

..... moves to amend H.F. No. 2497 as follows:

Delete everything after the enacting clause and insert:

**"ARTICLE 1
GENERAL EDUCATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) A pupil enrolled in a Minnesota public school in any grade 4 through 12 who in the previous school year took a commissioner-provided assessment measuring the pupil's emerging academic English, shall be counted as an English learner in calculating English learner pupil units under section 126C.05, subdivision 17, and shall generate state English learner aid under section 124D.65, subdivision 5, if the pupil scored below the state cutoff score or is otherwise counted as a nonproficient participant on the assessment measuring the pupil's emerging academic English, or, in the judgment of the pupil's classroom teachers, consistent with section 124D.61, clause (1), the pupil is unable to demonstrate academic language proficiency in English, including oral academic language, sufficient to successfully and fully participate in the general core curriculum in the regular classroom.

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

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

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

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

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

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

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

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

4.11 Subd. 17. **English learner pupil units.** (a) English learner pupil units for fiscal year
4.12 2004 and thereafter shall be determined according to this subdivision.

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

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

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

4.18 (c) The English learner pupil units for each eligible English learner in average daily
4.19 membership equals the lesser of one or the quotient obtained by dividing the English learner
4.20 concentration percentage for the pupil's district of enrollment by ~~44.5~~ 16.8.

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

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

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

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

4.27 Subd. 19. **Online learning students.** (a) The average daily membership for a public
4.28 school pupil or a pupil enrolled in a school authorized to receive Tribal contract or grant
4.29 aid under section 124D.83 generating online learning average daily membership according
4.30 to section 124D.095, subdivision 8, paragraph (b), equals the sum of: (1) the ratio of the

sum of the number of instructional hours the pupil is enrolled in a regular classroom setting at the enrolling school to the actual number of instructional hours in the school year at the enrolling school, plus (2) .12 times the initial online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b).

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

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

Subd. 2. **Basic revenue.** (a) The basic revenue for each district equals the formula allowance times the adjusted pupil units for the school year. The formula allowance for fiscal year 2021 is \$6,567. The formula allowance for fiscal year 2022 is \$6,728. The formula allowance for fiscal year 2023 and later is \$6,863. The formula allowance for fiscal year 2024 is \$7,138. The formula allowance for fiscal year 2025 is \$7,281. The formula allowance for fiscal year 2026 and later must be determined as follows:

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

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

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

Sec. 8. Minnesota Statutes 2022, section 126C.10, subdivision 3, is amended to read:

Subd. 3. **Compensatory education revenue.** (a) For fiscal year 2024, the compensatory education revenue for each building in the district equals the formula allowance minus \$839

times the compensation revenue pupil units computed according to section 126C.05, subdivision 3. A district's compensatory revenue equals the sum of its compensatory revenue for each building in the district and the amounts designated under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

(b) For fiscal year 2025 and later, the compensatory education revenue for each building in the district equals its compensatory pupils multiplied by the building compensatory allowance. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

~~(b)~~ (c) When the district contracting with an alternative program under section 124D.69 changes prior to the start of a school year, the compensatory revenue generated by pupils attending the program shall be paid to the district contracting with the alternative program for the current school year, and shall not be paid to the district contracting with the alternative program for the prior school year.

~~(c)~~ (d) When the fiscal agent district for an area learning center changes prior to the start of a school year, the compensatory revenue shall be paid to the fiscal agent district for the current school year, and shall not be paid to the fiscal agent district for the prior school year.

(e) Notwithstanding paragraph (b), for voluntary prekindergarten programs under section 124D.151, charter schools, and contracted alternative programs in the first year of operation, compensatory education revenue must be computed using data for the current fiscal year. If the voluntary prekindergarten program, charter school, or contracted alternative program begins operation after October 1, compensatory education revenue must be computed based on pupils enrolled on an alternate date determined by the commissioner, and the compensatory education revenue must be prorated based on the ratio of the number of days of student instruction to 170 days.

(f) Notwithstanding paragraph (b), for fiscal year 2025, if the calculation under paragraph (c) results in statewide revenue of less than \$822,659,000, additional revenue must be provided to each building in a manner prescribed by the commissioner of education until total statewide revenue equals \$822,659,000.

(g) Notwithstanding paragraph (b), for fiscal year 2026, if the calculation under paragraph (c) results in statewide revenue of less than \$838,947,000, additional revenue must be provided to each building in a manner prescribed by the commissioner of education until total statewide revenue equals \$838,947,000.

(h) Notwithstanding paragraph (b), for fiscal year 2027, if the calculation under paragraph (c) results in statewide revenue of less than \$857,152,000, additional revenue must be provided to each building in a manner prescribed by the commissioner of education until total statewide revenue equals \$857,152,000.

Sec. 9. Minnesota Statutes 2022, section 126C.10, is amended by adding a subdivision to read:

Subd. 3a. **Definitions.** The definitions in this subdivision apply only to subdivisions 3, 3b, and 3c.

(a) "Building compensatory allowance" means a building concentration factor multiplied by the statewide compensatory allowance.

(b) "Building concentration factor" means the ratio of a building's compensatory pupils to the number of pupils enrolled in the building on October 1 of the previous fiscal year.

(c) "Compensatory pupils" means the sum of the number of pupils enrolled in a building eligible to receive free meals pursuant to subdivision 3b plus one-half of the pupils eligible to receive reduced priced meals pursuant to subdivision 3b on October 1 of the previous fiscal year.

(d) "Statewide compensatory allowance" means the amount calculated pursuant to subdivision 3c.

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

Subd. 3b. **Free and reduced-price meals.** The commissioner shall determine the number of children eligible by means of direct certification to receive either a free or reduced-price meal on October 1 each year. Children enrolled in a building on October 1 and determined to be eligible by means of direct certification to receive free or reduced-price meals by December 15 of that school year shall be counted as eligible on October 1 for purposes of subdivision 3. The commissioner must use federal definitions for these purposes. The commissioner may adopt reporting guidelines to assure accuracy of data counts and eligibility. Districts must use any guidelines adopted by the commissioner.

Sec. 11. Minnesota Statutes 2022, section 126C.10, is amended by adding a subdivision to read:

Subd. 3c. **Statewide compensatory allowance.** For fiscal year 2025, the statewide compensatory allowance is \$6,474 times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded to the nearest whole dollar. For fiscal year 2026 and later, the statewide compensatory allowance equals the statewide compensatory allowance in effect for the prior fiscal year times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded to the nearest whole dollar.

Sec. 12. Minnesota Statutes 2022, section 126C.10, subdivision 4, is amended to read:

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

- (1) compensatory revenue under subdivision 3; plus
- (2) English learner revenue under section 124D.65, subdivision 5; plus
- (3) ~~\$250~~ \$536 times the English learner pupil units under section 126C.05, subdivision 17.

Sec. 13. Minnesota Statutes 2022, section 126C.15, subdivision 2, is amended to read:

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

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

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

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

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

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

Sec. 14. Minnesota Statutes 2022, section 126C.17, is amended by adding a subdivision to read:

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

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

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

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

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

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

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

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

10.2 Sec. 15. Laws 2021, First Special Session chapter 13, article 1, section 9, is amended to
10.3 read:

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

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

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

10.13 Sec. 16. Laws 2021, First Special Session chapter 13, article 1, section 9, the effective
10.14 date, is amended to read:

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

10.17 Sec. 17. **APPROPRIATIONS.**

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

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

10.23 \$ 8,059,984,000 2024

10.24 \$ 8,183,666,000 2025

10.25 (b) The 2024 appropriation includes \$707,254,000 for 2023 and \$7,352,730,000 for
10.26 2024.

10.27 (c) The 2025 appropriation includes \$767,797,000 for 2024 and \$7,415,869,000 for
10.28 2025.

11.1 Subd. 3. **Enrollment options transportation.** For transportation of pupils attending
 11.2 postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation
 11.3 of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

11.4 \$ 18,000 2024

11.5 \$ 19,000 2025

11.6 Subd. 4. **Abatement aid.** (a) For abatement aid under Minnesota Statutes, section
 11.7 127A.49:

11.8 \$ 2,339,000 2024

11.9 \$ 2,665,000 2025

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

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

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

11.14 \$ 187,000 2024

11.15 \$ 290,000 2025

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

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

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

11.20 \$ 22,354,000 2024

11.21 \$ 23,902,000 2025

11.22 (b) The 2024 appropriation includes \$1,925,000 for 2023 and \$20,429,000 for 2024.

11.23 (c) The 2025 appropriation includes \$2,269,000 for 2024 and \$21,633,000 for 2025.

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

11.26 \$ 22,248,000 2024

11.27 \$ 23,624,000 2025

11.28 (b) The 2024 appropriation includes \$2,115,000 for 2023 and \$20,133,000 for 2024.

11.29 (c) The 2025 appropriation includes \$2,236,000 for 2024 and \$21,388,000 for 2025.

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

12.3 \$ 65,000 2024

12.4 \$ 65,000 2025

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

12.7 \$ 1,512,000 2024

12.8 \$ 761,000 2025

12.9 (b) The 2024 appropriation includes \$183,000 for 2023 and \$1,329,000 for 2024.

12.10 (c) The 2025 appropriation includes \$147,000 for 2024 and \$614,000 for 2025.

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

12.14 \$ 55,000 2024

12.15 \$ 55,000 2025

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

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

12.20 Sec. 18. **REPEALER.**

12.21 (a) Minnesota Statutes 2022, section 126C.05, subdivisions 3 and 16, are repealed.

12.22 (b) Laws 2023, chapter 18, section 4, subdivision 5, is repealed.

12.23 **EFFECTIVE DATE.** Paragraph (a) is effective for revenue for fiscal year 2025.

12.24 **ARTICLE 2**

12.25 **EDUCATION EXCELLENCE**

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

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

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

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

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

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

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

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

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

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

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

13.26 (b) A school district or charter school that adopts a personalized, competency-based
13.27 education plan must include a description in its long-term strategic plan under section
13.28 120B.11 or annual public report under section 124E.16 and post on its website information
13.29 on how:

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

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

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

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

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

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

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

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

14.14 ~~**120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**~~
14.15 ~~**3. BOLD LITERACY ACT; THRIVING READERS AT EVERY GRADE.**~~

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

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

14.31 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of
14.32 On a quarterly basis beginning no later than November 15 each year, every student enrolled

15.1 ~~in kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students~~
15.2 ~~identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must~~
15.3 ~~be screened, in a locally determined manner, and grade 3 in a public school, including~~
15.4 ~~multilingual learners and students receiving special education services, must be universally~~
15.5 ~~screened for mastery of foundational reading skills, including phonemic awareness, phonics,~~
15.6 ~~decoding, fluency, oral language, and characteristics of dyslexia as measured by a screening~~
15.7 ~~tool approved by the Department of Education. The screening for characteristics of dyslexia~~
15.8 ~~may be integrated with universal screening for mastery of foundational reading skills and~~
15.9 ~~oral language. Data on student performance in kindergarten, grade 1, grade 2, and grade 3~~
15.10 ~~on foundational reading skills, including phonemic awareness, phonics, decoding, fluency,~~
15.11 ~~and oral language must be submitted to the Department of Education by December 15 and~~
15.12 ~~June 15 in the form and manner prescribed by the commissioner.~~

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

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

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

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

- 16.1 (2) the number of students universally screened for that reporting year; ~~and~~
- 16.2 (3) the number of students demonstrating characteristics of dyslexia for that year; and
- 16.3 ~~(e) A student~~ (4) an explanation of how through a MTSS students identified under this
- 16.4 subdivision must be are provided with alternate instruction and interventions under section
- 16.5 125A.56, subdivision 1.

16.6 Subd. 2a. **Parent notification and involvement.** (a) Beginning with the initial screening

16.7 by November 15, and on a quarterly basis thereafter, schools, at least annually, must give

16.8 the parent of each student, including multilingual learners and students receiving special

16.9 education services, who is not reading at or above grade level, timely information about:

16.10 (1) the student's reading proficiency as measured by a locally adopted assessment;

16.11 including student performance on foundational reading skills, oral language, and whether

16.12 the student has been identified as demonstrating characteristics of dyslexia, as measured by

16.13 a screening tool approved by the Department of Education;

16.14 (2) reading-related services currently being provided to the student within a MTSS

16.15 framework, specific curricula being used, the training and licensure of the teacher providing

16.16 reading-related services, how these services address identified learning needs, and how the

16.17 student's progress will be monitored; and

16.18 (3) strategies for parents to use at home in helping their student succeed in becoming

16.19 grade-level proficient in reading in English and in their native language.

16.20 (b) A district may not use this section to deny a student's right to a special education

16.21 evaluation.

16.22 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district

16.23 shall provide reading intervention through a MTSS to accelerate student growth and reach

16.24 the goal of reading at or above grade level by the end of the current grade and school year.

16.25 If a student does not read at or above grade level by the end of grade 3 the current school

16.26 year, the district must continue to provide reading intervention until the student reads at

16.27 grade level. District intervention methods shall encourage must include family engagement

16.28 and, where possible, collaboration with appropriate school and community programs-

16.29 Intervention methods that specialize in evidence-based instructional practices and measure

16.30 mastery of foundational reading skills, including phonemic awareness, phonics, decoding,

16.31 fluency, and oral language. By July 1, 2025, Tier 2 and Tier 3 intervention programs must

16.32 be taught by a certified or licensed reading specialist and may include, but are not limited

16.33 to, requiring student attendance in summer school, intensified reading instruction that may

require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections. Supplemental reading instruction may not replace core Tier 1 literacy instruction provided to all students.

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

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

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

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

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

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

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

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

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

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

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

(b) In addition to paragraph (a):

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

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

Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must ~~adopt~~ develop and submit a local literacy plan ~~to have~~ using the template provided by the Department of Education annually by June 15 for the upcoming school year. The local literacy plan must be implemented to ensure that every child in prekindergarten through grade 3, including multilingual learners and students receiving special education services,

19.1 demonstrates mastery of foundational literacy skills and is reading proficiently, at or above
19.2 grade level no later than the end of grade 3, including English learners, at every grade. The
19.3 plan must be consistent with section 122A.06, subdivision 4, and include the following
19.4 requirements by June 15, 2024:

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

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

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

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

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

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

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

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

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

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

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

20.13 **Subd. 5. Commissioner.** (a) The commissioner shall ~~recommend to districts multiple~~
20.14 ~~assessment tools~~ provide a menu of state-approved evidence-based screening tools to assist
20.15 districts and teachers with identifying students under subdivision 2. By January 1, 2024,
20.16 the commissioner shall also make available ~~examples of nationally recognized and~~
20.17 ~~research-based instructional methods or programs to districts to provide~~ a menu of approved
20.18 training opportunities for teachers to be trained in evidence-based reading instruction to
20.19 ensure students receive comprehensive, ~~scientifically based~~ evidence-based reading
20.20 instruction and intervention consistent with structured literacy practices under this section.
20.21 The commissioner shall make available guidance to assist districts and schools in the
20.22 evaluation and selection of or adaptation of curricula for instruction and intervention that
20.23 support evidence-based structured literacy practices; a template for the local literacy plan;
20.24 a template for the annual dyslexia report; and a template for parent notification.

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

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

21.3 Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered
21.4 training and support in implementing MTSS through the Department of Education
21.5 COMPASS team and the Department of Education's regional partners, the Minnesota service
21.6 cooperatives. COMPASS is the state school improvement model providing a statewide
21.7 system through which all districts and schools may receive support in the areas of literacy,
21.8 math, social-emotional learning, and mental health within the MTSS framework. The MTSS
21.9 framework is the state's systemic, continuous school improvement framework for ensuring
21.10 positive social, emotional, behavioral, developmental, and academic outcomes for every
21.11 student. MTSS provides access to layered tiers of culturally and linguistically responsive,
21.12 evidence-based practices. The MTSS framework relies on the understanding and belief that
21.13 every student can learn and thrive, and it engages an anti-bias and socially just approach to
21.14 examining policies and practices and ensuring equitable distribution of resources and
21.15 opportunity. The MTSS systemic framework requires:

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

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

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

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

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

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

22.2 Subd. 4. **Comprehensive, ~~scientifically based~~ evidence-based reading instruction.** (a)
22.3 "Comprehensive, ~~scientifically based~~ evidence-based reading instruction" includes a program
22.4 or collection of instructional practices that is based on valid, replicable, empirical research
22.5 evidence showing that when these programs or how proficient reading and writing develop;
22.6 why some students have difficulty learning to read; how to effectively assess and teach
22.7 students; and how to improve outcomes through intervention. When evidence-based reading
22.8 practices are used, students can be expected to achieve, at a minimum, satisfactory reading
22.9 progress mastery of grade-level reading standards. The ~~program or~~ collection of
22.10 evidence-based practices must include, at a minimum, effective, ~~balanced~~ explicit, systematic,
22.11 and sequential instruction in all five areas of reading: phonemic awareness, phonics, fluency,
22.12 vocabulary and oral language development, and reading comprehension.

22.13 (b) Comprehensive, ~~scientifically based~~ evidence-based reading instruction also includes
22.14 and integrates instructional strategies for continuously assessing, evaluating, and
22.15 communicating the student's reading progress and needs in order to design and implement
22.16 ongoing interventions so that students of all ages and proficiency levels can read and
22.17 comprehend text, write, and apply higher level thinking skills. occurs within a MTSS
22.18 framework. The framework includes a process for monitoring student progress, evaluating
22.19 program fidelity, and analyzing student outcomes and needs in order to design and implement
22.20 ongoing evidenced-based instruction and interventions so that students read and comprehend
22.21 grade-level text, write with grade-level proficiency, and apply higher level thinking skills.
22.22 Instruction within a MTSS framework includes core (Tier 1), supplemental (Tier 2), and
22.23 intensive (Tier 3 and special education) reading instruction used at each grade level and
22.24 must be designed around teaching the foundational reading skills. For English multilingual
22.25 learners developing literacy skills, districts ~~are encouraged to use~~ must provide instruction
22.26 that builds on their linguistic and cultural strengths using strategies that teach reading and
22.27 writing in the students' native language and English at the same time.

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

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

22.31 (2) "Foundational reading skills" includes phonological and phonemic awareness, phonics
22.32 and decoding, and fluency. Foundational reading skills appropriate to each grade level must
22.33 be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grade 4

23.1 and above who do not demonstrate mastery of grade-level foundational reading skills must
23.2 continue to receive explicit, systematic instruction to reach mastery.

23.3 (3) "Multitiered system of support" or "MTSS" means a systemic, continuous
23.4 improvement framework for ensuring positive social, emotional, behavioral, developmental,
23.5 and academic outcomes for every student. The MTSS framework provides access to layered
23.6 tiers of culturally and linguistically responsive, evidence-based practices and relies on the
23.7 understanding and belief that every student can learn and thrive. Through a MTSS at the
23.8 core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high
23.9 quality, evidence-based instruction and intervention that is matched to a student's needs;
23.10 progress is monitored to inform instruction and set goals; and data is used for educational
23.11 decision making.

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

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

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

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

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

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

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

~~(f)~~ (10) "Vocabulary development" is means the process of ~~teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary~~ acquiring new words. A robust vocabulary improves all areas of communication: listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

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

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

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

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

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that

25.1 meets the commissioner's requirements. Once an online learning provider is approved under
25.2 this paragraph, all of its online learning course offerings are eligible for payment under this
25.3 section unless a course is successfully challenged by an enrolling district or the department
25.4 under paragraph (c).

25.5 (c) An enrolling district may challenge the validity of a course offered by an online
25.6 learning provider. The department must review such challenges based on the approval
25.7 procedures under paragraph (b). The department may initiate its own review of the validity
25.8 of an online learning course offered by an online learning provider.

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

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

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

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

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

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

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

25.26 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

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

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

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

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

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

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

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

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

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

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

27.1 (1) the school is on a development plan for continuous improvement under section
27.2 120B.35, subdivision 2; or

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

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

27.7 (1) \$100,000 for each eligible school available for up to one year to fund planning
27.8 activities, including convening a full-service community school leadership team, facilitating
27.9 family and community stakeholder engagement, conducting a baseline analysis, and creating
27.10 a full-service community school plan. At the end of this period, the school must submit a
27.11 full-service community school plan pursuant to paragraphs (d) and (e); and

27.12 (2) \$200,000 annually for each eligible school for up to three years of implementation
27.13 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
27.14 receiving funding under this section shall hire or contract with a partner agency to hire a
27.15 site coordinator to coordinate services at each covered school site. Districts or charter schools
27.16 receiving funding under this section for three or more schools shall provide or contract with
27.17 a partner agency to provide a full-service community school initiative director.

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

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

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

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

28.4 (2) the full-service community school leadership team must be responsible for overseeing
28.5 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
28.6 school plan under paragraphs (f) and (g). A full-service community school leadership team
28.7 must meet at least quarterly and have ongoing responsibility for monitoring the development
28.8 and implementation of full-service community school operations and programming at the
28.9 school site and shall issue recommendations to schools on a regular basis and summarized
28.10 in an annual report. These reports shall also be made available to the public at the school
28.11 site and on school and district websites.

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

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

28.16 (i) identification of challenges facing the school;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29.29 (D) collaborative leadership and practices that build a culture of professional learning,
29.30 collective trust, and shared responsibility and include a school-based full-service community
29.31 school leadership team, a full-service community school site coordinator, a full-service
29.32 community school initiative director, a community-wide leadership team, other leadership

30.1 or governance teams, teacher learning communities, or other staff to manage the joint work
30.2 of school and community organizations;

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

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

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

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

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

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

30.16 (1) early childhood:

30.17 (i) early childhood education; and

30.18 (ii) child care services;

30.19 (2) academic:

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

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

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

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

30.25 (v) specialized instructional support services;

30.26 (3) parental involvement:

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

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

- 31.1 (iii) parenting education activities;
- 31.2 (4) mental and physical health:
- 31.3 (i) mentoring and other youth development programs, including peer mentoring and
- 31.4 conflict mediation;
- 31.5 (ii) juvenile crime prevention and rehabilitation programs;
- 31.6 (iii) home visitation services by teachers and other professionals;
- 31.7 (iv) developmentally appropriate physical education;
- 31.8 (v) nutrition services;
- 31.9 (vi) primary health and dental care; and
- 31.10 (vii) mental health counseling services;
- 31.11 (5) community involvement:
- 31.12 (i) service and service-learning opportunities;
- 31.13 (ii) adult education, including instruction in English as a second language; and
- 31.14 (iii) homeless prevention services;
- 31.15 (6) positive discipline practices; and
- 31.16 (7) other programming designed to meet school and community needs identified in the
- 31.17 baseline analysis and reflected in the full-service community school plan.
- 31.18 ~~(h)~~ (g) The full-service community school leadership team at each school site must
- 31.19 develop a full-service community school plan detailing the steps the school leadership team
- 31.20 will take, including:
- 31.21 (1) timely establishment and consistent operation of the school leadership team;
- 31.22 (2) maintenance of attendance records in all programming components;
- 31.23 (3) maintenance of measurable data showing annual participation and the impact of
- 31.24 programming on the participating children and adults;
- 31.25 (4) documentation of meaningful and sustained collaboration between the school and
- 31.26 community stakeholders, including local governmental units, civic engagement organizations,
- 31.27 businesses, and social service providers;

32.1 (5) establishment and maintenance of partnerships with institutions, such as universities,
32.2 hospitals, museums, or not-for-profit community organizations to further the development
32.3 and implementation of community school programming;

32.4 (6) ensuring compliance with the district nondiscrimination policy; and

32.5 (7) plan for school leadership team development.

32.6 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service
32.7 community school site must submit to the commissioner, and make available at the school
32.8 site and online, a report describing efforts to integrate community school programming at
32.9 each covered school site and the effect of the transition to a full-service community school
32.10 on participating children and adults. This report shall include, but is not limited to, the
32.11 following:

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

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

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

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

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

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

32.25 (7) improvement in retention among students who receive community school
32.26 programming;

32.27 (8) improvement in academic achievement among students who receive community
32.28 school programming;

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

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

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

33.5 (12) assessment of community stakeholder satisfaction;

33.6 (13) assessment of institutional partner satisfaction;

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

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

33.10 (16) the degree of increased collaboration among participating agencies and private
33.11 partners.

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

33.14 (1) the effectiveness of the school or the community school consortium in implementing
33.15 the full-service community school plan, including the degree to which the school site
33.16 navigated difficulties encountered in the design and operation of the full-service community
33.17 school plan, including identification of any federal, state, or local statute or regulation
33.18 impeding program implementation;

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

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

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

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

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

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

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

34.1 (9) the degree of increased collaboration among participating agencies and private
34.2 partners.

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

34.4 Subd. 3. **Enrollment of other children; shared time enrollment.** To the extent ~~it is~~
34.5 ~~economically feasible~~ that the unique educational and culturally related academic needs of
34.6 American Indian people are met and American Indian student accountability factors are the
34.7 same or higher than their non-American Indian peers, a district or participating school may
34.8 make provision for the voluntary enrollment of non-American Indian children in the
34.9 instructional components of an American Indian education program in order that they may
34.10 acquire an understanding of the cultural heritage of the American Indian children for whom
34.11 that particular program is designed. However, in determining eligibility to participate in a
34.12 program, priority must be given to American Indian children. American Indian children
34.13 and other children enrolled in an existing nonpublic school system may be enrolled on a
34.14 shared time basis in American Indian education programs.

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

34.16 **124D.81 AMERICAN INDIAN EDUCATION AID.**

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

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

34.29 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to
34.30 124D.82;

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

35.1 (c) Describe how district goals and objectives as well as the objectives of sections
35.2 124D.71 to 124D.82 are to be achieved;

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

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

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

35.8 Subd. 2a. **American Indian education aid.** (a) The American Indian education aid for
35.9 an eligible district, cooperative unit, or Tribal contract school equals the greater of (1) the
35.10 sum of ~~\$20,000~~ \$40,000 plus the product of ~~\$358~~ \$500 times the difference between the
35.11 number of American Indian students enrolled on October 1 of the previous school year and
35.12 20; or (2) if the district or school received a grant under this section for fiscal year 2015,
35.13 the amount of the grant for fiscal year 2015.

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

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

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

35.29 Subd. 5. **Records.** Participating schools ~~and~~ districts, and cooperative units must keep
35.30 records and afford access to them as the commissioner finds necessary to ensure that
35.31 American Indian education programs are implemented in conformity with sections 124D.71
35.32 to 124D.82. Each school district, cooperative unit, or participating school must keep accurate,

36.1 detailed, and separate revenue and expenditure accounts for pilot American Indian education
36.2 programs funded under this section.

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

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

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

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

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

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

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

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

36.22 (2) decrease caseloads for existing student support services personnel to ensure effective
36.23 services;

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

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

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

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

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

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

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

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

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

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

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

37.32 (1) school climate;

37.33 (2) student health;

38.1 (3) attendance rates;

38.2 (4) academic achievement;

38.3 (5) career and college readiness; and

38.4 (6) postsecondary completion rates.

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

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

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

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

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

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

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

38.25 Sec. 12. **APPROPRIATIONS.**

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

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

39.1 \$ 83,330,000 2024

39.2 \$ 84,232,000 2025

39.3 (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$75,158,000 for 2024.

39.4 (c) The 2025 appropriation includes \$8,350,000 for 2024 and \$75,882,000 for 2025.

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

39.7 \$ 17,949,000 2024

39.8 \$ 19,266,000 2025

39.9 (b) The 2024 appropriation includes \$1,159,000 for 2023 and \$16,790,000 for 2024.

39.10 (c) The 2025 appropriation includes \$1,865,000 for 2024 and \$17,401,000 for 2025.

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

39.13 \$ 94,320,000 2024

39.14 \$ 98,166,000 2025

39.15 (b) The 2024 appropriation includes \$9,047,000 for 2023 and \$85,273,000 for 2024.

39.16 (c) The 2025 appropriation includes \$9,474,000 for 2024 and \$88,692,000 for 2025.

39.17 Subd. 5. **College entrance examination reimbursement.** (a) To reimburse districts for
 39.18 the costs of college entrance examination fees for students who are eligible for free or
 39.19 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section
 39.20 120B.30, subdivision 1, paragraph (e):

39.21 \$ 1,011,000 2024

39.22 \$ 1,011,000 2025

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

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

39.26 \$ 4,000,000 2024

39.27 \$ 4,000,000 2025

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

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

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

\$ 7,950,000 2024

\$ 7,950,000 2025

(b) Up to \$7,950,000 each year is for leveraging federal and private funding to support AmeriCorps members serving in the Minnesota reading corps program established by ServeMinnesota, including costs associated with training and teaching early literacy skills to children ages three through grade 3 and evaluating the impact of the program under Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

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

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

\$ 4,500,000 2024

\$ 4,500,000 2025

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

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

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

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

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

41.6 \$ 250,000 2024

41.7 \$ 250,000 2025

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

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

41.12 Subd. 10. **Interdistrict desegregation or integration transportation grants.** For
 41.13 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
 41.14 section 124D.87:

41.15 \$ 14,992,000 2024

41.16 \$ 16,609,000 2025

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

41.19 \$ 42,234,000 2024

41.20 \$ 42,502,000 2025

41.21 (b) The 2024 appropriation includes \$4,606,000 for 2023 and \$37,628,000 for 2024.

41.22 (c) The 2025 appropriation includes \$4,180,000 for 2024 and \$38,322,000 for 2025.

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

41.26 \$ 625,000 2024

41.27 \$ 625,000 2025

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

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

42.1 \$ 500,000 2024

42.2 \$ 500,000 2025

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

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

42.7 \$ 200,000 2024

42.8 \$ 200,000 2025

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

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

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

42.20 \$ 460,000 2024

42.21 \$ 460,000 2025

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

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

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

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

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

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

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

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

43.1 \$ 791,000 2024

43.2 \$ 791,000 2025

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

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

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

43.8 \$ 750,000 2024

43.9 \$ 750,000 2025

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

43.11 Subd. 18. **Rural career and technical education consortium.** (a) For rural career and
43.12 technical education consortium grants:

43.13 \$ 3,000,000 2024

43.14 \$ 3,000,000 2025

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

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

43.18 \$ 900,000 2024

43.19 \$ 900,000 2025

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

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

43.24 Subd. 20. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science,
43.25 technology, engineering, and math (STEM) program providing students in grades 4 through
43.26 6 with a multisensory learning experience and a hands-on curriculum in an aerospace
43.27 environment using state-of-the-art technology:

43.28 \$ 500,000 2024

43.29 \$ 500,000 2025

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

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

44.3 \$ 10,892,000 2024

44.4 \$ 10,892,000 2025

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

44.6 Subd. 22. **Student organizations.** (a) For student organizations:

44.7 \$ 768,000 2024

44.8 \$ 768,000 2025

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

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

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

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

44.16 (f) \$185,000 each year is for student organizations serving family and consumer science
 44.17 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
 44.18 31, the student organizations serving FCCLA shall continue to serve students in grade 9
 44.19 and below.

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

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

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

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

44.26 \$ 2,585,000 2024

44.27 \$ 2,804,000 2025

44.28 (b) The 2024 appropriation includes \$255,000 for 2023 and \$2,330,000 for 2024.

44.29 (c) The 2025 appropriation includes \$258,000 for 2024 and \$2,546,000 for 2025.

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

\$ 300,000 2024

\$ 0 2025

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

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

\$ 20,250,000 2024

\$ 20,250,000 2025

(b) Of this amount, \$7,000,000 in fiscal year 2024 and \$7,000,000 in fiscal year 2025 are to support implementation of MTSS and COMPASS. Funds must be used to support increased capacity at the Department of Education and the Minnesota Service Cooperatives for implementation supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

46.28 \$ 400,000 2024

46.29 \$ 425,000 2025

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

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

(d) The base in fiscal year 2026 is \$485,000.

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

\$ 32,000,000 2024

\$ 0 2025

(b) Planning grants are available to encourage districts, charter schools, and area learning centers to develop criteria around personalized, competency-based education requirements. A grant application must include evidence that the district, charter school, or area learning center:

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

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

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

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

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

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

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

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

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

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

\$	3,165,000	2024
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\$	3,165,000	2025
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(b) Grant funds may be used to:

(1) recruit and support the underserved and underrepresented student groups in advanced placement, international baccalaureate, postsecondary enrollment options, and concurrent enrollment classes, including translation of marketing materials, adding sections to promote smaller class sizes, creating writing centers to ensure students' success in college-level classes, and establishing partnerships with community-based organizations, including culturally based organizations;

(2) provide teacher training for added rigorous courses;

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

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

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

(c) Up to five percent of the grant amount is available for grant administration and monitoring.

(d) Up to \$165,000 each year is for administrative and programmatic capacity at the Department of Education.

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

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

\$	30,000,000	2024
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\$	0	2025
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(b) Of this amount, \$26,290,000 is for grants to school districts and charter schools to incentivize growth and expansion of career and technical education programs. Grant funds may be used for teacher development, student development, replacing or purchasing equipment, and curriculum.

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

49.2 (d) Up to five percent of the grant amount is available for grant administration and
49.3 monitoring.

49.4 (e) Up to \$1,200,000 is for administrative and programmatic capacity at the Department
49.5 of Education.

49.6 (f) This is a onetime appropriation and is available through June 30, 2027.

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

49.10 \$ 14,500,000 2024

49.11 \$ 0 2025

49.12 (b) Up to five percent of the grant amount is available for grant administration and
49.13 monitoring.

49.14 (c) Up to \$664,000 is for administrative and programmatic capacity at the Department
49.15 of Education.

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

49.17 Subd. 31. **Equity, Diversity, and Inclusion (EDI) Center staffing and culturally**
49.18 **relevant practices grants.** (a) For Department of Education staffing and for grants to
49.19 districts and charter schools to implement and improve the conditions, strategies, resources,
49.20 and training for equity, diversity, and inclusion:

49.21 \$ 33,076,000 2024

49.22 \$ 2,000,000 2025

49.23 (b) Of these amounts, \$2,000,000 each year is for staffing the Equity, Diversity and
49.24 Inclusion (EDI) Center at the Department of Education.

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

49.30 (d) Up to five percent of the grant amount is available for grant administration and
49.31 monitoring.

50.1 (e) Of the amount in fiscal year 2024, \$31,076,000 is a onetime appropriation and is
 50.2 available through June 30, 2027.

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

50.5 \$ 35,000,000 2024

50.6 \$ 35,000,000 2025

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

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

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

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

50.25 (1) \$1,000,000 is for the State Library Services to expand work on early literacy
 50.26 development in community and school libraries, including training staff on evidence-based
 50.27 early literacy practices in public libraries and school libraries;

50.28 (2) \$1,000,000 is for a contract with the Center for Applied Research and Educational
 50.29 Improvement at the University of Minnesota to support statewide evaluation;

50.30 (3) \$1,000,000 is for a grant to the Minnesota Reading Corp to expand the Bridge 2
 50.31 Read resources to support teachers trained in evidence-based instruction practices;

51.1 (4) \$1,800,000 is for a grant to the Jewish Community Relations Council of Minnesota
 51.2 and the Dakotas, and the Parent Child+ Program to maintain their current level of
 51.3 programming;

51.4 (5) \$1,000,000 in fiscal year 2024 and \$500,000 in fiscal year 2025 are to improve the
 51.5 state's data collection and analysis capabilities; and

51.6 (6) \$1,000,000 in fiscal year 2024 and \$1,700,000 in fiscal year 2025 are to maintain
 51.7 and expand the literacy unit at the Department of Education.

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

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

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

51.14 \$ 7,500,000 2024

51.15 \$ 7,500,000 2025

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

51.19 (c) Up to five percent of the grant amount is available for grant administration and
 51.20 monitoring.

51.21 (d) Up to \$300,000 each year is for administrative and programmatic capacity at the
 51.22 Department of Education.

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

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

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

51.28 \$ 50,000,000 2024

51.29 \$ 0 2025

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

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

52.3 (d) Of this amount, up to \$2,100,000 is for administrative and programmatic capacity
 52.4 at the Department of Education and for professional services contracts to support data
 52.5 collection, analysis, monitoring, and reporting.

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

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

52.9 \$ 22,304,000 2024

52.10 \$ 26,431,000 2025

52.11 (b) The 2024 appropriation includes \$0 for 2023 and \$22,304,000 for 2024.

52.12 (c) The 2025 appropriation includes \$2,478,000 for 2024 and \$23,953,000 for 2025.

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

52.18 \$ 2,550,000 2024

52.19 \$ 2,550,000 2025

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

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

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

52.25 \$ 8,000,000 2024

52.26 \$ 0 2025

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

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

53.4 (1) build the capacity of schools to implement key youth voice strategies, including
 53.5 youth participatory action research teams, identity-based student groups, reimagining the
 53.6 role of student council, and mixed-methods evaluation and engagement projects to secure
 53.7 youth voice; or

53.8 (2) support external community partnerships to coordinate regional programs and
 53.9 supports.

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

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

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

53.16 \$ 5,298,000 2024

53.17 \$ 5,585,000 2025

53.18 (b) Grant funds may be used to:

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

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

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

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

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

53.29 (c) Up to five percent of the grant amount is available for grant administration and
 53.30 monitoring.

(d) Up to \$298,000 in fiscal year 2024 and \$595,000 in fiscal year 2025 are for administrative and programmatic capacity at the Department of Education to provide training, coaching, technical assistance, and evaluation.

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

ARTICLE 3

TEACHERS

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

Subd. 7. American Indian history and culture. The Professional Educator Licensing and Standards Board must adopt rules that require all licensed teachers renewing their license under sections 122A.181 to 122A.184 to include in the renewal requirements professional development in the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Minnesota Tribal Nations.

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

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

(b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative teacher compensation aid entitlement must not exceed ~~\$75,840,000 for fiscal year 2016 and~~ \$88,118,000 for fiscal year 2017 ~~2023~~; \$88,461,000 for fiscal year 2024; \$88,461,000 for fiscal year 2025; \$89,570,000 for fiscal year 2026; and \$89,689,000 for fiscal year 2027 and later. The commissioner must limit the amount of alternative teacher compensation aid approved under this section so as not to exceed these limits by not approving new participants or by prorating the aid among participating districts, intermediate school districts, school sites, and charter schools. The commissioner may also reallocate a portion of the allowable

55.1 aid for the biennium from the second year to the first year to meet the needs of approved
55.2 participants.

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

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

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

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

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

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

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

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

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

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

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

Subd. 3. Grants for programs serving secondary school students. (a) In addition to grants for developing and offering dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09, subdivision 10, a school district or charter school may apply for grants under this section to offer other innovative programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching. A school district, charter school, or a cooperative unit under section 123A.24, subdivision 2, may apply for grants to develop innovative Grow Your Own programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching. To be eligible for a grant under this subdivision, ~~a school district or charter school~~ an applicant must ensure that the aggregate percentage of secondary school students of color and American Indian students participating in the program is equal to or greater than the aggregate percentage of students of color and American Indian students in the school district ~~or~~ 2, charter school, or cooperative unit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

58.6 (b) For the 2023-2024 school year and later, grant applications for new and existing
58.7 programs must be received by the commissioner no later than January 15 of the year prior
58.8 to the school year in which the grant will be used. The commissioner must review all
58.9 applications and notify grant recipients by March 15 or as soon as practicable of the
58.10 anticipated amount awarded. If the commissioner determines that sufficient funding is
58.11 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
58.12 soon as practicable that there are insufficient funds.

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

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

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

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

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

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

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

Subd. 2. Grow Your Own shortage area programs. (a) A school district, charter
school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant to
establish a Grow Your Own program focusing on licensure shortage areas. A Professional
Educator Licensing and Standards Board-approved teacher preparation provider, including
an alternative preparation provider, that offers a board-approved licensing program identified
as a shortage area by the board may also apply for a grant under this section.

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

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

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

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

(c) For grants awarded for fiscal years 2024 and 2025, the commissioner must dedicate
funding to programs specifically designed to support new and current special education

teachers who are working in Minnesota schools under a Tier 1 or Tier 2 license to meet the requirements for a Tier 3 license. The commissioner may dedicate any amount of appropriated funding for grants specific to special education teacher preparation programs. The commissioner may also waive the requirement to award an equal number of grants between applicants in greater Minnesota and those in the metropolitan area if necessary to meet the prioritized teacher workforce needs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

61.18 \$ 375,000 2024

61.19 \$ 375,000 2025

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

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

61.23 \$ 24,000,000 2024

61.24 \$ 24,000,000 2025

61.25 (b) Of these amounts:

61.26 (1) \$12,500,000 each year is for programs under Minnesota Statutes, section 122A.73,
 61.27 and is subject to the requirements under section 122A.73, subdivision 5;

61.28 (2) \$1,500,000 each year is for Grow Your Own Early Childhood Educator programs
 61.29 under Minnesota Statutes, section 122A.731, and is subject to the requirements under
 61.30 Minnesota Statutes, 122A.731, subdivision 4; and

62.1 (3) \$10,000,000 each year is for Grow Your Own Shortage Area programs under
 62.2 Minnesota Statutes, section 122A.732, and is subject to the requirements under Minnesota
 62.3 Statutes, 122A.732, subdivision 4.

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

62.7 \$ 500,000 2024

62.8 \$ 500,000 2025

62.9 (b) Up to five percent of the grant amount is available for grant administration and
 62.10 monitoring.

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

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

62.14 \$ 88,444,000 2024

62.15 \$ 88,430,000 2025

62.16 (b) The 2024 appropriation includes \$8,824,000 for fiscal year 2023 and \$79,620,000
 62.17 for fiscal year 2024.

62.18 (c) The 2025 appropriation includes \$8,846,000 for fiscal year 2024 and \$79,584,000
 62.19 for fiscal year 2025.

62.20 Subd. 6. **Agricultural educator grants.** (a) For agricultural educator grants under Laws
 62.21 2017, First Special Session chapter 5, article 2, section 51:

62.22 \$ 250,000 2024

62.23 \$ 250,000 2025

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

62.25 Subd. 7. **Minnesota Indian teacher training program grants.** (a) For joint grants to
 62.26 assist people who are American Indian to become teachers under Minnesota Statutes, section
 62.27 122A.63:

62.28 \$ 2,210,000 2024

62.29 \$ 600,000 2025

62.30 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 62.31 122A.63, subdivision 10.

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

63.3 \$ 200,000 2024

63.4 \$ 200,000 2025

63.5 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
63.6 122A.59, subdivision 5.

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

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

63.10 \$ 490,000 2024

63.11 \$ 490,000 2025

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

63.13 (c) Up to five percent of the grant amount is available for grant administration and
63.14 monitoring.

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

63.16 (e) The base for fiscal year 2026 and later is \$700,000.

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

63.22 \$ 7,000,000 2024

63.23 \$ 0 2025

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

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

63.29 (2) to recruit and retain participants;

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

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

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

(d) Up to five percent of the grant amount is available for grant administration and monitoring.

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

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

\$ 14,665,000 2024

\$ 14,665,000 2025

(b) Up to \$50,000 each year is available for administrative and programmatic capacity at the Department of Education.

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

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

\$ 9,940,000 2024

\$ 0 2025

(b) Funds may be used for:

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

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

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

65.1 (c) Up to five percent of the grant amount is available for grant administration and
 65.2 monitoring.

65.3 (d) Up to \$573,000 is for administrative and programmatic capacity at the Department
 65.4 of Education.

65.5 (e) This is a onetime appropriation and is available until June 30, 2027.

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

65.9 \$ 1,400,000 2024

65.10 \$ 0 2025

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

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

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

65.15 (c) Up to \$50,000 is available for administration, including contracts.

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

65.17 Sec. 11. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
 65.18 **STANDARDS BOARD.**

65.19 Subdivision 1. **Professional Educator Licensing and Standards Board.** The sums
 65.20 indicated in this section are appropriated from the general fund to the Professional Educator
 65.21 Licensing and Standards Board for the fiscal years designated.

65.22 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)
 65.23 For collaborative urban and greater Minnesota educators of color grants under Minnesota
 65.24 Statutes, section 122A.635:

65.25 \$ 1,000,000 2024

65.26 \$ 1,000,000 2025

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

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

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

66.2 **of color.** (a) For the development and expansion of mentoring, induction, and retention

66.3 programs designed for teachers of color or American Indian teachers under Minnesota

66.4 Statutes, section 122A.70:

66.5 \$ 2,996,000 2024

66.6 \$ 2,996,000 2025

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

66.8 (c) Of these amounts, at least \$2,330,000 each fiscal year must be granted for the

66.9 development and expansion of mentoring, induction, and retention programs designed for

66.10 teachers of color or American Indian teachers.

66.11 (d) The board may retain up to three percent of the appropriation amount to monitor and

66.12 administer the grant program.

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

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

66.15 \$ 250,000 2024

66.16 \$ 250,000 2025

66.17 (b) The Professional Educator Licensing and Standards Board must issue a request for

66.18 proposals to develop and implement an outreach and marketing campaign to elevate the

66.19 profession and recruit teachers, especially teachers of color and American Indian teachers.

66.20 Outreach efforts must include and support current and former Teacher of the Year finalists

66.21 interested in being recruitment fellows to encourage prospective educators throughout the

66.22 state.

66.23 (c) The outreach and marketing campaign must focus on creating interest in teaching in

66.24 Minnesota public schools among the following individuals:

66.25 (1) high school and college students of color or American Indian students who have not

66.26 chosen a career path; or

66.27 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who

66.28 may be seeking to change careers.

66.29 (d) The board must award grants each year to firms or organizations that demonstrate

66.30 capacity to reach wide and varied audiences of prospective teachers based on a work plan

66.31 with quarterly deliverables. Preference must be given to firms or organizations that are led

66.32 by People of Color and that have People of Color working on the campaign with a proven

66.33 record of success. The grant recipients must recognize current pathways or programs to

67.1 become a teacher and must partner with educators, schools, institutions, and racially diverse
67.2 communities. The grant recipients are encouraged to provide in-kind contributions or seek
67.3 funds from nonstate sources to supplement the grant award.

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

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

67.8 ARTICLE 4

67.9 SPECIAL EDUCATION

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

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

67.18 (b) A person shall not be admitted to a public school (1) as a kindergarten pupil, unless
67.19 the pupil is at least five years of age on September 1 of the calendar year in which the school
67.20 year for which the pupil seeks admission commences; or (2) as a 1st grade student, unless
67.21 the pupil is at least six years of age on September 1 of the calendar year in which the school
67.22 year for which the pupil seeks admission commences or has completed kindergarten; except
67.23 that any school board may establish a policy for admission of selected pupils at an earlier
67.24 age under section 124D.02.

67.25 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public
67.26 school enrollment until at least one of the following occurs: (1) the first September 1 after
67.27 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the
67.28 pupil's withdrawal with no subsequent enrollment within 21 calendar days; ~~or~~ (4) the end
67.29 of the school year; or (5) in the case of a student with a disability as set forth in section
67.30 125A.02, the pupil's 22nd birthday.

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

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

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

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

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

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

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

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

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

68.13 (1) the sum of:

68.14 (i) all expenditures for transportation in the regular category, as defined in paragraph
68.15 (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

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

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

68.24 (2) the number of pupils eligible for transportation in the regular category, as defined
68.25 in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause
68.26 (2).

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

68.29 (1) Regular transportation is:

68.30 (i) transportation to and from school during the regular school year for resident elementary
68.31 pupils residing one mile or more from the public or nonpublic school they attend, and

69.1 resident secondary pupils residing two miles or more from the public or nonpublic school
69.2 they attend, excluding desegregation transportation and noon kindergarten transportation;
69.3 but with respect to transportation of pupils to and from nonpublic schools, only to the extent
69.4 permitted by sections 123B.84 to 123B.87;

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

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

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

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

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

69.19 (A) academic instruction;

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

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

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

69.29 (2) Excess transportation is:

69.30 (i) transportation to and from school during the regular school year for resident secondary
69.31 pupils residing at least one mile but less than two miles from the public or nonpublic school
69.32 they attend, and transportation to and from school for resident pupils residing less than one

70.1 mile from school who are transported because of full-service school zones, extraordinary
70.2 traffic, drug, or crime hazards; and

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

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

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

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

70.15 (ii) necessary transportation of pupils with disabilities from home or from school to
70.16 other buildings, including centers such as developmental achievement centers, hospitals,
70.17 and treatment centers where special instruction or services required by sections 125A.03 to
70.18 125A.24, 125A.26 to 125A.48, and 125A.65 are provided, within or outside the district
70.19 where services are provided;

70.20 (iii) necessary transportation for resident pupils with disabilities required by sections
70.21 125A.12, and 125A.26 to 125A.48;

70.22 (iv) board and lodging for pupils with disabilities in a district maintaining special classes;

70.23 (v) transportation from one educational facility to another within the district for resident
70.24 pupils enrolled on a shared-time basis in educational programs, and necessary transportation
70.25 required by sections 125A.18, and 125A.26 to 125A.48, for resident pupils with disabilities
70.26 who are provided special instruction and services on a shared-time basis or if resident pupils
70.27 are not transported, the costs of necessary travel between public and private schools or
70.28 neutral instructional sites by essential personnel employed by the district's program for
70.29 children with a disability;

70.30 (vi) transportation for resident pupils with disabilities to and from board and lodging
70.31 facilities when the pupil is boarded and lodged for educational purposes;

71.1 (vii) transportation of pupils for a curricular field trip activity on a school bus equipped
71.2 with a power lift when the power lift is required by a student's disability or section 504 plan;
71.3 and

71.4 (viii) services described in clauses (i) to (vii), when provided for pupils with disabilities
71.5 in conjunction with a summer instructional program that relates to the pupil's individualized
71.6 education program or in conjunction with a learning year program established under section
71.7 124D.128.

71.8 For purposes of computing special education initial aid under section 125A.76, the cost
71.9 of providing transportation for children with disabilities includes (A) the additional cost of
71.10 transporting a student in a shelter care facility as defined in section 260C.007, subdivision
71.11 30, a student placed in a family foster home as defined in section 260C.007, subdivision
71.12 16b, a homeless student in another district to the school of origin, or a formerly homeless
71.13 student from a permanent home in another district to the school of origin but only through
71.14 the end of the academic year; and (B) depreciation on district-owned school buses purchased
71.15 after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated
71.16 according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled
71.17 transportation category must be excluded in calculating the actual expenditure per pupil
71.18 transported in the regular and excess transportation categories according to paragraph (a).
71.19 For purposes of subitem (A), a school district may transport a child who does not have a
71.20 school of origin to the same school attended by that child's sibling, if the siblings are homeless
71.21 or in a shelter care facility.

71.22 (5) "Nonpublic nonregular transportation" is:

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

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

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

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

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

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

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

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

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

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

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

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

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

72.26 Sec. 5. Minnesota Statutes 2022, section 124D.68, subdivision 2, is amended to read:

72.27 Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements
72.28 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation
72.29 incentives program, if the pupil:

72.30 (1) performs substantially below the performance level for pupils of the same age in a
72.31 locally determined achievement test;

72.32 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

- 73.1 (3) is pregnant or is a parent;
- 73.2 (4) has been assessed as having substance use disorder;
- 73.3 (5) has been excluded or expelled according to sections 121A.40 to 121A.56;
- 73.4 (6) has been referred by a school district for enrollment in an eligible program or a
- 73.5 program pursuant to section 124D.69;
- 73.6 (7) is a victim of physical or sexual abuse;
- 73.7 (8) has experienced mental health problems;
- 73.8 (9) has experienced homelessness sometime within six months before requesting a
- 73.9 transfer to an eligible program;
- 73.10 (10) speaks English as a second language or is an English learner;
- 73.11 (11) has withdrawn from school or has been chronically truant; or
- 73.12 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or
- 73.13 other life threatening illness or is the sibling of an eligible pupil who is being currently
- 73.14 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary
- 73.15 of the seven-county metropolitan area.
- 73.16 (b) A pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and
- 73.17 not yet 22 years of age, and is an English learner with an interrupted formal education
- 73.18 according to section 124D.59, subdivision 2a, or is a pupil with a disability as set forth in
- 73.19 section 125A.02, is eligible to participate in the graduation incentives program under section
- 73.20 124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision
- 73.21 10, and is funded in the same manner as other pupils under this section.

73.22 Sec. 6. Minnesota Statutes 2022, section 125A.03, is amended to read:

73.23 **125A.03 SPECIAL INSTRUCTION FOR CHILDREN WITH A DISABILITY.**

- 73.24 (a) As defined in paragraph (b), every district must provide special instruction and
- 73.25 services, either within the district or in another district, for all children with a disability,
- 73.26 including providing required services under Code of Federal Regulations, title 34, section
- 73.27 300.121, paragraph (d), to those children suspended or expelled from school for more than
- 73.28 ten school days in that school year, who are residents of the district and who are disabled
- 73.29 as set forth in section 125A.02. For purposes of state and federal special education laws,
- 73.30 the phrase "special instruction and services" in the state Education Code means a free and

74.1 appropriate public education provided to an eligible child with disabilities. "Free appropriate
74.2 public education" means special education and related services that:

74.3 (1) are provided at public expense, under public supervision and direction, and without
74.4 charge;

74.5 (2) meet the standards of the state, including the requirements of the Individuals with
74.6 Disabilities Education Act, Part B or C;

74.7 (3) include an appropriate preschool, elementary school, or secondary school education;
74.8 and

74.9 (4) are provided to children ages three through 21 in conformity with an individualized
74.10 education program that meets the requirements of the Individuals with Disabilities Education
74.11 Act, subpart A, sections 300.320 to 300.324, and provided to infants and toddlers in
74.12 conformity with an individualized family service plan that meets the requirements of the
74.13 Individuals with Disabilities Education Act, subpart A, sections 303.300 to 303.346.

74.14 (b) Notwithstanding any age limits in laws to the contrary, special instruction and services
74.15 must be provided from birth ~~until July 1 after the child with a disability becomes 21 years~~
74.16 ~~old~~ until the child with a disability becomes 22 years old but shall not extend beyond
74.17 secondary school or its equivalent, except as provided in section 124D.68, subdivision 2.
74.18 Local health, education, and social service agencies must refer children under age five who
74.19 are known to need or suspected of needing special instruction and services to the school
74.20 district. Districts with less than the minimum number of eligible children with a disability
74.21 as determined by the commissioner must cooperate with other districts to maintain a full
74.22 range of programs for education and services for children with a disability. This section
74.23 does not alter the compulsory attendance requirements of section 120A.22.

74.24 (c) At the board's discretion, a school district that participates in a reciprocity agreement
74.25 with a neighboring state under section 124D.041 may enroll and provide special instruction
74.26 and services to a child from an adjoining state whose family resides at a Minnesota address
74.27 as assigned by the United States Postal Service if the district has completed child
74.28 identification procedures for that child to determine the child's eligibility for special education
74.29 services, and the child has received developmental screening under sections 121A.16 to
74.30 121A.19.

Sec. 7. Minnesota Statutes 2022, section 125A.76, subdivision 2e, is amended to read:

Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy reduction aid equals the school district's initial special education cross subsidy for the previous fiscal year times the cross subsidy aid factor for that fiscal year.

(b) The cross subsidy aid factor equals ~~2.6 percent for fiscal year 2020 and 6.43 percent for fiscal year 2021~~ 47.8 percent for fiscal year 2024 and later.

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

Sec. 8. **[125A.81] SPECIAL EDUCATION SEPARATE SITES AND PROGRAMS AID.**

Subdivision 1. **Definition.** For purposes of this section, "special education separate site and program" means a public separate day school facility attended by students with disabilities for 50 percent or more of their school day.

Subd. 2. **Eligibility for special education separate sites and programs aid.** An education cooperative under section 471.59, education district under section 123A.15, service cooperative under section 123A.21, or intermediate school district under section 136D.01 qualifies for additional state funding to special education separate sites and programs for every kindergarten through grade 12 child with a disability, as defined in section 125A.02, served in a special education separate site or program as defined in subdivision 1.

Subd. 3. **Uses of special education separate sites and programs aid.** Additional state funding to special education separate sites and programs under this section may be used for the same purposes as are permitted for state special education aid under section 125A.76.

Subd. 4. **Special education separate sites and programs aid.** For fiscal year 2024 and later, additional state funding to special education separate sites and programs equals \$1,689 times the adjusted kindergarten through grade 12 pupil units served in special education separate sites and programs under subdivision 1.

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

Sec. 9. **SPECIFIC LEARNING DISABILITY; RULEMAKING.**

(a) The commissioner of education must begin the rulemaking process to amend Minnesota Rules, part 3525.1341, and establish a stakeholder workgroup to review current specific learning disabilities criteria by December 31, 2023. By June 30, 2024, the workgroup must make recommendations aligned with related state and federal requirements, including:

- 76.1 (1) removing discrepancy from criteria;
- 76.2 (2) developing a plan to operationalize changes to criteria to align with current best
 76.3 practices and address concerns of multiple stakeholder groups, including but not limited to
 76.4 administrators, parents, educators, researchers, related services staff, advocates, lawyers,
 76.5 and minority and immigrant groups;
- 76.6 (3) providing definitions and clarification of terms and procedures within existing
 76.7 requirements;
- 76.8 (4) establishing the accountability process, including procedures and targets, for districts
 76.9 and cooperatives to use in evaluating their progress toward implementation of the amended
 76.10 rule; and
- 76.11 (5) developing an evaluation framework for measuring intended and unintended results
 76.12 of amended criteria. Intended and unintended results may include overidentification and
 76.13 underidentification of minorities, delays to referral and identification, transitioning from
 76.14 developmental delay to specific learning disability, consistency of identification across
 76.15 districts and the state, adding unnecessary paperwork, limiting team decision making, or
 76.16 limiting access and progress with intensive and individualized special education support.
- 76.17 (b) Following the development of recommendations from the stakeholder workgroup,
 76.18 the commissioner must proceed with the rulemaking process and recommended alignment
 76.19 with other existing state and federal law.
- 76.20 (c) Concurrent with rulemaking, the commissioner must establish technical assistance
 76.21 and training capacity on the amended criteria, and training and capacity building must begin
 76.22 upon final approval of the amended rule.
- 76.23 (d) The amended rule must go into full effect no later than five years after the proposed
 76.24 revised rules are approved by the administrative law judge.

76.25 **Sec. 10. APPROPRIATIONS.**

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

76.29 Subd. 2. **Special education; regular.** (a) For special education aid under Minnesota
 76.30 Statutes, section 125A.75:

76.31 \$ 2,300,644,000 2024

76.32 \$ 2,469,519,000 2025

77.1 (b) The 2024 appropriation includes \$229,860,000 for 2023 and \$2,070,784,000 for
 77.2 2024.

77.3 (c) The 2025 appropriation includes \$291,505,000 for 2024 and \$2,178,014,000 for
 77.4 2025.

77.5 Subd. 3. **Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section
 77.6 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
 77.7 the district boundaries for whom no district of residence can be determined:

77.8 \$ 1,674,000 2024

77.9 \$ 1,888,000 2025

77.10 (b) If the appropriation for either year is insufficient, the appropriation for the other year
 77.11 is available.

77.12 Subd. 4. **Travel for home-based services.** (a) For aid for teacher travel for home-based
 77.13 services under Minnesota Statutes, section 125A.75, subdivision 1:

77.14 \$ 334,000 2024

77.15 \$ 348,000 2025

77.16 (b) The 2024 appropriation includes \$32,000 for 2023 and \$302,000 for 2024.

77.17 (c) The 2025 appropriation includes \$33,000 for 2024 and \$315,000 for 2025.

77.18 Subd. 5. **Court-placed special education revenue.** For reimbursing serving school
 77.19 districts for unreimbursed eligible expenditures attributable to children placed in the serving
 77.20 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

77.21 \$ 26,000 2024

77.22 \$ 27,000 2025

77.23 Subd. 6. **Special education out-of-state tuition.** For special education out-of-state
 77.24 tuition under Minnesota Statutes, section 125A.79, subdivision 8:

77.25 \$ 250,000 2024

77.26 \$ 250,000 2025

77.27 Subd. 7. **Special education separate sites and programs.** (a) For aid for special
 77.28 education separate sites and programs under Minnesota Statutes, section 125A.81, subdivision
 77.29 4:

77.30 \$ 4,378,000 2024

77.31 \$ 5,083,000 2025

78.1 (b) The 2024 appropriation includes \$0 for 2023 and \$4,378,000 for 2024.

78.2 (c) The 2025 appropriation includes \$486,000 for 2024 and \$4,597,000 for 2025.

78.3 **ARTICLE 5**

78.4 **FACILITIES**

78.5 Section 1. Minnesota Statutes 2022, section 123B.595, subdivision 1, is amended to read:

78.6 Subdivision 1. **Long-term facilities maintenance revenue.** ~~(a) For fiscal year 2017~~
78.7 ~~only, long-term facilities maintenance revenue equals the greater of (1) the sum of (i) \$193~~
78.8 ~~times the district's adjusted pupil units times the lesser of one or the ratio of the district's~~
78.9 ~~average building age to 35 years, plus the cost approved by the commissioner for indoor~~
78.10 ~~air quality, fire alarm and suppression, and asbestos abatement projects under section~~
78.11 ~~123B.57, subdivision 6, with an estimated cost of \$100,000 or more per site, plus (ii) for a~~
78.12 ~~school district with an approved voluntary prekindergarten program under section 124D.151,~~
78.13 ~~the cost approved by the commissioner for remodeling existing instructional space to~~
78.14 ~~accommodate prekindergarten instruction, or (2) the sum of (i) the amount the district would~~
78.15 ~~have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes~~
78.16 ~~2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591, and (ii) for a school~~
78.17 ~~district with an approved voluntary prekindergarten program under section 124D.151, the~~
78.18 ~~cost approved by the commissioner for remodeling existing instructional space to~~
78.19 ~~accommodate prekindergarten instruction.~~

78.20 ~~(b) For fiscal year 2018 only, long-term facilities maintenance revenue equals the greater~~
78.21 ~~of (1) the sum of (i) \$292 times the district's adjusted pupil units times the lesser of one or~~
78.22 ~~the ratio of the district's average building age to 35 years, plus (ii) the cost approved by the~~
78.23 ~~commissioner for indoor air quality, fire alarm and suppression, and asbestos abatement~~
78.24 ~~projects under section 123B.57, subdivision 6, with an estimated cost of \$100,000 or more~~
78.25 ~~per site, plus (iii) for a school district with an approved voluntary prekindergarten program~~
78.26 ~~under section 124D.151, the cost approved by the commissioner for remodeling existing~~
78.27 ~~instructional space to accommodate prekindergarten instruction, or (2) the sum of (i) the~~
78.28 ~~amount the district would have qualified for under Minnesota Statutes 2014, section 123B.57,~~
78.29 ~~Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591,~~
78.30 ~~and (ii) for a school district with an approved voluntary prekindergarten program under~~
78.31 ~~section 124D.151, the cost approved by the commissioner for remodeling existing~~
78.32 ~~instructional space to accommodate prekindergarten instruction.~~

79.1 ~~(e)~~ (a) For fiscal year 2019 and later, long-term facilities maintenance revenue equals
 79.2 the greater of:

79.3 (1) the sum of:

79.4 (i) \$380 times the district's adjusted pupil units times the lesser of one or the ratio of the
 79.5 district's average building age to 35 years; plus

79.6 (ii) the cost approved by the commissioner for ~~indoor air quality, fire alarm and~~
 79.7 ~~suppression, and asbestos abatement~~ projects under section 123B.57, subdivision 6, roof
 79.8 replacement, sidewalk replacement, and parking lot replacement with an estimated cost of
 79.9 \$100,000 or more per site; plus

79.10 (iii) for a school district with an approved voluntary prekindergarten program under
 79.11 section 124D.151, the cost approved by the commissioner for remodeling existing
 79.12 instructional space to accommodate prekindergarten instruction; or

79.13 (2) the sum of:

79.14 (i) the amount the district would have qualified for under Minnesota Statutes 2014,
 79.15 section 123B.57, Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014,
 79.16 section 123B.591; and

79.17 (ii) for a school district with an approved voluntary prekindergarten program under
 79.18 section 124D.151, the cost approved by the commissioner for remodeling existing
 79.19 instructional space to accommodate prekindergarten instruction.

79.20 (b) For fiscal year 2024 and later, a school district under section 123B.02 or section
 79.21 123B.50 that does not qualify under paragraph (c) may receive long-term facilities
 79.22 maintenance revenue as specified in paragraph (a) and facilities improvement aid. Facilities
 79.23 improvement aid for fiscal year 2024 is \$110,000 per eligible district. Facilities improvement
 79.24 aid for fiscal year 2025 is \$122,000 per eligible district. Facilities improvement aid for fiscal
 79.25 year 2026 is \$127,250 per eligible district. Facilities improvement aid for fiscal year 2027
 79.26 and later is \$138,500 per eligible district. Facilities improvement aid may be used for
 79.27 purposes under subdivision 10, paragraph (a), clause (1). Facilities improvement aid must
 79.28 be maintained in a reserve account within the general fund. The reserve amount must be
 79.29 below \$1,000,000 at least once per fiscal year.

79.30 ~~(d)~~ (c) Notwithstanding ~~paragraphs (a), (b), and (c)~~ paragraph (a), a school district that
 79.31 qualified for eligibility under Minnesota Statutes 2014, section 123B.59, subdivision 1,
 79.32 paragraph (a), for fiscal year 2010 remains eligible for funding under this section as a district

80.1 that would have qualified for eligibility under Minnesota Statutes 2014, section 123B.59,
80.2 subdivision 1, paragraph (a), for fiscal year 2017 and later.

80.3 Sec. 2. Minnesota Statutes 2022, section 126C.40, subdivision 6, is amended to read:

80.4 Subd. 6. **Lease purchase; installment buys.** (a) Upon application to, and approval by,
80.5 the commissioner in accordance with the procedures and limits in subdivision 1, paragraphs
80.6 (a) and (b), a district, as defined in this subdivision, may:

80.7 (1) purchase real or personal property under an installment contract or may lease real
80.8 or personal property with an option to purchase under a lease purchase agreement, by which
80.9 installment contract or lease purchase agreement title is kept by the seller or vendor or
80.10 assigned to a third party as security for the purchase price, including interest, if any; and

80.11 (2) annually levy the amounts necessary to pay the district's obligations under the
80.12 installment contract or lease purchase agreement.

80.13 (b) The obligation created by the installment contract or the lease purchase agreement
80.14 must not be included in the calculation of net debt for purposes of section 475.53, and does
80.15 not constitute debt under other law. An election is not required in connection with the
80.16 execution of the installment contract or the lease purchase agreement.

80.17 (c) The proceeds of the levy authorized by this subdivision must not be used to acquire
80.18 a facility to be primarily used for athletic or school administration purposes.

80.19 (d) For the purposes of this subdivision, "district" means:

80.20 (1) Special School District No. 1, Minneapolis, Independent School District No. 625,
80.21 St. Paul, Independent School District No. 709, Duluth, or Independent School District No.
80.22 535, Rochester, if the district's desegregation plan has been determined by the commissioner
80.23 to be in compliance with Department of Education rules relating to equality of educational
80.24 opportunity and where the acquisition of property under this subdivision is determined by
80.25 the commissioner to contribute to the implementation of the desegregation plan; or

80.26 (2) other districts eligible for revenue under section 124D.862 if the facility acquired
80.27 under this subdivision is to be primarily used for a joint program for interdistrict
80.28 desegregation and the commissioner determines that the joint programs are being undertaken
80.29 to implement the districts' desegregation plan.

80.30 (e) Notwithstanding subdivision 1, the prohibition against a levy by a district to lease
80.31 or rent a district-owned building to itself does not apply to levies otherwise authorized by
80.32 this subdivision.

81.1 (f) For the purposes of this subdivision, any references in subdivision 1 to building or
81.2 land shall include personal property.

81.3 (g) This subdivision is subject to review and comment under section 123B.71, subdivision
81.4 8.

81.5 Sec. 3. **APPROPRIATIONS.**

81.6 Subdivision 1. Department of Education. The sums indicated in this section are
81.7 appropriated from the general fund to the Department of Education for the fiscal years
81.8 designated.

81.9 Subd. 2. Debt service equalization aid. (a) For debt service equalization aid under
81.10 Minnesota Statutes, section 123B.53, subdivision 6:

81.11 \$ 24,511,000 2024

81.12 \$ 21,351,000 2025

81.13 (b) The 2024 appropriation includes \$2,424,000 for 2023 and \$22,087,000 for 2024.

81.14 (c) The 2025 appropriation includes \$2,454,000 for 2024 and \$18,897,000 for 2025.

81.15 Subd. 3. Long-term facilities maintenance equalized aid. (a) For long-term facilities
81.16 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

81.17 \$ 137,943,000 2024

81.18 \$ 144,375,000 2025

81.19 (b) The 2024 appropriation includes \$10,821,000 for 2023 and \$127,122,000 for 2024.

81.20 (c) The 2025 appropriation includes \$14,124,000 for 2024 and \$130,251,000 for 2025.

81.21 Subd. 4. Equity in telecommunications access. (a) For equity in telecommunications
81.22 access:

81.23 \$ 3,750,000 2024

81.24 \$ 3,750,000 2025

81.25 (b) If the appropriation amount is insufficient, the commissioner shall reduce the
81.26 reimbursement rate in Minnesota Statutes, section 125B.26, subdivisions 4 and 5, and the
81.27 revenue for fiscal years 2024 and 2025 shall be prorated.

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

81.29 Subd. 5. Building and cyber security grant program. (a) To provide grants to school
81.30 districts and charter schools to improve building security and cyber security:

82.1 \$ 50,140,000 2024

82.2 \$ 0 2025

82.3 (b) Funds may be used for security-related facility improvements, cyber security insurance
82.4 premiums, and associated costs.

82.5 (c) Up to \$140,000 is available for grant administration and monitoring.

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

82.7 **ARTICLE 6**

82.8 **NUTRITION AND LIBRARIES**

82.9 Section 1. Minnesota Statutes 2022, section 124D.1158, as amended by Laws 2023, chapter

82.10 18, section 2, is amended to read:

82.11 **124D.1158 SCHOOL BREAKFAST PROGRAM.**

82.12 Subdivision 1. **Purpose; eligibility.** (a) The purpose of the school breakfast program is

82.13 to provide affordable morning nutrition to children so that they can effectively learn.

82.14 (b) A school district, charter school, nonpublic school, or other participant in the federal
82.15 school breakfast program may receive state breakfast aid.

82.16 (c) Schools shall encourage all children to eat a nutritious breakfast, either at home or
82.17 at school, and shall work to eliminate barriers to breakfast participation at school such as
82.18 inadequate facilities and transportation.

82.19 Subd. 3. **Program reimbursement.** Each school year, the state must reimburse each
82.20 participating school either:

(1) 30 cents for each reduced-price breakfast, 55 cents for each fully paid breakfast served to students in grades 1 to 12, and \$1.30 for each fully paid breakfast served to a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151, early childhood special education student participating in a program authorized under section 124D.151, or a kindergarten student; or

82.26 (2) if the school participates in the free school meals program under section 124D.111,
82.27 subdivision 1c, state aid as provided in section 124D.111, subdivision 1d.

82.28 Subd. 4. **No fees.** A school that receives school breakfast aid under this section must
82.29 make breakfast available without charge to all participating students in grades 1 to 12 who
82.30 qualify for free or reduced-price meals and to all prekindergarten students enrolled in an
82.31 approved voluntary prekindergarten program under section 124D.151, early childhood

83.1 special education students participating in a program authorized under section 124D.151,
83.2 and all kindergarten students.

83.3 Sec. 2. Minnesota Statutes 2022, section 134.355, subdivision 5, is amended to read:

83.4 Subd. 5. **Base aid distribution.** ~~Five~~ Fifteen percent of the available aid funds shall be
83.5 paid to each system as base aid for basic system services.

83.6 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and
83.7 later.

83.8 Sec. 3. Minnesota Statutes 2022, section 134.355, subdivision 6, is amended to read:

83.9 Subd. 6. **Adjusted net tax capacity per capita distribution.** ~~Twenty-five~~ Fifteen percent
83.10 of the available aid funds shall be distributed to regional public library systems based upon
83.11 the adjusted net tax capacity per capita for each member county or participating portion of
83.12 a county as calculated for the ~~second~~ third year preceding the fiscal year for which aid is
83.13 provided. Each system's entitlement shall be calculated as follows:

83.14 ~~(a)~~ (1) multiply the adjusted net tax capacity per capita for each county or participating
83.15 portion of a county by .0082;

83.16 ~~(b)~~ (2) add sufficient aid funds that are available under this subdivision to raise the
83.17 amount of the county or participating portion of a county with the lowest value calculated
83.18 according to ~~paragraph (a)~~ clause (1) to the amount of the county or participating portion
83.19 of a county with the next highest value calculated according to ~~paragraph (a)~~ clause (1).
83.20 Multiply the amount of the additional aid funds by the population of the county or
83.21 participating portion of a county;

83.22 ~~(c)~~ (3) continue the process described in ~~paragraph (b)~~ clause (2) by adding sufficient
83.23 aid funds that are available under this subdivision to the amount of a county or participating
83.24 portion of a county with the next highest value calculated in ~~paragraph (a)~~ clause (1) to raise
83.25 it and the amount of counties and participating portions of counties with lower values
83.26 calculated in ~~paragraph (a)~~ clause (1) up to the amount of the county or participating portion
83.27 of a county with the next highest value, until reaching an amount where funds available
83.28 under this subdivision are no longer sufficient to raise the amount of a county or participating
83.29 portion of a county and the amount of counties and participating portions of counties with
83.30 lower values up to the amount of the next highest county or participating portion of a county;
83.31 and

~~(d) (4)~~ if the point is reached using the process in ~~paragraphs (b) and (c)~~ clauses (2) and (3) at which the remaining aid funds under this subdivision are not adequate for raising the amount of a county or participating portion of a county and all counties and participating portions of counties with amounts of lower value to the amount of the county or participating portion of a county with the next highest value, those funds are to be divided on a per capita basis for all counties or participating portions of counties that received aid funds under the calculation in ~~paragraphs (b) and (c)~~ clauses (2) and (3).

EFFECTIVE DATE. This section is effective for state aid for fiscal year 2024 and later.

Sec. 4. Minnesota Statutes 2022, section 134.355, subdivision 7, is amended to read:

Subd. 7. **Population determination.** A regional public library system's population shall be determined according to must be calculated using the most recent estimate available under section 477A.011, subdivision 3, at the time the aid amounts are calculated, which must be by April 1 in the year the calculation is made.

EFFECTIVE DATE. This section is effective for state aid for fiscal year 2024 and later.

Sec. 5. **APPROPRIATIONS.**

Subdivision 1. **Department of Education.** The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated. Any balance in the first year does not cancel but is available in the second year.

Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111, including the amounts for the free school meals program:

\$ 190,897,000 2024

\$ 197,936,000 2025

Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section 124D.1158:

\$ 25,912,000 2024

\$ 26,719,000 2025

Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes, section 124D.118:

85.1 \$ 659,000 2024

85.2 \$ 659,000 2025

85.3 Subd. 5. **Summer school food service replacement.** For summer school food service
85.4 replacement aid under Minnesota Statutes, section 124D.119:

85.5 \$ 150,000 2024

85.6 \$ 150,000 2025

85.7 Subd. 6. **Basic system support.** (a) For basic system support aid under Minnesota
85.8 Statutes, section 134.355:

85.9 \$ 15,370,000 2024

85.10 \$ 15,570,000 2025

85.11 (b) The 2024 appropriation includes \$1,357,000 for 2023 and \$14,013,000 for 2024.

85.12 (c) The 2025 appropriation includes \$1,557,000 for 2024 and \$14,013,000 for 2025.

85.13 Subd. 7. **Multicounty, multitype library systems.** (a) For aid under Minnesota Statutes,
85.14 sections 134.353 and 134.354, to multicounty, multitype library systems:

85.15 \$ 1,300,000 2024

85.16 \$ 1,300,000 2025

85.17 (b) The 2024 appropriation includes \$130,000 for 2023 and \$1,170,000 for 2024.

85.18 (c) The 2025 appropriation includes \$130,000 for 2024 and \$1,170,000 for 2025.

85.19 Subd. 8. **Electronic library for Minnesota.** For statewide licenses to online databases
85.20 selected in cooperation with the Minnesota Office of Higher Education for school media
85.21 centers, public libraries, state government agency libraries, and public or private college or
85.22 university libraries:

85.23 \$ 900,000 2024

85.24 \$ 900,000 2025

85.25 Subd. 9. **Regional library telecommunications.** (a) For regional library
85.26 telecommunications aid under Minnesota Statutes, section 134.355:

85.27 \$ 2,300,000 2024

85.28 \$ 2,300,000 2025

85.29 (b) The 2024 appropriation includes \$230,000 for 2023 and \$2,070,000 for 2024.

85.30 (c) The 2025 appropriation includes \$230,000 for 2024 and \$2,070,000 for 2025.

ARTICLE 7**EARLY EDUCATION**

Section 1. Minnesota Statutes 2022, section 119A.52, is amended to read:

119A.52 DISTRIBUTION OF APPROPRIATION.

(a) The commissioner of education must distribute money appropriated for that purpose to federally designated Head Start programs to expand services and to serve additional low-income children. ~~Migrant and Indian reservation programs must be initially allocated money based on the programs' share of federal funds.~~ which may include costs associated with program operations, infrastructure, or reconfiguration to serve children from birth to age five in center-based services. The distribution must occur in the following order: (1) 10.72 percent of the total Head Start appropriation must be initially allocated to federally designated Tribal Head Start programs; (2) the Tribal Head Start portion of the appropriation must be initially allocated to Tribal Head Start programs based on the programs' share of federal funds; and (3) migrant programs must be initially allocated funding based on the programs' share of federal funds. The remaining money must be initially allocated to the remaining local agencies based equally on the agencies' share of federal funds and on the proportion of eligible children in the agencies' service area who are not currently being served. A Head Start program must be funded at a per child rate equal to its contracted, federally funded base level at the start of the fiscal year. For all agencies without a federal Early Head Start rate, the state average federal cost per child for Early Head Start applies. In allocating funds under this paragraph, the commissioner of education must assure that each Head Start program in existence in 1993 is allocated no less funding in any fiscal year than was allocated to that program in fiscal year 1993. Before paying money to the programs, the commissioner must notify each program of its initial allocation and how the money must be used. Each program must present a plan under section 119A.535. For any program that cannot utilize its full allocation at the beginning of the fiscal year, the commissioner must reduce the allocation proportionately. Money available after the initial allocations are reduced must be redistributed to eligible programs.

(b) The commissioner must develop procedures to make payments to programs based upon the number of children reported to be enrolled during the required time period of program operations. Enrollment is defined by federal Head Start regulations. The procedures must include a reporting schedule, corrective action plan requirements, and financial consequences to be imposed on programs that do not meet full enrollment after the period of corrective action. Programs reporting chronic underenrollment, as defined by the commissioner, will have their subsequent program year allocation reduced proportionately.

87.1 Funds made available by prorating payments and allocations to programs with reported
87.2 underenrollment will be made available to the extent funds exist to fully enrolled Head Start
87.3 programs through a form and manner prescribed by the department.

87.4 (c) Programs with approved innovative initiatives that target services to high-risk
87.5 populations, including homeless families and families living in homeless shelters and
87.6 transitional housing, are exempt from the procedures in paragraph (b). This exemption does
87.7 not apply to entire programs. The exemption applies only to approved innovative initiatives
87.8 that target services to high-risk populations, including homeless families and families living
87.9 in homeless shelters, transitional housing, and permanent supportive housing.

87.10 Sec. 2. Minnesota Statutes 2022, section 120A.20, subdivision 1, is amended to read:

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

87.18 (b) A person shall not be admitted to a public school: (1) as a public prekindergarten
87.19 pupil, unless the pupil is at least four years of age as of September 1 of the calendar year
87.20 in which the school year for which the pupil seeks admission commences; (2) as a
87.21 kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar
87.22 year in which the school year for which the pupil seeks admission commences; or ~~(2)~~ (3)
87.23 as a 1st grade student, unless the pupil is at least six years of age on September 1 of the
87.24 calendar year in which the school year for which the pupil seeks admission commences or
87.25 has completed kindergarten; except that any school board may establish a policy for
87.26 admission of selected pupils at an earlier age under section 124D.02.

87.27 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public
87.28 school enrollment until at least one of the following occurs: (1) the first September 1 after
87.29 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the
87.30 pupil's withdrawal with no subsequent enrollment within 21 calendar days; or (4) the end
87.31 of the school year.

87.32 **EFFECTIVE DATE.** This section is effective July 1, 2025.

88.1 Sec. 3. Minnesota Statutes 2022, section 120A.41, is amended to read:

88.2 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

88.3 (a) A school board's annual school calendar must include at least 425 hours of instruction
88.4 for a kindergarten student without a disability, 935 hours of instruction for a student in
88.5 grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not
88.6 including summer school. The school calendar for all-day kindergarten must include at least
88.7 850 hours of instruction for the school year. The school calendar for a prekindergarten
88.8 student under section 124D.151, if offered by the district, must include ~~at least 350~~ between
88.9 425 and 850 hours of instruction for the school year. A school board's annual calendar must
88.10 include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day
88.11 week schedule has been approved by the commissioner under section 124D.126.

88.12 (b) A school board's annual school calendar may include plans for up to five days of
88.13 instruction provided through online instruction due to inclement weather. The inclement
88.14 weather plans must be developed according to section 120A.414.

88.15 **EFFECTIVE DATE.** This section is effective July 1, 2025.

88.16 Sec. 4. Minnesota Statutes 2022, section 121A.19, is amended to read:

88.17 **121A.19 DEVELOPMENTAL SCREENING AID.**

88.18 Each school year, the state must pay a district for each child or student screened by the
88.19 district according to the requirements of section 121A.17. The amount of state aid for each
88.20 child or student screened shall be: (1) ~~\$75~~ \$98 for a child screened at age three; (2) ~~\$50~~ \$65
88.21 for a child screened at age four; (3) ~~\$40~~ \$52 for a child screened at age five or six prior to
88.22 kindergarten; and (4) ~~\$30~~ \$39 for a student screened within 30 days after first enrolling in
88.23 a public school kindergarten if the student has not previously been screened according to
88.24 the requirements of section 121A.17. If this amount of aid is insufficient, the district may
88.25 permanently transfer from the general fund an amount that, when added to the aid, is
88.26 sufficient. Developmental screening aid shall not be paid for any student who is screened
88.27 more than 30 days after the first day of attendance at a public school kindergarten, except
88.28 if a student transfers to another public school kindergarten within 30 days after first enrolling
88.29 in a Minnesota public school kindergarten program. In this case, if the student has not been
88.30 screened, the district to which the student transfers may receive developmental screening
88.31 aid for screening that student when the screening is performed within 30 days of the transfer
88.32 date.

89.1 Sec. 5. Minnesota Statutes 2022, section 124D.151, subdivision 1, is amended to read:

89.2 Subdivision 1. **Establishment; purpose.** ~~A district, a charter school, a group of districts,~~
89.3 ~~a group of charter schools, or a group of districts and charter schools~~ school district, charter
89.4 school, center-based, or family child care provider licensed under section 245A.03, or Head
89.5 Start agency licensed under section 245A.03 that meets program requirements under
89.6 subdivision 2 may establish a voluntary public prekindergarten program for eligible
89.7 four-year-old children. The purpose of a voluntary public prekindergarten program is to
89.8 prepare children for success as they enter kindergarten in the following year.

89.9 **EFFECTIVE DATE.** This section is effective July 1, 2025.

89.10 Sec. 6. Minnesota Statutes 2022, section 124D.151, subdivision 2, is amended to read:

89.11 Subd. 2. **Program requirements.** ~~(a)~~ A voluntary public prekindergarten program
89.12 provider must:

89.13 (1) provide instruction through play-based learning to foster children's social and
89.14 emotional development, cognitive development, physical and motor development, and
89.15 language and literacy skills, including the native language and literacy skills of English
89.16 learners, to the extent practicable;

89.17 (2) ~~measure each child's cognitive and social skills~~ assess each child's progress toward
89.18 the state's early learning standards at program entrance and exit using a
89.19 commissioner-approved formative measure aligned to the state's early learning standards
89.20 ~~when the child enters and again before the child leaves the program, screening and progress~~
89.21 ~~monitoring measures, and other age-appropriate versions from the state-approved menu of~~
89.22 ~~kindergarten entry profile measures~~ age-appropriate assessment unless otherwise indicated
89.23 by the child's individualized educational program. The results of the assessment data must
89.24 be submitted to the department in the form and manner prescribed by the commissioner;

89.25 (3) provide comprehensive program content aligned with the state early learning
89.26 standards, including the implementation of curriculum, assessment, and intentional
89.27 ~~instructional strategies aligned with the state early learning standards, and kindergarten~~
89.28 ~~through grade 3 academic standards~~ that meet the needs of all learners;

89.29 (4) provide instructional content and activities that are of sufficient length and intensity
89.30 to address learning needs including offering a program ~~with at least 350~~ between 425 and
89.31 850 hours of instruction per school year for a prekindergarten student;

89.32 (5) provide voluntary public prekindergarten ~~instructional~~ staff salaries ~~comparable and~~
89.33 set salary schedules equivalent to the salaries of ~~local kindergarten through grade 12~~

90.1 ~~instructional staff~~ public school district elementary school staff with similar credentials and
90.2 experience for school district and charter public prekindergarten program sites, and to the
90.3 extent practicable, for Head Start and licensed center and family child care sites;

90.4 (6) employ a lead teacher for each voluntary public prekindergarten classroom who has
90.5 at least a bachelor's degree in early education or a related field no later than July 1, 2031.
90.6 Teachers employed by an eligible provider for at least three of the last five years immediately
90.7 preceding July 1, 2025, who meet the necessary content knowledge and teaching skills for
90.8 early childhood educators, as demonstrated through measures determined by the state, may
90.9 be employed as a lead teacher. "Lead teacher" means an individual with primary
90.10 responsibility for the instruction and care of eligible children in a classroom;

90.11 ~~(6)~~ (7) coordinate appropriate kindergarten transition with families, ~~community-based~~
90.12 ~~prekindergarten programs,~~ and school district kindergarten programs;

90.13 ~~(7)~~ (8) involve parents in program ~~planning~~ decision-making and transition planning by
90.14 implementing parent engagement strategies that include culturally and linguistically
90.15 responsive activities in prekindergarten through third grade that are aligned with early
90.16 childhood family education under section 124D.13;

90.17 ~~(8)~~ (9) coordinate with relevant community-based services, including health and social
90.18 service agencies, to ensure children have access to comprehensive services;

90.19 ~~(9)~~ (10) coordinate with all relevant school district programs and services including
90.20 early childhood special education, homeless students, and English learners;

90.21 ~~(10)~~ (11) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20
90.22 children in school-based programs, staff-to-child ratio and group size as required for center
90.23 and family child care licensing for center-based and family-based child care sites, and
90.24 staff-to-child ratio and group size as determined by Head Start standards for Head Start
90.25 sites; and

90.26 ~~(11)~~ (12) provide high-quality coordinated professional development, training, and
90.27 coaching for ~~both school district, Head Start, and community-based early learning~~ licensed
90.28 center and family-based providers that is informed by a measure of adult-child interactions
90.29 and enables teachers to be highly knowledgeable in early childhood curriculum content,
90.30 assessment, native and English language development programs, and instruction; and.

90.31 ~~(12) implement strategies that support the alignment of professional development,~~
90.32 ~~instruction, assessments, and prekindergarten through grade 3 curricula.~~

91.1 ~~(b) A voluntary prekindergarten program must have teachers knowledgeable in early~~
91.2 ~~childhood curriculum content, assessment, native and English language programs, and~~
91.3 ~~instruction.~~

91.4 ~~(c) Districts and charter schools must include their strategy for implementing and~~
91.5 ~~measuring the impact of their voluntary prekindergarten program under section 120B.11~~
91.6 ~~and provide results in their world's best workforce annual summary to the commissioner of~~
91.7 ~~education.~~

91.8 **EFFECTIVE DATE.** This section is effective July 1, 2025.

91.9 Sec. 7. Minnesota Statutes 2022, section 124D.151, subdivision 3, is amended to read:

91.10 Subd. 3. **Mixed delivery of services program plan.** ~~A district or charter school may~~
91.11 ~~contract with a charter school, Head Start or child care centers, family child care programs~~
91.12 ~~licensed under section 245A.03, or a community-based organization to provide eligible~~
91.13 ~~children with developmentally appropriate services that meet the program requirements in~~
91.14 ~~subdivision 2. Components of a mixed delivery plan include strategies for recruitment,~~
91.15 ~~contracting, and monitoring of fiscal compliance and program quality. All public~~
91.16 prekindergarten programs within each school district boundary that receive funding for
91.17 voluntary public prekindergarten programs must develop and submit a mixed delivery
91.18 program plan to the Department of Education by July 1, 2025, and every other year thereafter,
91.19 in a manner and format prescribed by the commissioner. The plan must ensure alignment
91.20 of all public prekindergarten program providers within the school district boundary in
91.21 meeting the program requirements in subdivision 2 and must include:

91.22 (1) a description of the process used to convene and get group agreement among all
91.23 public prekindergarten program providers within the district boundaries in order to coordinate
91.24 efforts regarding the requirements in subdivision 2;

91.25 (2) a description of the public prekindergarten program providers within the school
91.26 district boundaries, including but not limited to the name and location of partners, and the
91.27 number of hours and days per week the program will be offered at each program site;

91.28 (3) an estimate of the number of eligible children to be served in the program at each
91.29 school site or mixed-delivery location;

91.30 (4) a plan for recruitment, outreach, and communication regarding the availability of
91.31 public prekindergarten programming within the community;

91.32 (5) coordination and offering of professional development opportunities, as needed;

92.1 (6) coordination of the required child assessments, as needed, and continuous quality
 92.2 improvement efforts to ensure quality instruction;

92.3 (7) a plan for providing the services and supports included in the individualized education
 92.4 program for any child in the voluntary public prekindergarten program;

92.5 (8) a plan to get to salaries equivalent to school staff with comparable credentials and
 92.6 experience;

92.7 (9) a detailed plan for transitioning children and families to kindergarten; and

92.8 (10) a statement of assurances signed by the superintendent, charter school director,
 92.9 Head Start director, and child care program director or owner that the proposed program
 92.10 meets the requirements of subdivision 2. A statement of assurances must be submitted in
 92.11 the mixed delivery program plan and must be signed by an individual from each public
 92.12 prekindergarten program provider with authority to enter into the agreement.

92.13 **EFFECTIVE DATE.** This section is effective July 1, 2025.

92.14 Sec. 8. Minnesota Statutes 2022, section 124D.151, is amended by adding a subdivision
 92.15 to read:

92.16 Subd. 3a. **Funding.** (a) School district and charter school voluntary public prekindergarten
 92.17 programs are funded based on the number of eligible pupils enrolled as authorized under
 92.18 chapters 124D, 124E, and 126C.

92.19 (b) Head Start, center, and family child care providers that are licensed under section
 92.20 245A.03 are funded in a form and manner prescribed by the commissioner of education at
 92.21 a maximum per pupil allowance as established in paragraph (c). The commissioner must
 92.22 prorate the allowance if the number of instructional hours is less than the maximum.

92.23 (c) The Head Start, center, and family child care maximum allowance for fiscal years
 92.24 2026 and 2027 is \$11,200. The Head Start, center, and family child care maximum allowance
 92.25 for fiscal year 2028 and later equals the product of \$11,200 times the ratio of the formula
 92.26 allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula
 92.27 allowance under section 126C.10, subdivision 2, for fiscal year 2027.

92.28 (d) Up to \$4,000,000 in fiscal year 2026 and \$4,500,000 in fiscal year 2027 and thereafter
 92.29 may be used by the commissioner for distribution of funds to Head Start, center, and family
 92.30 child care providers, including via a third party administrator.

92.31 **EFFECTIVE DATE.** This section is effective July 1, 2025.

93.1 Sec. 9. Minnesota Statutes 2022, section 124D.151, subdivision 4, is amended to read:

93.2 Subd. 4. **Eligibility.** A (a) An eligible child means a child who:

93.3 (1) is four years of age as of September 1 in the calendar year in which the school year
93.4 commences is; and

93.5 (2) meets at least one of the following criteria:

93.6 (i) qualifies for free or reduced-price meals;

93.7 (ii) is an English language learner as defined by section 124D.59, subdivision 2;

93.8 (iii) is American Indian;

93.9 (iv) is experiencing homelessness;

93.10 (v) has an individualized education plan under section 125A.08;

93.11 (vi) was identified as having a potential risk factor that may influence learning through
93.12 health and developmental screening under sections 121.19 to 121A.16;

93.13 (vii) is in foster care; kinship care, including children receiving Northstar kinship
93.14 assistance under chapter 256N; or is in need of child protection services;

93.15 (viii) has a parent who is a migrant or seasonal agriculture laborer under section 181.85;
93.16 or

93.17 (ix) has a parent who is incarcerated.

93.18 (b) An eligible child is eligible to participate in a voluntary public prekindergarten
93.19 program free of charge. ~~An eligible four-year-old child served in a mixed-delivery system~~
93.20 ~~by a child care center, family child care program licensed under section 245A.03, or~~
93.21 ~~community-based organization~~ Programs may charge a sliding fee for the instructional hours
93.22 that exceed 850 during the school year, any hours that provide before or after school child
93.23 care during the school year, or any hours that provide child care during the summer. A child
93.24 that does not meet the eligibility requirements in paragraph (a), clause (2), may participate
93.25 in the same classroom as eligible children and may be charged a sliding fee as long as the
93.26 ~~mixed-delivery partner~~ state funding was not awarded a seat for that child.

93.27 (c) Each eligible child must complete a health and developmental screening within 90
93.28 days of program enrollment under sections 121A.16 to 121A.19, and provide documentation
93.29 of required immunizations under section 121A.15.

93.30 **EFFECTIVE DATE.** This section is effective July 1, 2025.

94.1 Sec. 10. Minnesota Statutes 2022, section 124D.151, subdivision 6, is amended to read:

94.2 Subd. 6. **Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,
94.3 paragraph (d), the pupil units for a voluntary prekindergarten program for an eligible school
94.4 district or charter school must not exceed 60 percent of the kindergarten pupil units for that
94.5 school district or charter school under section 126C.05, subdivision 1, paragraph (e).

94.6 (b) In reviewing applications under subdivision 5, the commissioner must limit the total
94.7 number of participants in the voluntary prekindergarten and school readiness plus programs
94.8 under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160
94.9 participants ~~for fiscal years 2019, 2020, 2021, 2022, and 2023, and 3,160 participants for~~
94.10 ~~fiscal years 2024 and later.~~

94.11 **EFFECTIVE DATE.** This section is effective for revenue for fiscal years 2024 and
94.12 2025.

94.13 Sec. 11. Minnesota Statutes 2022, section 124D.151, subdivision 7, is amended to read:

94.14 Subd. 7. **Financial accounting.** An eligible school district or charter school must record
94.15 expenditures attributable to voluntary public prekindergarten pupils according to guidelines
94.16 prepared by the commissioner under section 127A.17. Center-based and family child care
94.17 providers and Head Start agencies must record expenditures attributable to voluntary public
94.18 prekindergarten pupils according to guidelines developed and approved by the commissioner
94.19 of education.

94.20 **EFFECTIVE DATE.** This section is effective July 1, 2025.

94.21 Sec. 12. Minnesota Statutes 2022, section 124D.165, subdivision 2, is amended to read:

94.22 Subd. 2. **Family eligibility.** (a) For a family to receive an early learning scholarship,
94.23 parents or guardians must meet the following eligibility requirements:

94.24 (1) have an eligible child; and

94.25 (2) have income equal to or less than 185 percent of federal poverty level income in the
94.26 current calendar year, or be able to document their child's current participation in the free
94.27 and reduced-price lunch program or Child and Adult Care Food Program, National School
94.28 Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food Distribution
94.29 Program on Indian Reservations, Food and Nutrition Act, United States Code, title 7, sections
94.30 2011-2036; Head Start under the federal Improving Head Start for School Readiness Act
94.31 of 2007; Minnesota family investment program under chapter 256J; child care assistance

95.1 programs under chapter 119B; the supplemental nutrition assistance program; or placement
95.2 in foster care under section 260C.212.

95.3 (b) An "eligible child" means a child who has not yet enrolled in kindergarten and is:

95.4 ~~(1) at least three but not yet five years of age on September 1 of the current school year;~~

95.5 ~~(2) a sibling from birth to age five of a child who has been awarded a scholarship under~~
95.6 ~~this section provided the sibling attends the same program as long as funds are available;~~

95.7 ~~(3) the child of a parent under age 21 who is pursuing a high school degree or a course~~
95.8 ~~of study for a high school equivalency test; or~~

95.9 ~~(4) homeless, in foster care, or in need of child protective services.~~

95.10 (c) A child who has received a scholarship under this section must continue to receive
95.11 a scholarship each year until that child is eligible for kindergarten under section 120A.20
95.12 and as long as funds are available.

95.13 (d) Early learning scholarships may not be counted as earned income for the purposes
95.14 of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota
95.15 family investment program under chapter 256J, child care assistance programs under chapter
95.16 119B, or Head Start under the federal Improving Head Start for School Readiness Act of
95.17 2007.

95.18 (e) A child from an adjoining state whose family resides at a Minnesota address as
95.19 assigned by the United States Postal Service, who has received developmental screening
95.20 under sections 121A.16 to 121A.19, who intends to enroll in a Minnesota school district,
95.21 and whose family meets the criteria of paragraph (a) is eligible for an early learning
95.22 scholarship under this section.

95.23 Sec. 13. Minnesota Statutes 2022, section 124D.165, subdivision 6, is amended to read:

95.24 Subd. 6. **Early learning scholarship account.** (a) An account is established in the
95.25 special revenue fund known as the "early learning scholarship account."

95.26 (b) Funds appropriated for early learning scholarships under this section must be
95.27 transferred to the early learning scholarship account in the special revenue fund.

95.28 (c) Money in the account is annually appropriated to the commissioner for early learning
95.29 scholarships under this section. Any returned funds are available to be regranted.

95.30 (d) Up to ~~\$950,000~~ \$2,133,000 annually is appropriated to the commissioner for costs
95.31 associated with administering and monitoring early learning scholarships.

96.1 (e) The commissioner may use funds under paragraph (c) for the purpose of family
96.2 outreach and distribution of scholarships.

96.3 Sec. 14. Minnesota Statutes 2022, section 126C.05, subdivision 1, is amended to read:

96.4 Subdivision 1. **Pupil unit.** Pupil units for each Minnesota resident pupil under the age
96.5 of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in
96.6 average daily membership enrolled in the district of residence, in another district under
96.7 sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under
96.8 chapter 124E; or for whom the resident district pays tuition under section 123A.18, 123A.22,
96.9 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03
96.10 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

96.11 (a) A prekindergarten pupil with a disability who is enrolled in a program approved by
96.12 the commissioner and has an individualized education program is counted as the ratio of
96.13 the number of hours of assessment and education service to 825 times 1.0 with a minimum
96.14 average daily membership of 0.28, but not more than 1.0 pupil unit.

96.15 (b) A prekindergarten pupil who is assessed but determined not to be disabled is counted
96.16 as the ratio of the number of hours of assessment service to 825 times 1.0.

96.17 ~~(e) A kindergarten pupil with a disability who is enrolled in a program approved by the~~
96.18 ~~commissioner is counted as the ratio of the number of hours of assessment and education~~
96.19 ~~services required in the fiscal year by the pupil's individualized education program to 875,~~
96.20 ~~but not more than one.~~

96.21 ~~(d)~~ (c) For fiscal years 2024 and 2025, a prekindergarten pupil who is not included in
96.22 paragraph (a) or (b) and is enrolled in an approved a voluntary public prekindergarten
96.23 program under section 124D.151 is counted as the ratio of the number of hours of instruction
96.24 to 850 times 1.0, but not more than 0.6 pupil units. For fiscal year 2026 and later, a
96.25 prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled in a voluntary
96.26 public prekindergarten program under section 124D.151 is counted as the ratio of the number
96.27 of hours of instruction to 850 times 1.0, but not less than 0.5 or more than 1.0 pupil units.

96.28 ~~(e)~~ (d) A kindergarten pupil ~~who is not included in paragraph (e)~~ is counted as 1.0 pupil
96.29 unit if the pupil is enrolled in a free all-day, every day kindergarten program available to
96.30 all kindergarten pupils at the pupil's school that meets the minimum hours requirement in
96.31 section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day,
96.32 every day kindergarten program available to all kindergarten pupils at the pupil's school.

96.33 ~~(f)~~ (e) A pupil who is in any of grades 1 to 6 is counted as 1.0 pupil unit.

97.1 ~~(g)~~ (f) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.

97.2 ~~(h)~~ (g) A pupil who is in the postsecondary enrollment options program is counted as
97.3 1.2 pupil units.

97.4 ~~(i)~~ (h) For fiscal years 2018 through ~~2023~~ 2025, a prekindergarten pupil who:

97.5 (1) is not included in paragraph (a), (b), or (d);

97.6 (2) is enrolled in a school readiness plus program under Laws 2017, First Special Session
97.7 chapter 5, article 8, section 9; and

97.8 (3) has one or more of the risk factors specified by the eligibility requirements for a
97.9 school readiness plus program,

97.10 is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more
97.11 than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same
97.12 manner as a voluntary prekindergarten student for all general education and other school
97.13 funding formulas. This paragraph expires July 1, 2025.

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

97.15 Sec. 15. Minnesota Statutes 2022, section 126C.05, subdivision 3, as amended by Laws
97.16 2023, chapter 18, section 3, is amended to read:

97.17 Subd. 3. **Compensation revenue pupil units.** Compensation revenue pupil units must
97.18 be computed according to this subdivision.

97.19 (a) The compensation revenue concentration percentage for each building in a district
97.20 equals the product of 100 times the ratio of:

97.21 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
97.22 plus one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
97.23 previous fiscal year; to

97.24 (2) the number of pupils enrolled in the building on October 1 of the previous fiscal
97.25 year.

97.26 (b) The compensation revenue pupil weighting factor for a building equals the lesser of
97.27 one or the quotient obtained by dividing the building's compensation revenue concentration
97.28 percentage by 80.0.

97.29 (c) The compensation revenue pupil units for a building equals the product of:

98.1 (1) the sum of the number of pupils enrolled in the building eligible to receive free lunch
98.2 and one-half of the pupils eligible to receive reduced priced lunch on October 1 of the
98.3 previous fiscal year; times

98.4 (2) the compensation revenue pupil weighting factor for the building; times

98.5 (3) .60.

98.6 (d) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten programs under
98.7 section 124D.151, charter schools, and contracted alternative programs in the first year of
98.8 operation, compensation revenue pupil units shall be computed using data for the current
98.9 fiscal year. If the voluntary prekindergarten program, charter school, or contracted alternative
98.10 program begins operation after October 1, compensatory revenue pupil units shall be
98.11 computed based on pupils enrolled on an alternate date determined by the commissioner,
98.12 and the compensation revenue pupil units shall be prorated based on the ratio of the number
98.13 of days of student instruction to 170 days.

98.14 ~~(e) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten seats discontinued~~
98.15 ~~in fiscal year 2024 due to the reduction in the participation limit under section 124D.151,~~
98.16 ~~subdivision 6, those discontinued seats must not be used to calculate compensation revenue~~
98.17 ~~pupil units for fiscal year 2024.~~

98.18 ~~(f)~~ (e) The percentages in this subdivision must be based on the count of individual
98.19 pupils and not on a building average or minimum.

98.20 ~~(g)~~ (f) Notwithstanding paragraphs (a) to ~~(f)~~ (e), for revenue in fiscal year 2025 only,
98.21 the compensation revenue pupil units for each building in a district equals the greater of the
98.22 building's actual compensation revenue pupil units computed according to paragraphs (a)
98.23 to ~~(f)~~ (e) for revenue in fiscal year 2025, or the building's actual compensation revenue pupil
98.24 units computed according to paragraphs (a) to ~~(f)~~ (e) for revenue in fiscal year 2024.

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

98.26 Sec. 16. Minnesota Statutes 2022, section 126C.10, subdivision 2d, is amended to read:

98.27 Subd. 2d. **Declining enrollment revenue.** (a) A school district's declining enrollment
98.28 revenue equals the greater of zero or the product of: (1) 28 percent of the formula allowance
98.29 for that year and (2) the difference between the adjusted pupil units for the preceding year
98.30 and the adjusted pupil units for the current year.

(b) Notwithstanding paragraph (a), for public prekindergarten programs for fiscal year ~~2024~~ 2026 only, prekindergarten pupil units under section 126C.05, subdivision 1, paragraph ~~(d)~~ (c), must be excluded from the calculation of declining enrollment revenue.

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

Sec. 17. **APPROPRIATIONS.**

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

Subd. 2. School readiness. (a) For revenue for school readiness programs under Minnesota Statutes, sections 124D.15 and 124D.16:

\$ 33,683,000 2024

\$ 33,683,000 2025

(b) The 2024 appropriation includes \$3,368,000 for 2023 and \$30,315,000 for 2024.

(c) The 2025 appropriation includes \$3,368,000 for 2024 and \$30,315,000 for 2025.

Subd. 3. Early learning scholarships. (a) For the early learning scholarship program under Minnesota Statutes, section 124D.165:

\$ 160,709,000 2024

\$ 160,709,000 2025

(b) This appropriation is subject to the requirements under Minnesota Statutes, section 124D.165, subdivision 6.

(c) The base for fiscal year 2026 and later is \$132,509,000.

Subd. 4. Head Start program. (a) For Head Start programs under Minnesota Statutes, section 119A.52:

\$ 25,100,000 2024

\$ 25,100,000 2025

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

Subd. 5. Early childhood family education aid. (a) For early childhood family education aid under Minnesota Statutes, section 124D.135:

\$ 37,497,000 2024

\$ 39,108,000 2025

100.1 (b) The 2024 appropriation includes \$3,518,000 for 2023 and \$33,979,000 for 2024.

100.2 (c) The 2025 appropriation includes \$3,775,000 for 2024 and \$35,333,000 for 2025.

100.3 Subd. 6. **Developmental screening aid.** (a) For developmental screening aid under
100.4 Minnesota Statutes, sections 121A.17 and 121A.19:

100.5 \$ 4,350,000 2024

100.6 \$ 4,375,000 2025

100.7 (b) The 2024 appropriation includes \$349,000 for 2023 and \$4,001,000 for 2024.

100.8 (c) The 2025 appropriation includes \$445,000 for 2024 and \$3,930,000 for 2025.

100.9 Subd. 7. **ParentChild+ program.** For a grant to the ParentChild+ program:

100.10 \$ 900,000 2024

100.11 \$ 900,000 2025

100.12 (b) The grant must be used for an evidence-based and research-validated early childhood
100.13 literacy and school readiness program for children ages 16 months to four years at its existing
100.14 suburban program location. The program must include urban and rural program locations
100.15 for fiscal years 2024 and 2025.

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

100.17 Subd. 8. **Kindergarten entrance assessment initiative and intervention program.** (a)
100.18 For the kindergarten entrance assessment initiative and intervention program under Minnesota
100.19 Statutes, section 124D.162:

100.20 \$ 281,000 2024

100.21 \$ 281,000 2025

100.22 (b) The base for fiscal year 2026 is \$0.

100.23 Subd. 9. **Quality rating and improvement system.** (a) For transfer to the commissioner
100.24 of human services for the purposes of expanding the quality rating and improvement system
100.25 under Minnesota Statutes, section 124D.142, in greater Minnesota and increasing supports
100.26 for providers participating in the quality rating and improvement system:

100.27 \$ 1,750,000 2024

100.28 \$ 1,750,000 2025

100.29 (b) The amounts in paragraph (a) must be in addition to any federal funding under the
100.30 child care and development block grant authorized under Public Law 101-508 in that year
100.31 for the system under Minnesota Statutes, section 124D.142.

101.1 Subd. 10. **Early childhood programs at Tribal contract schools.** (a) For early childhood
 101.2 family education programs at Tribal contract schools under Minnesota Statutes, section
 101.3 124D.83, subdivision 4:

101.4 \$ 68,000 2024

101.5 \$ 68,000 2025

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

101.7 Subd. 11. **Educate parents partnership.** (a) For the educate parents partnership under
 101.8 Minnesota Statutes, section 124D.129:

101.9 \$ 49,000 2024

101.10 \$ 49,000 2025

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

101.12 Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
 101.13 124D.135:

101.14 \$ 391,000 2024

101.15 \$ 309,000 2025

101.16 (b) The 2024 appropriation includes \$41,000 for 2023 and \$350,000 for 2024.

101.17 (c) The 2025 appropriation includes \$38,000 for 2024 and \$271,000 for 2025.

101.18 Subd. 13. **Head Start, center, and family child care prekindergarten funding and**
 101.19 **administration.** For Head Start, center, and family child care public prekindergarten
 101.20 programs under Minnesota Statutes, section 124D.151, subdivision 3a:

101.21 \$ 0 2024

101.22 \$ 0 2025

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

101.24 (c) The base for this forecast program in fiscal year 2026 is \$130,392,000 and the base
 101.25 for fiscal year 2027 is \$152,284,000.

101.26 Subd. 14. **Prekindergarten planning.** (a) For planning and implementation of public
 101.27 prekindergarten under Minnesota Statutes, section 124D.151, including contracts with third
 101.28 parties with expertise in early childhood development, assessment, facilitation, project
 101.29 management, human centered design, coaching, and training:

101.30 \$ 5,233,000 2024

101.31 \$ 5,233,000 2025

102.1 (b) The base for fiscal year 2026 is \$4,688,000 and the base for fiscal year 2027 is
102.2 \$4,913,000.

102.3 Subd. 15. **Prekindergarten administration and technology costs.** (a) For administration,
102.4 monitoring, information technology, and other costs associated with voluntary
102.5 prekindergarten programs:

102.6 \$ 2,460,000 2024

102.7 \$ 1,586,000 2025

102.8 (b) The base for this program in fiscal year 2026 and later is \$2,806,000.

102.9 Sec. 18. **REPEALER.**

102.10 Minnesota Statutes 2022, section 124D.151, subdivisions 5 and 6, are repealed.

102.11 **EFFECTIVE DATE.** This section is effective July 1, 2025.

102.12 **ARTICLE 8**

102.13 **COMMUNITY EDUCATION AND LIFELONG LEARNING**

102.14 Section 1. Minnesota Statutes 2022, section 124D.2211, is amended to read:

102.15 **124D.2211 AFTER-SCHOOL COMMUNITY LEARNING PROGRAMS.**

102.16 Subdivision 1. **Establishment.** A competitive statewide after-school community learning
102.17 grant program is established to provide grants to ~~community or nonprofit organizations,~~
102.18 ~~political subdivisions, for-profit or nonprofit child care centers, or school-based programs~~
102.19 ~~that serve~~ support eligible organizations to provide culturally affirming and enriching
102.20 after-school and summer learning programs for school-age youth after school or during
102.21 nonschool hours. Grants must be used to offer a broad array of academic enrichment activities
102.22 that promote positive after-school and summer learning activities, including art, music,
102.23 community engagement, literacy, science, technology, engineering, math, health, and
102.24 recreation programs. The commissioner shall develop criteria for after-school community
102.25 learning programs that promote partnerships and active collaboration with the schools that
102.26 participating students attend. The commissioner may award grants under this section to
102.27 community or nonprofit organizations, culturally specific organizations, American Indian
102.28 organizations, Tribal nations, political subdivisions, public libraries, or school-based
102.29 programs that serve youth after school, during the summer, or during nonschool hours.

102.30 Subd. 2. ~~**Program outcomes**~~ **Objectives.** The ~~expected outcomes~~ objectives of the
102.31 after-school community learning programs are to ~~increase~~:

- 103.1 ~~(1) school connectedness of participants;~~
- 103.2 ~~(2) academic achievement of participating students in one or more core academic areas;~~
- 103.3 ~~(3) the capacity of participants to become productive adults; and~~
- 103.4 ~~(4) prevent truancy from school and prevent juvenile crime.~~
- 103.5 (1) increase access to comprehensive and culturally affirming after-school and summer
- 103.6 learning and enrichment opportunities that meet the academic, social, and emotional needs
- 103.7 of historically underserved students;
- 103.8 (2) promote engagement in learning and connections to school and community; and
- 103.9 (3) encourage school attendance and improve academic performance.
- 103.10 Subd. 3. **Grants.** (a) An applicant shall must submit an after-school community learning
- 103.11 program proposal to the commissioner. The submitted plan proposal must include:
- 103.12 ~~(1) collaboration with and leverage of existing community resources that have~~
- 103.13 ~~demonstrated effectiveness;~~
- 103.14 ~~(2) outreach to children and youth; and~~
- 103.15 ~~(3) involvement of local governments, including park and recreation boards or schools,~~
- 103.16 ~~unless no government agency is appropriate.~~
- 103.17 ~~Proposals will be reviewed and approved by the commissioner.~~
- 103.18 (1) an assessment of the needs and available resources for the after-school community
- 103.19 learning program and a description of how the proposed program will address the needs
- 103.20 identified, including how students and families were engaged in the process;
- 103.21 (2) a description of the partnership between a school and another eligible entity;
- 103.22 (3) an explanation of how the proposal will support the objectives identified in subdivision
- 103.23 2, including the use of best practices;
- 103.24 (4) a plan to implement effective after-school and summer learning practices and provide
- 103.25 staff access to professional development opportunities; and
- 103.26 (5) a description of the data they will use to evaluate the impact of the program.
- 103.27 (b) The commissioner must review proposals and award grants to programs that:
- 103.28 (1) primarily serve historically underserved students; and
- 103.29 (2) provide opportunities for academic enrichment and a broad array of additional services
- 103.30 and activities to meet program objectives.

104.1 (c) To the extent practicable, the commissioner must award grants equitably among the
104.2 geographic areas of Minnesota, including rural, suburban, and urban communities.

104.3 Subd. 4. **Technical assistance and continuous improvement.** (a) The commissioner
104.4 must monitor and evaluate the performance of grant recipients to assess the effectiveness
104.5 of after-school community learning programs in meeting the objectives identified in
104.6 subdivision 2.

104.7 (b) The commissioner must provide technical assistance, capacity building, and
104.8 professional development to grant recipients, including guidance on effective practices for
104.9 after-school and summer learning programs.

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

104.11 Sec. 2. Minnesota Statutes 2022, section 124D.531, subdivision 1, is amended to read:

104.12 Subdivision 1. **State total adult basic education aid.** (a) The state total adult basic
104.13 education aid for fiscal year 2011 equals \$44,419,000, plus any amount that is not paid
104.14 during the previous fiscal year as a result of adjustments under subdivision 4, paragraph
104.15 (a), or section 124D.52, subdivision 3. The state total adult basic education aid for later
104.16 fiscal years equals:

104.17 (1) the state total adult basic education aid for the preceding fiscal year plus any amount
104.18 that is not paid for during the previous fiscal year, as a result of adjustments under subdivision
104.19 4, paragraph (a), or section 124D.52, subdivision 3; times

104.20 (2) the greater of 1.00 or the lesser of:

104.21 (i) 1.03; or

104.22 (ii) the average growth in state total contact hours over the prior ten program years.

104.23 Three percent of the state total adult basic education aid must be set aside for adult basic
104.24 education supplemental service grants under section 124D.522.

104.25 (b) The state total adult basic education aid, excluding basic population aid, equals the
104.26 difference between the amount computed in paragraph (a), and the state total basic population
104.27 aid under subdivision 2.

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

Sec. 3. Minnesota Statutes 2022, section 124D.531, subdivision 4, is amended to read:

Subd. 4. **Adult basic education program aid limit.** (a) Notwithstanding subdivisions 2 and 3, the total adult basic education aid for a program per prior year contact hour must not exceed ~~\$22~~ \$30 per prior year contact hour computed under subdivision 3, clause (2).

(b) The aid for a program under subdivision 3, clause (2), adjusted for changes in program membership, must not exceed the aid for that program under subdivision 3, clause (2), for the first preceding fiscal year by more than the greater of 11 percent or \$10,000.

(c) Adult basic education aid is payable to a program for unreimbursed costs occurring in the program year as defined in section 124D.52, subdivision 3.

(d) Any adult basic education aid that is not paid to a program because of the program aid limitation under paragraph (a) must be added to the state total adult basic education aid for the next fiscal year under subdivision 1. Any adult basic education aid that is not paid to a program because of the program aid limitations under paragraph (b) must be reallocated among programs by adjusting the rate per contact hour under subdivision 3, clause (2).

Sec. 4. Minnesota Statutes 2022, section 124D.55, is amended to read:

124D.55 COMMISSIONER-SELECTED HIGH SCHOOL EQUIVALENCY TEST FEES.

(a) The commissioner shall pay 60 percent of the fee that is charged to an eligible individual for the full battery of the commissioner-selected high school equivalency tests, but not more than \$40 for an eligible individual.

(b) Notwithstanding paragraph (a), for fiscal years ~~2020 and 2021~~ 2023 through 2027 only, subject to the availability of funds, the commissioner shall pay 100 percent of the fee charged to an eligible individual for the full battery of the commissioner-selected high school equivalency tests, but not more than the cost of one full battery of tests per year for any individual.

Sec. 5. **APPROPRIATIONS.**

Subdivision 1. **Department of Education.** The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated. Any balance in the first year does not cancel but is available in the second year.

Subd. 2. **Community education aid.** (a) For community education aid under Minnesota Statutes, section 124D.20:

106.1 \$ 98,000 2024

106.2 \$ 81,000 2025

106.3 (b) The 2024 appropriation includes \$14,000 for 2023 and \$84,000 for 2024.

106.4 (c) The 2025 appropriation includes \$9,000 for 2024 and \$72,000 for 2025.

106.5 Subd. 3. **Adults with disabilities program aid.** (a) For adults with disabilities programs
 106.6 under Minnesota Statutes, section 124D.56:

106.7 \$ 710,000 2024

106.8 \$ 710,000 2025

106.9 (b) The 2024 appropriation includes \$71,000 for 2023 and \$639,000 for 2024.

106.10 (c) The 2025 appropriation includes \$71,000 for 2024 and \$639,000 for 2025.

106.11 Subd. 4. **Deaf, deafblind, and hard-of-hearing adults.** For programs for deaf, deafblind,
 106.12 and hard-of-hearing adults under Minnesota Statutes, section 124D.57:

106.13 \$ 70,000 2024

106.14 \$ 70,000 2025

106.15 Subd. 5. **School-age care aid.** (a) For school-age care aid under Minnesota Statutes,
 106.16 section 124D.22:

106.17 \$ 1,000 2024

106.18 \$ 1,000 2025

106.19 (b) The 2024 appropriation includes \$0 for 2023 and \$1,000 for 2024.

106.20 (c) The 2025 appropriation includes \$0 for 2024 and \$1,000 for 2025.

106.21 Subd. 6. **Tier 1 grants.** (a) For education partnership program Tier 1 sustaining grants
 106.22 under Minnesota Statutes, section 124D.99:

106.23 \$ 2,600,000 2024

106.24 \$ 2,600,000 2025

106.25 (b) Of the amounts in paragraph (a), \$1,300,000 each year is for the Northside
 106.26 Achievement Zone and \$1,300,000 each year is for the St. Paul Promise Neighborhood.

106.27 Subd. 7. **Tier 2 implementing grants.** For Tier 2 implementing grants under Minnesota
 106.28 Statutes, section 124D.99:

106.29 \$ 480,000 2024

106.30 \$ 480,000 2025

107.1 Subd. 8. **Adult basic education aid.** (a) For adult basic education aid under Minnesota
107.2 Statutes, section 124D.531:

107.3 \$ 51,763,000 2024

107.4 \$ 51,758,000 2025

107.5 (b) The 2024 appropriation includes \$5,179,000 for 2023 and \$46,584,000 for 2024.

107.6 (c) The 2025 appropriation includes \$5,175,000 for 2024 and \$46,583,000 for 2025.

107.7 Subd. 9. **High school equivalency tests.** (a) For payment of the costs of the
107.8 commissioner-selected high school equivalency tests under Minnesota Statutes, section
107.9 124D.55:

107.10 \$ 615,000 2024

107.11 \$ 125,000 2025

107.12 (b) Of the amounts in paragraph (a), \$490,000 in fiscal year 2024 is available until June
107.13 30, 2027.

107.14 Subd. 10. **After school community learning grant program.** (a) For grants for after
107.15 school community learning programs in accordance with Minnesota Statutes, section
107.16 124D.2211:

107.17 \$ 45,000,000 2024

107.18 \$ 0 2025

107.19 (b) Of this amount, a portion may be used for a contract with Ignite Afterschool to build
107.20 out a state-wide system of support for continuous improvement.

107.21 (c) Up to \$2,250,000 is available for grant administration, monitoring, providing technical
107.22 assistance, and program evaluation.

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

107.24 **ARTICLE 9**

107.25 **STATE AGENCIES**

107.26 Section 1. Minnesota Statutes 2022, section 121A.04, subdivision 1, is amended to read:

107.27 Subdivision 1. **Purpose.** The legislature recognizes certain past inequities in access to
107.28 athletic programs and in the various degrees of athletic opportunity previously afforded
107.29 members of each sex, race, and ethnicity. The purpose of this section is to provide an equal
107.30 opportunity for members of both sexes and members of all races and ethnicities to participate
107.31 in athletic programs.

108.1 Sec. 2. Minnesota Statutes 2022, section 121A.04, subdivision 2, is amended to read:

108.2 Subd. 2. **Equal opportunity in athletic programs.** Each educational institution or public
108.3 service shall provide equal opportunity for members of both sexes and members of all races
108.4 and ethnicities to participate in its athletic program. In determining whether equal opportunity
108.5 to participate in athletic programs is available for the purposes of this section, at least the
108.6 following factors shall be considered to the extent that they are applicable to a given situation:
108.7 whether the opportunity for males and females to participate in the athletic program reflects
108.8 the demonstrated interest in athletics of the males and females in the student body of the
108.9 educational institution or the population served by the public service; whether the opportunity
108.10 for members of all races and ethnicities to participate in the athletic program reflects the
108.11 demonstrated interest in athletics of members of all races and ethnicities in the student body
108.12 of the educational institution or the population served by the public service; whether the
108.13 variety and selection of sports and levels of competition effectively accommodate the
108.14 demonstrated interests of members of both sexes; whether the variety and selection of sports
108.15 and levels of competition effectively accommodate the demonstrated interests of members
108.16 of all races and ethnicities; the provision of equipment and supplies; scheduling of games
108.17 and practice times; assignment of coaches; provision of locker rooms; practice and
108.18 competitive facilities; and the provision of necessary funds for teams of one sex.

108.19 Sec. 3. Minnesota Statutes 2022, section 121A.582, subdivision 1, is amended to read:

108.20 Subdivision 1. **Reasonable force standard.** (a) A teacher or school principal, in
108.21 exercising the person's lawful authority, may use reasonable force when it is necessary under
108.22 the circumstances to correct or restrain a student ~~or~~ to prevent imminent bodily harm or
108.23 death to the student or to another.

108.24 (b) A school employee, school bus driver, or other agent of a district, in exercising the
108.25 person's lawful authority, may use reasonable force when it is necessary under the
108.26 circumstances to restrain a student ~~or~~ to prevent bodily harm or death to the student or to
108.27 another.

108.28 (c) Paragraphs (a) and (b) do not authorize conduct prohibited under section 125A.0942.

108.29 (d) Districts must report data on their use of any reasonable force used on a student with
108.30 a disability to correct or restrain the student to prevent imminent bodily harm or death to
108.31 the student or another that is consistent with the definition of physical holding under section
108.32 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

109.1 (e) Beginning with the 2023-2024 school year, districts must report annually by July
109.2 15, in a form and manner determined by the commissioner, data from the prior school year
109.3 about any reasonable force used on a general education student to correct or restrain the
109.4 student to prevent imminent bodily harm or death to the student or another that is consistent
109.5 with the definition of physical holding under section 125A.0941, paragraph (c).

109.6 Sec. 4. Minnesota Statutes 2022, section 125A.71, subdivision 1, is amended to read:

109.7 Subdivision 1. **Rental income; appropriation.** Rental income, ~~excluding rent for land~~
109.8 ~~and living residences,~~ must be deposited in the state treasury and credited to a revolving
109.9 fund of the academies. Money in the revolving fund for rental income is annually
109.10 appropriated to the academies for staff development purposes. Payment from the revolving
109.11 fund for rental income may be made only according to vouchers authorized by the
109.12 administrator of the academies.

109.13 Sec. 5. **[127A.21] OFFICE OF THE INSPECTOR GENERAL.**

109.14 Subdivision 1. **Establishment of Office of the Inspector General; powers; duties.** The
109.15 commissioner must establish within the department an Office of the Inspector General. The
109.16 Office of the Inspector General is charged with protecting the integrity of the department
109.17 and the state by detecting and preventing fraud, waste, and abuse in department programs.
109.18 The Office of the Inspector General must conduct independent and objective investigations
109.19 to promote the integrity of the department's programs and operations. When fraud or other
109.20 misuse of public funds is detected, the Office of the Inspector General must report it to the
109.21 appropriate law enforcement entity and collaborate and cooperate with law enforcement to
109.22 assist in the investigation and any subsequent civil and criminal prosecution.

109.23 Subd. 2. **Data practices; hiring; reporting.** The Office of the Inspector General has
109.24 access to all program data, regardless of classification under chapter 13, held by the
109.25 department, school districts or charter schools, grantees, and any other recipient of funds
109.26 from the department. The commissioner, or the commissioner's designee, must hire an
109.27 inspector general to lead the Office of the Inspector General. The inspector general must
109.28 hire a deputy inspector general and, at the discretion of the inspector general, sufficient
109.29 assistant inspectors general to carry out the duties of the office. In a form and manner
109.30 determined by the inspector general, the Office of the Inspector General must develop a
109.31 public platform for the public to report instances of potential fraud, waste, or abuse of public
109.32 funds administered by the department.

110.1 Sec. 6. Laws 2021, First Special Session chapter 13, article 11, section 4, subdivision 2,
110.2 is amended to read:

110.3 Subd. 2. **Department.** (a) For the Department of Education:

110.4 \$ 30,837,000 2022

110.5 ~~26,287,000~~

110.6 \$ 26,687,000 2023

110.7 Of these amounts:

110.8 (1) \$319,000 each year is for the Board of School Administrators;

110.9 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
110.10 section 120B.115;

110.11 (3) \$250,000 each year is for the School Finance Division to enhance financial data
110.12 analysis;

110.13 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
110.14 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

110.15 (5) \$123,000 each year is for a dyslexia specialist;

110.16 (6) \$480,000 each year is for the Department of Education's mainframe update;

110.17 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
110.18 litigation; and

110.19 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten
110.20 programs.

110.21 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
110.22 Washington, D.C., office.

110.23 (c) The expenditures of federal grants and aids as shown in the biennial budget document
110.24 and its supplements are approved and appropriated and must be spent as indicated.

110.25 (d) This appropriation includes funds for information technology project services and
110.26 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
110.27 information technology costs will be incorporated into the service level agreement and will
110.28 be paid to the Office of MN.IT Services by the Department of Education under the rates
110.29 and mechanisms specified in that agreement.

110.30 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,
110.31 section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later
110.32 is \$25,965,000.

111.1 (f) \$400,000 in fiscal year 2023 only is for costs associated with implementing changes
 111.2 to the school lunch and school breakfast programs in Minnesota Statutes, sections 124D.111
 111.3 and 124D.1158.

111.4 (g) On the effective date of this act, \$1,500,000 from the fiscal year 2022 appropriation
 111.5 for legal fees and costs associated with litigation is canceled to the general fund.

111.6 Sec. 7. **GRANT AUTHORITY.**

111.7 (a) The commissioner of education may transfer funding for grant administration and
 111.8 monitoring within the Department of Education as the commissioner determines necessary
 111.9 with the advance approval of the commissioner of management and budget. All transfers
 111.10 under this section must be intrafund.

111.11 (b) Unless a different amount is specified by law, the commissioner of education may
 111.12 retain up to five percent of amounts appropriated for grants for the purpose of grant
 111.13 administration and monitoring.

111.14 Sec. 8. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

111.15 Subdivision 1. **Department of Education.** Unless otherwise indicated, the sums indicated
 111.16 in this section are appropriated from the general fund to the Department of Education for
 111.17 the fiscal years designated. Any balance in the first year does not cancel but is available in
 111.18 the second year.

111.19 Subd. 2. **Department.** (a) For the Department of Education:

111.20 \$ 44,564,000 2024

111.21 \$ 41,131,000 2025

111.22 Of these amounts:

111.23 (1) \$405,000 each year is for the Board of School Administrators;

111.24 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
 111.25 section 120B.115;

111.26 (3) \$720,000 each year is for implementing Minnesota's Learning for English Academic
 111.27 Proficiency and Success Act (LEAPS) under Laws 2014, chapter 272, article 1, as amended;

111.28 (4) \$480,000 each year is for the Department of Education's mainframe update;

111.29 (5) \$7,500,000 in fiscal year 2024 only is for legal fees and costs associated with
 111.30 litigation;

112.1 (6) \$595,000 in fiscal year 2024 and \$2,609,000 in fiscal year 2025 are for modernizing
112.2 district data submissions. The base for this appropriation is \$2,359,000 in fiscal year 2026
112.3 and thereafter;

112.4 (7) \$1,792,000 in fiscal year 2024 and \$3,340,000 in fiscal year 2025 are for information
112.5 technology infrastructure and portfolio resources. The base for this appropriation is
112.6 \$4,906,000 in fiscal year 2026 and thereafter;

112.7 (8) \$2,000,000 each year is for the Office of the Inspector General established under
112.8 section 127A.21; and

112.9 (9) \$800,000 each year is for audit and internal control resources.

112.10 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
112.11 Washington, D.C., office.

112.12 (c) The expenditures of federal grants and aids as shown in the biennial budget document
112.13 and its supplements are approved and appropriated and must be spent as indicated.

112.14 (d) This appropriation includes funds for information technology project services and
112.15 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
112.16 information technology costs may be incorporated into the service level agreement and may
112.17 be paid to the Department of Information Technology Services by the Department of
112.18 Education under the rates and mechanisms specified in that agreement.

112.19 Sec. 9. **APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

112.20 (a) The sums indicated in this section are appropriated from the general fund to the
112.21 Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

112.22 \$ 17,445,000 2024

112.23 \$ 16,868,000 2025

112.24 Of these amounts:

112.25 (1) \$125,000 in fiscal year 2024 only is for an audiology booth and related testing
112.26 equipment; and

112.27 (2) \$445,000 in fiscal year 2024 and \$185,000 in fiscal year 2025 are for a mental health
112.28 day treatment program. These funds are available until June 30, 2027. The base amount for
112.29 the allocation under this clause is \$185,000 in fiscal year 2026 and later.

112.30 (b) The base for fiscal year 2026 is \$17,115,000 and the base for fiscal year 2027 and
112.31 later is \$16,872,000.

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

113.2 Sec. 10. **APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

113.3 (a) The sums indicated in this section are appropriated from the general fund to the
113.4 Perpich Center for Arts Education for the fiscal years designated:

113.5 \$ 9,219,000 2024

113.6 \$ 8,411,000 2025

113.7 Of these amounts, \$1,150,000 in fiscal year 2024 only is for furniture replacement in the
113.8 agency's dormitory and classrooms, including costs associated with moving and disposal.

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

113.10 Sec. 11. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
113.11 **STANDARDS BOARD.**

113.12 Subdivision 1. Professional Educator Licensing and Standards Board. (a) The sums
113.13 indicated in this section are appropriated from the general fund to the Professional Educator
113.14 Licensing and Standards Board for the fiscal years designated:

113.15 \$ 3,404,000 2024

113.16 \$ 3,561,000 2025

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

113.18 (c) This appropriation includes funds for information technology project services and
113.19 support subject to Minnesota Statutes, section 16E.21. Any ongoing information technology
113.20 costs may be incorporated into an interagency agreement and may be paid to the Department
113.21 of Information Technology Services by the Professional Educator Licensing and Standards
113.22 Board under the mechanism specified in that agreement.

113.23 Subd. 2. Licensure by portfolio. (a) For licensure by portfolio:

113.24 \$ 34,000 2024

113.25 \$ 34,000 2025

113.26 (b) This appropriation is from the education licensure portfolio account in the special revenue
113.27 fund.

ARTICLE 10**FORECAST****A. GENERAL EDUCATION**

Section 1. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 2, is amended to read:

Subd. 2. **General education aid.** For general education aid under Minnesota Statutes, section 126C.13, subdivision 4:

\$ 7,569,266,000 2022

~~7,804,527,000~~

\$ 7,538,983,000 2023

The 2022 appropriation includes \$717,326,000 for 2021 and \$6,851,940,000 for 2022.

The 2023 appropriation includes \$734,520,000 for 2022 and ~~\$7,070,007,000~~

\$6,804,463,000 for 2023.

Sec. 2. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 3, is amended to read:

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

\$ 12,000 2022

~~13,000~~

\$ 16,000 2023

Sec. 3. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 4, is amended to read:

Subd. 4. **Abatement aid.** For abatement aid under Minnesota Statutes, section 127A.49:

\$ 2,897,000 2022

~~3,558,000~~

\$ 1,434,000 2023

The 2022 appropriation includes \$269,000 for 2021 and \$2,628,000 for 2022.

The 2023 appropriation includes \$291,000 for 2022 and ~~\$3,267,000~~ \$1,143,000 for 2023.

115.1 Sec. 4. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 5,
115.2 is amended to read:

115.3 Subd. 5. **Consolidation transition aid.** For districts consolidating under Minnesota
115.4 Statutes, section 123A.485:

115.5 \$ 309,000 2022

115.6 ~~373,000~~

115.7 \$ 95,000 2023

115.8 The 2022 appropriation includes \$30,000 for 2021 and \$279,000 for 2022.

115.9 The 2023 appropriation includes \$31,000 for 2022 and ~~\$342,000~~ \$64,000 for 2023.

115.10 Sec. 5. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 6,
115.11 is amended to read:

115.12 Subd. 6. **Nonpublic pupil education aid.** For nonpublic pupil education aid under
115.13 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

115.14 \$ 16,991,000 2022

115.15 ~~17,450,000~~

115.16 \$ 19,003,000 2023

115.17 The 2022 appropriation includes \$1,903,000 for 2021 and \$15,088,000 for 2022.

115.18 The 2023 appropriation includes \$1,676,000 for 2022 and ~~\$15,774,000~~ \$17,327,000 for
115.19 2023.

115.20 Sec. 6. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 7,
115.21 is amended to read:

115.22 Subd. 7. **Nonpublic pupil transportation.** For nonpublic pupil transportation aid under
115.23 Minnesota Statutes, section 123B.92, subdivision 9:

115.24 \$ 19,770,000 2022

115.25 ~~19,906,000~~

115.26 \$ 21,027,000 2023

115.27 The 2022 appropriation includes \$1,910,000 for 2021 and \$17,860,000 for 2022.

115.28 The 2023 appropriation includes \$1,984,000 for 2022 and ~~\$17,922,000~~ \$19,043,000 for
115.29 2023.

116.1 Sec. 7. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 9,
116.2 is amended to read:

116.3 Subd. 9. **Career and technical aid.** For career and technical aid under Minnesota
116.4 Statutes, section 124D.4531, subdivision 1b:

116.5 \$ 2,668,000 2022

116.6 ~~2,279,000~~

116.7 \$ 1,914,000 2023

116.8 The 2022 appropriation includes \$323,000 for 2021 and \$2,345,000 for 2022.

116.9 The 2023 appropriation includes \$260,000 for 2022 and ~~\$2,019,000~~ \$1,654,000 for
116.10 2023.

116.11 **B. EDUCATION EXCELLENCE**

116.12 Sec. 8. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 2, is
116.13 amended to read:

116.14 Subd. 2. **Achievement and integration aid.** For achievement and integration aid under
116.15 Minnesota Statutes, section 124D.862:

116.16 \$ 84,057,000 2022

116.17 ~~83,431,000~~

116.18 \$ 81,579,000 2023

116.19 The 2022 appropriation includes \$8,868,000 for 2021 and \$75,189,000 for 2022.

116.20 The 2023 appropriation includes \$8,353,000 for 2022 and ~~\$75,078,000~~ \$73,226,000 for
116.21 2023.

116.22 Sec. 9. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 3, is
116.23 amended to read:

116.24 Subd. 3. **American Indian education aid.** For American Indian education aid under
116.25 Minnesota Statutes, section 124D.81, subdivision 2a:

116.26 \$ 11,351,000 2022

116.27 ~~11,775,000~~

116.28 \$ 11,575,000 2023

116.29 The 2022 appropriation includes \$1,102,000 for 2021 and \$10,249,000 for 2022.

116.30 The 2023 appropriation includes \$1,138,000 for 2022 and ~~\$10,637,000~~ \$10,437,000 for
116.31 2023.

117.1 Sec. 10. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 4,
117.2 is amended to read:

117.3 Subd. 4. **Charter school building lease aid.** For building lease aid under Minnesota
117.4 Statutes, section 124E.22:

117.5 \$ 93,547,000 2022

117.6 ~~99,819,000~~

117.7 \$ 90,864,000 2023

117.8 The 2022 appropriation includes \$8,617,000 for 2021 and \$84,930,000 for 2022.

117.9 The 2023 appropriation includes \$9,436,000 for 2022 and ~~\$90,383,000~~ \$81,428,000 for
117.10 2023.

117.11 Sec. 11. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 12,
117.12 is amended to read:

117.13 Subd. 12. **Interdistrict desegregation or integration transportation grants.** For
117.14 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
117.15 section 124D.87:

117.16 \$ 12,310,000 2022

117.17 ~~14,823,000~~

117.18 \$ 13,785,000 2023

117.19 Sec. 12. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 27,
117.20 is amended to read:

117.21 Subd. 27. **Tribal contract school aid.** For Tribal contract school aid under Minnesota
117.22 Statutes, section 124D.83:

117.23 \$ 2,743,000 2022

117.24 ~~3,160,000~~

117.25 \$ 2,581,000 2023

117.26 The 2022 appropriation includes \$240,000 for 2021 and \$2,503,000 for 2022.

117.27 The 2023 appropriation includes \$278,000 for 2022 and ~~\$2,882,000~~ \$2,303,000 for
117.28 2023.

118.1

C. TEACHERS

118.2 Sec. 13. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 7,
118.3 is amended to read:

118.4 Subd. 7. **Alternative teacher compensation aid.** (a) For alternative teacher compensation
118.5 aid under Minnesota Statutes, section 122A.415, subdivision 4:

118.6 \$ 88,896,000 2022

118.7 ~~88,898,000~~

118.8 \$ 88,308,000 2023

118.9 (b) The 2022 appropriation includes \$8,877,000 for 2021 and \$80,019,000 for 2022.

118.10 (c) The 2023 appropriation includes \$8,891,000 for 2022 and ~~\$80,007,000~~ \$79,417,000
118.11 for 2023.

118.12

D. SPECIAL EDUCATION

118.13 Sec. 14. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 2,
118.14 is amended to read:

118.15 Subd. 2. **Special education; regular.** For special education aid under Minnesota Statutes,
118.16 section 125A.75:

118.17 \$ 1,822,998,000 2022

118.18 ~~1,945,533,000~~

118.19 \$ 1,859,205,000 2023

118.20 The 2022 appropriation includes \$215,125,000 for 2021 and \$1,607,873,000 for 2022.

118.21 The 2023 appropriation includes \$226,342,000 for 2022 and ~~\$1,719,191,000~~
118.22 \$1,632,863,000 for 2023.

118.23 Sec. 15. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 3,
118.24 is amended to read:

118.25 Subd. 3. **Aid for children with disabilities.** For aid under Minnesota Statutes, section
118.26 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
118.27 the district boundaries for whom no district of residence can be determined:

118.28 \$ 1,818,000 2022

118.29 ~~2,010,000~~

118.30 \$ 1,484,000 2023

119.1 If the appropriation for either year is insufficient, the appropriation for the other year is
119.2 available.

119.3 Sec. 16. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 4,
119.4 is amended to read:

119.5 Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based
119.6 services under Minnesota Statutes, section 125A.75, subdivision 1:

119.7 \$ 465,000 2022

119.8 ~~512,000~~

119.9 \$ 337,000 2023

119.10 The 2022 appropriation includes \$23,000 for 2021 and \$442,000 for 2022.

119.11 The 2023 appropriation includes \$49,000 for 2022 and ~~\$463,000~~ \$288,000 for 2023.

119.12 **E. FACILITIES**

119.13 Sec. 17. Laws 2021, First Special Session chapter 13, article 7, section 2, subdivision 2,
119.14 is amended to read:

119.15 Subd. 2. **Debt service equalization aid.** For debt service equalization aid under
119.16 Minnesota Statutes, section 123B.53, subdivision 6:

119.17 \$ 25,001,000 2022

119.18 ~~24,286,000~~

119.19 \$ 24,315,000 2023

119.20 The 2022 appropriation includes \$2,588,000 for 2021 and \$22,413,000 for 2022.

119.21 The 2023 appropriation includes \$2,490,000 for 2022 and ~~\$21,796,000~~ \$21,825,000 for
119.22 2023.

119.23 Sec. 18. Laws 2021, First Special Session chapter 13, article 7, section 2, subdivision 3,
119.24 is amended to read:

119.25 Subd. 3. **Long-term facilities maintenance equalized aid.** For long-term facilities
119.26 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

119.27 \$ 108,582,000 2022

119.28 ~~111,077,000~~

119.29 \$ 108,269,000 2023

119.30 The 2022 appropriation includes \$10,660,000 for 2021 and \$97,922,000 for 2022.

120.1 The 2023 appropriation includes \$10,880,000 for 2022 and ~~\$100,197,000~~ \$97,389,000
120.2 for 2023.

120.3 **F. NUTRITION**

120.4 Sec. 19. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 2,
120.5 is amended to read:

120.6 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
120.7 and Code of Federal Regulations, title 7, section 210.17:

120.8 \$ 16,661,000 2022

120.9 ~~16,954,000~~

120.10 \$ 15,984,000 2023

120.11 Sec. 20. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 3,
120.12 is amended to read:

120.13 Subd. 3. **School breakfast.** For traditional school breakfast aid under Minnesota Statutes,
120.14 section 124D.1158:

120.15 \$ 11,848,000 2022

120.16 ~~12,200,000~~

120.17 \$ 10,802,000 2023

120.18 Sec. 21. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 4,
120.19 is amended to read:

120.20 Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,
120.21 section 124D.118:

120.22 \$ 656,000 2022

120.23 ~~658,000~~

120.24 \$ 659,000 2023

120.25 **G. EARLY EDUCATION**

120.26 Sec. 22. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 5,
120.27 is amended to read:

120.28 Subd. 5. **Early childhood family education aid.** (a) For early childhood family education
120.29 aid under Minnesota Statutes, section 124D.135:

120.30 \$ 35,003,000 2022

120.31 ~~36,478,000~~

120.32 \$ 35,180,000 2023

121.1 (b) The 2022 appropriation includes \$3,341,000 for 2021 and \$31,662,000 for 2022.

121.2 (c) The 2023 appropriation includes \$3,518,000 for 2022 and ~~\$32,960,000~~ \$31,662,000
121.3 for 2023.

121.4 Sec. 23. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 6,
121.5 is amended to read:

121.6 Subd. 6. **Developmental screening aid.** (a) For developmental screening aid under
121.7 Minnesota Statutes, sections 121A.17 and 121A.19:

121.8 \$ 3,582,000 2022

121.9 ~~3,476,000~~

121.10 \$ 3,503,000 2023

121.11 (b) The 2022 appropriation includes \$360,000 for 2021 and \$3,222,000 for 2022.

121.12 (c) The 2023 appropriation includes \$357,000 for 2022 and ~~\$3,119,000~~ \$3,146,000 for
121.13 2023.

121.14 Sec. 24. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 12,
121.15 is amended to read:

121.16 Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
121.17 124D.135:

121.18 \$ 462,000 2022

121.19 ~~444,000~~

121.20 \$ 415,000 2023

121.21 (b) The 2022 appropriation includes \$47,000 for 2021 and \$415,000 for 2022.

121.22 (c) The 2023 appropriation includes \$46,000 for 2022 and ~~\$398,000~~ \$369,000 for 2023.

121.23 **H. COMMUNITY EDUCATION AND LIFELONG LEARNING**

121.24 Sec. 25. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 2,
121.25 is amended to read:

121.26 Subd. 2. **Community education aid.** For community education aid under Minnesota
121.27 Statutes, section 124D.20:

121.28 \$ 180,000 2022

121.29 ~~155,000~~

121.30 \$ 150,000 2023

121.31 The 2022 appropriation includes \$22,000 for 2021 and \$158,000 for 2022.

122.1 The 2023 appropriation includes \$17,000 for 2022 and ~~\$138,000~~ \$133,000 for 2023.

122.2 Sec. 26. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 8,
122.3 is amended to read:

122.4 Subd. 8. **Adult basic education aid.** For adult basic education aid under Minnesota
122.5 Statutes, section 124D.531:

122.6 \$ 53,191,000 2022

122.7 ~~54,768,000~~

122.8 \$ 51,948,000 2023

122.9 The 2022 appropriation includes \$5,177,000 for 2021 and \$48,014,000 for 2022.

122.10 The 2023 appropriation includes \$5,334,000 for 2022 and ~~\$49,434,000~~ \$46,614,000 for
122.11 2023."

122.12 Delete the title and insert:

122.13 "A bill for an act

122.14 relating to education finance; providing funding for prekindergarten through grade
122.15 12 education; modifying provisions for general education, education excellence,
122.16 teachers, special education, facilities, nutrition, libraries, early childhood,
122.17 community education, and state agencies; making forecast adjustments; requiring
122.18 reports; appropriating money; amending Minnesota Statutes 2022, sections
122.19 119A.52; 120A.20, subdivision 1; 120A.41; 120B.018, by adding a subdivision;
122.20 120B.02, by adding a subdivision; 120B.12; 121A.04, subdivisions 1, 2; 121A.19;
122.21 121A.41, subdivision 7; 121A.582, subdivision 1; 122A.06, subdivision 4;
122.22 122A.187, by adding a subdivision; 122A.415, subdivision 4; 122A.63, by adding
122.23 a subdivision; 122A.73, subdivisions 2, 3, 5; 123B.595, subdivision 1; 123B.92,
122.24 subdivision 1; 124D.095, subdivisions 2, 7, 8; 124D.1158, as amended; 124D.128,
122.25 subdivision 2; 124D.151, subdivisions 1, 2, 3, 4, 6, 7, by adding a subdivision;
122.26 124D.165, subdivisions 2, 6; 124D.2211; 124D.231; 124D.531, subdivisions 1,
122.27 4; 124D.55; 124D.59, subdivision 2; 124D.65, subdivision 5; 124D.68, subdivision
122.28 2; 124D.74, subdivision 3; 124D.81; 124D.98, by adding a subdivision; 125A.03;
122.29 125A.71, subdivision 1; 125A.76, subdivision 2e; 126C.05, subdivisions 1, 3, as
122.30 amended, 17, 19; 126C.10, subdivisions 2, 2d, 3, 4, by adding subdivisions;
122.31 126C.15, subdivision 2; 126C.17, by adding a subdivision; 126C.40, subdivision
122.32 6; 134.355, subdivisions 5, 6, 7; Laws 2021, First Special Session chapter 13,
122.33 article 1, sections 9; 10, subdivisions 2, 3, 4, 5, 6, 7, 9; article 2, section 4,
122.34 subdivisions 2, 3, 4, 12, 27; article 3, section 7, subdivision 7; article 5, section 3,
122.35 subdivisions 2, 3, 4; article 7, section 2, subdivisions 2, 3; article 8, section 3,
122.36 subdivisions 2, 3, 4; article 9, section 4, subdivisions 5, 6, 12; article 10, section
122.37 1, subdivisions 2, 8; article 11, section 4, subdivision 2; proposing coding for new
122.38 law in Minnesota Statutes, chapters 121A; 122A; 124D; 125A; 127A; repealing
122.39 Minnesota Statutes 2022, sections 124D.151, subdivisions 5, 6; 126C.05,
122.40 subdivisions 3, 16; Laws 2023, chapter 18, section 4, subdivision 5."