

HOUSE RESEARCH

Bill Summary

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Overview

This bill contains the governor's supplemental budget recommendations for early education and K-12 education programs.

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1 Raised academic achievement; advanced placement and international baccalaureate programs.

Subd. 1. Establishment; eligibility. Establishes a program to improve K-12 academic achievement through increased student participation in advanced placement and international baccalaureate programs. Requires eligible school districts and charter schools to have (1) a school board-approved three-year plan to establish a new international baccalaureate program or expand an existing international baccalaureate program or (2) a school board-approved three-year plan to create a new program to provide college board-approved advanced placement courses and exams or participate in the pre-advanced placement initiative or expand an existing program or initiative and (3) propose to further raise students' academic achievement by: (i) increasing the availability and students' access to advanced placement and international baccalaureate courses or programs; (ii) expanding the breadth of advanced placement or international baccalaureate courses or programs available to students; (iii) increasing the number and diversity of students who participate in advanced placement or international baccalaureate courses or programs and succeed; (iv)

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providing low income and other disadvantaged students with increased access to advanced placement or international baccalaureate courses or programs; or (v) increasing the number of students who receive college credit by successfully completing advanced placement or international baccalaureate courses or programs and achieving satisfactory scores on related exams.

Subd. 2 Application and review process; funding priority. (a) Allows eligible school districts and charter schools to submit an application to the education commissioner for competitive grant funding that details the applicant's specific efforts in raising students' achievement, consistent with this section, and includes a proposed budget. Requires the budget to show that the applicant's efforts will supplement but not supplant current advanced placement and international baccalaureate expenditures. Limits administrative costs to five percent. Allows the commissioner to require additional information.

(b) Directs the commissioner to determine whether the applicant satisfied the requirements in subdivisions 1 and 2. Allows the commissioner to give funding priority to an otherwise qualified applicant that demonstrates: (1) a focus on developing or expanding advanced placement or international baccalaureate courses or programs or increasing all students' participation in and success with such courses and programs; (2) a compelling need for access to advanced placement or international baccalaureate courses or programs; (3) an effective ability to involve community-based organizations in student activities that are integral to advanced placement or international baccalaureate courses or programs; (4) access to additional funding sources; or (5) an intent to implement activities that target low-income and other disadvantaged students.

Subd. 3. Funding; permissible funding uses. (a) Directs the commissioner to award grants to applicants that meet the requirements of subdivisions 1 and 2 and to distribute the awards on an equitable geographic basis to the extent feasible. Limits grant award amounts to the lesser of: (1) \$85 times the number of enrolled pupils on October 1 of the previous fiscal year; or (2) the approved supplemental expenditures in the applicant's proposed budget. Calculates the maximum grant award for charter schools by using the number of enrolled pupils on October 1 of the current fiscal year. Allows the commissioner to adjust the maximum grant award amount based on certain circumstances.

(b) Requires successful grant applicants to use the grant award to: (1) provide teacher training and instruction; (2) further develop advanced placement or international baccalaureate courses or programs; (3) improve the transition between grade levels to better prepare students for succeeding in advanced placement or international baccalaureate courses or programs; (4) purchase books and supplies; (5) pay course or program application fees; (6) increase students' participation in and success with advanced placement or international baccalaureate courses or programs; (7) expand students' access through on-line learning options; (8) hire appropriately licensed personnel to teach additional courses or programs; or (9) engage in other related activity.

Subd. 4. Annual reports. (a) Directs grant recipients to annually collect and report to the commissioner student demographic data that show the extent of students'

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increased academic achievement. Directs the commissioner annually by February 15 to report summary data to the legislature.

(b) Directs grant recipients to annually report to the commissioner, consistent with UFARS standards, their expenditures and demonstrate that they maintained their effort from other sources for advanced placement and international baccalaureate courses and programs and expended all grant funds consistent with their approved budget.

Makes this section immediately effective and applicable to the 2006-2007 school year and later.

- 2** **Developmental screening aid.** Clarifies state developmental screening aid as: (1) \$50 for each three-year old screened; (2) \$40 for each four-year old screened; (3) \$30 for each five or six-year old screened before entering kindergarten; and (4) \$30 for students screened within 30 days of enrolling in kindergarten. Prohibits payment of screening aid for students who are screened more than 30 days after first enrolling in public kindergarten except if the student transfers within 30 days of first enrolling in kindergarten.

- 3** **Teacher and support personnel qualifications.** Makes technology and information literacy standards part of the common core of teaching knowledge and skills that all candidates seeking a teaching license must acquire. Requires the technology and information literacy standards to be consistent with the recommendations of the education department's educator licensing and teacher quality division. Directs the board to develop a system for reviewing on a seven-year cycle all standards of effective practice for teachers beginning in the 2007-2008 school year.

Makes this section effective immediately.

- 4** **Teacher training program for qualified professionals.**

Subd. 1. Scope and requirements. (a) Establishes an alternative teacher training program for qualified professionals to acquire an initial teaching license in the fields of science, math, world languages, ESL and special education. Authorizes Minnesota public or private postsecondary institutions approved by the Board of Teaching to provide the program.

(b) Requires an eligible applicant at least to have a bachelor's degree, to have an undergraduate major or a post baccalaureate degree in the subject to be taught or in a related subject, to pass a basic skills reading, writing and math exam, to pass the Praxis II subject assessment in the relevant subject areas, to have a cumulative GPA of at least 2.75 on a 4.0 scale for a bachelor's degree, show employment that is related to the relevant subject areas and show district employment as a teacher conditioned on participating in an alternative teacher training program.

Subd. 2. Program. Requires the alternative teacher training program to continue for one year and include: a summer or preinduction program that the candidate must complete before entering the classroom; 200 clock hours of specified instruction leading to a license and perhaps up to 15 credits toward a master's degree in education; on the job mentoring, evaluation and supervision provided by the employing district; and a one-week intensive workshop that may go toward satisfying

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the requirement for 200 clock hours of instruction.

Subd. 3. Program approval. Directs the Board of Teaching to approve program proposals from the state's public and private postsecondary institutions using criteria developed after considering the recommendations of a board-appointed advisory group composed of the education commissioner and representatives of school superintendents, principals, teachers, and postsecondary institutions.

Subd. 4. Eligibility license. Grants eligible applicants a one-year license to teach. Requires a mentor to be assigned to the applicant teacher and requires the mentor and applicant teacher to meet weekly during the school year. Allows the employing school district to deduct mentoring costs from the applicant teacher's salary.

Subd. 5. Standard entrance license. Directs the Board of Teaching to issue a standard entrance license to an applicant teacher who successfully completes one school year in the classroom, passes the Praxis II tests and receives a positive recommendation from the evaluation team.

Subd. 6. Qualified teacher. Declares that a teacher with a valid license under this program is a qualified teacher.

5 Teach for Minnesota.

Subd. 1. Establishment; requirements. Declares the Teach for Minnesota program to be a program to encourage college graduates to acquire a teaching license to teach in high-need and hard-to-staff public schools. Requires program applicants to: (1) have received a bachelor's degree within one year of applying for the program; (2) have an undergraduate major or its equivalent in a relevant subject area; (3) pass a reading, writing and math skills exam; (4) pass the Praxis II subject assessment for each subject the applicant seeks to teach; (5) have a cumulative GPA of at least 3.0; and (6) show an offer for employment to teach in a high-need or hard-to-staff public school.

Subd. 2. Program. Requires the training program to correspond to statutory requirements. Requires the teacher preparation program provider to be approved by the board of teaching and allows the provider to offer the program in the fields of science, math, ESL and special education. Requires Minnesota postsecondary institutions to submit program proposals to the board of teaching for approval. Directs the board of teaching to develop program criteria, in consultation with the education commissioner, postsecondary institutions and school district administrators and teachers in districts with high-need and hard-to-staff public schools.

6 Revenue amount. Declares that alternative teacher compensation revenue for a qualifying school district or site equals \$260 times the ratio of the formula allowance for the current fiscal year to the formula allowance for fiscal year 2007 times the number of pupils enrolled at the school district or site on October 1 of the previous fiscal year.

7 Revenue timing. Clarifies the calculation used to allocate alternative teacher compensation aid to charter schools.

8 Alternative teacher compensation revenue for Perpich Center for Arts Education and

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multidistrict integration collaboratives. Allows education programs run by multidistrict integration collaboratives and the Perpich Center for Arts Education to receive alternative teacher compensation revenue as if they were intermediate school districts if certain conditions are satisfied.

- 9 Payment of aids to charter schools.** Sets the aid payment percentages for certain charter school payments to the same percentage used to calculate other school district aids. Specifies that preliminary final payments may be made to charter schools that have ceased operations once audited data has been submitted to the department of education. Clarifies that any cash remaining after a charter school has closed and its creditors have been paid is returned to the state treasury.

- 10 Nonresident tuition rate; other costs.** Clarifies the calculation of special education tuition payments for nonresident pupils.

Makes this section effective for fiscal year 2006.

- 11 Core early intervention services.** Makes core early intervention services available for children who meet the requirements in rule.

- 12 Early intervention system.** Strikes a list of examples of early intervention system services.

- 13 Eligibility for Part C.** Strikes a reference to a rule.

- 14 Part C state plan.** Strikes a reference to a federal law citation.

- 15 State lead agency.** Strikes a reference to a federal law citation and defines "state lead agency" as the agency receiving federal funds to provide early intervention services.

- 16 Definitions.** Clarifies the calculation of general education revenue used to calculate special education excess cost aid.

Makes this section effective for fiscal year 2006.

- 17 Transition revenue.** Fully funds the four year old kindergarten programs that were operating prior to fiscal year 2004 at the level of funding that they received during that year.

Makes this section effective for fiscal year 2006.

- 18 Basic alternative teacher compensation aid.** Clarifies the calculation of alternative teacher compensation aid for fiscal year 2008 and later.

- 19 Errors in distribution.** Creates a mechanism to adjust school district state aid in cases where the aid program has been discontinued and an error in a school district's aid amount needs to be corrected.

- 20 Alternative teacher compensation revenue guarantee.** Extends the guarantee of alternative teacher compensation revenue for school districts that had already qualified for alternative teacher compensation aid from fiscal year 2007 to fiscal year 2009.

- 21 Grants for intensive English instruction for adult refugees.** Directs the education commissioner to establish a reimbursement grant program to fund intensive ESL programs for adult refugees who are not sufficiently literate to be employed and self-sufficient. Allows ABE programs, school districts, postsecondary institutions and nonprofit or community-based organizations or other private organizations with experience in providing ESL instruction to immigrants and refugees eligible to apply to the commissioner for grant funding. Requires grant applicants to document their relevant experience, describe their fiscal accounting systems and reporting capacity, limit administrative expenditures to five percent of budget and describe proposed instructional services and training plans. Funds programs on a reimbursement basis.

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22 Chinese language programs; curriculum development project.

Subd. 1. Project parameters. (a) Allows the education commissioner to contract with a qualified entity to undertake developing an articulated K-12 Chinese language curriculum for Minnesota schools that involves creating a network of Chinese language teachers and educators and coordinating statewide efforts to develop and expand Chinese language instruction.

(b) Requires the contractor to ensure the professional development of Chinese language curricula, materials, assessments and best practices.

(c) Requires the teacher network and the contractor to develop and make equitably available the curricula, materials, assessments and best practices.

Subd. 2. Project participants. Requires the contractor to conduct an inventory of Chinese language curricula, materials, assessments and best practices currently used in Minnesota or other states, develop Chinese language curricula and benchmarks aligned to local world language standards and classroom-based assessments, and review and recommend how to build an education infrastructure to provide more students with Chinese language instruction.

Makes this section effective immediately.

23 District and high school redesign pilot project.

Subd. 1. Establishment; eligibility. Establishes a ten-year grant program to improve the depth and breadth of high school students' access to science, technology, engineering and mathematics through innovative strategies that better prepare students for postsecondary education and complex work. Requires interested school districts, charter schools, intermediate school districts, school districts that cooperate for a particular purpose and other public education institutions to: (1) design new or adapt and improve existing courses, programs or other learning opportunities in science, technology, engineering and mathematics that incorporate algebra I and II curricula; (2) use applied learning strategies to improve the quality of and all students' access to science, technology, engineering and mathematics instruction; (3) improve science, technology, engineering and mathematics instruction for underserved and educationally disadvantaged students; (4) develop innovative ways to integrate technology into teaching and learning; (5) advance the use of technologies that are effective in educating students with disabilities; (6) improve the knowledge of educators who play a significant role in providing science, technology, engineering and mathematics education and focus on teacher development; (7) use appropriate education and career planning resources to identify the academic strengths and remedial needs of individual students and provide students with effective education planning and counseling information; (8) enable teachers to individualize student instruction and provide students with science, technology, engineering and mathematics instruction; (9) sustain educational improvements in science, technology, engineering and mathematics; and (10) development partnerships with outside entities interested in science, technology, engineering and mathematics.

Subd. 2. Application and review process; funding priority. (a) Allows school

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districts, charter schools, intermediate school districts, school districts that cooperate for a particular purpose and other public education institutions to apply to the education commissioner for competitive funding for this program. Requires program applicants to submit detailed applications and a corresponding budget of proposed expenditures that supplement but do not supplant existing science, technology, engineering and mathematics expenditures. Limits administrative expenditures to five percent of the applicant's budget. Allows the commissioner to request additional information.

(b) Directs the commissioner to determine whether the applicant met all the program criteria. Allows the commissioner to give funding priority to an otherwise qualified applicant that: (1) combines day and evening programs; (2) restructures grade 12; (3) uses online learning options; (4) embeds higher level science, technology, engineering and mathematics into redesigned career and technical programs; (5) enables students to receive both high school and college credit for successfully completing science, technology, engineering and mathematics programs and meeting postsecondary placement requirements; (6) targets educationally at-risk students; (7) strongly supports all students in exploring and preparing for careers in science, technology, engineering and mathematics. Directs the commissioner to give funding priority to an otherwise qualified grant recipient from the previous fiscal year that demonstrates program success.

Subd. 3. Grants; permissible uses. (a) Allows the commissioner to award grants to qualified applicants and on a geographically equitable basis to the extent feasible.

(b) Requires grant recipients to expend grant funds consistent with the grant application and this section.

Subd. 4. Annual reports. (a) Directs grant recipients annually to collect student and teacher data demonstrating program success and to report to the commissioner. Requires the commissioner annually by February 15 to report to the legislature summary data about the program.

(b) Requires grant recipients annually to report to the commissioner, consistent with UFARS, their program expenditures and other science, technology, engineering and mathematics expenditures they have maintained from the previous fiscal year. Requires grant recipients to reserve unexpended grant funds to be expended for the program in the next fiscal year.

Makes this section immediately effective and applicable to the 2006-2007 school year.

24 Waseca levy; appropriation. Grants Independent School District No. 829, Waseca, the authority to levy up to \$343,550 over a five-year period for health and safety revenue that was lost due to a miscalculation. Appropriates \$316,000 to the commissioner of education for payment of health and safety aid to Waseca to correct the revenue miscalculation.

25 Appropriations.

Subd. 1. Department of Education. Appropriates the sums indicated from the general fund to the education department for the fiscal year

Subd. 2. Advanced placement and international baccalaureate increased student

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participation. Appropriates \$7,319,000 in fiscal year 2007 to the commissioner for additional advanced placement and international baccalaureate programs.

Subd. 3. District and high school redesign pilot project. Appropriates \$5,000,000 for the district and high school redesign pilot project.

Subd. 4. Teach for Minnesota and alternative teacher training. Appropriates \$500,000 for the Teach for Minnesota program and for alternative teacher training programs.

Subd. 5. Intensive English instruction for refugees. Appropriates \$1,000,000 for intensive English instruction for adult refugees.

Subd. 6. Chinese language. Appropriates \$250,000 to the commissioner to contract for Chinese language curriculum services.

Subd. 7. Early childhood Part C. Appropriates \$1,049,000 for expansion of early childhood Part C services.

Subd. 8. Early childhood screening. Appropriates \$89,000 in fiscal year 2006 and \$54,000 in fiscal year 2007 in additional childhood screening aid to cover the costs of screening children who have already entered kindergarten.

Subd. 9. Prekindergarten program transition revenue. Appropriates \$968,000 in fiscal year 2006 and \$851,000 in fiscal year 2007 for the aid portion of pre-kindergarten programs.

26 Repealer. Repeals the statutory section (Minn. Stat. § 122A.24) establishing an alternative preparation process for licensing teachers.