

3.18 **ARTICLE 1**
3.19 **HIGHER EDUCATION APPROPRIATIONS**

3.20 Section 1. **APPROPRIATIONS.**

3.21 The sums shown in the columns marked "Appropriations" are added to the
3.22 appropriations in Laws 2015, chapter 69, article 1, unless otherwise specified, to the
3.23 agencies and for the purposes specified in this article. The appropriations are from the
3.24 general fund, or another named fund, and are available for the fiscal years indicated
3.25 for each purpose. The figures "2016" and "2017" used in this article mean that the
3.26 appropriations listed under them are available for the fiscal year ending June 30, 2016, or
3.27 June 30, 2017, respectively. "The first year" is fiscal year 2016. "The second year" is fiscal
3.28 year 2017. "The biennium" is fiscal years 2016 and 2017.

3.29		<u>APPROPRIATIONS</u>	
3.30		<u>Available for the Year</u>	
3.31		<u>Ending June 30</u>	
3.32		<u>2016</u>	<u>2017</u>
3.33	Sec. 2. <u>MINNESOTA OFFICE OF HIGHER</u>		
3.34	<u>EDUCATION</u>		
3.35	Subdivision 1. <u>Total Appropriations</u>	<u>\$</u>	<u>-0-</u> <u>\$</u> <u>17,570,000</u>
3.36	The amounts that may be spent for each		
3.37	purpose are specified in the following		
3.38	subdivisions.		
3.39	Subd. 2. <u>Equity in Postsecondary Education</u>		
3.40	<u>Grants</u>	<u>-0-</u>	<u>14,320,000</u>

4.1 For equity in postsecondary attainment
 4.2 grants under section 15. This appropriation
 4.3 is available until June 30, 2020. Of this
 4.4 appropriation, \$100,000 may be used for
 4.5 administration expenses to administer
 4.6 the grant program. This is a onetime
 4.7 appropriation.

4.8 **Subd. 3. Teacher Diversity Recommendation**
 4.9 **and Report**

-0- 80,000

4.10 For the teacher diversity recommendation
 4.11 and report under section 19. This is a onetime
 4.12 appropriation.

4.13 **Subd. 4. State Grant**

-0- 1,735,000

4.14 For the state grant program under Minnesota
 4.15 Statutes, section 136A.121. This is a onetime
 4.16 appropriation.

4.17 **Subd. 5. Dual Credit, Parent Information**

-0- 25,000

4.18 For the purpose of obtaining and providing
 4.19 information under Minnesota Statutes,
 4.20 section 136A.87, paragraph (b). The base for
 4.21 fiscal year 2018 and later is \$20,000.

4.22 **Subd. 6. Addiction Medicine Graduate**
 4.23 **Fellowship Program**

-0- 210,000

4.24 For establishing a grant program used to
 4.25 support up to four physicians who are
 4.26 enrolled each year in an addiction medicine
 4.27 fellowship program. A grant recipient must
 4.28 be enrolled in a program that trains fellows
 4.29 in diagnostic interviewing, motivational
 4.30 interviewing, addiction counseling,
 4.31 recognition and care of common acute
 4.32 withdrawal syndromes and complications,
 4.33 pharmacotherapies of addictive disorders,
 4.34 epidemiology and pathophysiology of
 4.35 addiction, addictive disorders in special
 5.1 populations, secondary interventions, use
 5.2 of screening and diagnostic instruments,
 5.3 inpatient care, and working within a
 5.4 multidisciplinary team, and prepares doctors
 5.5 to practice addiction medicine in rural and
 5.6 underserved areas of the state. The base for
 5.7 this program is \$210,000 in fiscal year 2018
 5.8 and 2019 and is zero in fiscal year 2020.

5.9 Subd. 7. Dual Training -0- 200,000

5.10 For making grants under Minnesota Statutes,
 5.11 section 136A.246, subdivision 8a. This
 5.12 appropriation is available until June 30, 2019.

5.13 Subd. 8. Student and Employer Connection
 5.14 Information System -0- 1,000,000

5.15 For student and employer connection
 5.16 information system under section 18. Up
 5.17 to \$100,000 of this appropriation may be
 5.18 spent for administrative expenses related
 5.19 to the appropriation. This is a onetime
 5.20 appropriation and is available until June 30,
 5.21 2019.

5.22 Sec. 3. BOARD OF TRUSTEES OF THE
 5.23 MINNESOTA STATE COLLEGES AND
 5.24 UNIVERSITIES

5.25	<u>Subdivision 1. Total Appropriations</u>	\$	<u>-0-</u>	\$	<u>12,018,000</u>
5.26	The amounts that may be spent for each				
5.27	purpose are specified in the following				
5.28	<u>subdivisions.</u>				
5.29	<u>Subd. 2. Operating Support and Protecting</u>				
5.30	<u>Affordability</u>		<u>-0-</u>		<u>10,000,000</u>
5.31	<u>Subd. 3. Principals' Leadership Institute</u>		<u>-0-</u>		<u>200,000</u>
5.32	For a grant to the Minnesota State University				
5.33	<u>Mankato Principals' Leadership Institute</u>				
5.34	<u>under Minnesota Statutes, section 136A.89.</u>				
6.1	<u>Subd. 4. Early Childhood Online Program</u>		<u>-0-</u>		<u>100,000</u>
6.2	To develop a multicampus online program				
6.3	for early childhood teacher preparation. This				
6.4	<u>is a onetime appropriation.</u>				
6.5	<u>Subd. 5. MnSCU Open Textbooks</u>		<u>-0-</u>		<u>100,000</u>
6.6	<u>(a) For programs on system campuses</u>				
6.7	<u>that promote adoption of open textbooks.</u>				
6.8	<u>Programs must focus on the review, creation,</u>				
6.9	<u>and promotion of new or existing open</u>				
6.10	<u>textbooks and on saving money for students</u>				
6.11	<u>while meeting the academic needs of faculty.</u>				
6.12	<u>This is a onetime appropriation.</u>				
6.13	<u>(b) By January 15, 2017, the board shall</u>				
6.14	<u>report to the chairs and ranking minority</u>				
6.15	<u>members of the legislative committees with</u>				
6.16	<u>jurisdiction over higher education regarding</u>				
6.17	<u>the progress of the pilot programs. The</u>				
6.18	<u>report shall include a summary of each pilot</u>				
6.19	<u>program and the total savings expected for</u>				
6.20	<u>students as a result of the programs.</u>				

6.21	<u>Subd. 6. MnSCU Open Textbook Library</u>	-0-	<u>100,000</u>
6.22	<u>To expand and promote the open textbook</u>		
6.23	<u>library to faculty across the state. This is a</u>		
6.24	<u>onetime appropriation.</u>		
6.25	<u>Subd. 7. Developmentally Delayed Student</u>		
6.26	<u>Pilot</u>	-0-	<u>750,000</u>
6.27	<u>For the pilot program for developmentally</u>		
6.28	<u>delayed students under section 17. The base</u>		
6.29	<u>for fiscal year 2018 and later is \$853,000.</u>		
6.30	<u>Subd. 8. Supplemental Instruction and Data</u>		
6.31	<u>Reporting</u>	-0-	<u>768,000</u>
6.32	<u>For activities and reporting under Minnesota</u>		
6.33	<u>Statutes, section 136F.33. This is a onetime</u>		
6.34	<u>appropriation.</u>		
7.1	<u>Sec. 4. BOARD OF REGENTS OF THE</u>		
7.2	<u>UNIVERSITY OF MINNESOTA</u>		
7.3	<u>Subdivision 1. Total Appropriation</u>	\$ -0-	\$ <u>18,100,000</u>
7.4	<u>The amounts that may be spent for each</u>		
7.5	<u>purpose are specified in the following</u>		
7.6	<u>subdivisions.</u>		
7.7	<u>Subd. 2. Health Restoration</u>	-0-	<u>5,000,000</u>
7.8	<u>This appropriation is for the following</u>		
7.9	<u>activities:</u>		
7.10	<u>\$3,000,000 is for support for faculty</u>		
7.11	<u>physicians who teach at eight residency</u>		
7.12	<u>program sites, including medical resident and</u>		
7.13	<u>student training programs in the Department</u>		
7.14	<u>of Family Medicine.</u>		

24.3 (1) maintain a low cost of mission and
24.4 advance operational excellence;

24.5 (2) increase the diversity of the university's
24.6 students, faculty, and staff; and

24.7 (3) strengthen the university's relationships
24.8 with the agriculture industry and the
24.9 communities of greater Minnesota.

24.10 \$15,000,000 in fiscal year 2016 and
24.11 \$15,000,000 in fiscal year 2017 are to:

24.12 (1) increase the medical school's research
24.13 capacity;

24.14 (2) improve the medical school's ranking in
24.15 National Institutes of Health funding;

24.16 (3) ensure the medical school's national
24.17 prominence by attracting and retaining
24.18 world-class faculty, staff, and students;

24.19 (4) invest in physician training programs in
24.20 rural and underserved communities; and

24.21 (5) translate the medical school's research
24.22 discoveries into new treatments and cures to
24.23 improve the health of Minnesotans.

24.24 The Board of Regents is requested to
24.25 consider hiring additional faculty to conduct
24.26 research related to regenerative medicine.

7.29 (a) To design and implement a collegiate
 7.30 recovery program at its Rochester campus.
 7.31 This is a onetime appropriation and is
 7.32 available until June 30, 2019.

24.27 \$257,200 in fiscal year 2017 is for design
 24.28 and implementation of a collegiate recovery
 24.29 program on the University of Minnesota,
 24.30 Rochester campus consistent with Minnesota
 24.31 Statutes, section 137.175. This is a onetime
 24.32 appropriation and is available until June
 24.33 30, 2019. Beginning in fiscal year 2020,
 25.1 \$179,000 is added to the base to support
 25.2 operation and growth of the program.

25.3 Five percent of the fiscal year 2017
 25.4 appropriation specified in this subdivision
 25.5 is available according to the schedule in
 25.6 clauses (1) to (5) in fiscal year 2017 when
 25.7 the Board of Regents of the University of
 25.8 Minnesota demonstrates to the commissioner
 25.9 of management and budget that the board
 25.10 has met the following specified number of
 25.11 performance goals:

25.12 (1) 100 percent if the board meets three, four,
 25.13 or five goals;

25.14 (2) 67 percent if two of the goals are met;

25.15 (3) 33 percent if one of the goals are met; and

25.16 (4) zero percent if none of the goals are met.

25.17 The performance goals are:

25.18 (1) increase by at least one percent
 25.19 the four-year, five-year, or six-year
 25.20 undergraduate graduation rates, averaged
 25.21 over three years, for students of color
 25.22 systemwide at the University of Minnesota
 25.23 reported in fall 2016 over fall 2014. The
 25.24 average rate for fall 2014 is calculated with
 25.25 the graduation rates reported in fall 2012,
 25.26 2013, and 2014;

25.27 (2) increase by at least two percent the
25.28 total number of undergraduate STEM
25.29 degrees, averaged over three years, conferred
25.30 systemwide by the University of Minnesota
25.31 reported in fiscal year 2016 over fiscal year
25.32 2014. The averaged number for fiscal year
25.33 2014 is calculated with the fiscal year 2012,
25.34 2013, and 2014 numbers;

26.1 (3) increase by at least one percent the
26.2 four-year undergraduate graduation rate at
26.3 the University of Minnesota reported in fall
26.4 2016 over fall 2014. The average rate for
26.5 fall 2014 is calculated with the graduation
26.6 rates reported in fall 2012, 2013, and 2014.
26.7 The averaged number for fiscal year 2014 is
26.8 calculated with the fiscal year 2012, 2013,
26.9 and 2014 numbers;

26.10 (4) for fiscal year 2016, reallocate
26.11 \$15,000,000 of administrative costs. The
26.12 Board of Regents is requested to redirect
26.13 those funds to invest in direct mission
26.14 activities, stem growth in cost of attendance,
26.15 and to programs that benefit students; and

26.16 (5) increase licensing disclosures by three
26.17 percent for fiscal year 2016 over fiscal year
26.18 2015.

26.19 By August 1, 2015, the Board of Regents and
26.20 the Office of Higher Education must agree on
26.21 specific numerical indicators and definitions
26.22 for each of the five goals that will be used to
26.23 demonstrate the University of Minnesota's
26.24 attainment of each goal. On or before April
26.25 1, 2016, the Board of Regents must report
26.26 to the legislative committees with primary
26.27 jurisdiction over higher education finance
26.28 and policy the progress of the University of
26.29 Minnesota toward attaining the goals. The
26.30 appropriation base for the next biennium shall
26.31 include appropriations not made available
26.32 under this subdivision for failure to meet
26.33 performance goals. All of the appropriation
26.34 that is not available due to failure to meet
26.35 performance goals is appropriated to the
27.1 commissioner of the Office of Higher
27.2 Education for fiscal year 2017 for the purpose
27.3 of the state grant program under Minnesota
27.4 Statutes, section 136A.121.

27.5 Performance metrics are intended to facilitate
27.6 progress towards the attainment goal under
27.7 Minnesota Statutes, section 135A.012.

27.8 Beginning in fiscal year 2018, the operations
27.9 and maintenance base appropriation is
27.10 \$559,111,000.

23.3 Section 1. **[137.175] ROCHESTER CAMPUS; COLLEGIATE RECOVERY**
23.4 **PROGRAM.**

7.33 (b) The purpose of the collegiate recovery
 7.34 program is to provide structured support
 8.1 for students in recovery from alcohol,
 8.2 chemical, or other addictive behaviors.
 8.3 Program activities may include, but are not
 8.4 limited to, specialized professional support
 8.5 through academic, career, and financial
 8.6 advising; establishment of on-campus
 8.7 or residential peer support communities;
 8.8 and opportunities for personal growth
 8.9 through leadership development and other
 8.10 community engagement activities.

8.11 (c) No later than January 15, 2020, the
 8.12 Board of Regents must submit a report to
 8.13 the chairs and ranking minority members of
 8.14 the legislative committees with jurisdiction
 8.15 over higher education finance and policy on
 8.16 campus recovery program outcomes. Based
 8.17 on available data, the report must describe,
 8.18 in summary form, the number of students
 8.19 participating in the program and the success
 8.20 rate of participants, including retention and
 8.21 graduation rates, and long-term recovery and
 8.22 relapse rates.

8.23 Sec. 5. **MNSCU TWO-YEAR COLLEGE PROGRAM; ADMINISTRATIVE**
 8.24 **COSTS.**

8.25 The appropriation made by Laws 2015, chapter 69, article 1, section 3, subdivision
 8.26 18, paragraph (c), for fiscal year 2017 for information technology and administrative costs
 8.27 is available on the effective date of this section and until June 30, 2017.

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

S3028-21.14 **ARTICLE 1**1.15 **HIGH SCHOOL TESTING; COLLEGE READINESS AND REMEDIATION**

23.5 (a) The Board of Regents is requested to establish a collegiate recovery program
 23.6 on its Rochester campus. The purpose of the program must be to provide structured
 23.7 support for students in recovery from alcohol or chemical addiction or other addictive
 23.8 behaviors. Program activities may include, but are not limited to, specialized professional
 23.9 support through academic, career, and financial advising; establishment of on-campus or
 23.10 residential peer support communities; and opportunities for personal growth through
 23.11 leadership development and other community engagement activities.

23.12 (b) No later than January 1, 2020, the Board of Regents must submit a report to the
 23.13 chairs and ranking minority members of the legislative committees with jurisdiction over
 23.14 higher education finance and policy on campus recovery program outcomes, if the program
 23.15 is established. Based on available data, the report must describe, in summary form, the
 23.16 number of students participating in the program and the success rate of participants,
 23.17 including retention and graduation rates and long-term recovery and relapse rates.

12.2 Sec. 15. **MNSCU TWO-YEAR COLLEGE PROGRAM; ADMINISTRATIVE**
 12.3 **COSTS.**

12.4 The appropriation made by Laws 2015, chapter 69, article 1, section 3, subdivision
 12.5 18, paragraph (c), for fiscal year 2017 for information technology and administrative costs
 12.6 is available on the effective date of this section and until June 30, 2017.

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

1.16 Section 1. Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1, is
1.17 amended to read:

1.18 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
1.19 with appropriate technical qualifications and experience and stakeholders, consistent with
1.20 subdivision 1a, shall include in the comprehensive assessment system, for each grade
1.21 level to be tested, state-constructed tests developed as computer-adaptive reading and
1.22 mathematics assessments for students that are aligned with the state's required academic
1.23 standards under section 120B.021, include multiple choice questions, and are administered
1.24 annually to all students in grades 3 through 8. State-developed high school tests aligned
1.25 with the state's required academic standards under section 120B.021 and administered
1.26 to all high school students in a subject other than writing must include multiple choice
2.1 questions. The commissioner shall establish one or more months during which schools
2.2 shall administer the tests to students each school year.

2.3 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible
2.4 to be assessed under (i) the graduation-required assessment for diploma in reading,
2.5 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,
2.6 paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii)
2.7 the Compass college placement test, (iv) the ACT assessment for college admission, (v) a
2.8 nationally recognized armed services vocational aptitude test.

2.9 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are
2.10 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
2.11 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
2.12 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
2.13 Compass college placement test, (iv) the ACT assessment for college admission, (v) a
2.14 nationally recognized armed services vocational aptitude test.

2.15 (3) For students under clause (1) or (2), a school district may substitute a score from
2.16 an alternative, equivalent assessment to satisfy the requirements of this paragraph.

2.17 (b) The state assessment system must be aligned to the most recent revision of
2.18 academic standards as described in section 120B.023 in the following manner:

2.19 (1) mathematics;

2.20 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

2.21 (ii) high school level beginning in the 2013-2014 school year;

2.22 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
2.23 school year; and

2.24 (3) language arts and reading; grades 3 through 8 and high school level beginning in
2.25 the 2012-2013 school year.

2.26 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'

NOTE: SEE H2749-2, ARTICLE 8, SECTION 14

2.27 state graduation requirements, based on a longitudinal, systematic approach to student
 2.28 education and career planning, assessment, instructional support, and evaluation, include
 2.29 the following:

2.30 (1) an opportunity to participate on a nationally normed college entrance exam,
 2.31 in grade 11 or grade 12;

2.32 (2) achievement and career and college readiness in mathematics, reading, and
 2.33 writing, consistent with paragraph (j) (k) and to the extent available, to monitor students'
 2.34 continuous development of and growth in requisite knowledge and skills; analyze
 2.35 students' progress and performance levels, identifying students' academic strengths and
 2.36 diagnosing areas where students require curriculum or instructional adjustments, targeted
 3.1 interventions, or remediation; and, based on analysis of students' progress and performance
 3.2 data, determine students' learning and instructional needs and the instructional tools and
 3.3 best practices that support academic rigor for the student; and

3.4 (3) consistent with this paragraph and section 120B.125, age-appropriate exploration
 3.5 and planning activities and career assessments to encourage students to identify personally
 3.6 relevant career interests and aptitudes and help students and their families develop a
 3.7 regularly reexamined transition plan for postsecondary education or employment without
 3.8 need for postsecondary remediation.

3.9 Based on appropriate state guidelines, students with an individualized education program
 3.10 may satisfy state graduation requirements by achieving an individual score on the
 3.11 state-identified alternative assessments.

3.12 (d) Expectations of schools, districts, and the state for career or college readiness
 3.13 under this subdivision must be comparable in rigor, clarity of purpose, and rates of
 3.14 student completion.

3.15 A student under paragraph (c), clause (2), must receive targeted, relevant,
 3.16 academically rigorous, and resourced instruction, which may include a targeted instruction
 3.17 and intervention plan focused on improving the student's knowledge and skills in core
 3.18 subjects so that the student has a reasonable chance to succeed in a career or college
 3.19 without need for postsecondary remediation. Consistent with sections 120B.13, 124D.09,
 3.20 124D.091, 124D.49, and related sections, an enrolling school or district must actively
 3.21 encourage a student in grade 11 or 12 who is identified as academically ready for a career
 3.22 or college to participate in courses and programs awarding college credit to high school
 3.23 students. Students are not required to achieve a specified score or level of proficiency on
 3.24 an assessment under this subdivision to graduate from high school.

3.25 (e) Though not a high school graduation requirement, students are encouraged to
 3.26 participate in a nationally recognized college entrance exam. With funding provided by
 3.27 the state, a district must pay the cost, one time, for an interested student in grade 11 or 12
 3.28 to take a nationally recognized college entrance exam before graduating. A student must
 3.29 be able to take the exam under this paragraph at the student's high school during the school

3.30 day and at any one of the multiple exam administrations available to students in the district.

3.31 (f) The commissioner and the chancellor of the Minnesota State Colleges and

3.32 Universities must collaborate in aligning instruction and assessments for adult basic

3.33 education students and English learners to provide the students with diagnostic information

3.34 about any targeted interventions, accommodations, modifications, and supports they

3.35 need so that assessments and other performance measures are accessible to them and

3.36 they may seek postsecondary education or employment without need for postsecondary

4.1 remediation. When administering formative or summative assessments used to measure

4.2 the academic progress, including the oral academic development, of English learners

4.3 and inform their instruction, schools must ensure that the assessments are accessible to

4.4 the students and students have the modifications and supports they need to sufficiently

4.5 understand the assessments.

4.6 (g) Districts and schools, on an annual basis, must use career exploration elements

4.7 to help students, beginning no later than grade 9, and their families explore and plan

4.8 for postsecondary education or careers based on the students' interests, aptitudes, and

4.9 aspirations. Districts and schools must use timely regional labor market information and

4.10 partnerships, among other resources, to help students and their families successfully

4.11 develop, pursue, review, and revise an individualized plan for postsecondary education or a

4.12 career. This process must help increase students' engagement in and connection to school,

4.13 improve students' knowledge and skills, and deepen students' understanding of career

4.14 pathways as a sequence of academic and career courses that lead to an industry-recognized

4.15 credential, an associate's degree, or a bachelor's degree and are available to all students,

4.16 whatever their interests and career goals.

4.17 (h) A student who demonstrates attainment of required state academic standards,

4.18 which include career and college readiness benchmarks, on high school assessments

4.19 under subdivision 1a is academically ready for a career or college and is encouraged to

4.20 participate in courses awarding college credit to high school students. Such courses and

4.21 programs may include sequential courses of study within broad career areas and technical

4.22 skill assessments that extend beyond course grades.

4.23 (i) As appropriate, students through grade 12 must continue to participate in targeted

4.24 instruction, intervention, or remediation and be encouraged to participate in courses

4.25 awarding college credit to high school students.

4.26 (j) In developing, supporting, and improving students' academic readiness for a

4.27 career or college, schools, districts, and the state must have a continuum of empirically

4.28 derived, clearly defined benchmarks focused on students' attainment of knowledge and

4.29 skills so that students, their parents, and teachers know how well students must perform to

4.30 have a reasonable chance to succeed in a career or college without need for postsecondary

4.31 remediation. The commissioner, in consultation with local school officials and educators,

4.32 and Minnesota's public postsecondary institutions must ensure that the foundational

4.33 knowledge and skills for students' successful performance in postsecondary employment

- 4.34 or education and an articulated series of possible targeted interventions are clearly
4.35 identified and satisfy Minnesota's postsecondary admissions requirements.
- 5.1 (k) For students in grade 8 in the 2012-2013 school year and later, a school, district,
5.2 or charter school must record on the high school transcript a student's progress toward
5.3 career and college readiness, and for other students as soon as practicable.
- 5.4 (l) The school board granting students their diplomas may formally decide to include
5.5 a notation of high achievement on the high school diplomas of those graduating seniors
5.6 who, according to established school board criteria, demonstrate exemplary academic
5.7 achievement during high school.
- 5.8 (m) The 3rd through 8th grade computer-adaptive assessment results and high school
5.9 test results shall be available to districts for diagnostic purposes affecting student learning
5.10 and district instruction and curriculum, and for establishing educational accountability.
5.11 The commissioner must establish empirically derived benchmarks on adaptive assessments
5.12 in grades 3 through 8 and the high school tests that reveal a trajectory toward career and
5.13 college readiness. The chancellor of the Minnesota State Colleges and Universities must
5.14 review the benchmarks established by the commissioner as indicating students can be
5.15 expected to successfully complete credit-bearing coursework at a Minnesota state college
5.16 or university. The commissioner must disseminate to the public the computer-adaptive
5.17 assessments and high school test results upon receiving those results.
- 5.18 (n) The grades 3 through 8 computer-adaptive assessments and high school tests
5.19 must be aligned with state academic standards. The commissioner shall determine the
5.20 testing process and the order of administration. The statewide results shall be aggregated
5.21 at the site and district level, consistent with subdivision 1a.
- 5.22 (o) The commissioner shall include the following components in the statewide
5.23 public reporting system:
- 5.24 (1) uniform statewide computer-adaptive assessments of all students in grades 3
5.25 through 8 and testing at the high school levels that provides appropriate, technically sound
5.26 accommodations or alternate assessments;
- 5.27 (2) educational indicators that can be aggregated and compared across school
5.28 districts and across time on a statewide basis, including average daily attendance, high
5.29 school graduation rates, and high school drop-out rates by age and grade level;
- 5.30 (3) state results on the American College Test; and
- 5.31 (4) state results from participation in the National Assessment of Educational
5.32 Progress so that the state can benchmark its performance against the nation and other
5.33 states, and, where possible, against other countries, and contribute to the national effort
5.34 to monitor achievement.
- 5.35 (p) For purposes of statewide accountability, "career and college ready" means a
5.36 high school graduate has the knowledge, skills, and competencies to successfully pursue a

6.1 career pathway, including postsecondary credit leading to a degree, diploma, certificate, or
 6.2 industry-recognized credential and employment. Students who are career and college ready
 6.3 are able to successfully complete credit-bearing coursework at a two- or four-year college
 6.4 or university or other credit-bearing postsecondary program without need for remediation.

6.5 (q) For purposes of statewide accountability, "cultural competence," "cultural
 6.6 competency," or "culturally competent" means the ability and will to interact effectively
 6.7 with people of different cultures, native languages, and socioeconomic backgrounds.

6.8 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
 6.9 later.

UEH2749-1

8.29 Sec. 6. Minnesota Statutes 2014, section 122A.74, is amended to read:

8.30 **122A.74 PRINCIPALS' LEADERSHIP INSTITUTE, UNIVERSITY OF**

8.31 **MINNESOTA.**

8.32 ~~Subdivision 1.~~ **Establishment.** (a) The commissioner of education may contract
 8.33 with the ~~Minnesota State University Mankato~~ or the regents of the University of Minnesota
 9.1 to establish a Principals' Leadership Institute to provide professional development to
 9.2 school principals by:

9.3 (1) creating a network of leaders in the educational and business communities to
 9.4 communicate current and future trends in leadership techniques;

9.5 (2) helping to create a vision for the school that is aligned with the community
 9.6 and district priorities;

9.7 (3) developing strategies to retain highly qualified teachers and ensure that diverse
 9.8 student populations, including at-risk students, children with disabilities, English learners,
 9.9 and gifted students, among others, have equal access to these highly qualified teachers; and

9.10 (4) providing training to analyze data using culturally competent tools.

9.11 (b) The University of Minnesota must cooperate with participating members of the
 9.12 business community to provide funding and content for the institute.

9.13 (c) Participants must agree to attend the Principals' Leadership Institute for four
 9.14 weeks during the academic summer.

9.15 (d) The Principals' Leadership Institute must incorporate program elements offered
 9.16 by leadership programs at the University of Minnesota and program elements used by
 9.17 the participating members of the business community to enhance leadership within their
 9.18 businesses.

**NOTE: SEE H2749-2, ARTICLE 8, SECTION 96 FOR REPEAL OF THIS
 STATUTE SECTION.**

9.19 (e) The board of each school district in the state may select a principal, upon the
 9.20 recommendation of the district's superintendent and based on the principal's leadership
 9.21 potential, to attend the institute.

9.22 (f) The school board annually shall forward its list of recommended participants to
 9.23 the commissioner by February 1. In addition, a principal may submit an application
 9.24 directly to the commissioner by February 1. The commissioner shall notify the school
 9.25 board, the principal candidates, and the University of Minnesota of the principals selected
 9.26 to participate in the Principals' Leadership Institute each year.

9.27 Subd. 2. ~~Method of selection and requirements.~~ (a) The board of each school
 9.28 district in the state may select a principal, upon the recommendation of the district's
 9.29 superintendent and based on the principal's leadership potential, to attend the institute.

9.30 (b) The school board annually shall forward its list of recommended participants
 9.31 to the commissioner by February 1. In addition, a principal may submit an application
 9.32 directly to the commissioner by February 1. The commissioner shall notify the school
 9.33 board, the principal candidates, and the University of Minnesota of the principals selected
 9.34 to participate in the Principals' Leadership Institute each year.

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7.1 **ARTICLE 2**
 7.2 **OFFICE OF HIGHER EDUCATION**

7.3 Section 1. **[136A.0412] ACCEPTANCE OF PRIVATE FUNDS;**
 7.4 **APPROPRIATION.**

3.16 **ARTICLE 2**
 3.17 **OFFICE OF HIGHER EDUCATION**

3.18 Section 1. Minnesota Statutes 2014, section 136A.01, is amended by adding a
 3.19 subdivision to read:

3.20 Subd. 4. **Management of programs.** (a) The commissioner may retain up to five
 3.21 percent of the amount appropriated to the office for a program or pass-through grant if:

3.22 (1) the program or grant is first established on or after January 1, 2016; and

3.23 (2) the appropriation does not specify an amount for administrative costs.

3.24 (b) The amount retained under paragraph (a) is appropriated to the commissioner and
 3.25 must be used for the costs of administering and monitoring programs and pass-through
 3.26 grants established on or after January 1, 2016.

3.27 Sec. 2. **[136A.0412] RECEIPT OF DONATIONS; MONEY; GRANTS.**

7.5 The commissioner may accept donations, grants, bequests, and other gifts of money
 7.6 to carry out the purposes of section 136A.01. Money accepted by the commissioner
 7.7 must be deposited in an account in the special revenue fund and is appropriated to the
 7.8 commissioner for the purpose for which it was given.

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9.35 Sec. 7. Minnesota Statutes 2014, section 136A.101, subdivision 5a, is amended to read:

10.1 Subd. 5a. **Assigned family responsibility.** "Assigned family responsibility" means
 10.2 the amount of a family's contribution to a student's cost of attendance, as determined by a
 10.3 federal need analysis. For dependent students, the assigned family responsibility is ~~96~~ 94
 10.4 percent of the parental contribution. For independent students with dependents other than
 10.5 a spouse, the assigned family responsibility is ~~86~~ 85 percent of the student contribution.
 10.6 For independent students without dependents other than a spouse, the assigned family
 10.7 responsibility is ~~50~~ 49 percent of the student contribution.

10.8 Sec. 8. Minnesota Statutes 2014, section 136A.101, subdivision 10, is amended to read:

10.9 Subd. 10. **Satisfactory academic progress.** "Satisfactory academic progress"
 10.10 means satisfactory academic progress as defined under Code of Federal Regulations, title
 10.11 34, sections 668.16(e), 668.32(f), and 668.34, except that a student with an intellectual
 10.12 disability as defined in Code of Federal Regulations, title 34, section 668.231, enrolled
 10.13 in an approved comprehensive transition and postsecondary program under that section
 10.14 is subject to the institution's published satisfactory academic process standards for that
 10.15 program as approved by the Office of Higher Education.

NOTE: AN IDENTICAL SECTION TO THE ONE ABOVE ALSO EXISTS IN SF 3028, ARTICLE 7, SECTION 1.

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15.12 **ARTICLE 10**
 15.13 **STATE GRANT**

3.28 The commissioner may accept donations, grants, bequests, and other funds to carry
 3.29 out the purposes of section 136A.01. A donation, nonfederal grant, bequest, or other fund
 3.30 received by the commissioner is deposited in an account in the special revenue fund.
 3.31 Funds in the account are appropriated to the commissioner for the purpose for which they
 3.32 were granted and are available until expended.

13.14 **ARTICLE 3**

13.15 **MNSCU PILOT PROGRAM; STUDENTS WITH DISABILITIES**

13.16 Section 1. Minnesota Statutes 2014, section 136A.101, subdivision 10, is amended to
 13.17 read:

13.18 Subd. 10. **Satisfactory academic progress.** "Satisfactory academic progress"
 13.19 means satisfactory academic progress as defined under Code of Federal Regulations, title
 13.20 34, sections 668.16(e), 668.32(f), and 668.34, except that a student with an intellectual
 13.21 disability as defined in Code of Federal Regulations, title 34, section 668.231, enrolled
 13.22 in an approved comprehensive transition and postsecondary program under that section
 13.23 is subject to the institution's published satisfactory academic process standards for that
 13.24 program as approved by the Office of Higher Education.

ARTICLE 2 OFFICE OF HIGHER EDUCATION

15.14 Section 1. Minnesota Statutes 2015 Supplement, section 136A.121, subdivision 7a,
15.15 is amended to read:

15.16 Subd. 7a. **Surplus appropriation.** If the amount appropriated is determined by the
15.17 office to be more than sufficient to fund projected grant demand in the second year of the
15.18 biennium, the office may increase the living and miscellaneous expense allowance ~~or the~~
15.19 ~~tuition and fee maximums~~ in the second year of the biennium by up to an amount that
15.20 retains sufficient appropriations to fund the projected grant demand. The adjustment may
15.21 be made one or more times. In making the determination that there are more than sufficient
15.22 funds, the office shall balance the need for sufficient resources to meet the projected
15.23 demand for grants with the goal of fully allocating the appropriation for state grants. An
15.24 increase in the living and miscellaneous expense allowance under this subdivision does
15.25 not carry forward into a subsequent biennium.

8.23 ARTICLE 3

8.24 CHILD CARE GRANTS

8.25 Section 1. Minnesota Statutes 2015 Supplement, section 136A.125, subdivision 2,
8.26 is amended to read:

8.27 Subd. 2. **Eligible students.** (a) An applicant is eligible for a child care grant if
8.28 the applicant:

8.29 (1) is a resident of the state of Minnesota or the applicant's spouse is a resident
8.30 of the state of Minnesota;

8.31 (2) has a child 12 years of age or younger, or 14 years of age or younger who is
8.32 disabled as defined in section 125A.02, and who is receiving or will receive care on a
8.33 regular basis from a licensed or legal, nonlicensed caregiver;

9.1 (3) is income eligible as determined by the office's policies and rules, but is not a
9.2 recipient of assistance from the Minnesota family investment program;

9.3 (4) either has not earned a baccalaureate degree and has been enrolled full time less
9.4 than eight semesters or the equivalent, or has earned a baccalaureate degree and has been
9.5 enrolled full time less than eight semesters or the equivalent in a graduate or professional
9.6 degree program;

9.7 (5) is pursuing a nonsectarian program or course of study that applies to an
9.8 undergraduate, graduate, or professional degree, diploma, or certificate;

9.9 (6) is enrolled at least half time in an eligible institution; and

9.10 (7) is in good academic standing and making satisfactory academic progress.

4.1 Sec. 3. Minnesota Statutes 2015 Supplement, section 136A.121, subdivision 7a,
4.2 is amended to read:

4.3 Subd. 7a. **Surplus appropriation.** If the amount appropriated is determined by the
4.4 office to be more than sufficient to fund projected grant demand in the second year of the
4.5 biennium, the office may increase the living and miscellaneous expense allowance ~~or the~~
4.6 ~~tuition and fee maximums~~ in the second year of the biennium by up to an amount that
4.7 retains sufficient appropriations to fund the projected grant demand. The adjustment may
4.8 be made one or more times. In making the determination that there are more than sufficient
4.9 funds, the office shall balance the need for sufficient resources to meet the projected
4.10 demand for grants with the goal of fully allocating the appropriation for state grants. An
4.11 increase in the living and miscellaneous expense allowance under this subdivision does
4.12 not carry forward into a subsequent biennium.

4.13 Sec. 4. Minnesota Statutes 2015 Supplement, section 136A.125, subdivision 2, is
4.14 amended to read:

4.15 Subd. 2. **Eligible students.** (a) An applicant is eligible for a child care grant if
4.16 the applicant:

4.17 (1) is a resident of the state of Minnesota or the applicant's spouse is a resident
4.18 of the state of Minnesota;

4.19 (2) has a child 12 years of age or younger, or 14 years of age or younger who is
4.20 disabled as defined in section 125A.02, and who is receiving or will receive care on a
4.21 regular basis from a licensed or legal, nonlicensed caregiver;

4.22 (3) is income eligible as determined by the office's policies and rules, but is not a
4.23 recipient of assistance from the Minnesota family investment program;

4.24 (4) either has not earned a baccalaureate degree and has been enrolled full time less
4.25 than eight semesters or the equivalent, or has earned a baccalaureate degree and has been
4.26 enrolled full time less than eight semesters or the equivalent in a graduate or professional
4.27 degree program;

4.28 (5) is pursuing a nonsectarian program or course of study that applies to an
4.29 undergraduate, graduate, or professional degree, diploma, or certificate;

4.30 (6) is enrolled in at least half-time six credits in an undergraduate program or one
4.31 credit in a graduate or professional program in an eligible institution; and

4.32 (7) is in good academic standing and making satisfactory academic progress.

9.11 (b) A student who withdraws from enrollment for active military service after
 9.12 December 31, 2002, because the student was ordered to active military service as defined
 9.13 in section 190.05, subdivision 5b or 5c, or for a major illness, while under the care of a
 9.14 medical professional, that substantially limits the student's ability to complete the term
 9.15 is entitled to an additional semester or the equivalent of grant eligibility and will be
 9.16 considered to be in continuing enrollment status upon return.

4.33 (b) A student who withdraws from enrollment for active military service after
 4.34 December 31, 2002, because the student was ordered to active military service as defined
 4.35 in section 190.05, subdivision 5b or 5c, or for a major illness, while under the care of a
 5.1 medical professional, that substantially limits the student's ability to complete the term
 5.2 is entitled to an additional semester or the equivalent of grant eligibility and will be
 5.3 considered to be in continuing enrollment status upon return.

5.4 Sec. 5. Minnesota Statutes 2015 Supplement, section 136A.125, subdivision 4, is
 5.5 amended to read:

5.6 Subd. 4. **Amount and length of grants.** (a) The amount of a child care grant
 5.7 must be based on:

5.8 (1) the income of the applicant and the applicant's spouse;

5.9 (2) the number in the applicant's family, as defined by the office; and

5.10 (3) the number of eligible children in the applicant's family.

5.11 (b) The maximum award to the applicant shall be \$2,800 for each eligible child per
 5.12 academic year, except that the campus financial aid officer may apply to the office for
 5.13 approval to increase grants by up to ten percent to compensate for higher market charges
 5.14 for infant care in a community. The office shall develop policies to determine community
 5.15 market costs and review institutional requests for compensatory grant increases to ensure
 5.16 need and equal treatment. The office shall prepare a chart to show the amount of a grant
 5.17 that will be awarded per child based on the factors in this subdivision. The chart shall
 5.18 include a range of income and family size.

5.19 (c) Applicants with family incomes at or below a percentage of the federal poverty
 5.20 level, as determined by the commissioner, will qualify for the maximum award. The
 5.21 commissioner shall attempt to set the percentage at a level estimated to fully expend the
 5.22 available appropriation for child care grants. Applicants with family incomes exceeding
 5.23 that threshold will receive the maximum award minus ten percent of their income
 5.24 exceeding that threshold. If the result is less than zero, the grant is zero.

5.25 (d) The academic year award amount must be disbursed by academic term using the
 5.26 following formula:

5.27 (1) the academic year amount described in paragraph (b);

5.28 (2) divided by the number of terms in the academic year;

5.29 (3) divided by 15 for undergraduate students and six for graduate and professional
 5.30 students; and

5.31 (4) multiplied by the number of credits for which the student is enrolled that
 5.32 academic term, up to 15 credits for undergraduate students and six for graduate and
 5.33 professional students.

ARTICLE 2 OFFICE OF HIGHER EDUCATION

7.9 Sec. 2. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 4,
7.10 is amended to read:

7.11 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness,
7.12 according to rules adopted by the commissioner, shall:

7.13 (1) apply for teacher shortage loan forgiveness and promptly submit any additional
7.14 information required by the commissioner; and

7.15 ~~(2) annually reapply for up to five consecutive school years and submit information~~
7.16 ~~the commissioner requires to determine the applicant's continued eligibility for loan~~
7.17 ~~forgiveness; and~~

7.18 ~~(3)~~ (2) submit to the commissioner a completed affidavit, prescribed by the
7.19 commissioner, affirming the teacher is teaching in: (i) a licensure field and in identified by
7.20 the commissioner as experiencing a teacher shortage; or (ii) an economic development
7.21 region identified by the commissioner as experiencing a teacher shortage.

7.22 Sec. 3. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 5,
7.23 is amended to read:

7.24 Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the
7.25 annual amount of teacher shortage loan forgiveness for an approved applicant shall not
7.26 exceed \$1,000 or the cumulative balance of the applicant's qualified educational loans,
7.27 including principal and interest, whichever amount is less.

7.28 (b) Recipients must secure their own qualified educational loans. Teachers who
7.29 graduate from an approved teacher preparation program or teachers who add a licensure
7.30 field, consistent with the teacher shortage requirements of this section, are eligible to
7.31 apply for the loan forgiveness program.

7.32 (c) No teacher shall receive more than five annual awards.

8.1 Sec. 4. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 6,
8.2 is amended to read:

8.3 Subd. 6. **Disbursement.** (a) The commissioner must make annual disbursements
8.4 directly to the participant of the amount for which a participant is eligible, for each year
8.5 that a participant is eligible.

6.1 (e) Payments shall be made each academic term to the student or to the child care
6.2 provider, as determined by the institution. Institutions may make payments more than
6.3 once within the academic term.

6.4 Sec. 6. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 4,
6.5 is amended to read:

6.6 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness,
6.7 according to rules adopted by the commissioner, shall:

6.8 (1) apply for teacher shortage loan forgiveness and promptly submit any additional
6.9 information required by the commissioner; and

6.10 ~~(2) annually reapply for up to five consecutive school years and submit information~~
6.11 ~~the commissioner requires to determine the applicant's continued eligibility for loan~~
6.12 ~~forgiveness; and~~

6.13 ~~(3)~~ (2) submit to the commissioner a completed affidavit, prescribed by the
6.14 commissioner, affirming the teacher is teaching in: (i) a licensure field and in identified by
6.15 the commissioner as experiencing a teacher shortage; or (ii) an economic development
6.16 region identified by the commissioner as experiencing a teacher shortage.

6.17 Sec. 7. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 5,
6.18 is amended to read:

6.19 Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the
6.20 annual amount of teacher shortage loan forgiveness for an approved applicant shall not
6.21 exceed \$1,000 or the cumulative balance of the applicant's qualified educational loans,
6.22 including principal and interest, whichever amount is less.

6.23 (b) Recipients must secure their own qualified educational loans. Teachers who
6.24 graduate from an approved teacher preparation program or teachers who add a licensure
6.25 field, consistent with the teacher shortage requirements of this section, are eligible to
6.26 apply for the loan forgiveness program.

6.27 (c) No teacher shall receive more than five annual awards.

6.28 Sec. 8. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 6,
6.29 is amended to read:

6.30 Subd. 6. **Disbursement.** (a) The commissioner must make annual disbursements
6.31 directly to the participant of the amount for which a participant is eligible, for each year
6.32 that a participant is eligible.

8.6 (b) Within 60 days of receipt of a the disbursement date, the participant must provide
 8.7 the commissioner with verification that the full amount of loan repayment disbursement
 8.8 has been applied toward the designated loans. A participant that previously received
 8.9 funds under this section but has not provided the commissioner with such verification
 8.10 is not eligible to receive additional funds.

9.17 ARTICLE 4

9.18 LOAN FORGIVENESS PROGRAM INFORMATION

9.19 Section 1. **[136A.1792] PROMOTION OF FEDERAL PUBLIC SERVICE LOAN**

9.20 **FORGIVENESS PROGRAMS.**

9.21 Subdivision 1. **Definitions.** (a) For the purposes of this section, the following terms

9.22 have the meanings given.

9.23 (b) "Employer" means an organization, agency, or entity that is a public service

9.24 organization under Code of Federal Regulations, title 34, part 685, section 219, provided

9.25 that the following are not employers:

9.26 (1) a federal or tribal government organization, agency, or entity; and

9.27 (2) a tribal college or university.

9.28 (c) "Employment certification form" means the form used by the United States

9.29 Department of Education to certify an individual's employment at a public service

9.30 organization for the purposes of the federal public service loan forgiveness program.

9.31 (d) "Federal loan forgiveness program" means a loan forgiveness program offered

9.32 under Code of Federal Regulations, title 34, part 685.

9.33 (e) "Public service loan forgiveness program" means the loan forgiveness program

9.34 under Code of Federal Regulations, title 34, part 685, section 219.

10.1 (f) "Public service organization" means a public service organization under Code of

10.2 Federal Regulations, title 34, part 685, section 219.

10.3 Subd. 2. **Promotion of federal public service loan forgiveness programs.** (a) The

10.4 commissioner must develop and distribute informational materials designed to increase

10.5 awareness of federal public service loan forgiveness programs among Minnesota residents

10.6 who are eligible for those programs. At a minimum, the commissioner must develop and

10.7 distribute informational materials that public service organizations may use to promote

10.8 awareness of the federal public service loan forgiveness program, including:

10.9 (1) a one-page letter addressed to individuals who may be eligible for the public

10.10 service loan forgiveness program that briefly summarizes the program, provides

10.11 information on what an eligible individual must do in order to participate, and recommends

10.12 that they contact their student loan servicer or servicers for additional information;

7.1 (b) Within 60 days of receipt of a the disbursement date, the participant must provide

7.2 the commissioner with verification that the full amount of loan repayment disbursement

7.3 has been applied toward the designated loans. A participant that previously received

7.4 funds under this section but has not provided the commissioner with such verification

7.5 is not eligible to receive additional funds.

7.6 Sec. 9. **[136A.1792] PROMOTION OF FEDERAL LOAN FORGIVENESS**

7.7 **PROGRAMS.**

7.8 Subdivision 1. **Definitions.** (a) For the purposes of this section, the following terms

7.9 have the meanings given.

NOTE: SEE NEXT SECTION FOR THIS DEFINITION

NOTE: SEE NEXT SECTION FOR THIS DEFINITION

7.10 (b) "Federal loan forgiveness program" means a loan forgiveness program offered

7.11 under Code of Federal Regulations, title 34, part 685.

7.12 (c) "Public service loan forgiveness program" means the loan forgiveness program

7.13 offered under Code of Federal Regulations, title 34, part 685, section 219.

7.14 (d) "Public service organization" means a public service organization under Code of

7.15 Federal Regulations, title 34, part 685, section 219.

7.16 Subd. 2. **Promotion of federal loan forgiveness programs.** (a) The commissioner

7.17 must develop and distribute informational materials designed to increase awareness of

7.18 federal loan forgiveness programs among Minnesota residents who are eligible for such

7.19 programs. At a minimum, the commissioner must develop and distribute informational

7.20 materials that public service organizations may use to promote awareness of the federal

7.21 public service loan forgiveness program, including:

7.22 (1) a one-page letter addressed to individuals who may be eligible for the public

7.23 service loan forgiveness program that briefly summarizes the program, provides

7.24 information on what an eligible individual must do in order to participate, and recommends

7.25 that they contact their student loan servicer or servicers for additional information;

- 10.13 (2) a detailed fact sheet describing the public service loan forgiveness program; and
- 10.14 (3) a document containing answers to frequently asked questions about the public
10.15 service loan forgiveness program.
- 10.16 (b) In place of developing and publishing an informational document required under
10.17 paragraph (a), the commissioner may distribute a document published by a federal agency
10.18 that meets the requirements of paragraph (a).
- 10.19 Subd. 3. **Publication of informational materials.** The commissioner must make
10.20 the informational materials required under subdivision 2 available on the office's Web
10.21 site and must verify each biennium that the informational materials contain current
10.22 information. The commissioner must update and correct any informational materials that
10.23 the commissioner finds inaccurate or outdated.
- 10.24 Subd. 4. **Employer information.** (a) An employer must provide an employee with
10.25 information about the employee's potential eligibility for the federal public service loan
10.26 forgiveness program. An employer must annually provide to each employee in written or
10.27 electronic form the one-page letter, fact sheet, and frequently asked questions required
10.28 under subdivision 2. In addition, an employer must provide a newly hired employee with
10.29 that information within two weeks of the employee's first day of employment.
- 10.30 (b) At an employee's request, an employer must provide the employee with a copy
10.31 of the employment certification form.
- 10.32 **EFFECTIVE DATE.** Subdivision 4 is effective January 1, 2017.

NOTE: SEE PREVIOUS SECTION FOR TEXT MATCHING THIS HOUSE LANGUAGE

- 7.26 (2) a detailed fact sheet describing the public service loan forgiveness program; and
- 7.27 (3) a document containing answers to frequently asked questions about the public
7.28 service loan forgiveness program.
- 7.29 (b) In place of developing and publishing an informational document required under
7.30 paragraph (a), the commissioner may distribute a document published by a federal agency
7.31 that meets the requirements of paragraph (a).
- 7.32 Subd. 3. **Publication of informational materials.** The commissioner must make
7.33 the informational materials required under subdivision 2 available on the office's Web
7.34 site and must verify each biennium that the informational materials contain current
8.1 information. The commissioner must update and correct any informational materials that
8.2 the commissioner finds to be inaccurate or outdated.

NOTE: SEE NEXT SECTION FOR THESE REQUIREMENTS

- 9.4 Sec. 11. **[181.987] DISCLOSURE OF ELIGIBILITY FOR STUDENT LOAN**
9.5 **FORGIVENESS.**
- 9.6 Subdivision 1. **Definitions.** (a) For the purposes of this section, the following terms
9.7 have the meanings given.
- 9.8 (b) "Employer" means an organization, agency, or entity that is a public service
9.9 organization under Code of Federal Regulations, title 34, part 685, section 219, provided
9.10 that the following are not employers:
- 9.11 (1) a federal or tribal government organization, agency, or entity; and
- 9.12 (2) a tribal college or university.
- 9.13 (c) "Employment certification form" means the form used by the United States
9.14 Department of Education to certify an individual's employment at a public service
9.15 organization for the purposes of the federal public service loan forgiveness program.
- 9.16 (d) "Federal public service loan forgiveness program" means the program offered
9.17 under Code of Federal Regulations, title 34, part 685, section 219.

9.18 Subd. 2. **Disclosure of eligibility for student loan forgiveness.** (a) An employer
 9.19 must provide an employee with information about the employee's potential eligibility
 9.20 for the federal public service loan forgiveness program. An employer must annually
 9.21 provide to each employee in written or electronic form the one-page letter, fact sheet,
 9.22 and frequently asked questions required under section 136A.1792, subdivision 2. An
 9.23 employer must provide a newly hired employee with that information within two weeks of
 9.24 the employee's first day of employment.

9.25 (b) At an employee's request, an employer must provide the employee with a copy
 9.26 of the employment certification form.

9.27 **EFFECTIVE DATE.** This section is effective January 1, 2017. An employer must
 9.28 provide information to current employees, as required by subdivision 2, by January 15,
 9.29 2017.

10.33 Sec. 2. **[136A.1793] TEACHER LOAN FORGIVENESS PROGRAMS;**
 10.34 **STUDENT INFORMATION.**

11.1 The commissioner shall provide information to public and private teacher education
 11.2 programs concerning public and private student loan programs that provide for full or
 11.3 partial repayment forgiveness. Teacher education programs must provide the information
 11.4 furnished by the commissioner to its teacher education students.

ARTICLE 1 HIGHER EDUCATION APPROPRIATIONS

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10.16 Sec. 9. Minnesota Statutes 2015 Supplement, section 136A.246, is amended by adding
 10.17 a subdivision to read:

10.18 Subd. 8a. **Support grants.** The commissioner, from appropriations specifically
 10.19 made for the purposes of this subdivision, may provide grants to school districts and
 10.20 community colleges for the purpose of providing exposure and connection to teachers and
 10.21 staff, students, and employers regarding industry occupational pathways and employment
 10.22 with employers in the region.

10.23 Sec. 10. Minnesota Statutes 2015 Supplement, section 136A.246, is amended by
 10.24 adding a subdivision to read:

10.25 Subd. 10. **Dual training account.** A dual training account is created in the special
 10.26 revenue fund in the state treasury. The commissioner shall deposit into the account
 10.27 appropriations made for the purposes of this section. Money in the account is appropriated
 10.28 to the commissioner for the purposes for which it was appropriated.

10.29 Sec. 11. Minnesota Statutes 2015 Supplement, section 136A.246, is amended by
10.30 adding a subdivision to read:

11.1 Subd. 11. **Administration expenses.** The commissioner may expend up to five
11.2 percent of the appropriation made for the purposes of this section for administration
11.3 of this section.

11.4 Sec. 12. Minnesota Statutes 2015 Supplement, section 136A.87, is amended to read:

11.5 **136A.87 PLANNING INFORMATION FOR POSTSECONDARY**
11.6 **EDUCATION.**

11.7 (a) The office shall make available to all residents beginning in 7th grade through
11.8 adulthood information about planning and preparing for postsecondary opportunities.
11.9 Information must be provided to all 7th grade students and their parents annually
11.10 by September 30 about planning for their postsecondary education. The office may
11.11 also provide information to high school students and their parents, to adults, and to
11.12 out-of-school youth.

11.13 (b) The office must make reasonable efforts to obtain publicly available information
11.14 about the dual credit acceptance policies of each Minnesota, Wisconsin, South Dakota,
11.15 and North Dakota public and private college and university. This information must be
11.16 shared on the office's Web site and included in the information under paragraph (a).

11.17 (c) The information provided under paragraph (a) may include the following:

11.18 (1) the need to start planning early;

11.19 (2) the availability of assistance in educational planning from educational institutions
11.20 and other organizations;

11.21 (3) suggestions for studying effectively during high school;

11.22 (4) high school courses necessary to be adequately prepared for postsecondary
11.23 education;

11.24 (5) encouragement to involve parents actively in planning for all phases of education;

11.25 (6) information about postsecondary education and training opportunities existing
11.26 in the state, their respective missions and expectations for students, their preparation
11.27 requirements, admission requirements, and student placement;

11.28 (7) ways to evaluate and select postsecondary institutions;

11.29 (8) the process of transferring credits among Minnesota postsecondary institutions
11.30 and systems;

8.3 Sec. 10. Minnesota Statutes 2015 Supplement, section 136A.87, is amended to read:

8.4 **136A.87 PLANNING INFORMATION FOR POSTSECONDARY**
8.5 **EDUCATION.**

8.6 (a) The office shall make available to all residents beginning in 7th grade through
8.7 adulthood information about planning and preparing for postsecondary opportunities.
8.8 Information must be provided to all 7th grade students and their parents annually
8.9 by September 30 about planning for their postsecondary education. The office may
8.10 also provide information to high school students and their parents, to adults, and to
8.11 out-of-school youth.

8.12 (b) The office shall gather and share information with students and parents about
8.13 the dual credit acceptance policies of each Minnesota public and private college and
8.14 university. The office shall gather and share information related to the acceptance policies
8.15 for concurrent enrollment courses, postsecondary enrollment options courses, advanced
8.16 placement courses, and international baccalaureate courses. This information must be
8.17 shared on the office's Web site and included in the information under paragraph (a).

8.18 (c) The information provided under paragraph (a) may include the following:

8.19 (1) the need to start planning early;

8.20 (2) the availability of assistance in educational planning from educational institutions
8.21 and other organizations;

8.22 (3) suggestions for studying effectively during high school;

8.23 (4) high school courses necessary to be adequately prepared for postsecondary
8.24 education;

8.25 (5) encouragement to involve parents actively in planning for all phases of education;

8.26 (6) information about postsecondary education and training opportunities existing
8.27 in the state, their respective missions and expectations for students, their preparation
8.28 requirements, admission requirements, and student placement;

8.29 (7) ways to evaluate and select postsecondary institutions;

8.30 (8) the process of transferring credits among Minnesota postsecondary institutions
8.31 and systems;

11.31 (9) the costs of postsecondary education and the availability of financial assistance
 11.32 in meeting these costs, including specific information about the Minnesota Promise;
 11.33 (10) the interrelationship of assistance from student financial aid, public assistance,
 11.34 and job training programs; and
 11.35 (11) financial planning for postsecondary education.

12.1 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
 12.2 later.

NOTE: AN IDENTICAL SECTION TO THE ONE ABOVE ALSO EXISTS IN SF 3028, ARTICLE 5, SECTION 1

12.3 Sec. 13. [136A.89] PRINCIPAL LEADERSHIP INSTITUTE.

12.4 (a) The commissioner may contract with the Minnesota State University Mankato to
 12.5 establish a Principals' Leadership Institute to provide licensed principals in Minnesota
 12.6 with a research-based and evaluated professional development experience focused on
 12.7 instructional and organizational leadership by:

12.8 (1) creating a network of educational leaders who demonstrate strong instructional
 12.9 leadership, racial equity leadership, and the skills to lead for all students;

12.10 (2) advancing student achievement in school districts through the continuous
 12.11 development of courageous and results-driven principal leaders;

12.12 (3) developing leaders who cultivate a school culture where every student is fully
 12.13 engaged, educated, and included; and

12.14 (4) developing principal leaders who create a culture of high standards for all
 12.15 students and demonstrate the ability to build teacher development so that culturally
 12.16 responsive practices occur in all classrooms.

12.17 (b) Minnesota State University Mankato must partner with participating district or
 12.18 charter school leadership to bridge professional development learning from the Principals'
 12.19 Leadership Institute to the district at large.

12.20 (c) Participants must agree to attend all sessions of the Principals' Leadership Institute.

12.21 (d) The Principals' Leadership Institute must base the program content and
 12.22 curriculum on current research-based best practices in educational leadership that lead to
 12.23 accelerated achievement growth for all students.

12.24 (e) School district or charter school leadership in the state may recommend a licensed
 12.25 principal for participation in the program based on the principal's leadership potential.

8.32 (9) the costs of postsecondary education and the availability of financial assistance
 8.33 in meeting these costs, including specific information about the Minnesota Promise;
 8.34 (10) the interrelationship of assistance from student financial aid, public assistance,
 8.35 and job training programs; and
 9.1 (11) financial planning for postsecondary education.

9.2 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
 9.3 later.

12.26 (f) The school board or charter school board must submit the list of recommended
 12.27 participants to the Principals' Leadership Institute by July 1 each year. Principals from a
 12.28 school district or charter school whose leadership is engaged in intentional work focused
 12.29 on eliminating the predictable racial achievement disparities within their district or school
 12.30 must receive priority selection for attending the Principals' Leadership Institute.

ARTICLE 1 HIGH SCHOOL TESTING; MCA SCORES

S3028-2

6.10 Sec. 2. Minnesota Statutes 2015 Supplement, section 136F.302, subdivision 1, is
 6.11 amended to read:

6.12 Subdivision 1. **ACT college ready score.** (a) A state college or university ~~may~~ must
 6.13 not require an individual to take a remedial, noncredit course in a subject area if the
 6.14 individual has received a college ready ACT score in that subject area.

6.15 (b) When deciding if an individual is admitted to or enrolling in a state college or
 6.16 university, the state college or university must consider the individual's scores on the high
 6.17 school Minnesota Comprehensive Assessments, in addition to other factors determined
 6.18 relevant by the college or university.

6.19 Sec. 3. **[136F.3025] MCA COLLEGE-READY BENCHMARK.**

6.20 A state college or university must not require an individual to take a remedial,
 6.21 noncredit course in a subject area if the individual has received a college-ready MCA
 6.22 benchmark in that subject area, consistent with section 120B.30, subdivision 1, paragraph
 6.23 (m). As part of the notification of high school students and their families under section
 6.24 120B.30, subdivision 1, paragraph (m), the commissioner shall include a statement
 6.25 that students who receive a college-ready benchmark on the high school MCA are not
 6.26 required to take a remedial, noncredit course at a Minnesota state college or university in
 6.27 the corresponding subject area.

6.28 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and
 6.29 later, except for notification of students and families consistent with Minnesota Statutes,
 6.30 section 136F.302, subdivision 1, which is effective for the 2016-2017 school year.

12.8 ARTICLE 6

12.9 MNSCU CREDIT AND CURRICULUM

12.10 Section 1. **[136F.304] FULL VALUE OF CREDITS.**

NOTE: SEE H2749-2, ARTICLE 8, SECTION 65

NOTE: SEE H2749-2, ARTICLE 8, SECTION 66

12.11 The board must adopt policies that give full value to all credits obtained from a
 12.12 state college or university for use in satisfying credit requirements for a degree, diploma,
 12.13 or certificate. Among other policies, the board may adopt policies accepting those
 12.14 credits for the purpose of meeting general education credits or other distribution credit
 12.15 requirements. The policies must apply regardless of whether the credits were earned in a
 12.16 degree, diploma, or certificate program.

12.17 Sec. 2. **[136F.305] CURRICULUM CONSISTENCY.**

12.18 The board must adopt policies that provide for reasonable state college and
 12.19 university consistency among offerings of the same course, so students can have all credits
 12.20 in these courses transfer to any college or university, and so students are well prepared to
 12.21 advance through course sequences. Course curricula need not be identical, but a common
 12.22 core must exist among the same courses.

14.14 ARTICLE 8

14.15 MNSCU TRANSFER CURRICULUM

14.16 Section 1. **[136F.306] MINNESOTA TRANSFER CURRICULUM;**
 14.17 **AGRICULTURAL SCIENCE EDUCATION.**

14.18 The Minnesota State Colleges and Universities must apply agricultural science
 14.19 education credits in calculating a student's completion of the Minnesota transfer
 14.20 curriculum's natural sciences requirement.

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

14.22 Sec. 2. **MINNESOTA TRANSFER CURRICULUM; OCCUPATIONAL**
 14.23 **COURSES.**

14.24 The Board of Trustees of the Minnesota State Colleges and Universities must report
 14.25 by February 1, 2017, to the chairs and ranking minority members of the committees
 14.26 in the house of representatives and the senate with jurisdiction over higher education
 14.27 policy concerning the Minnesota transfer curriculum and the board's policy with respect
 14.28 to accepting courses with an occupational component to satisfy transfer curriculum
 14.29 requirements. Specifically, and without limitation, the board must report on its policy
 14.30 of accepting courses that contain more than a 50 percent occupational component and
 14.31 explain the rationale regarding that policy.

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

ARTICLE 1 HIGHER EDUCATION APPROPRIATIONS

UEH2749-1

- 12.31 Sec. 14. **[136F.33] SUPPLEMENTAL AND DEVELOPMENTAL EDUCATION.**
- 12.32 Subdivision 1. **Definitions.** (a) For purposes of this section, the following terms
- 12.33 have the meanings given.
- 13.1 (b) "Academic weakness" means an academic skill determined to be below college
- 13.2 ready according to a formalized assessment.
- 13.3 (c) "Corequisite" means a course or other requirement that is taken simultaneously
- 13.4 with a credit-bearing course for the purpose of providing targeted support.
- 13.5 (d) "Credit-bearing course" means a college entry-level course that meets the
- 13.6 requirements for a diploma, certificate, or degree.
- 13.7 (e) "Developmental education" means the building of foundational skills in noncredit
- 13.8 courses or programs to promote academic success in college-level coursework.
- 13.9 (f) "Gateway course" means an initial credit-bearing course in a subject.
- 13.10 (g) "Supplemental instruction" means a targeted support model for students with
- 13.11 academic weaknesses to promote academic success in credit-bearing courses.
- 13.12 (h) "Targeted support" means academic support, including but not limited to
- 13.13 tutoring and directed group study time, related to increasing a student's understanding of
- 13.14 a credit-bearing course.
- 13.15 Subd. 2. **Program requirements.** (a) The board shall develop and implement varied
- 13.16 research-grounded tiered approaches to supplemental instruction and developmental
- 13.17 education based on student academic readiness. The tiered approach must minimize the
- 13.18 placement of students in developmental education under subdivision 5 by providing a
- 13.19 supplemental instruction course structure that results in earning the equivalent of credit in
- 13.20 a credit-bearing course while providing targeted support to a student who:
- 13.21 (1) did not meet the minimum course placement criteria for a credit-bearing course;
- 13.22 and
- 13.23 (2) using multiple measures of assessment, is identified as likely to succeed in a
- 13.24 credit-bearing course if targeted support is provided.
- 13.25 (b) The board shall establish campus-specific tiered approaches including strategies
- 13.26 under subdivision 3 that are:
- 13.27 (1) focused on the skills and competencies essential for success in the math and
- 13.28 English college-level courses; and
- 13.29 (2) based on the nature of individual campus academic programming and the needs
- 13.30 of specific campus student populations.

- 13.31 (c) To facilitate the transfer of credits, the transcript record for a supplemental
 13.32 instruction course must include a credit-bearing course or a designation of equivalency to
 13.33 a specific credit-bearing course.
- 13.34 (d) The board shall make available to students on its Web site, in course catalogs, and
 13.35 by other methods at the discretion of the board, the supplemental instruction, developmental
 13.36 education, and corequisite courses offered at a particular college or university.
- 14.1 Subd. 3. **Support strategies.** (a) The board shall continuously monitor and adopt
 14.2 strategies that have the potential or that have proven to increase the placement and success
 14.3 of students in credit-bearing courses. If the board finds that strategies are successful at
 14.4 one campus or program, the board must assess whether the strategies would be beneficial
 14.5 campuswide or systemwide and, if it determines that it would, must implement the strategy
 14.6 for all campus or system programs in which the strategy is predicted to be successful. The
 14.7 board may discontinue the strategy for those programs where it does not prove beneficial.
- 14.8 (b) Consistent with subdivision 2, strategies may include, but are not limited to:
- 14.9 (1) replacing developmental or remedial courses, when appropriate, with corequisite
 14.10 courses in which students with academic weaknesses are placed into introductory
 14.11 credit-bearing courses while receiving supplemental academic instruction on the same
 14.12 subject and during the same term;
- 14.13 (2) expanding proactive advising, including the use of early alert systems or
 14.14 requiring the approval of an adviser or counselor to register for certain classes;
- 14.15 (3) developing meta-majors in broad academic disciplines as an alternative to
 14.16 undecided majors;
- 14.17 (4) making available alternative mathematics curriculum, including curriculum most
 14.18 relevant to the student's chosen area of study;
- 14.19 (5) implementing "opt-out scheduling" by automatically enrolling students in a
 14.20 schedule of courses chosen by the student's department but allowing students to disenroll
 14.21 from those courses if they meet with an academic adviser and cosign a change of
 14.22 enrollment form; and
- 14.23 (6) facilitating the transfer of credits between state colleges and universities.
- 14.24 Subd. 4. **Assessments and advising.** (a) Common student placement assessments
 14.25 must provide information identifying academic weaknesses that must be provided to the
 14.26 student. A student assessed below college ready must be provided:
- 14.27 (1) materials designed to address identified academic weaknesses;
- 14.28 (2) support to prepare for and retake placement assessments;
- 14.29 (3) postassessment advising to assist in making informed decisions on identifying
 14.30 academic weaknesses and targeting supplemental instruction options; and

- 14.31 (4) additional targeted support while enrolled in college-level math and English
14.32 courses.
- 14.33 (b) Intrusive advising must be provided to a student who participates in supplemental
14.34 instruction programs but has been unsuccessful in achieving academic success. Advising
14.35 must include career and employment options, alternative career pathways, and related
14.36 educational opportunities.
- 15.1 Subd. 5. **Developmental education.** (a) The board shall create a framework to
15.2 redesign developmental education to provide a student who does not meet the criteria for
15.3 inclusion in a supplemental instruction course the opportunity to complete gateway math
15.4 and English courses within one academic year. The board must provide developmental
15.5 education to a student or advise the student to enroll in adult basic education.
- 15.6 (b) The board shall not require a student who has successfully taken a developmental
15.7 course under section 124D.09, subdivision 10, to participate in a developmental education
15.8 course in the same subject area.
- 15.9 Subd. 6. **Report.** Annually by January 15, the board shall report to the chairs and
15.10 ranking minority members of the legislative committees with primary jurisdiction over
15.11 higher education finance on the goal of increasing the placement and success of students
15.12 in credit-bearing courses. The report must, at a minimum, include:
- 15.13 (1) the following information on board activities:
- 15.14 (i) strategies the board has adopted at each campus under subdivision 2, paragraph (b);
15.15 (ii) strategies that have been discontinued at each campus; and
15.16 (iii) strategies being considered for systemwide implementation; and
- 15.17 (2) the following information on students:
- 15.18 (i) the number and percent of students placed in developmental education;
15.19 (ii) the number and percent of students who complete developmental education
15.20 within one academic year;
- 15.21 (iii) the number and percent of students that complete gateway courses in math
15.22 and English in one academic year;
- 15.23 (iv) the student retention rate;
15.24 (v) time to complete a degree or certificate; and
15.25 (vi) credits earned by those completing a degree, certificate, or other program.
- 15.26 The report must disaggregate student data by race, ethnicity, Pell Grant eligibility,
15.27 and age and provide aggregate data.

14.32 **ARTICLE 4**
14.33 **FETAL TISSUE RESEARCH**

14.34 Section 1. **[137.45] FETAL TISSUE RESEARCH PRACTICES.**

15.1 Subdivision 1. **Institutional review board; approval of research.** An individual
15.2 conducting research at the University of Minnesota must obtain approval from the
15.3 university's institutional review board or stem cell oversight committee before conducting
15.4 research using fetal tissue. The institutional review board or oversight committee must, in
15.5 its approval process, consider whether nonhuman tissue would be sufficient for the study.

15.6 Subd. 2. **Identification of fetal tissue available due to natural death.** The dean
15.7 of the university's medical school shall attempt to identify sources for procurement of
15.8 fetal tissues that are available due to the natural death of the fetus and are suitable for
15.9 use in academic research. The dean shall consider engaging an outside consultant to
15.10 attempt to identify such sources. When appropriate sources are identified, the dean must
15.11 make recommendations to the Board of Regents for updates to university policies and
15.12 procedures to encourage use of these sources in all university research activities where
15.13 fetal tissue is requested to be used. Sources that are identified shall be submitted to the
15.14 Association of American Medical Colleges.

15.15 Subd. 3. **Legislative report.** (a) No later than January 15, 2017, the Board of
15.16 Regents must submit a report to the legislature. The report must be submitted to the chairs
15.17 and ranking minority members of the committees of the legislature with jurisdiction over
15.18 higher education policy and finance and health and human services policy and finance
15.19 and must describe:

15.20 (1) all suitable sources for procurement of fetal tissue that are identified under
15.21 subdivision 2;

15.22 (2) any recommended updates to university policies and procedures after
15.23 identification of suitable sources under subdivision 2, and if so, whether those
15.24 recommended updates were adopted by the Board of Regents; and

15.25 (3) a list of:

15.26 (i) all approvals made in the previous year by an institutional review board or stem
15.27 cell oversight committee for the use of fetal tissue; and

15.28 (ii) all research continuing on fetal tissue from research that began in a previous year.

15.29 (b) The list provided under paragraph (a), clause (3), must identify, for each research
15.30 activity, the source of funding for the research; the goal or purpose of the research;
15.31 the source of the fetal tissue used in the research; references to any publicly available
15.32 information about the research, including but not limited to grant award information from
15.33 the National Institutes of Health; and references to any publications resulting from the
15.34 research.

15.35 Subd. 4. **Definition.** As used in this section and section 137.46, "fetal tissue" means
15.36 any part of an unborn child or fetus, including a body part, cell, tissue, or organ.

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

16.2 Sec. 2. **[137.46] INSTITUTIONAL REVIEW BOARD OVERSIGHT**

16.3 **ACTIVITIES.**

16.4 The Board of Regents shall:

16.5 (1) further develop and clarify existing university policies and procedures related
16.6 to the lawful and ethical treatment of human subjects and fetal tissue in research
16.7 activities, including enhancement of applicable penalties for violation of these policies
16.8 and procedures;

16.9 (2) institute a system of frequent, random, unannounced inspections and audits of
16.10 research activities involving fetal tissue to verify compliance with applicable federal and
16.11 state laws, university policies and procedures, and other professional standards related to
16.12 purchasing, handling, and disposing of fetal tissue;

16.13 (3) conduct education and outreach programs, including instituting a required
16.14 comprehensive training program, on applicable federal and state laws, university policies
16.15 and procedures, and other professional standards related to the respectful, humane, and
16.16 ethical treatment of human subjects and fetal tissue in research, for all students and
16.17 employees engaged in these activities; and

16.18 (4) establish an anonymous reporting system to receive complaints of activities that
16.19 may violate applicable federal and state laws, university policies and procedures, and
16.20 other professional standards in research involving human subjects and fetal tissue by the
16.21 university, university students or employees, or any other person engaged in research
16.22 activities in university facilities.

16.23 Sec. 3. **UNIVERSITY OF MINNESOTA FETAL TISSUE RESEARCH;**

16.24 **LEGISLATIVE AUDITOR REVIEW.**

16.25 (a) The legislative auditor is requested to complete a comprehensive review of
16.26 the use of fetal tissue in research activities at the University of Minnesota. The review
16.27 must include:

16.28 (1) the total number of research activities in which fetal tissue is currently or has been
16.29 previously used, including those that are in progress and those that have been completed;

16.30 (2) the cost of acquiring fetal tissues for use in research activities, itemized by the
16.31 source of funds used for procurement, including funds from federal, state, and other public
16.32 sources, and funds derived from student tuition and fees;

17.1 (3) the extent to which the conduct of the research activities complies with
17.2 applicable federal and state laws related to acquisition, sale, handling, and disposition
17.3 of human tissues, including fetal tissues;

17.4 (4) the extent to which the conduct of the research activities complies with
17.5 applicable Board of Regents policies and procedures related to acquisition, sale, handling,
17.6 and disposition of human tissues, including fetal tissues; and

17.7 (5) whether applicable Board of Regents policies include provisions to ensure fetal
17.8 tissue is used in research activities only when necessary, and to ensure that the research
17.9 activities are conducted in an ethical manner, including whether procedures and protocols
17.10 for oversight have been implemented to verify compliance with these policies.

17.11 (b) As used in this section, "research activities" include any academic fetal tissue
17.12 research or fetal tissue transplantation research activity or program conducted in a
17.13 University of Minnesota facility, or that is supported, directly or indirectly, by University
17.14 of Minnesota funds.

17.15 **EFFECTIVE DATE.** This section is effective the day following final enactment.
17.16 The legislative auditor is requested to complete the review no later than 60 days following
17.17 final enactment.

17.18 **ARTICLE 5**

17.19 **MONITORING OF PSYCHIATRIC DRUG TRIALS**

17.20 Section 1. Minnesota Statutes 2014, section 245.92, is amended to read:
17.21 **245.92 OFFICE OF OMBUDSMAN; CREATION; QUALIFICATIONS;**
17.22 **FUNCTION.**

17.23 The ombudsman for persons receiving services or treatment for mental illness,
17.24 developmental disabilities, chemical dependency, or emotional disturbance shall promote
17.25 the highest attainable standards of treatment, competence, efficiency, and justice. The
17.26 ombudsman may gather information and data about decisions, acts, and other matters of an
17.27 agency, facility, or program, and shall monitor the treatment of individuals participating in
17.28 a University of Minnesota Department of Psychiatry clinical drug trial. The ombudsman
17.29 is appointed by the governor, serves in the unclassified service, and may be removed only
17.30 for just cause. The ombudsman must be selected without regard to political affiliation and
17.31 must be a person who has knowledge and experience concerning the treatment, needs,
17.32 and rights of clients, and who is highly competent and qualified. No person may serve as
17.33 ombudsman while holding another public office.

18.1 Sec. 2. Minnesota Statutes 2014, section 245.94, is amended to read:

18.2 **245.94 POWERS OF OMBUDSMAN; REVIEWS AND EVALUATIONS;**

18.3 **RECOMMENDATIONS.**

18.4 Subdivision 1. **Powers.** (a) The ombudsman may prescribe the methods by which
18.5 complaints to the office are to be made, reviewed, and acted upon. The ombudsman may
18.6 not levy a complaint fee.

18.7 (b) The ombudsman may mediate or advocate on behalf of a client.

18.8 (c) The ombudsman may investigate the quality of services provided to clients and
18.9 determine the extent to which quality assurance mechanisms within state and county
18.10 government work to promote the health, safety, and welfare of clients, other than clients
18.11 in acute care facilities who are receiving services not paid for by public funds. The
18.12 ombudsman is a health oversight agency as defined in Code of Federal Regulations,
18.13 title 45, section 164.501.

18.14 (d) At the request of a client, or upon receiving a complaint or other information
18.15 affording reasonable grounds to believe that the rights of a client who is not capable
18.16 of requesting assistance have been adversely affected, the ombudsman may gather
18.17 information and data about and analyze, on behalf of the client, the actions of an agency,
18.18 facility, or program.

18.19 (e) The ombudsman may gather, on behalf of a client, records of an agency, facility,
18.20 or program, or records related to clinical drug trials from the University of Minnesota
18.21 Department of Psychiatry, if the records relate to a matter that is within the scope of the
18.22 ombudsman's authority. If the records are private and the client is capable of providing
18.23 consent, the ombudsman shall first obtain the client's consent. The ombudsman is
18.24 not required to obtain consent for access to private data on clients with developmental
18.25 disabilities. The ombudsman is not required to obtain consent for access to private data
18.26 on decedents who were receiving services for mental illness, developmental disabilities,
18.27 or emotional disturbance. All data collected, created, received, or maintained by the
18.28 ombudsman are governed by chapter 13 and other applicable law.

18.29 (f) Notwithstanding any law to the contrary, the ombudsman may subpoena a person
 18.30 to appear, give testimony, or produce documents or other evidence that the ombudsman
 18.31 considers relevant to a matter under inquiry. The ombudsman may petition the appropriate
 18.32 court in Ramsey County to enforce the subpoena. A witness who is at a hearing or is part
 18.33 of an investigation possesses the same privileges that a witness possesses in the courts or
 18.34 under the law of this state. Data obtained from a person under this paragraph are private
 18.35 data as defined in section 13.02, subdivision 12.

19.1 (g) The ombudsman may, at reasonable times in the course of conducting a review,
 19.2 enter and view premises within the control of an agency, facility, or program.

19.3 (h) The ombudsman may attend Department of Human Services Review Board
 19.4 and Special Review Board proceedings; proceedings regarding the transfer of patients
 19.5 or residents, as defined in section 246.50, subdivisions 4 and 4a, between institutions
 19.6 operated by the Department of Human Services; and, subject to the consent of the affected
 19.7 client, other proceedings affecting the rights of clients. The ombudsman is not required to
 19.8 obtain consent to attend meetings or proceedings and have access to private data on clients
 19.9 with developmental disabilities.

19.10 (i) The ombudsman shall gather data of agencies, facilities, or programs classified
 19.11 as private or confidential as defined in section 13.02, subdivisions 3 and 12, regarding
 19.12 services provided to clients with developmental disabilities.

19.13 (j) To avoid duplication and preserve evidence, the ombudsman shall inform
 19.14 relevant licensing or regulatory officials before undertaking a review of an action of
 19.15 the facility or program.

19.16 (k) The ombudsman shall monitor the treatment of individuals participating in
 19.17 a University of Minnesota Department of Psychiatry clinical drug trial and ensure that
 19.18 all protections for human subjects required by federal law and the Institutional Review
 19.19 Board are provided.

19.20 (l) Sections 245.91 to 245.97 are in addition to other provisions of law under which
 19.21 any other remedy or right is provided.

19.22 Subd. 2. **Matters appropriate for review.** (a) In selecting matters for review by the
 19.23 office, the ombudsman shall give particular attention to unusual deaths or injuries of a
 19.24 client or reports of emergency use of manual restraint as identified in section 245D.061,
 19.25 served by an agency, facility, or program, or actions of an agency, facility, or program that:

19.26 (1) may be contrary to law or rule;

19.27 (2) may be unreasonable, unfair, oppressive, or inconsistent with a policy or order of
 19.28 an agency, facility, or program;

19.29 (3) may be mistaken in law or arbitrary in the ascertainment of facts;

19.30 (4) may be unclear or inadequately explained, when reasons should have been
19.31 revealed;

19.32 (5) may result in abuse or neglect of a person receiving treatment;

19.33 (6) may disregard the rights of a client or other individual served by an agency
19.34 or facility;

19.35 (7) may impede or promote independence, community integration, and productivity
19.36 for clients; or

20.1 (8) may impede or improve the monitoring or evaluation of services provided to
20.2 clients.

20.3 (b) The ombudsman shall, in selecting matters for review and in the course of the
20.4 review, avoid duplicating other investigations or regulatory efforts.

20.5 (c) The ombudsman shall give particular attention to the death or unusual injury of
20.6 any individual who is participating in a University of Minnesota Department of Psychiatry
20.7 clinical drug trial.

20.8 Subd. 2a. **Mandatory reporting.** Within 24 hours after a client suffers death or
20.9 serious injury, the agency, facility, ~~or~~ program director, or lead investigator of a clinical
20.10 drug trial at the University of Minnesota Department of Psychiatry shall notify the
20.11 ombudsman of the death or serious injury. The emergency use of manual restraint must
20.12 be reported to the ombudsman as required under section 245D.061, subdivision 8. The
20.13 ombudsman is authorized to receive identifying information about a deceased client
20.14 according to Code of Federal Regulations, title 42, section 2.15, paragraph (b).

20.15 Subd. 3. **Complaints.** (a) The ombudsman may receive a complaint from any
20.16 source concerning an action of an agency, facility, or program. After completing a review,
20.17 the ombudsman shall inform the complainant and the agency, facility, or program.
20.18 No client may be punished nor may the general condition of the client's treatment be
20.19 unfavorably altered as a result of an investigation, a complaint by the client, or by another
20.20 person on the client's behalf. An agency, facility, or program shall not retaliate or take
20.21 adverse action against a client or other person, who in good faith makes a complaint or
20.22 assists in an investigation. The ombudsman may classify as confidential, the identity of a
20.23 complainant, upon request of the complainant.

20.24 (b) The ombudsman shall receive a complaint from any source concerning an
 20.25 action or inaction of the University of Minnesota Department of Psychiatry related
 20.26 to an individual who is enrolled in a department-approved clinical drug trial. No
 20.27 individual participating in the trial may be punished, nor may the general condition of
 20.28 the individual's treatment be unfavorably altered, as a result of an investigation or a
 20.29 complaint by the individual or the individual's advocate. The university shall not retaliate
 20.30 or take adverse action against any person who in good faith makes a complaint or assists
 20.31 in an investigation. The ombudsman may classify the identity of the complainant as
 20.32 confidential, upon request of the complainant.

20.33 Subd. 4. **Recommendations to agency.** (a) If, after reviewing a complaint or
 20.34 conducting an investigation and considering the response of an agency, facility, or
 20.35 program and any other pertinent material, the ombudsman determines that the complaint
 21.1 has merit or the investigation reveals a problem, the ombudsman may recommend that
 21.2 the agency, facility, or program:

21.3 (1) consider the matter further;

21.4 (2) modify or cancel its actions;

21.5 (3) alter a rule, order, or internal policy;

21.6 (4) explain more fully the action in question; or

21.7 (5) take other action.

21.8 (b) At the ombudsman's request, the agency, facility, or program shall, within a
 21.9 reasonable time, inform the ombudsman about the action taken on the recommendation
 21.10 or the reasons for not complying with it.

21.11 Subd. 5. **Recommendations to University of Minnesota.** If, after reviewing a
 21.12 complaint or conducting an investigation and considering the response of the clinical drug
 21.13 trial's primary investigator or the Department of Psychiatry, the ombudsman determines
 21.14 that the complaint has merit or the investigation reveals noncompliance with the federal
 21.15 protection of human subjects requirements or the requirements of the Institutional Review
 21.16 Board, the ombudsman shall recommend that the Board of Regents of the University of
 21.17 Minnesota take corrective action to remedy the violations.

21.18 Sec. 3. Minnesota Statutes 2014, section 245.945, is amended to read:

21.19 **245.945 REIMBURSEMENT TO OMBUDSMAN FOR MENTAL HEALTH**
 21.20 **AND DEVELOPMENTAL DISABILITIES.**

21.21 (a) The commissioner shall obtain federal financial participation for eligible activity
 21.22 by the ombudsman for mental health and developmental disabilities. The ombudsman
 21.23 shall maintain and transmit to the Department of Human Services documentation that is
 21.24 necessary in order to obtain federal funds.

21.25 (b) The Board of Regents of the University of Minnesota shall reimburse the Office
 21.26 of the Ombudsman for Mental Health and Developmental Disabilities for the oversight
 21.27 costs incurred in monitoring participants in Department of Psychiatry clinical drug trials.
 21.28 The ombudsman shall maintain and transmit documentation of costs incurred to the Board
 21.29 of Regents of the University of Minnesota.

21.30 Sec. 4. Minnesota Statutes 2014, section 245.95, subdivision 1, is amended to read:

21.31 Subdivision 1. **Specific reports.** The ombudsman may send conclusions and
 21.32 suggestions concerning any matter reviewed to the governor. Before making public a
 21.33 conclusion or recommendation that expressly or implicitly criticizes an agency, facility,
 21.34 program, or any person, the ombudsman shall consult with the governor and the agency,
 22.1 facility, program, or person concerning the conclusion or recommendation. When sending
 22.2 a conclusion or recommendation to the governor that is adverse to an agency, facility,
 22.3 program, or any person, the ombudsman shall include any statement of reasonable length
 22.4 made by that agency, facility, program, or person in defense or mitigation of the office's
 22.5 conclusion or recommendation. For purposes of this subdivision, "agency, facility,
 22.6 program, or any person" includes the University of Minnesota Department of Psychiatry
 22.7 and its employees working in clinical drug trials.

22.8 Sec. 5. Minnesota Statutes 2014, section 245.97, subdivision 5, is amended to read:

22.9 Subd. 5. **Medical Review Subcommittee.** At least five members of the committee,
 22.10 including at least three physicians, one of whom is a psychiatrist, must be designated by
 22.11 the governor to serve as a Medical Review Subcommittee. Terms of service, vacancies,
 22.12 and compensation are governed by subdivision 2. The governor shall designate one of
 22.13 the members to serve as chair of the subcommittee. The Medical Review Subcommittee
 22.14 may have access to private and confidential data collected or created by the ombudsman
 22.15 that are necessary to fulfill the duties of the Medical Review Subcommittee under this
 22.16 section and may:

22.17 (1) make a preliminary determination of whether the death of a client that has been
 22.18 brought to its attention is unusual or reasonably appears to have resulted from causes other
 22.19 than natural causes and warrants investigation;

22.20 (2) review the causes of and circumstances surrounding the death;

22.21 (3) request the county coroner or medical examiner to conduct an autopsy;

22.22 (4) assist an agency in its investigations of unusual deaths and deaths from causes
 22.23 other than natural causes; ~~and~~

22.24 (5) make a preliminary determination of whether the death of a participant in a
 22.25 clinical drug trial conducted by the University of Minnesota Department of Psychiatry
 22.26 appears to have resulted from causes other than natural causes and warrants investigation
 22.27 and reporting as required by federal laws on the protection of human subjects; and

22.28 (6) submit a report regarding the death of a client to the committee, the ombudsman,
22.29 the client's next-of-kin, and the facility where the death occurred and, where appropriate,
22.30 make recommendations to prevent recurrence of similar deaths to the head of each affected
22.31 agency or facility, or the Board of Regents of the University of Minnesota.

ARTICLE 2 OFFICE OF HIGHER EDUCATION

ARTICLE 2 OFFICE OF HIGHER EDUCATION

9.30 Sec. 12. Laws 2015, chapter 69, article 1, section 3, subdivision 19, is amended to read:

9.31 Subd. 19. **College Possible** 250,000 250,000

9.32 (a) This appropriation is for immediate
9.33 transfer to College Possible to support
10.1 programs of college admission and college
10.2 graduation for low-income students through
10.3 an intensive curriculum of coaching
10.4 and support at both the high school and
10.5 postsecondary level.

10.6 (b) This appropriation must, to the extent
10.7 possible, be proportionately allocated
10.8 between students from greater Minnesota and
10.9 students in the seven-county metropolitan
10.10 area.

10.11 (c) This appropriation must be used
10.12 by College Possible only for programs
10.13 supporting students who are residents
10.14 of Minnesota and attending colleges or
10.15 universities within Minnesota.

10.16 (d) By February 1 of each year, College
 10.17 Possible must report to the chairs and
 10.18 ranking minority members of the legislative
 10.19 committees and divisions with jurisdiction
 10.20 over higher education and E-12 education on
 10.21 activities funded by this appropriation. The
 10.22 report must include, but is not limited to,
 10.23 information about the expansion of College
 10.24 Possible in Minnesota, the number of College
 10.25 Possible coaches hired, the expansion within
 10.26 existing partner high schools, the expansion
 10.27 of high school partnerships, the number of
 10.28 high school and college students served, the
 10.29 total hours of community service by high
 10.30 school and college students, and a list of
 10.31 communities and organizations benefitting
 10.32 from student service hours.

10.33 (e) To the extent possible, College Possible
 10.34 must use the funds appropriated under this
 10.35 subdivision to:

11.1 (1) hire coaches with similar racial, ethnic,
 11.2 and socioeconomic characteristics as the
 11.3 school in which the coaches will work; and

11.4 (2) provide extensive racial equity and
 11.5 cultural competency training to College
 11.6 Possible coaches and staff.

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8.11 Sec. 5. Laws 2015, chapter 69, article 3, section 20, subdivision 15, is amended to read:

8.12 Subd. 15. **Reporting.** (a) A college must report to the commissioner the following
8.13 information:

8.14 (1) the number of grantees and their race, gender, and ethnicity;

8.15 (2) grantee persistence and completion;

8.16 (3) employment outcomes; and

11.7 Sec. 13. Laws 2015, chapter 69, article 3, section 20, subdivision 15, is amended to read:

11.8 Subd. 15. **Reporting.** (a) A college must report to the commissioner the following
11.9 information:

11.10 (1) the number of grantees and their race, gender, and ethnicity;

11.11 (2) grantee persistence and completion;

11.12 (3) employment outcomes; and

8.17 (4) other information requested by the commissioner.

8.18 (b) The commissioner shall report ~~annually~~ by January 15, 2017, and January 15,

8.19 2018, to the chairs and ranking minority members of the legislative committees with

8.20 jurisdiction over higher education finance by college and in aggregate on the information

8.21 submitted to the commissioner under paragraph (a). The commissioner may include in the

8.22 report recommendations for changes in the grant program.

15.26 ARTICLE 11

15.27 STUDENT LOAN COUNSELING

15.28 Section 1. Laws 2015, chapter 69, article 3, section 24, subdivision 1, is amended to

15.29 read:

15.30 Subdivision 1. **Pilot program created.** The commissioner of the Office of Higher

15.31 Education shall make a grant to a nonprofit qualified debt counseling organization to

15.32 provide individual student loan debt repayment counseling to borrowers who are Minnesota

16.1 residents concerning loans obtained to attend a Minnesota postsecondary institution. ~~The~~

16.2 ~~counseling shall be provided to borrowers who are 30 to 60 days delinquent when they~~

16.3 ~~are referred to or otherwise identified by the organization as candidates for counseling.~~

16.4 The number of individuals receiving counseling may be limited to those capable of being

16.5 served with available appropriations for that purpose. A goal of the counseling program is

16.6 to provide two counseling sessions to at least 75 percent of borrowers receiving counseling.

16.7 The purpose of the counseling is to assist borrowers to:

16.8 (1) understand their loan and repayment options;

16.9 (2) manage loan repayment; and

16.10 (3) develop a workable budget based on the borrower's full financial situation

16.11 regarding income, expenses, and other debt.

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

16.13 and is retroactive to July 1, 2015.

ARTICLE 1 HIGHER EDUCATION APPROPRIATIONS

UEH2749-1

15.28 Sec. 15. **EQUITY IN EDUCATION AND JOB CONNECTION GRANT**

15.29 **PROGRAM.**

11.13 (4) other information requested by the commissioner.

11.14 (b) The commissioner shall report ~~annually~~ by January 15, 2017, and January 15,

11.15 2018, to the chairs and ranking minority members of the legislative committees with

11.16 jurisdiction over higher education finance by college and in aggregate on the information

11.17 submitted to the commissioner under paragraph (a). The commissioner may include in the

11.18 report recommendations for changes in the grant program.

11.19 Sec. 14. Laws 2015, chapter 69, article 3, section 24, subdivision 1, is amended to read:

11.20 Subdivision 1. **Pilot program created.** The commissioner of the Office of Higher

11.21 Education shall make a grant to a nonprofit qualified debt counseling organization to

11.22 provide individual student loan debt repayment counseling to borrowers who are Minnesota

11.23 residents concerning loans obtained to attend a Minnesota postsecondary institution. ~~The~~

11.24 ~~counseling shall be provided to borrowers who are 30 to 60 days delinquent when they~~

11.25 ~~are referred to or otherwise identified by the organization as candidates for counseling.~~

11.26 The number of individuals receiving counseling may be limited to those capable of being

11.27 served with available appropriations for that purpose. A goal of the counseling program is

11.28 to provide two counseling sessions to at least 75 percent of borrowers receiving counseling.

11.29 The purpose of the counseling is to assist borrowers to:

11.30 (1) understand their loan and repayment options;

11.31 (2) manage loan repayment; and

11.32 (3) develop a workable budget based on the borrower's full financial situation

11.33 regarding income, expenses, and other debt.

12.1 **EFFECTIVE DATE.** This section is effective retroactively from July 1, 2015.

12.8 Sec. 16. **EQUITY IN POSTSECONDARY ATTAINMENT.**

15.30 Subdivision 1. **Grants.** (a) The commissioner of the Office of Higher Education
 15.31 shall award grants to improve postsecondary attendance, completion, and retention and
 15.32 the obtaining of well-paying jobs for which the postsecondary education provides training
 15.33 by providing services to historically underrepresented college students. Grants must be
 15.34 awarded to Minnesota state colleges and universities and private organization programs
 15.35 that help the state reach the attainment goals under Minnesota Statutes, section 135A.012.
 16.1 Programs must provide services targeted to make the improvements including, but not
 16.2 limited to:

16.3 (1) academic and nonacademic counseling or advising;
 16.4 (2) mentoring in education and career opportunities;
 16.5 (3) structured tutoring;
 16.6 (4) career awareness and exploration including internships and post graduation
 16.7 job placements;
 16.8 (5) orientation to college life;
 16.9 (6) financial aid counseling;
 16.10 (7) academic instruction programs in core curricular areas of mathematics and
 16.11 language arts;
 16.12 (8) supplemental instruction programs for college courses with high failure and
 16.13 withdrawal rates; and
 16.14 (9) co-requisite college course models for delivery of academic support.
 16.15 (b) The office shall structure the grants for sustainability of programs funded by a
 16.16 grant.
 16.17 (c) To the extent there are sufficient qualified applicants, approximately 50 percent
 16.18 of grant dollars must be awarded to private organization programs.
 16.19 **Subd. 2. Application process.** (a) The commissioner shall develop a grant
 16.20 application process. The commissioner shall attempt to support projects in a manner that
 16.21 ensures that eligible students throughout the state have access to program services.
 16.22 (b) The grant application must include, at a minimum, the following information:

16.23 (1) a description of the characteristics of the students to be served reflective of the
 16.24 need for services listed in subdivision 1;
 16.25 (2) a description of the services to be provided and a timeline for implementation
 16.26 of the service activities;

12.9 Subdivision 1. **Programs required.** The commissioner of the Office of Higher
 12.10 Education, the Board of Regents of the University of Minnesota, and the Board of
 12.11 Trustees of the Minnesota State Colleges and Universities must develop and implement
 12.12 programs, utilizing research-based best practices, to support equity in postsecondary
 12.13 student retention and completion.

12.14 **Subd. 2. Documentation of program development required.** At a minimum, the
 12.15 following information must be documented in developing a program under this section:

12.16 (1) a description of the characteristics of the students to be served and documentation
 12.17 of the campus need for services;
 12.18 (2) a description of the services to be provided and a timeline for implementation
 12.19 of the services;

16.27 (3) a description of how the services provided will foster postsecondary retention
16.28 and completion;

16.29 (4) a description of how the services will be evaluated to determine whether the
16.30 program goals were met;

16.31 (5) the history of the applicant in achieving successful improvements using the
16.32 services for which a grant is sought;

16.33 (6) the assumed cost per student of achieving successful outcomes;

16.34 (7) the effect of the grant on assisting students to obtain well-paying jobs;

16.35 (8) the proposed grant match;

16.36 (9) the organizational commitment to program sustainability; and

17.1 (10) other information as identified by the commissioner.

17.2 Grant recipients must specify both program and student outcome goals, and performance
17.3 measures for each goal.

17.4 Subd. 3. **Advisory committee.** The commissioner may establish and convene an
17.5 advisory committee to assist the commissioner in reviewing applications and advise the
17.6 commissioner on grantees and grant amounts. The members of the committee may include
17.7 representatives of postsecondary institutions, organizations providing postsecondary
17.8 academic and career services, and others deemed appropriate by the commissioner.

17.9 Subd. 4. **Outcome report.** Each grant recipient must annually submit a report to
17.10 the Office of Higher Education identifying its program and student goals and activities
17.11 implemented. A report must include, but not be limited to, information on:

17.12 (1) number of students served;

17.13 (2) course taking and grade point average of participating students;

12.20 (3) the research-based best practices proven effective in closing attainment gaps for
12.21 the students identified under clause (1) to be implemented;

12.22 (4) a description of how the services will advance postsecondary retention and
12.23 postsecondary completion and be aligned with preparing postsecondary students for state
12.24 workforce needs;

12.25 (5) a description of how the services will be evaluated to determine whether the
12.26 program objectives and goals are met; and

12.27 (6) a plan for sustaining the program, including a three-year proposed budget for all
12.28 program services and activities.

12.29 Subd. 3. **Outcomes report to legislature.** (a) No later than January 1 of each
12.30 year, the commissioner of higher education, the Board of Regents of the University of
12.31 Minnesota, and the Board of Trustees of the Minnesota State Colleges and Universities
12.32 must each submit a report to the legislative committees with jurisdiction over higher
12.33 education policy and finance regarding the programs developed and implemented as
12.34 provided by this section.

13.1 (b) The report must include, but is not limited to, the following information for
13.2 each program:

13.3 (1) the documentation required by subdivision 2;

13.4 (2) for programs that have been implemented, information on:

13.5 (i) demographic characteristics of students served;

13.6 (ii) course taking and grade point averages of participating students;

- 17.14 (3) persistence and retention rates of participating students;
- 17.15 (4) postsecondary graduation rates of participating students;
- 17.16 (5) the number of students who required postsecondary academic remediation and
- 17.17 number of remedial courses for each of those students and in the aggregate; and
- 17.18 (6) jobs and wage rates of students after postsecondary graduation.
- 17.19 To the extent possible, the report must breakdown outcomes by Pell grant qualification,
- 17.20 race, and ethnicity.
- 17.21 Subd. 5. **Legislative report.** By January 15 of each year through 2021, the office
- 17.22 shall submit a report to the chairs and ranking minority members of the committees in the
- 17.23 house of representatives and the senate with jurisdiction over higher education finance
- 17.24 regarding the grant recipients and their activities. The report shall include information
- 17.25 about the students served, the organizations providing services, program activities,
- 17.26 program goals and outcomes, and program revenue sources and funding levels.
- 17.27 **Sec. 16. STATE GRANT TUITION CAPS.**
- 17.28 For the purposes of the state grant program under Minnesota Statutes, section
- 17.29 136A.121, for the fiscal year ending June 30, 2017, the tuition maximum is \$5,736
- 17.30 for students in two-year programs and the tuition maximum is \$14,186 for students in
- 17.31 four-year programs.

17.32 **Sec. 17. STATE UNIVERSITIES; PILOT PROGRAM FOR STUDENTS WITH**

17.33 **INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.**

- 18.1 Subdivision 1. **Pilot program created.** (a) The Board of Trustees of the Minnesota
- 18.2 State Colleges and Universities must offer a pilot academic program as described in
- 18.3 this section for students with intellectual and developmental disabilities. The pilot is for
- 18.4 students entering the program in the 2017-2018 academic year. The program must be
- 18.5 offered at a total of four state university or college campuses that have the ability to offer
- 18.6 a robust program using existing facilities, including residential facilities. The campuses
- 18.7 selected must, to the extent possible, be located in different geographic regions of the state.
- 18.8 (b) In designing the pilot program, the Board of Trustees must consult with PACER
- 18.9 Center, Inc., the Minnesota Governor's Council on Developmental Disabilities, Arc
- 18.10 Minnesota, and other interested stakeholder groups. The board must also consult with
- 18.11 administrators of similar programs at other postsecondary institutions.

13.7 (iii) persistence and retention rates of participating students; and

13.8 (iv) graduation rates of participating students;

13.12 To the extent possible, the information required by clause (2) must break down outcomes

13.13 by race and ethnicity.

13.9 (3) identification of any institutions and organizations providing program services;

13.10 and

13.11 (4) program revenue sources and total program funding levels.

ARTICLE 3 MNSCU PILOT PROGRAM

13.25 **Sec. 2. MNSCU PROGRAM FOR STUDENTS WITH INTELLECTUAL AND**

13.26 **DEVELOPMENTAL DISABILITIES; PLAN REQUIRED.**

- 13.27 Subdivision 1. **Development of plan required.** The Board of Trustees of the
- 13.28 Minnesota State Colleges and Universities must develop a plan for offering an academic
- 13.29 program for students with intellectual and developmental disabilities, consistent with the
- 13.30 principles established in subdivisions 2 to 4.
- 13.31 Subd. 2. **Program locations.** The plan developed must assume the program will be
- 13.32 offered at up to four college or university campuses chosen based on (1) their ability to
- 14.1 offer a robust program using existing facilities and resources and (2) a goal to provide the
- 14.2 program in diverse geographic regions of the state.

18.12 Subd. 2. **Program enrollment and admission.** The enrollment goal for each
 18.13 campus's pilot program must be at least ten incoming students per academic year. Students
 18.14 must be admitted based on an application process that includes an in-person interview;
 18.15 an independent assessment of an applicant's interest, motivation, and likelihood of
 18.16 success in the program; and any other eligibility requirements established by the board.
 18.17 Upon successful completion, a student must be awarded a certificate, diploma, or other
 18.18 appropriate academic credential.

18.19 Subd. 3. **Program curriculum and activities.** (a) The pilot program must provide
 18.20 an inclusive, two-year full-time residential college experience for students with intellectual
 18.21 and developmental disabilities. The required curriculum must include core courses
 18.22 that develop life skills, financial literacy, and the ability to live independently; rigorous
 18.23 academic work in a student's chosen field of study; and an internship, apprenticeship, or
 18.24 other skills-based experience to prepare for meaningful employment upon completion
 18.25 of the program.

18.26 (b) In addition to academic requirements, the program must offer participating
 18.27 students the opportunity to engage fully in campus life. Program activities must include
 18.28 but are not limited to (1) the establishment of on-campus mentoring and peer support
 18.29 communities and (2) opportunities for personal growth through leadership development
 18.30 and other community engagement activities.

18.31 (c) A participating campus may tailor its program curriculum and activities to
 18.32 highlight academic programs, student and community life experiences, and employment
 18.33 opportunities unique to that campus or the region of the state where the campus is located.

18.34 Subd. 4. **Progress reports to legislature.** The board must submit progress reports
 18.35 on the pilot program required by this section to the chairs and ranking minority members
 19.1 of the committees in the house of representatives and the senate with jurisdiction over
 19.2 higher education finance and policy and human services finance and policy as follows:

19.3 (1) no later than January 15, 2017, a report describing plans for implementation of
 19.4 the program and recruitment of applicants, including identification of anticipated program
 19.5 needs that cannot be filled using existing campus or system resources; and

19.6 (2) no later than January 15, 2019, a report describing program operations, including
 19.7 information on participation and expected completion rates, the feasibility of program
 19.8 expansion to other state university campuses, and detail on any unmet program needs.

14.3 Subd. 3. **Enrollment and admission.** The plan developed must assume an
 14.4 enrollment goal for each campus's program of at least ten incoming students per academic
 14.5 year. The plan may allow for students to be admitted based on an application process
 14.6 that includes an in-person interview; an independent assessment of an applicant's
 14.7 interest, motivation, and likelihood of success in the program; and any other eligibility
 14.8 requirements established by the board. Upon successful completion, a student must be
 14.9 awarded a certificate, diploma, or other appropriate academic credential.

14.10 Subd. 4. **Curriculum and activities.** (a) The plan developed must assume a
 14.11 program that provides an inclusive, two-year full-time residential college experience
 14.12 for students with intellectual and developmental disabilities. The required curriculum
 14.13 must include core courses that develop life skills, financial literacy, and the ability to
 14.14 live independently; rigorous academic work in a student's chosen field of study; and an
 14.15 internship, apprenticeship, or other skills-based experience to prepare for meaningful
 14.16 employment upon completion of the program.

14.17 (b) In addition to academic requirements, the plan developed must allow
 14.18 participating students the opportunity to engage fully in campus life. Program activities
 14.19 must include but are not limited to (1) the establishment of on-campus mentoring and
 14.20 peer support communities and (2) opportunities for personal growth through leadership
 14.21 development and other community engagement activities.

14.22 (c) A participating campus may tailor its program curriculum and activities to
 14.23 highlight academic programs, student and community life experiences, and employment
 14.24 opportunities unique to that campus or the region of the state where the campus is located.

14.25 Subd. 5. **Report to legislature.** The board must submit a report on the plan required
 14.26 to be developed by this section to the chairs and ranking minority members of the
 14.27 committees of the legislature with jurisdiction over higher education finance and policy and
 14.28 human services finance and policy no later than January 15, 2017. The report must describe
 14.29 program plans, including strategies for recruitment of applicants, and strategies to address
 14.30 anticipated program needs that cannot be filled using existing campus or system resources.

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

NOTE: AN IDENTICAL SECTION TO THE ONE ABOVE ALSO EXISTS IN SF 3028, ARTICLE 7, SECTION 2.

19.9 Sec. 18. **STUDENT AND EMPLOYER CONNECTION INFORMATION**

19.10 **SYSTEM.**

19.11 The commissioner of the Office of Higher Education shall issue a request for
19.12 proposal no later than July 1, 2016, for a Web-based job and intern-seeking software tool
19.13 that matches the needs of employers located in Minnesota with the individual profiles of
19.14 high school seniors and postsecondary students attending Minnesota high schools and
19.15 postsecondary institutions. The commissioner shall no later than October 1, 2016, select a
19.16 provider. The selected provider must have experience that demonstrates both prior similar
19.17 software development ability and implementation outcomes of successful blind matching
19.18 of job candidates and employers in furtherance of Minnesota's workforce diversity and
19.19 inclusion objectives. The commissioner shall contract for the development of the system.

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

19.21 Sec. 19. **COMMISSIONER OF THE OFFICE OF HIGHER EDUCATION;**

19.22 **TEACHER DIVERSITY RECOMMENDATIONS AND REPORT.**

19.23 (a) The commissioner of the Office of Higher Education, in consultation with
19.24 the Board of Teaching, the Office of Educator Licensing at the Minnesota Department
19.25 of Education, and other interested stakeholders, including councils and other local
19.26 organizations serving communities of color or American Indian communities, diverse
19.27 K-12 educator candidates and licensed educators, human resources personnel, parent
19.28 representatives, urban, suburban, and rural school district and school board associations
19.29 and organizations, teacher representatives, other organizations focused on teacher diversity
19.30 in education, public and nonpublic higher education systems and institutions, and local
19.31 ethnic-focused media, shall prepare and submit a report to the legislature recommending
19.32 how best to realize the goal of providing all students, including low-income students,
19.33 American Indian students, and students of color with improved and equitable access to
19.34 effective, more diverse teachers, consistent with state policy. The commissioner must
20.1 consider the substance of state policy and paragraphs (b) and (c) in developing the
20.2 recommendations in the report.

20.3 (b) The commissioner's recommendations must address at least the following:

20.4 (1) ensuring transparency and accountability by requiring traditional and alternative
20.5 teacher preparation programs to publicly report enrollment and completion data for
20.6 diverse teacher licensure candidates and by requiring districts to publicly report data on
20.7 the demographic disparities between enrolled students and licensed teachers employed in
20.8 the district and its school;

- 20.9 (2) expanding pathways to licensure by encouraging districts to develop programs
20.10 with two- and four-year institutions and with community-based organizations to recruit
20.11 and support diverse populations of enrolled students, nonlicensed district employees, and
20.12 local community members in becoming licensed teachers in the district, facilitating the
20.13 ability of diverse, nontraditional teacher candidates to change careers and pursue licensure
20.14 through community college pathways, bachelor's degree programs or postbaccalaureate
20.15 teacher preparation programs, and creating statewide campaigns to encourage diverse
20.16 candidates to become licensed teachers;
- 20.17 (3) providing diverse teacher licensure candidates with the preparation and skills
20.18 needed to become effective teachers, removing inequitable barriers to licensure presented
20.19 by licensure exams, and for purposes of attaining a full professional license, allowing
20.20 candidates to demonstrate their skills proficiency through alternatives to teacher skills and
20.21 college entrance exams;
- 20.22 (4) providing financial assistance and incentives such as scholarships, student
20.23 teaching stipends, and loan forgiveness programs to encourage diverse individuals to attain
20.24 a teaching, counseling, or social work license or advanced degree, otherwise improve their
20.25 professional practice, or become school administrators, and using a hiring bonus to recruit
20.26 more diverse teachers into a district or school; and
- 20.27 (5) supporting induction and retention programs by funding teacher residency and
20.28 mentoring programs that support the retention and professional development of diverse
20.29 teachers and focusing teachers' professional development opportunities on cultural fluency
20.30 and competency.
- 20.31 (c) The commissioner must include in the report, as appropriate, any
20.32 recommendations for amendments to the following statutes and any related statutes:
- 20.33 (1) the world's best work force under Minnesota Statutes, section 120B.11;
- 20.34 (2) regional centers of excellence under Minnesota Statutes, section 120B.115;
- 20.35 (3) Board of Teaching duties under Minnesota Statutes, section 122A.09,
20.36 subdivisions 4 and 4a;
- 21.1 (4) teacher continuing or employment contracts and peer review and mentorship
21.2 under Minnesota Statutes, sections 122A.40 and 122A.41;
- 21.3 (5) the alternative teacher professional pay system agreement under Minnesota
21.4 Statutes, section 122A.414, subdivision 2;
- 21.5 (6) staff development programs under Minnesota Statutes, section 122A.60;
- 21.6 (7) American Indian grants, scholarships, and loan programs under Minnesota
21.7 Statutes, section 122A.63;
- 21.8 (8) teacher residency programs under Minnesota Statutes, section 122A.68;

- 21.9 (9) the ability of the Board of Teaching to arrange for student teachers under
 21.10 Minnesota Statutes, section 122A.69;
- 21.11 (10) the ability of school districts to develop mentoring programs for teachers of
 21.12 color under Minnesota Statutes, section 122A.70;
- 21.13 (11) the legislature's support of research on the effectiveness of teacher preparation
 21.14 programs under Minnesota Statutes, section 122A.71;
- 21.15 (12) teacher centers to help teachers learn, experiment, assess, and improve to meet
 21.16 students' needs under Minnesota Statutes, section 122A.72; and
- 21.17 (13) the teacher shortage loan forgiveness program under Minnesota Statutes,
 21.18 section 136A.1791.
- 21.19 (d) The commissioner must submit the report to the chairs and ranking minority
 21.20 members of the committees in the house of representatives and the senate with jurisdiction
 21.21 over education by February 1, 2017.
- 21.22 **Sec. 20. UNIVERSITY OF MINNESOTA BUDGET ALLOCATION REPORT.**
- 21.23 The Board of Regents of the University of Minnesota shall report by February 1,
 21.24 2017, to the chairs and ranking minority members of the legislative committees with
 21.25 primary jurisdiction over higher education finance on the factors it considers when
 21.26 allocating funds to system campuses. The report must specifically, without limitation,
 21.27 address the following questions:
- 21.28 (1) what circumstances would lead the university to adopt an alternate budget model
 21.29 to the Resource Responsibility Center (RRC) model for a system campus;
- 21.30 (2) what were the rationale and factors considered for the initial base budget
 21.31 allocation to system campuses when the RRC was first established; and
- 21.32 (3) what factors would lead the university to consider adjusting the initial base
 21.33 allocation model.

S3028-215.1 **ARTICLE 9**15.2 **PUBLIC POSTSECONDARY INSTITUTION EMPLOYEE PRIVACY POLICY**15.3 Section 1. **PUBLIC POSTSECONDARY INSTITUTION; EMPLOYEE**15.4 **ELECTRONIC DEVICE PRIVACY POLICY.**

15.5 The Board of Trustees of the Minnesota State Colleges and Universities and the
15.6 Board of Regents of the University of Minnesota must report by June 15, 2016, to the
15.7 chairs and ranking minority members of the legislative committees with jurisdiction over
15.8 higher education policy on their policies regarding the privacy of employee-owned cell
15.9 phones, computers, and other similar electronic devices that are used, at least in part, by
15.10 the employee to perform work duties. The reports must include, without limitation, the
15.11 boards' policies regarding their right to inspect these devices.