



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Target FY 2018-19 Base: \$18,271,866	Spends \$267.451 million Total: \$18,542,739	\$300.034 million increase Total: \$18,571, 900	\$705 million increase Total: \$18,976,866
Budget Highlights	<ul style="list-style-type: none"> • Formula: 1.25% formula increase per year FY 2018: \$6,143 (\$76 increase) FY 2019 and later: \$6,220 (\$77 increase from proposed FY 2018 increase) • Delinks compensatory revenue from formula for a savings of \$26.5 million. Also delinks ECFE from formula increase but allocates \$999,000 above base funding. • Targeted Compensatory Revenue: \$11 million for FY 2018, total amount for FY 2019 and later is \$12.289 million. • Repeals voluntary Pre-Kindergarten for a savings of over \$41 million • Intermediate school district mental health program: \$4.9 million • Alternative Teacher Preparation: \$1 million • Collaborative Urban Educator program: \$440,000 • Grow Your Own: \$1 million • Teacher Shortage Loan 	<ul style="list-style-type: none"> • Formula: 1.5% formula increase per year FY 2018: \$6,158, (\$91 increase) FY 2019 and later: \$6,249 (\$91 increase from proposed FY 2018 increase) • Pension Relief: \$10 million • Literacy Incentive Aid: freezes aid cap at 2017 level • Makes Compensatory Pilot Grants Permanent • Reading Corps: \$6 million • Collaborative Urban Educator: \$500,000 • Grow Your Own: \$750,000 • Recovery Programs: \$500,000 • Museum and Education Centers: 193,000 • Math Corps: \$600,000 • Principals Academy: \$100,000 • Ag Educator Grants: \$500,000 • High School Transition: \$500,000 • Rural CTE: \$3 million • AP/IB STEM: \$1.5 million • Foster Kids Ed Stability: \$1 million 	<ul style="list-style-type: none"> • Formula: 2% formula increase per year FY 2018: \$6,188(\$121 increase) FY 2019 and later: \$6,312 (\$124 increase from proposed FY 2018 increase) • Special Education Increase: \$40 million • Debt Service Equalization: \$20 million • Increases funding for the voluntary prekindergarten program by \$175 million over the biennium. • Help me Grow: \$3 million • Full Service Community schools: \$2 million • Student Support Staff Grants: \$4 million • Pension Relief: \$68 million • MDE IT Upgrades: \$3.25 million • WBWF Support: \$10 million • Tribal Contract Schools: \$4.425 million • Education Partnerships and Transformation Zones: \$1 million • Online IEP funding: \$1.4 million



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	<p>Forgiveness: FY 2018: \$800,000, FY 2019: \$3.2 million</p> <ul style="list-style-type: none"> • Cuts ACT reimbursements by \$3 million • Increase to School Readiness: \$24.368 million in FY 2018 and \$24.685 million in FY 2019 • Increase to Early Learning Scholarships of \$24.6 million • Increase to ECFE: \$999,000 • Increase to Parent-Child Program: \$1 million • General reduction to MDE and eliminates funding for Regional Centers. • Funds teacher licensure governance and tiered licensure proposal: \$1.5 million. • Closes the Perpich Center and Crosswinds and includes savings and conveyance in budget. 	<ul style="list-style-type: none"> • African American Registry: \$264,000 • Concurrent Enrollment Teaching Grants: \$750,000 • Cuts ACT reimbursements by \$3 million • Early Learning Scholarships: \$2 million • Parent-Child Home: \$1.1 million • Education Access Study: \$75,000 • Reduces the base of Promise Neighborhoods in Northside Achievement Zone and St. Paul and reallocates amounts by half (\$1.2 million each) to Greater MN Education Partnership Pilots. • MDE Operating Adjustment reduced by \$394,000 and transfer to BOT for 1.681 million. 	
Asthma Inhalers Exclusion	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) Clarification of students' use of asthma inhalers compliance with the specific statute regarding possession and use of asthma inhalers.
Asthma Inhalers Possession and Use	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy	Language from MDE's Policy Bill (HF 1376/SF 1222) Statute clarification authorizing the use of asthma inhalers by students that is consistent with the general statute governing the administrative of



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		bill, SF 1222.	drugs and medicine to students in terms of parental approval and written notice.
Nonpublic Pupil Aid Use	Expands the definition of textbooks to include annual subscription costs for online books, adds course registration fees for advanced placement courses to the definition of software or other educational technology. HF 2145: Neu/SF 1558: Nelson	Included. SF 1558: Nelson/HF 2145: Neu	Not included.
Onetime Pupil Aid	\$6.821 million for FY 2019 Based on the Crosswinds conveyance for \$10 million.		
Pupil Transportation Shelter Care Facility	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) Adds transportation of a student to and from a shelter care facility as a reimbursable expenditure under the special education pupil transportation formula.
Transportation Report	Not included.	Requires the Commissioner to prepare a report on pupil transportation costs for the legislative committees on funding inequities and make recommendations	Not included.
Pupil Transportation Adjustment	\$13 million for school district transportation sparsity revenue.	Not included.	Not included.
Extended Time Changes	Authorizes extended time revenue for students in a summer education program in the Wilmar school district. HF 535: Baker/SF 494: Lang	Not included.	Not included.
Compensatory Revenue	De-links compensatory revenue from the formula. Adds compensatory pilot revenue to ongoing	Makes Compensatory Revenue Pilot Projects permanent. SF 489: Nelson/HF 670: Scott	Not included.



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	compensatory revenue funded at 75 percent of the FY 2017 amounts.		
Referendum Notice First Class Mail	Not Included.	Removes the referendum notice requirement to prepare the notice by first class mail. SF 1476: Pratt/HF 1549: Christensen Included in Omnibus Education Policy bill, SF 1222.	Not included.
Targeted Compensatory Revenue	FY 2018: \$11 million FY 2019: \$12.289 million Creates a new compensatory revenue program called, Targeted Compensatory Revenue. The purpose of the revenue is to close the opportunity gap by increasing student performance growth rates and proficiency rates by targeting compensatory revenue to the most productive instructional activities. Each school's site initial targeted compensatory revenue equals: <ol style="list-style-type: none"> 1) statewide revenue amount for that year for targeted compensatory revenue, divided by the statewide sum of the number of pupils eligible to receive free lunch and 0.5 times the sum of the pupils eligible to receive reduced price lunch on October 1 of the previous 	Not included.	Not included.



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	<p>year; and</p> <p>2) the sum of the number of pupils enrolled in the building eligible to receive free lunch and 0.5 times the number of pupils eligible to receive reduced-price lunch on October 1 of the previous year.</p> <p>For FY 2018 and later, each school's targeted compensatory revenue equals its initial revenue under the above calculation multiplied by:</p> <ol style="list-style-type: none"> 1) the lesser of one; or 2) the ratio of the school site's average student participation percentage rate on all of the MCAs administered at that site during the previous fiscal year to 95 percent. <p>Targeted compensatory revenue generated at a school site under this section may be used at any site, provided the services are provided to the students at the site generating the revenue.</p>		
MDE Audits	<p>Education Finance bill includes MDE Policy Bill language.</p> <p>Adds "including section 14.386" HF 2090: Erickson/SF 2089: Pratt</p>	Not included.	<p>Language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Clarification that the audit procedures followed by the Minnesota Department of Education's (MDE) pupil count and state aid auditors do not need be adopted through the state's Administrative Procedure Act (APA). The procedures may be</p>



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			different than the state's procedures when reducing a school district's aid for violation of state aid.
Payments to School Nonoperating Funds	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) Changes the metering schedule for the payment of school district nonoperating aids (nonoperating state aid includes debt service equalization aid) from 12 monthly payments to six monthly payments beginning in July.
Legislative Study Group on School Finance	Establishes a school finance task force to recommend changes to Minnesota's school funding system to make the finance formulas more equitable and efficient. The group must submit a written report by February 1, 2018. HF 149: Urdahl /SF 1827: Anderson	Not included.	Not included.
Nevis Levy Adjustment	Authorization for Nevis school district to adjust their levy over three years instead of fixing the error in one year. HF 1220: Grossell/SF 1611: Utke	Included.	Not included.
American Indian Child Repealer	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Included. Included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) Repeals definition of "American Indian child" as a child enrolled or eligible for enrollment in a federally recognized tribe.
Economics and Citizenship	Changes required "curriculum" to "knowledge and skills" and adds economics and citizenship to social studies requirements. Included in Omnibus Education Policy bill, HF 1376. Similar language in HF 731:	Not included.	Not included.



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	Erickson/SF 773: Kiffmeyer and HF 1602: Urdahl/SF 1061: Cwodzinski		
E-Learning	<ul style="list-style-type: none"> -Allows a school board’s annual calendar to include plans for up to five days of instruction provided through an online instruction due to inclement weather. -Establishes definitions for E-learning days. -A school board may adopt an e-learning plan after consulting with the exclusive bargaining representative of the teachers. -Plans must include accommodations for students without internet access. -A school’s e-learning plan must provide accessible options for students with disabilities in accordance with chapter 125A. -A school district of charter must notify students and families of the e-learning plan at the beginning of the school year. -Requires school districts and charters to notify parents and students at least two hours before school start time about following an e-learning plan for the day. -Each student’s teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents. -Allows e-learning days to be 	<p>Included with the following differences:</p> <ul style="list-style-type: none"> -A school district with an e-learning plan may choose not to have an e-learning day if the district has not reached the number of snow days that would bring the district below the number of instructional hours under 120A.41. -States the school board must consult the exclusive representative of the teachers for that school regarding the district’s e-learning day plan. <p>Included in Omnibus Education Policy bill, SF 1222.</p> <ul style="list-style-type: none"> -The district or charter school must take into consideration the needs of students eligible for free or reduced-price lunch in developing the plan. <p>SF 1421 Clausen/ HF 1421 Draskowski</p>	Not included.



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	<p>counted the same as days when schools are in session for purposes of calculating average daily membership.</p> <p>Included in Omnibus Education Policy bill, HF 1376.</p> <p>HF 1421 Drazkowski/SF 1421 Clausen</p>		
SHAPE America	<p>Education Finance bill includes MDE Policy Bill language but does not include that the standards must be implemented by all schools as determined through the rulemaking process.</p> <p>Included in Omnibus Education Policy bill, HF 1376.</p>	<p>Education Finance bill Includes MDE language on SHAPE standards but does not include that the standards must be implemented by all schools as determined through the rulemaking process.</p> <p>Included in Omnibus Education Policy bill, SF 1222.</p>	<p>Language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Replaces National Association of Sport and Physical Education standards with Society of Health and Physical Educator (SHAPE) standards as the required physical education standards.</p>
Sexual Abuse Prevention Instruction and Training/ Erin's Law	<p>-A school district may include sexual abuse prevention instruction in a health curriculum and may also provide parents information on the warning signs of sexual abuse.</p> <p>-Encourages districts to provide training to district staff and school board members on responding to a disclosure of a child sexual abuse and mandatory reporting requirements.</p> <p>-Allows school districts and charters to accept funds for child abuse prevention programs.</p> <p>-Names provision as Erin's Law and establishes purpose, curriculum consultation, programs and requires the Commissioner to report on</p>	Not included.	Not included.



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	November 1, 2019 regarding child abuse programs developed by school districts. HF 1680: Bennett/SF 1346: Ingebrigtsen		
Rulemaking	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) Obsolete language removed for language arts, math, arts, science, and social studies.
Bilingual and Multilingual Seals	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) Seals are recognized for high school students in any public, charter, or nonpublic school with required proficiency.
Reading Proficiently No Later than Third Grade/ Literacy	Does not include MDE language. The Education Finance bill contains the following language: -Requires a school district to identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. -Adds to the districts' report to the Commissioner, the screening tools used as recommended by the department's dyslexia specialist. -Does not have language that the intervention must continue after grade 3 until the student is reading at grade level. -Requires MDE to employ a dyslexia specialist.	The Education Finance bill includes the following language: -Does not have the MDE language "likely to have" dyslexia. -Requires that a student, other than a student under an individualized education program (IEP), who is unable to demonstrate grade-level proficiency as measured by the statewide reading assessment in grade 3, shall receive a personal learning plan. A personal learning plan shall address knowledge gaps and skill deficiencies through strategies that may include grade retention, if necessary. Intervention must continue after grade 3 until the student is reading at grade level.	Language from MDE's Policy Bill (HF 1376/SF 1222) -Literacy Goal: Clarifies that goal of having every child reading at grade level by the end of grade three applies to students receiving literacy interventions as alternate instruction required before student is referred for special education evaluation, and to students receiving prevention services as an alternative to special education and other compensatory programs. -Outlines definitions for literacy instruction. -Districts must use locally adopted, developmentally appropriate, and culturally appropriate, and culturally responsive screening and diagnostic assessments to identify and evaluate students' areas of academic need related to literacy. -Requires districts to report on their efforts to identify students likely to have dyslexia.



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	<p>-A student who is identified as being unable to read at grade level must be provided with alternate instruction that is multisensory, systematic, sequential, cumulative and explicit. HF 668: Daniels/SF 453: Chamberlain</p>	<p>-Requires that all students' postsecondary personal learning plans must inform the student and their guardian, if the student is a minor, of the student's achievement level score on the MCAs that are administered in high school. -Students who do not meet or exceed Minnesota academic standards, as measured by the MCAs that are administered during high school, shall be informed that admission to public school is free and available to any resident under 21. -Requires that MDE employ a dyslexia specialist and outlines duties and qualifications. -A student who is identified as being unable to read at grade level must be provided with alternate instruction that is multisensory, systematic, sequential, cumulative and explicit. Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222. SF 468: Utke/HF 538: Christensen SF 453: Chamberlain/ HF 668: Daniels</p>	<p>-Requires districts to provide students not reading at grade level literacy practices instead of providing services before evaluation for special education. -Requires schools to report to parents on student's progress. Prohibits district from using notification requirement to deny a student's right to special education evaluation. -Requires a multitiered system of supports and outlines methods that are matched to the needs, stages of development, and culture of the students engaging with the instruction.</p>
Raised Academic Achievement;	Not included.	Adds to the priority list for funding, an intent to increase the advanced placement and international	Not included.



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Advanced Placement and International Baccalaureate Programs		<p>baccalaureate course offerings in science, technology, engineering, and math to low-income and other disadvantaged students. Stipulates that the maximum award per district is \$150,000. Adds to the funding uses, activities expanding low-income or disadvantaged access and preparing and disseminating promotional materials to low-income, disadvantaged students and their families. A grant is available for three years from the date of the grant if the district meets the annual benchmarks in its plan.</p> <p>SF 1056: Nelson/HF 1289: Erickson</p>	
Character Development Education	<p>Adds language to character development education law regarding shared responsibility for character development education by parents, teachers, and members of the community.</p> <p>Also includes language that to the extent practicable, instruction should be integrated into positive behavioral intervention strategies.</p> <p>Included in Omnibus Education Policy bill, HF 1376.</p> <p>HF 836: Erickson/SF 736: Pratt</p>	Not included.	Not included.
College Entrance Exam/ACT	-Removes the statement that “an opportunity to participate on a nationally normed college entrance exam, in grade 11 or grade 12” under students’ state graduation	<p>Included.</p> <p>SF 736: Pratt/ HF 836: Erickson</p>	Not included



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	<p>requirements.</p> <p>-To the extent funding is available, a district must reimburse a student in grade 11 or 12 who is eligible for a free or reduced price meal, one-time for the registration fees associated with a nationally recognized college entrance exam.</p> <p>-In order to comply, a district may administer the exam at the student's high school or arrange for the student to take the exam at another location.</p> <p>-A free or reduced-price meal eligible student may take the exam at a different location and remains eligible for fee reimbursement.</p> <p>-Reduces funding for reimbursement by \$3 million.</p>		
<p>Statewide Assessments and Local Assessments Adaptive</p>	<p>Not included.</p>	<p>Education Finance bill includes MDE Policy Bill language.</p> <p>Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222.</p>	<p>Eliminates the requirement that adaptive assessments have test items that are above or below a student's grade level.</p>
<p>Individualized Education Programs</p>	<p>Cultural competency is defined as the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.</p> <p>-Requires that school districts provide annual cultural competency training to paraprofessionals that</p>	<p>Not included.</p>	<p>Not included.</p>



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	<p>work with students with disabilities. -Requires that a school board make available, annual training opportunities to enable a special education teacher serving on an individualized education program team to further develop the knowledge, skills, and cultural competency necessary to appropriately serve students.</p> <p>Included in Omnibus Education Policy bill, HF 1376. HF 341: Thissen/No SF</p>		
Disaggregated Data Rollout Sites	<p>Requires the Commissioner of Education to designate up to six school districts or charter schools as disaggregated data rollout sites by August 1, 2017. The sites should represent urban, suburban and nonurban and charter school districts. The Commissioner must consult stakeholders and review the American Community Survey to develop recommendations for best practices for disaggregated data. Requires the Commissioner to report to the education committees by February 1, 2018 on the best practices from other states that have disaggregated data.</p> <p>Included in Omnibus Education Policy bill, HF 1376. HF 2258: Moran/SF 1847: Kent</p>	<p>Included with the following difference, adds, “The commissioner must consult the stakeholders on how to measure a student’s background as an immigrant or a refugee and provide a recommendation in the report on how to include the data in the statewide rollout”.</p> <p>Included in the Omnibus Education Policy bill, SF 1222.</p>	Not included.



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Student Performance Disaggregated Data	Amends the student categories of ethnicity and race to include references to 120B.35, subdivision 3, paragraph (a), clause (2) regarding separate categories. Also removes immigrant and refugee status. Amended with new language as outlined in state growth target. Included in Omnibus Education Policy bill, HF 1376.	Included.	Not included.
State Growth Target	-Amends the separate categories of information for student categories that the Commissioner must analyze and report on. Adds, seven of the most populous Asian and Pacific Islander groups, three of the most populous Native groups, seven of the most populous Hispanic/Latino groups, and five of the most populous Black and African Heritage groups as determined by the total Minnesota population based on the most recent American Community Survey. -Requires the Commissioner to disaggregate data by student categories when reporting four and six-year graduation rates. -A school district must inform parents and guardians that volunteering information on student categories not required by the most recent reauthorization of ESSA is optional and will not violate the	Included.	Not included.



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	<p>privacy of students, their families, parents, or guardians. The notice must state the purpose for collecting the student data. Effective in 2018-19 school year and later for rollout sites and 2019-20 for all other schools.</p> <p>Included in Omnibus Education Policy bill, HF 1376.</p>		
School Performance Reports and Public Reporting	<p>-The school performance report for a school site and a school district must include school performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.</p> <p>-Requires school districts to develop, update and post school performance reports to comply with WBWF.</p> <p>Included in Omnibus Education Policy bill, HF 1376.</p> <p>HF 1966: Peterson/SF 1748: Chamberlain</p>	Not included.	Not included.
Data Review	<p>School districts are encouraged to review data once each school year for each school site on the number of students that are referred for emotional behavioral disorder evaluation, disaggregated by race, ethnicity, and gender. Teachers and other educational staff at a school site are encouraged each school year</p>	Not included.	Not included.



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	to review the data for students at the school site. Requires districts to consult with teachers and other educational staff on strategies to reduce any disproportionate representation of students by race, gender, or ethnicity in evaluation referrals.		
Enrollment Lotteries	<p>Changes lottery priorities for school district open enrollment and proposes a new fourth priority. The fourth priority establishes that students who do not reside in the school district receive priority if they reside in a municipality where the nonresident district operates a building, the resident district does not operate a building, and no other nonresident district operates a building.</p> <p>Included in Omnibus Education Policy bill, HF 1376. HF 1083: Anselmo/SF 1053: Franzen</p>	Not included.	Not included.
Concurrent Enrollment Definition, Language recodified, and Financial arrangement	<p>Education Finance bill includes MDE Policy Bill language.</p> <p>Included in Omnibus Education Policy bill, HF 1376.</p>	<p>Education Finance bill includes MDE Policy Bill language.</p> <p>Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222.</p>	<p>Language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>-Defines concurrent enrollment as nonsectarian courses in which an eligible pupil enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid.</p> <p>-Recodifies language about 9th and 10th grade</p>



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			students. - Increases number of days the department has to pay postsecondary institutions for concurrent enrollment students from 30 to 45.
PSEO	-Eliminates limits on postsecondary institutions' ability to advertise or recruit high school students. -Requires a school to allow a student enrolled in a PSEO course to remain at the school site during the regular school day and requires the school to adopt a policy that provides reasonable access to computers and technology during the school day. - Requires a school board to adopt a policy regarding weighted grade point averages for students in dual enrollment courses. HF 1906: Loon/SF 570: Nelson	Not included.	Not included.
Limits on Enrollment	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Not included.	Language from MDE's Policy Bill (HF 1376/SF 1222) Prohibits online learning providers from discriminating in admissions.
Innovation Zones and Innovative Delivery of Career and Technical Education Programs	-Codifies the Innovation Pilot Projects provisions enacted in session laws in 2012 and 2014. -This proposal adds to the partnership plans to increase opportunities for diverse populations of students that are focused on employability skills and technical, job-specific skills related to a specific	-Establishes the innovation zone program to improve student and school outcomes consistent with WBWF requirements. Innovation zone partnerships allow school districts and charter schools to research and implement innovative education programming models. -One or more districts or charter	Not included.



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	<p>career pathway; or demonstrate efficiencies in delivering financial and other services needed to realize plan goals and objectives.</p> <ul style="list-style-type: none"> -Requires the Commissioner to convene an advisory panel to advise on the applicants' qualifications to participate in the program. -Districts already approved for an innovation zone pilot may continue to operate. <p>Included in Omnibus Education Policy bill, HF 1376. HF 877: Erickson/SF 1070: Dahms</p>	<p>schools may join together to form an innovation zone partnership.</p> <ul style="list-style-type: none"> -An innovation zone partnership must research and implement innovative education programs and models that are based on proposed hypotheses. - -Outlines examples of possible research, description requirements for the Commissioner, and approval, membership and application details. -Outlines the exemptions for an innovation zone with an approved plan. -Innovation Zones cannot be exempt from the Minnesota Comprehensive Assessments. -The Commissioner may award implementation grants when available. -Plans may be submitted to the Commissioner in the form and manner outlined by the Commissioner. The Commissioner may approve or reject the application after reviewing the recommendations from the advisory panel. -Applications for grants must be submitted by April 1 of any year in the form and manner required by the Commissioner. The Commissioner must approve or reject the application by May 1. -Creates an Innovation Zone Advisory Panel that reviews plans submitted 	



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		<p>for approval and recommends grants for applicants. -Each innovation zone partnership must submit project data to the Commissioner in the form and manner provided for in the approved application. At least once every two years, the Commissioner must analyze each innovation zone's progress. Requires the Commissioner to submit a report every other year to the Legislature.</p> <p>SF 1474: Eichorn/HF 1639: Peterson</p>	
Eligible Pupils/Graduation Incentives	<p>Makes permanent a onetime provision allowing certain early middle college program participants to remain enrolled until the student turns 22 years old. HF 1661: Lee/SF 1489: Torres Ray</p>	<p>Included. SF 1489: Torres Ray/ HF 1661: Lee</p>	Not included.
Recovery Program Funding	Not included.	<p>Expands the uses of approved recovery program funding to include unreimbursed transportation costs incurred by students attending approved recovery programs. SF 877: Relph/HF 1052: Theis</p>	Not included.
Charter Schools	<p>Education Finance bill includes some MDE Policy Bill language. -Regulates placement of students in classroom of a teacher who is on performance plan or has not had summative evaluation.</p>	<p>Education Finance bill includes some MDE Policy Bill language. -Requires charter schools to comply with Pupil Fair Dismissal Act. -Includes role and responsibility language for authorizers.</p>	<p>Language from MDE's Policy Bill (HF 1376/SF 1222) -Includes definition for education service provider, charter management organization, educational management organization, or school management organization. -Regulates placement of students in classroom of a teacher who is on performance plan or has not had</p>



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	<p>-Requires charter schools to comply with Pupil Fair Dismissal Act. -Clarifies that charter school admission requirements apply to charter schools offering free preschool or prekindergarten program. Included in Omnibus Education Policy bill, HF 1376.</p>	<p>-Strikes a requirement that the authorizer’s application to be the Commissioner to become an authorizer include an assurance that the organization is committed to serving as an authorizer for the full five-year term. -Includes language that authorizers must provide a letter to the school for distribution to families that explains withdrawal. -Includes merger language, makes changes to membership criteria, board structure, training, and school transfer of authorizers. -Clarifies that charter school admission requirements apply to charter schools offering free preschool or prekindergarten program. -Requires a charter school to document their effort to disseminate information from this subdivision in their annual report. -Allows a charter school to include students participating in PSEO in their pupil count for generating lease aid.</p> <p>SF 1171: Pratt/HF 1580: Erickson SF 722: Nelson/HF 350: Liebling Language from MDE’s policy bill is included in Omnibus Education Policy bill, SF 1222.</p>	<p>summative evaluation. -Requires charter schools to comply with Pupil Fair Dismissal Act. -Requires an authorizer that withdraws as an authorizer to notify all families of children in charter schools in the authorizer’s portfolio. -Prohibits a charter school from contracting with an entity headquartered outside of Minnesota to manage the charter school’s educational, financial, business, operational, or administrative functions. - Requires a charter school’s educational staff to be employed by the charter school’s board of directors, and prohibits an entity that manages the charter’s functions from employing the charter school’s educational staff. -Requires charter schools with different authorizers, and who intend to merge, to request a change in authorizer. -Requires authorizer to notify families of children attending charter school when authorizer and charter school board mutually agree not to renew the contract. -Clarifies that charter school admission requirements apply to charter schools offering free preschool or prekindergarten program. -Requires that all educational staff at a charter school be employed by or on contract with the charter school’s board of directors. -Requires charter school contracting with entity to oversee charter school’s operations to submit all contracts and amendments to Department of Education.</p>



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Education Innovation Partners Cooperative Center	Extends the time that the Education Innovation Partners Cooperative Center can spend up to \$310,000 of its remaining state grant during fiscal year 2018 and fiscal year 2019. HF 1324: Metsa/SF 1300: Eichorn	Included. SF 1300: Eichorn/ HF 1324: Metsa	Not included.
Southwest Minnesota State University Special Education Teacher Program	Expands program participants beyond special education paraprofessionals to include persons who are teaching special education either under a variance or as a community expert. HF 379: Swedzinski/SF 609: Dahms	Included. Cancels and re-appropriates funding. SF 609: Dahms/ HF 379: Swedzinski	Not included.
ESSA Plan Approval and Components	Requires the commissioner of education to submit the department's ESSA plan to the legislature and requires the legislature to approve the plan before it can be implemented. Requires the state plan to be consistent and aligned to the extent practicable, with the performance accountability measures required under section 120B.11, subdivision 1a (WBWF), to create a single accountability system for all public schools. Requires that the state plan include indicators of school quality or student success based on the following: 1) Elementary and secondary schools:	Includes language that the Commissioner of education to submit the department's ESSA plan to the legislature and requires the legislature to approve the plan before it can be implemented.	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	<ul style="list-style-type: none">i) reading and math growth for students performing in the bottom quartile, as measured on the state accountability assessments, and using growth to proficiency standards;ii) third grade reading proficiency as measured on the state accountability assessments;iii) eighth grade mathematics proficiency as measured on state accountability assessments; andiv) science proficiency as measured on state accountability assessments. <p>2) Career and College Readiness of High School Students:</p> <ul style="list-style-type: none">i) the high school accountability assessments;ii) student success of attainment on advanced placement or international baccalaureate		



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	iii) examinations; college-level examination program examinations; iv) credits under section 124D.09; and v) industry-recognized certifications.		
ESSA STEM Funding	Not included.	School districts are encouraged to use the funding to support the effective use of technology under ESSA for STEM activities. SF 264: Franzen/HF 1523: Anselmo	Not included.
Educational Stability for Students in Foster Care	Not included.	Establishes a pilot project to provide incentives for school districts and county governments to develop partnership agreements and implement transportation plans to help keep foster care students enrolled in their school of origin when a student is placed in a foster care setting outside the school of origin's boundaries. A school district must submit an application in the form and manner prescribed by the Commissioner of education to participate in the program. One or more school districts and the local child welfare agency must have a written interagency agreement that describes the local plan for ensuring educational stability for foster care students. \$1 million in 2018	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
		By February 1, 2018, the Commissioner of Education shall report on the pilot project to the Legislature. SF 1397: Nelson/HF 1695: Kresha	
Rural Career and Technical Education Consortium Grants	Not included.	Establishes a rural career and technical education (CTE) consortium, a voluntary collaboration of a service cooperative and other regional public and private partners including school districts and higher education institutions that work together to provide career and technical education opportunities within the service cooperative's multicounty service area. \$1.5 million each year SF 310: Weber/HF 417: Schomacker	Not included.
Grants for High School Transition Teams	Not included.	Grants to support the planning and implementation of high school transition teams of teachers, guidance counselors, and high school students who assist students in grades 8 and 9 and their families successfully navigate the transition to high school. \$250,000 for ISD 622, \$100,000 for ISD 832, \$150,000 for ISD 624. Total: \$500,000 onetime in FY 2018.	Not included.
After-School Community Learning Grants	Establishes a competitive grant program to support community-based organizations, schools, political subdivisions, or child care centers that service young people in Kindergarten through grade 12 after	Not included.	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	<p>school or during non-school hours. Grants must be used to offer enrichment activities that promote positive youth development, including mentoring, leadership, community engagement, agriculture, art, music, literacy, science, technology, engineering, mathematics, health, and recreation. Requires the Commissioner to develop the application form. The Commissioner may consider certain criteria for the allocation of grants and to the extent practicable, consider equitable distribution of the grants among geographic areas within Minnesota.</p>		
Minnesota Center for the Book Programming	Grants for statewide programming for the Minnesota Book Awards. \$50,000 each year for FY 2018 and 2019 (no funding in tails).	Not included.	Not included.
Sanneh Foundation	Academic and behavioral interventions for low-performing and chronically absent students. \$1 million for FY 2018.	Not included.	Not included.
Math Corps	\$500,000 each year in FY 2018 and FY 2019 and funded in the tails.	\$300,000 each year in FY 2018 and FY 2019 and funded in the tails.	Not included.
Singing-based Pilot Project/ Rock 'n' Read	Computer-based singing program to improve reading. \$500,000 in FY 2018	Not included.	Not included.
Starbase MN	Extends the time that Starbase MN can spend up to \$398,000 of its remaining state grant during fiscal year 2018.	Included. SF 1227: Simonson/ HF 1476: Dettmer	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	HF 1476: Dettmer/SF 1227: Simonson		
Mental Health Grants Intermediate School Districts	Grant program to fund innovative projects to improve mental health outcomes for youth attending an intermediate school district or service cooperative that provides instruction to students in a setting of federal instructional level four or higher. \$2.450 million for FY 2018 and FY 2019 (no funding in tails). HF 1255: Loon/SF 768: Clausen HF 2224: Loon/SF 2096: Clausen	Not included.	Not included.
Data Disaggregated by Race	Requires certain data to be disaggregated by race, unless such disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. Requires the following disaggregation: the number and percent of students by program who graduated, received a teaching or administrator license, and were hired in a Minnesota district or school as a teacher or administrator; and student and graduate survey results measuring student and graduate satisfaction with the program. Also includes employer satisfaction for administrators. Included in Omnibus Education Policy bill, HF 1376.	Not included.	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Alternative Teacher Preparation	<p>HF 1426: Lee/No SF</p> <ul style="list-style-type: none"> -Eliminates requirement that a nonprofit entity that forms a partnership with a school district or charter school to offer an alternative teacher preparation program already have a board-approved teacher preparation program. -Eliminates requirement that candidates have a bachelor's degree with minimum grade point average, passing score on a board-adopted reading, writing and mathematics skills exam and obtain qualifying scores on content area and pedagogy exams. -Eliminates requirement that programs include student teaching and replaces it with observed classroom experience. -Eliminates language allowing board to establish criteria for approval and requires approval if program meets requirements in statute. -Changes reporting requirement from interim reports in 2013 and 2015 to biennial report. -Establishes grant program (\$1 million in FY 2018, no funding in the tails). -Requires alternative teacher preparation programs to report to the Commissioner and BOT. <p>HF 1663: Erickson/SF 1725: Nelson</p>	Not included.	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Unrequested Leave of Absence/LIFO	Requires the school board and the exclusive representative of the teachers to negotiate an unrequested leave of absence plan. HF 1478: Loon/SF 2127 Housley	Not included.	Not included.
Alternative Teacher Compensation Revenue	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Included. Specifically, includes MDE language and technical change to c) of 122A.415, subdivision 4. Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222	Language from MDE's Policy Bill (HF 1376/SF 1222) Allows St. Croix River Education District to receive alternative teacher compensation revenue (Q-comp).
Positive Behavioral Interventions and Support	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) -Defines "positive behavioral interventions and supports" (PBIS) as an evidence-based framework for preventing problem behavior and outlines six key components of PBIS. -Amends special education statute to include cross reference for new definition of PBIS.
Teacher Shortage Loan Forgiveness and Student Teachers in Shortage Areas	- Adds economic development regions where there is a shortage of teachers of color to definition of "teacher shortage area." -A teacher is eligible for the program if the teacher is teaching in an identified teacher shortage area. -Requires the Commissioner to report on the number of persons who received loan forgiveness and their race or ethnicity. FY 2018: \$800,000 FY 2019: \$3.2 million -Money and amount will be dependent on the sale of Crosswinds	-Allows Q-comp agreements to include a hiring bonus or other added compensation to provide students with equitable access to highly-effective teachers, those who have demonstrated skills at closing achievement gaps, or those that are hired to work in high-need, hard-to-fill positions, or hard-to-staff schools. -The agreement may include incentives for teachers to obtain additional credentials or training required to teach concurrent enrollment courses. -Provides that the Q Comp agreement	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	for \$10 million. -Makes an allowance of 2% administration fee for Higher Education for the student teachers in shortage areas program. HF 1663: Erickson/SF 1725: Nelson	may fund a “Grow Your Own” new teacher initiative for non-licensed educational professionals, including those who are of color or American Indian. SF 1555: Nelson/HF 2077: Urdahl	
Teacher Mentoring, Induction and Retention	Not Included	Encourages school districts to develop teacher mentoring, induction, and retention programs. Requires that teacher mentoring programs support districts' teacher evaluation and peer review processes. Authorizes a district to use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend of up to \$500 to a mentor. SF 1555: Nelson/HF 2077: Urdahl	Not included.
Concurrent Enrollment Teaching Program	Expands Northwest Regional Partnership Program to other voluntary associations and teachers throughout Minnesota. Requires a report by January 15, 2018 on the progress of its activities. HF 1663: Erickson/SF 1725: Nelson	Not included.	Not included.
Agricultural Educator Grants	Grant program to support school districts paying agricultural education teachers for work over the summer with high school students in extended programs. \$250,000 in FY 2018 HF 485: Anderson/SF 618: Dahms	Included. SF 618: Dahms/ HF 485: Anderson \$250,000 in FY 2018 and \$250,000 in FY 2019.	\$1 million for 2018-19
African American	Not included.	The African American Registry must use the grant funds to establish	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Registry		partnerships with Metropolitan State University and the University of St. Thomas to improve the cultural competency of candidates seeking a first teaching license. The African American Registry shall report to the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared. \$132,000 each year, not built into the tails.	
Grow Your Own: Paraprofessional Pathway	Grants for school districts with more than 40 percent minority students for a Board of Teaching-approved nonconventional teacher residency pilot program. \$1.5 million each year and funding is built into the tails.	Grants for school districts where more than 25 percent of students are students of color or who are American Indian to provide financial assistance, mentoring, and experiences to enable persons who are of color or who are American Indian and working or living in the local community to become teachers. \$1.375 million each year and funding is built into the tails.	Not included.
Collaborative Urban Educator Grants	Grants to Concordia, University of St. Thomas, Hamline University and Augsburg College. Increase of \$220,000 each year and built into the tails.	Included. Increase of \$250,000 each year and built into the tails.	Not included.
Principals Academy	Increase of \$50,000 in base funding to the Principals Academy each year.	Increase of \$50,000 in base funding to the Principals Academy each year.	Not included.
St. Francis	Restores the statutory authority for the commissioner of education to approve adding certain general education costs to the nonresident	Included. SF 1367: Benson/ HF 1428: Daudt	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	tuition bill amounts sent to the resident districts. HF 1428: Daudt/SF 1367: Benson		
Third-Party Reimbursement	-Requires a school district to provide notice to the parent of a child enrolled in medical assistance (MA) or MinnesotaCare of its intent to seek reimbursement from the public health coverage plan for evaluations required as part of the individualized education program (IEP) or family service plan (FSP) process, and for health-related services provided by the district in accordance with the IEP or FSP. - Requires MA coverage for evaluations necessary in making a determination for eligibility for IEP and FSP services, and for medical services in an IEP or FSP. HF 1338: Thissen/SF 1207: Nelson	Included. SF 1207: Nelson/ HF 1338: Thissen	Not included.
Placement of Students On-Site Education Programs	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) MDE is responsible for the approval of "on-site" education programs for facilities licensed by the Department of Human Services and the Department of Corrections.
Special Education Assistive Technology Study	Requires the Commissioner to examine the use of assistive technology in Minnesota school districts. Report due to the education committees of the Legislature by February 15, 2018.	Included. Language included in Omnibus Education Policy bill, SF 1222.	Not Included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	Included in Omnibus Education Policy bill, HF 1376.		
Dissolution; Referendum Revenue	Not included.	The treatment of referendum revenue of attaching districts is the same for voluntary or involuntary dissolutions. SF 1829: Gazelka/HF 2308: Poston	Not included.
School District Bonds	Not included.	In reviewing each proposal, the commissioner shall submit to the school board, within 60 days of receiving the proposal, the review and comment about the educational and economic advisability of the project. The Commissioner must include comments from citizens in the school district about the proposal in question. The school board must also hold a public meeting to go over the details of the commissioner's review and comment before the bond election is held. Adds to the definition of debt obligation that to be eligible for state payment, a debt obligation for a project requiring review and comment must only be spent on purposes consistent with 123B.71, subdivision 9, clause (4): a description of the project, including the specification of site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces; estimated expenditures for the major portions of the project; and the dates the project will begin and be	



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
		completed. The proceeds of obligations issued by a school district under this section for a project requiring review and comment under 123B.71, subdivision 8 must only be spent on purposes consistent with information required under 123B.71, subdivision 9, clause (4). SF 1362: Housley/HF 1963: Lohmer	
Kelliher Early Repayment	Not included.	Amends 2016 laws to appropriate money for early repayment aid incentive for Kelliher school district. SF 1580: Utke/HF 1886: Grossell	Not included.
Perpich Center	<ul style="list-style-type: none"> -Makes statutory changes related to the closure of the Perpich Center. - Establishes division within MDE to provide arts support services throughout Minnesota. -Closes the Perpich School as of June 30, 2018. -Allows the Crosswinds school to be conveyed for continued use as an east metropolitan area integration school. -Requires that the Perpich Center be conveyed for no less than \$10 million. -Funds Perpich Arts Education Outreach in the MDE budget for \$200,000 each year. -If Crosswinds has not been sold by June 30, 2018, the appropriations for FY 2019 are cancelled. -If prior to July 1, 2018, the 	<ul style="list-style-type: none"> -Directs the Commissioner of Administration to offer Crosswinds school for sale. Establishes policies for student enrollment at Crosswinds if another school or charter operates a school after 2016-2017. -If the sale of the Crosswinds School and deposit of sale proceeds in the state bond fund would reduce the amount of the required transfer from the general fund to the state bond on December 1, an amount equal to the amount of the reduction in the required transfer is appropriated from the general fund to the Teachers Retirement Association in fiscal year 2019. -Requires the Director of the Perpich Center for Arts Education to report annually for the next five years to the E-12 and Legacy Committees on the 	\$1.285 million in FY 2018 and \$975,000 in FY 2019 for technology enhancements and staff training.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	<p>Crosswinds facility has been sold and for less than \$10 million, the first \$3.2 million must be taken from the teacher shortage loans.</p> <p>-If the Crosswinds school is sold for more than \$10 million, the amount that exceeds \$10 million must go to early learning scholarships.</p> <p>HF 1825: Loon/SF 1860: Chamberlain</p>	<p>center’s progress on OLA findings. The first report is due December 15, 2017.</p> <p>-The Crosswinds school may be conveyed or sold to a buyer by the Commissioner of Administration to a buyer on the open market.</p>	
<p>Lead in School Drinking Water</p>	<p>-Requires the Commissioners of Health and Education to jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving Kindergarten through grade 12.</p> <p>-Requires school boards by July 1, 2018, to adopt the Commissioners’ model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and students in Kindergarten through grade 12. The plan must include a testing schedule that requires testing for the presence of lead in water in all buildings serving school districts and charter school students where there is a source of water that may be consumed by students.</p>	<p>Not included.</p>	<p>Not included.</p>



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	<p>-Testing must be conducted annually in calendar years 2018 and 2019, and at least once every five years thereafter.</p> <p>-A school district may include lead testing and remediation as a part of its ten-year facilities plan.</p> <p>-Requires school districts and charter schools to post its most recent test results showing the presence of lead in its drinking water on its web site, effective July 1, 2017.</p> <p>HF 1698: Fenton/SF 1561: Nelson</p>		
Referendum Revenue Dissolution of a School District	<p>Adds voluntary dissolution to dissolution policies for referendum revenue. Issue impacting the Eagle Valley School District.</p> <p>HF 2308: Poston/SF 1829: Gazelka</p>	Not included.	Not included.
Food Service Contracts	<p>Allows a school board and a food service management company to renew a contract annually for not more than four additional years.</p> <p>HF 652: Kresha/SF 587: Dahms Included in Omnibus Education Policy bill, HF 1376.</p>	<p>Included.</p> <p>Language included in Omnibus Education Policy bill, SF 1222.</p> <p>SF 587: Dahms/ HF 652: Kresha</p>	Not included.
Energy Use Reduction and Reporting for Public Schools	Not Included.	<p>Each public school or school districts reporting on behalf of a public school must enter and maintain monthly utility consumption data into the Minnesota B3 benchmarking program for all buildings under its custodial control by October 1, 2017.</p> <p>Language included in Omnibus</p>	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
		Education Policy bill, SF 1222. SF 1510: Goggin/HF 1727: Zerwas	
Division of Library Services	Education Finance bill includes MDE Policy Bill language. Included in Omnibus Education Policy bill, HF 1376.	Education Finance bill includes MDE Policy Bill language. Language from MDE's policy bill is included in Omnibus Education Policy bill, SF 1222.	Language from MDE's Policy Bill (HF 1376/SF 1222) The Division of Library Services of MDE, upon request, may give advice and instruction to school district and charter school libraries.
Office of Early Education and Development/ Director of Early Education and Development	<ul style="list-style-type: none"> -Establishes an office to coordinate early education and development programs and funding and the process and directions for the Director. -Requires the director to limit the maximum aid a child may generate from a combination of programs based on family income level. -Requires the director to reduce the aid to a child that generates aid that exceeds the aid limit (Head Start is included in the limit). -Allows the director to waive the aid limit in certain cases. -Allows the director to establish education resource hubs throughout the state. Requires the director to contract with appropriate organizations to serve as resource hubs. The hubs must consult with program participant parents to develop strategies to support outreach to families, connection to resources, and program choice. -Requires an annual report with information about number of 	Not included.	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	<p>children participating in each program, family income levels, aid received pre child per program, total aid received per child per family, number of waivers to the aid limit granted, and the number of families that did not consent to data sharing.</p> <p>-Requires the director to establish written procedures to ensure that the director’s employees or independent contractors have access to private data only if authorized. Establishes data access procedures.</p> <p>HF 2259: Loon/No SF</p>		
<p>Voluntary Pre-Kindergarten Program requirements</p>	<p>-Eliminates Voluntary Pre-Kindergarten</p> <p>-Makes adjustments for elimination of VPK in integration, special education, long-term maintenance, school lunch, school breakfast, and MDE administration.</p> <p>Total cuts to program: \$45.403 million</p>	<p>Includes similar MDE policy changes with the following notes:</p> <p>-Does not include “to the extent practicable” under play-based learning (1) language.</p> <p>-Adds “multi-domain and an age appropriate version” to measurement (2).</p> <p>-Adds “physical and mental” to health and service agencies (8)</p> <p>-Does not contain the changes to teachers.</p> <p>-Does not include administrator requirements.</p> <p>-Does not include the provision that school readiness aid may be used to supplement a voluntary prekindergarten program.</p>	<p>Program Changes</p> <p>-Removes “to the extent practicable” under play-based learning (1)</p> <p>-Adds “multi-domain and an age appropriate version” to measurement (2)</p> <p>-Adds “physical and mental” to health and service agencies (8)</p> <p>-Adds “food and nutrition” to list of school district program coordination (9)</p> <p>Teachers</p> <p>-Programs must have teachers with specialized training in early childhood, age-appropriate assessment, and developmentally appropriate instruction.</p> <p>-Programs must have licensed teachers by the 2022-2023 school year and later.</p> <p>-A voluntary prekindergarten program must be supervised by a licensed administrator, including elementary school principals.</p>



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
			<p>Funding -School readiness aid under section may be used to supplement a voluntary prekindergarten program. -Includes voluntary prekindergarten pupils in each school's qualifying count of Q comp pupils and increases the Q comp cap by an amount to adjust for the added prekindergarten pupils.</p> <p>Regions Splits the voluntary prekindergarten region for the Minneapolis and St. Paul school districts into two regions so that there will be five regions instead of four (greater Minnesota districts, charter school schools, suburban school districts, the Minneapolis school district, and the St. Paul school district). Keeps the current allocation of the total money based on each region's percentage share of the overall kindergarten enrollment. -Authorizes a school district to provide its program at a facility operated by a community-based or Head Start program. Continues funding for existing sites and programs before new sites are funded.</p> <p>Participation Increases the number of four-year-olds served through the voluntary prekindergarten program by raising the program participation cap. The new cap is established as student cap, not an overall appropriations cap. Raises the cap from the roughly 3,300 students currently served by the program in the 2016-2017 school year to 8,300 four-year-olds for the 2017-2018 school year and increases the cap by 1,000 students in each successive year.</p>



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
ECFE	Delinked from Formula increase adjustment. \$999,000 increase over FY 2018-19.	Not included.	Not included.
School Readiness	<p>-Allows charter schools to establish school readiness programs and receive funding.</p> <p>-Establishes the following calculations for school readiness: For FY 2018 and later, a district's school readiness adjustment equals:</p> <ol style="list-style-type: none"> 1) the district's total voluntary prekindergarten revenue for FY 2017; less 2) the difference between the district's school readiness aid for fiscal year 2018 and its school readiness aid for 2017. <p>For FY 2019 and later, a district's school readiness adjustment equals:</p> <ol style="list-style-type: none"> 1) 90 percent of the district's total voluntary prekindergarten revenue for FY 2017; less 2) the difference between the district's school readiness aid for FY 2019 and its school readiness aid for FY 2017. 	Not included.	Not included.
Early Learning Scholarships	-Changes the purpose of the early learning scholarship is to close the opportunity gap by increasing access to high quality early childhood programs.	-Changes the purpose of the early learning scholarship is to close the opportunity gap by increasing access to high quality early childhood programs.	Extends the target ages for children served by the early learning scholarship program from children ages three and four years old to children from birth to age five.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	<p>-Eligible children are not yet in Kindergarten and is between the ages of three and five; a sibling from birth to age five; a child of a parent under age 21 who is pursuing a high school degree or a course of study for a high school equivalency test; or homeless, in foster care, or in need of child protective services.</p> <p>-Eliminates Pathway II scholarships.</p> <p>-Requires Commissioner to give highest priority for scholarships to children who have a parent under age 21 who is pursuing a high school diploma or a course of study for a high school equivalency test; are in foster care or otherwise in need of protection or services; or have experienced homelessness in the last 24 months, as defined by McKinney-Vento Homeless Assistance Act.</p> <p>\$24.600 million increase over FY 2018-19.</p> <p>-Delays by six years the date by which eligible programs must be rated with a three or four-star rating (date in statute was July 1, 2016).</p> <p>HF 1491: Loon/SF 389: Nelson</p>	<p>-Requires Commissioner to give highest priority for scholarships to children who have a parent under age 21 who is pursuing a high school diploma or a course of study for a high school equivalency test; are in foster care or otherwise in need of protection or services; or have experienced homelessness in the last 24 months, as defined by McKinney-Vento Homeless Assistance Act.</p> <p>SF 1663: Nelson/HF 1997: Kresha</p>	
Early Childhood Care and Education Program Study	Included. HF 1958: Loon/ SF 1845: Loon	Establishes a study of Minnesota early childhood care and education programs. No later than January 15, 2018, the Legislative Coordinating Commission must deliver a report completed by the consultant to the	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
		Legislature. SF 1845: Loon/HF 1958: Loon	
Education Partnerships Coalition Fund	Establishes a grant program for education partnerships in communities designed to close opportunity gaps to improve educational and developmental outcomes of children and their families. Grants include Northside Achievement Zone (\$200,000 increase for 2018-19, total of \$2.6 million), St. Paul Promise (\$200,000 increase for 2018-19, total of \$2.6 million) and general zone expansion (\$960,000 for 2018-19). Requires the Commissioner to report on the educational partnership program by December 15 of each odd-numbered year.	Reduces the base of Promise Neighborhoods in Northside Achievement Zone and St. Paul and reallocates amounts by half (\$1.2 million each) to Greater MN Education Partnership Pilots.	Education Partnerships and Transformation Zones: \$1 million
Community Partnership Coalition Programs	Not included.	Authorizes school districts to establish community partnership coalition programs in their community education program to support the collaborative work of school organizations and other community organizations. Authorizes school districts to use general community education revenue for a community partnership coalition program. School districts may also seek grant funding from the Commissioner not to exceed \$200,000. For FY 2018, stipulates that the Commissioner must award a grant	Not included.



2017 Education Finance Provisions

Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
		to Northfield Healthy Community Initiative in Northfield, school district collaborative partnership with the Jones Family Foundation for the Every Hand Joined program in Red Wing and the partnership with the United Way of Central Minnesota for the Partners for Student Success program. \$1.2 million each year.	
Data Collection and Performance Tracking ABE	Not included	Includes similar MDE language. Language included in Omnibus Education Policy bill, SF 1222.	Clarifies data collection procedures for ABE.
Adult Basic Education	Reduces the annual aid formula inflator from three percent to one percent per year.	Not included.	Not included.
Commissioner-Selected High School Equivalency	Requires the Commissioner in consultation with adult basic education stakeholders must select a high school equivalency test. The Commissioner may issue a high school equivalency diploma to a MN resident 19 years of age or older who has not earned a high school diploma and who has not previously been issued a GED and who has exceeded or achieved a minimum passing score on the equivalency test. The Commissioner may waive age requirement. -Makes changes to replace GED test with Commissioner-selected equivalency test in Minnesota Family Investment Program.	Included. Language included in Omnibus Education Policy bill, SF 1222. Also includes cross references to 256J.08, subdivisions 38 and 39.	Not included.



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Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
	Included in Omnibus Education Policy bill, HF 1376. HF 1398: Jessup/SF 953: Nelson		
Special Revenue Fund	Requires teacher license fees to be deposited in the special revenue fund.	Not included.	Not included.
MDE Reductions and Transfers	\$2.294 million general reduction. \$1.026 million for VPK administration cut. \$462,000 BOSA to special revenue fund. \$1.681 million to BOT Eliminates funding for Regional Centers (\$2 million) Eliminates funding for School Safety Center (\$1 million)	Operating adjustment of \$394,000 BOT Transfer \$1.681 million	Not included.
MDE Appropriations Requirements	Requires that \$720,000 each year is for: -A Dyslexia specialist; -A language arts specialist who must provide support to school districts on the implementation of language arts standards; and -to implement Minnesota's Learning for English Academic Proficiency and Success Act.		Not included.
Teacher Licensure Governance and Tiered Licensure	Includes funding for HF 140: Erickson, the teacher licensure governance and tiered licensure proposal.	Includes funding for SF 4: Pratt, the teacher licensure governance and tiered licensure proposal. Also includes the bill language that is summarized at the end of this document.	Includes BOT funding: \$980,000
Pension Adjustment	Not included.	The sale of the Crosswinds school shall be credited to the general fund	Increases the current pension adjustment component of general education revenue by 0.5



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Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Revenue TRA		and appropriated to the commissioner of management and budget for a onetime direct aid payment to the Teachers Retirement Association (TRA).	percent for fiscal year 2018 and by 1.0 percent for fiscal years 2019 and later. Caps the total pension adjustment at an added \$22.851 million for fiscal year 2018 and at \$45.703 million for fiscal year 2019 and later.
Tribal Contract Schools	Not included.	Not included.	Makes the higher level of funding established in 2016 and 2017, permanent. \$4.425 million over base. Without these funds 759 students in 4 Bureau of Indian Education schools will see a 45 percent decrease in state funding.
Support Our Students Grants	Not included.	Reinstates the Support Our Students Grants. Grants are for six years. \$100,000 may be used for administration by MDE. \$4 million each year.	Reinstates the Support Our Students Grants Provides funding for school districts, charter schools, and intermediate districts to hire school counselors, school psychologists, school social workers, school nurses, or chemical dependency counselors. Grants are for six years and schools that have no positions are prioritized. Recipients must do a \$1 to \$1 local match for the first four years and a \$3 to \$1 local match for years five and six. Recipients must report back to the commissioner on the impact of the grants. \$4 million each year.
Special Education Aid, Formula Changes, and Excess Cost	Not included.	Requires the Department to establish procedures to adjust the prior year data and fiscal year 2016 old formula aid used in calculating special education aid to exclude costs that have been eliminated for districts where programs have closed or where a substantial portion of the program has been transferred to a cooperative unit.	Increases the increase in the per pupil cap on special education funding from \$40 to \$71 per pupil unit for fiscal year 2018 and then grows the cap in future years at \$43 per pupil unit, instead of \$40 per pupil unit. Simplifies the special education funding formula by eliminating the "old formula" expenditures from the initial aid calculation. Increases the new funding formula from 56 to 57



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Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
			<p>percent of the census and pupil based amounts. Increases the census per pupil amounts (category (i)) from \$450 to \$467 per pupil, and from \$400 to \$415 for the free and reduced lunch pupil counts.</p> <p>Increases the per pupil disability amount as follows: for category (ii) from \$10,400 to \$19,000; for category (iii) from \$18,000 to \$19,000; and from \$27,000 to \$27,200 for category (iv) disabilities.</p> <p>Increases the excess cost special education aid unreimbursed nonfederal expenditures reimbursement rate from 56 to 57 percent. Increases the “old formula” excess cost reimbursement by only offsetting 2.2 percent of the adjusted general education revenue.</p>
Debt Service Equalization Aid Revenue	Not included.	Not included.	Slightly increases the aid paid to school districts under the debt service equalization aid program by lowering the second tier of debt aid from 26.24 percent to 22.34 percent for fiscal year 2018 and to 19 percent for fiscal years 2019 and later.
School Nutrition	Not included.	Not included.	Appropriates additional funding for school nutrition programs because of the proposed growth in the number of students participating in the voluntary prekindergarten programs.
MDE Computer System Upgrades	Not included.	Not included.	\$3.35 million
MDE Special Education Contract for Special Education Paperwork	Not included.	Not included.	\$1.482 million



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Issue	House: HF 890: Loon	Senate: SF 718: Nelson	Governor/MDE Position
Reduction			
MDE Help Me Grow Programming	Not included.	Not included.	\$3 million
Minnesota State Academies	Not included.	\$800 operating adjustment (\$400,000 each year).	\$250,000 in FY 2018 and \$250,000 in FY 2019 for facility safety and accessibility improvements.

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2017 Education Finance Provisions

Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
Teacher Licensure Governance and Tiered Licensure Proposal		
The House Education Finance Bill does not contain the HF 140: Erickson provisions. The Senate Education Finance Bill contains SF 4: Pratt		
Overview	<p>The proposal transfers all teacher licensing governance from the Minnesota Department of Education (MDE) and Board of Teaching to a new board, the Professional Educator Licensing and Standards Board (PELSB). No significant changes have been proposed to the Board of School Administrators (BOSA) but background checks are now in their jurisdiction with PELSB. The bill also creates a tiered licensure system with four tiers.</p> <p>The proposal recodifies and reorganizes the statute.</p> <p>The proposal includes changes to the alternative teacher preparation program.</p> <p>Includes teacher licensure assessment changes.</p> <p>The bill includes the replacement of PELSB name change and statute recodification. Items of significant change are summarized below.</p>	<p>The proposal transfers all teaching licensing governance from the Minnesota Department of Education (MDE) and Board of Teaching to a new board, the Professional Educator Licensing and Standards Board (PELSB). No significant changes have been proposed to the Board of School Administrators (BOSA) but background checks are now in their jurisdiction with PELSB. The bill also creates a tiered licensure system with four tiers.</p> <p>Proposal does not recodify and reorganize statute language.</p> <p>The proposal includes changes to the alternative teacher preparation program.</p> <p>Includes teacher licensure assessment changes.</p> <p>The bill includes the replacement of PELSB name change and statute recodification.</p> <p>The bill makes date changes for the effective dates from September 1, 2017 to January 1, 2018. Items of significant change are summarized below.</p>
Teacher Licensure Governance		
Definitions	Adds definitions for teacher field/subject area, teacher shortage, teacher preparation program, and teacher preparation program provider in statute.	Does not include scope of 122A.093, field or shortage.
PELSB Membership	<ul style="list-style-type: none"> -11 members appointed by the Governor with the advice and consent of the Senate (current process and number). -One member from board-approved teacher preparation program. -Six teachers. Changes requirements for teachers serving on the Board. Currently, a teacher representative must be 	<ul style="list-style-type: none"> -9 members appointed by the Governor with the advice and consent of the Senate. -Removes representative from higher education from the Board. -Five teachers. Changes requirements for teachers serving on the Board. Currently, a teacher representative must be currently teaching in a Minnesota school, fully licensed, and have five years of teaching



2017 Education Finance Provisions

Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
	<p>currently teaching in a Minnesota school, fully licensed, and have five years of teaching experience in Minnesota including two years immediately preceding their appointment. This proposal changes the teacher membership on PELSB to a person that must have at least five years of teaching experience.</p> <ul style="list-style-type: none"> -Specifies that one of the six teachers serving on PELSB must be a teacher in a charter school, and one of whom must be licensed in either a geographic or license shortage area, and none of whom may be serving in an administrative function at a school district or school. -One superintendent from the seven-county metro area -One superintendent from outside the seven-county metro area -Removes three members of the public whom must be present or former members of school boards and replaces them with one elementary or secondary school principal (alternate terms), and one member of the public that may be a current or former school board member. -Members shall be appointed in staggered terms (2019, 2020, 2021, and 2022). -Current members of the Board of Teaching as of January 1, 2017 are ineligible for first appointments to PELSB for four years from September 1, 2017. -Requires PELSB to have an executive secretary who is not a member of the Board. Employees are not hired by the Board. 	<p>experience in Minnesota including two years immediately preceding their appointment. This proposal changes the teacher membership on PELSB to a person that must have at least five years of teaching experience.</p> <p>Specifies that one of the five teachers serving on PELSB must be a teacher in a charter school, one of whom must be from a related service category licensed by the board, and one of whom must be licensed in either a geographic or license shortage area, and none of whom may be serving in an administrative function at a school district or school.</p> <ul style="list-style-type: none"> -One superintendent -One district HR director -Same language for principal and school board member. -Slightly different appointment schedule. -Same language about current Board of Teaching members.
PELSB Executive Director	<ul style="list-style-type: none"> -Requires the Governor to appoint an executive director. -The executive director of PELSB must not be a member of the board. -Requires the Department of Administration to provide the Board with administrative support. Requires MDE to provide space and support at a reasonable cost until January 1, 2020. 	<p>Similar</p> <ul style="list-style-type: none"> -The Commissioner of Administration is substituted for Department of Administration. -Substitutes Commissioner of Education in place of Department of Education regarding office space until 2020. -The board must review the performance of the executive director and set the salary of the executive director.



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
		-Does not strike executive director of PELSB from the section of executive directors not in unclassified service.
Licensing Duties	Requires PELSB to license teachers. Prohibits the Board from delegating its authority to make licensing decisions. The Board's authority to adopt teacher licensure rules is removed. Transfers all responsibilities for licensing and credentialing of teachers and school personnel from BOT and MDE to PELSB.	<ul style="list-style-type: none"> -Same language that requires PELSB to license teachers. Prohibits the Board from delegating its authority to make licensing decisions. -Board must establish a passing score on skills examinations for Tier 2, 3 and 4. -The Board must adopt rules to approve teacher prep programs including teacher preparation programs under 122A.245, nonconventional programs, and Montessori teacher training programs. -Requires Board to establish passing score for candidates for pedagogy knowledge and examinations for Tier 2, 3 or 4. -Deletes language that teacher candidates must have preparation in English language development and content instruction for English learners. -Requires Board to adopt rules to license applicants under alternative teacher preparation programs.
PELSB Reports and Funding	<ul style="list-style-type: none"> -Requires PELSB to provide reports. -Eliminates MDE requirement to provide materials and assistance. -Consolidates teacher-related reports. -Requires the PELSB to survey the state's school districts and teacher prep programs with a report to the legislature by February 1, 2021 (Teacher Supply and Demand Report that is currently produced by MDE) -Requires the PELSB to report to the legislature on the implementation of the teacher licensure system by January 1, 2019. -Appropriates funds to PELSB for teacher and support personnel licensure and credentialing activities. 	<ul style="list-style-type: none"> Does not recodify report language. -Eliminates MDE requirement to provide materials and assistance. -Includes language in the teacher preparation and administrator program reports, to disaggregate data by race except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. -Includes teacher supply and demand report language. -Includes PELSB report to the legislature.
PELSB Rule Adoption	<ul style="list-style-type: none"> -Requires PELSB to adopt rules and adds sections of law including rules related to licensure and grade levels that a teacher may be licensed to teach. -Requires the Board to adopt rules related to licensure, 	Same



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	<p>including a process for granting permission to a licensed teacher to teach in a field that is different from the teacher’s field of licensure without change to the teacher’s licensure tier level.</p> <ul style="list-style-type: none"> -The Board must adopt rules relating to the grade levels that a licensed teacher may teach. -If a rule adopted by the board is in conflict session law or statute, the law or statute prevails. Terms adopted in rule must be clearly defined and must not be construed to conflict with terms adopted in statute or session law. -The Board must include a description of a proposed rule’s probable effect on teacher supply and demand in the board’s statement of need and reasonableness. -The Board must adopt rules only under the specific statutory authority provided in this subdivision. 	
Permissions	<ul style="list-style-type: none"> -Adds “including nonconventional teacher residency programs” to the types of programs that PELSB may grant for waiver. -Removes language regarding one-year license and one-year waiver. -Candidates who have obtained career and technical education certification may apply for a Tier 1 license. -The Board must require approved college or university-based teacher preparation programs throughout Minnesota to develop alternative pathways for certifying and licensing high school career and technical education instructors and teachers. 	<p>Similar, removed section that allows a candidate that has obtained career and technical education certification to apply for a Tier 1 license.</p>
School District Reports to PELSB	<p>Current school district reports are consolidated into a new section. Current school district reports:</p> <ul style="list-style-type: none"> -Requires school districts to report to PELSB annually by October 1, information for all teachers who finished the probationary period and accepted a continuing contract position with the district from Sept. 1 of the previous year through August 31 of the current year: 1) effectiveness 	<p>Not consolidated into a new section.</p>



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
	<p>category or rating of the teacher on the summative evaluation; 2) the licensure area in which the teacher primarily taught during the three-year evaluation cycle; and 3) the teacher preparation program preparing the teacher in the teacher’s primary areas of instruction and licensure.</p> <p>-Requires school districts to report to PELSB annually by October 1, information for all probationary teachers in the district who were released or whose contracts were not renewed from Sept. 1 of the previous year through August 31 of the current year: 1) the licensure area in which the teacher primarily taught; and 2) the teacher preparation program preparing the teacher in the teacher’s primary areas of instruction and licensure.</p> <p>-Requires school districts to report to BOSA annually by October 1, the following information for all school principals and assistant principals who finished the probationary period and accepted a continuing contract position with the district from September 1 of the previous year through August 31 of the current year: 1) the effectiveness category or rating of the principal or assistant principal on the summative evaluation; 2) the principal preparation program providing instruction to the principal or assistant principal.</p> <p>-Requires school districts to report to BOSA annually by October 1, all probationary school principals and assistant principals in the district who were released or whose contracts were not renewed from September 1 of the previous year through August 31.</p>	
Teacher Preparation Programs	<p>Consolidates teacher preparation programs into a new section.</p> <p>Makes language changes to subdivision 2, (2), (4), adds new (8) regarding student teaching programs.</p>	Does not consolidate language.
Gross Misdemeanor	<p>Recodifies language that makes it a gross misdemeanor to claim to be a licensed teacher without a valid license or to use fraud or deception in license application.</p>	Does not recodify language.



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
Teacher Licensure-Tiered Licensure		
Teacher Licenses Expiration	All teacher licenses in effect on September 1, 2017, shall remain valid for one additional year after the date the license is scheduled to expire.	Same
Authority	PELSB is required to license teachers according to tiers.	Similar, tiered licensure outlined in the bill's tiered licensure table.
Support Personnel	Requires PELSB to issue licenses and credentials to support personnel.	Does not include credentials.
Substitute Teachers	-References to five-year professional licenses have been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach.	Similar, includes, "or long-call."
Temporary Military License	Requires the Board to provide candidates for a license under this subdivision with information regarding the tiered licensure system.	Same
Background Checks	Background checks are removed from the Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools.	Similar, requires the individual to notify the school district or charter school that employs the individual as a teacher that the individual's license has been revoked.
Licensure Via Portfolio	Language is recodified. PELSB must adopt a process for licensure via portfolio.	Does not recodify language, but includes Board name updates and that PELSB must develop a process for a eligible candidate to obtain a license via portfolio.
PELSB Rules	Not included	Requires PELSB to adopt rules that set criteria for similar appropriate credential, relevant work experience, and similar content area.
Tier 1 License	<p>Requirements: The Board must issue a Tier 1 license to a candidate who provides information sufficient to demonstrate each of the following:</p> <ul style="list-style-type: none"> • a school district or charter has requested that the candidate be issued a license to teach in a specific content area. The school district must provide the board with confirmation that a criminal background check has been completed. • the candidate has completed a bachelor's degree or associate's degree, or obtained a professional 	<p>Requirements:</p> <p>At least one of the following:</p> <ol style="list-style-type: none"> 1) for a license to teach career and technical education or a content area not included in clause (1) at least one of the following: <ol style="list-style-type: none"> i) an associate's degree in the content area; ii) professional credential; or iii) five years of work experience in the content area. 2) for a license to teach in a content area not included in clause (1), a baccalaureate degree.



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	<p>credential that the school district finds sufficient to teach in a specified content area; and</p> <ul style="list-style-type: none"> the candidate has completed the coursework outlined in the Tier 1 license coursework section. <p>Coursework: A candidate for a Tier 1 license must meet the coursework requirement by demonstrating completion of one of the following:</p> <ul style="list-style-type: none"> three years of relevant work experience; 2,000 hours of relevant work experience within the preceding five years; at least eight upper division credits in the relevant content area (upper division means classes normally taken at the junior or senior level of college which require substantial knowledge and skill in the field); a passing score on all required licensure exams; completion of human resources coursework; or experience teaching in a field for which there is no license. <p>Term of License:</p> <ul style="list-style-type: none"> One year Renewed three times PELSB must issue rules for conditions on additional renewals, if PELSB fails to issue rules for renewal, the Board must renew a Tier 1 license for a candidate who meets the renewal requirements in statute. <p>Application:</p> <ul style="list-style-type: none"> PELSB must accept applications for a Tier 1 license beginning July 1 of the school year for which the license is requested and must issue or deny the Tier 1 license within 30 days. <p>Limitations on License:</p> <ul style="list-style-type: none"> A Tier 1 license is limited to the content matter 	<p>-A school board must confirm to the PELSB that it has attempted but is unable to hire a teacher with Tier 2, 3 or 4 license for the position and that the candidate has the necessary skills and knowledge to teach in a specified content area.</p> <p>-A candidate meeting the above qualifications must be granted a Tier 1 license upon the request of the employing school board or charter school board.</p> <p>-Years worked with a Tier 1 license do not count towards the candidate's continuing contract under 122A.40 or 122A.41.</p> <p>-Must participate in a school district's mentorship and evaluation program that includes an individual growth and development plan.</p> <p>Term of License:</p> <ul style="list-style-type: none"> One year Unlimited renewal



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
	<p>indicated on the application for the initial Tier 1 license.</p> <ul style="list-style-type: none"> • A Tier 1 license does not bring an individual within the definition of a teacher for purposes of the following statutes: <p>-122A.40, Subdivision 1. Teacher defined. A principal, supervisor, and classroom teacher and any other professional employee required to hold a license from the state department shall be deemed to be a "teacher" within the meaning of this section. A superintendent is a "teacher" only for purposes of subdivisions 3 and 19.</p> <p>-122A.41, Subdivision 1(a) Teachers. The term "teacher" includes every person regularly employed, as a principal, or to give instruction in a classroom, or to superintend or supervise classroom instruction, or as placement teacher and visiting teacher. Persons regularly employed as counselors and school librarians shall be covered by these sections as teachers if licensed as teachers or as school librarians.</p> <p>-179A.03, Subdivision 18 Teacher. "Teacher" means any public employee other than a superintendent or assistant superintendent, principal, assistant principal, or a supervisory or confidential employee, employed by a school district:</p> <p>(1) in a position for which the person must be licensed by the Board of Teaching or the commissioner of education; or</p> <p>(2) in a position as a physical therapist, occupational therapist, art therapist, music therapist, or audiologist.</p>	<p style="font-size: 48px; opacity: 0.2; transform: rotate(-45deg);">DRAFT</p>
Tier 2 License	<p>Requirements: The Board must issue a Tier 2 license to a candidate who provides information sufficient to demonstrate each of the following:</p> <ul style="list-style-type: none"> • the candidate has completed a bachelor's degree, or obtained a professional credential that the school 	<p>Requirements:</p> <p>Meets Tier 1 qualifications and at least one of the following:</p> <ol style="list-style-type: none"> 1) enrolled in and making satisfactory progress in a PELSB approved teacher preparation program; 2) passing scores on all required basic skills, content area, and



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
	<p>district finds sufficient to teach in a specified content area; and</p> <ul style="list-style-type: none"> the candidate has completed the coursework outlined in the Tier 2 license coursework section. <p>Coursework: A candidate for a Tier 2 license must meet the coursework requirement by demonstrating completion of two of the following:</p> <ul style="list-style-type: none"> at least eight upper division credits in the relevant content area (upper division means classes normally taken at the junior or senior level of college which require substantial knowledge and skill in the field); field-specific methods of training, including coursework; at least two years of teaching experience in a similar content area in any state as determined by the Board; a passing score on all required licensure exams completion of human relations coursework; or completion of a stet-approved teacher preparation program. <p>Term of License:</p> <ul style="list-style-type: none"> One year Renewed three times PELSB must issue rules for conditions on additional renewals, if PELSB fails to issue rules for renewal, the Board must renew a Tier 2 license for a candidate who meets the renewal requirements in statute. <p>Limitations on License:</p> <ul style="list-style-type: none"> A school district must count the time that a teacher with a Tier 2 license works as a teacher while enrolled in a teacher preparation program towards the three-year probationary period under section 	<p>pedagogy licensure exams; or</p> <p>3) master's degree in content area.</p> <p>-A school board must confirm that the candidate has the necessary skills and knowledge to teach in a specified content area.</p> <p>-Years worked with a Tier 2 license only count towards the candidate's continuing contract under 122A.40 or 122A.41 if the candidate subsequently obtains a Tier 3 or 4 license.</p> <p>-Must participate in a school district's mentorship and -evaluation program that includes an individual growth and development plan.</p> <p>Term of License:</p> <ul style="list-style-type: none"> Two years Renewed up to two times



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
	<p>122A.40, subdivision 5, or section 122A.41, subdivision 2.</p> <ul style="list-style-type: none"> • A Tier 2 license does not bring an individual within the definition of a teacher for purposes of the following statutes: <p>-122A.40, Subdivision 1. Teacher defined. A principal, supervisor, and classroom teacher and any other professional employee required to hold a license from the state department shall be deemed to be a "teacher" within the meaning of this section. A superintendent is a "teacher" only for purposes of subdivisions 3 and 19.</p> <p>-122A.41, Subdivision 1(a) Teachers. The term "teacher" includes every person regularly employed, as a principal, or to give instruction in a classroom, or to superintend or supervise classroom instruction, or as placement teacher and visiting teacher. Persons regularly employed as counselors and school librarians shall be covered by these sections as teachers if licensed as teachers or as school librarians.</p>	
Tier 3 License	<p>Requirements: The Board must issue a Tier 3 license to a candidate who provides information sufficient to demonstrate all of the following:</p> <ul style="list-style-type: none"> • the candidate has completed a bachelor's degree, or obtained a professional credential that the school district finds sufficient to teach in a specified content area; • the candidate has obtained a passing score on all required licensure exams; • the candidate has completed the human relations coursework; and • the candidate has completed the coursework outlined in the Tier 3 license coursework section. <p>In consultation with the Governor's Workforce Development</p>	<p>Requirements:</p> <p>Meets Tier 1 qualifications and at least one of the following:</p> <ol style="list-style-type: none"> 1) successful completion of a PELSB approved teacher preparation program; 2) Successful completion of an out-of-state teacher preparation program that includes field-specific methods training and field-specific student teaching; 3) An out-of-state professional teaching license in good standing; 4) Passing scores on required basic skills, content area, and pedagogy licensure exams; or 5) National Board for Professional Teaching Standards certification. <p>And meets at least one of the following criteria:</p>



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Issue	House language (HF 140: Erickson)	Language in Senate Education Finance Bill and in SF 4: Pratt
	<p>Council, the Board must establish a list of qualifying certifications, and may add additional professional certifications in consultation with school administrators, teachers and other stakeholders.</p> <p>Coursework: A candidate for a Tier 3 license must meet the coursework requirement by demonstrating completion of one of the following:</p> <ul style="list-style-type: none"> • a Minnesota-approved teacher preparation program • a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to a candidate that has two years of teaching experience; or • a content-specific portfolio. <p>Term of License:</p> <ul style="list-style-type: none"> • Three years • Renewed every three years without limitation. 	<ol style="list-style-type: none"> 1) 12 weeks of student teaching experience; 2) two years of field-specific teaching experiences; or 3) completion of a comprehensive teacher mentoring program offered by a Minnesota school. <p>-Must participate in a school district's evaluation program that includes an individual growth and development plan.</p> <p>Term of License:</p> <ul style="list-style-type: none"> • Three years • Renewed one time
Tier 4 License	<p>Requirements: The Board must issue a Tier 4 license to a candidate who provides information sufficient to demonstrate all of the following:</p> <ul style="list-style-type: none"> • the candidate meets all the requirements for a Tier 3 license; • the candidate has at least three years of teaching experience in Minnesota; and • the candidate's most recent summative teacher evaluation did not result in placing or otherwise keeping the teacher in an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5. <p>Term of License:</p> <ul style="list-style-type: none"> • Five years • Renewed every five years without limitation 	<p>Requirements:</p> <p>Meets Tier 3 qualifications and the following:</p> <ol style="list-style-type: none"> 1) at least three years teaching experience in any state; and 2) passing scores on all required basic skills, content area, and pedagogy licensure exams. <p>Must participate in a school district's evaluation program that includes an individual growth and development plan.</p> <p>Term of License:</p> <ul style="list-style-type: none"> • Five years • Unlimited renewal



2017 Education Finance Provisions

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Teacher Licensure Assessment	<ul style="list-style-type: none"> -Consolidates teacher licensure provisions in other statutes. -Passing score on board-adopted examination required for Tier 4 (Tier 3 removed). -Allows Tier 1, Tier 2 and Tier 3 to meet other requirements than the board-adopted examination. -The Board must adopt rules requiring candidates for Tier 3 and Tier 4 pass an examination of general pedagogical knowledge and examinations of licensure-specific teaching skills. -Specifies that the requirements for teaching elementary students as candidates for initial license under (c) are for Tier 3 and Tier 4 license candidates. -Eliminates testing requirement for prekindergarten teachers. -Requires PELSB to establish passing scores. -Requires testing accommodations. -Requires teacher preparation programs to make available on request, remedial assistance that includes a formal diagnostic component to persons enrolled who did not receive a qualifying score on a board-adopted skills examination, including those for whom English is a second language. -School districts may make available upon request similar, appropriate and timely assistance that includes a formal diagnostic component to those persons employed by the district who completed their teacher education program, who did not receive a qualifying score on a board-adopted skills examination who received a Tier 1, Tier 2, or Tier 3 license. -Eliminates provision that the requirement to pass exams does not apply to nonnative English speakers that apply to teach their native language or a world language. 	<p>-A Tier 3 or Tier 4 teacher licensure candidate that fails, after two attempts, to obtain a passing score on the Board-adopted basic skills examination in reading, writing, and mathematics may demonstrate to the Board that they have attained the required skills by either of the following:</p> <ol style="list-style-type: none"> 1) completing a portfolio using Board-adopted standards; or 2) teaching for three years in a Minnesota school with at least one summative teacher evaluation and showing satisfactory evidence of successful teaching according to 122A.40, subdivision 8 or 122A.41, subdivision 5.
Human Relations	Recodifies language.	Does not recodify language.



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License Expiration and Renewal	Consolidates existing language. Adds to the professional growth section, that a teacher may satisfy the requirements of this section by submitting the teacher's most recent summative evaluation or improvement plan under 122A.40, subdivision 8 or 122A.41, subdivision 5.	Similar, does not include the summative evaluation language.
License Denial; Appeal	<p>Establishes a process to appeal licensure denial.</p> <p>-PELSB must promptly inform all candidates whether the candidate's application has been approved or denied. The denial letter must inform the candidate of the process for seeking review of the denial and the appeals process, including deadlines, and the licensure requirements the candidate failed to meet.</p> <p>- A candidate may seek a review of the denial by submitting a letter to the PELSB within 30 calendar days of receipt of the denial letter. The candidate may include any documentation necessary to demonstrate that the candidate meets the licensure requirements. The Board must review the denial within 60 days of receipt of the letter seeking review. If the denial is affirmed the Board must send the candidate a letter identifying each licensure requirement that the candidate failed to meet.</p> <p>-A candidate whose application for license or license renewal has been denied and has sought a review, may appeal the decision by filing a written request with the PELSB within 30 days of notice that the Board has affirmed the denial of the license. The Board must then initiate a contested case under the Administrative Procedure Act.</p>	<p>Similar, requires PELSB to inform a candidate within 30 days of receiving a completed application for an initial teaching license or renewal of license has been approved or denied.</p> <p>Same language for review of denial and appeal sections.</p>
Suspension or Revocation of Licenses	Requires both PELSB and BOSA to report suspensions, revocations, and agreements involving loss of licensure relating to sexual conduct with a minor to law enforcement authorities.	Does not include the PELSB and BOSA reporting to law enforcement language.
Alternative Teacher Preparation	Modifies and eliminates entities that may establish alternative teacher preparation programs. Also eliminates candidate requirements for teacher of record under this	<p>Recodified section with new provisions.</p> <p>-Includes new definitions for provider, program and unit.</p> <p>-PELSB must approve qualified teacher preparation and providers to</p>



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Program	section. Requires the Board to issue a Tier 2 license to a person who enrolls in an alternative teacher preparation program.	acquire a Tier 2 and prepare for acquiring a Tier 3 license. -A school district, charter school or nonprofit corporation is eligible to participate.
Alternative Teacher Preparation Approval Criteria	-Changes student teaching to observed classroom experience. -Removes language that PELSB approve teacher preparation programs.	Outlines new provider requirements and characteristics.
Alternative Teacher Preparation Licensure	A teacher candidate who has completed an alternative teacher preparation program may apply for a Tier 3 teaching license.	A candidate that completes an approved program must apply for a license under the tiered licensure system according to section 122A.181.
Alternative Teacher Preparation Licensure Other States	A teacher candidate who has completed an alternative teacher preparation program in another state may apply for a Tier 2 or Tier 3 teaching license.	A teacher candidate who has completed an alternative teacher preparation program in another state may apply for a Tier 3 teaching license.
Best Practices	Requires PELSB, approved alternative preparation program providers and MDE to exchange information about best practices and educational innovations.	Same
Alternative Teacher Preparation Report	Requires a report by PELSB by January 15 of each odd-numbered year on the program.	Same
Exemption for Technical Education Instructors	After June 30, 2020, part-time vocational or career and technical education program teachers may apply for a teacher license. Currently exempt from a teaching license.	Same
Early Childhood Family Education Teachers	Eliminates language permitting a variance for licensure requirement.	Same
American	Substitutes the PELSB in place of the Commissioner for	Same



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Indian Language and Culture Teachers	granting exemptions.	
Academies Teachers and administrators	Applies PELSB and BOSA standards to teachers and administrators.	Same
Teacher Licenses Under Board of Teaching	-A one-year license will be treated as a Tier 1 license -A two-year license will be treated as a Tier 2 license -Removed three-year license will be treated as a Tier 3 license section. -A five-year license will be treated as a Tier 4 license	Similar, does not remove three-year license section.
Permissions, Waivers, Exceptions and Variances	PELSB may grant an extension of up to one year for a permission, waiver, variance, or temporary limited license in effect on September 1, 2017.	Not Included.
Dual Enrollment	Not Included	PELSB must issue an endorsement for dual enrollment instruction to a high school teacher licensed in a content-specific field who successfully completes the requirements for providing dual enrollment instruction in the teacher's licensure field, consistent with board-adopted standards. The board must adopt standards for this endorsement in consultation with eligible public postsecondary institutions participating in course agreements. The standards for the endorsement must allow a secondary teacher that receives the endorsement to teach a dual credit course offered by an eligible postsecondary institution. The endorsement means a change in the teacher's license that allows the teacher to teach postsecondary college in the schools dual credit courses in a high school.
Special Education License Review	Not included.	PELSB must conduct a review of all the available teacher of special education licenses and determine the options for cross-categorical licenses for teachers of special education. The Board must report its findings and draft legislation to the education committees by December 14, 2018.
Academic and	Not included.	No later than September 1, 2017, the Board of Teaching must amend



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Behavioral Strategist Licensure		Minnesota Rules, part 8710.5050, subpart 4, so that the academic and behavioral strategist continuing licenses under that part may be issued and renewed according to rules of the Board of Teaching governing continuing licenses and without requiring the candidate to hold or be recommended for licensure in any other licensure field.

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