One Minnesota Budget Implementation | MDE
February 2024

MINNESOTA

One Minnesota Budget

Gov. Tim Walz, DFL leaders celebrate budget with "generational impact"
HISTORIC BUDGET
CAROLINE CUMMINGS REPORTING
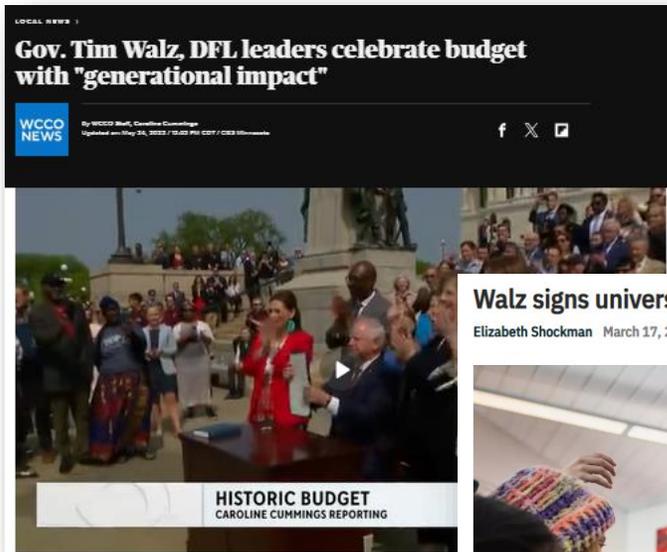
Walz signs universal school meals bill into Minnesota law
Elizabeth Shockman   March 17, 2023 3:36 PM

- **The Walz-Flanagan Administration is working together across agencies to make Minnesota the best state for kids and families.**

  - That's why Governor Walz and Lieutenant Governor Flanagan's 2023 One Minnesota Budget invested in feeding kids, supporting educators, supporting student mental health, student supports, student literacy, and good governance.

MDE Implementation Status Update

Wednesday, February 14

Grants Management and MDE Office of the Inspector General (OIG)

Non-exclusionary Discipline (NED)

Special Education Teacher Pipeline

Thursday, February 15

READ Act

Mental Health

Free School Meals

MDE Implementation Success Examples (Day One)

- Grants Management and OIG

  - Nearly all legislatively named grants appropriated

  - Established OIG

- Nonexclusionary Discipline

  - MDE team has reached over 2,000 educators with non-exclusionary discipline trainings

- Special Education Teacher Pipeline

  - Set up to serve over 900 teachers and non-licensed staff with the special education teacher pipeline grants

Implementation Update: Grant Management

Patty Hand | Chief Operating Officer

- ## Legislatively Named Grants

  - 64 total legislatively-named grants were appropriated for FY24
  - An 83% increase from FY22
  - 61 official grant awards fully executed

- ## Competitive Grants

  - 24 total competitive grants were appropriated in for FY24
  - A 118% increase from FY22
  - 9 requests for proposal (RFPs) are completed
  - 4 RFPs posted, 3 RFPs will post this month, 4 applications under review
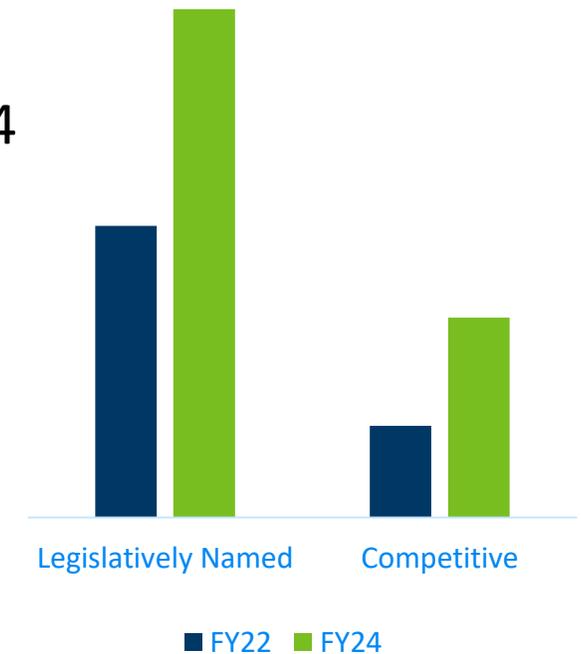
Accomplishments

- Increased the use of technology

  - Introduced Phase 1 of the Minnesota Education Grant System (MEGS)

  - Centralized electronic grant files

- Enhanced training

  - Training for authorized representatives

  - Training about competitive grants

- Updated policies and procedures

  - Grant management tool kit, checklists, and templates

- The initial phase of MEGS launched new applications for the Elementary and Secondary Education Act, Elementary and Secondary School Emergency Relief Fund, and other programs, which enhances the user experience for more than 500 educational entities

- MDE intranet site includes a Grant Management page that provides overview information for grant processes and links to the Department of Administration – Office of Grants Management (OGM) policies and tools

- MDE's centralized, electronic grant file system supports internal grants oversight activities

- MDE has implemented training for persons responsible for managing grants covering:

  - Roles and responsibilities

  - Reporting and monitoring requirements

  - Close out procedures

  - Where to go for assistance

- Financial Reviews and Reconciliations

  - Fully documenting reviews

  - Ensuring legislatively named grants are administered similarly to other grants

- Reporting Requirements

  - Updated payment approval procedures to ensure all reporting requirements are completed prior to making any payments

- Progress Reports and Monitoring

  - Implemented 1:1 grantee visits

  - Improved documentation for monitoring reviews

- Increased the use of technology

  - Full implementation of the Minnesota Education Grant System (MEGS)

- Enhanced training

  - Employee onboarding

  - Better tracking of training requirements

- Updated policies and procedures

  - Collaborating with MMB

  - Department of Administration – Office of Grants Management

- The next phase of MEGS will provide complete support of the grant management process by integrating data throughout workflow phases.

  - Will help ensure MDE can meet all federal and state requirements

  - Competitive, named, and single source grants will use system in FY25

- Employee onboarding

  - Identified job-related training requirements for grant administrators

- Better tracking of training requirements

  - Using the state's ELM system

In Progress: Policies/Procedures

- MDE is consulting with MMB's Internal Control and Accountability Office to examine and improve its grants processes

- MDE is incorporating new guidance from the Department of Administration's Office of Grants Management

- Continuous Improvement Project

Additional Resources

- MDE is further strengthening oversight and monitoring activities by providing additional resources for this work.

- In addition, during the 2023 session, the Legislature provided additional funding for:

  - Grant Administration

  - Expanding School Finance Audits

  - Office of Inspector General, including Audit and Internal Controls

- The Legislature also provided additional resources to support the Enterprise through funding for the Department of Administration – Office of Grants Management

Implementation Update: Office of the Inspector General

Patrick Wolfgram | Inspector General

MDE Office of Inspector General

- Conduct routine risk management activities of all MDE programs to uncover risks for potential fraud, waste, abuse, or other wrongdoing

- Conduct in-depth investigations, if needed

- Work in partnership with state, local, and federal law enforcement agencies as well as the Minnesota Attorney General's Office and the Office of the United States Attorney

Pursuant to Minnesota Statutes, section 127A.21, the OIG is charged with:

- Detecting and preventing fraud, waste and abuse in MDE's public programs

- Protecting and promoting the integrity in MDE's programs and operations

- When fraud or misuse of public funds is detected, report, collaborate and cooperate with Law Enforcement in an investigation and any subsequent civil or criminal prosecution.

Staffing and Structure of the OIG
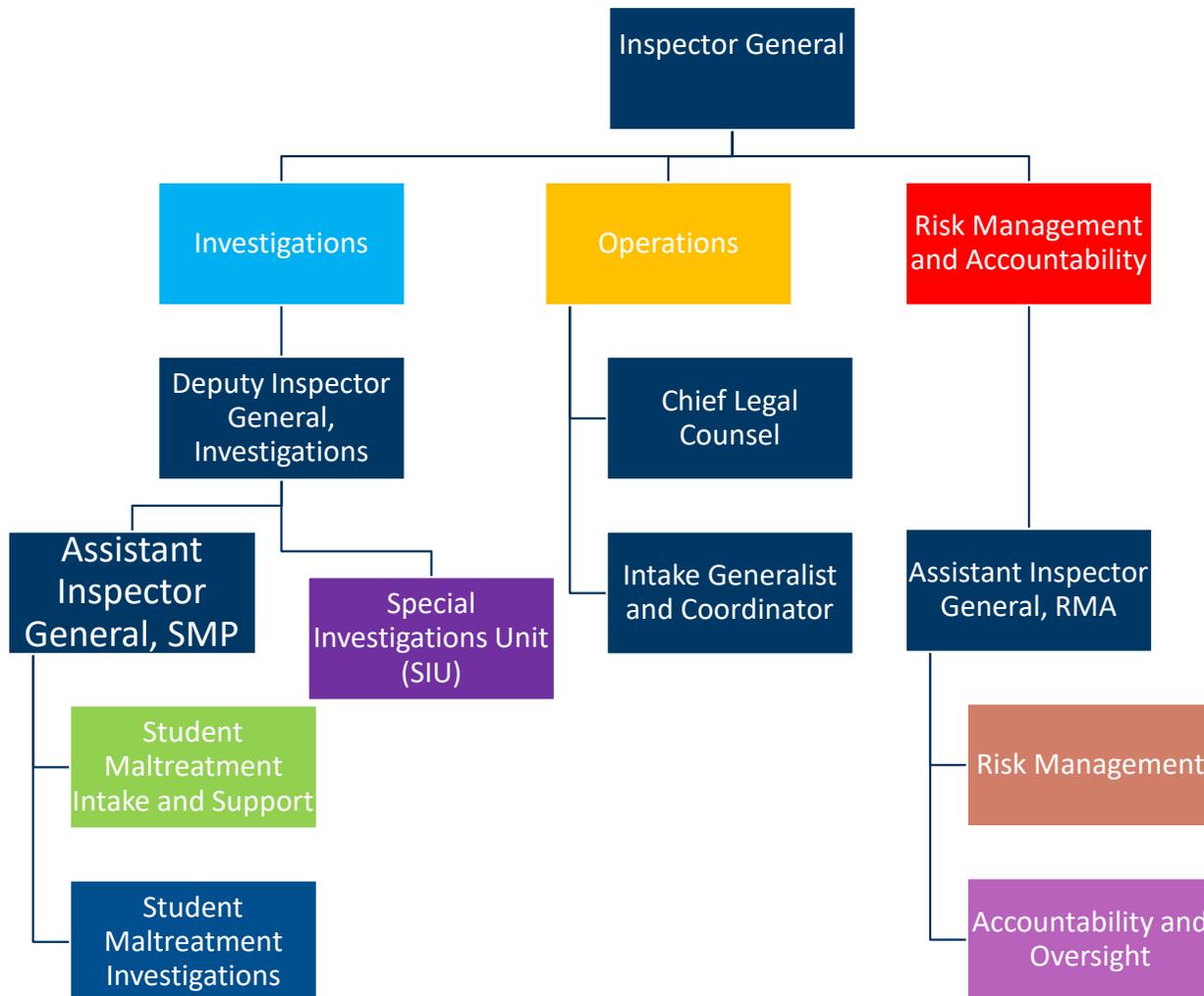
- Inspector General

- Deputy Inspector General – Investigations Division

- Assistant Inspector General – Risk Management Division

- OIG - Chief Legal Counsel

- Reassignment of the Student Maltreatment Program (SMP) Unit to the OIG

- Additional Staff hired

- Ongoing Hiring for open positions

OIG Successes/Accomplishments

- Mission and vision developed

- OIG organizational structure developed

- Tip line created where fraud can be reported

  - MDE.Inspector.General@state.mn.us

  - Toll-free tip line at 833-819-8090

Policies and Procedures Developed

- The following OIG policies apply to MDE:

  - Reporting Violations of Law, Policies, and Misuse of State or Federal Funds and/or Property (published 11/29)

    - Training and Guidance provided to MDE Staff on the Policy

  - Risk Management Policy

- OIG Intake and Case Framework Process developed

Building partnerships internally

- Division check-ins

- Divisional/program/individual connections

- Roundtable forum

Stakeholder Engagement

- MMB Internal Control and Accountability Office

- Other State Agencies Office of Inspector Generals (DHS / Corrections)

- MN Dept. of Human Services

- Office of the State Auditor

- Minnesota Attorney General's Office

- Federal, State, and Local law enforcement

OIG Strengthening Oversight and Accountability

- Conducting routine risk management activities

- Constant process improvement

- SME Partnership and Networking

  - OIG, Internal Control, Audit, and other SME's across the state

- Risk Management and Accountability and Agency Finance Continuous Improvement Partnership

- RMA is consulting with MDE's Agency Finance Team and MMB's Internal Control and Accountability Office to map, examine and improve grants processes.

OIG Strengthening Oversight and Accountability

Risk Management and Accountability Resources

We are enhancing grant management, oversight and controls through

- expanding audit and risk management activities;

- increasing risk assessment and mitigation activities; and

- implementing an audit program

These resources provide reasonable assurance of:
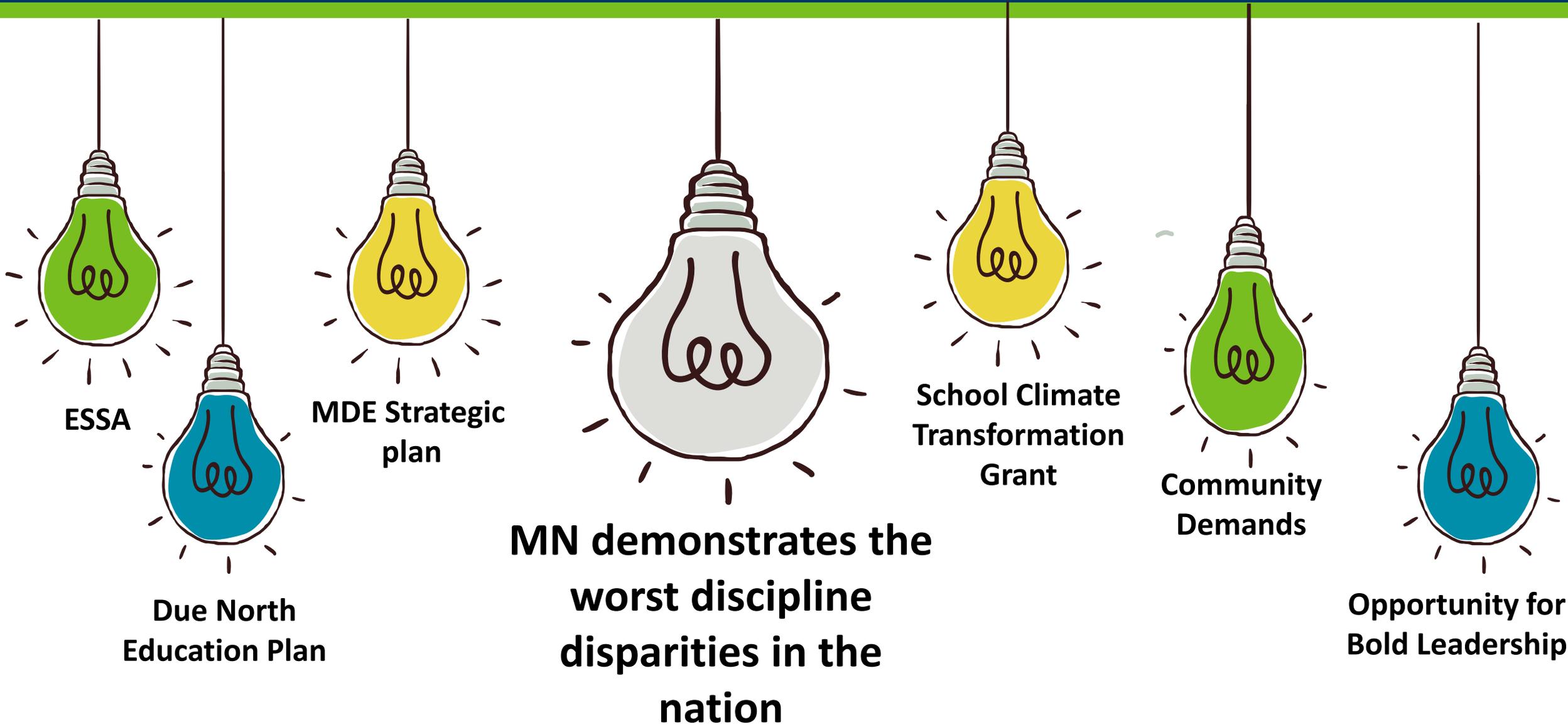
- effectiveness and efficiency of operations;

- reliability of financial reporting; and

- compliance with applicable laws and regulations.

Implementation Update: Nonexclusionary Discipline

Dr. Macarre Traynham | Assistant Commissioner

Why focus on Nonexclusionary Discipline ?

ESSA

Due North Education Plan

MDE Strategic plan

MN demonstrates the worst discipline disparities in the nation

School Climate Transformation Grant

Community Demands

Opportunity for Bold Leadership

MDHR Settlement Agreements

Suspensions and Expulsions Report

Every student in Minnesota has the right to an education that is free from discrimination.

In 2017, the Minnesota Department of Human Rights (MDHR) found that schools across the state were suspending and expelling Black students 8 times more than white students, suspending and expelling Indigenous students 10 times more than white students, and suspending and expelling students with disabilities 2 times more than students without disabilities.

For this reason, MDHR entered into agreements with 41 school districts and charter schools regarding their racial and disability disparities in their discipline practices.

The settlement agreements ended in 2021 and lasted for three school years: 2018 – 2019, 2019 – 2020, and 2020 – 2021.

This final report describes how the work began, what was learned, and next steps.

Read the Report

"In 2017, the Minnesota Department of Human Rights (MDHR) found that schools across the state were suspending and expelling Black students 8 times more than white students, suspending and expelling Indigenous students 10 times more than white students, and suspending and expelling students with disabilities 2 times more than students without disabilities. For this reason, MDHR entered into agreements with 41 school districts and charter schools regarding their racial and disability disparities in their discipline practices."
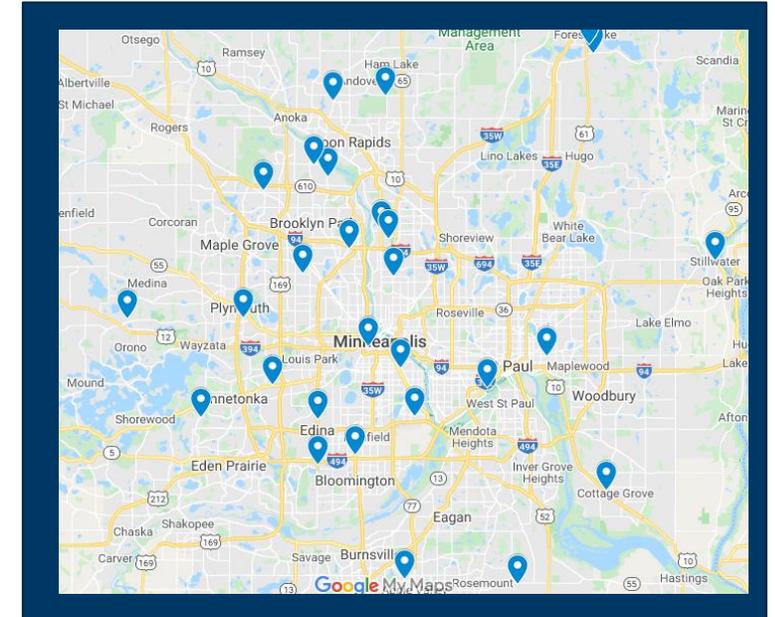
Early Engagement

MDE leveraged the federal School Climate Transformation grant to conduct deep engagement with school communities participating in MDHR settlement agreements to identify future legislative and programmatic directions.

STATE WIDE
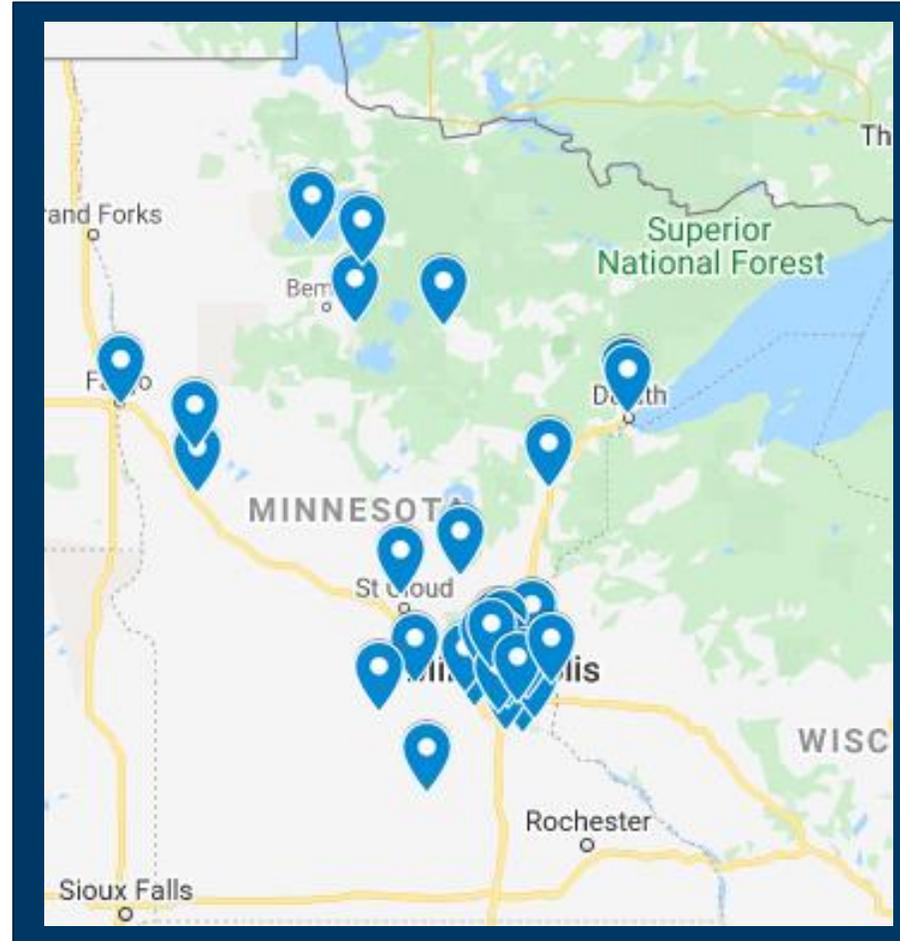
METRO AREA

Data Collection Method	Number
Trainings	150+
Community Conversations	58

2023 Legislative Session

This legislative session, several provisions related to discipline were passed by the legislature. Some highlights include:

- Definition of Non-exclusionary Discipline, including strategies.

- Prohibition of Kindergarten-3rd grade suspension.

- An addition to the pre-Kindergarten suspension prohibition, which applies to preschools, school readiness programs, Head Start, etc.

- Prohibition of recess detention (includes mealtimes as well).

- Parent complaint process.

- Pupil withdrawal agreement reporting.

- Readmission plan required with reasonable attempts to include families.

Equity, Diversity, and Inclusion (EDI) Center

- **Mission**: Advance the principles of equity, diversity, and inclusion to create the conditions for building authentic cross-cultural communities where harm is eliminated and every person's humanity is acknowledged and valued.

- MN nonexclusionary discipline work is strategically aligned to the mission, vision and beliefs of the EDI Center. By housing nonexclusionary discipline in the EDI center and centering equity in the work, it ensures belonging and the elimination of harm is centered in creating welcoming and inclusive school environments.

Minnesota Principals Academy

UNIVERSITY OF MINNESOTA
Driven to Discover®

What the research says about
NON-EXCLUSIONARY DISCIPLINE

NON-EXCLUSIONARY DISCIPLINE

Non-exclusionary discipline refers to discipline practices that do not remove the student from the classroom (Nishioka et al., 2021) and that also support the student in developing skills to regulate their own behavior (Osher et al., 2010). Unlike exclusionary discipline practices like out-of-school suspensions (OSS), expulsions (Skiba et al., 2014; Green et al., 2023; Nishioka et al., 2021), and in-school suspensions (ISS) (Khalifa, 2018), they do not disrupt student learning nor do they disrupt communities of learners in classrooms (Jones et al., 2018). The Minnesota Department of Education (2023) expands on this definition to include "alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services" (para. 4).

WHY CONSIDER NON-EXCLUSIONARY DISCIPLINE?

The research does not support the use of exclusionary discipline methods/practices (i.e. OSS, ISS, and expulsion) to regulate or correct student behavior and instead suggests that it causes more problems than it solves (Osher et al., 2010, McNeill et al., 2016). Findings associate exclusionary discipline with negative schooling trajectories and involvement in the juvenile justice system (Skiba et al., 2014, Anyon et al., 2014) especially if a student is suspended while in pre-school and/or elementary school. Adolescents suspended during childhood, for instance, were found to have arrest rates that were four times higher than that of their peers (Mittleman, 2018). Odds of arrest were 652% greater for suspended or expelled adolescents (Mittleman, 2018). OSS was also found to be a moderate to strong predictor of dropout thus suggesting an association with decreased student engagement (McNeill et al., 2016, p.171). In addition, data compiled as part of a discipline study associated high levels of OSS with decreased reading and math achievement by as much as two standard deviations from the mean based on NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) scores (Perry & Morris, 2014).

Like OSS, the use of ISS disrupts student learning. Findings from a national study indicate that students who received ISS had cumulative high school GPAs that were .35 grade points lower than classmates not assigned ISS and also that they were 4.7 times more likely to drop out of school than peers not assigned ISS (Cholewa et al., 2018, p. 197).

On the other hand, non-exclusionary discipline practices have been associated with better academic and social-wellbeing outcomes for all students and particularly Black students, students with disabilities, and other student groups disproportionately represented in school discipline data (McNeill et al., 2016). Non-exclusionary discipline also benefits staff by providing them opportunities to learn and develop new skills to improve their interactions with students (Welsch, 2023).

This brief focuses on three non exclusionary discipline practices that hold promise for school leaders seeking to ensure equitable student achievement and wellbeing outcomes. It is based on the premise that when student behaviors are addressed in respectful ways and ways that engender trust, students are more likely to demonstrate more positive behaviors and also develop stronger connections to school (Jones et al., 2018, p.1). The three forms of non-exclusionary discipline are:

1. Social and Emotional Learning (SEL)
2. Restorative Practices (RP)
3. Positive Behavioral Interventions and Support (PBIS)

Department of Organizational Leadership, Policy, and Development
College of Education and Human Development

NED is defined as:

"policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services."

-Minnesota Statutes, section 121A.41

Nonexclusionary Discipline 101

An introductory level discussion about what nonexclusionary discipline is, the importance of fostering a sense of belonging, and understanding "root causes" as a way to address behaviors

- 15 Statewide sessions since July 2023 reaching 2,000+ participants.

- Additional sessions for specific districts by request with tailored content.

- Principal-specific sessions presented at the MASSP Summer Conference.

- Superintendent-specific session presented in August 2023 at the Back-to-School Conference for MASA.

Legal Framework of School Discipline

EDI Center partnered with MDE's Dispute Resolution team to reintroduce the Legal Framework of School Discipline including the updated Pupil Fair Dismissal Act and new legislation language.

- 3-hour sessions provide an overview of how to uphold students' due process protections throughout the school discipline process.

- The training emphasizes the importance of nonexclusionary discipline and the use of positive behavioral interventions and supports, as well as provide essential information about supporting students with individualized education programs (IEPs).

- 4 state-wide legal framework sessions since April of 2023.

- Additional sessions continue to be held across the state by request of respective districts.

Continued Support for the Field

- Ongoing NED 101 session offerings (virtual and in-person)

- NED 102 - Coming Soon

  - Focusing on Equity Considerations, MDE Resources, and Data Review

  - Presenting a preview to MESPA Conference via breakout session for input and feedback from Elementary Principals – to inform finalized version of NED 102

[NED Impact Video](#)

Nonexclusionary Discipline Grants: Purpose

The purpose of this competitive grant is to develop training and train staff on non-exclusionary discipline practices that maintain the respect, trust, and attention of students and help keep students in the classroom. These funds may be used for planning and implementing a professional learning plan around non-exclusionary discipline practices and should be focused on adult learning and mindsets.

Grantees are allowed to select non-exclusionary discipline trainings and practices from the following evidence-based list:

- Restorative Practices in Schools
- Social Emotional Learning
- Trauma-Informed Schools / Trauma-Sensitive Schools
- Discipline Policy and Code of Conduct Review and Revision
- Training and Coaching Anti-bias, Anti-racist Practices
- Non-Exclusionary Discipline Training and Support Instructions
- Supportive and Engaging Classroom Management
- Culturally Responsive Discipline Strategies

Round 1 Grantees

Awardees: 20 districts received up to $150K each	Grant Period: August 8, 2022-September 30, 2024
Agamim Classical Academy	Robbinsdale Area Schools
Bloomington Public Schools	Rosemount-Apple Valley-Eagan Public Schools
Bluffview Montessori	Rosemount-Apple Valley-Eagan Public Schools
Brainerd Public Schools	Roseville Public Schools
Brooklyn Center Community Schools	Spring Lake Park Schools
Burnsville Public Schools	Saint Louis Park Public Schools
Hopkins Public Schools	Saint Paul Public Schools
Minneapolis Public Schools	Stillwater Area Public Schools
NorthEast Metro 916	Wayzata Public Schools
Richfield Public Schools	Winona Public Schools

Nonexclusionary Discipline Grants: Support Model

- **Training:** Grantees attend one full day of training each quarter. (In FY23 the team delivered 96 hours of professional development. In FY 24 the team has delivered 32 hours of professional development.)

- **Technical Assistance:** Cohorts receive a minimum of 2 hours of individualized technical assistance per quarter. This amounts to a minimum of 160 hours provided annually. Districts can request additional technical assistance from staff, and this often results in significantly exceeding the two hours. TA included ongoing coaching and resources provided specific to each LEA's NED goals.

- **Evaluation:** Consistent with MDE grant practices, all grantees were required to develop and submit their own evaluation plan. Grantees will be participating in robust program reporting to close out the grant in September 20204. In this report grantees will summarize activities completed, as requested by MDE, along with supporting data requested by the program staff or federal or state funding. Additionally Final Financial Reporting Form (FRF) with a budget narrative describing expenditures.

Program Growth

- Incorporated learnings from the first round of grants to improve the second round of grant programming

- Modified the application and scoring process to ensure alignment to Equity Diversity and Inclusion Framework

- Highly competitive- 69 applications requesting a total of $11,017,619.96 were received by the submission deadline

- Awarded 18 applicants a total of $3,037,599.83 in funding

NED Grant Round 2 Goals

Outcomes	Description
Short-term	• Increases in knowledge, attitudes, and beliefs of nonexclusionary discipline topics such as anti-bias trauma-informed care, restorative practices, social emotional learning, comprehensive school mental health, positive behavioral interventions and supports. • Successful exploration and installation of evidence-based nonexclusionary discipline practices
Intermediate	• Successful initial implementation and progress towards full implementation of evidence based nonexclusionary discipline • Successful review and revision of discipline policy and procedures to reflect shift in mindsets and evidence-based approaches to nonexclusionary discipline established in each district
Long-term	• Successful full implementation of evidence based nonexclusionary discipline • Lower rates of suspensions and expulsions for all students • Decreased discipline disparities for Black, Indigenous, and other students of color as well as students receiving special education services
Impact	• Increased sense of belonging • Improved school climate • Improved student outcomes

Statewide Resources

- Subscribe to NED Listserv

  - MDE.NED@state.mn.us

- Restorative Practices

  - https://education.mn.gov/MDE/dse/safe/prac/

- SEL

  - https://education.mn.gov/MDE/dse/safe/social/imp/

EDI Website
https://education.mn.gov/MDE/dse/edi/
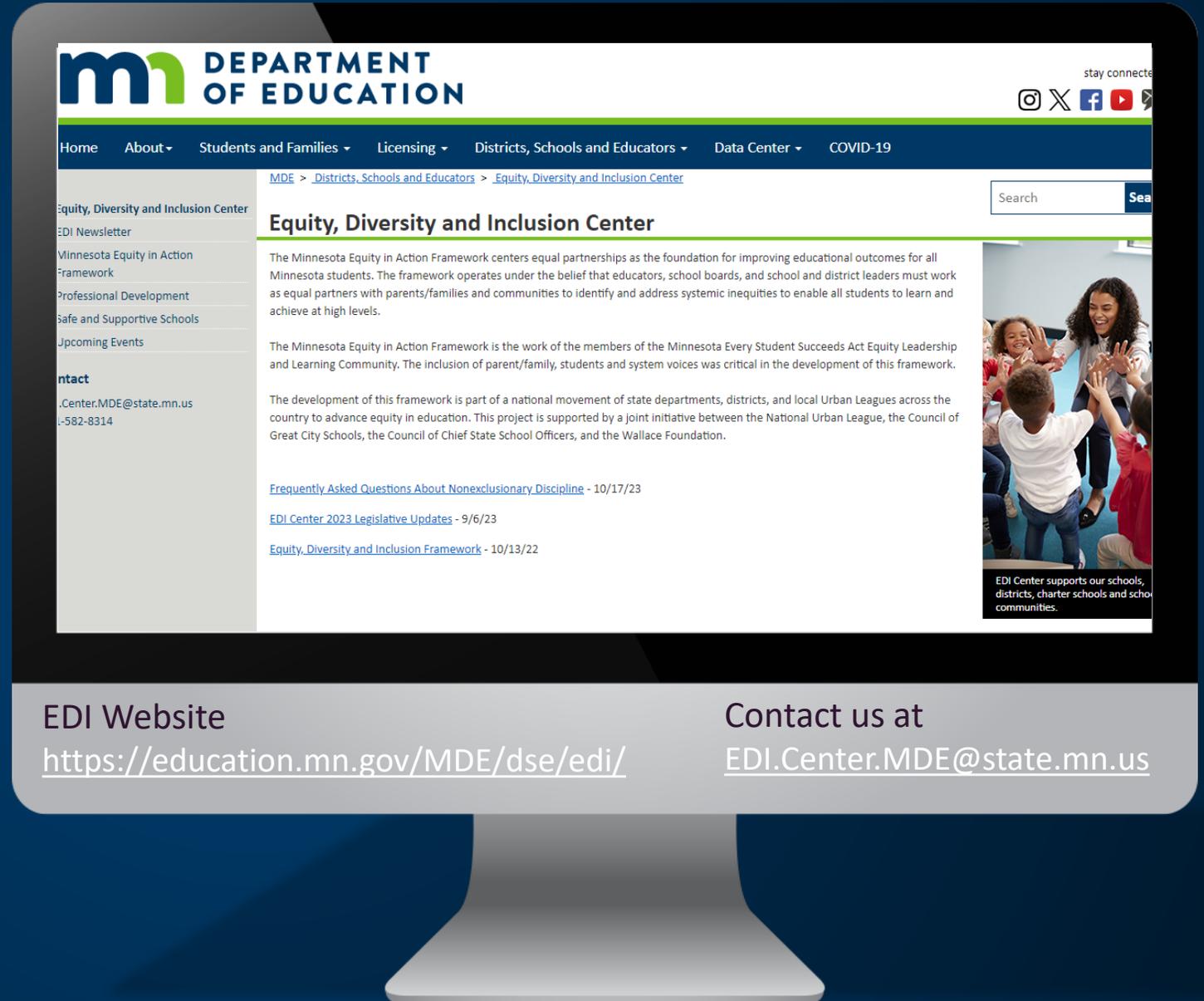
Contact us at
EDI.Center.MDE@state.mn.us

Implementation Update: Special Education Teacher Pipeline

Angela Mansfield | Assistant Commissioner

Daron Korte | Assistant Commissioner

Special Education Teacher Pipeline Program Grant

The goal of the program is to develop a pipeline of trained, licensed Tier 3 or 4 special education teachers. This is designed as a competitive grant opportunity.

Eligible Participants

- Employees who are
  - Teachers with Tier 1 or Tier 2 licenses (*priority*)
  - Paraprofessionals or other unlicensed staff

- Demonstrate a willingness to be a SPED teacher after completing the program

Funding Uses

- Tuition assistance or stipends

- Supports for participants, including mentoring, licensure test preparation, and technology support

- Participant recruitment

- MDE must prioritize funding for eligible participants holding Tier 1 or 2 special education licenses to obtain a Tier 3 license. Consequently, paraprofessionals and other non-licensed staff are in second position for funds.

- MDE must award an equal number of grants between greater Minnesota and metropolitan area [To the extent there are sufficient applications and to extent practicable].

- MDE encouraged eligible applicants (districts, charters, cooperatives) to apply *jointly*. For example, a cooperative could apply on behalf of districts or charters in their region.

- Grantees **must** partner with at least one of the following:

  - A [PELSB-approved](#) teacher preparation program (and/or an institution with an articulated transfer pathway)

  - A [Council for Accreditation of Educator Prep](#)-accredited program from a private, not for profit, institute of higher education

- Grantees **must** use at least 80% of funds for tuition scholarships or stipends for eligible participants who wish to be special education teachers.

  - Grantees may use up to 5% of funds for administrative expenses.

  - Remaining funds are designed to provide programmatic support so the teacher candidates be successful in obtaining the Tier 3 license.

Special Revenue Fund

- This grant was established using a special revenue fund, allowing the dollars to stay with the program over a longer period of time than the biennium.

- Grantees will receive a grant for a five-year term.

  - This allows for sustainable planning and continuous support throughout a teacher preparation program.

- Grantees may apply again for a new award during the five-year term if their initial award runs short of the need.

- Should a grantee have overestimated their ability to serve candidates, they may reduce their award, and the funds may be granted out to other schools.

Grant Early Results FY24 Competition

- Seeking to fund all 22 applications received, representing a total of 149 districts, charters and cooperatives

  - Greater MN = 15 (~$12.74M)

  - Twin Cities Metro Area = 7 (~$7.2M)

  - At least one of these programs intends to use funds to support a registered teacher apprenticeship program

- Total funding requested = $19,967,991 (slightly over $19,825,000 available)

- Applicants estimated serving

  - 258 Tier 1 teachers

  - 233 Tier 2 teachers

  - 429 other non-licensed staff

FY25 SPED Pipeline Competition

- The next competition will post in early February for a July 1, 2024, start date.

- Applicants will be competing for $10M in program funding for FY2025.

- MDE will prioritize NEW applications for the FY25 competition, as FY24 needs were fully met.

- There is $0 funded in the base for FY26 and $10M for FY27.

MDE Implementation Status Update, Continued

Wednesday, February 14

MDE Office of Inspector General and Grants Management

Non-exclusionary Discipline

Special Education Teacher Pipeline

Thursday, February 15

READ Act

Mental Health

Free School Meals

MDE Implementation Success Examples (Day Two)

- READ Act

  - State literacy director hired

  - Curriculum review selection completed

- Student Mental Health

  - Student support personnel aid

  - Mental health staff hires

- Free school meals program established

  - Breakfast and lunch participation both jumped by double-digit percentages

Implementation Update: The READ Act

Bobbie Burnham | Assistant Commissioner

Kim Gibbons | Director, Center for Applied Research and Educational Outcomes

Every child in Minnesota can read at or above grade level and multilingual learners and students receiving special education services are supported in achieving their individualized reading goals.

Minnesota Laws 2023, Chapter 55, Article 3: the READ ACT

Quality instruction, assessments, interventions, curriculum, training and ongoing coaching are the foundations of comprehensive systems of support that enable each and every child to read at or above grade level every year, beginning in kindergarten.

Overview of Key Statutory Components & Dates

Assessment	Evidence Based Curriculum	Intervention	Professional Learning	Literacy Coaching
Universal Screening for all students K-3 *Approved screening Menu posted on July 1, 2023*	Literacy curriculum must provide foundational reading skills of phonemic awareness, phonics, vocabulary, development, reading fluency, and reading comprehension	All students reading below grade level must have access to evidence-based interventions and data must be used to monitor their progress until the student reaches grade level	K-12 intervention teachers, K-3 classroom teachers, special ed, support staff, curriculum directors, and staff who select curricula must be trained in structured literacy by July 1, 2025	A district must employ or contract with a literacy lead specialist by August 30, 2025
Screening for dyslexia when a student is reading below grade level in grades 4-8	School can select from a list of five curricula aligned to structured literacy best practices that qualify for reimbursement *Approved curriculum will be posted on January 1, 2024*	Interventions must be taught by staff who have completed training from the approved list by 2025-26 school year	All other teachers and staff receive training on structured literacy by July 1, 2027	CAREI/MDE will develop a literacy lead training program
Frequent progress monitoring for students who are receiving interventions			MDE/CAREI will identify professional development programs that focus on the five pillars of literacy and the key components of structured literacy	
Universal Screening data must be submitted to MDE annually			State funded professional learning training menu will be posted August 15, 2023	

Implementation Successes

- All deadlines to date have been met

  - July 1, 2023 - Universal Screening Menu

  - August 15, 2023 - Approved menu of training providers

  - September 15, 2023- RFI and process for approved curriculum selection posted

  - January 9, 2024 – Approved curriculum list

- State Literacy Director; READ Act Data Literacy Specialist; READ Act Training and Communication Specialist

- Contracts close to being executed (CAREI and the three training vendors)

Key Activities

- Survey districts on current literacy practices
- Establish partnerships and execute contracts: CAREI; MN Service Cooperatives; training vendors
- Develop Regional Literacy Networks; hire staff
- Hire State Literacy Director and READ Act staff at MDE
- Generate READ Act webpage; post overview webinar and FAQ
- Determine and post universal screening menu and training options
- Determine process for curriculum review; selection and reimbursement; post approved curriculum; and reimbursement process
- Generate Local Literacy Plan template; develop LLP and data submission process
- Generate District Literacy Lead position description
- Revise BOLD to include The READ Act; post to website; offer webinar series to introduce districts and advocates to BOLD
- MDE, CAREI and WI/MN Comp Center develop an evaluation plan for The READ Act
- Plan, implement and evaluate first summer literacy summit

Implementation Milestones

- All Year 1 deadlines were met
- Local Literacy Plan template is provided to district with TA from RLNs
- All contracts were executed in a timely manner; staff were hired; regional literacy networks are supporting districts;
- READ Act Evaluation Plan in place

Key Performance Indicators

- Number of teachers registered for training by January 1, 2024
- Number of districts submitting Local Literacy Plan on June 15, 2024
- Number of districts submitting for reimbursement for purchasing approved curriculum

Region 10 Comprehensive Center, serving WI/MN

Develop rubric aligned with MnMTSS and SOR

October 2022

November 2022

MDE/CAREI Team Formed

Multiple MDE divisions partnered with CAREI

MDE/CAREI Rubric_Version 1 Developed

12 districts from MTSS Comp Center interested in piloting rubric

December 2022

February-March 2023

Usability Test of Rubric with 6 MN Districts

Six, 3-hour sessions of PD & collaboration utilizing rubric

MDE/CAREI Rubric Version 2 (v.2)

Internal/external feedback considered; included multilingual supports

April 2023

April -June 2023

Usability test of rubric v.2 with 4 districts in CA

Six districts from pilot brought back together for feedback session

Usability test v.2 with internal & external reviewers

CAREI reviewers an 2 external consultants with reviewed 7 curricula

June -August 2023

September 2023

MN Read Act Curriculum Review Template (v.3 of MDE/CAREI Rubric)

Cultural responsiveness, descriptors, look for/examples

Development of MDE/CAREI Rubric
MN Read Act Curriculum Review Template

Program Type:

- **Comprehensive ELA Curriculum:** A curriculum that is designed to provide instruction in all the sub-areas of reading (phonemic awareness, phonics decoding and encoding, morphology, fluency, vocabulary, and comprehension) and writing.

- **Foundational Skills Curriculum:** A curriculum that is designed to provide instruction in at least one sub-area of foundational skill instruction (phonemic awareness, phonics decoding and encoding, morphology, and fluency).

  - Would need to be supplemented with a knowledge building curriculum

- **Language Comprehension & Knowledge-Building Curriculum:** A curriculum that is designed to provide instruction in at least one sub-area of language comprehension (vocabulary, comprehension, writing).

  - Would need to be supplemented with a foundational skills program.

Approved Core Instructional Programs 2024

Program Name	Provider	Type	Phonemic Awareness	Phonics and Morphology	Fluency	Vocabulary	Comprehension	Writing
EL Education, 1st edition, 2017	Open Up Resources	Comprehensive K-5	●	●	●	●	●	●
Wit & Wisdom, 2023	Great Minds	Knowledge Building K-5	N/A	**N/A	**N/A	●	●	●
Magnetic Reading, 2023	Curriculum Associates	Foundational K-2	●	●	●	N/A	N/A	N/A
UFLI Foundations, 2022	Ventris Learning	Foundational K-2	●	●	●	N/A	N/A	N/A
UMN Functional Phonics and Morphology, 2023	University of Minnesota, CAREI	Foundational K-5	●	●	●K-2	N/A	N/A	N/A

● Meets   ○ Does Not Meet   Not Applicable N/A

*While fluency is built into the PA and PM routines additional structured fluency should be included.

** Must be used in conjunction with a foundational program for K-3; Morphology is included 3-5 and Fluency is included 4-5.

Meets = Above Median

Reconsideration and Reimbursement

Reconsideration Process

- All publishers have received their rubrics.

- Publishers have until February 29, 2024 to submit additional evidence on "Look For's" and "Red Flags".

- Our team has 60 days to review additional information to determine additions to the list.

Reimbursement Process

- Once the reconsideration process is complete in early May, MDE will implement the reimbursement process

- MDE Literacy Unit and School finance are working to determine an equitable distribution model both geographically and financially

READ Act: Approved Trainings for Educators

- Beginning July 1, 2024, a district must provide access to the training required under the READ Act .

  - LETRS

  - CORE

  - CAREIALL

READ Act Professional Development

Phase 1: Required staff to be completed by July 1, 2025

- PreK Classroom Educators – *PreK educators include Voluntary Pre-Kindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness*

- Grades K–3 Classroom Educators

- Grades K–12 Reading Intervention Educators

- Grades PreK–12 Special Education Educators responsible for reading instruction

- Grades PreK–5 Curriculum Directors

- Grades PreK–5 Instructional support staff who provide reading support

- Employees who select literacy instructional materials for grades PreK–5

Phase 2: Required staff (all other educators responsible for reading instruction) to be completed by July 1, 2027

- Grades 4–12 Classroom Educators responsible for reading instruction/ teaching the MN ELA Standards

- Grades PreK–12 Educators who work with English learners (Licensed ELL teachers)

- Grades K– Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68

- Grades 6–12 Instructional support staff who provide reading support

- Grades 6–12 Curriculum Directors

- Employees who select literacy instructional materials for Grades 6–12

READ Act Professional Development Registration

- Registration for READ Act literacy professional development will be done through MDE and paid for through READ Act funds. **District and charter schools will not pay for READ Act training when participating in this process.**

- **Registration for Phase 1 educators opened February 1 and will run through October 1, 2024**. A district or charter school must provide access to training beginning July 1, 2024.

- **Open Office Hours offered Week of February 5-9 to assist district/charter schools with registration**

For those districts and charter schools who are choosing LEXIA/LETRS, we acknowledge additional time (beyond the July, 2025 completion deadline) will be needed to complete this course and extensions will be provided

READ Act Regional Literacy Networks

- In partnership with MDE each of the nine MN Service Cooperatives will establish a Regional Literacy Networks (RLN), to support the implementation of the READ Act and facilitation of the statewide training, coaching and other required READ Act activities based in evidence-based structured literacy.

- Each RLN will have a Literacy Lead and a team of Literacy Coaches

- The work of the RLNs will be directed and facilitated by MDE and CAREI.

# Regional Literacy Network Coaching Framework

- MDE/CAREI will develop an evidence-based literacy lead training program that trains literacy/coaches/specialists to support schools' efforts in screening, measuring growth, monitoring progress, and implementing instruction and interventions

- Coaching Framework will be integrated with the work of the MnMTSS Regional Teams

- Approved Certified Training Facilitators will participate in a professional learning community where they will receive ongoing coaching and mentoring
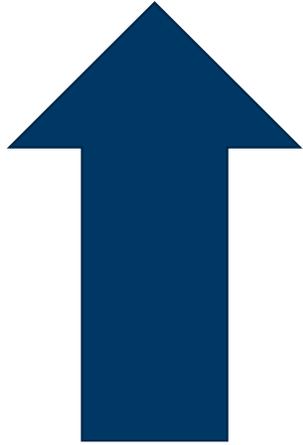
Implementation Update: Mental Health

Dr. Macarre Traynham | Assistant Commissioner

Trends of Student Reported Self-Harm and Suicidality
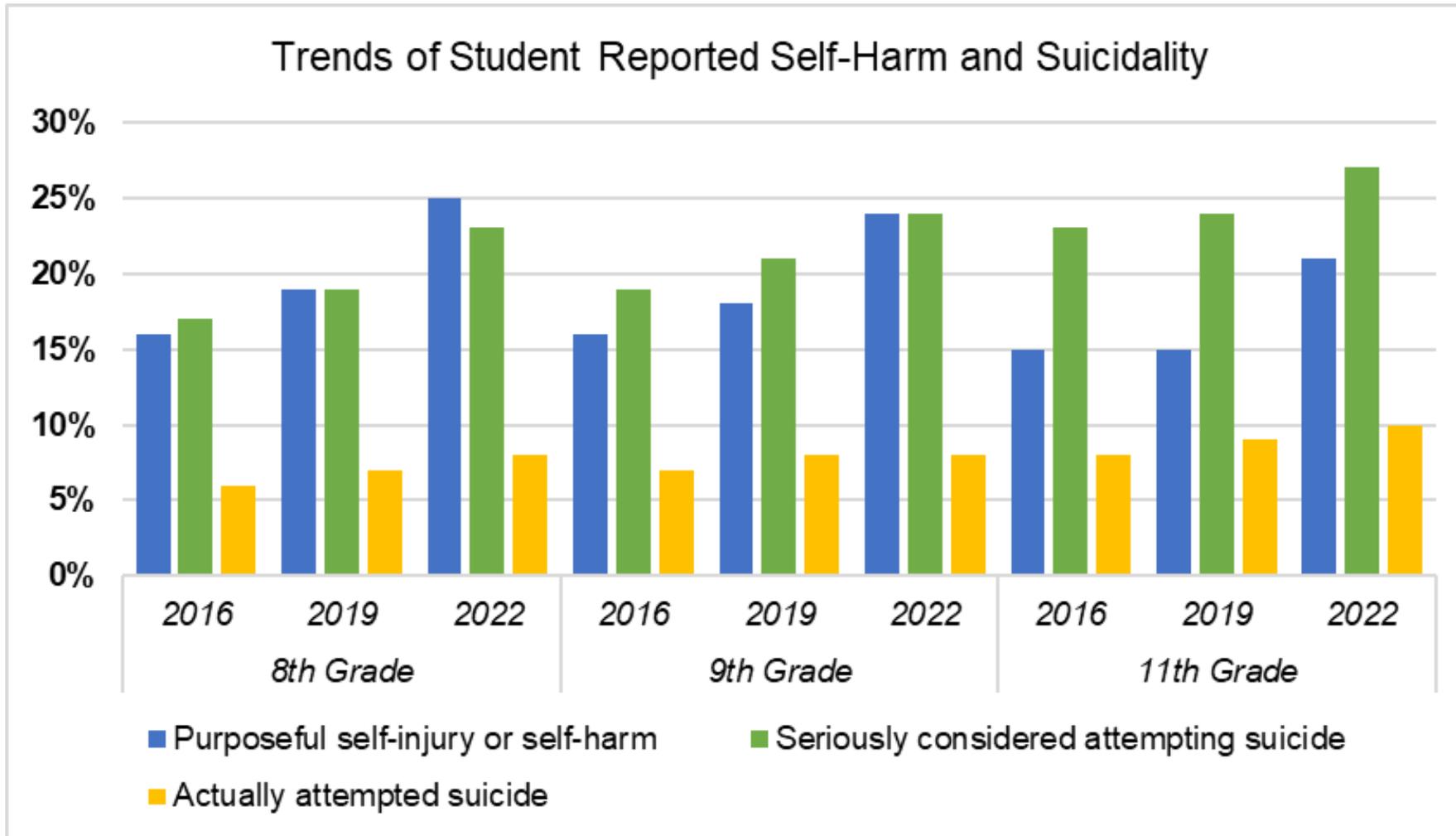
- Improvements in social and self-awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)

- Improved academic outcomes (Durlak et al., 2011; Kase et al., 2017)

- Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)
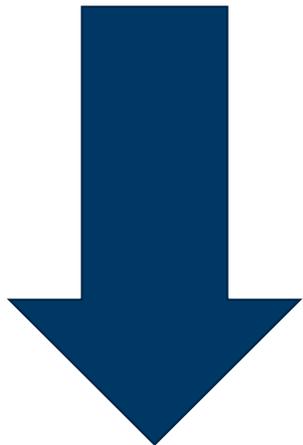
- Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)

- Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)

Comprehensive School Mental Health Systems (CSMHS)

1 Well-Trained Educators and Specialized Instructional Support Personnel

2 Family-School-Community Collaboration and Teaming

3 Needs Assessment and Resource Mapping

4 Multi-Tiered System of Support

5 Mental Health Screening

6 Evidence-Based and Emerging Best Practices

7 Data

8 Funding

Advancing-CSMHS_September-2019.pdf (schoolmentalhealth.org)
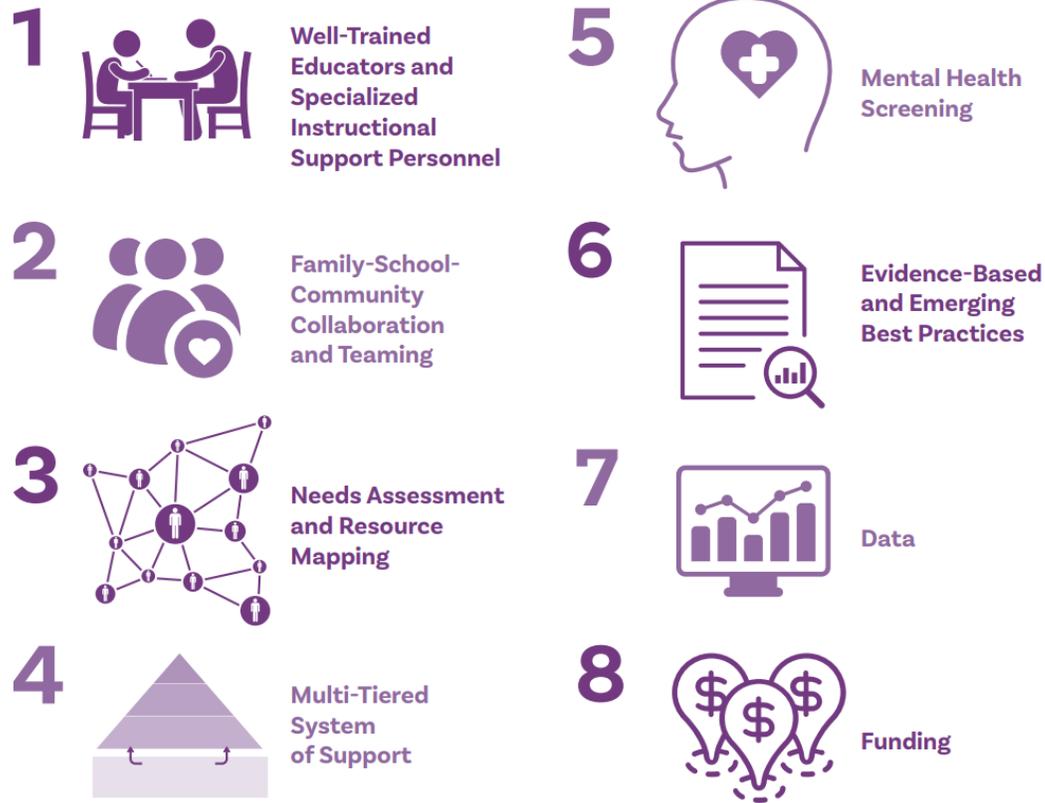
- Model for the delivery of mental health supports and services that is a multi-tiered system of supports approach to caring for the needs of all students.

- Provides a full array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness.

- A fundamental component of CSMHS is providing culturally responsive and equitable mental health care across the multi-tiered systems of support (MTSS)

Equity, Diversity, and Inclusion (EDI) Center

- **Mission**: Advance the principles of equity, diversity, and inclusion to create the conditions for building authentic cross-cultural communities where harm is eliminated and every person's humanity is acknowledged and valued.

- The MN Comprehensive School Mental Health Systems Framework is strategically aligned to the mission, vision and beliefs of the EDI Center. The housing of the mental health framework in the EDI center to center equity in mental health work is the first of its kind in the nation for both this type of alignment and commitment for a department of education.

- Student Support Personnel

  - Aid to schools

  - Workforce Pipeline Grant

- Equity, Diversity, and Inclusion Center dedicated funding

- Mental Health Lead

- School Nurse Consultant

- Suicide prevention information on student ID cards

- Social emotional learning (SEL) resources

MDE's CSMHS Structure

Mental Health Lead

Lead the development of agency CSMHS program for students, learners, educators, leadership, and align state resources and partners.

Student Support Personnel

Focus on student support personnel recruitment and retention through the workforce pipeline and position professional development and support.

Statewide School Nurse Consulant

Lead the development of the school nurse MDE program that focuses on recriitment, retention and professional development for school nurses, implementing the CSMHS (30% of their services are mental health related) and for chronic health issues.

Aid to Schools

CSMHS

- Crisis Mgt
- Health and Youth Development
- Grant Funded
- Chronic Health Conditions
- Workforce Development
- Org Development

Crisis Mgt Team

Safe and Supportive MN Act, bullying, harassment and intimatidation and crisis mgt taskforce and professional develment, and prevention and targeted interventions guidance.

Health and Youth Development

Incorp the CSMHS in the Whole School, Whole Community, Whole Child model, will build culturally responsive health and wellness professional development and programs for schools.

Project AWARE

Two grants focusing on advancing CSMHS for 6 districts. Ends 2026.

- **Aid**

  - Goal: to increase the number of student support personnel in schools.

  - Schools currently have access to this funding. More information on actual expenditures will be known after fiscal year close data is finalized.

- **Pipeline Grant**

  - Goal: to increase Black, indigenous, and people of color in the fields of school psychologists, school nurses, school counselors, and school social workers.

  - Held community engagement with School Nurse Organization of Minnesota, Minnesota School Psychologist Associations, Minnesota School Social Worker Association and Minnesota School Counseling Associations in the development of the student support personnel grant.

  - Request for Proposals (RFP) was released for applications December 14, 2023, for accredited programs and universities. Applications were due January 26. Grant expected to begin April 5, 2024.

  - Student support personnel position to support the grant and provide professional development, guidance, and technical assistance to the field. Posting closed February 9, 2024. Expected start date in March.

- **Mental Health Lead**

  - This position exists to provide leadership and support for the design, implementation and evaluation of state and local policies and programs that address the health needs of children, youth & adolescents in school settings and early childhood education programs to promote healthy development and safety which enhances positive educational outcomes.

  - Staff starting February 28

- **School Nurse Consultant**

  - This position exists to provide leadership and support for the design, implementation and evaluation of state and local policies and programs that address the health needs of children, youth & adolescents in school settings and early childhood education programs to promote healthy development and safety which enhances positive educational outcomes.

  - Staff starting February 28

EDI Center Mental Health Organization Development

Mental Health Lead

Support for schools in addressing the mental health needs of students, teachers, and school staff and developing comprehensive school mental health systems in school districts and charter schools.

Student Support Personnel Specialist

Provide professional development, technical assistance and resources to student support personnel using the comprehensive mental health framework , organizational change and school improvement. Lead the workforce pipeline grant

Crisis Management Team (2 positions)

Lead the development and facilitation of crisis management professional development, guidance, technical assistance and resources to schools, districts and educators regarding possible types of school crisis including, but not limited to, death of a student or staff member, acts of violence, suicide attempt or completion, automobile accident, natural disaster, and medical emergencies.

School Nurse Consultant

Provide leadership and support for the design, implementation and evaluation of state and local policies and programs that address the health needs of children, youth & adolescents in school settings and early childhood education programs to promote healthy development and safety which enhances positive educational outcomes

Health and Wellness Specialist

Culturally Responsive Health and Wellness that support mental health initiatives (Whole School, Whole Community, Whole Child)

- Suicide prevention information on student ID cards

  - Schools must print suicide prevention information, including the national crisis lifeline number (988), on all student IDs, and in student planners for students in grades 6-12.

  - Currently engaging with students to inform the guidance on the language to be used for Suicide prevention information on student ID cards.

Implementation Update: Minnesota Free School Meals Program

Daron Korte | Assistant Commissioner

Student

School participates

School serves healthy meals

Meal Claims

- Schools serve meals, then submit claims for reimbursement to MDE

- Claims are in the form of meals, not expenses

- Meal claims are required to be submitted within 60 days of the claim month ending.

- Statewide claims will not be finalized for SY23-24 until September 2024.

- In comparing September 2022 to September 2023:

  - Breakfast participation increased 31%

  - Lunch participation increased 11%

Meals Served

School Breakfast Program Meal Counts		
	September 2022	September 2023
Free	1,913,574	2,409,094
Reduced	341,310	340,076
Paid	1,469,967	2,139,240
Total September Breakfast Meals	3,724,851	4,888,410

National School Lunch Program Meal Counts		
	September 2022	September 2023
Free	3,853,165	4,434,000
Reduced	850,950	777,402
Paid	5,280,948	5,837,190
Total September Lunch Meals	9,985,063	11,048,592

Minnesota Community Eligibility Provision (CEP) Participation Summary

	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Sponsors (Districts)	65	66	70	66	76	139
Sites (Schools)	163	147	155	151	160	410

Free and Reduced-Price Meals

- There are two ways in which a student can be determine free, reduced or paid category; <u>Direct Certification</u> or through <u>the form</u>.

- It is a federal requirement for MDE to provide a form and for schools to distribute and collect forms in order to participate in the USDA National School Lunch and School Breakfast programs

- The information on these forms are also necessary when calculating the identified student percentage for CEP schools

- Information from the forms determine eligibility for Child and Adult Care Food Program (CACFP) and Summer Food Service Programs (SFSP).

- Direct Certification increased but the form is still necessary to decrease State of MN costs of this MN-FSM, determine eligibility in other programs and determine eligibility of non-USDA programs.

Thank you!