

1.1 moves to amend H.F. No. 3062 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2012, section 119A.50, subdivision 3, is amended to
1.4 read:

1.5 Subd. 3. **Early childhood literacy programs.** (a) A research-based early childhood
1.6 literacy program premised on actively involved parents, ongoing professional staff
1.7 development, and high quality early literacy program standards is established to increase
1.8 the literacy skills of children participating in Head Start to prepare them to be successful
1.9 readers and to increase families' participation in providing early literacy experiences to
1.10 their children. Program providers must:

1.11 (1) work to prepare children to be successful learners;

1.12 (2) work to close the achievement gap for at-risk children;

1.13 (3) use ~~an~~ a culturally relevant integrated approach to early literacy that daily offers
1.14 a literacy-rich classroom learning environment composed of books, writing materials,
1.15 writing centers, labels, rhyming, and other related literacy materials and opportunities;

1.16 (4) support children's home language while helping the children master English and
1.17 use multiple literacy strategies to provide a cultural bridge between home and school;

1.18 (5) use literacy mentors, ongoing literacy groups, and other teachers and staff to
1.19 provide appropriate, extensive professional development opportunities in early literacy
1.20 and classroom strategies for preschool teachers and other preschool staff;

1.21 (6) use ongoing data-based assessments that enable preschool teachers to understand,
1.22 plan, and implement literacy strategies, activities, and curriculum that meet children's
1.23 literacy needs and continuously improve children's literacy; ~~and~~

1.24 (7) foster participation by parents, community stakeholders, literacy advisors, and
1.25 evaluation specialists; and

1.26 (8) provide parents of English learners with oral and written information to monitor
1.27 the program's impact on their children's English language development, to know whether

2.1 their children are progressing in developing their English proficiency and, where
2.2 practicable, their native language proficiency, and to actively engage with their children in
2.3 developing their English and native language proficiency.

2.4 Program providers are encouraged to collaborate with qualified, community-based
2.5 early childhood providers in implementing this program and to seek nonstate funds to
2.6 supplement the program.

2.7 (b) Program providers under paragraph (a) interested in extending literacy programs
2.8 to children in kindergarten through grade 3 may elect to form a partnership with an
2.9 eligible organization under section 124D.38, subdivision 2, or 124D.42, subdivision 6,
2.10 clause (3), schools enrolling children in kindergarten through grade 3, and other interested
2.11 and qualified community-based entities to provide ongoing literacy programs that offer
2.12 seamless literacy instruction focused on closing the literacy achievement gap. To close the
2.13 literacy achievement gap by the end of third grade, partnership members must agree to use
2.14 best efforts and practices and to work collaboratively to implement a seamless literacy
2.15 model from age three to grade 3, consistent with paragraph (a). Literacy programs under
2.16 this paragraph must collect and use literacy data to:

2.17 (1) evaluate children's literacy skills; and

2.18 (2) monitor the progress and provide reading instruction appropriate to the specific
2.19 needs of English learners; and

2.20 (3) formulate specific intervention strategies to provide reading instruction to
2.21 children premised on the outcomes of formative and summative assessments and
2.22 research-based indicators of literacy development.

2.23 The literacy programs under this paragraph also must train teachers and other
2.24 providers working with children to use the assessment outcomes under clause (2) to
2.25 develop and use effective, long-term literacy coaching models that are specific to the
2.26 program providers.

2.27 Sec. 2. Minnesota Statutes 2012, section 120B.022, is amended to read:

2.28 **120B.022 ELECTIVE STANDARDS.**

2.29 Subdivision 1. **Elective standards.** (a) A district must establish its own standards in
2.30 the following subject areas:

2.31 (1) career and technical education; and

2.32 (2) world languages.

2.33 A school district must offer courses in all elective subject areas.

2.34 Subd. 1a. **Foreign language and culture; proficiency certificates.** (b) (a) World
2.35 languages teachers and other school staff should develop and implement world languages

3.1 programs that acknowledge and reinforce the language proficiency and cultural awareness
3.2 that non-English language speakers already possess, and encourage students' proficiency
3.3 in multiple world languages. Programs under this ~~paragraph~~ section must encompass
3.4 indigenous American Indian languages and cultures, among other world languages and
3.5 cultures. The department shall consult with postsecondary institutions in developing
3.6 related professional development opportunities for purposes of this section.

3.7 (e) (b) Any Minnesota public, charter, or nonpublic school may award Minnesota
3.8 World Language Proficiency Certificates or Minnesota World Language Proficiency High
3.9 Achievement Certificates, consistent with this subdivision.

3.10 (c) The Minnesota World Language Proficiency Certificate recognizes students who
3.11 demonstrate listening, speaking, reading, and writing language skills at the American
3.12 Council on the Teaching of Foreign Languages' Intermediate-Low level on a valid and
3.13 reliable assessment tool. For languages listed as Category 3 by the United States Foreign
3.14 Service Institute or Category 4 by the United States Defense Language Institute, the
3.15 standard is Intermediate-Low for listening and speaking and Novice-High for reading
3.16 and writing.

3.17 (d) The Minnesota World Language Proficiency High Achievement Certificate
3.18 recognizes students who demonstrate listening, speaking, reading, and writing language
3.19 skills at the American Council on the Teaching of Foreign Languages' Pre-Advanced level
3.20 for K-12 learners on a valid and reliable assessment tool. For languages listed as Category
3.21 3 by the United States Foreign Service Institute or Category 4 by the United States
3.22 Defense Language Institute, the standard is Pre-Advanced for listening and speaking and
3.23 Intermediate-Mid for reading and writing.

3.24 Subd. 1b. State bilingual and multilingual seals. (a) Consistent with efforts to
3.25 strive for the world's best workforce under sections 120B.11 and 124D.10, subdivision 8,
3.26 paragraph (u), and close the academic achievement and opportunity gap under sections
3.27 124D.861 and 124D.862, voluntary state bilingual and multilingual seals are established
3.28 to recognize high school graduates who demonstrate level 5 functional native proficiency
3.29 in speaking and reading on either the Foreign Services Institute language proficiency tests
3.30 or on equivalent valid and reliable assessments in one or more languages in addition to
3.31 English. American Sign Language is a language other than English for purposes of this
3.32 subdivision and a world language for purposes of subdivision 1a.

3.33 (b) In addition to paragraph (a), to be eligible to receive a seal:

3.34 (1) students must satisfactorily complete all required English language arts credits;

3.35 and

4.1 (2) students whose primary language is other than English must demonstrate mastery
4.2 of Minnesota's English language proficiency standards.

4.3 (c) Consistent with this subdivision, a high school graduate who demonstrates
4.4 functional native proficiency in one language in addition to English is eligible to receive
4.5 the state bilingual seal. A high school graduate who demonstrates functional native
4.6 proficiency in more than one language in addition to English is eligible to receive the
4.7 state multilingual seal.

4.8 (d) School districts and charter schools, in consultation with regional centers
4.9 of excellence under section 120B.115, must give students periodic opportunities to
4.10 demonstrate their level of proficiency in speaking and reading in a language in addition
4.11 to English. Where valid and reliable assessments are unavailable, a school district or
4.12 charter school may rely on a licensed foreign language immersion teacher or a nonlicensed
4.13 community expert under section 122A.25 to assess a student's level of foreign, heritage, or
4.14 indigenous language proficiency under this section. School districts and charter schools
4.15 must maintain appropriate records to identify high school graduates eligible to receive the
4.16 state bilingual or multilingual seal. The school district or charter school must affix the
4.17 appropriate seal to the transcript of each high school graduate who meets the requirements
4.18 of this subdivision and may affix the seal to the student's diploma. A school district or
4.19 charter school must not charge the high school graduate a fee for this seal.

4.20 (e) A school district or charter school may award elective course credits in world
4.21 languages to a student who demonstrates the requisite proficiency in a language other
4.22 than English under this section.

4.23 (f) A school district or charter school may award community service credit to a
4.24 student who demonstrates level 5 functional native proficiency in speaking and reading
4.25 in a language other than English and who participates in community service activities
4.26 that are integrated into the curriculum, involve the participation of teachers, and support
4.27 biliteracy in the school or local community.

4.28 (g) The commissioner must develop a Web page for the electronic delivery of these
4.29 seals. The commissioner must list on the Web page those assessments that are equivalent
4.30 to the Foreign Services Institute language proficiency tests and make language proficiency
4.31 tests and equivalent assessments under this section available to school districts and charter
4.32 schools at no more than actual cost.

4.33 (h) The colleges and universities of the Minnesota State Colleges and Universities
4.34 system must award foreign language credits to a student who receives a state bilingual
4.35 seal or a state multilingual seal under this subdivision and may award foreign language

5.1 credits to a student who receives a Minnesota world language proficiency certificate or a
5.2 Minnesota world language proficiency high achievement certificate under subdivision 1a.

5.3 Subd. 2. **Local assessments.** A district must use a locally selected assessment to
5.4 determine if a student has achieved an elective standard.

5.5 **EFFECTIVE DATE.** This section is effective the day following final enactment
5.6 and applies to the 2014-2015 school year and later, except subdivision 1b, paragraph
5.7 (h) is effective for students enrolling in a MNSCU system college or university in the
5.8 2015-2016 school year or later.

5.9 Sec. 3. Minnesota Statutes 2013 Supplement, section 120B.11, is amended to read:

5.10 **120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM,**
5.11 **INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE**
5.12 **WORLD'S BEST WORKFORCE.**

5.13 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10,
5.14 the following terms have the meanings given them.

5.15 (a) "Instruction" means methods of providing learning experiences that enable a
5.16 student to meet state and district academic standards and graduation requirements.

5.17 (b) "Curriculum" means district or school adopted programs and written plans for
5.18 providing students with learning experiences that lead to expected knowledge and skills
5.19 and career and college readiness.

5.20 (c) "World's best workforce" means striving to: meet school readiness goals; have
5.21 all third grade students achieve grade-level literacy; close the academic achievement gap
5.22 among all racial and ethnic groups of students and between students living in poverty and
5.23 students not living in poverty; have all students attain career and college readiness before
5.24 graduating from high school; and have all students graduate from high school.

5.25 Subd. 1a. **Performance measures.** Measures to determine school district and
5.26 school site progress in striving to create the world's best workforce must include at least:

5.27 (1) student performance on the National ~~Association~~ Assessment of Education
5.28 Progress;

5.29 (2) the size of the academic achievement gap, rigorous course taking under section
5.30 120B.35, subdivision 3, paragraph(c), clause (2), and enrichment experiences by student
5.31 subgroup;

5.32 (3) student performance on the Minnesota Comprehensive Assessments;

5.33 (4) high school graduation rates; and

5.34 (5) career and college readiness under section 120B.30, subdivision 1.

6.1 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall
6.2 adopt a comprehensive, long-term strategic plan to support and improve teaching and
6.3 learning that is aligned with creating the world's best workforce and includes:

6.4 (1) clearly defined district and school site goals and benchmarks for instruction and
6.5 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
6.6 paragraph (b), clause (2);

6.7 (2) a process for assessing and evaluating each student's progress toward meeting state
6.8 and local academic standards and identifying the strengths and weaknesses of instruction
6.9 in pursuit of student and school success and curriculum affecting students' progress and
6.10 growth toward career and college readiness and leading to the world's best workforce;

6.11 (3) a system to periodically review and evaluate the effectiveness of all instruction
6.12 and curriculum, taking into account strategies and best practices, student outcomes, school
6.13 principal evaluations under section 123B.147, subdivision 3, and teacher evaluations
6.14 under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

6.15 (4) strategies for improving instruction, curriculum, and student achievement,
6.16 including the English and, where practicable, the native language development and the
6.17 academic achievement of English learners;

6.18 (5) education effectiveness practices that integrate high-quality instruction, rigorous
6.19 curriculum, technology, and a collaborative professional culture that develops and
6.20 supports teacher quality, performance, and effectiveness; and

6.21 (6) an annual budget for continuing to implement the district plan.

6.22 Subd. 3. **District advisory committee.** Each school board shall establish an
6.23 advisory committee to ensure active community participation in all phases of planning and
6.24 improving the instruction and curriculum affecting state and district academic standards,
6.25 consistent with subdivision 2. A district advisory committee, to the extent possible,
6.26 shall reflect the diversity of the district and its school sites, ~~and shall~~ include teachers,
6.27 parents, support staff, students, and other community residents, and provide translation
6.28 to the extent appropriate and practicable. The district advisory committee shall pursue
6.29 community support to accelerate the academic and native literacy and achievement of
6.30 English learners with varied needs, from young children to adults, consistent with section
6.31 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees
6.32 of the district advisory committee under subdivision 4. The district advisory committee
6.33 shall recommend to the school board rigorous academic standards, student achievement
6.34 goals and measures consistent with subdivision 1a and sections 120B.022, ~~subdivision~~
6.35 ~~1, paragraphs (b) and (c)~~ subdivisions 1a and 1b, and 120B.35, district assessments, and
6.36 program evaluations. School sites may expand upon district evaluations of instruction,

7.1 curriculum, assessments, or programs. Whenever possible, parents and other community
7.2 residents shall comprise at least two-thirds of advisory committee members.

7.3 Subd. 4. **Site team.** A school may establish a site team to develop and implement
7.4 strategies and education effectiveness practices to improve instruction, curriculum,
7.5 cultural competencies, including cultural awareness and cross-cultural communication,
7.6 and student achievement at the school site, consistent with subdivision 2. The team advises
7.7 the board and the advisory committee about developing the annual budget and revising an
7.8 instruction and curriculum improvement plan that aligns curriculum, assessment of student
7.9 progress, and growth in meeting state and district academic standards and instruction.

7.10 Subd. 5. **Report.** Consistent with requirements for school performance reports
7.11 under section 120B.36, subdivision 1, the school board shall publish a report in the local
7.12 newspaper with the largest circulation in the district, by mail, or by electronic means on
7.13 the district Web site. The school board shall hold an annual public meeting to review,
7.14 and revise where appropriate, student achievement goals, local assessment outcomes,
7.15 plans, strategies, and practices for improving curriculum and instruction and cultural
7.16 competency, and to review district success in realizing the previously adopted student
7.17 achievement goals and related benchmarks and the improvement plans leading to the
7.18 world's best workforce. The school board must transmit an electronic summary of its
7.19 report to the commissioner in the form and manner the commissioner determines.

7.20 Subd. 7. **Periodic report.** Each school district shall periodically survey affected
7.21 constituencies, in their native languages where appropriate and practicable, about their
7.22 connection to and level of satisfaction with school. The district shall include the results of
7.23 this evaluation in the summary report required under subdivision 5.

7.24 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective
7.25 strategies, practices, and use of resources by districts and school sites in striving for the
7.26 world's best workforce. The commissioner must assist districts and sites throughout the
7.27 state in implementing these effective strategies, practices, and use of resources.

7.28 (b) The commissioner must identify those districts in any consecutive three-year
7.29 period not making sufficient progress toward improving teaching and learning for all
7.30 students, including English learners with varied needs, consistent with section 124D.59,
7.31 subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in
7.32 collaboration with the identified district, may require the district to use up to two percent
7.33 of its basic general education revenue per fiscal year during the proximate three school
7.34 years to implement commissioner-specified strategies and practices, consistent with
7.35 paragraph (a), to improve and accelerate its progress in realizing its goals under this

8.1 section. In implementing this section, the commissioner must consider districts' budget
8.2 constraints and legal obligations.

8.3 Sec. 4. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:

8.4 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

8.5 (a) Regional centers of excellence are established to assist and support school
8.6 boards, school districts, school sites, and charter schools in implementing research-based
8.7 interventions and practices to increase the students' achievement within a region.
8.8 The centers must develop partnerships with local and regional service cooperatives,
8.9 postsecondary institutions, integrated school districts, the department, children's mental
8.10 health providers, or other local or regional entities interested in providing a cohesive
8.11 and consistent regional delivery system that serves all schools equitably. Centers must
8.12 assist school districts, school sites, and charter schools in developing similar partnerships.
8.13 Center support may include assisting school districts, school sites, and charter schools
8.14 with common principles of effective practice, including:

8.15 (1) defining measurable education goals under ~~section~~ sections 120B.11, subdivision
8.16 2, and 120B.22, subdivisions 1a and 1b;

8.17 (2) implementing evidence-based practices;

8.18 (3) engaging in data-driven decision-making;

8.19 (4) providing multilayered levels of support;

8.20 (5) supporting culturally responsive teaching and learning aligning the development
8.21 of academic English proficiency, state and local academic standards, and career and
8.22 college readiness benchmarks; and

8.23 (6) engaging parents, families, youth, and local community members in programs
8.24 and activities at the school district, school site, or charter school that foster collaboration
8.25 and shared accountability for the achievement of all students; and

8.26 (7) translating district forms and other information such as a multilingual glossary of
8.27 commonly used education terms and phrases.

8.28 Centers must work with school site leadership teams to build capacity the expertise and
8.29 experience to implement programs that close the achievement gap, provide effective and
8.30 differentiated programs and instruction for different types of English learners, including
8.31 English learners with limited or interrupted formal schooling and long-term English
8.32 learners under section 124D.59, subdivisions 2 and 2a, increase students' progress and
8.33 growth toward career and college readiness, and increase student graduation rates.

8.34 (b) The department must assist the regional centers of excellence to meet staff,
8.35 facilities, and technical needs, provide the centers with programmatic support, and work

9.1 with the centers to establish a coherent statewide system of regional support, including
9.2 consulting, training, and technical support, to help school boards, school districts, school
9.3 sites, and charter schools effectively and efficiently implement the world's best workforce
9.4 goals under section 120B.11 and other state and federal education initiatives.

9.5 Sec. 5. Minnesota Statutes 2012, section 120B.12, is amended to read:

9.6 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF**
9.7 **GRADE 3.**

9.8 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
9.9 above grade level no later than the end of grade 3, including English learners, and that
9.10 teachers provide comprehensive, scientifically based reading instruction consistent with
9.11 section 122A.06, subdivision 4.

9.12 Subd. 2. **Identification; report.** For the 2011-2012 school year and later, each
9.13 school district shall identify before the end of kindergarten, grade 1, and grade 2 students
9.14 who are not reading at grade level before the end of the current school year. Reading
9.15 assessments in English, and in the predominant languages of district students where
9.16 practicable, must identify and evaluate students' areas of academic need related to literacy.
9.17 The district also must monitor the progress and provide reading instruction appropriate
9.18 to the specific needs of English learners. The district must use a locally adopted,
9.19 developmentally appropriate, and culturally responsive assessment and annually report
9.20 summary assessment results to the commissioner by July 1.

9.21 Subd. 2a. **Parent notification and involvement.** Schools, at least annually,
9.22 must give the parent of each student who is not reading at or above grade level timely
9.23 information about:

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

9.25 (2) reading-related services currently being provided to the student; and

9.26 (3) strategies for parents to use at home in helping their student succeed in becoming
9.27 grade-level proficient in reading in English and in their native language.

9.28 Subd. 3. **Intervention.** For each student identified under subdivision 2, the district
9.29 shall provide reading intervention to accelerate student growth ~~in order to~~ and reach the
9.30 goal of reading at or above grade level by the end of the current grade and school year.
9.31 District intervention methods shall encourage ~~parental involvement~~ family engagement
9.32 and, where possible, collaboration with appropriate school and community programs.
9.33 Intervention methods may include, but are not limited to, requiring attendance in summer
9.34 school, intensified reading instruction that may require that the student be removed from

10.1 the regular classroom for part of the school day ~~or~~, extended-day programs, or programs
10.2 that strengthen students' cultural connections.

10.3 Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to
10.4 identify the staff development needs so that:

10.5 (1) elementary teachers are able to implement comprehensive, scientifically based
10.6 reading and oral language instruction in the five reading areas of phonemic awareness,
10.7 phonics, fluency, vocabulary, and comprehension as defined in section 122A.06,
10.8 subdivision 4, and other literacy-related areas including writing until the student achieves
10.9 grade-level reading proficiency;

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

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

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

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

10.23 Subd. 4a. **Local literacy plan.** Consistent with this section, a school district must
10.24 adopt a local literacy plan to have every child reading at or above grade level no later than
10.25 the end of grade 3, including English learners. The plan must include a process to assess
10.26 students' level of reading proficiency, notify and involve parents, intervene with students
10.27 who are not reading at or above grade level, and identify and meet staff development
10.28 needs. The district must post its literacy plan on the official school district Web site.

10.29 Subd. 5. **Commissioner.** The commissioner shall recommend to districts multiple
10.30 assessment tools to assist districts and teachers with identifying students under subdivision
10.31 2. The commissioner shall also make available examples of nationally recognized and
10.32 research-based instructional methods or programs to districts to provide comprehensive,
10.33 scientifically based reading instruction and intervention under this section.

10.34 Sec. 6. Minnesota Statutes 2013 Supplement, section 120B.125, is amended to read:

11.1 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
11.2 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY**
11.3 **CAREER TRACKING PROHIBITED.**

11.4 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
11.5 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
11.6 school districts, beginning in the 2013-2014 school year, must assist all students by no
11.7 later than grade 9 to explore their college and career interests and aspirations and develop
11.8 a plan for a smooth and successful transition to postsecondary education or employment.

11.9 All students' plans must be designed to:

11.10 (1) provide a comprehensive academic plan for completing a college and
11.11 career-ready curriculum premised on meeting state and local academic standards
11.12 and developing 21st century skills such as team work, collaboration, creativity,
11.13 communication, critical thinking, and good work habits;

11.14 (2) emphasize academic rigor and high expectations;

11.15 (3) help students identify personal learning styles that may affect their postsecondary
11.16 education and employment choices;

11.17 (4) help students gain access to postsecondary education and career options;

11.18 (5) integrate strong academic content into career-focused courses and integrate
11.19 relevant career-focused courses into strong academic content;

11.20 (6) help students and families identify and gain access to appropriate counseling
11.21 and other supports and assistance that enable students to complete required coursework,
11.22 prepare for postsecondary education and careers, and obtain information about
11.23 postsecondary education costs and eligibility for financial aid and scholarship;

11.24 (7) help students and families identify collaborative partnerships of ~~kindergarten~~
11.25 prekindergarten through grade 12 schools, postsecondary institutions, economic
11.26 development agencies, and employers that support students' transition to postsecondary
11.27 education and employment and provide students with experiential learning opportunities;
11.28 and

11.29 (8) be reviewed and revised at least annually by the student, the student's parent or
11.30 guardian, and the school or district to ensure that the student's course-taking schedule
11.31 keeps the student making adequate progress to meet state and local high school graduation
11.32 requirements and with a reasonable chance to succeed with employment or postsecondary
11.33 education without the need to first complete remedial course work.

11.34 (b) A school district may develop grade-level curricula or provide instruction that
11.35 introduces students to various careers, but must not require any curriculum, instruction,

12.1 or employment-related activity that obligates an elementary or secondary student to
12.2 involuntarily select a career, career interest, employment goals, or related job training.

12.3 (c) Educators must possess the knowledge and skills to effectively teach all English
12.4 learners in their classrooms. School districts must provide appropriate curriculum,
12.5 targeted materials, professional development opportunities for educators, and sufficient
12.6 resources to enable English learners to become career- and college-ready.

12.7 Sec. 7. Minnesota Statutes 2013 Supplement, section 120B.30, subdivision 1, is
12.8 amended to read:

12.9 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
12.10 with appropriate technical qualifications and experience and stakeholders, consistent
12.11 with subdivision 1a, shall include in the comprehensive assessment system, for each
12.12 grade level to be tested, state-constructed tests developed as computer-adaptive reading
12.13 and mathematics assessments for students that are aligned with the state's required
12.14 academic standards under section 120B.021, include multiple choice questions, and are
12.15 administered annually to all students in grades 3 through 7. Reading and mathematics
12.16 assessments for all students in grade 8 must be aligned with the state's required reading and
12.17 mathematics standards, be administered annually, and include multiple choice questions.
12.18 State-developed high school tests aligned with the state's required academic standards
12.19 under section 120B.021 and administered to all high school students in a subject other than
12.20 writing must include multiple choice questions. The commissioner shall establish one or
12.21 more months during which schools shall administer the tests to students each school year.

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

12.28 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are
12.29 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
12.30 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
12.31 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
12.32 Compass college placement test, (iv) the ACT assessment for college admission, or (v) a
12.33 nationally recognized armed services vocational aptitude test.

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

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

13.3 (1) mathematics;

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

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

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

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

13.10 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
13.11 state graduation requirements, based on a longitudinal, systematic approach to student
13.12 education and career planning, assessment, instructional support, and evaluation, include
13.13 the following:

13.14 (1) demonstrate understanding of required academic standards on a nationally
13.15 normed college entrance exam;

13.16 (2) achievement and career and college readiness tests in mathematics, reading, and
13.17 writing, consistent with paragraph (e) and to the extent available, to monitor students'
13.18 continuous development of and growth in requisite knowledge and skills; analyze
13.19 students' progress and performance levels, identifying students' academic strengths and
13.20 diagnosing areas where students require curriculum or instructional adjustments, targeted
13.21 interventions, or remediation; and, based on analysis of students' progress and performance
13.22 data, determine students' learning and instructional needs and the instructional tools and
13.23 best practices that support academic rigor for the student; and

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

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

13.32 Expectations of schools, districts, and the state for career or college readiness under
13.33 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
13.34 completion. A student under clause (2) must receive targeted, relevant, academically
13.35 rigorous, and resourced instruction, which may include a targeted instruction and
13.36 intervention plan focused on improving the student's knowledge and skills in core subjects

14.1 so that the student has a reasonable chance to succeed in a career or college without need
14.2 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
14.3 124D.49, and related sections, an enrolling school or district must actively encourage a
14.4 student in grade 11 or 12 who is identified as academically ready for a career or college
14.5 to participate in courses and programs awarding college credit to high school students.
14.6 Students are not required to achieve a specified score or level of proficiency on an
14.7 assessment under this subdivision to graduate from high school.

14.8 (d) To improve the secondary and postsecondary outcomes of all students, the
14.9 alignment between secondary and postsecondary education programs and Minnesota's
14.10 workforce needs, and the efficiency and cost-effectiveness of secondary and postsecondary
14.11 programs, the commissioner, after consulting with the chancellor of the Minnesota State
14.12 Colleges and Universities and using a request for proposal process, shall contract for
14.13 a series of assessments that are consistent with this subdivision, aligned with state
14.14 academic standards, and include career and college readiness benchmarks. Mathematics,
14.15 reading, and writing assessments for students in grades 8 and 10 must be predictive of a
14.16 nationally normed assessment for career and college readiness. This nationally recognized
14.17 assessment must be a college entrance exam and given to students in grade 11. This
14.18 series of assessments must include a college placement diagnostic exam and contain
14.19 career exploration elements. The commissioner and the chancellor of the Minnesota
14.20 State Colleges and Universities must collaborate in aligning instruction and assessments
14.21 for adult basic education students and English learners to provide the students with
14.22 diagnostic information about any targeted interventions, accommodations, modifications,
14.23 and supports they need so that assessments and other performance measures are accessible
14.24 to them and they may seek postsecondary education or employment without need for
14.25 postsecondary remediation.

14.26 (1) Districts and schools, on an annual basis, must use the career exploration
14.27 elements in these assessments to help students, beginning no later than grade 9, and their
14.28 families explore and plan for postsecondary education or careers based on the students'
14.29 interests, aptitudes, and aspirations. Districts and schools must use timely regional labor
14.30 market information and partnerships, among other resources, to help students and their
14.31 families successfully develop, pursue, review, and revise an individualized plan for
14.32 postsecondary education or a career. This process must help increase students' engagement
14.33 in and connection to school, improve students' knowledge and skills, and deepen students'
14.34 understanding of career pathways as a sequence of academic and career courses that lead
14.35 to an industry-recognized credential, an associate's degree, or a bachelor's degree and are
14.36 available to all students, whatever their interests and career goals.

15.1 (2) Students in grade 10 or 11 not yet academically ready for a career or college based
15.2 on their growth in academic achievement between grades 8 and 10 must take the college
15.3 placement diagnostic exam before taking the college entrance exam under clause (3).
15.4 Students, their families, the school, and the district can then use the results of the college
15.5 placement diagnostic exam for targeted instruction, intervention, or remediation and
15.6 improve students' knowledge and skills in core subjects sufficient for a student to graduate
15.7 and have a reasonable chance to succeed in a career or college without remediation.

15.8 (3) All students except those eligible for alternative assessments must be given the
15.9 college entrance part of these assessments in grade 11. A student under this clause who
15.10 demonstrates attainment of required state academic standards, which include career and
15.11 college readiness benchmarks, on these assessments is academically ready for a career or
15.12 college and is encouraged to participate in courses awarding college credit to high school
15.13 students. Such courses and programs may include sequential courses of study within
15.14 broad career areas and technical skill assessments that extend beyond course grades.

15.15 (4) As appropriate, students through grade 12 must continue to participate in targeted
15.16 instruction, intervention, or remediation and be encouraged to participate in courses
15.17 awarding college credit to high school students.

15.18 (5) A study to determine the alignment between these assessments and state
15.19 academic standards under this chapter must be conducted. Where alignment exists, the
15.20 commissioner must seek federal approval to, and immediately upon receiving approval,
15.21 replace the federally required assessments referenced under subdivision 1a and section
15.22 120B.35, subdivision 2, with assessments under this paragraph.

15.23 (e) In developing, supporting, and improving students' academic readiness for a
15.24 career or college, schools, districts, and the state must have a continuum of empirically
15.25 derived, clearly defined benchmarks focused on students' attainment of knowledge and
15.26 skills so that students, their parents, and teachers know how well students must perform to
15.27 have a reasonable chance to succeed in a career or college without need for postsecondary
15.28 remediation. The commissioner, in consultation with local school officials and educators,
15.29 and Minnesota's public postsecondary institutions must ensure that the foundational
15.30 knowledge and skills for students' successful performance in postsecondary employment
15.31 or education and an articulated series of possible targeted interventions are clearly
15.32 identified and satisfy Minnesota's postsecondary admissions requirements.

15.33 (f) For students in grade 8 in the 2012-2013 school year and later, a school, district,
15.34 or charter school must record on the high school transcript a student's progress toward
15.35 career and college readiness, and for other students as soon as practicable.

16.1 (g) The school board granting students their diplomas may formally decide to
16.2 include a notation of high achievement on the high school diplomas of those graduating
16.3 seniors who, according to established school board criteria, demonstrate exemplary
16.4 academic achievement during high school.

16.5 (h) The 3rd through 7th grade computer-adaptive assessment results and grade 8
16.6 and high school test results shall be available to districts for diagnostic purposes affecting
16.7 student learning and district instruction and curriculum, and for establishing educational
16.8 accountability. The commissioner must establish empirically derived benchmarks on
16.9 adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and
16.10 college readiness. The commissioner must disseminate to the public the computer-adaptive
16.11 assessments, grade 8, and high school test results upon receiving those results.

16.12 (i) The grades 3 through 7 computer-adaptive assessments and grade 8 and high
16.13 school tests must be aligned with state academic standards. The commissioner shall
16.14 determine the testing process and the order of administration. The statewide results shall
16.15 be aggregated at the site and district level, consistent with subdivision 1a.

16.16 (j) The commissioner shall include the following components in the statewide
16.17 public reporting system:

16.18 (1) uniform statewide computer-adaptive assessments of all students in grades 3
16.19 through 7 and testing at the grade 8 and high school levels that provides appropriate,
16.20 technically sound accommodations or alternate assessments;

16.21 (2) educational indicators that can be aggregated and compared across school
16.22 districts and across time on a statewide basis, including average daily attendance, high
16.23 school graduation rates, and high school drop-out rates by age and grade level;

16.24 (3) state results on the American College Test; and

16.25 (4) state results from participation in the National Assessment of Educational
16.26 Progress so that the state can benchmark its performance against the nation and other
16.27 states, and, where possible, against other countries, and contribute to the national effort
16.28 to monitor achievement.

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

16.32 Sec. 8. Minnesota Statutes 2013 Supplement, section 120B.35, subdivision 3, is
16.33 amended to read:

16.34 Subd. 3. **State growth target; other state measures.** (a) The state's educational
16.35 assessment system measuring individual students' educational growth is based on

17.1 indicators of achievement growth that show an individual student's prior achievement.
17.2 Indicators of achievement and prior achievement must be based on highly reliable
17.3 statewide or districtwide assessments.

17.4 (b) The commissioner, in consultation with a stakeholder group that includes
17.5 assessment and evaluation directors and, district staff, experts in culturally responsive
17.6 teaching, and researchers, must implement a model that uses a value-added growth
17.7 indicator and includes criteria for identifying schools and school districts that demonstrate
17.8 medium and high growth under section 120B.299, subdivisions 8 and 9, and may
17.9 recommend other value-added measures under section 120B.299, subdivision 3. The model
17.10 may be used to advance educators' professional development and replicate programs that
17.11 succeed in meeting students' diverse learning needs. Data on individual teachers generated
17.12 under the model are personnel data under section 13.43. The model must allow users to:

17.13 (1) report student growth consistent with this paragraph; and

17.14 (2) for all student categories, report and compare aggregated and disaggregated state
17.15 growth data using the nine student categories identified under the federal 2001 No Child
17.16 Left Behind Act and two student gender categories of male and female, respectively,
17.17 following appropriate reporting practices to protect nonpublic student data.

17.18 The commissioner must report measures of student growth, consistent with this
17.19 paragraph, including the English language development, academic progress, and oral
17.20 academic development of English learners and their native language development if the
17.21 native language is used as a language of instruction.

17.22 (c) When reporting student performance under section 120B.36, subdivision 1, the
17.23 commissioner annually, beginning July 1, 2011, must report two core measures indicating
17.24 the extent to which current high school graduates are being prepared for postsecondary
17.25 academic and career opportunities:

17.26 (1) a preparation measure indicating the number and percentage of high school
17.27 graduates in the most recent school year who completed course work important to
17.28 preparing them for postsecondary academic and career opportunities, consistent with
17.29 the core academic subjects required for admission to Minnesota's public colleges and
17.30 universities as determined by the Office of Higher Education under chapter 136A; and

17.31 (2) a rigorous coursework measure indicating the number and percentage of high
17.32 school graduates in the most recent school year who successfully completed one or more
17.33 college-level advanced placement, international baccalaureate, postsecondary enrollment
17.34 options including concurrent enrollment, other rigorous courses of study under section
17.35 120B.021, subdivision 1a, or industry certification courses or programs.

18.1 When reporting the core measures under clauses (1) and (2), the commissioner must also
18.2 analyze and report separate categories of information using the nine student categories
18.3 identified under the federal 2001 No Child Left Behind Act and two student gender
18.4 categories of male and female, respectively, following appropriate reporting practices to
18.5 protect nonpublic student data.

18.6 (d) When reporting student performance under section 120B.36, subdivision 1, the
18.7 commissioner annually, beginning July 1, 2014, must report summary data on school
18.8 safety and students' engagement and connection at school. The summary data under this
18.9 paragraph are separate from and must not be used for any purpose related to measuring
18.10 or evaluating the performance of classroom teachers. The commissioner, in consultation
18.11 with qualified experts on student engagement and connection and classroom teachers,
18.12 must identify highly reliable variables that generate summary data under this paragraph.
18.13 The summary data may be used at school, district, and state levels only. Any data on
18.14 individuals received, collected, or created that are used to generate the summary data
18.15 under this paragraph are nonpublic data under section 13.02, subdivision 9.

18.16 (e) For purposes of statewide educational accountability, the commissioner must
18.17 identify and report measures that demonstrate the success of learning year program
18.18 providers under sections 123A.05 and 124D.68, among other such providers, in improving
18.19 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
18.20 report summary data on:

18.21 (1) the four- and six-year graduation rates of students under this paragraph;

18.22 (2) the percent of students under this paragraph whose progress and performance
18.23 levels are meeting career and college readiness benchmarks under section 120B.30,
18.24 subdivision 1; and

18.25 (3) the success that learning year program providers experience in:

18.26 (i) identifying at-risk and off-track student populations by grade;

18.27 (ii) providing successful prevention and intervention strategies for at-risk students;

18.28 (iii) providing successful recuperative and recovery or reenrollment strategies for
18.29 off-track students; and

18.30 (iv) improving the graduation outcomes of at-risk and off-track students.

18.31 The commissioner may include in the annual report summary data on other education
18.32 providers serving a majority of students eligible to participate in a learning year program.

18.33 (f) The commissioner, in consultation with recognized experts with knowledge and
18.34 experience in assessing the language proficiency and academic performance of English
18.35 learners, must identify and report appropriate and effective measures to improve current
18.36 categories of language difficulty and assessments, and monitor and report data on students'

19.1 English proficiency levels, program placement, and academic language development,
19.2 including oral academic language.

19.3 Sec. 9. Minnesota Statutes 2013 Supplement, section 120B.36, subdivision 1, is
19.4 amended to read:

19.5 Subdivision 1. **School performance reports.** (a) The commissioner shall report
19.6 student academic performance under section 120B.35, subdivision 2; the percentages of
19.7 students showing low, medium, and high growth under section 120B.35, subdivision
19.8 3, paragraph (b); school safety and student engagement and connection under section
19.9 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,
19.10 subdivision 3, paragraph (c); the percentage of students under section 120B.35,
19.11 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are
19.12 meeting career and college readiness benchmarks under sections 120B.30, subdivision 1,
19.13 and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of eligible
19.14 districts in reducing disparities in students' academic achievement and realizing racial and
19.15 economic integration under section 124D.861; the acquisition of English, and where
19.16 practicable, native language academic literacy, including oral academic language, and
19.17 the academic progress of English learners under section 124D.59, subdivisions 2 and
19.18 2a; two separate student-to-teacher ratios that clearly indicate the definition of teacher
19.19 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;
19.20 staff characteristics excluding salaries; student enrollment demographics; district mobility;
19.21 and extracurricular activities. The report also must indicate a school's adequate yearly
19.22 progress status under applicable federal law, and must not set any designations applicable
19.23 to high- and low-performing schools due solely to adequate yearly progress status.

19.24 (b) The commissioner shall develop, annually update, and post on the department
19.25 Web site school performance reports.

19.26 (c) The commissioner must make available performance reports by the beginning
19.27 of each school year.

19.28 (d) A school or district may appeal its adequate yearly progress status in writing to
19.29 the commissioner within 30 days of receiving the notice of its status. The commissioner's
19.30 decision to uphold or deny an appeal is final.

19.31 (e) School performance data are nonpublic data under section 13.02, subdivision 9,
19.32 until the commissioner publicly releases the data. The commissioner shall annually post
19.33 school performance reports to the department's public Web site no later than September 1,
19.34 except that in years when the reports reflect new performance standards, the commissioner
19.35 shall post the school performance reports no later than October 1.

- 20.1 Sec. 10. Minnesota Statutes 2012, section 122A.06, subdivision 4, is amended to read:
- 20.2 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a)
- 20.3 "Comprehensive, scientifically based reading instruction" includes a program or collection
- 20.4 of instructional practices that is based on valid, replicable evidence showing that when
- 20.5 these programs or practices are used, students can be expected to achieve, at a minimum,
- 20.6 satisfactory reading progress. The program or collection of practices must include, at a
- 20.7 minimum, effective, balanced instruction in all five areas of reading: phonemic awareness,
- 20.8 phonics, fluency, vocabulary development, and reading comprehension.
- 20.9 Comprehensive, scientifically based reading instruction also includes and integrates
- 20.10 instructional strategies for continuously assessing, evaluating, and communicating
- 20.11 the student's reading progress and needs in order to design and implement ongoing
- 20.12 interventions so that students of all ages and proficiency levels can read and comprehend
- 20.13 text, write, and apply higher level thinking skills. For English learners developing literacy
- 20.14 skills, districts are encouraged to use strategies that teach reading and writing in the
- 20.15 students' native language and English at the same time.
- 20.16 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
- 20.17 expression.
- 20.18 (c) "Phonemic awareness" is the ability of students to notice, think about, and
- 20.19 manipulate individual sounds in spoken syllables and words.
- 20.20 (d) "Phonics" is the understanding that there are systematic and predictable
- 20.21 relationships between written letters and spoken words. Phonics instruction is a way
- 20.22 of teaching reading that stresses learning how letters correspond to sounds and how to
- 20.23 apply this knowledge in reading and spelling.
- 20.24 (e) "Reading comprehension" is an active process that requires intentional thinking
- 20.25 during which meaning is constructed through interactions between text and reader.
- 20.26 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
- 20.27 implementing specific cognitive strategies to help beginning readers derive meaning
- 20.28 through intentional, problem-solving thinking processes.
- 20.29 (f) "Vocabulary development" is the process of teaching vocabulary both directly
- 20.30 and indirectly, with repetition and multiple exposures to vocabulary items. Learning in
- 20.31 rich contexts, incidental learning, and use of computer technology enhance the acquiring
- 20.32 of vocabulary.
- 20.33 (g) Nothing in this subdivision limits the authority of a school district to select a
- 20.34 school's reading program or curriculum.

21.1 Sec. 11. Minnesota Statutes 2013 Supplement, section 122A.09, subdivision 4, is
21.2 amended to read:

21.3 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
21.4 teachers and interns subject to chapter 14.

21.5 (b) The board must adopt rules requiring a person to pass a skills examination in
21.6 reading, writing, and mathematics as a requirement for initial teacher licensure, except
21.7 that the board may issue up to two additional temporary, one-year teaching licenses to an
21.8 otherwise qualified candidate who has not yet passed the skills exam. Such rules must
21.9 require college and universities offering a board-approved teacher preparation program to
21.10 provide remedial assistance to persons who did not achieve a qualifying score on the skills
21.11 examination, including those for whom English is a second language.

21.12 (c) The board must adopt rules to approve teacher preparation programs. The board,
21.13 upon the request of a postsecondary student preparing for teacher licensure or a licensed
21.14 graduate of a teacher preparation program, shall assist in resolving a dispute between the
21.15 person and a postsecondary institution providing a teacher preparation program when the
21.16 dispute involves an institution's recommendation for licensure affecting the person or the
21.17 person's credentials. At the board's discretion, assistance may include the application
21.18 of chapter 14.

21.19 (d) The board must provide the leadership and adopt rules for the redesign of teacher
21.20 education programs to implement a research based, results-oriented curriculum that
21.21 focuses on the skills teachers need in order to be effective. The board shall implement new
21.22 systems of teacher preparation program evaluation to assure program effectiveness based
21.23 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher
21.24 preparation programs including alternative teacher preparation programs under section
21.25 122A.245, among other programs, must include a content-specific, board-approved,
21.26 performance-based assessment that measures teacher candidates in three areas: planning
21.27 for instruction and assessment; engaging students and supporting learning; and assessing
21.28 student learning.

21.29 (e) The board must adopt rules requiring candidates for initial licenses to pass an
21.30 examination of general pedagogical knowledge and examinations of licensure-specific
21.31 teaching skills. The rules shall be effective by September 1, 2001. The rules under this
21.32 paragraph also must require candidates for initial licenses to teach prekindergarten or
21.33 elementary students to pass, as part of the examination of licensure-specific teaching
21.34 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,
21.35 scientifically based reading instruction under section 122A.06, subdivision 4, and their
21.36 knowledge and understanding of the foundations of reading development, the development

22.1 of reading comprehension, and reading assessment and instruction, and their ability to
22.2 integrate that knowledge and understanding.

22.3 (f) The board must adopt rules requiring teacher educators to work directly with
22.4 elementary or secondary school teachers in elementary or secondary schools to obtain
22.5 periodic exposure to the elementary or secondary teaching environment.

22.6 (g) The board must grant licenses to interns and to candidates for initial licenses
22.7 based on appropriate professional competencies that are aligned with the board's licensing
22.8 system and students' diverse learning needs. All teacher candidates must have preparation
22.9 in English language development and content instruction for English learners in order to be
22.10 able to effectively instruct the English learners in their classrooms. The board must include
22.11 these licenses in a statewide differentiated licensing system that creates new leadership
22.12 roles for successful experienced teachers premised on a collaborative professional culture
22.13 dedicated to meeting students' diverse learning needs in the 21st century, recognizes the
22.14 importance of cultural and linguistic competencies, including the ability to teach and
22.15 communicate in culturally competent and aware ways, and formalizes mentoring and
22.16 induction for newly licensed teachers ~~that is~~ provided through a teacher support framework.

22.17 (h) The board must design and implement an assessment system which requires a
22.18 candidate for an initial license and first continuing license to demonstrate the abilities
22.19 necessary to perform selected, representative teaching tasks at appropriate levels.

22.20 (i) The board must receive recommendations from local committees as established
22.21 by the board for the renewal of teaching licenses. The board must require licensed teachers
22.22 who are renewing a continuing license to include in the renewal requirements further
22.23 preparation in English language development and specially designed content instruction
22.24 in English for English learners.

22.25 (j) The board must grant life licenses to those who qualify according to requirements
22.26 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
22.27 214.10. The board must not establish any expiration date for application for life licenses.

22.28 (k) The board must adopt rules that require all licensed teachers who are renewing
22.29 their continuing license to include in their renewal requirements further preparation in
22.30 the areas of using positive behavior interventions and in accommodating, modifying, and
22.31 adapting curricula, materials, and strategies to appropriately meet the needs of individual
22.32 students and ensure adequate progress toward the state's graduation rule.

22.33 (l) In adopting rules to license public school teachers who provide health-related
22.34 services for disabled children, the board shall adopt rules consistent with license or
22.35 registration requirements of the commissioner of health and the health-related boards who
22.36 license personnel who perform similar services outside of the school.

23.1 (m) The board must adopt rules that require all licensed teachers who are renewing
 23.2 their continuing license to include in their renewal requirements further reading
 23.3 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
 23.4 until they are approved by law. Teachers who do not provide direct instruction including, at
 23.5 least, counselors, school psychologists, school nurses, school social workers, audiovisual
 23.6 directors and coordinators, and recreation personnel are exempt from this section.

23.7 (n) The board must adopt rules that require all licensed teachers who are renewing
 23.8 their continuing license to include in their renewal requirements further preparation,
 23.9 first, in understanding the key warning signs of early-onset mental illness in children
 23.10 and adolescents and then, during subsequent licensure renewal periods, preparation may
 23.11 include providing a more in-depth understanding of students' mental illness trauma,
 23.12 accommodations for students' mental illness, parents' role in addressing students' mental
 23.13 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942
 23.14 governing restrictive procedures, and de-escalation methods, among other similar topics.

23.15 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 23.16 individuals entering a teacher preparation program after that date.

23.17 Sec. 12. Minnesota Statutes 2012, section 122A.14, subdivision 2, is amended to read:

23.18 Subd. 2. **Preparation programs.** The board shall review and approve or
 23.19 disapprove preparation programs for school administrators and alternative preparation
 23.20 programs for administrators under section 122A.27, and must consider other alternative
 23.21 competency-based preparation programs leading to licensure. Among other requirements,
 23.22 preparation programs must include instruction on meeting the varied needs of English
 23.23 learners, from young children to adults, in English and, where practicable, in students'
 23.24 native language.

23.25 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 23.26 individuals entering a school administrator preparation program after that date.

23.27 Sec. 13. Minnesota Statutes 2012, section 122A.14, subdivision 3, is amended to read:

23.28 Subd. 3. **Rules for continuing education requirements.** The board shall
 23.29 adopt rules establishing continuing education requirements that promote continuous
 23.30 improvement and acquisition of new and relevant skills by school administrators.
 23.31 Continuing education programs, among other things, must provide school administrators
 23.32 with information and training about building coherent and effective English learner
 23.33 strategies that include relevant professional development, accountability for student

24.1 progress, students' access to the general curriculum, and sufficient staff capacity to effect
24.2 these strategies. A retired school principal who serves as a substitute principal or assistant
24.3 principal for the same person on a day-to-day basis for no more than 15 consecutive
24.4 school days is not subject to continuing education requirements as a condition of serving
24.5 as a substitute principal or assistant principal.

24.6 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to school
24.7 administrators renewing an administrator's license after that date.

24.8 Sec. 14. Minnesota Statutes 2013 Supplement, section 122A.18, subdivision 2, is
24.9 amended to read:

24.10 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of
24.11 Teaching must issue licenses under its jurisdiction to persons the board finds to be
24.12 qualified and competent for their respective positions.

24.13 (b) The board must require a person to pass an examination of skills in reading,
24.14 writing, and mathematics before being granted an initial teaching license to provide direct
24.15 instruction to pupils in prekindergarten, elementary, secondary, or special education
24.16 programs, except that the board may issue up to two additional temporary, one-year
24.17 teaching licenses to an otherwise qualified candidate who has not yet passed the skills
24.18 exam. The board must require colleges and universities offering a board approved teacher
24.19 preparation program to make available upon request remedial assistance that includes a
24.20 formal diagnostic component to persons enrolled in their institution who did not achieve a
24.21 qualifying score on the skills examination, including those for whom English is a second
24.22 language. The colleges and universities must make available assistance in the specific
24.23 academic areas of deficiency in which the person did not achieve a qualifying score.

24.24 School districts may make available upon request similar, appropriate, and timely remedial
24.25 assistance that includes a formal diagnostic component to those persons employed by the
24.26 district who completed their teacher education program, who did not achieve a qualifying
24.27 score on the skills examination, including those persons for whom English is a second
24.28 language and persons under section 122A.23, subdivision 2, paragraph (h), who completed
24.29 their teacher's education program outside the state of Minnesota, and who received a
24.30 temporary license to teach in Minnesota. The Board of Teaching shall report annually
24.31 to the education committees of the legislature on the total number of teacher candidates
24.32 during the most recent school year taking the skills examination, the number who achieve
24.33 a qualifying score on the examination, the number who do not achieve a qualifying score
24.34 on the examination, the distribution of all candidates' scores, the number of candidates

25.1 who have taken the examination at least once before, and the number of candidates who
25.2 have taken the examination at least once before and achieve a qualifying score.

25.3 (c) The Board of Teaching must grant continuing licenses only to those persons who
25.4 have met board criteria for granting a continuing license, which includes passing the
25.5 skills examination in reading, writing, and mathematics consistent with paragraph (b) and
25.6 section 122A.09, subdivision 4, paragraph (b).

25.7 (d) All colleges and universities approved by the board of teaching to prepare persons
25.8 for teacher licensure must include in their teacher preparation programs a common core
25.9 of teaching knowledge and skills to be acquired by all persons recommended for teacher
25.10 licensure. Among other requirements, teacher candidates must demonstrate the knowledge
25.11 and skills needed to provide appropriate instruction to English learners to support and
25.12 accelerate their academic literacy, including oral academic language, and achievement in
25.13 content areas in a regular classroom setting. This common core shall meet the standards
25.14 developed by the interstate new teacher assessment and support consortium in its 1992
25.15 "model standards for beginning teacher licensing and development." Amendments to
25.16 standards adopted under this paragraph are covered by chapter 14. The board of teaching
25.17 shall report annually to the education committees of the legislature on the performance
25.18 of teacher candidates on common core assessments of knowledge and skills under this
25.19 paragraph during the most recent school year.

25.20 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
25.21 individuals entering a teacher preparation program after that date.

25.22 Sec. 15. Minnesota Statutes 2012, section 122A.18, subdivision 2a, is amended to read:

25.23 Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the
25.24 Board of Teaching to prepare persons for classroom teacher licensure must include in
25.25 their teacher preparation programs research-based best practices in reading, consistent
25.26 with section 122A.06, subdivision 4, that enable the licensure candidate to know how to
25.27 teach reading in the candidate's content areas. Teacher candidates must be instructed
25.28 in using students' native languages as a resource in creating effective differentiated
25.29 instructional strategies for English learners developing literacy skills. These colleges and
25.30 universities also must prepare candidates for initial licenses to teach prekindergarten or
25.31 elementary students for the assessment of reading instruction portion of the examination
25.32 of licensure-specific teaching skills under section 122A.09, subdivision 4, paragraph (e).

25.33 (b) Board-approved teacher preparation programs for teachers of elementary
25.34 education must require instruction in the application of comprehensive, scientifically
25.35 based, and balanced reading instruction programs that:

26.1 (1) teach students to read using foundational knowledge, practices, and strategies
26.2 consistent with section 122A.06, subdivision 4, so that all students will achieve continuous
26.3 progress in reading; and

26.4 (2) teach specialized instruction in reading strategies, interventions, and remediations
26.5 that enable students of all ages and proficiency levels to become proficient readers.

26.6 (c) Nothing in this section limits the authority of a school district to select a school's
26.7 reading program or curriculum.

26.8 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
26.9 individuals entering a teacher preparation program after that date.

26.10 Sec. 16. Minnesota Statutes 2012, section 122A.18, subdivision 4, is amended to read:

26.11 Subd. 4. **Expiration and renewal.** (a) Each license the Department of Education
26.12 issues through its licensing section must bear the date of issue. Licenses must expire
26.13 and be renewed according to the respective rules the Board of Teaching, the Board
26.14 of School Administrators, or the commissioner of education adopts. Requirements for
26.15 renewing a license must include showing satisfactory evidence of successful teaching or
26.16 administrative experience for at least one school year during the period covered by the
26.17 license in grades or subjects for which the license is valid or completing such additional
26.18 preparation as the Board of Teaching prescribes. The Board of School Administrators
26.19 shall establish requirements for renewing the licenses of supervisory personnel except
26.20 athletic coaches. The State Board of Teaching shall establish requirements for renewing
26.21 the licenses of athletic coaches.

26.22 (b) Relicensure applicants who have been employed as a teacher during the renewal
26.23 period of their expiring license, as a condition of relicensure, must present to their local
26.24 continuing education and relicensure committee or other local relicensure committee
26.25 evidence of work that demonstrates professional reflection and growth in best teaching
26.26 practices, including among other things, practices in meeting the varied needs of English
26.27 learners, from young children to adults under section 124D.59, subdivisions 2 and 2a. The
26.28 applicant must include a reflective statement of professional accomplishment and the
26.29 applicant's own assessment of professional growth showing evidence of:

26.30 (1) support for student learning;

26.31 (2) use of best practices techniques and their applications to student learning;

26.32 (3) collaborative work with colleagues that includes examples of collegiality such as
26.33 attested-to committee work, collaborative staff development programs, and professional
26.34 learning community work; or

27.1 (4) continual professional development that may include (i) job-embedded or other
 27.2 ongoing formal professional learning or (ii) for teachers employed for only part of the
 27.3 renewal period of their expiring license, other similar professional development efforts
 27.4 made during the relicensure period.

27.5 The Board of Teaching must ensure that its teacher relicensing requirements also include
 27.6 this paragraph.

27.7 (c) The Board of Teaching shall offer alternative continuing relicensure options for
 27.8 teachers who are accepted into and complete the National Board for Professional Teaching
 27.9 Standards certification process, and offer additional continuing relicensure options for
 27.10 teachers who earn National Board for Professional Teaching Standards certification.
 27.11 Continuing relicensure requirements for teachers who do not maintain National Board for
 27.12 Professional Teaching Standards certification are those the board prescribes, consistent
 27.13 with this section.

27.14 **EFFECTIVE DATE.** This section is effective August 1, 2015, and applies to
 27.15 licensed teachers renewing a teaching license after that date.

27.16 Sec. 17. Minnesota Statutes 2012, section 122A.19, is amended to read:

27.17 **122A.19 BILINGUAL AND ENGLISH AS A SECOND LANGUAGE**
 27.18 **TEACHERS; LICENSES.**

27.19 Subdivision 1. **Bilingual and English as a second language licenses.** The Board of
 27.20 Teaching, hereinafter the board, must grant teaching licenses in bilingual education and
 27.21 English as a second language to persons who present satisfactory evidence that they:

27.22 (a) Possess competence and communicative skills in English and in another language;

27.23 (b) Possess a bachelor's degree or other academic degree approved by the board,
 27.24 and meet such requirements as to course of study and training as the board may prescribe,
 27.25 consistent with subdivision 4.

27.26 Subd. 2. **Persons holding general teaching licenses.** The board may license a
 27.27 person holding who holds a general teaching license and who presents the board with
 27.28 satisfactory evidence of competence and communicative skills in a language other than
 27.29 English may be licensed under this section.

27.30 ~~Subd. 3. **Employment of teachers.** Teachers employed in a bilingual education~~
 27.31 ~~or English as a second language program established pursuant to sections 124D.58 to~~
 27.32 ~~124D.64 shall not be employed to replace any presently employed teacher who otherwise~~
 27.33 ~~would not be replaced.~~

28.1 Subd. 4. **Teacher preparation programs.** For the purpose of licensing bilingual
28.2 and English as a second language teachers, the board may approve programs at colleges
28.3 or universities designed for their training. These programs must provide instruction in
28.4 implementing research-based practices designed specifically for English learners. The
28.5 programs must focus on developing English learners' academic language proficiency in
28.6 English, including oral academic language, giving English learners meaningful access to
28.7 the full school curriculum, developing culturally relevant teaching practices appropriate
28.8 for immigrant students, and providing more intensive instruction and resources to English
28.9 learners with lower levels of academic English proficiency and varied needs, consistent
28.10 with section 124D.59, subdivisions 2 and 2a.

28.11 Subd. 5. **Persons eligible for employment.** Any person licensed under this section
28.12 ~~shall be~~ is eligible for employment by a school board as a teacher in a bilingual education
28.13 or English as a second language program in which the language for which the person is
28.14 licensed is taught or used as a medium of instruction. A board may prescribe only those
28.15 additional qualifications for teachers licensed under this section as that are approved
28.16 by the board of teaching.

28.17 Subd. 6. **Affirmative efforts in hiring.** In hiring for all ~~positions in~~ bilingual
28.18 education ~~programs~~ program positions, districts must give preference to and make
28.19 affirmative efforts to seek, recruit, and employ persons who (1) are (a) native speakers of
28.20 the language which is the medium of instruction in the bilingual education program or share
28.21 a native language with the majority of their students, and (b)(2) ~~who~~ share the culture of the
28.22 English learners ~~who are~~ enrolled in the program. The district shall provide procedures for
28.23 ~~the involvement of~~ involving the parent advisory committees in designing the procedures
28.24 for ~~the recruitment~~ recruiting, screening₂, and ~~selection of~~ selecting applicants. This section
28.25 must not be construed to limit the school board's authority to hire and discharge personnel.

28.26 **EFFECTIVE DATE.** Subdivisions 1, 2, 5, and 6 are effective August 1, 2015.
28.27 Subdivision 3 is effective the day following final enactment. Subdivision 4 is effective
28.28 August 1, 2015, and applies to an individual entering a teacher preparation program after
28.29 that date.

28.30 Sec. 18. Minnesota Statutes 2013 Supplement, section 122A.40, subdivision 8, is
28.31 amended to read:

28.32 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
28.33 **teachers.** (a) To improve student learning and success, a school board and an exclusive
28.34 representative of the teachers in the district, consistent with paragraph (b), may develop
28.35 a teacher evaluation and peer review process for probationary and continuing contract

29.1 teachers through joint agreement. If a school board and the exclusive representative of the
29.2 teachers do not agree to an annual teacher evaluation and peer review process, then the
29.3 school board and the exclusive representative of the teachers must implement the plan
29.4 for evaluation and review under paragraph (c). The process must include having trained
29.5 observers serve as peer coaches or having teachers participate in professional learning
29.6 communities, consistent with paragraph (b).

29.7 (b) To develop, improve, and support qualified teachers and effective teaching
29.8 practices and improve student learning and success, the annual evaluation process for
29.9 teachers:

29.10 (1) must, for probationary teachers, provide for all evaluations required under
29.11 subdivision 5;

29.12 (2) must establish a three-year professional review cycle for each teacher that
29.13 includes an individual growth and development plan, a peer review process, the
29.14 opportunity to participate in a professional learning community under paragraph (a), and
29.15 at least one summative evaluation performed by a qualified and trained evaluator such as a
29.16 school administrator. For the years when a tenured teacher is not evaluated by a qualified
29.17 and trained evaluator, the teacher must be evaluated by a peer review;

29.18 (3) must be based on professional teaching standards established in rule;

29.19 (4) must coordinate staff development activities under sections 122A.60 and
29.20 122A.61 with this evaluation process and teachers' evaluation outcomes;

29.21 (5) may provide time during the school day and school year for peer coaching and
29.22 teacher collaboration;

29.23 (6) may include mentoring and induction programs;

29.24 (7) must include an option for teachers to develop and present a portfolio
29.25 demonstrating evidence of reflection and professional growth, consistent with section
29.26 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
29.27 based on student work samples and examples of teachers' work, which may include video
29.28 among other activities for the summative evaluation;

29.29 (8) must use data from valid and reliable assessments aligned to state and local
29.30 academic standards and must use state and local measures of student growth and literacy
29.31 that may include value-added models or student learning goals to determine 35 percent of
29.32 teacher evaluation results;

29.33 (9) must use longitudinal data on student engagement and connection, the academic
29.34 literacy, including oral academic language, and achievement of content areas of English
29.35 learners, and other student outcome measures explicitly aligned with the elements of
29.36 curriculum for which teachers are responsible;

30.1 (10) must require qualified and trained evaluators such as school administrators to
30.2 perform summative evaluations;

30.3 (11) must give teachers not meeting professional teaching standards under clauses
30.4 (3) through (10) support to improve through a teacher improvement process that includes
30.5 established goals and timelines; and

30.6 (12) must discipline a teacher for not making adequate progress in the teacher
30.7 improvement process under clause (11) that may include a last chance warning,
30.8 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
30.9 other discipline a school administrator determines is appropriate.

30.10 Data on individual teachers generated under this subdivision are personnel data
30.11 under section 13.43.

30.12 (c) The department, in consultation with parents who may represent parent
30.13 organizations and teacher and administrator representatives appointed by their respective
30.14 organizations, representing the Board of Teaching, the Minnesota Association of School
30.15 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
30.16 and Secondary Principals Associations, Education Minnesota, and representatives of
30.17 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
30.18 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
30.19 in teacher evaluation, must create and publish a teacher evaluation process that complies
30.20 with the requirements in paragraph (b) and applies to all teachers under this section and
30.21 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher
30.22 evaluation and peer review process. The teacher evaluation process created under this
30.23 subdivision does not create additional due process rights for probationary teachers under
30.24 subdivision 5.

30.25 Sec. 19. Minnesota Statutes 2013 Supplement, section 122A.41, subdivision 5, is
30.26 amended to read:

30.27 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
30.28 **teachers.** (a) To improve student learning and success, a school board and an exclusive
30.29 representative of the teachers in the district, consistent with paragraph (b), may develop an
30.30 annual teacher evaluation and peer review process for probationary and nonprobationary
30.31 teachers through joint agreement. If a school board and the exclusive representative of
30.32 the teachers in the district do not agree to an annual teacher evaluation and peer review
30.33 process, then the school board and the exclusive representative of the teachers must
30.34 implement the plan for evaluation and review developed under paragraph (c). The process

31.1 must include having trained observers serve as peer coaches or having teachers participate
31.2 in professional learning communities, consistent with paragraph (b).

31.3 (b) To develop, improve, and support qualified teachers and effective teaching
31.4 practices and improve student learning and success, the annual evaluation process for
31.5 teachers:

31.6 (1) must, for probationary teachers, provide for all evaluations required under
31.7 subdivision 2;

31.8 (2) must establish a three-year professional review cycle for each teacher that
31.9 includes an individual growth and development plan, a peer review process, the
31.10 opportunity to participate in a professional learning community under paragraph (a), and
31.11 at least one summative evaluation performed by a qualified and trained evaluator such
31.12 as a school administrator;

31.13 (3) must be based on professional teaching standards established in rule;

31.14 (4) must coordinate staff development activities under sections 122A.60 and
31.15 122A.61 with this evaluation process and teachers' evaluation outcomes;

31.16 (5) may provide time during the school day and school year for peer coaching and
31.17 teacher collaboration;

31.18 (6) may include mentoring and induction programs;

31.19 (7) must include an option for teachers to develop and present a portfolio
31.20 demonstrating evidence of reflection and professional growth, consistent with section
31.21 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
31.22 based on student work samples and examples of teachers' work, which may include video
31.23 among other activities for the summative evaluation;

31.24 (8) must use data from valid and reliable assessments aligned to state and local
31.25 academic standards and must use state and local measures of student growth and literacy
31.26 that may include value-added models or student learning goals to determine 35 percent of
31.27 teacher evaluation results;

31.28 (9) must use longitudinal data on student engagement and connection, the academic
31.29 literacy, including oral academic language, and achievement of English learners, and
31.30 other student outcome measures explicitly aligned with the elements of curriculum for
31.31 which teachers are responsible;

31.32 (10) must require qualified and trained evaluators such as school administrators to
31.33 perform summative evaluations;

31.34 (11) must give teachers not meeting professional teaching standards under clauses
31.35 (3) through (10) support to improve through a teacher improvement process that includes
31.36 established goals and timelines; and

32.1 (12) must discipline a teacher for not making adequate progress in the teacher
 32.2 improvement process under clause (11) that may include a last chance warning,
 32.3 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
 32.4 other discipline a school administrator determines is appropriate.

32.5 Data on individual teachers generated under this subdivision are personnel data
 32.6 under section 13.43.

32.7 (c) The department, in consultation with parents who may represent parent
 32.8 organizations and teacher and administrator representatives appointed by their respective
 32.9 organizations, representing the Board of Teaching, the Minnesota Association of School
 32.10 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
 32.11 and Secondary Principals Associations, Education Minnesota, and representatives of
 32.12 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
 32.13 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
 32.14 in teacher evaluation, must create and publish a teacher evaluation process that complies
 32.15 with the requirements in paragraph (b) and applies to all teachers under this section and
 32.16 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher
 32.17 evaluation and peer review process. The teacher evaluation process created under this
 32.18 subdivision does not create additional due process rights for probationary teachers under
 32.19 subdivision 2.

32.20 Sec. 20. Minnesota Statutes 2012, section 122A.413, subdivision 2, is amended to read:

32.21 Subd. 2. **Plan components.** The educational improvement plan must be approved
 32.22 by the school board and have at least these elements:

32.23 (1) assessment and evaluation tools to measure student performance and progress,
 32.24 including the academic literacy, oral academic language, and achievement of English
 32.25 learners, among other measures;

32.26 (2) performance goals and benchmarks for improvement;

32.27 (3) measures of student attendance and completion rates;

32.28 (4) a rigorous research and practice-based professional development system, based
 32.29 on national and state standards of effective teaching practice applicable to all students
 32.30 including English learners with varied needs, and consistent with section 122A.60, that is
 32.31 aligned with educational improvement and designed to achieve ongoing and schoolwide
 32.32 progress and growth in teaching practice;

32.33 (5) measures of student, family, and community involvement and satisfaction;

32.34 (6) a data system about students and their academic progress that provides parents
 32.35 and the public with understandable information;

33.1 (7) a teacher induction and mentoring program for probationary teachers that
33.2 provides continuous learning and sustained teacher support; and

33.3 (8) substantial participation by the exclusive representative of the teachers in
33.4 developing the plan.

33.5 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to plans
33.6 approved after that date.

33.7 Sec. 21. Minnesota Statutes 2012, section 122A.414, subdivision 2, is amended to read:

33.8 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this
33.9 program, a school district, intermediate school district, school site, or charter school must
33.10 have an educational improvement plan under section 122A.413 and an alternative teacher
33.11 professional pay system agreement under paragraph (b). A charter school participant also
33.12 must comply with subdivision 2a.

33.13 (b) The alternative teacher professional pay system agreement must:

33.14 (1) describe how teachers can achieve career advancement and additional
33.15 compensation;

33.16 (2) describe how the school district, intermediate school district, school site, or
33.17 charter school will provide teachers with career advancement options that allow teachers
33.18 to retain primary roles in student instruction and facilitate site-focused professional
33.19 development that helps other teachers improve their skills;

33.20 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation
33.21 paid before implementing the pay system from being reduced as a result of participating
33.22 in this system, and base at least 60 percent of any compensation increase on teacher
33.23 performance using:

33.24 (i) schoolwide student achievement gains under section 120B.35 or locally selected
33.25 standardized assessment outcomes, or both;

33.26 (ii) measures of student achievement including the academic literacy, oral academic
33.27 language, and achievement of English learners, among other measures; and

33.28 (iii) an objective evaluation program that includes:

33.29 (A) individual teacher evaluations aligned with the educational improvement plan
33.30 under section 122A.413 and the staff development plan under section 122A.60; and

33.31 (B) objective evaluations using multiple criteria conducted by a locally selected and
33.32 periodically trained evaluation team that understands teaching and learning;

33.33 (4) provide integrated ongoing site-based professional development activities to
33.34 improve instructional skills and learning that are aligned with student needs under section

34.1 122A.413, consistent with the staff development plan under section 122A.60 and led
34.2 during the school day by trained teacher leaders such as master or mentor teachers;

34.3 (5) allow any teacher in a participating school district, intermediate school district,
34.4 school site, or charter school that implements an alternative pay system to participate in
34.5 that system without any quota or other limit; and

34.6 (6) encourage collaboration rather than competition among teachers.

34.7 **EFFECTIVE DATE.** This section is effective August 1, 2014, and applies to
34.8 agreements approved after that date.

34.9 Sec. 22. Minnesota Statutes 2012, section 122A.60, subdivision 1a, is amended to read:

34.10 Subd. 1a. **Effective staff development activities.** (a) Staff development activities
34.11 must:

34.12 (1) focus on the school classroom and research-based strategies that improve student
34.13 learning;

34.14 (2) provide opportunities for teachers to practice and improve their instructional
34.15 skills over time;

34.16 (3) provide opportunities for teachers to use student data as part of their daily work
34.17 to increase student achievement;

34.18 (4) enhance teacher content knowledge and instructional skills, including to
34.19 accommodate the delivery of digital and blended learning and curriculum and engage
34.20 students with technology;

34.21 (5) align with state and local academic standards;

34.22 (6) provide opportunities to build professional relationships, foster collaboration
34.23 among principals and staff who provide instruction, and provide opportunities for
34.24 teacher-to-teacher mentoring; ~~and~~

34.25 (7) align with the plan of the district or site for an alternative teacher professional
34.26 pay system; and

34.27 (8) provide teachers of English learners, including English as a second language and
34.28 content teachers, with differentiated instructional strategies critical for ensuring students'
34.29 long-term academic success; the means to effectively use assessment data on the academic
34.30 literacy, oral academic language, and English language development of English learners;
34.31 and skills to support native and English language development across the curriculum.

34.32 Staff development activities may include curriculum development and curriculum training
34.33 programs, and activities that provide teachers and other members of site-based teams
34.34 training to enhance team performance. The school district also may implement other

35.1 staff development activities required by law and activities associated with professional
35.2 teacher compensation models.

35.3 (b) Release time provided for teachers to supervise students on field trips and school
35.4 activities, or independent tasks not associated with enhancing the teacher's knowledge
35.5 and instructional skills, such as preparing report cards, calculating grades, or organizing
35.6 classroom materials, may not be counted as staff development time that is financed with
35.7 staff development reserved revenue under section 122A.61.

35.8 Sec. 23. Minnesota Statutes 2012, section 122A.60, subdivision 2, is amended to read:

35.9 Subd. 2. **Contents of plan.** The plan must include the staff development outcomes
35.10 under subdivision 3, the means to achieve the outcomes, and procedures for evaluating
35.11 progress at each school site toward meeting education outcomes, consistent with
35.12 relicensure requirements under section 122A.18, subdivision 4. The plan also must:

35.13 (1) support stable and productive professional communities achieved through
35.14 ongoing and schoolwide progress and growth in teaching practice;

35.15 (2) emphasize coaching, professional learning communities, classroom action
35.16 research, and other job-embedded models;

35.17 (3) maintain a strong subject matter focus premised on students' learning goals;

35.18 (4) ensure specialized preparation and learning about issues related to teaching
35.19 English learners and students with special needs by focusing on long-term systemic efforts
35.20 to improve educational services and opportunities and raise student achievement; and

35.21 (5) reinforce national and state standards of effective teaching practice.

35.22 Sec. 24. Minnesota Statutes 2012, section 122A.60, subdivision 3, is amended to read:

35.23 Subd. 3. **Staff development outcomes.** The advisory staff development committee
35.24 must adopt a staff development plan for improving student achievement. The plan must
35.25 be consistent with education outcomes that the school board determines. The plan
35.26 must include ongoing staff development activities that contribute toward continuous
35.27 improvement in achievement of the following goals:

35.28 (1) improve student achievement of state and local education standards in all areas
35.29 of the curriculum by using research-based best practices methods;

35.30 (2) effectively meet the needs of a diverse student population, including at-risk
35.31 children, children with disabilities, English learners, and gifted children, within the
35.32 regular classroom and other settings;

36.1 (3) provide an inclusive curriculum for a racially, ethnically, linguistically, and
36.2 culturally diverse student population that is consistent with the state education diversity
36.3 rule and the district's education diversity plan;

36.4 (4) improve staff collaboration and develop mentoring and peer coaching programs
36.5 for teachers new to the school or district;

36.6 (5) effectively teach and model violence prevention policy and curriculum that
36.7 address early intervention alternatives, issues of harassment, and teach nonviolent
36.8 alternatives for conflict resolution;

36.9 (6) effectively deliver digital and blended learning and curriculum and engage
36.10 students with technology; and

36.11 (7) provide teachers and other members of site-based management teams with
36.12 appropriate management and financial management skills.

36.13 Sec. 25. Minnesota Statutes 2012, section 122A.68, subdivision 3, is amended to read:

36.14 Subd. 3. **Program components.** In order to be approved by the Board of Teaching,
36.15 a school district's residency program must at minimum include:

36.16 (1) training to prepare teachers to serve as mentors to teaching residents;

36.17 (2) a team mentorship approach to expose teaching residents to a variety of
36.18 teaching methods, philosophies, and classroom environments that includes differentiated
36.19 instructional strategies, effective use of student achievement data, and support for native
36.20 and English language development across the curriculum and grade levels, among other
36.21 things;

36.22 (3) ongoing peer coaching and assessment;

36.23 (4) assistance to the teaching resident in preparing an individual professional
36.24 development plan that includes goals, activities, and assessment methodologies; and

36.25 (5) collaboration with one or more teacher education institutions, career teachers,
36.26 and other community experts to provide local or regional professional development
36.27 seminars or other structured learning experiences for teaching residents.

36.28 A teaching resident's direct classroom supervision responsibilities shall not exceed
36.29 80 percent of the instructional time required of a full-time equivalent teacher in the
36.30 district. During the time a resident does not supervise a class, the resident shall participate
36.31 in professional development activities according to the individual plan developed by the
36.32 resident in conjunction with the school's mentoring team. Examples of development
36.33 activities include observing other teachers, sharing experiences with other teaching
36.34 residents, and professional meetings and workshops.

37.1 Sec. 26. Minnesota Statutes 2012, section 122A.74, is amended to read:

37.2 **122A.74 PRINCIPALS' LEADERSHIP INSTITUTE.**

37.3 Subdivision 1. **Establishment.** (a) The commissioner of education may contract
37.4 with the regents of the University of Minnesota to establish a Principals' Leadership
37.5 Institute to provide professional development to school principals by:

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

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

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

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

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

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

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

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

37.25 (b) The school board annually shall forward its list of recommended participants to
37.26 the commissioner ~~of education~~ by February 1 ~~each year~~. In addition, a principal may submit
37.27 an application directly to the commissioner by February 1. The commissioner ~~of education~~
37.28 shall notify the school board, the principal candidates, and the University of Minnesota of
37.29 the principals selected to participate in the Principals' Leadership Institute each year.

37.30 Sec. 27. Minnesota Statutes 2012, section 123A.06, subdivision 2, is amended to read:

37.31 Subd. 2. **People to be served.** A state-approved alternative program shall provide
37.32 programs for secondary pupils and adults. A center may also provide programs and
37.33 services for elementary and secondary pupils who are not attending the state-approved
37.34 alternative program to assist them in being successful in school. A center shall use
37.35 research-based best practices for serving English learners and their parents, taking into

38.1 account the variations in students' backgrounds and needs and the amount of time and the
38.2 staff resources necessary for students to overcome gaps in their education and to develop
38.3 English proficiency and work-related skills. An individualized education program team
38.4 may identify a state-approved alternative program as an appropriate placement to the
38.5 extent a state-approved alternative program can provide the student with the appropriate
38.6 special education services described in the student's plan. Pupils eligible to be served are
38.7 those who qualify under the graduation incentives program in section 124D.68, subdivision
38.8 2, those enrolled under section 124D.02, subdivision 2, or those pupils who are eligible to
38.9 receive special education services under sections 125A.03 to 125A.24, and 125A.65.

38.10 Sec. 28. Minnesota Statutes 2012, section 123B.04, subdivision 4, is amended to read:

38.11 Subd. 4. **Achievement contract.** A school board may enter a written education site
38.12 achievement contract with each site decision-making team for: (1) setting individualized
38.13 learning and achievement measures and short- and long-term educational goals for each
38.14 student at that site that may include site-based strategies for English language instruction
38.15 targeting the teachers of English learners and all teachers and school administrators;
38.16 (2) recognizing each student's educational needs and aptitudes and levels of academic
38.17 attainment, whether on grade level or above or below grade level, so as to improve student
38.18 performance through such means as a cost-effective, research-based formative assessment
38.19 system designed to promote individualized learning and assessment; (3) using student
38.20 performance data to diagnose a student's academic strengths and weaknesses and indicate
38.21 to the student's teachers the specific skills and concepts that need to be introduced to
38.22 the student and developed through academic instruction or applied learning, organized
38.23 by strands within subject areas and linked to state and local academic standards during
38.24 the next year, consistent with the student's short- and long-term educational goals; and
38.25 (4) assisting the education site if progress in achieving student or contract goals or other
38.26 performance expectations or measures agreed to by the board and the site decision-making
38.27 team are not realized or implemented.

38.28 Sec. 29. Minnesota Statutes 2012, section 123B.147, subdivision 3, is amended to read:

38.29 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative,
38.30 supervisory, and instructional leadership services, under the supervision of the
38.31 superintendent of schools of the district and according to the policies, rules, and
38.32 regulations of the school board, for the planning, management, operation, and evaluation
38.33 of the education program of the building or buildings to which the principal is assigned.

39.1 (b) To enhance a principal's leadership skills and support and improve teaching
39.2 practices, school performance, and student achievement for diverse student populations,
39.3 including at-risk students, children with disabilities, English learners, and gifted students,
39.4 among others, a district must develop and implement a performance-based system for
39.5 annually evaluating school principals assigned to supervise a school building within the
39.6 district. The evaluation must be designed to improve teaching and learning by supporting
39.7 the principal in shaping the school's professional environment and developing teacher
39.8 quality, performance, and effectiveness. The annual evaluation must:

39.9 (1) support and improve a principal's instructional leadership, organizational
39.10 management, and professional development, and strengthen the principal's capacity in the
39.11 areas of instruction, supervision, evaluation, and teacher development;

39.12 (2) include formative and summative evaluations based on multiple measures of
39.13 student progress toward career and college readiness;

39.14 (3) be consistent with a principal's job description, a district's long-term plans and
39.15 goals, and the principal's own professional multiyear growth plans and goals, all of which
39.16 must support the principal's leadership behaviors and practices, rigorous curriculum,
39.17 school performance, and high-quality instruction;

39.18 (4) include on-the-job observations and previous evaluations;

39.19 (5) allow surveys to help identify a principal's effectiveness, leadership skills and
39.20 processes, and strengths and weaknesses in exercising leadership in pursuit of school
39.21 success;

39.22 (6) use longitudinal data on student academic growth as 35 percent of the evaluation
39.23 and incorporate district achievement goals and targets;

39.24 (7) be linked to professional development that emphasizes improved teaching and
39.25 learning, curriculum and instruction, student learning, and a collaborative professional
39.26 culture; and

39.27 (8) for principals not meeting standards of professional practice or other criteria
39.28 under this subdivision, implement a plan to improve the principal's performance and
39.29 specify the procedure and consequence if the principal's performance is not improved.

39.30 The provisions of this paragraph are intended to provide districts with sufficient
39.31 flexibility to accommodate district needs and goals related to developing, supporting,
39.32 and evaluating principals.

39.33 Sec. 30. Minnesota Statutes 2012, section 124D.13, subdivision 2, is amended to read:

39.34 Subd. 2. **Program requirements.** (a) Early childhood family education programs
39.35 are programs for children in the period of life from birth to kindergarten, for the parents

40.1 and other relatives of these children, and for expectant parents. To the extent that funds
40.2 are insufficient to provide programs for all children, early childhood family education
40.3 programs should emphasize programming for a child from birth to age three and
40.4 encourage parents and other relatives to involve four- and five-year-old children in school
40.5 readiness programs, and other public and nonpublic early learning programs. A district
40.6 may not limit participation to school district residents. Early childhood family education
40.7 programs must provide:

40.8 (1) programs to educate parents and other relatives about the physical, mental, and
40.9 emotional development of children and to enhance the skills of parents and other relatives
40.10 in providing for their children's learning and development;

40.11 (2) structured learning activities requiring interaction between children and their
40.12 parents or relatives;

40.13 (3) structured learning activities for children that promote children's development
40.14 and positive interaction with peers, which are held while parents or relatives attend parent
40.15 education classes;

40.16 (4) information on related community resources;

40.17 (5) information, materials, and activities that support the safety of children, including
40.18 prevention of child abuse and neglect; and

40.19 (6) a community outreach plan to ensure participation by families who reflect the
40.20 racial, cultural, linguistic, and economic diversity of the school district.

40.21 Early childhood family education programs are encouraged to provide parents of
40.22 English learners with translated oral and written information to monitor the program's
40.23 impact on their children's English language development, to know whether their children
40.24 are progressing in developing their English and native language proficiency, and to
40.25 actively engage with and support their children in developing their English and native
40.26 language proficiency.

40.27 The programs must include learning experiences for children, parents, and other
40.28 relatives that promote children's early literacy and, where practicable, their native
40.29 language skills. ~~The program must not include and~~ activities for children that ~~do not~~
40.30 require substantial involvement of the children's parents or other relatives. Providers must
40.31 review the program ~~must be reviewed~~ periodically to assure the instruction and materials
40.32 are not racially, culturally, or sexually biased. The programs must encourage parents to be
40.33 aware of practices that may affect equitable development of children.

40.34 (b) For the purposes of this section, "relative" or "relatives" means noncustodial
40.35 grandparents or other persons related to a child by blood, marriage, adoption, or foster
40.36 placement, excluding parents.

41.1 Sec. 31. Minnesota Statutes 2012, section 124D.15, subdivision 3, is amended to read:

41.2 Subd. 3. **Program requirements.** A school readiness program provider must:

41.3 (1) assess each child's cognitive and language skills with a comprehensive child
41.4 assessment instrument when the child enters and again before the child leaves the program
41.5 to ~~inform~~ improve program planning and implementation, communicate with parents, and
41.6 promote kindergarten readiness;

41.7 (2) provide comprehensive program content and intentional instructional practice
41.8 aligned with the state early childhood learning guidelines and kindergarten standards and
41.9 based on early childhood research and professional practice that is focused on children's
41.10 cognitive, social, emotional, and physical skills and development and prepares children
41.11 for the transition to kindergarten, including early literacy and language skills;

41.12 (3) coordinate appropriate kindergarten transition with parents and kindergarten
41.13 teachers;

41.14 (4) involve parents in program planning and decision making;

41.15 (5) coordinate with relevant community-based services;

41.16 (6) cooperate with adult basic education programs and other adult literacy programs;

41.17 (7) ensure staff-child ratios of one-to-ten and maximum group size of 20 children
41.18 with the first staff required to be a teacher; and

41.19 (8) have teachers knowledgeable in early childhood curriculum content, assessment,
41.20 native and English language development programs, and instruction.

41.21 Sec. 32. Minnesota Statutes 2012, section 124D.49, subdivision 3, is amended to read:

41.22 Subd. 3. **Local education and employment transitions systems.** A local education
41.23 and employment transitions partnership must assess the needs of employers, employees,
41.24 and learners, and develop a plan for implementing and achieving the objectives of a local
41.25 or regional education and employment transitions system. The plan must provide for a
41.26 comprehensive local system for assisting learners and workers in making the transition
41.27 from school to work or for retraining in a new vocational area. The objectives of a local
41.28 education and employment transitions system include:

41.29 (1) increasing the effectiveness of the educational programs and curriculum of
41.30 elementary, secondary, and postsecondary schools and the work site in preparing students
41.31 in the skills and knowledge needed to be successful in the workplace;

41.32 (2) implementing learner outcomes for students in grades kindergarten through 12
41.33 designed to introduce the world of work and to explore career opportunities, including
41.34 nontraditional career opportunities;

- 42.1 (3) eliminating barriers to providing effective integrated applied learning,
42.2 service-learning, or work-based curriculum;
- 42.3 (4) increasing opportunities to apply academic knowledge and skills, including
42.4 skills needed in the workplace, in local settings which include the school, school-based
42.5 enterprises, postsecondary institutions, the workplace, and the community;
- 42.6 (5) increasing applied instruction in the attitudes and skills essential for success in
42.7 the workplace, including cooperative working, leadership, problem-solving, English
42.8 language proficiency, and respect for diversity;
- 42.9 (6) providing staff training for vocational guidance counselors, teachers, and other
42.10 appropriate staff in the importance of preparing learners for the transition to work, and in
42.11 methods of providing instruction that incorporate applied learning, work-based learning,
42.12 English language proficiency, and service-learning experiences;
- 42.13 (7) identifying and enlisting local and regional employers who can effectively
42.14 provide work-based or service-learning opportunities, including, but not limited to,
42.15 apprenticeships, internships, and mentorships;
- 42.16 (8) recruiting community and workplace mentors including peers, parents, employers
42.17 and employed individuals from the community, and employers of high school students;
- 42.18 (9) identifying current and emerging educational, training, native and English
42.19 language development, and employment needs of the area or region, especially within
42.20 industries with potential for job growth;
- 42.21 (10) improving the coordination and effectiveness of local vocational and job training
42.22 programs, including vocational education, adult basic education, tech prep, apprenticeship,
42.23 service-learning, youth entrepreneur, youth training and employment programs
42.24 administered by the commissioner of employment and economic development, and local
42.25 job training programs under the Workforce Investment Act of 1998, Public Law 105-220;
- 42.26 (11) identifying and applying for federal, state, local, and private sources of funding
42.27 for vocational or applied learning programs;
- 42.28 (12) providing students with current information and counseling about career
42.29 opportunities, potential employment, educational opportunities in postsecondary
42.30 institutions, workplaces, and the community, and the skills and knowledge necessary to
42.31 succeed;
- 42.32 (13) providing educational technology, including interactive television networks
42.33 and other distance learning methods, to ensure access to a broad variety of work-based
42.34 learning opportunities;

43.1 (14) including students with disabilities in a district's vocational or applied learning
43.2 program and ways to serve at-risk learners through collaboration with area learning
43.3 centers under sections 123A.05 to 123A.09, or other alternative programs; and

43.4 (15) providing a warranty to employers, postsecondary education programs, and
43.5 other postsecondary training programs, that learners successfully completing a high school
43.6 work-based or applied learning program will be able to apply the knowledge and work
43.7 skills included in the program outcomes or graduation requirements. The warranty shall
43.8 require education and training programs to continue to work with those learners that need
43.9 additional skill or English language development until they can demonstrate achievement
43.10 of the program outcomes or graduation requirements.

43.11 Sec. 33. Minnesota Statutes 2012, section 124D.52, as amended by Laws 2013, chapter
43.12 116, article 2, section 7, is amended to read:

43.13 **124D.52 ADULT BASIC EDUCATION.**

43.14 Subdivision 1. **Program requirements.** (a) An adult basic education program is a
43.15 day or evening program offered by a district that is for people over 16 years of age who do
43.16 not attend an elementary or secondary school. The program offers academic and English
43.17 language instruction necessary to earn a high school diploma or equivalency certificate.

43.18 (b) Notwithstanding any law to the contrary, a school board or the governing body of
43.19 a consortium offering an adult basic education program may adopt a sliding fee schedule
43.20 based on a family's income, but must waive the fee for participants who are under the age
43.21 of 21 or unable to pay. The fees charged must be designed to enable individuals of all
43.22 socioeconomic levels to participate in the program. A program may charge a security
43.23 deposit to assure return of materials, supplies, and equipment.

43.24 (c) Each approved adult basic education program must develop a memorandum of
43.25 understanding with the local workforce development centers located in the approved
43.26 program's service delivery area. The memorandum of understanding must describe how
43.27 the adult basic education program and the workforce development centers will cooperate
43.28 and coordinate services to provide unduplicated, efficient, and effective services to clients.

43.29 (d) Adult basic education aid must be spent for adult basic education purposes as
43.30 specified in sections 124D.518 to 124D.531.

43.31 (e) A state-approved adult basic education program must count and submit student
43.32 contact hours for a program that offers high school credit toward an adult high school
43.33 diploma according to student eligibility requirements and measures of student progress
43.34 toward work-based competency demonstration requirements and, where appropriate,

44.1 English language proficiency requirements established by the commissioner and posted on
44.2 the department Web site in a readily accessible location and format.

44.3 Subd. 2. **Program approval.** (a) To receive aid under this section, a district, a
44.4 consortium of districts, the Department of Corrections, or a private nonprofit organization
44.5 must submit an application by June 1 describing the program, on a form provided by
44.6 the department. The program must be approved by the commissioner according to the
44.7 following criteria:

44.8 (1) how the needs of different levels of learning and English language proficiency
44.9 will be met;

44.10 (2) for continuing programs, an evaluation of results;

44.11 (3) anticipated number and education level of participants;

44.12 (4) coordination with other resources and services;

44.13 (5) participation in a consortium, if any, and money available from other participants;

44.14 (6) management and program design;

44.15 (7) volunteer training and use of volunteers;

44.16 (8) staff development services;

44.17 (9) program sites and schedules;

44.18 (10) program expenditures that qualify for aid;

44.19 (11) program ability to provide data related to learner outcomes as required by
44.20 law; and

44.21 (12) a copy of the memorandum of understanding described in subdivision 1
44.22 submitted to the commissioner.

44.23 (b) Adult basic education programs may be approved under this subdivision for
44.24 up to five years. Five-year program approval must be granted to an applicant who has
44.25 demonstrated the capacity to:

44.26 (1) offer comprehensive learning opportunities and support service choices
44.27 appropriate for and accessible to adults at all basic skill ~~need~~ and English language levels
44.28 of need;

44.29 (2) provide a participatory and experiential learning approach based on the strengths,
44.30 interests, and needs of each adult, that enables adults with basic skill needs to:

44.31 (i) identify, plan for, and evaluate their own progress toward achieving their defined
44.32 educational and occupational goals;

44.33 (ii) master the basic academic reading, writing, and computational skills, as well
44.34 as the problem-solving, decision making, interpersonal effectiveness, and other life and
44.35 learning skills they need to function effectively in a changing society;

45.1 (iii) locate and be able to use the health, governmental, and social services and
45.2 resources they need to improve their own and their families' lives; and

45.3 (iv) continue their education, if they desire, to at least the level of secondary school
45.4 completion, with the ability to secure and benefit from continuing education that will
45.5 enable them to become more employable, productive, and responsible citizens;

45.6 (3) plan, coordinate, and develop cooperative agreements with community resources
45.7 to address the needs that the adults have for support services, such as transportation, English
45.8 language learning, flexible course scheduling, convenient class locations, and child care;

45.9 (4) collaborate with business, industry, labor unions, and employment-training
45.10 agencies, as well as with family and occupational education providers, to arrange for
45.11 resources and services through which adults can attain economic self-sufficiency;

45.12 (5) provide sensitive and well trained adult education personnel who participate in
45.13 local, regional, and statewide adult basic education staff development events to master
45.14 effective adult learning and teaching techniques;

45.15 (6) participate in regional adult basic education peer program reviews and evaluations;

45.16 (7) submit accurate and timely performance and fiscal reports;

45.17 (8) submit accurate and timely reports related to program outcomes and learner
45.18 follow-up information; and

45.19 (9) spend adult basic education aid on adult basic education purposes only, which
45.20 are specified in sections 124D.518 to 124D.531.

45.21 (c) The commissioner shall require each district to provide notification by February
45.22 1, 2001, of its intent to apply for funds under this section as a single district or as part of
45.23 an identified consortium of districts. A district receiving funds under this section must
45.24 notify the commissioner by February 1 of its intent to change its application status for
45.25 applications due the following June 1.

45.26 Subd. 3. **Accounts; revenue; aid.** (a) Each district, group of districts, or private
45.27 nonprofit organization providing adult basic education programs must establish and
45.28 maintain a reserve account within the community service fund for ~~the receipt~~ receiving
45.29 and disbursement of disbursing all funds related to these programs. All revenue received
45.30 ~~pursuant to~~ under this section must be ~~utilized~~ used solely for the purposes of adult basic
45.31 education programs. State aid must not equal more than 100 percent of the unreimbursed
45.32 expenses of providing these programs, excluding in-kind costs.

45.33 (b) For purposes of paragraph (a), an adult basic education program may include as
45.34 valid expenditures for the previous fiscal year program spending that occurs from July
45.35 1 to September 30 of the following year. A program may carry over a maximum of 20

46.1 percent of its adult basic education aid revenue into the next fiscal year. Program spending
46.2 may only be counted for one fiscal year.

46.3 (c) Notwithstanding section 123A.26 or any other law to the contrary, an adult basic
46.4 education consortium providing an approved adult basic education program may be its own
46.5 fiscal agent and is eligible to receive state-aid payments directly from the commissioner.

46.6 Subd. 4. **English as a second language programs.** Persons may teach English
46.7 as a second language classes ~~conducted~~ at a worksite, if they meet the requirements
46.8 of section 122A.19, subdivision 1, clause (a), regardless of whether they are licensed
46.9 teachers. Persons teaching English as a second language for an approved adult basic
46.10 education program must possess a bachelor's or master's degree in English as a second
46.11 language, applied linguistics, or bilingual education, or a related degree ~~as~~ approved by
46.12 the commissioner.

46.13 Subd. 5. **Basic service level.** A district, or a consortium of districts, with a program
46.14 approved by the commissioner under subdivision 2 must establish, in consultation with the
46.15 commissioner, a basic level of service for every adult basic education site in the district
46.16 or consortium. The basic service level must describe minimum levels of academic and
46.17 English language instruction and support services to be provided at each site. The program
46.18 must set a basic service level that promotes effective learning and student achievement
46.19 with measurable results. Each district or consortium of districts must submit its basic
46.20 service level to the commissioner for approval.

46.21 Subd. 6. **Cooperative English as a second language and adult basic education**
46.22 **programs.** (a) A school district, or adult basic education consortium that receives revenue
46.23 under section 124D.531, may deliver English as a second language, citizenship, or other
46.24 adult education programming in collaboration with community-based and nonprofit
46.25 organizations located within its district or region, and with correctional institutions. The
46.26 organization or correctional institution must have the demonstrated capacity to offer
46.27 education programs for adults. Community-based or nonprofit organizations must meet
46.28 the criteria in paragraph (b), or have prior experience. A community-based or nonprofit
46.29 organization or a correctional institution may be reimbursed for unreimbursed expenses
46.30 as defined in section 124D.518, subdivision 5, for ~~the administration of~~ administering
46.31 English as a second language or adult basic education programs, not to exceed eight
46.32 percent of the total funds provided by a school district or adult basic education consortium.
46.33 The administrative reimbursement for a school district or adult basic education consortium
46.34 that delivers services cooperatively with a community-based or nonprofit organization
46.35 or correctional institution is limited to five percent of the program aid, not to exceed the

47.1 unreimbursed expenses of administering programs delivered by community-based or
47.2 nonprofit organizations or correctional institutions.

47.3 (b) A community-based organization or nonprofit organization that delivers education
47.4 services under this section must demonstrate that it has met the following criteria:

47.5 (1) be legally established as a nonprofit organization;

47.6 (2) have an established system for fiscal accounting and reporting that is consistent
47.7 with the ~~Department of Education's~~ department's adult basic education completion report
47.8 and reporting requirements under section 124D.531;

47.9 (3) require all instructional staff to complete a training course in teaching adult
47.10 learners; and

47.11 (4) develop a learning plan for each student that identifies defined educational and
47.12 occupational goals with measures to evaluate progress.

47.13 Subd. 7. **Performance tracking system.** (a) By July 1, 2000, each approved adult
47.14 basic education program must develop and implement a performance tracking system to
47.15 provide information necessary to comply with federal law and serve as one means of
47.16 assessing the effectiveness of adult basic education programs. For required reporting,
47.17 longitudinal studies, and program improvement, the tracking system must be designed to
47.18 collect data on the following core outcomes for learners, including English learners, who
47.19 have completed participating in the adult basic education program:

47.20 (1) demonstrated improvements in literacy skill levels in reading, writing, speaking
47.21 the English language, numeracy, problem solving, English language acquisition, and
47.22 other literacy skills;

47.23 (2) placement in, retention in, or completion of postsecondary education, training,
47.24 unsubsidized employment, or career advancement;

47.25 (3) receipt of a secondary school diploma or its recognized equivalent; and

47.26 (4) reduction in participation in the diversionary work program, Minnesota family
47.27 investment program, and food support education and training program.

47.28 (b) A district, group of districts, state agency, or private nonprofit organization
47.29 providing an adult basic education program may meet this requirement by developing a
47.30 tracking system based on either or both of the following methodologies:

47.31 (1) conducting a reliable follow-up survey; or

47.32 (2) submitting student information, including Social Security numbers for data
47.33 matching.

47.34 Data related to obtaining employment must be collected in the first quarter following
47.35 program completion or can be collected while the student is enrolled, if known. Data
47.36 related to employment retention must be collected in the third quarter following program

48.1 exit. Data related to any other specified outcome may be collected at any time during a
48.2 program year.

48.3 (c) When a student in a program is requested to provide the student's Social Security
48.4 number, the student must be notified in a written form easily understandable to the student
48.5 that:

48.6 (1) providing the Social Security number is optional and no adverse action may be
48.7 taken against the student if the student chooses not to provide the Social Security number;

48.8 (2) the request is made under section 124D.52, subdivision 7;

48.9 (3) if the student provides the Social Security number, it will be used to assess the
48.10 effectiveness of the program by tracking the student's subsequent career; and

48.11 (4) the Social Security number will be shared with the Department of Education;
48.12 Minnesota State Colleges and Universities; Office of Higher Education; Department of
48.13 Human Services; and Department of Employment and Economic Development in order
48.14 to accomplish the purposes described in paragraph (a) and will not be used for any other
48.15 purpose or reported to any other governmental entities.

48.16 (d) Annually a district, group of districts, state agency, or private nonprofit
48.17 organization providing programs under this section must forward the tracking data
48.18 collected to the Department of Education. For the purposes of longitudinal studies on the
48.19 employment status of former students under this section, the Department of Education
48.20 must forward the Social Security numbers to the Department of Employment and
48.21 Economic Development to electronically match the Social Security numbers of former
48.22 students with wage detail reports filed under section 268.044. The results of data matches
48.23 must, for purposes of this section and consistent with the requirements of the United
48.24 States Code, title 29, section 2871, of the Workforce Investment Act of 1998, be compiled
48.25 in a longitudinal form by the Department of Employment and Economic Development
48.26 and released to the Department of Education in the form of summary data that does not
48.27 identify the individual students. The Department of Education may release this summary
48.28 data. State funding for adult basic education programs must not be based on the number or
48.29 percentage of students who decline to provide their Social Security numbers or on whether
48.30 the program is evaluated by means of a follow-up survey instead of data matching.

48.31 Subd. 8. **Standard high school diploma for adults.** (a) The commissioner shall
48.32 adopt rules for providing a standard adult high school diploma to persons who:

48.33 (1) are not eligible for kindergarten through grade 12 services;

48.34 (2) do not have a high school diploma; and

48.35 (3) successfully complete an adult basic education program of instruction approved
48.36 by the commissioner of education necessary to earn an adult high school diploma.

49.1 (b) Persons participating in an approved adult basic education program of instruction
49.2 must demonstrate the competencies, knowledge, and skills and, where appropriate,
49.3 English language proficiency, sufficient to ensure that postsecondary programs and
49.4 institutions and potential employers regard persons with a standard high school diploma
49.5 and persons with a standard adult high school diploma as equally well prepared and
49.6 qualified graduates. Approved adult basic education programs of instruction under this
49.7 subdivision must issue a standard adult high school diploma to persons who successfully
49.8 demonstrate the competencies, knowledge, and skills required by the program.

49.9 Sec. 34. Minnesota Statutes 2012, section 124D.522, is amended to read:

49.10 **124D.522 ADULT BASIC EDUCATION SUPPLEMENTAL SERVICE**
49.11 **GRANTS.**

49.12 (a) The commissioner, in consultation with the policy review task force under
49.13 section 124D.521, may make grants to nonprofit organizations to provide services that are
49.14 not offered by a district adult basic education program or that are supplemental to either
49.15 the statewide adult basic education program, or a district's adult basic education program.
49.16 The commissioner may make grants for: staff development for adult basic education
49.17 teachers and administrators; training for volunteer tutors; training, services, and materials
49.18 for serving disabled students through adult basic education programs; statewide promotion
49.19 of adult basic education services and programs; development and dissemination of
49.20 instructional and administrative technology for adult basic education programs; programs
49.21 which primarily serve communities of color; adult basic education distance learning
49.22 projects, including television instruction programs; initiatives to accelerate English
49.23 language acquisition and the achievement of career- and college-ready skills among
49.24 English learners; and other supplemental services to support the mission of adult basic
49.25 education and innovative delivery of adult basic education services.

49.26 (b) The commissioner must establish eligibility criteria and grant application
49.27 procedures. Grants under this section must support services throughout the state, focus
49.28 on educational results for adult learners, and promote outcome-based achievement
49.29 through adult basic education programs. Beginning in fiscal year 2002, the commissioner
49.30 may make grants under this section from the state total adult basic education aid set
49.31 aside for supplemental service grants under section 124D.531. Up to one-fourth of the
49.32 appropriation for supplemental service grants must be used for grants for adult basic
49.33 education programs to encourage and support innovations in adult basic education
49.34 instruction and service delivery. A grant to a single organization cannot exceed 20 percent

50.1 of the total supplemental services aid. Nothing in this section prevents an approved adult
50.2 basic education program from using state or federal aid to purchase supplemental services.

50.3 Sec. 35. Minnesota Statutes 2012, section 124D.59, subdivision 2, is amended to read:

50.4 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten through
50.5 grade 12 who meets the requirements under subdivision 2a or the following requirements:

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

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

50.14 (b) ~~Notwithstanding paragraph (a),~~ A pupil enrolled in a Minnesota public school
50.15 in grades any grade 4 through 12 who was enrolled in a Minnesota public school on
50.16 the dates during in the previous school year when a commissioner provided took a
50.17 commissioner-provided assessment that measures measuring the pupil's emerging
50.18 academic English was administered, shall ~~not~~ be counted as an English learner in
50.19 calculating English learner pupil units under section 126C.05, subdivision 17, and shall
50.20 ~~not~~ generate state English learner aid under section 124D.65, subdivision 5, ~~unless if~~
50.21 the pupil scored below the state cutoff score or is otherwise counted as a nonproficient
50.22 participant on ~~an~~ the assessment measuring the pupil's emerging academic English
50.23 provided by the commissioner during the previous school year.

50.24 (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade
50.25 12 shall not be counted as an English learner in calculating English learner pupil units
50.26 under section 126C.05, subdivision 17, and shall not generate state English learner aid
50.27 under section 124D.65, subdivision 5, if:

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

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

50.32 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
50.33 later.

51.1 Sec. 36. Minnesota Statutes 2012, section 124D.59, is amended by adding a
51.2 subdivision to read:

51.3 Subd. 2a. **English learner; interrupted formal education.** Consistent with
51.4 subdivision 2, an English learner includes an English learner with an interrupted formal
51.5 education who:

51.6 (1) comes from a home where the language usually spoken is other than English, or
51.7 usually speaks a language other than English;

51.8 (2) enters school in the United States after grade 6;

51.9 (3) has at least two years less schooling than the English learner's peers;

51.10 (4) functions at least two years below expected grade level in reading and
51.11 mathematics; and

51.12 (5) may be preliterate in the English learner's native language.

51.13 **EFFECTIVE DATE.** This section is effective for the 2015-2016 school year and
51.14 later.

51.15 Sec. 37. Minnesota Statutes 2013 Supplement, section 124D.861, subdivision 3,
51.16 is amended to read:

51.17 Subd. 3. **Public engagement; progress report and budget process.** (a) To
51.18 receive revenue under section 124D.862, the school board of an eligible district must
51.19 incorporate school and district plan components under section 120B.11 into the district's
51.20 comprehensive integration plan.

51.21 (b) A school board must hold at least one formal annual hearing to publicly report its
51.22 progress in realizing the goals identified in its plan. At the hearing, the board must provide
51.23 the public with longitudinal data demonstrating district and school progress in reducing
51.24 the disparities in student academic performance among the specified categories of students
51.25 and in realizing racial and economic integration, consistent with the district plan and the
51.26 measures in paragraph (a). At least 30 days before the formal hearing under this paragraph,
51.27 the board must post its plan, its preliminary analysis, relevant student performance data,
51.28 and other longitudinal data on the district's Web site. A district must hold one hearing to
51.29 meet the hearing requirements of both this section and section 120B.11.

51.30 (c) The district must submit a detailed budget to the commissioner by March 15 in
51.31 the year before it implements its plan. The commissioner must review, and approve or
51.32 disapprove the district's budget by June 1 of that year.

51.33 (d) The longitudinal data required under paragraph (a) must be based on student
51.34 growth and progress in reading and mathematics, as defined under section 120B.30,
51.35 subdivision 1, and student performance data and achievement reports from fully adaptive

52.1 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016
 52.2 school year under section 120B.30, subdivision 1a, and either (i) school enrollment
 52.3 choices, (ii) the number of world language proficiency or high achievement certificates
 52.4 awarded under section 120B.022, subdivision 1, ~~paragraphs (b) and (c)~~ 1a, or the number
 52.5 of state bilingual and multilingual seals issued under section 120B.022, subdivision 1b,
 52.6 or (iii) school safety and students' engagement and connection at school under section
 52.7 120B.35, subdivision 3, paragraph (d). Additional longitudinal data may be based on:
 52.8 students' progress toward career and college readiness under section 120B.30, subdivision
 52.9 1; or rigorous coursework completed under section 120B.35, subdivision 3, paragraph
 52.10 (c), clause (2).

52.11 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and
 52.12 later.

52.13 Sec. 38. Minnesota Statutes 2012, section 124D.895, is amended to read:

52.14 **124D.895 PARENTAL INVOLVEMENT PROGRAMS.**

52.15 Subdivision 1. **Program goals.** The department, in consultation with the state
 52.16 curriculum advisory committee, must develop guidelines and model plans for parental
 52.17 involvement programs that will:

52.18 (1) engage the interests and talents of parents or guardians in recognizing and
 52.19 meeting the emotional, intellectual, native and English language development, and
 52.20 physical needs of their school-age children;

52.21 (2) promote healthy self-concepts among parents or guardians and other family
 52.22 members;

52.23 (3) offer parents or guardians a chance to share and learn about educational skills,
 52.24 techniques, and ideas;

52.25 (4) provide creative learning experiences for parents or guardians and their
 52.26 school-age children, including involvement from parents or guardians of color;

52.27 (5) encourage parents to actively participate in their district's curriculum advisory
 52.28 committee under section 120B.11 in order to assist the school board in improving
 52.29 children's education programs; and

52.30 (6) encourage parents to help in promoting school desegregation/integration under
 52.31 sections 124D.861 and 124D.862.

52.32 Subd. 2. **Plan contents.** Model plans for a parental involvement program must
 52.33 include at least the following:

52.34 (1) program goals;

- 53.1 (2) means for achieving program goals;
- 53.2 (3) methods for informing parents or guardians, in a timely way, about the program;
- 53.3 (4) strategies for ensuring the full participation of parents or guardians, including
- 53.4 those parents or guardians who lack literacy skills or whose native language is not English,
- 53.5 including the involvement from of parents or guardians of color;
- 53.6 (5) procedures for coordinating the program with kindergarten through grade 12
- 53.7 curriculum, with parental involvement programs currently available in the community,
- 53.8 with the ~~process under sections 120B.10 to~~ world's best workforce under section 120B.11,
- 53.9 and with other education facilities located in the community;
- 53.10 (6) strategies for training teachers and other school staff to work effectively with
- 53.11 parents and guardians;
- 53.12 (7) procedures for parents or guardians and educators to evaluate and report progress
- 53.13 toward program goals; and
- 53.14 (8) a mechanism for convening a local community advisory committee composed
- 53.15 primarily of parents or guardians to advise a district on implementing a parental
- 53.16 involvement program.
- 53.17 Subd. 3. **Plan activities.** Activities contained in the model plans must include:
- 53.18 (1) educational opportunities for families that enhance children's learning and native
- 53.19 and English language development;
- 53.20 (2) educational programs for parents or guardians on families' educational
- 53.21 responsibilities and resources;
- 53.22 (3) the hiring, training, and use of parental involvement liaison workers to
- 53.23 coordinate family involvement activities and to foster linguistic and culturally competent
- 53.24 communication among families, educators, and students, consistent with the definition of
- 53.25 culturally competent under section 120B.30, subdivision 1, paragraph (1);
- 53.26 (4) curriculum materials and assistance in implementing home and community-based
- 53.27 learning activities that reinforce and extend classroom instruction and student motivation;
- 53.28 (5) technical assistance, including training to design and carry out family
- 53.29 involvement programs;
- 53.30 (6) parent resource centers;
- 53.31 (7) parent training programs and reasonable and necessary expenditures associated
- 53.32 with parents' attendance at training sessions;
- 53.33 (8) reports to parents on children's progress;
- 53.34 (9) use of parents as classroom volunteers, or as volunteers in before and after
- 53.35 school programs for school-age children, tutors, and aides;

54.1 (10) soliciting parents' suggestions in planning, developing, and implementing
54.2 school programs;

54.3 (11) educational programs and opportunities for parents or guardians that are
54.4 multicultural, multilingual, gender fair, and disability sensitive;

54.5 (12) involvement in a district's curriculum advisory committee or a school building
54.6 team under section 120B.11; and

54.7 (13) opportunities for parent involvement in developing, implementing, or evaluating
54.8 school and district desegregation/integration plans under sections 124D.861 and 124D.862.

54.9 Sec. 39. Minnesota Statutes 2012, section 124D.8955, is amended to read:

54.10 **124D.8955 PARENT AND FAMILY INVOLVEMENT POLICY.**

54.11 (a) In order to promote and support student achievement, a local school board is
54.12 encouraged to formally adopt and implement a parent and family involvement policy that
54.13 promotes and supports:

54.14 (1) oral and written communication between home and school that is regular,
54.15 two-way, ~~and~~ meaningful, and in families' native language;

54.16 (2) parenting skills;

54.17 (3) parents and caregivers who play an integral role in assisting student learning and
54.18 learn about fostering students' academic success and learning at home and school;

54.19 (4) welcoming parents in the school and using networks that support families'
54.20 cultural connections, seeking their support and assistance;

54.21 (5) partnerships with parents in the decisions that affect children and families
54.22 in the schools; and

54.23 (6) providing community resources to strengthen schools, families, and student
54.24 learning.

54.25 (b) A school board that implements a parent and family involvement policy under
54.26 paragraph (a) must convene an advisory committee composed of an equal number of
54.27 resident parents who are not district employees and school staff to make recommendations
54.28 to the board on developing and evaluating the board's parent and family involvement
54.29 policy. If possible, the advisory committee must represent the diversity of the district. The
54.30 advisory committee must consider the district's demographic diversity and barriers to
54.31 parent involvement when developing its recommendations. The advisory committee must
54.32 present its recommendations to the board for board consideration.

54.33 (c) The board must consider research-based best practices when implementing
54.34 this policy.

55.1 (d) The board periodically must review this policy to determine whether it is aligned
55.2 with the most current research findings on parent involvement policies and practices and
55.3 how effective the policy is in supporting increased student achievement.

55.4 (e) Nothing in this section obligates a school district to exceed any parent or family
55.5 involvement requirement under federal law.

55.6 Sec. 40. Minnesota Statutes 2013 Supplement, section 127A.70, subdivision 2, is
55.7 amended to read:

55.8 Subd. 2. **Powers and duties; report.** (a) The partnership shall develop
55.9 recommendations to the governor and the legislature designed to maximize the achievement
55.10 of all P-20 students while promoting the efficient use of state resources, thereby helping
55.11 the state realize the maximum value for its investment. These recommendations may
55.12 include, but are not limited to, strategies, policies, or other actions focused on:

55.13 (1) improving the quality of and access to education at all points from preschool
55.14 through graduate education;

55.15 (2) improving preparation for, and transitions to, postsecondary education and
55.16 work; and

55.17 (3) ensuring educator quality by creating rigorous standards for teacher recruitment,
55.18 teacher preparation, induction and mentoring of beginning teachers, and continuous
55.19 professional development for career teachers.

55.20 (b) Under the direction of the P-20 Education Partnership Statewide Longitudinal
55.21 Education Data System Governance Committee, the Office of Higher Education and the
55.22 Departments of Education and Employment and Economic Development shall improve
55.23 and expand the Statewide Longitudinal Education Data System (SLEDS) to provide
55.24 policymakers, education and workforce leaders, researchers, and members of the public
55.25 with data, research, and reports to:

55.26 (1) expand reporting on students' educational outcomes for diverse student
55.27 populations including at-risk students, children with disabilities, English learners, and
55.28 gifted students, among others, and include formative and summative evaluations based on
55.29 multiple measures of student progress toward career and college readiness;

55.30 (2) evaluate the effectiveness of educational and workforce programs; and

55.31 (3) evaluate the relationship between education and workforce outcomes, consistent
55.32 with section 124D.49.

55.33 To the extent possible under federal and state law, research and reports should be
55.34 accessible to the public on the Internet, and disaggregated by demographic characteristics,
55.35 organization or organization characteristics, and geography.

56.1 It is the intent of the legislature that the Statewide Longitudinal Education Data
 56.2 System inform public policy and decision-making. The SLEDS governance committee,
 56.3 with assistance from staff of the Office of Higher Education, the Department of Education,
 56.4 and the Department of Employment and Economic Development, shall respond to
 56.5 legislative committee and agency requests on topics utilizing data made available through
 56.6 the Statewide Longitudinal Education Data System as resources permit. Any analysis of
 56.7 or report on the data must contain only summary data.

56.8 (c) By January 15 of each year, the partnership shall submit a report to the governor
 56.9 and to the chairs and ranking minority members of the legislative committees and
 56.10 divisions with jurisdiction over P-20 education policy and finance that summarizes the
 56.11 partnership's progress in meeting its goals and identifies the need for any draft legislation
 56.12 when necessary to further the goals of the partnership to maximize student achievement
 56.13 while promoting efficient use of resources.

56.14 Sec. 41. **REVIEW OF WORLD LANGUAGE COMPETENCIES.**

56.15 The commissioner of education and the Minnesota State Colleges and Universities
 56.16 (MNSCU) chancellor, after consulting with the world language faculty at the University
 56.17 of Minnesota and MNSCU, must review the specific competencies a K-12 student masters
 56.18 in attaining a state bilingual seal, multilingual seal, Minnesota world language proficiency
 56.19 certificate or Minnesota world language proficiency high achievement certificate under
 56.20 Minnesota Statutes, section 120B.022, subdivisions 1a and 1b, and determine credit and
 56.21 course equivalencies for each seal or certificate. The commissioner and the chancellor, or
 56.22 their designees, must report findings, determinations, and any recommendations to the
 56.23 education policy and finance committees of the legislature by February 15, 2015.

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

56.25 Sec. 42. **REPEALER.**

56.26 Minnesota Statutes 2012, section 122A.19, subdivision 3, is repealed effective the
 56.27 day following final enactment."

56.28 Amend the title accordingly