



E-12 EDUCATION AND TAX BILLS

2017 Legislative Session

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May 25, 2017

E-12 Education Bills

STATE GENERAL FUND SPENDING TARGETS

(State Aid Appropriations - \$ Millions)

	Gov	House	Senate	Conf	Final
<u>FY 2018-19 Biennium:</u>					
Increase over Base- Initial	\$714	\$273	\$300	\$303	\$483
Percent Increase	3.9%	1.5%	1.7%	1.7%	2.6%
<u>FY 2020-21 Biennium:</u>					
Increase over Base	\$956	\$287	\$435	\$424	\$596
Percent Increase	5.0%	1.5%	2.3%	2.2%	3.2%

E-12 EDUCATION BILLS – MAJOR SPENDING CATEGORIES

FY 18 – 19 Biennium State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
General & Spec Ed Funding	415,288	256,589	286,444	290,244	384,564
TRA Pension Aid	68,554	-	10,000	-	-
Early Learning	177,857	23,187	3,100	14,049	71,750
Other Education Funding	31,291	11,057	10,582	16,168	21,498
Crosswinds Conveyance		(10,000)	(10,000)	(10,000)	(10,000)
State Agencies	20,513	(10,382)	1,323	(5,299)	16,841
Revenues		2,358	(1,189)	(1,680)	(1,401)
Grand Total	713,503	272,809	300,260	303,482	483,252

E-12 EDUCATION BILLS – MAJOR SPENDING CATEGORIES

FY 20 – 21 Biennium State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
General & Spec Ed Funding	581,795	330,098	410,864	414,864	553,521
TRA Pension Aid	91,406				
Early Learning	216,038	(18,626)	6,100	14,780	25,660
Other Education Funding	47,875	(6,335)	18,448	10,655	12,516
Crosswinds Conveyance					
State Agencies	18,778	(17,639)	(336)	(20,070)	370
Revenues			(76)	4,150	4,150
Grand Total	955,892	287,498	435,000	424,379	596,217

GENERAL AND SPECIAL ED FUNDING

FY 18 – 19 Biennium State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
General Ed Formula	371,496	231,884	277,176	277,176	371,496
Compensatory pilot projects		6,893	9,268	9,268	9,268
Pupil transportation adjustment		10,991	-	3,800	3,800
One-Time Pupil Aid (\$7.18 / APU)		6,821	-		
Special Education	43,792	-	-	-	-
General & Spec Ed Funding	415,288	256,589	286,444	290,244	384,564

GENERAL AND SPECIAL ED FUNDING

FY 20 – 21 Biennium (“Tails”) State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
General Ed Formula	539,521	322,598	400,864	400,864	539,521
Compensatory pilot projects		7,500	10,000	10,000	10,000
Pupil transportation adjustment		-		4,000	4,000
Special Education	42,274				
General & Spec Ed Funding	581,795	330,098	410,864	414,864	553,521

General and Special Ed Funding FORMULA ALLOWANCE INCREASES

- 2% and 2% (\$121 & \$124)
- from \$6,067 to \$6,188 & \$6,312
- (Same as Governor's recommendation)

General and Special Ed Funding COMPENSATORY PILOT GRANTS

- Added permanently to regular compensatory revenue at the FY 17 level
- Prevents \$5 million funding decrease that was scheduled to occur between FY 17 and FY 18
- (Same as Senate / Conference bills)

General and Special Ed Funding

USES OF COMPENSATORY REVENUE

- A percentage of total compensatory revenue (regular + amount from pilot grant), roughly equal to the increase over the FY 17 base, must be used for extended time activities:
 - FY 18: 1.7%
 - FY 19: 3.5%
 - FY 20 and later: 3.5% + the percentage change in the formula from FY 2019
- (Same as Conference)

General and Special Ed Funding

PUPIL TRANSPORTATION

- Beginning in FY 18, increases transportation sparsity revenue by 18.2% of the difference between:
 - The lesser of the district's actual regular and excess transportation cost including bus depreciation for the previous fiscal year or 105% of the district's cost for the second previous year, and
 - The sum of 4.66% of the district's basic revenue, transportation sparsity revenue and charter school transportation adjustment for the previous year.
- A charter school's adjustment equals the school district's per pupil adjustment
- (Same as Conference Report; House had same language, but with 52% of difference which was one-time for FY 18 and FY 19 only).

General and Special Ed Funding

SPECIAL ED FUNDING

- **Adjustment for closed / restructured programs:**
 - Adjust the prior year data and FY 2016 old formula revenue base used to calculate the hold harmless and growth cap for districts where programs are closed or moved to a cooperative (from Governor and Conference)
- **Transportation for students awaiting foster care:**
 - Maintains the authority include the cost of transportation for students awaiting foster care in special ed funding calculations (FIN 728) despite a change in federal law removing these students from the definition of “homeless”. (from Governor and Conference)

General and Special Ed Funding

SPECIAL ED FUNDING

- **St Francis Tuition Billing:**

- Restores the statutory authority for MDE to approve the inclusion of unreimbursed general education costs in nonresident special education tuition bills for students residing at the Bar-None residential facility and served at the Crossroads site in St Francis (From Conference). Note - This authority was inadvertently deleted when an unrelated change was made in special education statutes; St Francis has continued to annually appeal to MDE to bill these unreimbursed costs.

- **Monticello Payment Adjustment**

- Increases FY 2018 special ed aid payments to ISD 882, Monticello, by \$800,000 to mitigate cash flow problems created by an unforeseeable reduction in the district's special education aid for fiscal year 2016 as a result of the combined effects of converting from a host district cooperative to a joint powers cooperative and implementation of a new special education aid formula in the same fiscal year. Reduces the district's FY 2019 payments by the same amount.

MISCELLANEOUS GENERAL ED FUNDING CHANGES

- **Operating referendum notice** - can be delivered by any type of mail; no longer required to be first class
- **Operating Capital Levy** – Equalizing factors increased for FY 18 and 19 only to neutralize state total levy impact of voluntary preK / School Readiness changes in bill
- **E-learning days** -- allows school boards to develop plans for providing up to 5 days of instruction online in cases of inclement weather.
- **Nonpublic pupil aid:**
 - modifies the definition of “textbook” to include an on-line book with an annual subscription cost
 - Modifies the definition of “software or other educational technology” to include registration fees for online advanced placement courses.

MISCELLANEOUS GENERAL ED FUNDING CHANGES

- **PSEO Payments to Colleges** – Increase the number of days for MDE to make PSEO payments to colleges after receiving enrollment information from 30 to 45 days
- **Building Lease aid** - Allows a charter school to include students participating in PSEO in its pupil count for generating lease aid.
- **Early Middle College** - For FY 18 only, extends an FY 17 provision allowing an English Learner with an interrupted formal education who was in an early middle college program during the previous year to continue participating in the graduation incentives program and in concurrent enrollment classes (\$25,000 one-time).
- **MDE Audits** -- Clarifies procedures for conduct of audits and appeals

GENERAL ED FUNDING CHANGES – LOCAL PROVISIONS

- **Nevis referendum adjustment** – allows a referendum levy adjustment related to a pupil count error to be spread over three years.
- **Q Comp** – Makes the St Croix River Ed District eligible to receive Q Comp revenue
- **Willmar Extended time revenue** - Authorizes extended time revenue for students in a summer education program providing on-site services at care and treatment facilities located in the Willmar school district.

GENERAL ED FUNDING CHANGES – LOCAL PROVISIONS

- **Eagle Valley Reorganization**
 - Requires Eagle Valley to estimate its reorganization operating debt;
 - Requires the Commissioner to review the district's calculations. The Commissioner may adjust the amount and must apportion the amount between Bertha-Hewitt and Browerville.
 - Browerville and Bertha-Hewitt are allowed to issue bonds to be repaid within 6 years to pay their shares of the debt.
 - The levy is to be paid by the Eagle Valley taxpayers.
 - The bonding replaces regular reorganization operating debt levy authority; that authority may only be used for any debt not covered by bonding.

EARLY LEARNING

FY 18 – 19 Biennium State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
VPK / Sch Readiness Plus	174,857	(51,466)	-	(51,602)	50,000
School Readiness		49,053	-	45,551	
Early Learning Scholarships	-	24,600	2,000	19,000	20,650
Parent Child Home		1,000	1,100	1,100	1,100
Help Me Grow	3,000	-	-	-	
Early Learning Total	177,857	23,187	3,100	14,049	71,750

EARLY LEARNING

FY 20 – 21 Biennium State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
VPK / Sch Readiness Plus	213,038	(54,026)	-	(54,268)	2,910
School Readiness		9,800		47,948	-
Early Learning Scholarships	-	24,600	5,000	20,000	21,650
Parent Child Home		1,000	1,100	1,100	1,100
Help Me Grow	3,000				
Early Learning Total	216,038	(18,626)	6,100	14,780	25,660

EARLY LEARNING

Voluntary PreK (VPK) / School Readiness Plus (SR+)

1. Creates a new School Readiness Plus program for FY 2018 and FY 2019 only.
2. Changes the VPK cap from a limit on the state total aid entitlement to a limit on number of participants.
 - For FY 2018, creates a combined cap of 6,160 participants for VPK and SR+
 - The cap of 6,160 covers the 3,160 FY 2017 VPK participants that have renewed their application for FY 2018, plus 3,000 new participants
 - For FY 2019, creates a combined cap of 7,160 participants for VPK and SR+.
 - For FY 2020 and later, SR+ sunsets and the cap for VPK is set at 3,160 participants.

EARLY LEARNING

Voluntary PreK (VPK) / School Readiness Plus

- **Application Process:**

- All applications submitted in January to renew a FY 2017 VPK program will be funded first (3,160 slots)
- Applications received in January 2017 for new or expanded VPK programs are still valid; however, these districts and charter schools may opt to apply for SR+ instead.
- No new applications will be accepted for VPK for FY 2018.
- New applications will be accepted for SR+ until July 1.
- All applications received in January for new or expanded VPK programs and received by July 1 for SR+ will be combined into a single priority list for each group (Minneapolis / St Paul districts, suburban districts, nonmetro districts, charter schools)

EARLY LEARNING

Voluntary PreK (VPK) / School Readiness Plus

The number of participant slots for each group is determined as follows:

	Minneapolis - St Paul	Metro Suburbs	Non-Metro	Charter	Total
% of FY17 K	9.56%	39.59%	42.97%	7.88%	100.00%
Total Slots - FY 18	589	2,439	2,646	486	6,160
FY 17 Renewals	240	1,208	1,464	248	3,160
New Slots - FY 18	349	1,231	1,182	238	3,000
Est Additional New Slots FY 19	95	396	430	79	1,000

EARLY LEARNING

Voluntary PreK (VPK) / School Readiness Plus

- **Application Process (continued):**

- All applications meeting program requirements will be rank-ordered based on three criteria:
 1. Free and reduced lunch concentration of students in kindergarten at the site* as of October 1 of the previous fiscal year;
 2. Proximity of a three- or four-star Parent Aware rated program; and
 3. Whether the district has implemented a mixed delivery program.

*However, a school site may contract to partner with a community based provider or Head Start, or establish an early childhood center, and use the free and reduced lunch concentration of students in kindergarten at the school site as long as those eligible children are prioritized and guaranteed services at the mixed-delivery site or early education center.

EARLY LEARNING

Voluntary PreK (VPK) / School Readiness Plus

- **Application Process (continued):**

- The number of new participants in each program will depend entirely on how the applicants rank on these three criteria within their respective groups.
- There is no set portion of new slots for VPK or SR+
- MDE must notify applicants by August 1, 2017 whether they have been selected for participation.
- For sites first qualifying in FY 2018 or 2019, under VPK or SR+, the new funding must be used to supplement not supplant existing spending for prekindergarten activities.

EARLY LEARNING

School Readiness Plus

- **SR+ Program Requirements:**

- (1) assess each child at program entry and exit;
- (2) provide a program and instruction aligned with state guidelines and based in research;
- (3) coordinate kindergarten transition;
- (4) involve parents;
- (5) coordinate with relevant community-based services;
- (6) cooperate with ABE and adult literacy programs;
- (7) ensure appropriate student-to-staff ratios and the presence of a licensed teacher;
- (8) have teachers knowledgeable in early childhood; and
- (9) provide at least 350 hours of instruction per year.

EARLY LEARNING School Readiness Plus

- **Mixed Delivery of Services:**
 - Authorizes a district or charter school to contract for the delivery of an SR+ program.
- **SR+ Program Student Eligibility:**
 - A child who is four years of age as of Sept 1 and who demonstrates one or more risk factors is eligible to participate in the program free of charge.
 - A child who is four years of age as of Sept 1 and who does not demonstrate any of those risk factors is eligible to participate on a fee-for-service basis.
 - A district must adopt a sliding fee schedule for students not demonstrating risk factors, but must waive the fee for participants unable to pay

ECFE FUNDING

- ECFE Allowance remains linked to General Ed formula allowance;
- ECFE allowance increases from \$139.54 to \$142.32 for FY 18 and \$145.18 for FY 19 and later due to formula allowance increase

OTHER EDUCATION FUNDING

FY 18 – 19 Biennium State Appropriations - \$ in Thousands

	Gov	House	Senate	Conf	Final
Debt Service Equalization	19,563	-	-		
Am. Indian Tribal Contract	3,728	-	-		3,728
Other (Misc Grants)	8,000	11,057	10,582	16,168	17,770
OTHER SUBTOTAL	31,291	11,057	10,582	16,168	21,498

OTHER EDUCATION FUNDING

FY 20 – 21 Biennium State Appropriations - \$ in Thousands

	Gov	House	Senate	Conf	FINAL
Debt Service Equalization	39,273				
Am. Indian Tribal Contract	4,602				211
Other (Misc Grants)	4,000	(6,335)	18,448	10,655	12,305
OTHER SUBTOTAL	47,875	(6,335)	18,448	10,655	12,516

Other Education Funding

- **American Indian Tribal Contract Aid**

- Continues the maximum aid per pupil unit at the FY 2017 level of \$3,230 for FY 2018 and FY 2019 only, instead of allowing it to decrease to \$1,500 beginning in FY 2018 as provided in current law.
- The decrease to \$1,500 will now occur beginning in FY 2020 unless a change is enacted before that.

SMALLER GRANTS AND AID CHANGES

FY 18 – 19 Biennium (\$ in Thousands)

	Gov	House	Senate	Conf	Final
ACT reimbursements		(3,000)	(3,000)	(3,000)	(3,000)
Adult Basic Education		(2,639)	-		
African American registry			264	200	200
Ag Educator Grants	1,000	250	500	500	500
Alt teacher prep		1,000	-	750	750
AP / IB stem grants			1,500	500	500
Center for the book		100	-	100	100

SMALLER GRANTS AND AID CHANGES

FY 18 – 19 Biennium (\$ in Thousands)

	Gov	House	Senate	Conf	Final
Charter lease - PSEO pupils			367	367	367
Concurr enroll tchr training				750	750
Crosswinds transition			640	640	640
CUE		440	500	440	440
Early ed access study			75	-	-
Ed innovation partners		310	-	-	
Ed Innovation Partners			410	410	410

SMALLER GRANTS AND AID CHANGES

FY 18 – 19 Biennium (\$ in Thousands)

	Gov	House	Senate	Conf	Final
Exp concurr enroll grants			750	750	
Ext time -Willmar		74	-	74	74
Foster kids ed stability		-	1,000	1,000	1,000
Full Service Commun Sch	2,000	-	-		
Grad incentive		25	25	25	25
Grow your own		1,000	750	1,000	1,000
HS transition grants			500	-	
Interdist deseg transp			(1,722)	(1,722)	(1,722)

SMALLER GRANTS AND AID CHANGES

FY 18 – 19 Biennium (\$ in Thousands)

	Gov	House	Senate	Conf	Final
Intermediate Mental Health		4,900	-	4,900	4,900
Literacy incentive cap			(3,083)	-	
Math corps		500	600	500	500
Max effort early repay			300	300	300
Museums		100	193	118	118
Northside Achiev Zone		200	(1,200)	200	200
Principals academy		100	100	100	100
Race to reduce water cons		(614)	-	(307)	(307)

SMALLER GRANTS AND AID CHANGES

FY 18 – 19 Biennium (\$ in Thousands)

	Gov	House	Senate	Conf	Final
Reading corps		1,000	6,000	1,000	2,650
Recovery programs			500	500	500
Rock and read		500	-	500	500
Rural CTE consortium			3,000	3,000	3,000
Sannah Foundation		1,000	-	1,000	1,000
SMSU sp ed teacher prep		253	-	253	253
Sp ed adj for closed prog			(738)	(738)	(738)
Sp ed teacher ed		-	253	-	

SMALLER GRANTS AND AID CHANGES

FY 18 – 19 Biennium (\$ in Thousands)

	Gov	House	Senate	Conf	Final
St Paul Promise		200	(1,200)	200	200
Starbase		398	898	398	350
Statewide regional partner					750
Student orgs		-	-	-	-
Student Support Staff	4,000	-	-		
Tchr shortage loan forgive		4,000	-	500	500
Transformation Zone Exp	1,000	960	2,400	960	960
Total Other	8,000	11,057	10,582	16,168	17,770

Grants

- **Mental Health Grants:**

- Appropriates \$2,450,000 for fiscal year 2018 and fiscal year 2019 only for grants to intermediate school districts and the Southwest West Central Service Cooperative for school-based mental health grants. Allocations are based on FY 2016 ADM at Federal setting 4 or higher.

- **Rural CTE Consortium:**

- Defines “rural career and technical education (CTE) consortium” as a voluntary collaboration of a service cooperative and other regional public and private partners that work together to provide career and technical education opportunities within the service cooperative’s multicounty service area.
- Identifies recipients of two-year grants:
 - For FY 18-FY 19, a consortium including SWWC Service Coop, SW MN State University and other regional public and private partners
 - For FY 20-21, a consortium including SC or SE Service Coop, and a consortium including the NW or NE Service Coop

Grants

- **Rural CTE Consortium (continued):**

- Requires a rural CTE consortium to:

1. focus on development of courses and programs that encourage collaboration;
2. develop new CTE programs that focus on the industry sectors that fuel the regional economy;
3. facilitate the development of highly trained and knowledgeable students equipped with technical and workplace skills;
4. improve access to CTE programs for students who attend sparsely populated rural school districts;
5. increase family and student awareness of the availability and benefit of CTE courses; and
6. provide capital start-up costs.

FACILITIES

- **Lead in school drinking water:**

- Requires the commissioners of health and education to develop a model plan to test for lead in school drinking water.
- Requires school districts and charter schools to adopt the model plan or an alternative plan to test school water for lead at least every five years.
- A school district must begin testing by July 1, 2018, and complete testing of all schools within five years.
- Allows school districts to include lead testing and remediation in their 10-year facilities plans and to use long-term facilities maintenance revenue for lead testing and remediation.
- Requires school districts and charter schools to make lead test results available to the public and to notify parents that this information is available.

FACILITIES

- **Review and Comment:**

- Directs the commissioner to include comments from district residents in the review and comment on capital project proposals.
- Requires a school board to hold a public meeting to review the commissioner's review and comment on a proposal before the bond election.

FACILITIES

- **Payments to Nonoperating Funds** – changes the payment schedule for nonoperating fund aids (e.g., debt service equalization) from 12 monthly installments to six monthly installments from July – December.
- **Alternative Facilities Hold Harmless** – specifies that a district qualifying for alternative facilities revenue for FY 2010 continues to be eligible for the hold harmless calculation in the LTFM formula that applies to alternative facilities districts if the district's square footage subsequently falls below the threshold for alternative facilities revenue.
- **Capital Loan Early Repayment Incentive** – adds Kelliher to the list of districts repaying capital loans in 2016 that qualify for this aid, at \$150,000 per year.

NUTRITION CONTRACTS

- Provides exception to the statute limiting school district contracts to two years with an option on the part of the district to renew for an additional two years.
- The exception states that a contract between a school board and a food service management company that complies with Code of Federal Regulations, title 7, section 210.16, may be renewed annually after its initial term for not more than four years.

NUTRITION CONTRACTS

- The regulation provides the following:
 - Prohibits districts from contracting with a food service management company to operate an a la carte food service unless the company agrees to offer free, reduced price and paid reimbursable lunches to all eligible children.
 - Regulates district operation of the food service, including requiring adherence to procurement standards, monitoring the food service, and establishing an advisory board to assist in menu planning.
 - Regulates the districts' invitations to bid.
 - Prohibits certain types of contracts, and requires certain provisions in the contracts.
 - Limits duration of contracts to one year, and options for renewal to no more than four additional years. Requires contracts to include a clause allowing termination by either party with 60-days' notice.

DISTRICT REORGANIZATION

- **Operating referendum adjustment for dissolution** – specifies that, for voluntary and involuntary dissolutions, the referendum allowance previously applied to neighboring districts to which all or part of a dissolved district is attached is not affected by the dissolution, and applies to the entire area of the new reorganized district. (Existing law specified that for voluntary consolidations, the referendum authority was cancelled for neighboring districts adding territory from the dissolved district.)
- **Crosswinds School** - Directs the commissioner of administration to offer the Crosswinds school for sale, consistent with existing law on the commissioner's authority to manage surplus state property. Clarifies that, for FY 2018 only, compensatory revenue, literacy incentive aid, and Q Comp revenue must be calculated using October 1, 2016 enrollments for a district that may operate a school at the Crosswinds site during the 2017-2018 school year.

TAX BILL

Income Taxes

Credit for attaining master's degree in teacher's licensure field.

- Allows a non-refundable individual income tax credit of \$2,500 to licensed K-12 teachers who complete a master's degree program in a core content area directly related to their field of licensure.
- Limits the credit to the amount a teacher pays for tuition, fees, and instructional materials, excluding amounts paid by the teacher's employer or through a scholarship.
- Limited to teachers who begin a program after June 30, 2017
- Teachers would claim the credit in the year they complete the degree.

TAX BILL

Property Taxes

- **School Building Bond Agricultural Credit** -- Property tax credit on all property classified as agricultural, excluding the house, garage, and one acre of an agricultural homestead, equal to 40 percent of the tax on the property attributable to school district bonded debt levies. Provides an open and standing appropriation to pay for the credit. Effective for taxes payable in 2018. (Note – Similar to Governor’s recommendation) \$34.8 M – FY 19; \$45.2 M FY 20; \$52.5 M FY 21
- **Maximum effort loan aid** -- Makes payments over a five-year period to school districts with a maximum effort loan outstanding as of 6/30/16 equal to the interest paid on the loan between 12/1/90 and 6/30/16. For a district with a capital loan outstanding as of 6/30/17, the aid is increased by the amount of interest paid on the loan between 6/30/17 and 6/30/21. Aid must be used to reduce current property tax levies or to finance a defeasance of future payments on outstanding bonded debt. Effective for fiscal years 2018 through 2022. \$3.29 M per year

TAX BILL

Sales and Use Taxes

- **Minnesota State High School League tickets and admissions** – tickets and admissions to games, events, and activities sponsored by the MSHSL are exempt from the sales tax. Effective for ten years, beginning after June 30, 2017, and ending July 1, 2027.



E-12 Policy Provisions

Adosh Unni, Director of Government Relations

May 25, 2017

Teachers: Licensure

Governance of Professional Educator Licensing and Standards Board (PELSB)

- 11 Governor-appointed members (6 teachers, 4 administrators, and 1 public member) to start 1/1/18
 - All but two of the members must not have served on current Board before 1/1/17
 - First appointments by 9/1/17
- PELSB will be consolidation of Board of Teaching and MDE Licensing Division
 - Licensing, Teacher Supply and Demand Report, STAR Reporting
 - All positions and employees transferred to PELSB on 1/1/18
- PELSB must adopt licensing rules by 7/1/18

Teachers: Licensure

Tiered Licensure: Tier 1

- Bachelor's degree for teaching in a content area; associates, professional certification, or 5 years relevant work for CTE courses.
- District/charter must post position and be unable to hire tier 2, 3, or 4 teacher.
- 1 year term. Content licenses can be renewed three times and more only with good cause. Can be renewed unlimited for CTE licenses or in shortage areas. District must post for other tiers for renewals.
- Must take content exams and cultural competency training upon first renewal
- Must participate in evaluation where possible and mentorship.
- Not part of collective bargaining unit

Teachers: Licensure

Tiered Licensure: Tier 2

- Bachelor's degree for teaching in a content area; associates, professional certification, or 5 years relevant work for CTE courses.
- 2 year terms, renewable 3 times
- Candidate must be enrolled in a prep program, have a master's degree in a specific content area, or meet one of the following:
 - At least 8 upper division/grad-level credits in relevant area
 - Field-specific methods of training
 - At least two years of teaching in similar area in any state
 - Passing score on pedagogy and content exams, or
 - Completion of teacher prep program

Teachers: Licensure

Tiered Licensure: Tier 2 (continued)

- Tier 2 license limited to content matter on application
- Before renewal, Tier 2 holder must participate in cultural competency training
- Up to two years of teaching under Tier 2 may be credited toward probationary period
- Must participate in evaluation where possible and mentorship

Teachers: Licensure

Tiered Licensure: Tier 3

- Bachelor's degree for teaching in a content area; associates, professional certification, or 5 years relevant work for CTE courses.
- 3 year terms; unlimited renewals.
- Must pass content and pedagogy tests, and one of the following:
 - Completion of approved teacher prep program
 - Completion of approved prep program that includes field-specific student teaching
 - Submission of a content-specific licensure portfolio
 - Professional teaching license from another state, in good standing, and two years of teaching experience
 - Three years of teaching experience under Tier 2 license and summative evaluation with no improvement process
- Must participate in evaluation and mentorship

Teachers: Licensure

Tiered Licensure: Tier 4

- Has completed the requirements for Tier 3
- Has completed a teacher preparation program
- Has at least 3 years of teaching experience in Minnesota
- Has obtained a passing score on skills test, content, and pedagogy exams
- Most recent summative evaluation did not result in improvement process
- Five year terms, unlimited renewals
- Must participate in evaluation and mentorship
- Current holders of five year licenses qualify for Tier 4
 - Those with expired five-year licenses qualify for Tier 4 without summative evaluation

Teachers: Licensure

Tiered Licensure

- Tier 3 and 4 require preparation on:
 - cultural competency
 - Behavior interventions
 - Reading preparation
 - Mental illness
- Current licensures convert to tiers
 - 1 year to Tier 1; 2 year to Tier 2, Five year to Tier 4
- An ESL teacher that provided content instruction as a highly qualified teacher under NCLB to English language learners to continue such instruction until end of 18/19 SY

Teachers: Preparation Programs

- Prep Program Reporting
- Alternative Teacher Preparation Programs
 - District, charter, or nonprofit may seek approval to run a program
 - Grants for alternative teacher prep programs to fill teacher shortage areas
 - Grants must be used to get program approval, expand programming, recruit teachers reflecting diversity, or establish professional development programs.
- Statewide Concurrent Enrollment Teacher Training Program
 - Expands Northwest Regional Partnership Program statewide
 - Partnership may contract with a postsecondary institution to establish a continuing education credit program to allow concurrent enrollment teachers to earn graduate credits.

Teachers: Unrequested Leave of Absence

- Eliminates statutory model of unrequested leaves of absence determined by seniority
- New statute requiring all boards and bargaining units to negotiate ULA plans.
- Effective January 1, 2019

Teachers: Alternative Teacher Professional Pay

- Changes in Q-Comp, now allow:
 - Hiring bonuses/other compensation to provide students with equitable access to teachers who are effective at closing the achievement gap, work in high needs positions, or are hired in hard-to-staff schools.
 - Incentives for teachers to obtain credits to teach concurrent enrollment
 - Fund Grow Your Own initiatives.

Every Student Succeeds Act (ESSA)

- Districts required to include in school performance reports
 - School performance reporting information
 - Calculations of proficiency rates required by ESSA
- Districts must develop, update, and post school performance reports that comply with WBWF requirements
- Commissioner must submit to the state ESSA plan to the legislature at least 30 days before submitting to the federal government
 - State plan must be aligned with WBWF as much as possible.

Testing

- ACT/SAT testing
 - Limits for whom schools pay the ACT/SAT costs to low-income students
 - Schools may require others to pay the cost of taking the test
 - School must waive the cost for a student unable to pay.
- Requires personal learning plans for students in grade 9 to inform parents of student achievement level on high school MCAs
 - Requires schools to tell students who do not meet or exceed MCA standards that public school is free until age 21.
- Adds to state form on ramifications around state tests in context of opting out

Reading Proficiency

- Identification and Notification
 - Identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher
 - Report on efforts to identify student with dyslexia using MDE identified screening tools.
 - Must annually notify parents of a student reading below grade level of student's progress
- Intervention
 - Encourages districts to develop personal learning plans for those unable to demonstrate proficiency on third grade reading MCA
 - Plan may include grade retention as a strategy
 - Requires intervention to continue until student is reading at grade level
- MDE must hire a dyslexia specialist

E-Learning Days

- Allows districts up to five days of e-learning due to inclement weather.
- Must develop a plan after consulting union. Plan must include
 - Accommodations for students without internet at home and devices for those without
 - Accessible options for those with disabilities
- Districts must notify parents at least two hours prior to normal school start time
- Teacher must be accessible both online and by telephone

Career and Technical Education Innovation Pilot Projects

- Allows groups of school districts to work with postsecondary institutions, community institutions, and other workplace partners.
- The goals include
 - provide education programs that integrate core academic and CTE subjects, leading to an industry certification
 - provide professional development
 - use performance assessments to measure students' technical skills and progress toward attaining an industry certification
 - efficiently share district, institution, and workplace resources.
- Two or more school districts collaborate and submit a plan to MDE for approval.
- Districts report to the legislature biennially on results
- MDE must convene an advisory panel and ensure an equitable geographical distribution

Innovation Research Zones Pilot Program

- One or more schools may join to form an innovation zone partnership. This partnership can include postsecondary institutions, other units of local government, nonprofit, and for-profit organizations.
 - Example research models include personalized learning, collaborative leadership, and real-world models
- Innovation plan must be submitted to MDE
- Innovation zones can get exemptions from certain state law
- MDE must convene an Innovation Research Zone Advisory Panel to review plans.
- Limited to three innovation zone plans in the seven-county metro and three in greater Minnesota

Data Disaggregation

Rollout Sites

- One year delay for rollout sites to allow for stakeholder engagement and a working group to make recommendations for state wide implementation.
- Up to six sites that should represent urban, suburban, rural and charter schools.
- The stakeholders will be able to discuss adding or removing ethnicities, and determine how frequently edits should happen into the future.

Statewide Implementation: two year delay

Data disaggregation limited to 23 ethnicities.

Post-Secondary Options

- Creates a clear definition for concurrent enrollment:
 - A nonsectarian course in which an eligible pupil enrolls to earn both secondary and postsecondary credit, are taught by a secondary teacher or postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment aid.
- Districts and postsecondary institutions are encouraged to develop and offer “introduction to teaching” concurrent enrollment courses.
 - Intended to encourage students, especially students of color and American Indian students, to consider teaching.
- A school must allow students enrolled in a PSEO course to remain at the site during the regular school day and requires school to adopt a policy that provides reasonable access to computers and technology during the school day
- School board must adopt a policy regarding weighted GPA for students in dual enrollment courses

Charters

- Requires charters to align their prekindergarten or preschool admission requirements with those of their K-12 programs.
- If there is a withdrawal, authorizers are required to provide a letter to the charter to give to families that explains the reasons for withdrawal
- Prohibits the placement of charter students in classrooms with teachers on an improvement plan if the student was with a teacher in the prior year who had been disciplined under the evaluation statute

Positive Behavioral Interventions and Supports

- Defines positive behavioral interventions and supports (PBIS)
 - Evidence-based framework for preventing problem behavior
 - Providing instruction and support for positive behavior and supporting social, emotional, and behavioral needs of students
 - Key components:
 - Establishing positively stated and representative behavioral expectations
 - Implementing a system that reinforces positive behavior and specialized supports for negative behavior
 - Data driven decision making
 - Team based approach

Special Education

Third Party Reimbursement

- Districts must provide notice to a parent of a child enrolled in medical assistance or MinnesotaCare of its intent to seek reimbursement from the public health coverage plan for evaluations required as part of the IEP or family service plan (FSP) process, and for health-related services provided by the district in accordance with the IEP or FSP.
- A district may enroll as a provider in the medical assistance program and receive medical assistance payments for covered evaluations and special education services provided to persons eligible for medical assistance.

Special Education

- Repeal of the Special Education Online IEP system
- Southwest Minnesota State University special education teacher program
 - Expands participants to include those teaching special education under a variance or as a community expert.
- Special education assistive technology study
 - Commissioner must examine use of assistive technology in districts and report to legislature.

Early Learning Scholarships

- Pathway II Freeze
- Quality Requirement pushed back to 2020.

Perpich Center for Arts Education

- Commissioner or designee becomes an ex-officio, nonvoting member of the Perpich board
- Licensure
 - Director of Perpich must hold a Minnesota superintendent license
 - All Perpich teachers must hold Minnesota teaching licenses
- Director must report annually to legislature on:
 - Outreach activities
 - Enrollment trends
 - Academic achievement

Other Items

- Maintains students awaiting foster care placement as eligible for transportation funding after the federal definition of homeless student removed students awaiting foster care placement.
- Adds to open enrollment a priority for students who do not reside in a school district if they reside in a municipality where:
 - The nonresident district operates a building
 - The municipality is at least partially within the boundaries of at least five districts
 - The nonresident districts at least one building in the municipality
 - No other districts operate a school building in the municipality
- Educational Stability for Students in Foster Care
 - Pilot project to incentivize districts and counties to partner to help keep foster care students enrolled in school of origin.

Other Items

- Repeals an outdated definition of American Indian child
- Adds instruction in citizenship and economics to list of subjects for compulsory instruction
- Corrects PE standards name
- Emily's law
 - Allows districts to include child sexual abuse prevention instruction in a health curriculum and train staff
 - Districts can accept funds from other sources for child sexual abuse prevention programs
- Clarifies that MDE may provide advice and instruction to district and charter libraries.

Grants

- New AP/IB grant: allows MDE to award AP/IB grants to districts that increase AP/IB STEM offerings to low-income and disadvantaged students.
- Funding under existing recovery school grants now allowed for approved unreimbursed pupil transportation
- Education Stability for Students in Foster Care
 - Pilot project to incentivize districts and counties to partner to help keep foster care students enrolled in school of origin.

Questions?



Thank you!



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