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# Minnesota Recovery Plan

State and Local Fiscal Recovery Funds

2021 Report

August 27, 2021

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## General Overview

### Executive Summary

The American Rescue Plan (ARP) was passed by Congress and signed into law by President Biden on March 11, 2021. Minnesota will receive an estimated \$2.833 billion in State Fiscal Recovery Funds from the ARP to respond to the COVID-19 pandemic and help with long-term recovery. Minnesota state leaders agreed to divide funds received from the ARP into three categories:

- Immediate COVID-19 response
- Long-term pandemic recovery
- Revenue replacement

The State of Minnesota is committed to supporting urgent COVID-19 response efforts, providing government services, supporting economic stabilization for households and businesses, and addressing systemic public health and economic challenges which contributed to the unequal impact of the pandemic. The state has already undertaken significant public engagement efforts to let communities know about ARP funds and to gather input for usage. State agencies will work with community organizations and leaders to promote funded projects and raise public awareness of these opportunities. This report provides an overview of Minnesota's use of ARP funds as well as a detailed project inventory as of July 31, 2021.

### Uses of Funds

As detailed in this report, Minnesota has spent approximately \$15 million of the State Fiscal Recovery Fund allocation as of July 31, 2021, largely for summer learning for students. Recognizing the long-term nature and intent of the American Rescue Plan, the state will plan to use these resources to ensure an equitable recovery benefiting all people living and working in Minnesota. In addition, Minnesota will receive an estimated \$3.505 billion in program-specific federal funds. These funds will be used to support working families, ensure students catch up on learning, support small businesses, and drive economic recovery. More information is [available online at mn.gov/arp](https://mn.gov/arp).

#### *Immediate COVID-19 response*

Governor Walz and bipartisan legislative leaders agreed to use \$500 million to address immediate needs of the COVID-19 pandemic response. Projects include summer learning for students, violence prevention efforts, and vaccine incentives. The state will continue to monitor the course of the pandemic and decide how to best allocate remaining funds among response activities. Projects with incurred expenses as of July 31, 2021 are detailed in this report. The following approved projects had not incurred expenses as of July 31, 2021.

Agency	Project Description	Dollar Amount
Minnesota Department of Health	Vaccine Incentives	\$2,500,000
Minnesota Department of Public Safety	Violence prevention grants	\$16,800,000
Minnesota Department of Health	Vaccine Incentives II	\$13,800,000

### *Long-term pandemic recovery*

Governor Walz and legislative leaders agreed to set aside \$1.15 billion to address long-term needs as part of the COVID-19 pandemic response. Governor Walz will offer his recommendations in early 2022 and the legislature will act during the 2022 legislative session. The executive branch is currently soliciting ideas about uses of these funds.

### *Revenue replacement*

For revenue replacement, Governor Walz and the legislature set aside funds for the provision of government services through fiscal year 2025:

- \$633 million for the fiscal years 2022-23 biennium
- \$550 million for the fiscal years 2024-25 biennium

### *Local Fiscal Recovery Fund*

Minnesota's share of the Local Fiscal Recovery Fund for Non-Entitlement Units (NEUs) is \$377 million. More than 2,600 townships and cities are eligible for distribution. As of August 24, 2021, the state has distributed about \$156 million, or nearly 83 percent, of the \$188.5 million available in the first tranche of funds. Remaining distributions from the first payment will occur in September and October 2021 with the second payment being distributed in 2022. Minnesota's COVID-19 Response Accountability Office continues to work with local governments and local government associations such as the League of Minnesota Cities and the Minnesota Association of Townships to connect cities and towns with these funds and promote federal resources on eligible uses of funds.

### *Use of evidence*

The State of Minnesota's strategy regarding pandemic recovery supports the community by actively seeking feedback and suggestions from Minnesotans on program focus and design, while using evidence-based practices to ensure program efficiency and effectiveness. Minnesota has a [nationally recognized process](#) for identifying and funding evidence-based practices and evaluating promising programs and services. The state intends to continue this tradition with the State Fiscal Recovery Fund. The state and its partners use data and research to produce improved results for Minnesotans. Minnesota's [Results First website](#) describes activities in this area.

## **Promoting Equitable Outcomes**

The State of Minnesota is committed to ensuring a strong and equitable recovery from the pandemic for all residents. Minnesota is invested in gathering input from community groups and has conducted engagement seminars in partnership with the Urban Native Leaders, Latino Lead, NAACP, and others to raise awareness of ARP funded opportunities and request feedback. Additional project-specific efforts to promote equity have been focused on several education-related initiatives, including the Minnesota Department of Education Summer

Preschool program, Academic and Mental Health Supports program, Expanding Access to Tutoring program, and Strengthening Adult Basic Education program.

### *Prioritizing equity in program design*

The Minnesota Department of Education (MDE) programs listed above are intended to reach historically underserved communities and children who have one or more risk factors or who may not have been able to attend a high-quality early childhood program due to COVID-19. MDE defines historically underserved as:

- Students of color or American Indian students
- Students eligible for free or reduced-price meals
- Students receiving special education services
- Students who are English Learners
- Students experiencing homelessness

Program-specific strategies to prioritize equity are as follows:

Program	Strategies to Prioritize Equity
E37C041: Summer Preschool	<p>To meet the equity-related goals of the Summer Preschool project, a set of priority populations was developed. These include:</p> <ul style="list-style-type: none"> <li>• Children in foster care, under child protection, experiencing homelessness, tribally enrolled, or the children of teenage parents</li> <li>• Children at risk for or currently receiving supports and services such as Early Childhood Special Education (ECSE) or English language learners</li> <li>• Children qualifying for free and reduced-price lunch or other public assistance programs that demonstrate a household income of 185 percent or less of the federal poverty guidelines</li> </ul>
E37C042: Academic and Mental Health Supports	<p>The allocation of these funds to each public school district and charter school was calculated on 40 percent average daily membership and 60 percent concentration of historically underserved students with an emphasis on students needing special education services.</p>
E37C040: Strengthening Adult Basic Education Programming	<p>Participants in Adult Basic Education programs fall into one or more of the following categories: English language learners, low levels of literacy, or facing cultural barriers to employment.</p>
E37C043: Expanding Access to Tutoring	<p>Entities applying to the Expanding Access to Tutoring program are evaluated based on their percentage of historically underserved students.</p>

### *Equity-related goals*

Recognizing the long-term nature and intent of the American Rescue Plan, Minnesota continues to thoughtfully craft a plan to ensure an equitable recovery benefiting all people living and working in the state. Specific equity-related goals for current projects are:

- **Closing Gaps:** Summer Preschool supports children before they enter kindergarten, and specifically those who have experienced life circumstances that may have prevented them from being able to attend a high-quality early childhood program due to COVID-19. Programs are to prioritize children meeting one of the priority populations listed above and those who had minimal or interrupted early learning experience.
- **Reaching Universal Levels of Service:** The Academic and Mental Health Support program is intended to provide academic enrichment and mental health for students, families, educators, communities, and schools across Minnesota, with an emphasis on historically underserved students and those needing special education services. Adult Basic Education funding is intended to enhance the preexisting program and expand its impact among adults who have aged out of the K-12 system or were otherwise unable to complete their high school level education through the K-12 system. The Expanding Access to Tutoring program intentionally prioritizes historically underserved students and supports access to tutoring as Minnesota recovers from the pandemic.

The State of Minnesota will continue to update equity-related goals as pandemic recovery continues and additional projects begin.

### *Raising awareness of funding opportunities*

The Minnesota Department of Education is working with other state agencies, counties, navigators, and the following community partners to raise awareness of funding opportunities among the following groups:

- Public school districts
- Charter schools and other eligible institutions
- Child Care Aware of Minnesota and local Child Care Aware agencies
- Early learning scholarship area administrators
- Preschool development hubs
- Community Solution grantees that have direct relationships with families
- County and tribal childcare assistance workers
- Early learning scholarship administrators

### *Access and distribution*

The Minnesota Department of Education (MDE) constructed a [list of Summer Preschool funded programs](#) and an [interactive map](#) for families to find programs with Summer Preschool funds in their area. The list and map include contact information for each program, so families can contact programs in their area to see if they have Summer Preschool seats available. MDE also created a Summer Preschool flyer for families and translated it into Amharic, Hmong, Karen, Oromo, Russian, Simplified Chinese, Somali, Spanish, and Vietnamese.

\$20 million in Summer Preschool funds was allocated to serve at least 4,145 children statewide. The distribution of funding for the Summer Preschool program is as follows:

- For every \$4,800 allocated in Summer Preschool funding, programs must serve at least one child, but were to serve more as funds allowed.
- A formula based on child poverty concentration was used to determine the amount of funding available for each eligible school district, charter school, and Head Start program, as well as the amount available in each county for eligible three- or four-star rated childcare programs. The formula used the percentage of kindergarten free and reduced-priced lunch determine the poverty concentration for each county. This formula intended to ensure that children across the state had access to funds. Funding was also targeted to the geographic areas with the highest need.
- Within each county, childcare programs were funded based on the percentage of children in a priority population served and the number of vacancies.
- There were seven counties in which no programs applied for funding, so while the formula originally distributed funds to all counties, funds were not awarded due to the lack of applications.
- Funded programs have been encouraged to form or expand partnerships to serve children, especially if demand exceeds the capacity or to share resources across programs.

The Academic and Mental Health Supports program funding was distributed to each public school district and charter school based on 40 percent average daily membership and 60 percent on concentration of historically underserved students, with an emphasis on students receiving special education services. Adult Basic Education program funds will be distributed among 39 Adult Education consortia, which together cover the entire state of Minnesota and provide services to individuals at more than 300 sites across the state. Services funded by the Expanding Access to Tutoring program are targeted toward historically underserved communities, and services are most likely to be offered in underserved communities.

### *Services to disproportionately impacted communities*

Current programs prioritize service to disproportionately impacted communities, reflecting the State of Minnesota's overall commitment to equity. Minnesota Department of Education's [10 Commitments to Equity](#) expands on the state's focus on this area. The programs outlined in this report will provide demographic and participant-level data to enable analysis of equity-related outcomes. Recipients may be required to identify targeted goals of their program and will be asked to report on progress toward those goals throughout the lifecycle of the grant, where applicable.

## **Community Engagement**

### *General ARP outreach*

The State of Minnesota is prioritizing public engagement and community outreach as it determines how to use ARP funds. The state created a website and conducted a series of ten online events explaining the various ARP funds available and encouraging public comment on how the state could use these funds. These events provided an opportunity for constituents to share feedback and ask questions. Additional events are expected as the state



continues its outreach efforts around ARP funds. Minnesota also provided an [online form](#) for constituents to share their ideas for the use of ARP funds. The form can be completed in English, Hmong, Spanish, or Somali.

Date of Event	Group
July 8	Urban Native Leaders
July 13	State Councils
July 15	API Roundtable
July 22	NAACP
July 23	TakeAction MN
July 27	Covid Community Coordinators
July 27	Council of Foundations
July 29	SE MN League of Municipalities
August 3	Latino Lead
August 5	Council of Nonprofits

### *Education outreach*

MDE recognizes the importance of gathering ideas and feedback from parents, caregivers, and students on the use of the ARP education funds, especially from traditionally underrepresented groups and communities disproportionately impacted by the COVID-19 global pandemic. The public comment period effort involved a survey that was available in English, Hmong, Somali, Spanish, and offered special instructions for Karen native speakers to submit feedback. The survey generated more than 4,000 comments.

Read more about MDE's community engagement in [American Rescue Plan in Minnesota: Community Engagement](#).

## **Labor Practices**

Minnesota has not yet begun any ARP-funded infrastructure projects. The state will provide information related to labor practices in future reports, if applicable.

## **Use of Evidence**

[The Results Management team](#) at Minnesota Management and Budget is [a national leader](#) in assessing the effectiveness of social programs, and is available to assist agencies in drafting or reviewing RFP language related to evidence-based interventions, evaluation, and developing plans for an evaluation to generate new evidence. Minnesota's [Results First website](#) provides resources to guide agencies' evidence-building and decision-making practices.

State agencies are encouraged to use the Request for Proposal (RFP) process to promote the use of evidence-based interventions and conduct rigorous impact evaluations. Agencies will report information annually to the COVID-19 Response Accountability Office to fulfill federal reporting requirements. Reporting will include the goals of the project, whether funds are being used for evidence-based interventions, and the details of any

planned evaluations. For priority categories specified by the U.S. Department of Treasury, reporting will include the dollar amount allocated toward evidence-based interventions.

Specific strategies regarding the use of evidence in current programs are included in the Project Inventory section of this report.

### Table of Expenses by Expenditure Category

	Category	Cumulative expenditures to date (\$)	Amount spent since last Recovery Plan
<b>3</b>	<b>Expenditure Category: Services to Disproportionately Impacted Communities</b>		
3.1	Education Assistance: Early Learning	\$14,744,633.75	\$14,744,633.75
3.3	Education Assistance: Academic Services	\$557.92	\$557.92
3.4	Education Assistance: Social, Emotional, and Mental Health Services	\$248,411.94	\$248,411.94
3.5	Education Assistance: Other	\$2,238.31	\$2,238.31
<b>7</b>	<b>Administrative and Other</b>		
7.4	Transfers to Non-Entitlement Units (States and Territories only)	\$156,015,513.40	\$156,015,513.40

## Project Inventory

### Project E37C041: Summer Preschool

**Funding amount:** \$20,000,000

**Project Expenditure Category:** 3.1, Education Assistance: Early Learning

#### *Project overview*

The goal of the [Summer Preschool program](#) is to provide access to a high-quality early learning program that helps children develop their social-emotional skills before they begin kindergarten. Funds are specifically intended to serve historically underserved communities and children who have one or more risk factors or who may not have been able to attend a high-quality early education program due to COVID-19.

#### *Promoting equitable outcomes*

MDE determined a set of priority populations to ensure funds were targeted towards children with the highest needs. Funding supports children who were four or five years of age as of September 1, 2020 and have not yet attended kindergarten. Priority for the Summer Preschool program is given to the following:

- Children in foster care, under child protection, experiencing homelessness, tribally enrolled, or the children of teenage parents

- Children at risk for or currently receiving supports and services such as Early Childhood Special Education (ECSE) or English language learners
- Children qualifying for free and reduced-price lunch or other public assistance programs that demonstrate a household income of 185 percent or less of the federal poverty guidelines

The highest priority for this program was given to children qualifying under multiple categories. In conjunction with the criteria listed above, program administrators use a secondary set of criteria to determine need:

- Children who have not attended or had an in-person prekindergarten experience
- Children who had interruptions to their prekindergarten experience
- Children who have received fewer than 350 prekindergarten instructional hours
- Children who would benefit from summer enrollment leading to kindergarten

### *Community engagement*

MDE is working with state agencies, local governments, navigators, and community partners to ensure program success. Partner organizations include Child Care Aware of Minnesota and local Child Care Aware agencies, Early Learning Scholarship Area Administrators, Preschool Development Hubs, and Community Solution grantees that have direct relationships with families. County and tribal childcare assistance workers and early learning scholarship administrators were encouraged to reach out to families on their waiting list to make them aware of summer learning scholarship opportunities.

### *Use of evidence*

Research has shown that a child's access to and participation in a high-quality early learning program better prepares the child as they transition into kindergarten and beyond. This has been found particularly evident for children with factors in their life that might cause opportunity gaps such as poverty, physical or mental abuse, developmental delays, or have experienced trauma.

Programs receiving Summer Preschool funds must meet the program requirements known to have the most recognized elements of quality as identified by National Institute for Early Education Research ([NIEER](#)) and the [Bill and Melinda Gates Foundation](#). In Minnesota, these are the voluntary prekindergarten (VPK) and school readiness plus (SRP) program requirements that include using knowledgeable and licensed early childhood professionals, expanded program instructional dosage hours, low teacher-child ratios, using a comprehensive curriculum, parent engagement for transition planning, and interaction between community service providers.

State funded early childhood education programs are listed as Proven Effective in the [Minnesota inventory](#) of evidence-based practices and are considered categorically evidence-based, meaning 100 percent of funds in this project are anticipated to go towards evidence-based interventions

### *Outcomes and evaluation*

The evaluation design for this program will collect information that will provide understanding of how local programs provided summer programs that used and combined this funding with other sources, what program

supports the funds were spent on, and who participated in the program. The participation data will be tied to the student's ongoing enrollment and enable tracking progress across time as they enter the K-12 system.

Programs will report demographic data for each child that benefited from Summer Preschool Funds. Children participating in the Summer Preschool program will be assigned or matched to a previously assigned State Student ID, that potentially may be able to tie to previous and or limited data such as Kindergarten Entrance Profile assessment if they were enrolled in a VPK or SRP program, or through longitudinal data to third grade Reading Scores.

## **Project E37C042: Academic and mental health supports for schools and districts**

**Funding amount:** \$34,614,000

**Project Expenditure Category:** 3.4, Education Assistance: Social, Emotional, and Mental Health Services

### *Project overview*

The primary goal of these funds is to support summer programming that will support academic enrichment and mental health starting in summer 2021 for students, families, educators, communities, and schools across Minnesota. Unspent funds from these initial allocations will be carried forward to support the implementation of these goals into summer programming for 2022. The expectation was shared with partner organizations that these programs should be posted online, communicated through school newsletters, and promoted through community partners.

### *Promoting equity*

The allocation of these funds to each public school district and charter school was calculated on 40 percent average daily membership (ADM) and 60 percent concentration of historically underserved students with an emphasis on students needing special education services. Historically underserved is defined as:

- Students of color or American Indian students
- Students eligible for free or reduced-price meals
- Students receiving special education services
- Students who are English learners
- Students experiencing homelessness

### *Community engagement*

Starting in April 2021, MDE facilitated sessions with public school districts, charter schools, and other public education entities to communicate the goals, and describe in detail each area of best practice targeted with these funds. MDE emphasized data analysis of school populations, and that this program targeted students most impacted by the COVID-19 disruption to learning. MDE encouraged public districts and charter schools to include active partnerships with community mental health, social service, and support groups to identify students and families in communicating these programming opportunities for summer of 2021. MDE will hold

informational sessions to gather feedback from those that offered programming to assess supports that may be needed to evolve and further educate funding for summer programming in 2022.

### *Use of evidence*

Public school districts, charter schools, and other public education entities will receive a general allocation to implement evidence-based best practices to support students, create partnerships, and provide services in the following areas:

- Expand mental health and well-being supports to youth and adolescents attending school district and charter school summer learning programs.
- Partner with community businesses and organizations to develop a summer mentor or tutoring model that covers enrichment programming and other costs such as transportation and meals to increase student participation.
- Bring school-based summer programs into the community, providing opportunities for enrichment, social and emotional skill building, mental health supports, and tutoring services.
- Provide students with summer field trips for hands-on learning opportunities, including trips to nature centers, state parks, zoos, museums, or theaters.

Each goal is an evidenced-based strategy, tied closely to the Community Schools concept. This structure provides a community approach that brings together families, educators and community partners to meet the comprehensive needs of students.

Some aspects of academically-focused summer learning programs are listed as Proven Effective in the [Minnesota inventory](#) of evidence-based practices. Grantees will report to MDE on their use of funds, and this information will be used to determine the percent of project funds spent on evidence-based interventions. The state will provide this information in future reports.

Evidence base:

- Maier et al., Community Schools as an Effective School Improvement Strategy: A Review of the Evidence (Palo Alto, CA: Learning Policy Institute, 2017).
- J. Daniel, K. H. Quartz, and J. Oakes, "Teaching in Community Schools: Creating Conditions for Deeper Learning," Review of Research in Education 43, no. 1 (2019): 453–480.

### *Outcomes and evaluation*

These funds were made available for use by public districts, charter schools, and other public education entities as of June 2021 for summer programming. MDE will collect student participation numbers for funded summer programs in the Fall of 2021. This information will be based on the applications and targeted goals provided by public districts, charter schools, and other public education entities submitted for fiscal years 2021 and 2022. Potential Key Performance Indicators include:

- Number of students participating in expanded mental health and well-being supports to youth and adolescents attending school district and charter school summer learning programs.
- Number of students participating in summer mentor or tutoring model that covers enrichment programming and other costs such as transportation and meals to increase student participation.
- Number of students participating in the community, providing opportunities for enrichment, social and emotional skill building, mental health supports, and tutoring services.
- Number of students participating in summer field trips for hands-on learning opportunities.

## **Project E37C040: Strengthening Adult Basic Education (ABE) Programming**

**Funding amount:** \$10,000,000

**Project Expenditure Category:** 3.5, Education Assistance: Other

### *Project overview*

The [Adult Education system](#) in Minnesota exists to serve the educational needs of individuals age 17 and older who lack a high school credential or who need to improve their English-language skills. The system promotes educational equity by offering educational services to those who have aged out of the K-12 system, or otherwise were not able to complete their high school level education through the K-12 system.

This specific project adds funds to the Adult Education system to enhance current programming and services. These funds will help adult education students work towards the outcome of improved English proficiency, obtaining an adult high school diploma or high school equivalency diploma (such as the GED®), pursuing a career pathway, or enrolling into college. The funds will be distributed among 39 Adult Education consortia, which together cover the entire state of Minnesota and provide services to individuals at more than 300 sites across the state. Goals for ABE programs are as follows:

- Increase ABE programming statewide, including English Language Learning, Standard Adult High School Diploma, High School Equivalency preparation, and Adult Career Pathway Programming
- Help purchase devices and internet access hotspots for adult learners
- Provide more high school equivalency testing
- Launch additional or more robust programming that is currently too expensive, including adult career pathway programming
- Collaborate with workforce development partners, postsecondary institutions and employers to expand career services, navigation services, and integrated education and training programming to help adults, including English language learners, reenter the workforce.

### *Promoting equity*

ABE participants fall into one or more of these categories: English language learners, low levels of literacy, or have cultural barriers to employment. More than 80 percent of Minnesota's ABE participants identify as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or

Other Pacific Islander, or More than One Race. In 2019 and 2020, 38.6 percent of Minnesota's ABE participants reported their race as Black or African American. More than one third of Minnesota's ABE participants have self-identified as being low-income. Each ABE provider is required to articulate their equity work as part of their reauthorization for state funding.

### *Community engagement*

The Minnesota Department of Education is working with a state-funded grantee overseeing a multi-year equity analysis of the state's ABE system. As part of this work, MDE will form advisory boards and obtain input on the state's ABE system that must come from diverse participants, staff, and stakeholders. The boards and the analysis will focus on how ABE can better serve underserved groups.

### *Use of evidence*

ABE uses research-based practices in its work, including incorporation of the College and Career Readiness Standards for Adult Education (CCRS); Northstar Digital Literacy Standards; Academic, Career and Employability Skills Transitions Integration Framework (ACESTIF); and Student Achievement in Reading (STAR).

Grantees will report to MDE on their use of funds, and this information will be used to determine the percent of project funds spent on evidence-based interventions. The state will provide this information in future reports.

### *Outcomes and evaluation*

Adult Education services across the State of Minnesota are regularly evaluated through several means, including standardized testing of all learners as required by the National Reporting Service, annual reporting of student and programs outcomes by grantees to Minnesota Department of Education, an extensive narrative reapplication process completed every five to six years, and a year-long Program Improvement process for underperforming grantees. These funds will continue to support ongoing evaluation efforts for the entire field.

These funds were made available for use by Adult Education programs as of July 1, 2021, but there has not yet been any required reporting to the Minnesota Department of Education. Many Adult Education programs have less programming during the summer months; increased use of these funds is anticipated to begin in Fall 2021.

## **Project E37C043: Expanding Access to Tutoring**

**Funding amount:** \$3,250,000

**Project Expenditure Category:** 3.3, Academic Services

### *Project overview*

The Expanding Access to Tutoring grant provides funding to support access to tutoring for kindergarten through grade 12 students as Minnesota recovers from the pandemic. This grant is part of a larger funding opportunity, recently appropriated to the commissioner of education. Grant funds may include but are not limited to:

- Mental health services and supports
- Social, emotional, and physical health supports
- Summer learning or enrichment programs
- Other activities that are necessary to maintain the operation and continuity of services in youth development and education, prioritizing the needs of historically underserved groups

### *Promoting equitable outcomes*

Eligible grantees for this program area have been placed in four quartiles based on their number of historically underserved students. A list of eligible grantees and their quartiles will be published along with the grant application materials. Priority points will be awarded based on applicant's percentage of historically underserved students, with more points for a higher number of students. Numbers of historically underserved students are based on attendance data from October 1, 2020. Categories include:

- Students of color and American Indian students
- Students eligible for free or reduced-price meals
- Students receiving special education services
- English or multilingual learners
- Homeless students

Grantees are required to provide financial and performance reports throughout the lifecycle of the grant. MDE provided significant marketing of this program to facilitate equal access to the opportunities. MDE is analyzing which regions and communities received funding in the first round of grants so they may target marketing toward underrepresented regions for the next round of grants.

### *Community engagement*

MDE conducted virtual public input sessions in May and June 2021 with stakeholders from the following groups:

- Students
- Parents and families
- Minnesota Tribal Nations Education Committee
- American Indian individuals
- Disability rights organizations and advocates
- Special education administrators
- Stakeholders representing the interests of English learners, youth in foster care, migrant students, students who are incarcerated, and students experiencing homelessness

During these conversations, groups identified seven strategies as aligning with the needs of students ten or more times, including needs to:

- Expand access to tutoring



- Expand full-service community schools that provide wraparound services to students and their families, including dental care and mental health supports
- Increase student support personnel, including counselors, social workers, school psychologists, school nurses, and chemical dependency staff
- Expand language access for families who do not speak English as a first language, including translation services, cultural liaisons, and culturally specific public engagement
- Implement a multi-tiered teaching framework to provide high-quality instruction that is responsive to the needs of all learners
- Expand after school activities and summer learning opportunities
- Increase staff hiring to reduce class sizes

Multiple stakeholder groups noted that existing community groups and local service providers may be better positioned to provide some of these services, given the specialization of some organizations and existing relationships with the communities that have been acutely affected by the pandemic.

### *Use of evidence*

The Expanding Access to Tutoring program draws on a number of evidence bases to inform program design, such as:

- Dietrichson, Jens & Bøg, Martin & Filges, Trine & Jørgensen, Anne-Marie. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. *Review of Educational Research*. 87. 243-282. 10.3102/0034654316687036.
- Harris, D. N. (2008). *Toward Policy-Relevant Benchmarks for Interpreting Effect Sizes: Combining Effects With Costs*. University of Wisconsin at Madison.

Tutoring programs are listed as Proven Effective in the [Minnesota inventory](#) of evidence-based practices and are considered categorically evidence-based, meaning 100 percent of funds in this project are anticipated to go towards evidence-based interventions.

### *Outcomes and evaluation*

Grants for this program were awarded in July 2021 and reporting data is not yet available. Performance indicators will include the number of students participating in the program, disaggregated by race and ethnicity, gender, and other categories. The goal of the program is to provide additional resources to support access to tutoring for kindergarten through grade 12 students as Minnesota recovers from the pandemic.

## Performance Report

Performance data is not yet available for current projects. This data will be included in future reports. Mandatory performance indicators for current projects are listed in the table below. Additional performance indicators may be added based on grantee project design.

Project	Federally Mandated Performance Indicators
E37C041: Summer Preschool	Number of students participating in evidence-based tutoring programs
E37C042: Academic and Mental Health Supports	Number of students participating in evidence-based tutoring programs
E37C040: Strengthening Adult Basic Education Programming	Number of students participating in evidence-based tutoring programs
E37C043: Expanding Access to Tutoring	Number of students participating in evidence-based tutoring programs

## Ineligible Activities: Tax Offset Provision

Item	Amount
a. Revenue-reducing Covered Changes	\$ 0

The amount carried for revenue-reducing covered changes represents the impact of tax law changes (\$0) for fiscal year 2021 made during the 2021 legislative session after March 3, 2021. The enacted tax bill did impact fiscal years 2022 through 2025 with estimated tax revenues from changes totaling \$897 million lower than the baseline revenue forecast over the four-year period. The majority of revenue loss, \$715 million, from the enacted bill is the result of conformity to federal Unemployment Insurance and Paycheck Protection Program provisions.