



Members of the House Education Policy Committee,

On behalf of the Minnesota Community Education Association, I am writing to express our strong opposition to the provisions in HF6 that would allow school districts to transfer Community Education fund balances to their general fund.

Community Education fund balances are carefully managed to ensure fiscal responsibility and sustainability. These funds are dedicated to specific purposes, and diverting them would jeopardize fiscal integrity and compromise the intended goals of these resources.

Maintaining a healthy fund balance is crucial for the financial stability of school district community education programs. These reserves are essential to:

- **Mitigate fluctuations in enrollment and participation.**
- **Prepare for anticipated expenses or liabilities.**
- **Fund future capital projects or renovations.**
- **Address unexpected mandates, such as free childcare for essential workers during a pandemic.**

Current laws prohibiting such transfers exist to uphold the integrity and purpose of Community Education funds. Allowing these transfers would conflict with the principles that originally guided the separation of these resources.

I urge you to reject any proposal that would compromise the integrity of Community Education funds and the programs they support.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Dickhausen", is written over a white, irregular scribble.

Matt Dickhausen
Executive Director

Minnesota Community Education Association

mdickhausen@mn-mcea.org

mn-mcea.org

February 11th, 2025

Dear House Education Policy Committee Members,

My name is Rachael Bauleke. I am a constituent and a speech-language pathologist with over a decade of experience working in public education. My work focuses on providing appropriate and fair services to culturally and linguistically diverse populations, and I have been a strong advocate for evidence-based literacy practices at the local level throughout my career.

I am writing to express my support for H.F. 6, particularly Article 1, Section 5. While it is essential that English Language Arts curricula reflect diverse authors, characters, and perspectives in our pluralistic society, the current language of the READ Act—which requires approved curricula to be “culturally and linguistically responsive, and reflect diverse populations”—has led to unintended consequences on the ground.

The primary issue is the subjective nature of this criterion. Assessing whether a curriculum meets this standard is inherently a matter of interpretation. Unfortunately, this ambiguity has resulted in the exclusion of several high-quality, evidence-based curricula from the Minnesota Department of Education’s approved list of Highly Aligned Curricula to Evidence-Based Structured Literacy Practices. For example, Amplify’s Core Knowledge Language Arts (CKLA) – Second Edition has been omitted, despite its proven effectiveness and inclusion of a diverse range of authors, topics, and characters. Because only “highly aligned” curricula are eligible for READ Act Literacy Aid and Literacy Incentive Aid, these exclusions have significant implications for schools and students.

CKLA and similar curricula have been successfully implemented in states like Louisiana, where they have contributed to measurable gains in reading achievement among racially diverse and socioeconomically disadvantaged student populations, as reflected in Louisiana’s 2024 NAEP reading scores. It is concerning that a curriculum demonstrating such success elsewhere has been deemed unsuitable for Minnesota students.

While the original language in The READ Act was designed with positive intent, its current implementation has excluded rigorous, evidence-based curricula under the vague assertion that they are “not diverse enough”—a characterization that does not necessarily align with their actual content or effectiveness.

I respectfully urge the advancement of H.F. 6 through the legislative process to ensure that all Minnesota students have access to a high-quality literacy curriculum. We must remove unnecessary barriers to evidence-based curricula and provide students the opportunity to meet grade-level reading standards—a goal that has remained out of reach for too many for too long in this state.

With Appreciation,

Rachael Bauleke, M.S., CCC-SLP
Speech-Language Pathologist
Hopkins, MN

FUNDING FLEXIBILITY

HOUSE FILE 6, ARTICLE 3, SECTION 1

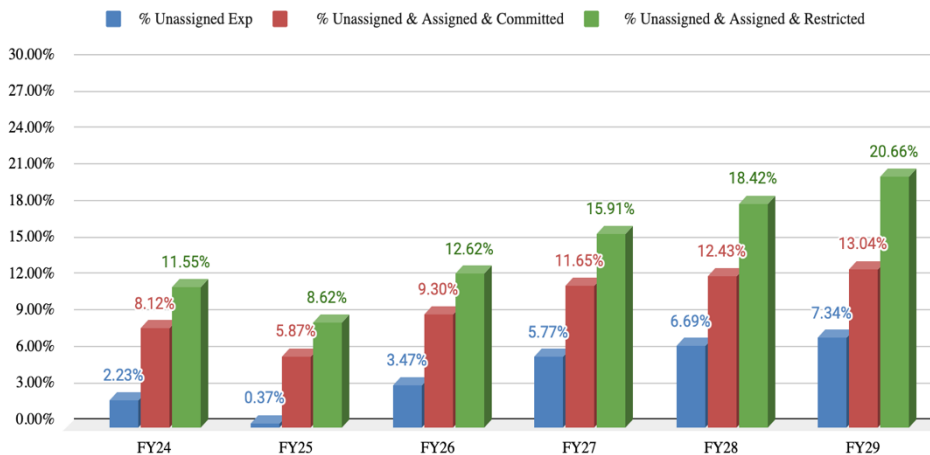
House File 6, Article 3, Section 1 introduces funding flexibility for school districts, charter schools, and cooperative units for fiscal years 2025 through 2029. This provision allows the transfer of unassigned/unencumbered funds between operating accounts or funds, with certain restrictions. This handout aims to analyze the potential impact of this flexibility on Moorhead Public Schools.

Key Provisions of HF 6, Article 3, Section 1:

- **Fund Transfer Flexibility:** Allows transfer of funds between operating accounts/funds (excluding those assigned to staff salary/benefits or encumbered by federal law).
- **Timeline:** Applies to fiscal years 2025 through 2029.
- **Restrictions:** Transfers cannot increase state aid obligations or result in additional property tax authority.
- **Transparency:** Requires a written school board resolution outlining the purpose and amount of the transfer, posting the resolution on the district website, and transmitting electronic notice to the commissioner.

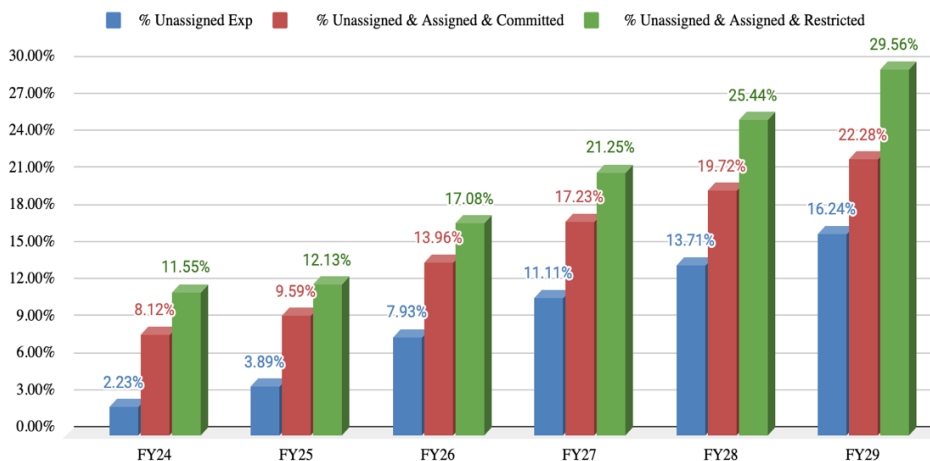
MOORHEAD AREA PUBLIC SCHOOLS IMPACT

NO TRANSFERS
General Fund Balances % of Total Expenses



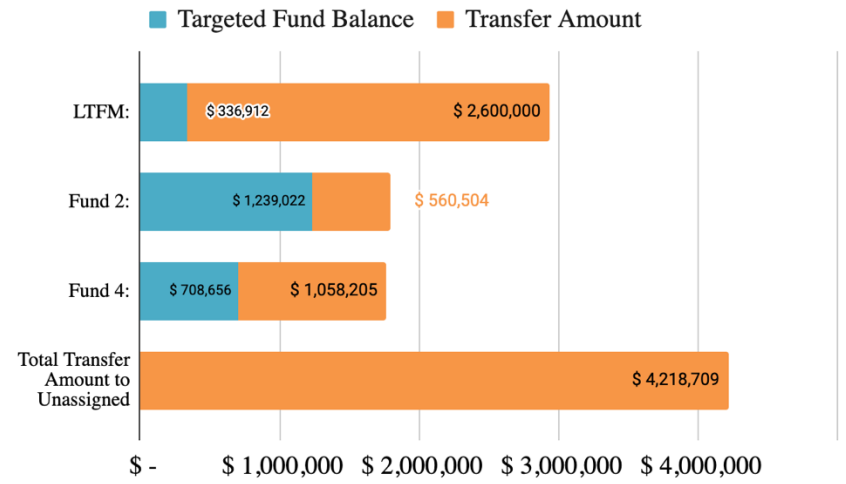
- With no ability to transfer funds, our unassigned fund balance will not reach the board's policy to maintain an unassigned fund balance of 12-15% of the total expenses.
- Major reductions in staffing will be required without the ability to move restricted funds.

WITH TRANSFERS
General Fund Balances % of Total Expenses

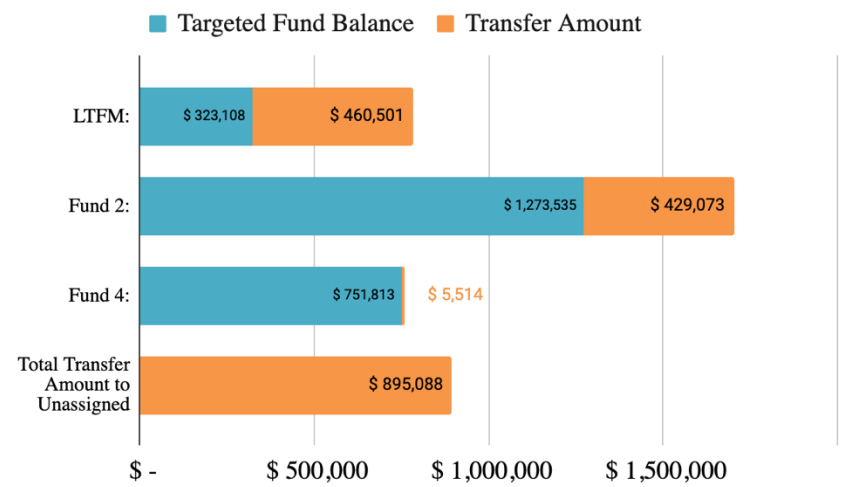


- This is the impact of having the ability to transfer funds while still maintaining a comfortable targeted fund balance of LTFM, Food Service, and Community Service.
- The total amount of budgeted transfers from FY25-FY29 in this scenario equates to:
 - LTFM: \$7,211,528
 - Food Service (Fund 2): \$2,033,684
 - Community Service (Fund 4): \$1,314,780
 - Total Potential Transfer: \$10,559,992

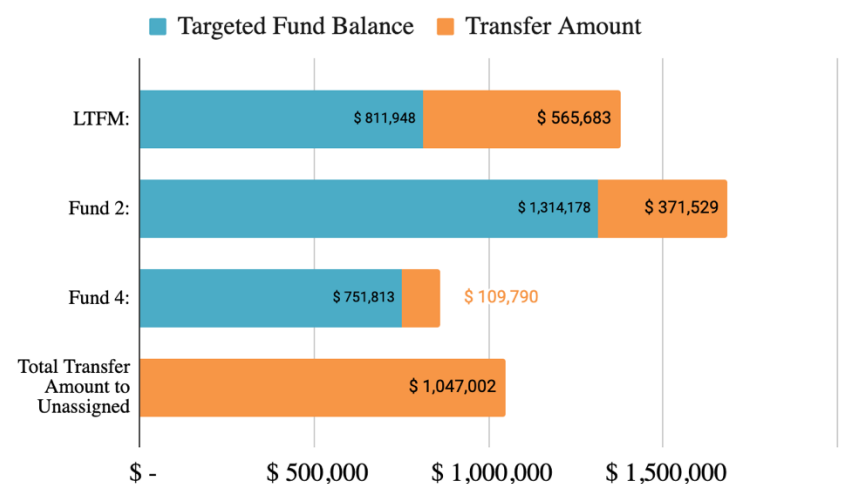
FY 25 Targeted Fund Balances and Transfer Amount



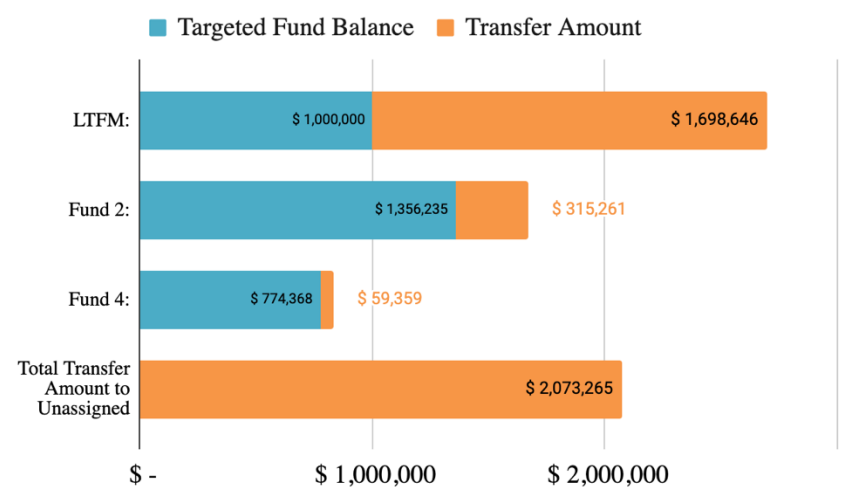
FY 26 Targeted Fund Balances and Transfer Amount



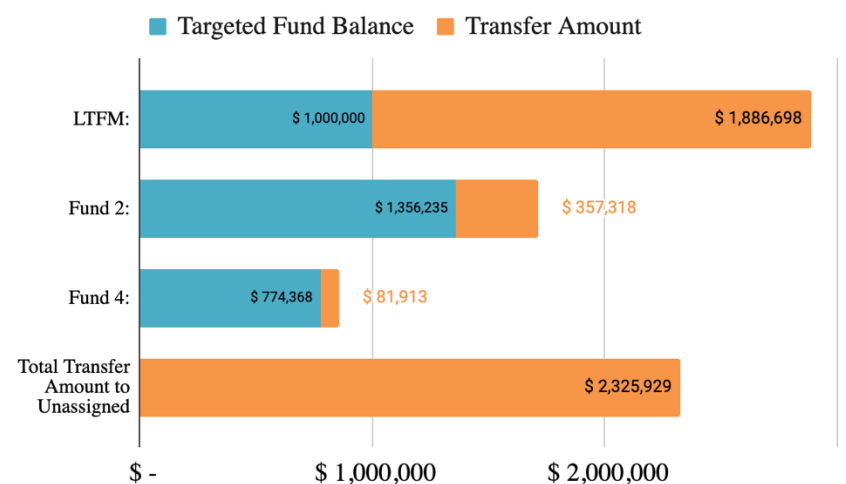
FY 27 Targeted Fund Balances and Transfer Amount



FY 28 Targeted Fund Balances and Transfer Amount



FY 29 Targeted Fund Balances and Transfer Amount



February 10, 2025

Chair Peggy Bennett
2nd Floor, Centennial Office Building
St. Paul, MN 55155

Dear Chair Bennett and Members of the House Education Policy Committee:

OutFront Minnesota, founded in 1987, is the state's largest LGBTQ+ advocacy organization. And we write today to oppose HF 6 as currently introduced.

OutFront Minnesota seeks to advocate for and ally itself with those seeking to push for the inclusion of underrepresented communities in our educational spaces. Minnesota's teacher licensure standards recognize the importance of culturally relevant materials for diverse communities - as a means for reflecting and representing the diverse communities in our state - and engaging our learners with shared narratives that reflect their life experiences. This connection in seeing oneself represented and included in the learning process has proven to yield better educational outcomes for *all* students. And just as importantly, it helps all learners to recognize and appreciate the rich cultural landscape of our state.

At a time when many of our state's historically marginalized communities are experiencing increases in school bullying and harassment, having culturally relevant stories provides a critical teaching tool and a reminder in our classrooms that we are all part of the fabric of this state.

We recognize the need to continuously improve Minnesota's educational systems for *all* students, families, and educators; and we support good work to dig into these big problems. We encourage you to pursue approaches that seek those solutions while upholding the value and importance of culturally inclusive materials that have research-proven benefits in promoting positive learning environments.

OutFront Minnesota respectfully urges a NO vote on HF 6 as introduced, and urges further discussion around our state's approach to curriculum that seeks to support and include *all* of Minnesota's students, families, and educators.

Sincerely,

Kat Rohn
Executive Director

Testimony in Opposition to HF 6 – Protecting Minnesota’s Youngest Learners
Presented to the Minnesota House of Representatives

Rep. Peggy Bennett and Members of the Committee:

My name is Jodie Riek, I am the President of the Minnesota Association for the Education of Young Children (MnAEYC), the Education Committee Chair of the NAACP Duluth, Minnesota and an Associate Professor in Early Childhood Education at the University of Minnesota Duluth. I am here today to speak in strong opposition to HF 6, a bill that threatens to roll back critical protections for Minnesota’s youngest learners. Specifically, I am deeply concerned about the provisions in this bill that would allow school districts to opt out of the PreK-3 suspension ban and the prohibition on seclusion. If school districts are given the option to opt out, we know they will—perpetuating harmful disciplinary practices that do not support children’s learning and development.

Suspending or secluding young children is developmentally inappropriate and counterproductive. Research and child development experts agree that exclusionary discipline does not teach children the skills they need to be successful in school. Instead, these practices disproportionately impact children of color and those with disabilities, exacerbating inequities in our education system. Young children are still learning how to regulate their emotions and navigate social interactions. Rather than removing them from the learning environment, we must invest in evidence-based strategies that address the root causes of challenging behaviors—strategies such as social-emotional learning, restorative practices, and positive behavioral interventions.

The 2023 education mandates were a step in the right direction, ensuring that Minnesota’s schools uphold policies that support the healthy development of all children. Rolling back these protections sends a dangerous message—that rather than meeting children where they are and providing them with the support they need, we can simply remove them from the classroom. This is not the message we should be sending to our youngest learners or the educators tasked with supporting them.

I urge this committee to reject HF 6 and uphold Minnesota’s commitment to developmentally appropriate, equitable, and inclusive education policies. We must prioritize approaches that help all children thrive, not policies that exclude and punish them for behaviors they are still learning to manage.

Thank you for your time and consideration.

To Whom It May Concern:

I work as a paraprofessional in Deer River MN. I was recently told that legislation may be cutting unemployment benefits for paraprofessionals/school workers in the summertime when school is not in session. If this happens, it will be a huge detriment to our family along with many other families. As a paraprofessional, we do not receive a very high wage as it is, cutting unemployment will create severe hardships for many. Construction workers are seasonal employment and receive unemployment benefits during their "off" time, how are school workers any different? Construction workers receive much higher wages than we do so they are able to pay their bills, we already live paycheck to paycheck. How will we pay our bills? Can some of us get a summer job? Sure, some can. Most can't as there is no one to watch our children. Daycare will cost more than what a summer job can pay and not everyone has family to help, I know my family does not have others to help us watch our child. Besides that, there aren't many jobs that will hire just for the summer, they want an employee all year round. Most summer jobs available are labor intensive and are hard on those of us who have physical disabilities. The school districts are struggling to keep paraprofessionals in their schools as it is. Cutting unemployment will not only deter people from working in the schools but it will also push the ones already working to find different employment. Who will be there to work with the students and help them with their education? The teachers cannot do it all. Without the proper staff, the schools are going to start to shut down and students will not get the education they need, IEPs will not be met and many students will suffer creating a domino effect into adulthood which will then create issues in the workforce and future tax paying adults. We need someone to stand up for paraprofessionals and other school workers, please be that person.

In addition to the low pay, our health insurance is not affordable. The cost for a single person is \$970 per month and a family is \$2,600 per month. Add that to the cost of dental insurance, vision insurance, taxes and retirement that we are required to have taken out. Many staff members do not have health insurance as they cannot afford it. We may be looked at as bottom of the totem pole; however, we **are** essential to the success of each student whether we work with them directly or indirectly. We **are** essential to the educational system and yet we are paid the lowest. A superintendent at a neighboring school is paid \$180,000 and our superintendent is paid close to that amount, how is that possible? We do not live in Minneapolis, we live in the northern part of the state. Currently, my checks are being garnished because of an old bill that I couldn't pay with my low wages. My garnishment is \$530 per month. My checks are \$680 each for a total of \$1,360 per month and that doesn't include taxes being taken out. You see, we can't afford to have taxes taken out so we have to pay in and make monthly payments. How many of you can pay your bills, have food on the table and put clothes on your continuously growing children on that amount of money? We have reached a lose-lose situation in our education system and the students are going to suffer as a result. Now the thought of taking away our unemployment is going to create even more problems for us.

We need to be heard, we need change, we need to be able to live and pay our bills.

Please contact me at 218-398-5626 or via email at northernmnmom0526@gmail.com if you have any questions or would like to have a conversation regarding this matter. If calling, please leave a message and a phone number to reach me if I do not answer.

Sincerely,

Chandra Sutherland