

S.F. No. 2684 – Education Finance Omnibus (2nd Engrossment)

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Article 1. General Education

Section 1. **Access to Menstrual Products.** Requires a school district or charter school to provide access to menstrual products at no charge to students in grades 4 through 12. Defines “menstrual products.”

Section 2. **Definitions.** Updates the online learning option definition of “student” to include those enrolled in a Tribal contract or grant school.

Section 3. **Financial arrangements.** Updates the online learning options average daily membership to include a student enrolled in a Tribal contract or grant school.

Section 4. **English learner.** Updates the definition of “English learner” to include an early childhood special education student.

Section 5. **School district EL revenue.** Increases the per pupil allowance from \$704 to \$1,000 for English learners. Phases in an English learner cross subsidy aid at 25 percent in fiscal year 2024, 50 percent in fiscal year 2025, and 75 percent in fiscal year 2026 and later. Defines a district’s English learner cross subsidy aid as the greater of zero or the difference between the district’s expenditure for qualifying English learner services for the second previous year and the district’s English learner revenue for the second previous year.

Section 6. **Pupil unit.** Calculates the pupil unit of a kindergarten student with a disability the same as a kindergarten student without a disability.

Section 7. **Online learning students.** Includes a pupil enrolled in a Tribal contract or grant school in the definition of average daily membership for online learning.

Section 8. **Basic revenue.** Sets the formula allowance at \$7,138 in fiscal year 2024, and \$7,495 in fiscal year 2025 and later.

Section 9. **Local optional revenue.** Updates the second tier local optional levy equalizing factors starting in fiscal year 2025 so that the bill does not increase total statewide levies above the amount estimated under the February 2023 forecast.

Section 10. **Basic skills revenue.** Makes a technical change so that all the English learner revenue calculations are in Minnesota Statutes, 124D.65, subdivision 5.

Section 11. **Total operating capital revenue.** Increases the operating capital revenue for a district by \$2 times the adjusted pupil units for the school year to be used to supply menstrual products under Minnesota Statutes, section 126C.10, subdivision 14, clause (26).

Section. 12. **Operating capital levy.** Updates the operating capital equalizing factor starting in fiscal year 2025 so that the bill does not increase total statewide levies above the amount estimated under the February 2023 forecast.

Section 13. **Uses of total operating capital revenue.** Adds that operating capital revenue can be used to pay for the costs and supplies of menstrual products which are required to be accessible to students.

Section 14. **Reporting.** Requires a school district to report class size ratios under learning and development revenue by each grade to the commissioner of education starting in the 2023-2024 school year. Requires the department to submit a report to the legislature by December 1, 2024.

Section 15. **Building allocation.** Changes the percent of compensatory revenue that a district or cooperative is required to spend at each building generating the revenue from 50 percent to 80 percent.

Section 16. **Renewal by school board.** Authorizes a school board to renew an expiring referendum one time if specific conditions are met.

Section 17. **Payment to unemployment insurance program trust fund by state and political subdivisions.** Clarifies that a district must not include in its levy authority the costs associated with providing unemployment insurance to school employees under section 268.085, subdivision 7, paragraph (b).

Section 18. **School employees; between terms denial.** Makes school employees working in other than instructional, research, or principal administrative capacities eligible for unemployment benefits between school terms if they otherwise meet unemployment eligibility requirements. Allow the use of wages credits for unemployment insurance benefit purposes between school terms. For K-12 employees, other than an instructional position means one that does not require licenses from the Professional Educator Licensing and Standards Board (PELSB) or the Board of School Administrators (BOSA). Makes technical changes to existing law clarifying that school employees continue to be ineligible for unemployment benefits during vacation or holiday recess periods.

Section 19. **English Learner Cross Subsidy Reduction Aid.** Removes the \$2,000,000 English learner aid for fiscal year 2024 and 2025.

Section 20. **Laws 2021.** Updates the effective date for Laws 2021, First Special Session chapter 13, article 1, section 9 to 2023. This relates to Article 1, Section 20 of this bill.

Section 21. **Report.** Requires the Department of Education, in consultation with the Department of Employment and Economic Development, to report to the legislature the annual reimbursable costs and number of hourly workers receiving unemployment insurance benefits during the summer term.

Section 22. **Appropriations.** See fiscal tracking sheets.

Section 23. **Repealer.** Repeals Laws 2023, chapter 18, section 4, subdivision 5 (Additional general education aid for compensatory revenue and reappropriates amount into Section 23). Repeals Minnesota Statutes 2022, section 268.085, subdivision 8 (Services for school contractors related to unemployment benefits).

Article 2. Education Excellence

Section 1. **Multi-Tiered System of Supports (MTSS) and Collaborative Minnesota Partnerships to Advance Student Access (COMPASS).** Requires the Department of Education COMPASS team to offer training and support in implementing MTSS to all school districts and charter schools by July 1, 2023. States that COMPASS is the state’s school improvement model that provides support in the areas of literacy, math, social-emotional learning, and mental health with the MTSS framework. States that the MTSS framework is the state’s systematic, continuous school improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. Establishes the following requirements for the MTSS systemic framework:

- (1) a district-wide infrastructure consisting of effective leaders, collective efficacy among staff, positive school climate, linked teams, and professional learning that supports continuous improvement;
- (2) authentic family and community engagement;
- (3) multilayered tiers of culturally and linguistically responsive instruction and support. Tiers of support are core (Tier 1), supplemental (Tier 2), and intensive (Tier3) instructional levels;
- (4) valid and reliable assessment tools and processes to assess student and system performance;
- (5) a data-based decision-making approach where problems are defined and analyzed, solutions address root causes, and implementation is monitored to ensure success.

Section 2. **Department of education.** Establishes an online learning program fee administration account and allows the department to use the money in the account for costs associated with administering and monitoring online and digital learning programs.

Section 3. **Full-Service Community Schools.** Amends the program to allow an eligible school to receive a grant of \$100,000 for up to one year for planning activities and \$200,000 annually for up to three years for implementation. Requires a school leadership team to include the following in their evaluation of the need for full-service community school services:

- (1) integrated student supports that address out-of-school barriers to learning through partnerships with social and health service agencies and providers;
- (2) expanded and enriched learning time and opportunities;
- (3) active family and community engagement that brings students’ families and the community into the school as partners in education and makes the school a neighborhood hub;
- (4) collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility.

Section 4. **Credit for Employment with Healthcare Providers.** Allows a student in grade 11 or 12 to earn up to two elective credits for their time working in an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a childcare center.

Section 5. **Enrollment of other children; shared time enrollment.** Allows for enrollment of non-American Indian students in American Indian Education programs if the unique educational and culturally related academic needs of American Indian people are met and American Indian student accountability factors are the same or higher than their non-American Indian peers.

Section 6. **American Indian Education Aid.** Allows cooperative units enrolling at least 20 American Indian students to receive American Indian education aid. Allows a school district or Tribal contract school that does not expend the full amount of its aid to carry forward the remaining funds in the following fiscal year without an aid reduction if the district is adhering to their plan, the American Indian education parent advisory committee approves the carry forward; and the school district reports to the department the reason for the carry forward.

Section 7. **Innovative Incubator Service-Learning Grants.**

Subdivision 1. **Definitions.** Defines “eligible school” as a school district or school site operated by a school district, charter school, Tribal contract or grant school, or cooperative unit. Defines “eligible service-learning partnership” as a partnership that includes an eligible school and at least one community-based organization, community education program, state or federal agency, or political subdivision and may include other individuals or entities.

Subdivision 2. **Establishment; eligibility criteria; application requirements.** (a) Establishes a five-year technical assistance and grant program to initiate or expand and strengthen innovative service-learning opportunities for students in kindergarten through grade 12, help close the academic achievement gap, and create a positive school climate.

(b) Requires at least one program staff member and at least one service-learning specialist who is designated to develop and share expertise in implementing service-learning best practices to work with students to form a student-adult partnership. Requires a participating student to work with at least one adult from the initial partnership to identify a need or opportunity to pursue through a service-learning partnership before developing and submitting a grant application to the department. States that the fiscal agent for the grant to an eligible service-learning partnership is an eligible school who is a member or has a program that is a member of the partnership.

(c) Requires an eligible service-learning partnership that receives an innovation service-learning grant to include at least two or more enrolled students; two or more school employees of an eligible school; and an eligible community-based organization, community education program, state or federal agency, or political subdivision. Requires an eligible service-learning partnership that receives an innovation service-learning grant to assist students in actively participating in service-learning experiences that meet needs; operate collaboratively with service-learning partnership members; align service-learning experiences with at least one state or local academic standard; apply students’ knowledge and skills in their community; foster students’ civic engagement; and explore or pursue career pathways and support career and college readiness.

(d) Requires an eligible service-learning partnership to apply to the commissioner of education in the form and manner determined by the commissioner. Requires the eligible service-learning partnership plan to include various components.

Subdivision 3. **Innovation grants.** Requires the commissioner to annually award up to 32 grants of up to \$50,000 each that are equitably distributed throughout Minnesota by congressional district. Allows the commissioner to designate start-up or leader grant categories with differentiated maximum grant dollar amounts up to \$50,000. Requires a partnership to provide a 50 percent match in funds or in-kind contributions to receive a grant unless the commissioner waives the match requirement for an applicant serving a high number of students whose families meet federal poverty guidelines.

Subdivision 4. **Report.** Requires a grantee to report to the commissioner on the educational and developmental outcomes of participating students and the eligible school's progress toward meeting at least one goal of the world's best workforce goals and community outcomes achieved through student service-learning experiences. The commissioner must submit a report to the legislature by February 15, 2025.

Section 8. **Pilot Program to Improve Educational Outcomes and Accountability.**

Subdivision 1. **Establishment.** Requires the department to establish a pilot program to redesign performance frameworks for high schools that will improve educational outcomes for students of color starting in the 2023-2024 school year.

Subdivision 2. **Performance measures.** Requires the equity-focused framework for each school in the pilot program to include various measures and descriptions such as enrollment data, basic needs support provided by the school, data on the number of students who receive social- emotional and mental health support, instruction provided by the school, and culturally and real-life relevant curriculum provided by the school, etc.

Subdivision 3. **Reports.** (a) Requires the commissioner to submit a report to the legislative committees with jurisdiction over kindergarten through grade 12 education detailing the effectiveness of the first year of the pilot program and recommendations for improvement by July 1, 2024.

(b) Requires the commissioner to submit a report to the legislative committees with jurisdiction over kindergarten through grade 12 education detailing the effectiveness of the pilot program after two years and details on school implementation and performance measures by July 1, 2025.

Section 9. **Appropriations.** See fiscal tracking sheets.

Article 3. READ Act

Section 1. **Definitions.** Strikes the state literacy goal of having all third grade students achieve grade-level literacy from the definition of world's best workforce.

Section 2. **Adopting plans and budgets.** Allows school districts to exclude information regarding literacy in their world's best workforce plans and reports, except for the academic achievement of English learners.

Section 3. **The Read Act.** Establishes the title for sections 120B.12 to 120B.124 as the Reading to Ensure Academic Development Act, or the “Read Act.”

Section 4. **Read Act Goal and Interventions.**

Subdivision 1. **Literacy Goal.** (a) Amends the state literacy goal from having every child reading at or above grade level no later than the end of third grade to having every child reading at or above grade level every year, beginning in kindergarten. Requires school leaders and educators to provide evidence-based reading instruction through a focus on student mastery of foundational reading skills, development of oral language, vocabulary, and reading comprehension skills. Requires students receive evidence-based reading instruction.

(b) Requires districts to provide teachers and instructional support staff with training on evidence-based reading instruction that is approved by the department and CAREI. Establishes a timeline for school districts to provide training to intervention teachers, special education teachers, curriculum directors, instructional support staff that provide reading instruction, staff that selects literacy instructional materials, and all classroom teachers teaching prekindergarten through third grade. Allows for the commissioner to grant extensions to the deadlines.

(c) Strongly encourages districts to adopt a MTSS framework.

Subdivision 2. **Identification; report.** Requires a school district to screen every student in kindergarten, first grade, second grade, and third grade twice a year using a department-approved screening tool. Requires universal screening for mastery of foundational skills and oral language. Allows for the screening for characteristics of dyslexia to be integrated with the universal screening for mastery of foundational skills and oral language. Requires students in fourth grade and higher, who are not demonstrating mastery of foundational skills and oral language, to be screened using a department-approved screening tool.

Subdivision 3. **Intervention.** Encourages districts to provide reading intervention through an MTSS framework.

Subdivision 4. **Staff development.** Requires a district to provide teachers and instructional staff with evidence-based training. Requires a district to provide staff in early childhood education programs with sufficient training to provide children in the programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

Subdivision 4a. **Local literacy plan.** Amends the requirements of the local literacy plan to conform to the amendments in this section. Requires the plan to be updated by August 1 of each year. Directs the commissioner to develop a template for local literacy plans that meets the requirements of this subdivision and requires all reading instruction and teacher training in reading instruction to be evidence-based. Requires a report to the legislature on the number of teachers and staff that have completed the department-approved training; the screeners used at the beginning and end of the school year; and aggregated and disaggregated data by school site and grade level using the measurements of foundational literacy skills and mastery identified by the department and CAREI.

Subdivision 5. **Approved screeners.** Directs the Commissioner to recommend multiple screening tools to assist districts in identifying students with characteristics of dyslexia and assess students' reading proficiency.

Section 5. **Read Act Definitions.**

Subdivision 1. **Read act.** The following terms have the meanings given for purposes of the Read Act.

Subdivision 2. **CAREI.** "CAREI" means the Center for Applied Research and Educational Improvement at the University of Minnesota.

Subdivision 3. **District.** "District" means a school district, charter school, or cooperative unit.

Subdivision 4. **Evidence-based.** "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in areas of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

Subdivision 5. **Fluency.** "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

Subdivision 6. **Foundational reading skills.** "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency.

Subdivision 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board (PELSB) as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the department in structured literacy.

Subdivision 8. **Literacy lead.** "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners.

Subdivision 9. **MTSS.** "MTSS" or "multitiered system of support" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

Subdivision 10. **Oral language.** "Oral language" or "spoken language" includes speaking and listening and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

Subdivision 11. **Phonemic awareness.** "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

Subdivision 12. **Phonics instruction.** "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and sounds they represent and the application of this knowledge in reading and spelling.

Subdivision 13. **Progress monitoring.** “Progress monitoring” means using data collected to inform whether interventions are working.

Subdivision 14. **Reading comprehension.** “Reading comprehension” means a function of word recognition skills.

Subdivision 15. **Structured literacy.** “Structured literacy” means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress.

Subdivision 16. **Three-cueing system.** “Three-cueing system” or “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.

Subdivision 17. **Vocabulary development.** “Vocabulary development” means the process of acquiring new words.

Section 6. **Purpose.** Amends the statute requiring the department to employ a dyslexia specialist to require the specialist to make recommendations to the commissioner consistent with the Read Act.

Section 7. **Read Act Implementation.**

Subdivision 1. **Screeners.** Requires a district to administer a reading screener to students in kindergarten through grade 3 within the first six weeks of the school year and again within the last six weeks of the school year.

Subdivision 2. **Progress monitoring.** Strongly encourages a district to develop an intervention plan that meets the requirements of section 120B.12, subdivision 3, for a student not reading at grade level.

Subdivision 3. **Curriculum.** Requires a district to use evidence-based curriculum at each grade level that is designed around teaching the foundational reading skills.

Subdivision 4. **MTSS framework.** Encourages districts to use a data-based decision-making process within the MTSS framework to determine the evidence-based core reading instruction and Tier 2 or Tier 3 intervention required to meet a student’s identified needs.

Subdivision 5. **Professional development.** (a) Restates the timeline for providing evidence-based training to the district’s teachers.

Subdivision 6. **Literacy lead.** Requires a district to employ or contract with a literacy lead or be actively supporting a designated literacy specialist through the process of becoming a literacy lead by August 30, 2025.

Subdivision 7. **Department of education.** Directs the department to make a list of approved evidence-based screeners available to districts by July 1, 2023. Requires a district to use an approved screener to assess students’ mastery of foundational reading skills. Requires the department to partner with CAREI to approve literacy curricula. A district is not required to use an approved curriculum unless the curriculum was purchased with state grant funds. Requires the department to partner with CAREI to approve professional development programs. Directs the department to employ a literacy specialist.

Section 8. **Read Act Implementation Partnership.**

Subdivision 1. **Resources.** Directs the department to partner with CAREI for two years to support implementation of the Read Act. The department and CAREI must jointly:

- (1) identify at least five literacy curricula and supporting materials that are evidence-based or focused on structured literacy;
- (2) identify at least three professional development programs that focus on the five pillars of literacy and the components of structured literacy;
- (3) identify evidence-based literacy intervention materials for students in kindergarten through grade 12;
- (4) develop an evidence-based literacy lead training program that trains literacy specialists throughout the state to support schools' efforts in screening, measuring growth, monitoring progress, and implementing interventions;
- (5) identify measures of foundational literacy skills and mastery that a district must report on a local literacy plan;
- (6) provide guidance to districts about the best practices in literacy instruction, and practices that are not evidence-based;
- (7) develop MTSS model plans that districts may adopt to support efforts to screen, identify, intervene, and monitor the progress of students not reading at grade level; and
- (8) ensure that teacher professional development options and MTSS framework training are geographically equitable by supporting trainings through regional service cooperatives.

Subdivision 2. **Reconsideration.** Requires the department and CAREI to provide districts an opportunity to request that the department and CAREI add to the list of curricula or professional development programs. The reconsideration procedure must be published on the department's website.

Subdivision 3. **Support.** Directs the department and CAREI to support district implementation efforts by:

- (1) issuing guidance for teachers on implementing curriculum that is evidence-based, or focused on structured literacy;
- (2) providing teachers with accessible options for evidence-based professional development focused on structured literacy;
- (3) providing districts with guidance on adapting MTSS; and
- (4) providing districts with literacy implementation guidance and support.

Section 9. **Reading strategies.** Amends the requirements for teacher preparation programs to include evidence-based best practices in reading consistent with the Read Act.

Section 10. **Tests.** Amends the requirement for Tier 3 and Tier 4 teacher licensure candidates to pass a test assessing their knowledge, skill, and ability in evidence-based reading instruction consistent with the Read Act.

Section 11. **Reading preparation.** Amends the licensure renewal requirements for Tier 3 and Tier 4 licensed teachers who are renewing their license to have further reading preparation consistent with the Read Act.

Section 12. **Minnesota reading corps program.** Amends the reading corps program to include evidence-based literacy instruction consistent with the Read Act.

Section 13. **Literacy incentive aid uses.** Amends literacy incentive aid to require districts to use the aid to support evidence-based reading instruction with the following uses:

- (1) teacher training on using evidence-based screening and progress monitoring tools;
- (2) evidence-based training using a training program approved by the department;
- (3) employing or contracting with a literacy lead;
- (4) materials, training and ongoing coaching to ensure reading interventions under section 125A.56, subdivision 1, are evidence-based; and
- (5) evidence-based, structured literacy curriculum and supporting materials.

Section 14. **Appropriations.** See fiscal tracking sheets.

Section 15. **Repealer.** Repeals section 122A.06, subdivision 4 (comprehensive, scientifically based reading instruction).

Article 4. Teachers

Section 1. Closing Educational Opportunity Gaps.

Subdivision 1. **Grant program established.** Directs the commissioner to establish a grant program to support implementation of certain world's best workforce strategies and collaborative efforts that address opportunity gaps.

Subdivision 2. **Definitions.** (b) Defines "antiracist" as actively working to identify and eliminate racism in all forms so that power and resources are redistributed and shared equitably among racial groups.

(c) Defines "curricular" as curriculum resources used, and content taught as well as access to levels of coursework or types of learning opportunities.

(d) Defines "environmental" as relating to the climate and culture of a school.

(e) Defines "equitable" as fairness by providing curriculum, instruction, support, and other resources for learning based on the needs of individual students and groups of students to succeed at school rather than treating all students the same despite the students having different needs.

(f) Defines "institutional racism" as policies and practices within and across institutions that produce outcomes that chronically favor white people and disadvantage those who are Black, Indigenous, and People of Color.

(g) Defines "opportunity gap" as the inequitable distribution of resources that impacts inequitable opportunities that contribute to or perpetuate learning gaps for certain groups of students.

(h) Defines "structural" as relating to the organization and system of a school that have been created to manage a school.

Subdivision 3. **Applications and grant awards.** Directs the commissioner to determine application procedures and deadlines, select districts and charter schools to participate in the grant program, and determine the award amount and payment process for grants.

Encourages the commissioner to award grants equally between districts in greater Minnesota and those in the Twin Cities metro.

Subdivision 4. **Description.** Requires the grant program to support collaborative efforts that close opportunity gaps by the following methods:

- (1) ensuring school environments and curriculum validate, affirm, embrace, and integrate cultural and community strengths from all racial and ethnic backgrounds; and
- (2) addressing institutional racism with equitable school policies, structures, practices, and curricular offerings.

Subdivision 5. **Report.** Requires grant recipients to annually report to the commissioner on efforts planned and implemented that engaged students, families, educators, and community members of diverse racial and ethnic backgrounds in making improvements to school climate and curriculum. Requires the commissioner to publish a summary report on the grant recipient's activities.

Section 2. **Requirements.** Directs PELSB to issue a Tier 3 license to a candidate who demonstrates the following:

- (1) the candidate has completed a teacher preparation program from a culturally specific Minority Serving Institution in the United States; or
- (2) the candidate has completed a university teacher preparation program in another country and has taught for at least two years.

Requires the candidate to have completed student teaching comparable to the student teaching expectations in Minnesota.

Section 3. **Requirements.** Allows a Tier 4 teacher licensure candidate to have at least three years of teacher experience in another state, not just Minnesota, to qualify for a license.

Section 4. **Tests.** Strikes the requirement for a candidate to have a passing score on a board-adopted examination of skills in reading, writing, and mathematics to receive a Tier 4 teaching license. Requires a Tier 3 or Tier 4 licensure candidate to pass an examination of general pedagogical knowledge and licensure specific content if the candidate has not completed a board-approved preparation program. Allows licensure candidates prepared in another state who have satisfactorily completed a preparation program and passed licensure examinations in that state to forgo the similar examinations required in Minnesota. Requires all testing centers in the state to provide monthly opportunities for untimed content and pedagogy examinations. Requires a candidate who has not passed a required exam after two attempts to retake the exam without being charged an additional fee.

Section 5. **Hiring, dismissing.** Requires a school district to annually report to the Professional Educator Licensing and Standards Board; (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.

Section 6. **Probationary period.** Limits the probationary period to no longer than one year for a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state.

Section 7. **Probationary period; discharge or demotion; school districts in first class cities.** Limits the probationary period to no longer than one year for a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state.

Section 8. **Reporting of hires and terminations; school districts in first class cities.** Requires a school district to annually report to the Professional Educator Licensing and Standards Board; (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.

Section 9. **Basic alternative teacher compensation aid.** Amends the Q-comp aid entitlement.

Section 10. **Come teach in Minnesota hiring bonuses.** Allows hiring bonuses to be given to persons from another state or country who immediately qualify for a Tier 2 or higher Minnesota teaching license. Increases the bonus amounts for a teacher who meets the eligibility requirements to a minimum of \$4,000 from \$2,500 and a maximum of \$8,000 from \$5,000. Increases the bonus amounts for a teacher who meets the eligibility requirements and meets a licensure shortage area in the economic development region of the state where the school is located, to a minimum of \$5,000 from \$4,000 and a maximum of \$10,000 from \$8,000. Requires a teacher who receives the bonus to have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the second half of the bonus. Requires the district to prorate the second half of the bonus if the eligible teacher is nonrenewed due to reasons not having to do with teaching effectiveness or misconduct. Permits the commissioner to award additional funds to participating schools to administer the program.

Section 11. **Supporting Heritage Language and Culture Teachers.**

Subdivision 1. **Purpose.** States the purpose of the section is to increase the number of heritage language and culture teachers in Minnesota.

Subdivision 2. **Definitions.** Defines “heritage language and culture teachers” as teachers with a connection to a community’s language and culture who use the connection to support students as they learn academic content or the language and culture of that community.

Subdivision 3. **Eligibility.** Requires applicants to the program to:

- (1) hold a current license issued by the Professional Educator Licensing and Standards Board or meet the criteria for a Tier 1 license under section 122A.181; and
- (2) seek initial, dual, or additional licensure in a heritage language.

Subdivision 4. **Heritage language and culture teacher licensure pathway program.** (a) Directs the Professional Educator Licensing and Standards Board to develop a program to support licensure of heritage language and culture teachers. Requires the program to include the following:

- (1) a yearlong mentorship program;
- (2) monthly meetings for applicants to receive guidance on completing the portfolio process from a portfolio liaison;
- (3) a waiver for all portfolio and licensure testing fees; and
- (4) a portfolio review committee created by the board.

(b) Requires applicants seeking an initial license in a world language or culture to demonstrate meeting the standards of effective practice in Minnesota Rules, part 8710.2000

and content-specific pedagogical standards in Minnesota Rules 8710.4950 through the portfolio process.

(c) Requires applicants seeking a dual license to demonstrate meeting the content-specific pedagogical standards in Minnesota Rules, part 8710.4950.

(d) Requires applicants seeking an additional license in a world language and culture to demonstrate meeting the content-specific pedagogical standards in Minnesota Rules, part 8710.4950.

Subdivision 5. Heritage language and culture educators seeking a world language license. Allows heritage language and culture teachers who are seeking a world language and culture license who demonstrate proficiency through one of the following methods to use this proficiency to evidence meeting the required content-specific world language and culture standards for their licensure in their heritage language:

- (1) passing a board-approved assessment;
- (2) holding a certificate to serve as a translator or interpreter; or
- (3) completing an undergraduate or postbaccalaureate degree from an accredited university where most of the coursework was taught via the non-English instructional language.

Section 12. Collaborative urban and greater Minnesota educators of color grant program.

Subdivision 1. Establishment. Modifies the purpose of the program to include completion of teacher preparation programs.

Subdivision 2. Competitive grants. (a) Directs the Professional Educator Licensing and Standards Board to award collaborative urban and greater Minnesota educators of color grants to a variety of higher education institution types. An applicant must submit a plan that describes how it would use the grant funds to increase the number of teachers who are of color or who are American Indian. Amends the priorities for awarding grants to include:

- (1) program outcomes, including graduation or program completion rates and licensure recommendation rates;
- (2) the extent to which an institution's plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Permits plans for the grant funds to include:
 - (i) recruiting more racially and ethnically diverse candidates for admission;
 - (ii) providing differentiated advising, mentoring, or other supportive community-building activities;
 - (iii) providing academic tutoring or support to help teacher candidates pass required assessments; and
 - (iv) providing program staffing expenses;
- (3) an institution's plan to provide direct financial assistance as scholarships or stipends;
- (4) whether the institution has previously received a competitive grant under this section and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian enroll in and successfully complete teacher preparation programs and be recommended for licensure;
- (5) geographic diversity among institutions. Requires the board to prioritize awarding grants to institutions outside of the Twin Cities metropolitan area whenever there is at least a 20 percent increase in the base appropriation for the grant program; and

(6) the percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

- (i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and
- (ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists.

(b) Prohibits the board from penalizing an applicant for using grant funds only to provide direct financial support to teacher candidates if that is the institution's priority and the institution uses other resources to provide programmatic support to candidates.

(d) Requires the board to determine grant awards by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. Allows the board to grant an institution a lower average amount per candidate and allows the institution to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Permits an institution to use up to 25 percent of the awarded grant funds to provide programmatic support.

Subdivision 3. Grant program administration. Directs the board to establish a standard allowable dollar range for direct financial assistance an applicant may provide to each candidate. Requires the board to collect de-identified data from institutions that received a grant during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. States the purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.

Subdivision 4. Report. (a) Amends the due date for the report from institutions to the Professional Educator Licensing and Standards Board from January 15th of each year to August 15th of each year. Requires the report to include:

- (1) total number of teacher candidates of color and American Indian teacher candidates who:
 - i. are enrolled in the institution;
 - ii. are supported by grant funds with direct financial assistance during the academic reporting year;
 - iii. are supported with other programmatic supports;
 - iv. are recruited and newly admitted to a licensure program;
 - v. are enrolled in a licensure program;
 - vi. have complete a licensure program; and
 - vii. were recommended for licensure in the field for which they were prepared;
 - (2) the total number of teacher candidates of color or American Indian teacher candidates at each stage from program admission to licensure recommendation as a percentage of all candidates seeking the same licensure at the institution; and
 - (3) a brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds, and lessons learned for future efforts.
- (b) Requires the board to post a report on its website by November 1 of each year summarizing the activities and outcomes of grant recipients and results that promote sharing of effective practices and lessons learned among grant recipients.

Section 13. **Teacher Mentorship and Retention of Effective Teachers.**

Subdivision 2a. **Funded work.** (a) Restates the allowable uses for grant funds stricken from subdivision 1 which require grant funds to be used for the following:

- (1) additional stipends as incentives to mentors who are of color or who are American Indian;
 - (2) financial supports for professional learning community affinity groups across schools within and between districts for educators from underrepresented racial and ethnic groups to come together throughout the school year. Defines “affinity groups” as groups of licensed and nonlicensed educators who share a common racial or ethnic identity;
 - (3) programs for induction aligned with the district or school mentorship program during the first three years of teaching;
 - (4) professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or
 - (5) for teachers of color and American Indian teachers, graduate courses toward a first master’s degree in a field related to their licensure or toward an additional license.
- (b) Requires a charter school or school district that receive a grant to negotiate additional retention strategies or protection from unrequested leaves of absence in the beginning years of employment for teachers who are of color or who are American Indian.

Subdivision 3. **Criteria for selection.** (b) Requires the Professional Educator Licensing and Standards Board to give priority to applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage areas within the applicant’s economic development region.

Subdivision 5. **Program implementation.** Allows a grant recipient to use grant funds over a period of up to 24 months.

Subdivision 6. **Report.** Amends the date that grant recipients must report to the board from June 30th of each year to September 30th of each year. Directs the board to publish a summary report for the public and report to the legislature by November 30th of each year.

Section 14. **Grow Your Own district programs.** (a) Allows a charter school, cooperative unit under **section 123A. 24, subdivision 2**, or Head Start program under **section 119A.50**, in addition to a school district, to apply for a grant to partner with a Professional Educator Licensing and Standards Board approved teacher preparation program. Allows partnerships to include associate degree-granting institutions to support students in early childhood or education programs that have transfer agreements with board-approved preparation programs and colleges or universities.

(c) Limits the maximum amount of grants to \$850,000.

Section 15. **Grants for programs serving secondary school students.** Amends the subdivision to conform to the amendment to the allowable grant applicants. Limits the maximum grant award to \$500,000 for activities under this subdivision.

Section 16. **Duties; evaluation.** Amends the principal’s evaluation to support and improve a principal’s culturally responsive leadership practices that create inclusive and respectful teaching and learning environments.

Section 17. **Student Support Personnel Aid.**

Subdivision 1. **Definitions.** Provides for the following definitions under this section:

- (1) Defines “new position” as a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2022-2023 school year.
- (2) Defines “student support services personnel” as an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subdivision 2. **Purpose.** States several purposes of student support personnel aid including:

- (1) addressing shortages of student support personnel in schools;
- (2) decreasing caseloads for existing student support services personnel;
- (3) ensuring that students receive effective student support services;
- (4) ensuring that student support services personnel serve within the scope and practice of their training and licensure;
- (5) fully integrating learning support, instruction, assessment, data-based decision making, and family and community engagement;
- (6) improving student health, school safety, and school climate.

Subdivision 3. **Student support personnel aid.** (a) States that a school district’s aid for fiscal years 2024 and 2025 equals the greater of \$24 times the adjusted pupil units for the current fiscal year or \$25,000. States that a school district’s aid for fiscal year 2026 and later equals the greater of \$44 times the adjusted pupil units for the current fiscal year or \$60,000. States that for fiscal year 2024 and 2025, a charter school’s aid equals \$22 times the adjusted pupil units for the current fiscal year. States that for fiscal year 2026, a charter school’s aid equals \$40 times the adjusted pupil units for the current fiscal year.

(b) States that a cooperative’s aid equals \$2 times the adjusted pupil units at the district for the current fiscal year. States that a cooperative’s aid equals \$4 times the adjusted pupil units at the district for the current fiscal year. Requires that a district who is a member of more than one cooperative to allocate revenue among the cooperative units.

(c) States that, notwithstanding paragraphs (a) and (b), the aid must not exceed a district’s or cooperative unit’s actual expenditure according to the approved plan under subdivision 3.

Subdivision 4. **Allowed uses.** (a) Requires that cooperative student support personnel aid be transferred to the intermediate district or cooperative unit of which the district is a member. States that the aid must be used to hire new positions for student support services personnel.

(b) States that if a school district, charter school, or cooperative unit does not receive at least two applications and is not able to hire, allows for the aid to be used to pay for contracted services from individuals licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subdivision 5. **Report required.** Requires a school district, charter school, or cooperative unit who receives aid under this section to submit a written report to the commissioner by February 1 of the following fiscal year.

Section 18. **Appropriations; Department of Education.** See fiscal tracking sheets.

Section 19. **Appropriations; Professional Educator Licensing and Standards Board.** See fiscal tracking sheets.

Article 5. Special Education.

Section 1. **Age limitations; pupils.** Allows a student with a disability to be eligible for free public school enrollment until the pupil's 22nd birthday.

Section 2. **Pupil.** Updates the definition of a "pupil" to include a student with a disability under 22 years of age who has not yet received a regular high school diploma.

Section 3. **Requirements for American sign language/English interpreters.** Adds a Certified Deaf Interpreter to the allowed types of certifications required for a person employed by a school district to provide American sign language or English interpreting or sign transliterating services. Makes employees who meet the requirements for an American sign language or English interpreter "essential personnel" for special education aid.

Section 4. **Definitions.** Includes the cost of providing transportation services for a student with a disability placed in a family foster home for purposes of computing special education initial aid.

Section 5. **Commissioner designation.** Allows a student with a disability to continue to enroll in learning year program courses until the student graduates with a regular high school diploma or the student is 22 years old, whichever comes first.

Section 6. **Eligible pupils.** Includes a pupil with a disability as being eligible to participate in the graduation incentives program and in concurrent enrollment courses.

Section 7. **Special instruction for children with a disability.** Requires special instruction and services to be provided from birth until the child with a disability becomes 22 years old.

Section 8. **Individualized Education Programs.** Requires a school district to give a paraprofessional paid time or time during the school day to review a student's IEP or be briefed on the student's specific needs by appropriate staff before working alone with an individual student with a disability. Requests the school district to ensure that paraprofessionals, Title 1 aids, and other instructional support staff be annually given a minimum of 16 hours of paid orientation or professional development. Requires eight of the hours to be complete before the first instructional day of the school year or within 30 days hire. Requires the orientation or professional development to be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year. Paraprofessionals providing direct student support must dedicate at least half of the professional development or orientation to meeting the requirements of

this section. Allows the paraprofessional’s professional development to address the requirements of section 120B.363 (credential for education paraprofessionals).

Section 9. **Cross subsidy reduction aid.** Increases the special education cross subsidy aid factor to 40 percent for fiscal year 2024, 47.3 percent for fiscal year 2025, and 60 percent for fiscal year 2026 and later.

Section 10. **Special education separate sites and programs aid.** Defines “special education separate site and program” as a public separate day school facility attended by students with disabilities for 50 percent or more of their school day. Makes an education cooperative, education district, service cooperative, and intermediate school district eligible for additional state funding under this section. Allows the funding to be used for the same purposes as are permitted for state special education aid under section 125A.76. Sets the aid equal to \$1,689 times the adjusted kindergarten through grade 12 pupil units served in special education separate sites and programs.

Section 11. **Special education services.**

Paragraph (i) Allows school social work services provided by a mental health profession or mental health practitioner to be eligible for medical assistance payment.

Paragraph (j) Allows a special education evaluation, individualized education program, or individual family service plan to be used to determine medical necessity and eligibility for school social work services instead of a diagnostic assessment.

Paragraph (k) Permits a school social worker or school providing mental health services under paragraph (i) without certification to provide children’s therapeutic services and supports.

Paragraph (l) The covered mental health services provided by a school social worker, include, but are not limited to:

- (1) administering and reporting standardized measures;
- (2) care coordination;
- (3) children’s mental health crisis assistance, planning, and response services;
- (4) children’s mental health clinical care consultation;
- (5) dialectical behavioral therapy for adolescents;
- (6) direction of mental health behavioral aids;
- (7) family psychoeducation;
- (8) individual, family, and group psychotherapy;
- (9) mental health behavioral aide services;
- (10) skills and training; and
- (11) treatment plan development and review.

Effective Date: Makes the section effective January 1, 2024, or upon federal approval, whichever is later. Directs the commissioner to notify the Revisor of Statutes when federal approval has been obtained.

Section 12. **Appropriations.** See fiscal tracking sheets.

Article 6. Facilities.

Section 1. **Intermediate districts and other cooperative units.** Allows a joint powers district under section 471.59 to have its member districts include in their levy authority a proportionate share of the long-term maintenance costs of the joint powers districts.

Section 2. **To lease building or land.** Allows a cooperative unit under section 123A.24, subdivision 2, or a joint powers district under section 471.53 to have its member districts include in their levy authority the costs associated with leases of administrative and classroom space.

Section 3. **Lease purchase; installment buys.** Requires the Minneapolis, St. Paul, and Duluth school districts to have a review and comment for achievement and integration revenue.

Section 4. **Lease levy for transportation hub for Eastern Carver County School District.** Authorizes Independent School District No. 112 to levy for the costs of a pupil transportation hub provided the district can show significant financial savings for the school district and provided the district's lease levy does not exceed the current statutory cap.

Section 5. **Fund transfer; Burnsville-Eagan-Savage school district.**

Paragraph (a) allows a fund transfer for the Burnsville-Eagan-Savage school district. Requires the district to first deposit proceeds from certain building leases into the district's debt retirement fund to pay off any outstanding debt on the leased property that generated the revenue. After the leased property's debts are satisfied, allows the district to deposit any remaining proceeds into the district's unrestricted general fund, rather than the district's operating capital account in the general fund.

Paragraph (b) allows a fund transfer for the Burnsville-Eagan-Savage school district. Requires the district to first deposit proceeds from the sale or exchange of certain school buildings or property into the district's debt retirement fund to pay off any outstanding debt on the sold or exchanged buildings or property. After the building's or property's debts are satisfied, allows the district to deposit any remaining proceeds into the district's unrestricted general fund, rather than the district's operating capital account in the general fund.

Section 6. **Long-term facilities maintenance revenue adjustment (LTFM).** Includes the costs of updating a school facility's air handling systems in the district's LTFM costs if the district can demonstrate that the overall construction costs are less than those associated with a newly constructed facility.

Section 7. **Fund transfer; Moorhead Area Public Schools.** Allows Moorhead Area Public Schools to permanently transfer up to \$5,000,000 from the long-term facilities maintenance reserve account to the operating capital reserve account. Requires transferred funds be used to pay for the increased costs of constructing, furnishing, and equipping the new Moorhead High School facility.

Section 8. **Appropriations.** See fiscal tracking sheets.

Article 7. Nutrition and Libraries.

Section 1. **School breakfast program.** Expands the school breakfast program to include an early childhood special education student participating in a voluntary prekindergarten program.

Section 2. **School Libraries and Media Centers.** States that a school library or media center provides equitable and free access to students, teachers, and administrators. Requires a school library or media center to have the following characteristics:

- (1) ensures every student has equitable access to resources and the ability to locate, access, and use organized and catalogued resources;
- (2) has a collection development plan that includes materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
- (3) is housed in a central location;
- (4) has technology and internet access; and
- (5) is served by a licensed school library media specialist or licensed school librarian.

Section 3. **Appropriation.** Beginning in fiscal year 2026, increases basic system support aid by one plus the percent increase in the basic formula allowance from the previous year to the current year.

Section 4. **Base aid distribution.** Increases the basic aid distribution from five percent to 15 percent of the available funds being paid to each system as their base aid for basic system services.

Section 5. **Adjusted net tax capacity per capita distribution.** Reduces the adjusted net tax capacity per capita distribution from 25 percent to 15 percent of the available aid funds being paid to regional public library systems. Modifies the adjusted net tax capacity calculation data from the second to the third year preceding the fiscal year for which aid is provided. Makes technical corrections.

Section 6. **Population determination.** Amends the regional public library's population calculation to use the most recent estimate available under section 477A.011, subdivision 3, at the time the aid amounts are calculated.

Section 7. **School library aid.** Creates a school library aid funding stream for school districts and charter schools equaling the greater of \$15 times the adjusted pupil units for the school year or \$50,000. Requires school library aid to be reserved and used for specific listed purposes.

Section 8. **Laws 2023; school lunch.** Adjusts the school lunch appropriation to account for the extension of voluntary prekindergarten and school readiness plus.

Section 9. **Laws 2023; school breakfast.** Adjusts the school breakfast appropriation to account for the extension of voluntary prekindergarten and School Readiness Plus, and includes the technical correction allowing early childhood special education students school breakfast.

Section 10. **Appropriations.** See fiscal tracking sheets.

Article 8. Early Education.

Section 1. **Distribution of appropriation.** Provides that the state appropriation for Head Start programs may be used for costs associated with program operations, infrastructure, or reconfiguration to serve children from birth to age five in center-based services. Designates 10.72 percent of the total state appropriation to Tribal Head Start programs and specifies an order in which the state appropriation must be distributed.

Section 2. **Developmental screening aid.** Increases the developmental screening aid per child or student screened to \$98 for a child screened at age three; \$65 for a child screened at age four; \$52 for a child screened at age five or six prior to kindergarten; and \$39 for a student screened within 30 days after first enrolling in a public school kindergarten if the student has not been previously screened.

Section 3. **Participation limits.** Makes permanent 4,000 additional seats in the voluntary prekindergarten and school readiness plus program.

Section 4. **Family eligibility.** Expands eligibility for scholarships to include families with income equal to or less than 200 percent of the federal poverty level. Changes a child's eligibility for scholarships to include all children from birth through age four on September 1 of the current school year.

Section 5. **Administration.** Adds the following as priority groups for receiving scholarships: children who have an incarcerated parent or a parent in a substance use or mental health treatment program, children who have experienced domestic violence, and children with family income equal to or less than 185 percent of the federal poverty level.

Section 6. **Declining enrollment revenue.** Makes a conforming change related to the extension of the voluntary prekindergarten program participants for fiscal year 2024 and later.

Section 7. **Appropriations.** See fiscal tracking sheets.

Article 9. Community Education and Lifelong Learning.

Section 1. **General community education revenue.** Increases the general community education revenue for fiscal year 2025 and later by increasing the dollar amount that is multiplied by the district's population from \$5.42 to \$7.00.

Section 2. **Total community education levy.** Updates the community education levy tax rates so that community revenue increases under section 1 are provided all in state aid.

Section 3. **After-school community learning programs.** Amends the purpose of the after-school community learning grant program to include supporting eligible organizations that provide culturally affirming and enriching after-school and summer learning programs. Requires that grants be used to offer a broad array of academic enrichment activities that promote positive after-school and summer learning activities. Allows the commissioner to award grants to community or nonprofit organizations, culturally specific organizations, American Indian organizations, Tribal nations, political subdivisions, public libraries, or school-based programs that serve youth outside of school. Lists objectives of the after-school community learning program. Requires an applicant to submit a program proposal to the commissioner that includes listed criteria. Requires the commissioner to monitor and evaluate the performance of grant recipients, and provide technical assistance, capacity building, and professional development to grant recipients.

Section 4. **State total adult basic education aid.** Ensures that adult basic education aid cannot go negative even if inflation does.

Section 5. **Adult basic education program aid limit.** Increases the rate for contact hours under the adult basic education program to ensure the full appropriation is used.

Section 6. **Commissioner-selected high school equivalency test fees.** Extends the requirement that the commissioner cover high school equivalency test costs until 2027, subject to the availability of funds.

Section 7. **Community education program revenue; adults with disabilities.** Increases the adults with disabilities program revenue for fiscal year 2025 and later. Creates a tax rate so that the additional adults with disabilities program revenue increases are provided all in state aid.

Section 8. **Definitions.** Changes the names of the two education partnership grants.

Section 9. **Administration; design.** Makes technical updates related to section 8.

Section 10. **Grants.** Makes technical updates related to section 8.

Section 11. **Appropriations.** See fiscal tracking sheets.

Article 10. State Agencies.

Section 1. **Licensed school nurse.** Requires the department to employ a school health services specialist to provide technical assistance to school districts and charter schools for the education-related health needs of their students; to serve as the primary source of information related to health matters; and to serve as the primary liaison to the Department of Health and other state agencies. Lists specific duties for the position. Defines a “health service specialist.” Lists requirements for the position.

Section 2. **Reasonable force standard.** Paragraph (d) requires districts to report data on their use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another. Paragraph (e) requires districts, beginning with the 2023-2024 school year, to annually report data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another.

Section 3. **Support staff.** Requires the department to employ two full-time equivalent staff to serve as resources for early childhood family education programs. Requires each staff person to hold a valid license as a teacher of parent and family education.

Section 4. **Rental income appropriation.** Allows the State Academies to keep rental income.

Section 5. **Office of the Inspector General.**

Subdivision 1. **Establishment of Office of the Inspector General; powers; duties.** Requires the commissioner to establish within the department an Office of the Inspector General. States that the Office of the Inspector General is charged with protecting the integrity of both the department and the state by detecting and preventing fraud, waste, and abuse in department programs. Requires the Office of the Inspector General to conduct independent and objective investigations, and to report fraud or other misuse of public funds, collaborate, and cooperate with the appropriate law enforcement entity.

Subdivision 2. **Data practices; hiring; reporting.** States that the Office of the Inspector General has access to all program data held by the department, school districts or charter schools, grantees, and any other recipient of funds from the department, regardless of classification under chapter 13. Requires the commissioner or the commissioner's designee to hire an inspector general to lead the Office of the Inspector General. Requires the Office of the Inspector General to develop a public platform for the public to report instances of potential fraud, waste, or abuse of public funds administered by the department.

Section 6. **Laws 2021; department.** Cancels \$1,500,000 from the fiscal year 2022 appropriation for legal fees and costs associates with litigation to the general fund.

Section 7. **Grant authority.** Allows the commissioner to transfer funding for grant administration and monitoring within the department as the commissioner determines necessary. Allows the commissioner to retain up to four percent of amounts appropriated for grants for the purpose of grant administration and monitoring unless a different amount is specified by law.

Section 8. **Appropriations; Department of Education.** See fiscal tracking sheets.

Section 9. **Appropriations; Minnesota State Academies.** See fiscal tracking sheets.

Section 10. **Appropriations; Perpich Center for Arts Education.** See fiscal tracking sheets.

Section 11. **Appropriations; Professional Education Licensing and Standards Board.** See fiscal tracking sheets.

Article 11 Forecast

Adjusts fiscal year 2023 appropriations to conform to the February 2023 forecast.