

Subject Omnibus Education Finance Bill

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Overview

H.F. 2497 is the omnibus education finance bill for 2023. The bill increases funding to school programs, modifies school district responsibilities, and modifies student opportunities and responsibilities.

Article 1: General Education

Article 1 increases general education aid through a higher basic formula allowance (4 percent higher in FY 24, 2 percent higher in FY 25 and linked to inflation for subsequent years). Increases English learner revenue, modifies the online learning program, authorizes existing operating referenda to be renewed by school boards, and makes other changes.

Section Description - Article 1: General Education

- 1 Definitions. [Online learning]**
Authorizes students attending a Minnesota Tribal contract school to participate in school district and charter school online learning programs.
- 2 Financial Arrangements. [Online learning]**
Includes the hours that a student attending a Minnesota Tribal contract school participates in a school district or charter school online learning program in the online learning average daily membership of the school district or charter school offering the online learning course.
- 3 English learner.**
Qualifies early childhood special education students for English learner (EL) services and revenue and excludes the years of service prior to kindergarten from the seven-year limit on funded services.

Section Description - Article 1: General Education

- 4 **School district EL revenue.**
Increases the basic EL aid from \$704 per EL pupil to \$755 per EL pupil for fiscal year 2024 and later.
- 5 **English learner pupil units.**
Increases the maximum EL concentration factor from 11.5 to 16.8 percent. This provision is accompanied by a change in the EL concentration revenue allowance.
- 6 **Online learning students.**
Includes a pupil attending a Tribal contract school as a pupil eligible to generate online learning aid.
- 7 **General education basic revenue.**
Increases the general education basic formula allowance from \$6,863 to \$7,138 per pupil for fiscal year 2024 (4 percent increase) and to \$7,281 per pupil for fiscal year 2025 (2 percent increase). Increases the general education basic formula allowance for fiscal year 2026 and later by the rate of inflation as measured by the Consumer Price Index, but not to exceed 3 percent per year.
- 8 **Basic skills revenue.**
Increases the EL concentration revenue allowance from \$250 to \$536 per pupil.
- 9 **Building allocation. [Compensatory revenue]**
Requires at least 80 percent of a school district's compensatory revenue to remain at the site where the revenue was generated (current law requires 50 percent of compensatory revenue to remain at the site where the revenue was generated).
- 10 **Renewal by school board. [Operating referendum]**
Authorizes a school board to renew an operating referendum previously approved by the voters by board action. Limits the term of the renewal to no more than 10 years. Requires the school board to adopt a written resolution authorizing the referendum after holding a meeting and allowing public testimony.
- 11 **English learner cross subsidy reduction aid.**
Sunsets the existing EL cross subsidy aid of \$2 million per year after fiscal year 2023 (this aid was initially established for a four-year period ending in fiscal year 2025).
- 12 **Effective date. [EL cross subsidy aid]**
Corresponds the effective date for the EL cross subsidy aid to the early sunset of this aid.

Section Description - Article 1: General Education

13 Appropriations.

This section appropriates money for general education, enrollment options transportation, abatement aid, consolidation aid, nonpublic pupil education aid, nonpublic pupil transportation aid, the Angle Inlet school, career and technical aid, and the pregnant and parenting teen pupil transportation reimbursement.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 2: Education Excellence

This section modifies requirements relating to competency-based education, literacy, and full-service community schools. It establishes a new funding formula for student support personnel, and makes other changes.

Section Description - Article 2: Education Excellence

1 Personalized, competency-based education. [Definitions]

Defines “personalized, competency-based education” as a system of learning with specific features.

2 Personalized, competency-based education. [Educational expectations and graduation requirements for Minnesota’s students]

Allows a district or charter school to adopt a locally developed competency-based education plan. Requires a district or charter school that adopts a plan to: include a description in its world’s best workforce plan or annual report and post specific information about the plan on its website, and administer required statewide assessments. Limits the pupil units that a student participating in a personalized, competency-based education generates to be the same units as other students.

3 BOLD literacy act; thriving readers at every grade.

Subd. 1. Literacy goal. Modifies literacy goal in statute. Requires school leaders and educators to provide evidence-based reading instruction through a multitiered system of support (MTSS) by 2027. Requires teachers and staff with responsibility for teaching reading to complete training approved by the department and based on evidence-based reading instruction by July 1, 2025.

Subd. 2. Identification; report. Requires students enrolled in kindergarten through grade 3 to be universally screened on a quarterly basis with a screening tool approved by the department. Requires student performance data to be submitted to the department in December and June each year. Requires students in grade 4 and above who are not demonstrating mastery of foundational

Section Description - Article 2: Education Excellence

reading skills to be screened using an approved screening tool and continue to receive evidence-based instruction, interventions, and progress monitoring until the student achieves grade-level proficiency. Requires a district to report to the commissioner the district's efforts to provide interventions through MTSS and explain how students identified are provided interventions.

Subd. 2a. Parent notification and involvement. Requires parental notification of student not reading at or above grade level to include additional information.

Subd. 3. Intervention. Requires interventions to include family engagement. Requires Tier 2 and Tier 3 intervention programs to be taught by a certified or licensed reading specialist by July 1, 2025. Prohibits supplemental reading instruction from replacing core Tier 1 literacy instruction provided to all students. Requires personal learning plans for students not reading at grade level as measured by a state-approved monitoring tool in kindergarten through grade 5. Requires learning plan to include explicit, systematic instruction consistent with structured literacy practices, and progress monitoring. Requires personal learning plans to be implemented by a certified or licensed reading specialist by July 1, 2025.

Subd. 4. Staff development. Modifies staff development requirements. Requires training on explicit, systematic, evidence-based instruction on foundational reading skills; and by July 1, 2025, training and ongoing coaching to support evidence-based structured literacy practices using a training approved by the department, funded by literacy incentive aid, and other legislatively funded training opportunities. Requires teachers and instructional support staff to implement comprehensive, evidence-based reading and oral instruction consistent with structured literacy practices, using MTSS or programs selected by the district for selected students. Requires instruction by elementary school teachers to include explicit, systematic instruction in the five reading areas, and other literacy-related areas; and instruction by early childhood educators to include explicit, systematic instruction in specified areas.

Subd. 4a. Local literacy plan. Requires a local literacy plan to meet the following requirements by June 15, 2024:

- 1) a process within a MTSS framework to assess students using a screening tool approved by the department;
- 2) a process to collaborate with parents to promote evidence-based and culturally relevant language and literacy support at home;
- 3) a description of the data-based decision-making process within the MTSS framework to determine evidence-based core reading instruction and Tier 2 or 3 intervention;

Section Description - Article 2: Education Excellence

- 4) the progress monitoring process for intensifying or modifying the reading instruction and intervention;
- 5) a process within a MTSS framework to implement explicit, systematic, evidence-based core instruction at Tier 1, Tier 2, and Tier 3 intervention;
- 6) the name and description of the curricula, instructional materials, and intervention methods and programs used in Tier 1, Tier 2, and Tier 3 interventions, the training and licensure of the teacher providing instruction and intervention services, and how these services address identified learning needs. Prohibits using the three-cueing system to teach foundational reading skills. Requires progress monitoring;
- 7) a process to screen and identify students with characteristics of dyslexia; and
- 8) starting with the plan due June 15, 2024, the elements in clauses (1) to (6) and a professional development plan to train specified teachers and support staff with evidence-based reading instruction by June 15, 2025. Requires annual documentation of teacher completion of training.

Subd. 5. Commissioner. Requires the commissioner to provide a menu of state-approved evidence-based screening tools; by January 1, 2024, a menu of approved training opportunities in evidence-based reading instruction for teachers; guidance on selecting or adapting curricula that support evidence-based structured literacy practices; a template for the local literacy plan; a template for the annual dyslexia report; and a template for parent notification. Requires the commissioner, in partnership with PELSB, to establish guidelines for teacher relicensure that include at least 45 hours of training in evidence-based instructional practices.

4 MTSS and collaborative Minnesota partnerships to advance student success (COMPASS).

Requires districts and charter schools to be offered training and support in implementing MTSS through the department COMPASS team and the service cooperatives. Describes COMPASS and MTSS. Lists required elements of MTSS.

5 Comprehensive, evidence-based reading instruction.

Defines comprehensive, evidence-based reading instruction, which replaces scientifically based reading instruction. Requires evidence-based reading instruction to occur within a MTSS framework, and describes the framework. Defines “foundational reading skills,” “MTSS,” “oral language,” “phonics instruction,” “structured literacy,” and “three-cueing system.” Modifies definitions of “fluency,” “reading comprehension,” and “vocabulary development.” Starting with the 2023-

Section Description - Article 2: Education Excellence

- 2024 school year, prohibits instruction or intervention based on visual memory or the three-cueing system. Requires reading curriculum to be evidence-based.
- 6 **Department of Education. [Online learning]**
Creates an account in the special revenue fund for online learning fees. Requires the money from the account to be used for MDE's administrative expenses for online learning programs.
- 7 **Full-service community schools.**
Defines terms. Sets full-service community school grants equal to \$100,000 per site for the first year for planning activities, and \$200,000 per year for each site for up to three years of implementation. Modifies requirements for baseline analysis that occurs before creation of a full-service community school.
- 8 **Enrollment of other children; shared time enrollment. [American Indian programs]**
Authorizes non-American Indian students to participate in state-funded American Indian programming if the educational and culturally related academic needs of American Indian people are met and American Indian student accountability factors are the same or higher than non-American Indian peers.
- 9 **American Indian education aid.**
Includes cooperative units in the American Indian school aid formula. Increases the minimum American Indian aid per district from \$20,000 to \$40,000 and increases the amount for each student served above the minimum from \$358 to \$500 per American Indian student.
- 10 **Student support personnel aid.**
Creates a new aid program to help fund student support personnel positions in school districts. Requires the aid to fund new positions. Sets the aid amount equal \$22 per student (based on the school's enrollment from the previous October) for school districts and charter schools. Sets a minimum aid guarantee of \$35,000 per school district. Sets the aid amount for a district that is a member of an intermediate school district or other cooperative unit equal to \$6 per student. Requires a report to the commissioner indicating how the new position affected particular measures.
- 11 **Comprehensive literacy reform.**
Redirects literacy incentive aid to support specific comprehensive literacy reform efforts, including training in using approved screening and progress monitoring tools, and in evidence-based reading instruction practices using an approved training program.

Section Description - Article 2: Education Excellence

12 Appropriations.

Appropriates money for education excellence programs, including for:

- MTSS and COMPASS: grants for districts, charter schools, and cooperative units to implement MTSS; develop a regional network focusing on math; a grant to the Building Assets, Reducing Risks Center; funding for the University of Minnesota Center for Applied Research and Educational Improvement; support for districts, charter schools, and cooperative units;
- computer science education;
- competency-based education expansion;
- culturally relevant practices grants;
- Minnesota BOLD Literacy: development of regional literacy networks; a contract to develop statewide training based in structured literacy; partnerships with institutions of higher education to establish literacy labs to train teacher candidates; community partnerships; State Library Services; a contract with the Center for Applied Research and Educational Improvement; a grant to Reading Corp; and a grant to Jewish Community Relations Council;
- native language revitalization grants; and
- alternatives to exclusionary discipline grants.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 3: Teachers

This article establishes new Grow Your Own programs for specific types of teachers, increases alternative teacher compensation aid, establishes a new paid student teaching program, and makes other changes.

Section Description - Article 3: Teachers

1 American Indian history and culture. [Expiration and renewal]

Requires PELSB to adopt rules that require all licensed teachers to have professional development in the cultural heritage and contemporary contributions of American Indians to renew their licenses.

2 Basic alternative teacher compensation aid. [QComp]

Increases the statewide cap for alternative teacher compensation aid (QComp) so that the existing sites' aid is no longer prorated.

Section Description - Article 3: Teachers

- 3 Minnesota Indian teacher training program account. [Grants to prepare Indian teachers]**
Establishes an account in the special revenue fund known as the “Minnesota Indian teacher training program account” for the Minnesota Indian teacher training program. Grants may be used for up to 60 months. Appropriates up to \$75,000 annually to the commissioner to administer and monitor the program.
- 4 Grow Your Own district programs. [Grants for Grow Your Own programs]**
Allows charter schools and cooperative units, alongside districts, to receive Grow Your Own program grants to establish a pathway for adults to obtain their first professional teaching license. Requires grantees to partner with a PELSB-approved teacher preparation program. Allows grant funds to be used to pay for teacher licensure exams and licensure fees.

This section is effective July 1, 2024.
- 5 Grants for programs serving secondary school students. [Grants for Grow Your Own programs]**
Allows districts, charter schools, and cooperatives to apply for grants to develop innovative programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching. Allows grant funds to be used for postsecondary enrollment options courses for “Introduction to Teaching” or “Introduction to Education” courses.

This section is effective July 1, 2024.
- 6 Grow Your Own program account. [Grants for Grow Your Own programs]**
Increases the amount transferred from the Grown Your Own program account for MDE’s administrative costs from \$100,000 to \$175,000 per year.
- 7 Grants for grow your own early childhood educator programs.**
Establishes a Grow Your Own early childhood educator grant program that allows licensed child care programs, and other programs or organizations to apply for a grant to host, build, or expand an early childhood educator preparation program that leads to a credential or degree needed to enter or advance in the early childhood education workforce. Establishes a “Grow Your Own Early Childhood Education program account” in the special revenue fund. Appropriates up to \$175,000 annually to the commissioner to administer and monitor the program. Requires grant recipients to report to the commissioner on their activities under this section, and requires the commissioner to publish a report for the public summarizing the activities and outcomes of grant recipients.

Section Description - Article 3: Teachers

- 8 Grants for Grow Your Own Programs in teacher licensure shortage areas.**
Establishes a Grow Your Own program to increase the teacher workforce in licensure shortage areas. Requires the grant to support pathways for adults to obtain a professional teaching license in an identified shortage area determined by PELSB. Requires at least 80 percent of grant funds to be used for tuition scholarships or stipends. Requires the commissioner to dedicate funding in fiscal years 2024 and 2025 to programs designed to support new and current special education teachers working under a Tier 1 or Tier 2 license to meet the requirements for a Tier 3 license. Establishes a “Grow Your Own Shortage Area program account” in the special revenue fund. Appropriates up to \$175,000 annually to the commissioner to administer and monitor the program. Requires grant recipients to report to the commissioner on their activities under this section, and requires the commissioner to publish a report for the public summarizing the activities and outcomes of grant recipients.
- 9 Paid Student teaching.**
Requires the commissioner to develop a system to provide teacher candidates completing student teaching requirements with a stipend during the student teaching period. Requires districts and charter schools that host student teachers to provide them stipends, with reimbursement from the department. Requires the commissioner to establish a stipend amount per teacher based on the projected number of student teachers and the available funds for the program.
- This section is effective July 1, 2024.
- 10 Appropriations; Department of Education.**
Appropriates money for program, including:
- Grow Your Own programs;
 - educator career pathway to encourage middle and high school students to become educators and for tuition incentives for high school teachers to obtain credentials for teaching concurrent enrollment courses;
 - statewide teacher mentoring program; and
 - reimbursements for teacher licensing and exam fees.
- 11 Appropriations; PELSB.**
Appropriates money for PELSB programs including:
- mentoring, induction, and retention incentive program for teachers of color; and
 - teacher recruitment marketing campaign.

Section Description - Article 3: Teachers

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 4: Special Education

This section allows students with disabilities to remain in school until the student's 22nd birthday, creates a new state aid for special education programs at cooperatives, requires rulemaking related to specific learning disabilities, and makes other changes.

Section Description - Article 4: Special Education

- 1 Age limitations; pupils.**
Extends admission for public school to all students with a disability to the pupil's 22nd birthday.
- 2 Pupils. [Pupil Fair Dismissal Act]**
Extends the provisions of the Pupil Fair Dismissal Act to students with a disability until the student is 22 years of age.
- 3 Definitions. [Pupil transportation]**
Includes a student placed in a foster family in the class of students funded for pupil transportation under provision funding transportation for homeless and highly mobile pupils.
- 4 Commissioner designation. [state approved alternative program]**
Authorizes a student with a disability to participate in a state approved alternative program until the student graduates or turns 22 years of age, whichever is earlier.
- 5 Eligible pupils. [Graduation incentives program]**
Authorizes pupils with a disability to participate in the graduation incentives program until the age of 22.
- 6 Special instruction for children with a disability.**
Adjusts the maximum age of service for a child with a disability until the student's 22nd birthday.
- 7 Cross subsidy reduction aid.**
Increases the special education cross subsidy aid by increasing the aid percentage from 6.43 percent to 47.3 percent of each school district's special education cross subsidy.

Section Description - Article 4: Special Education

- 8 **Special education separate sites and programs aid.**
Creates a new state aid for certain special education programs operated by cooperative units.
- 9 **Specific learning disability; rulemaking.**
Requires the commissioner to amend rule relating to specific learning disabilities and establish a workgroup to review current criteria in rule. Requires the workgroup to make recommendations aligned with related state and federal requirements.
Requires the commissioner to establish technical assistance and training capacity on the amended criteria. Requires the amended rule to go into full effect no later than five years after the proposed revised rules are approved by the administrative law judge.
- 10 **Appropriations; special education.**
See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 5: Facilities

This article modifies long-term facilities maintenance revenue, and requires districts to submit certain projects for department review and comment.

Section Description - Article 5: Facilities

- 1 **Long-term facilities maintenance revenue.**
Makes roof, sidewalk, and parking lot replacement costs eligible for long-term facilities maintenance (LTFM) revenue bonding.

Adds a per school district facilities improvement aid amount to the LTFM formula. Sets the aid at \$110,000 in FY 24, \$122,000 for FY 25, \$127,250 for FY 26, and sets the aid at \$138,500 for FY 27 and later.

Requires the facilities improvement aid to be placed in a reserved account and requires the balance to be below \$1,000,000 at lease once per year.
- 2 **Lease purchase; installment buys.**
Requires school districts to undertake certain building instruction activities through lease purchase authority to submit those projects for review and comment.

Section Description - Article 5: Facilities

3 Appropriations.

Appropriates money for debt service equalization aid, LTFM aid, and building and cyber security grants.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 6: Nutrition and Libraries

This article provides state aid to fully fund school breakfast and school lunch for each student, regardless of family income. The bill also increases funding for regional library systems.

Section Description - Article 6: Nutrition and Libraries

1 School meals policy; lunch aid.

Creates a free school meals program. Requires each school participating in the national school lunch program to offer one free breakfast and one free lunch to every student, regardless of family income. Requires all eligible schools to participate in the federal Community Eligibility Provision (CEP) program to leverage the maximum amount of federal school meals funds.

Provides a state aid reimbursement equal to the difference between the applicable federal free reimbursement rate for each student and the federal reimbursement rate actually received for that meal.

2 School breakfast program.

Expands eligibility in free breakfast programs to all students, including early childhood special education students, regardless of family income.

3 Base aid. [Regional library systems]

Increases the portion of each of the 12 regional library system's funding that comes from the basic aid from 5 to 15 percent of the total aid amount.

4 Adjusted net tax capacity per capita distribution. [Regional library systems]

Reduces the portion of regional library system aid that is distributed on Adjusted Net Tax Capacity (ANTC) from 15 to 5 percent. Uses the ANTC from the third previous year (instead of the second previous year) to calculate the portion of the funding that is distributed on the basis of this factor so that the data is final when the aid calculation is made.

Section Description - Article 6: Nutrition and Libraries

- 5 **Population determination. [Regional library systems]**
Clarifies that the most recent population estimates should be used to compute this portion of the regional library system aid.
- 6 **Appropriations.**
Appropriates money for school nutrition programs and cooperative library programs.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 7: Early Education

Establishes a mixed-delivery, voluntary public prekindergarten (VPK) program for eligible four-year-old children that may be offered by school districts, charter schools, Head Start programs, and licensed child care providers. Changes how the state appropriation for Head Start programs may be used and designates 10.72 percent of the appropriation for Tribal Head Start programs. Modifies eligibility for early learning scholarships. Increases the amount of state aid paid to school districts for children that receive developmental screening.

Section Description - Article 7: Early Education

- 1 **Distribution of appropriation. [Head Start]**
Allows the state appropriations for Head Start programs to be used for costs associated with program operations, infrastructure, or reconfiguration to serve children from birth to age five in center-based services.

Designates 10.72 percent of the total state appropriation to Tribal Head Start programs and specifies an order in which the state appropriation must be distributed.
- 2 **Age limitations; pupils.**
Provides that a child cannot be admitted to a public prekindergarten program unless the child is at least four years old as of September 1 of the calendar year in which the child seeks admission.

This section is effective July 1, 2025.
- 3 **Length of school year; hours of instruction.**
Provides that the school calendar for a VPK student must include between 425 and 850 hours of instruction in a school year.

Section Description - Article 7: Early Education

This section is effective July 1, 2025.

4 Developmental screening aid.

Increases the amount of state aid paid to school districts for each child who is screened prior to or within 30 days of enrolling in public school kindergarten.

5 Establishment; purpose. [VPK]

Allows a school district, charter school, licensed child care center, licensed family child care provider, or Head Start agency that meets specified requirements to establish a VPK program for eligible four-year-old children.

6 Program requirements. [VPK]

Specifies the requirements a VPK program provider must meet, including: assessing each child's progress toward state standards at program entrance and exit; providing program content aligned with the state's early learning standards; providing between 425 and 850 hours of instruction per year; paying salaries equivalent to the salaries of public elementary school staff with similar credentials and experience for school district and charter school programs, and to the extent practicable for Head Start and licensed child care programs; employing a lead teacher who has at least a bachelor's degree in each classroom no later than July 1, 2031; including parents in program decision-making; ensuring that staff-to-child ratios and group size requirements meet specified criteria; and providing professional development, training, and coaching for teachers.

This section is effective July 1, 2025.

7 Mixed delivery program plan. [VPK]

Requires VPK programs within each school district boundary that receive VPK funding to annually submit to MDE a mixed delivery program plan that ensures alignment of all VPK program providers within the school district boundary in meeting the program requirements.

This section is effective July 1, 2025.

8 Funding. [VPK]

Funds school district and charter school VPK programs based on the number of eligible pupils enrolled.

Funds Head Start and licensed child care VPK programs based on a flat dollar per child in fiscal years 2026 and 2027 and based on an adjusted dollar amount per child beginning in fiscal year 2028.

Section Description - Article 7: Early Education

Allows the commissioner to use up to \$4,000,000 in fiscal year 2026 and \$4,500,000 in fiscal year 2027 and thereafter to distribute funds to Head Start and licensed child care VPK programs, including via a third-party administrator.

This section is effective July 1, 2025.

9 Eligibility. [VPK]

Defines an “eligible child” for purposes of a VPK program as a child who: (1) is four years old as of September 1 in the calendar year in which the student will enroll; and (2) meets one or more of the specified criteria.

Provides that an eligible child can participate in a VPK program free of charge. Allows VPK programs to charge a sliding fee for instructional hours that exceed the 850 hours required during the school year, any hours provided before or after school, or any hours for child care provided in the summer. Provides that a child who is not eligible may participate in the same classroom as eligible children and may be charged a sliding fee as long as state funding is not awarded for the child.

This section is effective July 1, 2025.

10 Participation limits. [VPK]

Extends the 4,000 expiring VPK/SRP seats through fiscal year 2025.

11 Financial accounting. [VPK]

Directs school districts and charter schools to record expenditures attributable to VPK pupils according to the guidelines prepared by the commissioner of education for a uniform system of records. Directs Head Start and licensed child care programs to record expenditures for VPK pupils according to guidelines developed by the commissioner.

12 Family eligibility. [Early learning scholarships]

Changes a child’s eligibility for scholarships to include all children from birth through age four years old on September 1 of the current school year.

13 Early learning scholarship account.

Increases the amount the commissioner may use for costs associated with administering and monitoring scholarships, up to \$2,133,000 annually.

Allows the commissioner to use money in the early learning scholarship special revenue fund for family outreach and distribution of scholarships.

Section Description - Article 7: Early Education

- 14 **Pupil unit.**
Removes the separate hourly calculation for kindergarten students with a disability and includes these students in the ordinary kindergarten student count of average daily membership.

Extends the current VPK pupil counting system for two more years. Creates a new funding pupil count for VPK pupils for fiscal year 2026 and later.
- 15 **Compensation revenue pupil units.**
Eliminates a cross reference to the VPK program as existing seats are no longer expiring under this article.
- 16 **Declining enrollment aid.**
Removes an adjustment to declining enrollment aid as existing VPK seats are no longer expiring.
- 17 **Appropriations.**
Appropriates money for early learning programs.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>
- 18 **Repealer.**
Repeals section 124D.151, subdivisions 5 and 6.

This section is effective July 1, 2025.

Article 8: Community Education and Lifelong Learning

This article modifies after-school program grants, increases the adult basic education maximum hourly contract rate from \$22 to \$30 per contact hour, and makes other changes.

Section Description - Article 8: Community Education and Lifelong Learning

- 1 **After-school community learning program.**
Modifies criteria for and uses of after-school community learning grants. Requires a proposal for grants to include specific components. Requires the commissioner to monitor and evaluate the performance of grant recipients to assess the effectiveness of the after-school programs.

Section Description - Article 8: Community Education and Lifelong Learning

- 2 **State total adult basic education aid.**
Ensures that the adult basic education aid entitlement does not decline from year to year if contact hours fall.

- 3 **Adult basic education program aid limit.**
Increases the maximum contact hour cap from \$22 per hour to \$30 per hour.

- 4 **Commissioner selected high school equivalency test fees.**
For fiscal years 2023 to 2027, authorizes the state to pay 100 percent of the fee charged to an individual for the full battery of the commissioner-selected high equivalency tests (these tests include the GED), subject to the overall appropriations for the program.

- 5 **Appropriations; community education and lifelong learning.**
Appropriates money for community education and lifelong learning programs.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>

Article 9: State Agencies

This article expands the state’s statute for equal opportunity in athletics programs based on sex to include race and ethnicity, modifies when reasonable force may be used against a student, and provides funding for MDE, PELSB, the Minnesota State Academies, and the Perpich Center for Arts Education.

Section Description - Article 9: State Agencies

- 1 **Purpose. [Athletic programs; sex discrimination]**
Amends the purpose statement for addressing sex discrimination in student athletics to include inequities in race and ethnicity. Expands the purpose to include equal opportunities for members of all races and ethnicities in school athletic programs.

- 2 **Equal opportunity in athletic programs. [Athletic programs; sex discrimination]**
Expands equal opportunity statute currently based on sex to include race and ethnicity.

- 3 **Reasonable force standard. [Student discipline; reasonable force]**
Modifies when reasonable force may be used against a student. Requires districts to report use of reasonable force on a student with a disability, and on general education students.

Section Description - Article 9: State Agencies

- 4 **Rental income; appropriation. [Minnesota State Academies]**
Authorizes the Minnesota State Academies to keep any rent for land and living residences instead of forwarding these funds to the state general fund.
- 5 **Office of Inspector General.**
Establishes an Office of the Inspector General within the department to protect the integrity of the department and the state by detecting and preventing fraud, waste, and abuse in department programs. Requires the inspector general to hire a deputy inspector general and sufficient assistant inspector generals to carry out the duties of the office. Requires the Inspector general to report fraud to law enforcement and develop a public platform for the public to report fraud, waste, or abuse of public funds.
- 6 **Department of Education; FY 22/23 appropriations.**
Increases the FY 23 appropriation for MDE by \$403,000. Requires \$430,000 of MDE's total appropriation to be used to implement agency administrative changes necessary for free school meals. Cancels \$1,500,000 from MDE's 2022 appropriation (unused legal fees and costs associated with litigation).
- 7 **Department of Education; FY 24/25 appropriations.**
Appropriates \$60,193,000 for MDE in FY 24 and \$49,365,000 for FY 25.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>
- 8 **Appropriations; Minnesota State Academies.**
Appropriates \$17,445,000 in FY 24 and \$16,868,000 in FY 25 for the Minnesota State Academies for the deaf and blind.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>
- 9 **Appropriations; Perpich Center.**
Appropriates \$9,219,000 in FY 24 and \$8,411,000 in FY 25 for the Perpich Center for Arts education.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>
- 10 **Appropriations; PELSB.**
Appropriates \$3,404,000 in FY 24 and \$3,561,000 in FY 25 for PELSB.

See fiscal worksheet for details <https://www.house.mn.gov/Fiscal/Download/3464>



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