

1.1ARTICLE 1

1.2HIGHER EDUCATION APPROPRIATIONS

1.3Section 1. APPROPRIATIONS.

1.4The sums shown in the columns marked "Appropriations" are added to the

1.5appropriations in Laws 2015, chapter 69, article 1, unless otherwise specified, to the

1.6agencies and for the purposes specified in this article. The appropriations are from the

1.7general fund, or another named fund, and are available for the fiscal years indicated

1.8for each purpose. The figures "2016" and "2017" used in this article mean that the

1.9appropriations listed under them are available for the fiscal year ending June 30, 2016, or

1.10June 30, 2017, respectively. "The first year" is fiscal year 2016. "The second year" is fiscal

1.11year 2017. "The biennium" is fiscal years 2016 and 2017.

APPROPRIATIONS	
Available for the Year	
Ending June 30	
2016	2017

1.16Sec. 2. MINNESOTA OFFICE OF HIGHER

1.17EDUCATION

Subdivision 1. Total Appropriations	\$	100,000	\$	18,335,000
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1.19The amounts that may be spent for each

1.20purpose are specified in the following

1.21subdivisions.

Subd. 2. Equity in Postsecondary Education Grants	-0-	14,320,000
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1.24For equity in postsecondary attainment

1.25grants under section 15. This appropriation

1.26is available until June 30, 2020. Of this

1.27appropriation, \$100,000 may be used for

1.28administration expenses to administer

1.29the grant program. This is a onetime

1.30appropriation.

Subd. 3. Teacher Diversity Recommendation and Report	-0-	80,000
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1.33For the teacher diversity recommendation

1.34and report under section 19. This is a onetime

1.35appropriation.

2.1	<u>Subd. 4. State Grant</u>	<u>-0-</u>	<u>2,500,000</u>
2.2	<u>For the state grant program under Minnesota</u>		
2.3	<u>Statutes, section 136A.121. This is a onetime</u>		
2.4	<u>appropriation.</u>		
2.5	<u>Subd. 5. Dual Credit, Parent Information</u>	<u>-0-</u>	<u>25,000</u>
2.6	<u>For the purpose of obtaining and providing</u>		
2.7	<u>information under Minnesota Statutes,</u>		
2.8	<u>section 136A.87, paragraph (b). The base for</u>		
2.9	<u>fiscal year 2018 and later is \$20,000.</u>		
2.10	<u>Subd. 6. Addiction Medicine Graduate</u>		
2.11	<u>Fellowship Program</u>	<u>-0-</u>	<u>210,000</u>
2.12	<u>For establishing a grant program used to</u>		
2.13	<u>support up to four physicians who are</u>		
2.14	<u>enrolled each year in an addiction medicine</u>		
2.15	<u>fellowship program. A grant recipient must</u>		
2.16	<u>be enrolled in a program that trains fellows</u>		
2.17	<u>in diagnostic interviewing, motivational</u>		
2.18	<u>interviewing, addiction counseling,</u>		
2.19	<u>recognition and care of common acute</u>		
2.20	<u>withdrawal syndromes and complications,</u>		
2.21	<u>pharmacotherapies of addictive disorders,</u>		
2.22	<u>epidemiology and pathophysiology of</u>		
2.23	<u>addiction, addictive disorders in special</u>		
2.24	<u>populations, secondary interventions, use</u>		
2.25	<u>of screening and diagnostic instruments,</u>		
2.26	<u>inpatient care, and working within a</u>		
2.27	<u>multidisciplinary team, and prepares doctors</u>		
2.28	<u>to practice addiction medicine in rural and</u>		
2.29	<u>underserved areas of the state. The base for</u>		
2.30	<u>this program is \$210,000 in fiscal year 2018</u>		
2.31	<u>and 2019 and is zero in fiscal year 2020.</u>		
2.32	<u>Subd. 7. Minnesota Hmong Chamber of</u>		
2.33	<u>Commerce; PROCEED, Inc.</u>	<u>100,000</u>	<u>-0-</u>
2.34	<u>For equal grants to the Minnesota Hmong</u>		
2.35	<u>Chamber of Commerce and the Progressive</u>		

3.1	<u>Center for Education and Economic</u>			
3.2	<u>Development, Inc. The grants are for the</u>			
3.3	<u>purpose of activities and capacity building</u>			
3.4	<u>to make connections between education and</u>			
3.5	<u>employment for individuals through existing</u>			
3.6	<u>programs and otherwise. Existing programs</u>			
3.7	<u>include the dual training program under</u>			
3.8	<u>Minnesota Statutes, section 136A.246. Each</u>			
3.9	<u>grantee must report to the commissioner by</u>			
3.10	<u>January 15, 2018, on the use of grant funds,</u>			
3.11	<u>the number of individuals served, and the</u>			
3.12	<u>outcome for individuals served. This is a</u>			
3.13	<u>onetime appropriation and is available until</u>			
3.14	<u>June 30, 2019.</u>			
3.15	<u>Subd. 8. Dual Training</u>	-0-		<u>200,000</u>
3.16	<u>For making grants under Minnesota Statutes,</u>			
3.17	<u>section 136A.246, subdivision 8a.</u>			
3.18	<u>Subd. 9. Student and Employer Connection</u>			
3.19	<u>Information System</u>	-0-		<u>1,000,000</u>
3.20	<u>For student and employer connection</u>			
3.21	<u>information system under section 18. Up</u>			
3.22	<u>to \$25,000 of this appropriation may be</u>			
3.23	<u>spent for administrative expenses related</u>			
3.24	<u>to the appropriation. This is a onetime</u>			
3.25	<u>appropriation and is available until June 30,</u>			
3.26	<u>2019.</u>			
3.27	<u>EFFECTIVE DATE. Subdivision 7 is effective the day following final enactment.</u>			
3.28	<u>Sec. 3. BOARD OF TRUSTEES OF THE</u>			
3.29	<u>MINNESOTA STATE COLLEGES AND</u>			
3.30	<u>UNIVERSITIES</u>			
3.31	<u>Subdivision 1. Total Appropriations</u>	\$	-0- \$	<u>11,250,000</u>
3.32	<u>The amounts that may be spent for each</u>			
3.33	<u>purpose are specified in the following</u>			
3.34	<u>subdivisions.</u>			

4.1	<u>Subd. 2. Additional Campus Program Support</u>	<u>-0-</u>	<u>10,000,000</u>
4.2	<u>Only for campus programs or services that</u>		
4.3	<u>affect students.</u>		
4.4	<u>Subd. 3. Principals' Leadership Institute</u>	<u>-0-</u>	<u>200,000</u>
4.5	<u>For a grant to the Minnesota State University</u>		
4.6	<u>Mankato Principals' Leadership Institute</u>		
4.7	<u>under Minnesota Statutes, section 136A.89.</u>		
4.8	<u>Subd. 4. Early Childhood Online Program</u>	<u>-0-</u>	<u>100,000</u>
4.9	<u>To develop a multicampus online program</u>		
4.10	<u>for early childhood teacher preparation. This</u>		
4.11	<u>is a onetime appropriation.</u>		
4.12	<u>Subd. 5. MnSCU Open Textbooks</u>	<u>-0-</u>	<u>100,000</u>
4.13	<u>(a) For programs on system campuses</u>		
4.14	<u>that promote adoption of open textbooks.</u>		
4.15	<u>Programs must focus on the review, creation,</u>		
4.16	<u>and promotion of new or existing open</u>		
4.17	<u>textbooks and on saving money for students</u>		
4.18	<u>while meeting the academic needs of faculty.</u>		
4.19	<u>This is a onetime appropriation.</u>		
4.20	<u>(b) By January 15, 2017, the board shall</u>		
4.21	<u>report to the chairs and ranking minority</u>		
4.22	<u>members of the legislative committees with</u>		
4.23	<u>jurisdiction over higher education regarding</u>		
4.24	<u>the progress of the pilot programs. The</u>		
4.25	<u>report shall include a summary of each pilot</u>		
4.26	<u>program and the total savings expected for</u>		
4.27	<u>students as a result of the programs.</u>		
4.28	<u>Subd. 6. MnSCU Open Textbook Library</u>	<u>-0-</u>	<u>100,000</u>
4.29	<u>To expand and promote the open textbook</u>		
4.30	<u>library to faculty across the state. This is a</u>		
4.31	<u>onetime appropriation.</u>		
4.32	<u>Subd. 7. Developmentally Delayed Student</u>		
4.33	<u>Pilot</u>	<u>-0-</u>	<u>750,000</u>

5.1 For the pilot program for developmentally
5.2 delayed students under section 17. The base
5.3 for fiscal year 2018 and later is \$853,000.

5.4 Sec. 4. **BOARD OF REGENTS OF THE**
5.5 **UNIVERSITY OF MINNESOTA**

5.6 Subdivision 1. **Total Appropriation** \$ -0- \$ **18,000,000**

5.7 The amounts that may be spent for each
5.8 purpose are specified in the following
5.9 subdivisions.

5.10 Subd. 2. **Health Restoration** -0- **5,000,000**

5.11 This appropriation is for the following
5.12 activities:

5.13 \$3,000,000 is for support for faculty
5.14 physicians who teach at eight residency
5.15 program sites, including medical resident and
5.16 student training programs in the Department
5.17 of Family Medicine.

5.18 \$1,000,000 is for the Mobile Dental Clinic,
5.19 in which dental students provide patient care
5.20 as part of their clinical education and training
5.21 under the supervision of faculty dentists.

5.22 \$1,000,000 is for expansion of geriatric
5.23 education and family programs.

5.24 Subd. 3. **Tuition Relief** -0- **13,000,000**

5.25 For undergraduate student tuition relief for
5.26 Minnesota residents. The Board of Regents
5.27 is requested not to offset the tuition relief
5.28 by increases in mandatory fees, charges, or
5.29 other assessments to the student.

5.30 Sec. 5. **MNSCU TWO-YEAR COLLEGE PROGRAM; ADMINISTRATIVE**
5.31 **COSTS.**

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

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

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

122A.74 PRINCIPALS' LEADERSHIP INSTITUTE, UNIVERSITY OF MINNESOTA.

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

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

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

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

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

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

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

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

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

(f) The school board annually shall forward its list of recommended participants to the commissioner by February 1. In addition, a principal may submit an application directly to the commissioner by February 1. The commissioner shall notify the school

board, the principal candidates, and the University of Minnesota of the principals selected to participate in the Principals' Leadership Institute each year.

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

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

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

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

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

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

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

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

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

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

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

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

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

136A.87 PLANNING INFORMATION FOR POSTSECONDARY EDUCATION.

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

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

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

(1) the need to start planning early;

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

(3) suggestions for studying effectively during high school;

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

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

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

(7) ways to evaluate and select postsecondary institutions;

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

(9) the costs of postsecondary education and the availability of financial assistance in meeting these costs, including specific information about the Minnesota Promise;

(10) the interrelationship of assistance from student financial aid, public assistance, and job training programs; and

(11) financial planning for postsecondary education.

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

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

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

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

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

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

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

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

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

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

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

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

Sec. 14. **[136F.33] SUPPLEMENTAL AND DEVELOPMENTAL EDUCATION.**

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

(b) "Academic weakness" means an academic skill determined to be below college ready according to a formalized assessment.

(c) "Corequisite" means a course or other requirement that is taken simultaneously with a credit-bearing course for the purpose of providing targeted support.

(d) "Credit-bearing course" means a college entry-level course that meets the requirements for a diploma, certificate, or degree.

(e) "Developmental education" means the building of foundational skills in noncredit courses or programs to promote academic success in college-level coursework.

(f) "Gateway course" means an initial credit-bearing course in a subject.

(g) "Supplemental instruction" means a targeted support model for students with academic weaknesses to promote academic success in credit-bearing courses.

(h) "Targeted support" means academic support, including but not limited to tutoring and directed group study time, related to increasing a student's understanding of a credit-bearing course.

Subd. 2. **Program requirements.** (a) The board shall develop and implement varied research-grounded tiered approaches to supplemental instruction and developmental education based on student academic readiness. The tiered approach must minimize the placement of students in developmental education under subdivision 5 by providing a supplemental instruction course structure that results in earning the equivalent of credit in a credit-bearing course while providing targeted support to a student who:

(1) did not meet the minimum course placement criteria for a credit-bearing course; and

(2) using multiple measures of assessment, is identified as likely to succeed in a credit-bearing course if targeted support is provided.

11.1 (b) The board shall establish campus-specific tiered approaches including strategies
11.2 under subdivision 3 that are:

11.3 (1) focused on the skills and competencies essential for success in the math and
11.4 English college-level courses; and

11.5 (2) based on the nature of individual campus academic programming and the needs
11.6 of specific campus student populations.

11.7 (c) To facilitate the transfer of credits, the transcript record for a supplemental
11.8 instruction course must include a credit-bearing course or a designation of equivalency to
11.9 a specific credit-bearing course.

11.10 (d) The board shall make available to students on its Web site, in course catalogs, and
11.11 by other methods at the discretion of the board, the supplemental instruction, developmental
11.12 education, and corequisite courses offered at a particular college or university.

11.13 Subd. 3. **Support strategies.** (a) The board shall continuously monitor and adopt
11.14 strategies that have the potential or that have proven to increase the placement and success
11.15 of students in credit-bearing courses. If the board finds that strategies are successful at
11.16 one campus or program, the board must assess whether the strategies would be beneficial
11.17 campuswide or systemwide and, if it determines that it would, must implement the strategy
11.18 for all campus or system programs in which the strategy is predicted to be successful. The
11.19 board may discontinue the strategy for those programs where it does not prove beneficial.

11.20 (b) Consistent with subdivision 2, strategies may include, but are not limited to:

11.21 (1) replacing developmental or remedial courses, when appropriate, with corequisite
11.22 courses in which students with academic weaknesses are placed into introductory
11.23 credit-bearing courses while receiving supplemental academic instruction on the same
11.24 subject and during the same term;

11.25 (2) expanding proactive advising, including the use of early alert systems or
11.26 requiring the approval of an adviser or counselor to register for certain classes;

11.27 (3) developing meta-majors in broad academic disciplines as an alternative to
11.28 undecided majors;

11.29 (4) making available alternative mathematics curriculum, including curriculum most
11.30 relevant to the student's chosen area of study;

11.31 (5) implementing "opt-out scheduling" by automatically enrolling students in a
11.32 schedule of courses chosen by the student's department but allowing students to disenroll
11.33 from those courses if they meet with an academic adviser and cosign a change of
11.34 enrollment form; and

11.35 (6) facilitating the transfer of credits between state colleges and universities.

12.1 Subd. 4. **Assessments and advising.** (a) Common student placement assessments
12.2 must provide information identifying academic weaknesses that must be provided to the
12.3 student. A student assessed below college ready must be provided:

- 12.4 (1) materials designed to address identified academic weaknesses;
12.5 (2) support to prepare for and retake placement assessments;
12.6 (3) postassessment advising to assist in making informed decisions on identifying
12.7 academic weaknesses and targeting supplemental instruction options; and
12.8 (4) additional targeted support while enrolled in college-level math and English
12.9 courses.

12.10 (b) Intrusive advising must be provided to a student who participates in supplemental
12.11 instruction programs but has been unsuccessful in achieving academic success. Advising
12.12 must include career and employment options, alternative career pathways, and related
12.13 educational opportunities.

12.14 Subd. 5. **Developmental education.** (a) The board shall create a framework to
12.15 redesign developmental education to provide a student who does not meet the criteria for
12.16 inclusion in a supplemental instruction course the opportunity to complete gateway math
12.17 and English courses within one academic year. The board must provide developmental
12.18 education to a student or advise the student to enroll in adult basic education.

12.19 (b) The board shall not require a student who has successfully taken a developmental
12.20 course under section 124D.09, subdivision 10, to participate in a developmental education
12.21 course in the same subject area.

12.22 Subd. 6. **Report.** Annually by January 15, the board shall report to the chairs and
12.23 ranking minority members of the legislative committees with primary jurisdiction over
12.24 higher education finance on the goal of increasing the placement and success of students
12.25 in credit-bearing courses. The report must, at a minimum, include:

- 12.26 (1) the following information on board activities:
12.27 (i) strategies the board has adopted at each campus under subdivision 2, paragraph (b);
12.28 (ii) strategies that have been discontinued at each campus; and
12.29 (iii) strategies being considered for systemwide implementation; and
12.30 (2) the following information on students:
12.31 (i) the number and percent of students placed in developmental education;
12.32 (ii) the number and percent of students who complete developmental education
12.33 within one academic year;
12.34 (iii) the number and percent of students that complete gateway courses in math
12.35 and English in one academic year;
12.36 (iv) the student retention rate;

- 13.1 (v) time to complete a degree or certificate; and
 13.2 (vi) credits earned by those completing a degree, certificate, or other program.
 13.3 The report must disaggregate student data by race, ethnicity, Pell Grant eligibility,
 13.4 and age and provide aggregate data.

13.5 Sec. 15. **EQUITY IN EDUCATION AND JOB CONNECTION GRANT**
 13.6 **PROGRAM.**

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

- 13.15 (1) academic and nonacademic counseling or advising;
 13.16 (2) mentoring in education and career opportunities;
 13.17 (3) structured tutoring;
 13.18 (4) career awareness and exploration including internships and post graduation
 13.19 job placements;
 13.20 (5) orientation to college life;
 13.21 (6) financial aid counseling;
 13.22 (7) academic instruction programs in core curricular areas of mathematics and
 13.23 language arts;
 13.24 (8) supplemental instruction programs for college courses with high failure and
 13.25 withdrawal rates; and

13.26 (9) co-requisite college course models for delivery of academic support.
 13.27 (b) The office shall structure the grants for sustainability of programs funded by a
 13.28 grant.
 13.29 (c) To the extent there are sufficient qualified applicants, approximately 50 percent
 13.30 of grant dollars must be awarded to private organization programs.

13.31 Subd. 2. **Application process.** (a) The commissioner shall develop a grant
 13.32 application process. The commissioner shall attempt to support projects in a manner that
 13.33 ensures that eligible students throughout the state have access to program services.

13.34 (b) The grant application must include, at a minimum, the following information:

- 14.1 (1) a description of the characteristics of the students to be served reflective of the
 14.2 need for services listed in subdivision 1;
- 14.3 (2) a description of the services to be provided and a timeline for implementation
 14.4 of the service activities;
- 14.5 (3) a description of how the services provided will foster postsecondary retention
 14.6 and completion;
- 14.7 (4) a description of how the services will be evaluated to determine whether the
 14.8 program goals were met;
- 14.9 (5) the history of the applicant in achieving successful improvements using the
 14.10 services for which a grant is sought;
- 14.11 (6) the assumed cost per student of achieving successful outcomes;
- 14.12 (7) the effect of the grant on assisting students to obtain well-paying jobs;
- 14.13 (8) the proposed grant match;
- 14.14 (9) the organizational commitment to program sustainability; and
- 14.15 (10) other information as identified by the commissioner.

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

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

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

- 14.26 (1) number of students served;
- 14.27 (2) course taking and grade point average of participating students;
- 14.28 (3) persistence and retention rates of participating students;
- 14.29 (4) postsecondary graduation rates of participating students;
- 14.30 (5) the number of students who required postsecondary academic remediation and
 14.31 number of remedial courses for each of those students and in the aggregate; and
- 14.32 (6) jobs and wage rates of students after postsecondary graduation.

14.33 To the extent possible, the report must breakdown outcomes by Pell grant qualification,
 14.34 race, and ethnicity.

14.35 Subd. 5. **Legislative report.** By January 15 of each year through 2021, the office
 14.36 shall submit a report to the chairs and ranking minority members of the committees in the

15.1 house of representatives and the senate with jurisdiction over higher education finance
15.2 regarding the grant recipients and their activities. The report shall include information
15.3 about the students served, the organizations providing services, program activities,
15.4 program goals and outcomes, and program revenue sources and funding levels.

15.5 Sec. 16. **STATE GRANT TUITION CAPS.**

15.6 For the purposes of the state grant program under Minnesota Statutes, section
15.7 136A.121, for the fiscal year ending June 30, 2017, the tuition maximum is \$5,736
15.8 for students in two-year programs and the tuition maximum is \$14,186 for students in
15.9 four-year programs.

15.10 Sec. 17. **STATE UNIVERSITIES; PILOT PROGRAM FOR STUDENTS WITH**
15.11 **INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.**

15.12 Subdivision 1. **Pilot program created.** (a) The Board of Trustees of the Minnesota
15.13 State Colleges and Universities must offer a pilot academic program as described in
15.14 this section for students with intellectual and developmental disabilities. The pilot is for
15.15 students entering the program in the 2017-2018 academic year. The program must be
15.16 offered at a total of four state university or college campuses that have the ability to offer
15.17 a robust program using existing facilities, including residential facilities. The campuses
15.18 selected must, to the extent possible, be located in different geographic regions of the state.

15.19 (b) In designing the pilot program, the Board of Trustees must consult with PACER
15.20 Center, Inc., the Minnesota Governor's Council on Developmental Disabilities, Arc
15.21 Minnesota, and other interested stakeholder groups. The board must also consult with
15.22 administrators of similar programs at other postsecondary institutions.

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

15.30 Subd. 3. **Program curriculum and activities.** (a) The pilot program must provide
15.31 an inclusive, two-year full-time residential college experience for students with intellectual
15.32 and developmental disabilities. The required curriculum must include core courses
15.33 that develop life skills, financial literacy, and the ability to live independently; rigorous
15.34 academic work in a student's chosen field of study; and an internship, apprenticeship, or

16.1 other skills-based experience to prepare for meaningful employment upon completion
16.2 of the program.

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

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

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

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

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

16.21 Sec. 18. **STUDENT AND EMPLOYER CONNECTION INFORMATION**
16.22 **SYSTEM.**

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

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

16.33 Sec. 19. **COMMISSIONER OF THE OFFICE OF HIGHER EDUCATION;**
16.34 **TEACHER DIVERSITY RECOMMENDATIONS AND REPORT.**

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

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

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

(2) expanding pathways to licensure by encouraging districts to develop programs with two- and four-year institutions and with community-based organizations to recruit and support diverse populations of enrolled students, nonlicensed district employees, and local community members in becoming licensed teachers in the district, facilitating the ability of diverse, nontraditional teacher candidates to change careers and pursue licensure through community college pathways, bachelor's degree programs or postbaccalaureate teacher preparation programs, and creating statewide campaigns to encourage diverse candidates to become licensed teachers;

(3) providing diverse teacher licensure candidates with the preparation and skills needed to become effective teachers, removing inequitable barriers to licensure presented by licensure exams, and for purposes of attaining a full professional license, allowing candidates to demonstrate their skills proficiency through alternatives to teacher skills and college entrance exams;

(4) providing financial assistance and incentives such as scholarships, student teaching stipends, and loan forgiveness programs to encourage diverse individuals to attain a teaching, counseling, or social work license or advanced degree, otherwise improve their

18.1 professional practice, or become school administrators, and using a hiring bonus to recruit
18.2 more diverse teachers into a district or school; and

18.3 (5) supporting induction and retention programs by funding teacher residency and
18.4 mentoring programs that support the retention and professional development of diverse
18.5 teachers and focusing teachers' professional development opportunities on cultural fluency
18.6 and competency.

18.7 (c) The commissioner must include in the report, as appropriate, any
18.8 recommendations for amendments to the following statutes and any related statutes:

18.9 (1) the world's best work force under Minnesota Statutes, section 120B.11;

18.10 (2) regional centers of excellence under Minnesota Statutes, section 120B.115;

18.11 (3) Board of Teaching duties under Minnesota Statutes, section 122A.09,
18.12 subdivisions 4 and 4a;

18.13 (4) teacher continuing or employment contracts and peer review and mentorship
18.14 under Minnesota Statutes, sections 122A.40 and 122A.41;

18.15 (5) the alternative teacher professional pay system agreement under Minnesota
18.16 Statutes, section 122A.414, subdivision 2;

18.17 (6) staff development programs under Minnesota Statutes, section 122A.60;

18.18 (7) American Indian grants, scholarships, and loan programs under Minnesota
18.19 Statutes, section 122A.63;

18.20 (8) teacher residency programs under Minnesota Statutes, section 122A.68;

18.21 (9) the ability of the Board of Teaching to arrange for student teachers under
18.22 Minnesota Statutes, section 122A.69;

18.23 (10) the ability of school districts to develop mentoring programs for teachers of
18.24 color under Minnesota Statutes, section 122A.70;

18.25 (11) the legislature's support of research on the effectiveness of teacher preparation
18.26 programs under Minnesota Statutes, section 122A.71;

18.27 (12) teacher centers to help teachers learn, experiment, assess, and improve to meet
18.28 students' needs under Minnesota Statutes, section 122A.72; and

18.29 (13) the teacher shortage loan forgiveness program under Minnesota Statutes,
18.30 section 136A.1791.

18.31 (d) The commissioner must submit the report to the chairs and ranking minority
18.32 members of the committees in the house of representatives and the senate with jurisdiction
18.33 over education by February 1, 2017.

APPENDIX
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