5.6 (c) "Employment certification form" means the form used by the United States
5.7 Department of Education to certify an individual's employment at a public service
5.8 organization for the purposes of the federal public service loan forgiveness program.

5.9 (d) "Federal public service loan forgiveness program" means the program offered
5.10 under Code of Federal Regulations, title 34, part 685, section 219.

5.11 Subd. 2. **Disclosure of eligibility for student loan forgiveness.** (a) An employer
5.12 must provide an employee with information about the employee's potential eligibility
5.13 for the federal public service loan forgiveness program. An employer must annually
5.14 provide to each employee in written or electronic form the one-page letter, fact sheet,
5.15 and frequently asked questions required under section 136A.1792, subdivision 2. An
5.16 employer must provide a newly hired employee with that information within two weeks of
5.17 the employee's first day of employment.

5.18 (b) At an employee's request, an employer must provide the employee with a copy
5.19 of the employment certification form.

5.20 **EFFECTIVE DATE.** This section is effective January 1, 2017. An employer must
5.21 provide information to current employees, as required by subdivision 2, by January 15,
5.22 2017.

5.23 Sec. 10. Laws 2015, chapter 69, article 3, section 20, subdivision 15, is amended to read:

5.24 Subd. 15. **Reporting.** (a) A college must report to the commissioner the following
5.25 information:

5.26 (1) the number of grantees and their race, gender, and ethnicity;

5.27 (2) grantee persistence and completion;

5.28 (3) employment outcomes; and

5.29 (4) other information requested by the commissioner.

5.30 (b) The commissioner shall report ~~annually~~ by January 15, 2017, and January 15,
5.31 2018, to the chairs and ranking minority members of the legislative committees with
5.32 jurisdiction over higher education finance by college and in aggregate on the information
5.33 submitted to the commissioner under paragraph (a). The commissioner may include in the
5.34 report recommendations for changes in the grant program.

6.1 **ARTICLE 2**

6.2 **HIGH SCHOOL TESTING; COLLEGE READINESS AND REMEDIATION**

6.3 Section 1. Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1, is
6.4 amended to read:

6.5 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
6.6 with appropriate technical qualifications and experience and stakeholders, consistent with
6.7 subdivision 1a, shall include in the comprehensive assessment system, for each grade
6.8 level to be tested, state-constructed tests developed as computer-adaptive reading and
6.9 mathematics assessments for students that are aligned with the state's required academic
6.10 standards under section 120B.021, include multiple choice questions, and are administered
6.11 annually to all students in grades 3 through 8. State-developed high school tests aligned
6.12 with the state's required academic standards under section 120B.021 and administered
6.13 to all high school students in a subject other than writing must include multiple choice
6.14 questions. The commissioner shall establish one or more months during which schools
6.15 shall administer the tests to students each school year.

6.16 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible
6.17 to be assessed under (i) the graduation-required assessment for diploma in reading,
6.18 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,
6.19 paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii)
6.20 the Compass college placement test, (iv) the ACT assessment for college admission, (v) a
6.21 nationally recognized armed services vocational aptitude test.

6.22 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are
6.23 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
6.24 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
6.25 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
6.26 Compass college placement test, (iv) the ACT assessment for college admission, (v) a
6.27 nationally recognized armed services vocational aptitude test.

6.28 (3) For students under clause (1) or (2), a school district may substitute a score from
6.29 an alternative, equivalent assessment to satisfy the requirements of this paragraph.

6.30 (b) The state assessment system must be aligned to the most recent revision of
6.31 academic standards as described in section 120B.023 in the following manner:

6.32 (1) mathematics;

6.33 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

6.34 (ii) high school level beginning in the 2013-2014 school year;

6.35 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
6.36 school year; and

7.1 (3) language arts and reading; grades 3 through 8 and high school level beginning in
7.2 the 2012-2013 school year.

7.3 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
7.4 state graduation requirements, based on a longitudinal, systematic approach to student
7.5 education and career planning, assessment, instructional support, and evaluation, include
7.6 the following:

7.7 (1) an opportunity to participate on a nationally normed college entrance exam,
7.8 in grade 11 or grade 12;

7.9 (2) achievement and career and college readiness in mathematics, reading, and
7.10 writing, consistent with paragraph (j) (k) and to the extent available, to monitor students'
7.11 continuous development of and growth in requisite knowledge and skills; analyze
7.12 students' progress and performance levels, identifying students' academic strengths and
7.13 diagnosing areas where students require curriculum or instructional adjustments, targeted
7.14 interventions, or remediation; and, based on analysis of students' progress and performance
7.15 data, determine students' learning and instructional needs and the instructional tools and
7.16 best practices that support academic rigor for the student; and

7.17 (3) consistent with this paragraph and section 120B.125, age-appropriate exploration
7.18 and planning activities and career assessments to encourage students to identify personally
7.19 relevant career interests and aptitudes and help students and their families develop a
7.20 regularly reexamined transition plan for postsecondary education or employment without
7.21 need for postsecondary remediation.

7.22 Based on appropriate state guidelines, students with an individualized education program
7.23 may satisfy state graduation requirements by achieving an individual score on the
7.24 state-identified alternative assessments.

7.25 (d) Expectations of schools, districts, and the state for career or college readiness
7.26 under this subdivision must be comparable in rigor, clarity of purpose, and rates of
7.27 student completion.

7.28 (e) The chancellor of the Minnesota State Colleges and Universities, in consultation
7.29 with the commissioner, must identify scores on the Minnesota comprehensive assessments
7.30 for high school math and reading, and for writing when available, indicating when students
7.31 are prepared to successfully complete credit-bearing coursework at a two-year or four-year
7.32 college or university or other credit-bearing postsecondary program, consistent with
7.33 paragraph (q). These scores are intended to be used as guidelines to help inform families,
7.34 students, and teachers about student preparation. A student under paragraph (c), clause (2),
7.35 must receive targeted, relevant, academically rigorous, and resourced instruction, which
7.36 may include a targeted instruction and intervention plan focused on improving the student's

8.1 knowledge and skills in core subjects so that the student has a reasonable chance to succeed
8.2 in a career or college without need for postsecondary remediation. Consistent with sections
8.3 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district
8.4 must actively encourage a student in grade 11 or 12 who is identified as academically
8.5 ready for a career or college to participate in courses and programs awarding college credit
8.6 to high school students. Students are not required to achieve a specified score or level of
8.7 proficiency on an assessment under this subdivision to graduate from high school.

8.8 ~~(e)~~ (f) Though not a high school graduation requirement, students are encouraged to
8.9 participate in a nationally recognized college entrance exam. With funding provided by
8.10 the state, a district must pay the cost, one time, for an interested student in grade 11 or 12
8.11 to take a nationally recognized college entrance exam before graduating. A student must
8.12 be able to take the exam under this paragraph at the student's high school during the school
8.13 day and at any one of the multiple exam administrations available to students in the district.

8.14 ~~(f)~~ (g) The commissioner and the chancellor of the Minnesota State Colleges
8.15 and Universities must collaborate in aligning instruction and assessments for adult
8.16 basic education students and English learners to provide the students with diagnostic
8.17 information about any targeted interventions, accommodations, modifications, and
8.18 supports they need so that assessments and other performance measures are accessible
8.19 to them and they may seek postsecondary education or employment without need for
8.20 postsecondary remediation. When administering formative or summative assessments
8.21 used to measure the academic progress, including the oral academic development, of
8.22 English learners and inform their instruction, schools must ensure that the assessments are
8.23 accessible to the students and students have the modifications and supports they need to
8.24 sufficiently understand the assessments.

8.25 ~~(g)~~ (h) Districts and schools, on an annual basis, must use career exploration
8.26 elements to help students, beginning no later than grade 9, and their families explore and
8.27 plan for postsecondary education or careers based on the students' interests, aptitudes, and
8.28 aspirations. Districts and schools must use timely regional labor market information and
8.29 partnerships, among other resources, to help students and their families successfully
8.30 develop, pursue, review, and revise an individualized plan for postsecondary education or a
8.31 career. This process must help increase students' engagement in and connection to school,
8.32 improve students' knowledge and skills, and deepen students' understanding of career
8.33 pathways as a sequence of academic and career courses that lead to an industry-recognized
8.34 credential, an associate's degree, or a bachelor's degree and are available to all students,
8.35 whatever their interests and career goals.

9.1 ~~(h)~~ (i) A student who demonstrates attainment of required state academic standards,
9.2 which include career and college readiness benchmarks, on high school assessments
9.3 under subdivision 1a is academically ready for a career or college and is encouraged to
9.4 participate in courses awarding college credit to high school students. Such courses and
9.5 programs may include sequential courses of study within broad career areas and technical
9.6 skill assessments that extend beyond course grades.

9.7 ~~(i)~~ (j) As appropriate, students through grade 12 must continue to participate in
9.8 targeted instruction, intervention, or remediation and be encouraged to participate in
9.9 courses awarding college credit to high school students.

9.10 ~~(j)~~ (k) In developing, supporting, and improving students' academic readiness for a
9.11 career or college, schools, districts, and the state must have a continuum of empirically
9.12 derived, clearly defined benchmarks focused on students' attainment of knowledge and
9.13 skills so that students, their parents, and teachers know how well students must perform to
9.14 have a reasonable chance to succeed in a career or college without need for postsecondary
9.15 remediation. The commissioner, in consultation with local school officials and educators,
9.16 and Minnesota's public postsecondary institutions must ensure that the foundational
9.17 knowledge and skills for students' successful performance in postsecondary employment
9.18 or education and an articulated series of possible targeted interventions are clearly
9.19 identified and satisfy Minnesota's postsecondary admissions requirements.

9.20 ~~(k)~~ (l) For students in grade 8 in the 2012-2013 school year and later, a school,
9.21 district, or charter school must record on the high school transcript a student's progress
9.22 toward career and college readiness, and for other students as soon as practicable.

9.23 ~~(l)~~ (m) The school board granting students their diplomas may formally decide to
9.24 include a notation of high achievement on the high school diplomas of those graduating
9.25 seniors who, according to established school board criteria, demonstrate exemplary
9.26 academic achievement during high school.

9.27 ~~(m)~~ (n) The 3rd through 8th grade computer-adaptive assessment results and
9.28 high school test results shall be available to districts for diagnostic purposes affecting
9.29 student learning and district instruction and curriculum, and for establishing educational
9.30 accountability. The commissioner must establish empirically derived benchmarks on
9.31 adaptive assessments in grades 3 through 8 that reveal a trajectory toward career and
9.32 college readiness, consistent with paragraph (e). The commissioner must disseminate to
9.33 the public the computer-adaptive assessments and high school test results upon receiving
9.34 those results.

9.35 ~~(n)~~ (o) The grades 3 through 8 computer-adaptive assessments and high school tests
9.36 must be aligned with state academic standards. The commissioner shall determine the

10.1 testing process and the order of administration. The statewide results shall be aggregated
10.2 at the site and district level, consistent with subdivision 1a.

10.3 ~~(o)~~ (p) The commissioner shall include the following components in the statewide
10.4 public reporting system:

10.5 (1) uniform statewide computer-adaptive assessments of all students in grades 3
10.6 through 8 and testing at the high school levels that provides appropriate, technically sound
10.7 accommodations or alternate assessments;

10.8 (2) educational indicators that can be aggregated and compared across school
10.9 districts and across time on a statewide basis, including average daily attendance, high
10.10 school graduation rates, and high school drop-out rates by age and grade level;

10.11 (3) state results on the American College Test; and

10.12 (4) state results from participation in the National Assessment of Educational
10.13 Progress so that the state can benchmark its performance against the nation and other
10.14 states, and, where possible, against other countries, and contribute to the national effort
10.15 to monitor achievement.

10.16 ~~(p)~~ (q) For purposes of statewide accountability, "career and college ready" means a
10.17 high school graduate has the knowledge, skills, and competencies to successfully pursue a
10.18 career pathway, including postsecondary credit leading to a degree, diploma, certificate, or
10.19 industry-recognized credential and employment. Students who are career and college ready
10.20 are able to successfully complete credit-bearing coursework at a two- or four-year college
10.21 or university or other credit-bearing postsecondary program without need for remediation.

10.22 ~~(q)~~ (r) For purposes of statewide accountability, "cultural competence," "cultural
10.23 competency," or "culturally competent" means the ability and will to interact effectively
10.24 with people of different cultures, native languages, and socioeconomic backgrounds.

10.25 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
10.26 later.

10.27 Sec. 2. **[136F.3025] MCA COLLEGE-READY SCORE.**

10.28 A state college or university may not require an individual to take a remedial,
10.29 noncredit course in a subject area if the individual has received a college-ready MCA
10.30 score in that subject area, consistent with section 120B.30, subdivision 1, paragraph (e).

10.31 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and
10.32 later.

11.1 **ARTICLE 3**

11.2 **MNSCU PILOT PROGRAM; STUDENTS WITH DISABILITIES**

11.3 Section 1. Minnesota Statutes 2014, section 136A.101, subdivision 10, is amended to
11.4 read:

11.5 Subd. 10. **Satisfactory academic progress.** "Satisfactory academic progress"
11.6 means satisfactory academic progress as defined under Code of Federal Regulations, title
11.7 34, sections 668.16(e), 668.32(f), and 668.34, except that a student with an intellectual
11.8 disability as defined in Code of Federal Regulations, title 34, section 668.231, enrolled
11.9 in an approved comprehensive transition and postsecondary program under that section
11.10 is subject to the institution's published satisfactory academic process standards for that
11.11 program as approved by the Office of Higher Education.

11.12 Sec. 2. **MNSCU PROGRAM FOR STUDENTS WITH INTELLECTUAL AND**
11.13 **DEVELOPMENTAL DISABILITIES; PLAN REQUIRED.**

11.14 Subdivision 1. **Development of plan required.** The Board of Trustees of the
11.15 Minnesota State Colleges and Universities must develop a plan for offering an academic
11.16 program for students with intellectual and developmental disabilities, consistent with the
11.17 principles established in subdivisions 3 to 5.

11.18 Subd. 2. **Advisory group.** (a) In developing the plan required by this section,
11.19 the board shall incorporate the recommendations of an advisory group consisting of the
11.20 following members:

11.21 (1) the chair of the Committee on Higher Education Policy and Finance in the house
11.22 of representatives;

11.23 (2) the chair of the Committee on Higher Education and Workforce Development
11.24 in the senate;

11.25 (3) a member appointed by the Minnesota State Council on Disability;

11.26 (4) a member appointed by the Minnesota Governor's Council on Developmental
11.27 Disabilities;

11.28 (5) a member appointed by the board of directors of The Arc Minnesota;

11.29 (6) a member representing the University of Minnesota, appointed by the president
11.30 of the university; and

11.31 (7) a member representing private colleges and universities, appointed by the
11.32 Minnesota Private College Council.

11.33 (b) The chair of the Committee on Higher Education Policy and Finance in the house
11.34 of representatives and the chair of the Committee on Higher Education and Workforce

12.1 Development in the senate shall serve as cochairs of the advisory group, and must convene
12.2 its first meeting no later than June 30, 2016. Legislative staff shall provide administrative
12.3 support to the advisory group, as needed. Representatives of the Minnesota State Colleges
12.4 and Universities system must be present at all meetings of the advisory group, and must
12.5 assist in facilitating the group's work.

12.6 (c) In addition to receiving input from the advisory group, the board may also
12.7 consult with administrators of similar programs at other postsecondary institutions who
12.8 are not represented on the advisory group.

12.9 Subd. 3. **Program locations.** The plan developed must assume the program will be
12.10 offered at up to four college or university campuses chosen based on (1) their ability to
12.11 offer a robust program using existing facilities and resources and (2) a goal to provide the
12.12 program in diverse geographic regions of the state.

12.13 Subd. 4. **Enrollment and admission.** The plan developed must assume an
12.14 enrollment goal for each campus' program of at least ten incoming students per academic
12.15 year. The plan may allow for students to be admitted based on an application process
12.16 that includes an in-person interview; an independent assessment of an applicant's
12.17 interest, motivation, and likelihood of success in the program; and any other eligibility
12.18 requirements established by the board. Upon successful completion, a student must be
12.19 awarded a certificate, diploma, or other appropriate academic credential.

12.20 Subd. 5. **Curriculum and activities.** (a) The plan developed must assume a
12.21 program that provides an inclusive, two-year full-time residential college experience
12.22 for students with intellectual and developmental disabilities. The required curriculum
12.23 must include core courses that develop life skills, financial literacy, and the ability to
12.24 live independently; rigorous academic work in a student's chosen field of study; and an
12.25 internship, apprenticeship, or other skills-based experience to prepare for meaningful
12.26 employment upon completion of the program.

12.27 (b) In addition to academic requirements, the plan developed must allow
12.28 participating students the opportunity to engage fully in campus life. Program activities
12.29 must include but are not limited to (1) the establishment of on-campus mentoring and
12.30 peer support communities and (2) opportunities for personal growth through leadership
12.31 development and other community engagement activities.

12.32 (c) A participating campus may tailor its program curriculum and activities to
12.33 highlight academic programs, student and community life experiences, and employment
12.34 opportunities unique to that campus or the region of the state where the campus is located.

13.1 Subd. 6. Report to legislature. The board must submit a report on the plan required
 13.2 to be developed by this section to the chairs and ranking minority members of the
 13.3 committees of the legislature with jurisdiction over higher education finance and policy
 13.4 and human services finance and policy no later than January 15, 2017. The report must
 13.5 describe program plans, including strategies for recruitment of applicants, and strategies
 13.6 to address anticipated program needs that cannot be filled using existing campus or system
 13.7 resources. The report must also summarize the recommendations of the advisory group
 13.8 established by subdivision 2, and describe how the recommendations were incorporated
 13.9 into the board's final plan.

13.10 EFFECTIVE DATE. This section is effective the day following final enactment.
 13.11 Appointments to the advisory group established by subdivision 2 must be made no later
 13.12 than June 1, 2016.

13.13 **ARTICLE 4**

13.14 **FETAL TISSUE RESEARCH**

13.15 Section 1. **UNIVERSITY OF MINNESOTA FETAL TISSUE RESEARCH;**
 13.16 **LEGISLATIVE AUDITOR REVIEW.**

13.17 (a) The legislative auditor is requested to complete a comprehensive review of
 13.18 the use of fetal tissue in research activities at the University of Minnesota. The review
 13.19 must include:

13.20 (1) the total number of research activities in which fetal tissue is currently or has been
 13.21 previously used, including those that are in progress and those that have been completed;

13.22 (2) the cost of acquiring fetal tissues for use in research activities, itemized by the
 13.23 source of funds used for procurement, including funds from federal, state, and other public
 13.24 sources, and funds derived from student tuition and fees;

13.25 (3) the extent to which the conduct of the research activities complies with
 13.26 applicable federal and state laws related to acquisition, sale, handling, and disposition
 13.27 of human tissues, including fetal tissues;

13.28 (4) the extent to which the conduct of the research activities complies with
 13.29 applicable Board of Regents policies and procedures related to acquisition, sale, handling,
 13.30 and disposition of human tissues, including fetal tissues; and

13.31 (5) whether applicable Board of Regents policies include provisions to ensure fetal
 13.32 tissue is used in research activities only when necessary, and to ensure that the research
 13.33 activities are conducted in an ethical manner, including whether procedures and protocols
 13.34 for oversight have been implemented to verify compliance with these policies.

14.1 (b) As used in this section, "research activities" include any academic fetal
14.2 tissue research or fetal tissue transplantation research activity or program conducted
14.3 in a University of Minnesota facility, or which is supported, directly or indirectly, by
14.4 University of Minnesota funds.

14.5 **EFFECTIVE DATE.** This section is effective the day following final enactment.
14.6 The legislative auditor is requested to complete the review no later than 60 days following
14.7 final enactment."

14.8 Amend the title accordingly