

Subject K12 Finance; Governor's Proposal

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Date February 15, 2021

Overview

H.F. 1065 is the Governor's K12 education finance bill for the 2021 session.

Article 1: General Education

Increases the general education basic formula allowance by 1.0 percent in fiscal year 2022 and an additional 2.5 percent in fiscal year 2023. Increases English learning funding. Moves 0.5 percent of funding for students attending state-approved alternative programs (SAAP) from the enrolling district to the department's budget for program oversight. Increases the portion of compensatory revenue that remains at each school site from 50 to 80 percent. Links certain formulas to future increases in the basic formula allowance. Increases declining pupil aid for fiscal year 2021 only. Makes other changes to general education programs.

Section Description – Article 1: General Education

1 Reserve revenue; area learning centers.

Reduces the share of general education revenue that remains with an enrolling school district when a student attends an area learning center (ALC). Set the share of revenue retained by the Minnesota Department of Education (MDE) at 0.5 percent of the revenue. Allows MDE to use the revenue for administrative oversight of the programs. Continues to require the school district to transfer between 90 and 100 percent of its average per pupil general education revenue to the ALC.

Effective for fiscal year 2022 and later.

2 English learner.

Includes in the definition of "English learner (EL)" a child between the ages of 3 and 5 who is participating in an early childhood special education program. Excludes these students from the count of EL pupils used to generate EL revenue.

Effective for fiscal year 2022 and later.

Section Description – Article 1: General Education

3 School district EL revenue.

Increases the funding for the EL program by increasing the basic allowance from \$704 per EL student to \$755 per EL student for fiscal year 2023. Increases the concentration formula allowance from \$250 per EL student to \$536 per EL student for fiscal year 2023 (this increase in the concentration formula is also affected by the change in the concentration pupil count under section 8).

Increases both the basic EL formula allowance and the EL concentration formula allowance by the growth in the general education formula allowance for FY 2024 and later.

Effective for fiscal year 2023 and later.

4 Enrollment verification; graduation incentives program.

Calculates the percentage of general education that must be paid to an eligible graduation incentives program as 90 percent of the general education revenue for that student after the transfer of 0.5 percent of the revenue to the Department of Education for administrative purposes.

Effective for fiscal year 2022 and later.

5 Pupil unit.

Combines the separate category of pupil units for disabled kindergarten pupils into the regular kindergarten pupil unit count and unifies the minimum hours of instruction for all kindergarten pupils. [Note: The small difference in hours between the two groups of students predated funding for full-day kindergarten.]

Effective for fiscal year 2022 and later.

6 Compensation revenue pupil units.

Eliminates the special calculation for compensatory revenue for sites with discontinued voluntary prekindergarten (VPK) seats as the expanded VPK program seats are made permanent in this bill (see article 7).

Effective for fiscal year 2022 and later.

7 Learning year pupil units.

Adjusts the definition of average per pupil general education revenue under the learning year pupil calculation to reflect the 0.5 percent transfer of revenue to the Department of Education for administrative purposes.

Section Description – Article 1: General Education

- 8 EL pupil units.**
Modifies the concentration formula of learning year pupil units by increasing the EL denominator from 11.5 to 16.8. [Note: This adjusted concentration revenue is coupled with higher EL concentration formula under section 3 to ensure no district loses revenue through the revenue change and that more revenue flows to schools serving higher concentrations of EL students.]

Effective for fiscal year 2022 and later.
- 9 Basic revenue; general education.**
Increases the general education basic formula allowance by \$66 per pupil unit (1.0 percent) for fiscal year 2022 and by \$166 per pupil unit more (2.5 percent) in fiscal year 2023.

Effective for fiscal year 2022 and later.
- 10 Extended time revenue.**
Beginning in fiscal year 2024, links the extended time revenue allowance (currently set at \$5,117 per pupil unit) to the formula allowance so that any increase in the basic formula allowance increases extended time revenue.

Effective for fiscal year 2022 and later.
- 11 Declining enrollment revenue.**
Increases declining pupil aid for fiscal year 2021 only by increasing the reimbursement percentage from 28 percent to 48.5 percent.

Strikes paragraph (b) since the prekindergarten program set to expire is made permanent.

Effective for fiscal year 2021 only.
- 12 Local optional revenue.**
Simplifies the calculation for local optional revenue by eliminating the tiers.
Increases local optional revenue for fiscal years 2024 and later by the rate of growth in the general education basic formula allowance.

Increases local optional aid (and correspondingly lowers the local optional levy) for fiscal year 2023 and later by setting the combined equalizing factor at the greater of \$844,600 per pupil unit or 123 percent of the state total referendum market value per pupil unit. [Note: The equalizing factors are currently at \$880,000 per pupil unit

Section Description – Article 1: General Education

- for the first tier of local optional revenue (\$300 per pupil unit) and \$510,000 per pupil unit for the second tier of local optional revenue (\$424 per pupil unit).]
- Effective for fiscal year 2023 and later.
- 13 **Basic skills revenue.**
Moves the EL concentration allowance from the basic skills revenue statute to the EL statute (see section 3).
Effective for fiscal year 2022 and later.
- 14 **Uses of compensatory revenue.**
Modifies the list of eligible uses of compensatory revenue by removing an obsolete reference to full-day kindergarten, and moving a reference to community-based contracts from clause (4) to clause (10).
Effective for fiscal year 2022 and later.
- 15 **Building allocation; compensatory revenue.**
Increases the portion of compensatory revenue that must be spent at the site where the revenue is earned from 50 percent to 80 percent of total compensatory revenue.
Effective for fiscal year 2022 and later.
- 16 **Annual expenditure report; compensatory revenue.**
Requires each school district to report its expenditures of compensatory revenue by functional area as well as by Uniform Financial Accounting and Reporting Standards (UFARS) codes.
Effective for fiscal year 2022 and later.
- 17 **Referendum equalization revenue.**
Simplifies the referendum equalization aid program by eliminating the tiers and equalizing all of referendum revenue at that same rate.
Effective for fiscal year 2023 and later.
- 18 **Referendum equalization levy.**
Sets the equalization factor for the operating referendum program at the greater of \$574,200 or 85 percent of the state total referendum market value per pupil unit.
Effective for fiscal year 2023 and later.

Section Description – Article 1: General Education

- 19 **Referendum equalization aid.**
Sets referendum equalization aid equal to the difference between referendum equalization revenue and the referendum equalization levy.

Effective for fiscal year 2023 and later.
- 20 **Administrative transfer; SAAPs.**
Transfers 0.5 percent of all general education aid for students attending state approved alternative programs (SAAPs) from the serving school district to the Department of Education for the program’s administrative oversight.

Effective for fiscal year 2022 and later.
- 21 **Excess tax increment.**
Clarifies the years used to calculate the aid and levy adjustments in years when the school district receives an excess tax increment financing payment.

Effective for fiscal year 2022 and later.
- 22 **General education aid; appropriation for fiscal year 2021.**
Increases general education aid in fiscal year 2021 by \$22.5 million to fund the 90 percent current year share of general education aid for the additional declining pupil aid authorized in section 11. Note that the November 2020 Forecast lowered the fiscal year 2021 baseline general education appropriation by about \$73 million.
- 23 **Appropriations; Department of Education.**
See attached fiscal worksheet.

Article 2: Education Excellence

Embeds knowledge of Indigenous peoples throughout Minnesota’s academic standards and curriculum. Includes ethnic studies as related to the academic standards during the review and revision of the required academic standards. Narrows participation in the graduation incentives program. Limits postsecondary enrollment options (PSEO) participation to students who have not yet completed courses required for high school graduation. Focuses American Indian education aid. Creates a new state aid for student support personnel.

Section Description – Article 2: Education Excellence

1 Knowledge and skills.

Amends the compulsory instruction definition of knowledge and skills to require instruction in indigenous education.

Effective July 1, 2021.

2 Education expectations for public school students.

Requires the commissioner to modify the rule for statewide academic standards to be focused on the experiences and perspectives of all students, including Indigenous people and people of color within and beyond the United States.

Effective July 1, 2021.

3 Required academic standards.

Amends the statutory authority for the social studies standard to include indigenous education. Requires a school's curriculum for indigenous education to be:

- for all grades, prekindergarten through grade 12;
- related to the indigenous experience in Minnesota, including tribal history, sovereignty, culture, treaty rights, government, socioeconomic experiences, contemporary issues, and current events;
- historically accurate, tribally endorsed, culturally relevant, community based, contemporary, and developmentally appropriate; and
- aligned with the academic content standards, including all yearly revisions that include the contributions of Minnesota's tribal nations and communities.

Effective July 1, 2021.

4 Standards development.

Requires the advice from stakeholders in developing rigorous core academic standards to include the advice of the Tribal Nations Education Committee and Minnesota's Tribal Nations and communities.

Effective July 1, 2021.

5 Revisions and review required; required academic standards.

Requires the commissioner of education to revise and embed indigenous education standards that include the contributions of American Indian tribes and communities into the state academic standards and graduation requirements. Requires these standards to be consistent with recommendations from the Tribal Nations Education Committee.

Section Description – Article 2: Education Excellence

Requires the commissioner to include ethnic studies as related to the academic standards during the review and revision of the required academic standards.

Pushes the next review of academic standards and related benchmarks for physical education back from the 2022-2023 school year to the 2026-2027 school year.

Effective July 1, 2021.

6 Graduation requirements.

Requires, for students in 9th grade in the 2011-2012 school year and later, that three and one-half credits of social studies necessary for graduation also encompass indigenous education (the social studies standards must currently encompass United States history, geography, government and citizenship, world history, and economics).

Effective July 1, 2021.

7 Adopting plans and budgets; school district process.

Requires each school board to include in its comprehensive, long-term strategic plan a list of suggested and required materials, resources, sample curriculum, and pedagogical skills for use in all grades that accurately reflect the diversity of the state of Minnesota.

Effective July 1, 2021.

8 Implementation of indigenous education for all curriculum.

(a) Requires any school identified for support under the federal Elementary and Secondary Education Act, and any district identified under the state's World's Best Workforce as needing support and improvement to:

- as part of their needs assessment, assess the quality of implementation of indigenous education for all students;
- include any proposed changes, additions, and enhancements to the implementation of indigenous education in the school's improvement plan;
- ensure that indigenous curriculum is included in plans and activities in years two and three of the school's or district's improvement plan;
- engage Tribal Nations and indigenous families in the planning and implementation of improvement plans in schools and districts when a school or district has 10 or more American Indian students; and
- provide evidence to the commissioner of education that the implementation factors have been completed.

Section Description – Article 2: Education Excellence

(b) Requires the commissioner of education to:

- provide monitoring and auditing personnel to coordinate within the Department of Education and with all indigenous education programs in schools and districts;
- provide professional development for teachers instituting indigenous curriculum;
- provide monitoring of curriculum materials and teaching practices regarding tribal history, culture, and government of local tribes for mutual awareness among tribes and districts to aid in understanding the importance of accurate and tribally endorsed curriculum;
- provide ongoing support to schools and districts on curriculum and best teaching practices and to school boards to identify and adopt curriculum that includes tribal experiences and perspectives to engage indigenous students and ensure that all students learn about the history, culture, government, and experiences of their indigenous peers and neighbors;
- refer a school or district's noncompliance with indigenous curriculum requirements to the Minnesota Department of Human Rights;
- report to the commissioner of education by December 1, 2022, and every two years thereafter, regarding the progress made in developing effective government-to-government relations, narrowing the achievement gap, identifying and adopting curriculum including tribal history, culture, and government, and addressing obstacles; and
- report to the education committees of the legislature and Minnesota's tribal leaders, including the Tribal Nations Education Committee, the Minnesota Chippewa Tribe, and the Minnesota Indian Affairs Council.

Effective July 1, 2021.

9 Limit on participation; PSEO.

Limits a student's participation in PSEO to the earlier of: (1) the end of the school year in which the student's graduation requirements are met; or (2) the end of the school year in which the pupil's peers graduate.

Effective July 1, 2021.

10 Department of Education; online learning.

Places the \$250 fee that the Department of Education (MDE) receives from an online learning provider when MDE approves the online learning program and the \$50 fee assessed when an enrolling district challenges a course's designation in an account in the special revenue fund. Annually appropriates the money from the account to the

Section Description – Article 2: Education Excellence

commissioner of education for costs associated with administering and monitoring online and digital learning programs.

Effective July 1, 2021.

11 Eligible pupils; graduation incentives program.

Narrows eligibility for a student's participation in the graduation incentives program to students who are performing substantially below other pupils of their age or who are behind in satisfactorily completing coursework or obtaining credits for graduation. Removes automatic program eligibility for pregnant or parenting students, chemically dependent students, excluded or expelled students, students referred by the district for enrollment in the program, who are the victims of physical or sexual abuse, have experienced mental health problems, experienced homelessness, speak English as a second language or is an English language learner, has withdrawn from school or is chronically truant, or is being treated in a seven-county metropolitan area hospital for cancer or other life-threatening illness, or is a sibling of such student, and resides more than 60 miles outside the seven-county metropolitan area.

Effective July 1, 2021.

12 Enrollment of other children; shared time enrollment.

Requires a school district or participating school to meet the unique educational and culturally related academic needs of American Indian people and to have American Indian student accountability factors be the same or higher for American Indian students than their non-Indian peers before a district may use any of its American Indian Education aid for programs for non-Indian students.

Effective July 1, 2021.

13 American Indian education aid.

Qualifies a program operated by a cooperative unit for American Indian education aid.

For fiscal year 2024 and later, increases the American Indian education aid allowance and school district minimum by the growth in the general education basic formula allowance for that year.

Effective for fiscal year 2022 and later.

14 Student support personnel aid.

Creates a new state school aid for student support personnel.

Section Description – Article 2: Education Excellence

Subd. 1. Definitions. Defines “new position” and “student support services personnel” to include school counselors, school psychologists, school social workers, school nurses, and chemical dependency counselors.

Subd. 2. Purpose. States the purposes of the student support personnel aid program.

Subd. 3. Aid eligibility and application. Makes a school district, charter school, and a cooperative unit (including an intermediate school district) eligible for aid. Charges the commissioner with prescribing the form and manner of the application process for the aid.

Subd. 4. Student support personnel aid. Establishes the aid for school districts equal to the greater of \$35,000 (for smaller school districts) or \$22 times the number of pupils enrolled in the district on October 1 of the previous year. Sets the aid for charter schools equal to \$22 per pupil. Sets the aid for cooperative programs equal to \$4 per pupil times the pupil count enrolled in the cooperative unit’s member school districts. Limits the aid to no more than the school’s actual spending on new support personnel.

Subd. 5. Allowed uses; match requirements. Requires the aid to be used to hire student support personnel in newly created positions. Transfers the cooperative unit’s aid from the member districts to the cooperative unit. Allows school districts, charter schools, and cooperative units to contract for services if the school is unable to hire a new full-time equivalent position with the student support personnel aid provided under this section.

Subd. 6. Report required. Requires each school district, charter school, and cooperative unit receiving aid under this section to submit a written report to the commissioner of education indicating how the new positions affected at least two of the following measures:

- school climate;
- attendance rates;
- academic achievement;
- career and college readiness; and
- postsecondary completion rates.

Effective for fiscal year 2022 and later.

15 Appropriations.

See attached fiscal worksheet.

Article 3: Teachers

Clarifies the American Indian teacher preparation program. Codifies a “Grow Your Own” teacher preparation program.

Section Description – Article 3: Teachers

- 1 Eligible students; American Indian teacher preparation programs.**
Clarifies the definition of eligible student for purposes of the American Indian teacher preparation grant program.

Effective July 1, 2021.
- 2 Eligible programming; American Indian teacher preparation program.**
Authorizes program funding under the American Indian teacher preparation program to be used for eligible American Indian student scholarships.

Effective July 1, 2021.
- 3 Grow Your Own programs.**
Codifies the “Grow Your Own” teacher programs.

Subd. 1. Establishment. Requires the commissioner of education to award grants for Grow Your Own programs to develop a teaching workforce that more closely reflects the state’s increasingly diverse population and ensure students have access to effective and diverse teachers.

Subd. 2. Definitions. Defines: “eligible district” to mean a school district, charter school, or cooperative unit; “Grow Your Own program” to mean a program established by an eligible district or Head Start program that partners with a Professional Educator and Licensing Standards Board (PELSB)-approved teacher preparation program provider to provide a pathway to teaching”; “residency program” to mean a PELSB-approved teacher preparation program established by an eligible district and board-approved teacher preparation program that used a cohort-based model and includes a yearlong clinical experience; and “resident” to mean a teacher candidate participating in a residency program.

Subd. 3. Grants to residency programs. Authorizes an eligible district to develop, maintain, or expand a teacher residency program. Requires participants in a residency program to be paired with a teacher of record who holds a Tier 3 or Tier 4 teacher license. Requires at least 80 percent of the grant funds to be directed toward tuition scholarships or stipends to employees or community members who are of color or American Indian who are participating in a residency program. Upon approval of the commissioner of education, authorizes up to 20 percent of the funds to be used for tuition scholarships for employees

Section Description – Article 3: Teachers

who are not persons of color or American Indian who are seeking licensure in a shortage area.

Subd. 4. Grants for programs serving adults. Authorizes an eligible district or Head Start program to apply for a grant to provide financial assistance, mentoring, and other experiences to support persons of color or American Indians to become licensed teachers or preschool teachers. Requires the grant recipient to use the funds to:

- provide tuition scholarships or stipends to eligible Tier 2 licensed teachers, education assistants, cultural liaisons, or other nonlicensed employees who are of color or American Indian and who are enrolled in a PELSB-approved teacher preparation program leading toward a Tier 3 license;
- develop or implement pathway programs with local community-based organizations that are led by and are for communities of color or American Indian communities that provide tuition scholarships or stipends to parents and community members who are of color or American Indian who intend to change careers and obtain a Tier 3 license or other credential necessary to teach in a Head Start program; or
- collaborate with board-approved teacher preparation programs provided by Minnesota postsecondary institutions to develop and implement programs that lead to Tier 2 or Tier 3 licensure that include expanded clinical experiences accompanied by professional coaching and mentorship.

Authorizes an eligible district or Head Start program providing financial assistance to teacher candidates to require a teaching commitment for a reasonable period of time, not to exceed five years.

Subd. 5. Grants for programs serving secondary school students. Authorizes grants to eligible districts for programs that serve secondary students. Provides the grants in addition to the grants for developing and offering dual-credit courses. Requires the eligible district to ensure that the percentage of students of color and American Indian students participating in the program is higher than the percentage of students of color and American Indian students enrolled in the school. Requires funds to be used for:

- future teacher clubs or experiential service learning programs supporting an interest in a teaching career;
- direct support and wraparound services for students of color and American Indian students who enroll in PSEO courses that meet degree requirements for teacher licensure; and

Section Description – Article 3: Teachers

- scholarships to students of color or American Indians who enroll in PELSB-approved undergraduate teacher preparation programs at a Minnesota-based college or university.

Subd. 6. Grant procedure. Requires an eligible district or Head Start program seeking a grant under this section to apply in the form and manner specified by the commissioner. Requires the commissioner to prioritize grants to applicants based on the applicant district or Head Start’s percentage of students of color and American Indian students. Sets grant deadlines. Allows grant recipients to spend the grants over a five-year period.

Subd. 7. Account established. Establishes a Grow Your Own account in the special revenue fund. Deposits any state aid appropriated for the program in the special revenue account. Makes the money in the account available until spent.

Subd. 8. Report. Requires the grant recipients to annually report to the commissioner on the program characteristics, demographics, and participant success rate. Requires the commissioner to summarize and report best practices and program statistics.

Effective July 1, 2021.

- 4 **Appropriations.**
See attached fiscal worksheet.

Article 4: Special Education

Increases the special education cross subsidy aid formula from 6.43 percent of the cross subsidy in fiscal year 2021 to 9.33 percent of the cross subsidy for fiscal year 2022 and to 12.11 percent of the cross subsidy for fiscal years 2023 and later.

Section Description – Article 4: Special Education

- 1 **Cross subsidy reduction aid.**
Increases special education cross subsidy aid from 6.43 percent of the cross subsidy to 9.33 percent of the cross subsidy for fiscal year 2022 and 12.11 percent of the cross subsidy for fiscal year 2023 and later.

Effective for fiscal year 2022 and later.

Section Description – Article 4: Special Education

2 Appropriations.

Appropriates funds for special education programs. See attached fiscal worksheet.

Article 5: Facilities

Increases the state aid for the debt service equalization program. Simplifies the calculation for debt service equalization aid. Requires school districts to report safe school expenses by functional area.

Section Description – Article 5: Facilities

1 Debt service equalization revenue.

Simplifies debt service equalization revenue, beginning in fiscal year 2023, by eliminating the tiers and equalizing all revenue over 15.74 percent of adjusted net tax capacity (ANTC) at the same rate.

Effective for fiscal year 2023 and later.

2 Equalized debt service levy.

Sets the equalizing factor for all debt service levies in excess of 15.74 percent of ANTC at 100 percent of the initial equalizing factor. [Note: The initial equalizing factor equals 123 percent of the statewide average ANTC per pupil unit.]

Effective for fiscal year 2023 and later.

3 Debt service equalization aid.

Simplifies debt service equalization aid by combining the tiers.

Effective for fiscal year 2023 and later.

4 Safe schools levy.

Requires school districts to report safe school expenses by functional area in the form and manner specified by the commissioner (current law requires spending to be reported only by UFARS category).

Effective July 1, 2021.

5 Appropriations.

Appropriates money for school facilities purposes. See attached fiscal worksheet.

Article 6: Nutrition and Libraries

Makes school breakfast free for all early childhood special education students participating in voluntary prekindergarten/school readiness plus programs. Increases the reimbursement for fully paid breakfasts paid to these students. Creates a Library Legislation Advisory Group to examine Minnesota's public library systems and report their findings to the commissioner of education.

Section	Description – Article 6: Nutrition and Libraries
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1	School breakfast program.
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Makes school breakfast free for each early childhood special education student participating in the voluntary prekindergarten/school readiness program and reimburses school districts \$1.30 for each breakfast served to the students. (Note: This parallels the free breakfast funding available for all kindergarten pupils.)

Effective for fiscal year 2022 and later.

2	Library Legislation Advisory Group.
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Creates a Library Legislation Advisory Group to examine the role and purpose of public libraries. Sets the advisory group's membership and requires the group to make recommendations and issue a report to the commissioner of education by December 31, 2022.

Effective the day following final enactment.

3	Appropriations.
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Appropriates money for school meals and regional library services. See attached fiscal worksheet.

Article 7: Early Childhood

This article makes 4,000 voluntary prekindergarten/school readiness plus program seats permanent, sets aside 10.72 percent of Head Start funds for federally designated Tribal Head Start programs, and requires an early learning scholarship recipient to enroll in a program within three months of receiving the scholarship.

Section	Description – Article 7: Early Childhood
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1	Distribution of appropriation; Head Start.
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Requires 10.72 percent of the total Head Start appropriation to be set aside for Tribal Head Start programs and requires total Tribal Head Start appropriations to be allocated among the tribal programs on the basis of each program's federal share of

Section Description – Article 7: Early Childhood

funding. Requires the migrant programs' funding to be initially allocated on the programs' share of federal funds.

Effective July 1, 2021.

2 Participation limits; voluntary prekindergarten and school readiness plus.

Makes permanent the 4,000 seats in the voluntary prekindergarten/school readiness plus programs that would otherwise expire at the end of the 2020-2021 school year.

Effective for fiscal year 2022 and later.

3 Administration; early learning scholarships.

Requires an early learning scholarship recipient to enroll in a program within three months of receipt of the scholarship (current law allows a recipient up to ten months to enroll in a program). Allows a recipient to request an extension for enrollment, based on criteria developed by the commissioner of education.

Effective July 1, 2021.

4 Appropriations.

See attached fiscal worksheet.

Article 8: Community Education

This article ensures that state total adult basic education (ABE) aid does not decline from one year to the next. The current inflator allows an increase of up to 3 percent per year, based on the change in total contact hours over the previous ten-year period, but would allow the ABE aid to decrease if total contact hours were to fall over this time period.

Section Description

1 State total ABE aid.

Ensures that state total ABE aid does not decline from one year to the next. [Note: The current inflator allows an increase in the state total ABE aid of up to 3 percent per year, based on the change in total contact hours over the previous ten-year period, but does not prevent ABE aid from decreasing if total contact hours (hours of instruction provided to students) fall.]

Effective July 1, 2021.

Section	Description
2	Appropriations. See attached fiscal worksheet.

Article 9: State Agencies

This article appropriates funds for MDE, the Minnesota State Academies, the Perpich Center for Arts Education, and PELSB.

Section	Description – Article 9: State Agencies
3	Licensure applications. Increases the teacher license application fee from \$57 to \$85 (most licenses are valid for five years). Creates an \$8 fee charged to each applicant who uses the online teacher licensing system. Deposits the \$8 fee in a special revenue fund and requires the funds in the special revenue fund to be used only for technology projects, services, and support. Effective July 1, 2021.
4	MDE; 2020-2021 appropriations. Cancels \$2 million of the \$4.7 million appropriation in fiscal year 2020 from the amount set aside for litigation expenses and cancels \$1.252 million of the fiscal year 2021 general agency operations appropriation. Effective day following final enactment.
5	Appropriations; MDE 2022-2023. Appropriates \$36,684,000 in fiscal year 2022 and \$33,099,000 in fiscal year 2023 from the general fund to MDE for agency operations. Appropriations riders include: <ul style="list-style-type: none">▪ \$319,000 per year for transfer to the Board of School Administrators;▪ \$1,000,000 per year for the regional centers of excellence;▪ \$250,000 per year to the School Finance Division to enhance financial data analysis;▪ \$720,000 per year for implementing Minnesota’s Learning for English Academic Proficiency (LEAPS) Act programs;▪ \$123,000 per year for a dyslexia specialist;▪ \$480,000 per year for the mainframe computer update;▪ \$4,500,000 in fiscal year 2022 for legal fees and costs associated with litigation;

Section Description – Article 9: State Agencies

- \$455,000 in fiscal year 2022 and \$865,000 in fiscal year 2023 for data analytics for the state count of American Indian children (sets the base amounts for this program at \$510,000 in fiscal year 2024, \$355,000 for fiscal year 2025, and \$133,000 for fiscal year 2026 and later);
- \$3,279,000 in fiscal year 2022 and \$4,484,000 in fiscal year 2023 for modernizing district data submissions (sets the base amount for this program at \$3,252,000 for fiscal year 2024 and later);
- \$340,000 in each year for VPK program administration;
- \$3,000,000 each year for translation services (sets aside \$2,000,000 per year for grants to school districts and charter schools); and
- \$144,000 in fiscal year 2022 and \$148,000 in fiscal year 2023 for MDE’s costs in incorporating ethnic studies into the state’s curriculum standards.

Effective for fiscal year 2022 and later.

6 Appropriations; Minnesota State Academies.

Appropriates \$14,056,000 in fiscal year 2022 and \$14,317,000 in fiscal year 2023 from the general fund to the Minnesota State Academies for the Deaf and Blind for the agency’s operations.

Effective for fiscal years 2022 and 2023.

7 Appropriations; Perpich Center for Arts Education.

Appropriates \$7,406,000 in fiscal year 2022 and \$7,527,000 in fiscal year 2023 from the general fund to the Perpich Center for Arts Education for the agency’s operations.

Effective for fiscal years 2022 and 2023.

8 Appropriations; PELSB.

Appropriates \$4,542,000 in fiscal year 2022 and \$4,581,000 in fiscal year 2023 from the general fund to PELSB for the agency’s operations funds. Appropriates \$34,000 per year from the licensure by portfolio special revenue fund to PELSB for licensure by portfolio activities.

Effective for fiscal years 2022 and 2023.



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