

MINNESOTA YOUTH COUNCIL



An Initiative of Minnesota Alliance With Youth



Minnesota Youth Council Committee

Annual Report

91st Legislature

2017

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I. Introduction

The 2017 Minnesota State Legislative Session was the fourth session in which the Minnesota Youth Council Committee represented the voices and interests of youth from across the state. The Minnesota Youth Council Committee grew out of an interest by the Minnesota Youth Council [MYC], a diverse group of 72 youth and adults representing each congressional district of Minnesota. The MYC's mission is to "work together to mobilize the 325,000+ middle and high school aged people to work towards a Minnesota where no decision is made about them without them!"

The MYC is an initiative of Minnesota Alliance With Youth, a statewide nonprofit that serves as a leading youth development capacity-builder, convener, and collaborator in Minnesota. Legislation in 2013 formalized the relationship between the Minnesota Youth Council youth members and the Minnesota Legislature, putting youth voice into law with the formation of the Minnesota Youth Council Committee [MYCC]. Representatives from each party within the House and Senate act as liaisons to the Minnesota Youth Council Committee. This year the committee worked with Representatives Ward and West, and Senators Cwodzinski and Hall. We worked closely with Senator Hall's Legislative Assistant, Mr. Ryan Altman, to provide support and guidance.

II. Minnesota Youth Council Committee Members

- Shreya Ram, Wayzata High School, MYCC co-chair
- Jacob Schimetz, Anoka High School, MYCC co-chair
- Grace Greason, Rochester Mayo High School
- Alyssa DeGrand, Rochester Century High School
- Hannah Wehman, Winona High School
- ZamZam Shalle, Rochester Century High School
- Rayanah Richmond, Northfield High School
- Angelo Perez, Northfield High School
- Tiaryn Daniels, Park Center High School
- Nuurasuu Tufaa, Breck School
- Jack Prince, The Blake School
- Lupe Thornhill, High School For Recording Arts
- Elena Medeiros, Saint Paul Central High School
- Fatima Menawa, Stillwater High School
- Jessica Mendoza, Roseville Area High School
- Dontae Holland, Minnesota Transitions Charter School
- Hodan Osman, Minneapolis Edison High School
- Bryan Forsman, Minneapolis Washburn High School
- Avia Kaner-Roth, Saint Louis Park High School
- Kyra Tiffany, Anoka High School
- Megan Phillips, Chanhassen High School
- Heather Weller, New York Mills High School
- Emily Risberg, Voyageurs Expeditionary High School [Bemidji]
- Heather Quarntstrom, North Lakes Academy Charter School [Forest Lake]

- Adam Herwig, Mora High School
- Baylie Norris, Greenway High School
- Hannah Erickson, Greenway High School
- Michelle Onyekaba, Coon Rapids High School
- Coralie Maldonado, North Saint Paul High School
- Cole Hartman, Wayzata High School
- Colin McConkey, The Blake School

III. Bill Selection

Bill selection began with the Minnesota Youth Council’s Policy Committee. The Policy Committee began the year by determining issues areas to focus on. We conducted a wide array of research, most notably through two surveys. The first included the Minnesota Department of Education’s [Minnesota Student Survey](#). The second was a survey created by youth members. Key overlapping themes of each survey included:

- Bullying
- Engagement
- Crime, Safety + Gangs
- Safety, comfort + Well-being [at home, too]
- School Safe Spaces
- Extracurricular support

These holistic themes eventually became the basis of our omnibus bill, *Supporting the Whole Student* [SF 2426]. The decision-making process was entirely youth-led. The MYCC co-chairs led the planning of issues areas, and youth members were the only members of MYC who had voting rights. All decisions ultimately came down to the youth members who were participating in the legislative meeting.

IV. Committee Meetings

This year, MYCC held three legislative meetings: January 27th, March 21st, and April 21st.

During the meetings, the MYCC heard a formal presentation of bills, then were able to ask questions of testifiers about the legislation. After questions, the MYCC held a roll call vote on whether the MYC should support the legislation. The committee also sent letters explaining why the MYCC did or did not vote to support legislation and provide further comments on the legislation. There are now votes on the record of how MYCC members voted, and written statements explaining the committee’s decision.

V. Highlights

Highlights of this past year include the MYCC introducing its first youth omnibus bill ever! We look forward to continuing momentum into the 2018 session. Youth members of the Education Committee [otherwise known as the Student Advisory Committee to their partner, the Minnesota Department of Education] also created a white paper entitled: [A User-Driven Education System in Minnesota: Supplementing Standardized Tests with Comprehensive Needs Assessments and Community Developed Discipline Policies](#). MYC members look forward to impacting Minnesota's ESSA policy decisions with this white paper that calls for two supplements to the education law.

VI. Media Hits

- [Youth Day at the Capitol Storify](#)
- [MYC Swearing-in Ceremony](#) featuring Second District Judge Laura Nelson and former Alliance VISTA Ilhan Omar
- [The Improve Group: Engaging Youth in Developing a Theory of Change](#)
- MYC Newsletters
 - [September 2016](#)
 - [November 2016](#)
 - [January 2017](#)
 - [February 2017](#)
 - [March 2017](#)
 - [April 2017](#)
 - [June 2017](#)
- [America's Promise Alliance: What's Working: Minnesota's Commitment to Empowering Civically Engaged Youth](#)
- [America's Promise Alliance: The Most Important Gift My Mentor Gave Me](#)
- [Minnesota Department of Education: Student Advisory Committee shares their accomplishments, work over the year at annual Division Fair](#)

VII. Next Year

It is the MYCC's goal to continue strengthening its partnership with the Minnesota Legislature. Next year, the committee plans on holding two meetings due to the shortened session. The committee will continue to vote during meetings, and send letters to authors shortly following MYCC meetings. One of the main goals the committee hopes to accomplish next year is to continue work on our youth-led omnibus bill, *Supporting the Whole Student*. We successfully introduced this bill during the 2017 session, and look forward to building support around this piece of legislation, and ultimately, pass it.

Appendix

Figure 1. [SF 2426](#) Minnesota Youth Council Committee Omnibus Bill, *Supporting the Whole Student*



A bill for an act relating to education; education finance; health; workforce development; increasing appropriations for school-linked mental health services; providing for school staff and program development; requiring an intermediate school district program evaluation; providing for additional supports for students attending alternative learning centers in intermediate districts; providing additional support for homeless students; creating professional development opportunities for staff who work with homeless students; requiring affirmative consent standards in campus sexual assault policies; establishing a sexual violence grant program; modifying certain Postsecondary Enrollment Options Act provisions; amending the graduation incentives program; establishing a youth skills training program; requiring reports; appropriating money; amending Minnesota Statutes 2016, sections 120A.20, subdivision 2; 120B.11, subdivision 2; 120B.115; 123B.92, subdivision 1; 124D.09, subdivisions 9, 12, by adding a subdivision; 124D.68, subdivision 3; 125A.76, subdivision 1; 135A.15, by adding a subdivision; proposing coding for new law in Minnesota Statutes, chapters 136A; 175.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

Minnesota Statutes 2016, section 120A.20, subdivision 2, is amended to read:
Subd. 2.

Education, residence, and transportation of homeless.

(a) Notwithstanding subdivision 1, a district must not deny free admission to a homeless pupil solely because the district cannot determine that the pupil is a resident of the district.

(b) The school district of residence for a homeless pupil shall be the school district in which the parent or legal guardian resides, unless: (1) parental rights have been terminated by court order; (2) the parent or guardian is not living within the state; or (3) the parent or guardian having legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of corrections. If any of clauses (1) to (3) apply, the school district of residence shall be the school district in which the pupil resided when the qualifying event occurred. If no other district of residence can be established, the school district of residence shall be the school district in which the pupil currently resides. If there is a dispute between school districts regarding residency, the district of residence is the district designated by the commissioner of education.

(c) The serving district is responsible for transporting a homeless pupil to and from the pupil's district of residence. The district may transport from a permanent home in another district ~~but only~~ through the end of the academic school year and, upon request from the formerly homeless student, for the following academic year. When a pupil is enrolled in a charter school, the district or school that provides transportation for other pupils enrolled in the charter school is responsible for providing transportation. When a homeless student with or without an individualized education program attends a public school other than an independent or special school district or charter school, the district of residence is responsible for transportation.

Sec. 2.

Minnesota Statutes 2016, section 120B.11, subdivision 2, is amended to read:
Subd. 2.

Adopting plans and budgets.

A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

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

(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

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

(5) strategies for improving instruction, curriculum, student achievement, and continuity of services for homeless and formerly homeless students;

(6) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

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

(7) (8) an annual budget for continuing to implement the district plan.

Sec. 3.

Minnesota Statutes 2016, section 120B.115, is amended to read:

120B.115 REGIONAL CENTERS OF EXCELLENCE.

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

(1) defining measurable education goals under sections [120B.022](#), subdivisions 1a and 1b, and [120B.11, subdivision 2](#);

(2) implementing evidence-based practices, including applied and experiential learning, contextualized learning, competency-based curricula and assessments, and other nontraditional learning opportunities, among other practices;

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

(4) providing multilayered levels of support;

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

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

(7) [providing staff development and training opportunities for school district and charter school homeless liaisons and other staff supporting homeless students; and](#)

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

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

(b) The department must assist the regional centers of excellence to meet staff, facilities, and technical needs, provide the centers with programmatic support, and work with the centers to establish a coherent statewide system of regional support, including consulting, training, and technical support, to help school boards, school districts, school sites, and charter schools effectively and efficiently implement the world's best workforce goals under section [120B.11](#) and other state and federal education initiatives, including secondary and postsecondary career pathways and technical education.

Sec. 4.

Minnesota Statutes 2016, section 123B.92, subdivision 1, is amended to read:
Subdivision 1.

Definitions.

For purposes of this section and section [125A.76](#), the terms defined in this subdivision have the meanings given to them.

(a) "Actual expenditure per pupil transported in the regular and excess transportation categories" means the quotient obtained by dividing:

(1) the sum of:

(i) all expenditures for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

(ii) an amount equal to one year's depreciation on the district's school bus fleet and mobile units computed on a straight line basis at the rate of 15 percent per year for districts operating a program under section [124D.128](#) for grades 1 to 12 for all students in the district and 12-1/2 percent per year for other districts of the cost of the fleet, plus

(iii) an amount equal to one year's depreciation on the district's type III vehicles, as defined in section [169.011, subdivision 71](#), which must be used a majority of the time for pupil transportation purposes, computed on a straight line basis at the rate of 20 percent per year of the cost of the type three school buses by:

(2) the number of pupils eligible for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2).

(b) "Transportation category" means a category of transportation service provided to pupils as follows:

(1) Regular transportation is:

(i) transportation to and from school during the regular school year for resident elementary pupils residing one mile or more from the public or nonpublic school they attend, and resident secondary pupils residing two miles or more from the public or nonpublic school they attend, excluding desegregation transportation and noon kindergarten transportation; but with respect to transportation of pupils to and from nonpublic schools, only to the extent permitted by sections [123B.84](#) to [123B.87](#);

(ii) transportation of resident pupils to and from language immersion programs;

(iii) transportation of a pupil who is a custodial parent and that pupil's child between the pupil's home and the child care provider and between the provider and the school, if the home and provider are within the attendance area of the school;

(iv) transportation to and from or board and lodging in another district, of resident pupils of a district without a secondary school; and

(v) transportation to and from school during the regular school year required under subdivision 3 for nonresident elementary pupils when the distance from the attendance area border to the public school is one mile or more, and for nonresident secondary pupils when the distance from the attendance area border to the public school is two miles or more, excluding desegregation transportation and noon kindergarten transportation.

For the purposes of this paragraph, a district may designate a licensed day care facility, school day care facility, respite care facility, the residence of a relative, or the residence of a person or other location chosen by the pupil's parent or guardian, or an after-school program for children operated by a political subdivision of the state, as the home of a pupil for part or all of the day, if requested by the pupil's parent or guardian, and if that facility, residence, or program is within the attendance area of the school the pupil attends.

(2) Excess transportation is:

(i) transportation to and from school during the regular school year for resident secondary pupils residing at least one mile but less than two miles from the public or nonpublic school they attend, and transportation to and from school for resident pupils residing less than one mile from school who are transported because of full-service school zones, extraordinary traffic, drug, or crime hazards; and

(ii) transportation to and from school during the regular school year required under subdivision 3 for nonresident secondary pupils when the distance from the attendance area border to the school is at least one mile but less than two miles from the public school they attend, and for nonresident pupils when the distance from the attendance area border to the school is less than one mile from the school and who are transported because of full-service school zones, extraordinary traffic, drug, or crime hazards.

(3) Desegregation transportation is transportation within and outside of the district during the regular school year of pupils to and from schools located outside their normal attendance areas under a plan for desegregation mandated by the commissioner or under court order.

(4) "Transportation services for pupils with disabilities" is:

(i) transportation of pupils with disabilities who cannot be transported on a regular school bus between home or a respite care facility and school;

(ii) necessary transportation of pupils with disabilities from home or from school to other buildings, including centers such as developmental achievement centers, hospitals, and treatment centers where special instruction or services required by sections [125A.03](#) to [125A.24](#), [125A.26](#) to [125A.48](#), and [125A.65](#) are provided, within or outside the district where services are provided;

(iii) necessary transportation for resident pupils with disabilities required by sections [125A.12](#), and [125A.26](#) to [125A.48](#);

(iv) board and lodging for pupils with disabilities in a district maintaining special classes;

(v) transportation from one educational facility to another within the district for resident pupils enrolled on a shared-time basis in educational programs, and necessary transportation required by sections [125A.18](#), and [125A.26](#) to [125A.48](#), for resident pupils with disabilities who are provided special instruction and services on a shared-time basis or if resident pupils are not transported, the costs of necessary travel between public and private schools or neutral instructional sites by essential personnel employed by the district's program for children with a disability;

(vi) transportation for resident pupils with disabilities to and from board and lodging facilities when the pupil is boarded and lodged for educational purposes;

(vii) transportation of pupils for a curricular field trip activity on a school bus equipped with a power lift when the power lift is required by a student's disability or section 504 plan; and

(viii) services described in clauses (i) to (vii), when provided for pupils with disabilities in conjunction with a summer instructional program that relates to the pupil's individualized education program or in conjunction with a learning year program established under section [124D.128](#).

For purposes of computing special education initial aid under section 125A.76, the cost of providing transportation for children with disabilities includes (A) the additional cost of transporting a homeless student from a temporary nonshelter home in another district to the school of origin, or a formerly homeless student from a permanent home in another district to the school of origin ~~but only~~ through the end of the academic year and, upon request from the formerly homeless student, for the following academic year; and (B) depreciation on district-owned school buses purchased after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled transportation category must be excluded in calculating the actual expenditure per pupil transported in the regular and excess transportation categories according to paragraph (a). For purposes of subitem (A), a school district may transport a child who does not have a school of origin to the same school attended by that child's sibling, if the siblings are homeless.

(5) "Nonpublic nonregular transportation" is:

(i) transportation from one educational facility to another within the district for resident pupils enrolled on a shared-time basis in educational programs, excluding transportation for nonpublic pupils with disabilities under clause (4);

(ii) transportation within district boundaries between a nonpublic school and a public school or a neutral site for nonpublic school pupils who are provided pupil support services pursuant to section [123B.44](#); and

(iii) late transportation home from school or between schools within a district for nonpublic school pupils involved in after-school activities.

(c) "Mobile unit" means a vehicle or trailer designed to provide facilities for educational programs and services, including diagnostic testing, guidance and counseling services, and health services. A mobile unit located off nonpublic school premises is a neutral site as defined in section [123B.41, subdivision 13](#).

Sec. 5.

Minnesota Statutes 2016, section 124D.09, subdivision 9, is amended to read:
Subd. 9.

Enrollment priority.

(a) A postsecondary institution shall give priority to its postsecondary students when enrolling 10th, 11th, and 12th grade pupils in its courses. A postsecondary institution may provide information about its programs to a secondary school or to a pupil or parent ~~and it may advertise or otherwise recruit or solicit a secondary pupil to enroll in its programs on educational and programmatic grounds only except,~~ notwithstanding other law to the contrary, ~~and for the 2014-2015 through 2019-2020 school years only,~~ an eligible postsecondary institution may advertise or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic, or financial grounds.

(b) An institution must not enroll secondary pupils, for postsecondary enrollment options purposes, in remedial, developmental, or other courses that are not college level except when a student eligible to participate and enrolled in the graduation incentives program under section [124D.68](#) enrolls full time in a middle or early college program. A middle or early college program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway to allow the student to earn a postsecondary degree or credential. In this case, the student shall receive developmental college credit and not college credit for completing remedial or developmental courses. [A student enrolled in a charter school may participate in a middle or early college program and may enroll in a remedial or developmental course under this paragraph.](#)

(c) Once a pupil has been enrolled in any postsecondary course under this section, the pupil shall not be displaced by another student.

(d) If a postsecondary institution enrolls a secondary school pupil in a course under this section, the postsecondary institution also must enroll in the same course an otherwise enrolled and qualified postsecondary student who qualifies as a veteran under section [197.447](#), and demonstrates to the postsecondary institution's satisfaction that the institution's established enrollment timelines were not practicable for that student.

Sec. 6.

Minnesota Statutes 2016, section 124D.09, is amended by adding a subdivision to read:

Subd. 11a.

Access to building and technology.

(a) A school district must allow a student enrolled in a course under this section to remain at the school site during regular school hours.

(b) A school district must adopt a policy that provides a student enrolled in a course under this section with reasonable access during regular school hours to a computer and other technology resources that the student needs to complete coursework for a postsecondary enrollment course.

Sec. 7.

Minnesota Statutes 2016, section 124D.09, subdivision 12, is amended to read:
Subd. 12.

Credits; grade point average weighting policy.

(a) A pupil must not audit a course under this section.

(b) A district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. Seven quarter or four semester college credits equal at least one full year of high school credit. Fewer college credits may be prorated. A district must also grant academic credit to a pupil enrolled in a course for postsecondary credit if secondary credit is requested by a pupil. If no comparable course is offered by the district, the district must, as soon as possible, notify the commissioner, who shall determine the number of credits that shall be granted to a pupil who successfully completes a course. If a comparable course is offered by the district, the school board shall grant a comparable number of credits to the pupil. If there is a dispute between the district and the pupil regarding the number of credits granted for a particular course, the pupil may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits shall be final.

(c) A school board must adopt a policy regarding weighted grade point averages for any high school or dual enrollment course. The policy must state whether the district offers weighted grades. A school board must annually publish on its Web site a list of courses for which a student may earn a weighted grade.

(d) The secondary credits granted to a pupil must be counted toward the graduation requirements and subject area requirements of the district. Evidence of successful completion of each course and secondary credits granted must be included in the pupil's secondary school record. A pupil shall provide the school with a copy of the pupil's grade in each course taken for secondary credit under this section. Upon the request of a pupil, the pupil's secondary school record must also include evidence of successful completion and credits granted for a course taken for postsecondary credit. In either case, the record must indicate that the credits were earned at a postsecondary institution.

(e) If a pupil enrolls in a postsecondary institution after leaving secondary school, the postsecondary institution must award postsecondary credit for any course successfully

completed for secondary credit at that institution. Other postsecondary institutions may award, after a pupil leaves secondary school, postsecondary credit for any courses successfully completed under this section. An institution may not charge a pupil for the award of credit.

(f) The Board of Trustees of the Minnesota State Colleges and Universities and the Board of Regents of the University of Minnesota must, and private nonprofit and proprietary postsecondary institutions should, award postsecondary credit for any successfully completed courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships offered according to an agreement under subdivision 10. Consistent with section [135A.101, subdivision 3](#), all MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student's postsecondary course or program that is part or all of a goal area or a transfer curriculum, every MnSCU institution must consider the student's course or program for that goal area or the transfer curriculum as completed.

Sec. 8.

Minnesota Statutes 2016, section 124D.68, subdivision 3, is amended to read:
Subd. 3.

Eligible programs.

(a) A pupil who is eligible according to subdivision 2 may enroll in a state-approved alternative program under sections [123A.05](#) to [123A.08](#) or a [charter school under chapter 124E](#).

(b) A pupil who is eligible according to subdivision 2 and who is a high school junior or senior may enroll in postsecondary courses under section [124D.09](#).

(c) A pupil who is eligible under subdivision 2, may enroll in any public elementary or secondary education program.

(d) A pupil who is eligible under subdivision 2, may enroll in any nonpublic, nonsectarian school that has contracted with the serving school district to provide educational services. However, notwithstanding other provisions of this section, only a pupil who is eligible under subdivision 2, clause (12), may enroll in a contract alternative school that is specifically structured to provide educational services to such a pupil.

(e) A pupil who is between the ages of 16 and 21 may enroll in any adult basic education programs approved under section [124D.52](#) and operated under the community education program contained in section [124D.19](#).

Sec. 9.

Minnesota Statutes 2016, section 125A.76, subdivision 1, is amended to read:
Subdivision 1.

Definitions.

(a) For the purposes of this section and section [125A.79](#), the definitions in this subdivision apply.

(b) "Basic revenue" has the meaning given it in section [126C.10, subdivision 2](#). For the purposes of computing basic revenue pursuant to this section, each child with a disability shall be counted as prescribed in section [126C.05, subdivision 1](#).

(c) "Essential personnel" means teachers, cultural liaisons, related services, and support services staff providing services to students. Essential personnel may also include special education paraprofessionals or clericals providing support to teachers and students by preparing paperwork and making arrangements related to special education compliance requirements, including parent meetings and individualized education programs. Essential personnel does not include administrators and supervisors.

(d) "Average daily membership" has the meaning given it in section [126C.05](#).

(e) "Program growth factor" means [1.046](#) for fiscal years 2012 through 2015, 1.0 for fiscal year 2016, [1.046](#) for fiscal year 2017, and the product of [1.046](#) and the program growth factor for the previous year for fiscal year 2018 and later.

(f) "Nonfederal special education expenditure" means all direct expenditures that are necessary and essential to meet the district's obligation to provide special instruction and services to children with a disability according to sections [124D.454](#), [125A.03](#) to [125A.24](#), [125A.259](#) to [125A.48](#), and [125A.65](#) as submitted by the district and approved by the department under section [125A.75, subdivision 4](#), excluding expenditures:

- (1) reimbursed with federal funds;
- (2) reimbursed with other state aids under this chapter;
- (3) for general education costs of serving students with a disability;
- (4) for facilities;
- (5) for pupil transportation; and
- (6) for postemployment benefits.

(g) "Old formula special education expenditures" means expenditures eligible for revenue under Minnesota Statutes 2012, section [125A.76, subdivision 2](#).

(h) For the Minnesota State Academy for the Deaf and the Minnesota State Academy for the Blind, expenditures under paragraphs (f) and (g) are limited to the salary and fringe benefits of one-to-one instructional and behavior management aides and one-to-one licensed, certified professionals assigned to a child attending the academy, if the aides or professionals are required by the child's individualized education program.

(i) "Cross subsidy reduction aid percentage" means 1.0 percent for fiscal year 2014 and 2.27 percent for fiscal year 2015.

(j) "Cross subsidy reduction aid limit" means \$20 for fiscal year 2014 and \$48 for fiscal year 2015.

(k) "Special education aid increase limit" means \$80 for fiscal year 2016, \$100 for fiscal

year 2017, and, for fiscal year 2018 and later, the sum of the special education aid increase limit for the previous fiscal year and \$40. A charter school or school district subject to the special education aid limit imposed by this paragraph may exceed the aid limit by the amount of any costs incurred providing transportation to homeless students under section 123B.92, subdivision 1.

(l) "District" means a school district, a charter school, or a cooperative unit as defined in section 123A.24, subdivision 2. Notwithstanding section 123A.26, cooperative units as defined in section 123A.24, subdivision 2, are eligible to receive special education aid under this section and section 125A.79.

Sec. 10.

Minnesota Statutes 2016, section 135A.15, is amended by adding a subdivision to read:

Subd. 3a.

Affirmative consent.

The policy required under subdivision 1 shall include a provision that establishes an affirmative consent standard. An institution's affirmative consent standard, at a minimum, must incorporate the following elements:

(1) all parties to sexual activity must affirmatively express their consent to the activity. Consent must be knowing and voluntary and not the result of force, coercion, or intimidation. Consent must be active. Consent must be given by words or actions that create mutually understandable, unambiguous permission regarding willingness to engage in, and the conditions of, sexual activity;

(2) silence, without active indications of consent, is not consent;

(3) consent to any one form of sexual activity does not imply consent to any other forms of sexual activity;

(4) consent may be withdrawn at any time;

(5) previous relationships or prior consent do not imply consent to future sexual acts;

and

(6) a person is deemed incapable of consenting when that person is:

(i) unable to communicate or understand the nature or extent of a sexual situation due to mental or physical incapacitation or impairment; or

(ii) physically helpless, either due to the effects of drugs or alcohol, or because the person is asleep.

Sec. 11.

[136A.903] SEXUAL VIOLENCE PREVENTION GRANTS.

Subdivision 1.

Program established.

The commissioner, in consultation with the advisory council established in subdivision 2, must award sexual violence prevention grants to postsecondary institutions located in Minnesota.

Subd. 2.

Advisory council.

(a) The commissioner must appoint a ten-member advisory council to evaluate applications for grants under this subdivision. The advisory council shall consist of:

- (1) one representative of the Minnesota State Colleges and Universities system;
- (2) one representative of the University of Minnesota;
- (3) one representative of a private postsecondary institution;
- (4) one student representative from a University of Minnesota campus;
- (5) one student representative from a Minnesota State Colleges and Universities campus;

(6) one student representative from a private postsecondary institution;
(7) one representative from a nonprofit organization working to prevent sexual violence

and support survivors of sexual violence;

(8) one representative from a law enforcement agency that responds to incidents of campus sexual violence;

(9) one representative of the Office of Higher Education; and

(10) one representative of the Department of Health with expertise in sexual violence prevention.

(b) The advisory council shall be organized and administered under section 15.059, except that subdivision 2 shall not apply. The commissioner must appoint council members to two-year terms and appoint one member as chair.

(c) The council must develop criteria for evaluating grant proposals and awarding grants under this section. The council must make public the criteria at least two months prior to the deadline for applications established by the commissioner.

Subd. 3.

Applications.

To receive a grant under this section, an institution must apply in the form and manner specified by the commissioner.

Subd. 4.

Grant amounts.

The commissioner, in consultation with the advisory council in subdivision 2, may decide the amount of a grant under this section based on the merits of a grant proposal, provided that no institution may receive a grant of more than \$100,000.

Subd. 5.

Reporting.

(a) The commissioner, in consultation with the advisory council in subdivision 2, must develop reporting requirements for grant recipients.

(b) By February 1 of each year beginning in 2019, the commissioner must report to the committees of the house of representatives and senate with jurisdiction over higher education and public safety on the results achieved by the grant program under this section. At a minimum, the report must include:

- (1) a list of postsecondary institutions receiving grants under this section;
- (2) the amount of grant funds received by each institution; and

(3) a description of each project funded.

Sec. 12.

[175.46] YOUTH SKILLS TRAINING PROGRAM.

Subdivision 1.

Program established; grants authorized.

The commissioner shall

approve youth skills training programs established for the purpose of providing work-based skills training for student learners age 16 and older. The commissioner shall award grants to local partnerships for the implementation and coordination of local youth skills training programs as provided in this section.

Subd. 2.

Definitions.

(a) For purposes of this section, the terms in this subdivision have the meanings given.

(b) "School district" means a school district or charter school.

(c) "Local partnership" means a school district, nonpublic school, intermediate school district, or postsecondary institution, in partnership with other school districts, nonpublic schools, intermediate school districts, postsecondary institutions, workforce development authorities, economic development authorities, nonprofit organizations, or individuals who have an agreement with one or more local employers to be responsible for implementing and coordinating a local youth skills training program.

(d) "Student learner" means a student who is both enrolled in a course of study at a public or nonpublic school to obtain related instruction for academic credit and is employed under a written agreement to obtain on-the-job skills training under a youth skills training program approved under this section.

Subd. 3.

Duties.

(a) The commissioner shall:

(1) approve youth skills training programs that provide:

(i) that the work of the student learner in the occupations declared particularly hazardous shall be incidental to the training;

(ii) that the work shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person;

(iii) that safety instruction shall be provided to the student learner and may be given by the school and correlated by the employer with on-the-job training;

(iv) a schedule of organized and progressive work processes to be performed on the job;

(v) a schedule of wage rates in compliance with section 177.24; and

(vi) whether the student learner will obtain secondary school academic credit, postsecondary credit, or both, for the training program;

(2) approve occupations and maintain a list of approved occupations for programs under this section;

(3) issue requests for proposals for grants;

(4) work with individuals representing industry and labor to develop new youth skills training programs;

(5) develop model program guides;

(6) monitor youth skills training programs;

(7) provide technical assistance to local partnership grantees;

(8) work with providers to identify paths for receiving postsecondary credit for participation in the youth skills training program; and

(9) approve other activities as necessary to implement the program.

(b) The commissioner shall collaborate with stakeholders including, but not limited to, representatives of secondary school institutions, career and technical education instructors, postsecondary institutions, businesses, and labor, in developing youth skills training programs and identifying and approving occupations and competencies for youth skills training programs.

Subd. 4.

Training agreement.

Each student learner shall sign a written training agreement on a form prescribed by the commissioner. Each agreement shall contain the name of the student learner and be signed by the employer, the school coordinator or administrator, and the student learner or, if the student learner is a minor, by the student's parent or legal guardian. Copies of each agreement shall be kept on file by both the school and the employer.

Subd. 5.

Program approval.

The commissioner may grant exemptions from the provisions of chapter 181A for student learners participating in youth skills training programs approved by the commissioner under this section. The approval of a youth skills training program will be reviewed annually. The approval of a youth skills training program may be revoked at any time if the commissioner finds that:

(1) all provisions of subdivision 3 have not been met in the previous year; or

(2) reasonable precautions have not been observed for the safety of minors.

The commissioner shall maintain and annually update a list of occupations and tasks suitable for student learners in compliance with federal law.

Subd. 6.

Interactions with education finance.

(a) For the purpose of computing state aids for the enrolling school district, the hours a student learner participates in a youth skills training program under this section must be counted in the student's hours of average daily membership under section 126C.05.

(b) Educational expenses for a participating student learner must be included in the enrolling district's career and technical revenue as provided under section 124D.4531.

Subd. 7.

Academic credit.

A school district may grant academic credit to student learners participating in youth skills training programs under this section in accordance with local requirements.

Subd. 8.

Postsecondary credit.

A postsecondary institution may award postsecondary credit to a student learner who successfully completes a youth skills training program.

Subd. 9.

Work-based learning program.

A youth skills training program shall qualify as a work-based learning program if it meets requirements for a career and technical education program and is supervised by a qualified teacher with appropriate licensure for a work-based learning teacher-coordinator.

Subd. 10.

School coordinator.

Unless otherwise required for a work-based learning program, a youth skills training program may be supervised by a qualified teacher or by an administrator as determined by the school district.

Subd. 11.

Other apprenticeship programs.

(a) This section shall not affect programs under section 124D.47.

(b) A registered apprenticeship program governed by chapter 178 may grant credit toward the completion of a registered apprenticeship for the successful completion of a youth skills training program under this section.

Subd. 12.

Grant applications.

(a) Applications for grants must be made to the commissioner on a form provided by the commissioner.

(b) A local partnership may apply for a grant and shall include in its grant application:

(1) the identity of each school district, public agency, nonprofit organization, or individual

who is a participant in the local partnership;

(2) the identity of each employer who is a participant in the local partnership and the amount of matching funds provided by each employer, if any;

(3) a plan to accomplish the implementation and coordination of activities specified in this subdivision; and

(4) the identity of a fiscal agent responsible for receiving, managing, and accounting for the grant.

Subd. 13.

Grant awards.

(a) A local partnership awarded a grant under this section must use the grant award for any of the following implementation and coordination activities:

(1) recruiting additional employers to provide on-the-job training and supervision for student learners and providing technical assistance to those employers;

(2) recruiting students to participate in the local youth skills training program and monitoring the progress of student learners participating in the program and monitoring program outcomes;

(3) coordinating youth skills training activities within participating school districts and among participating school districts, postsecondary institutions, and employers;

(4) coordinating academic, vocational and occupational learning, school-based and work-based learning, and secondary and postsecondary education for participants in the local youth skills training program;

(5) coordinating transportation for student learners participating in the local youth skills training program; and

(6) any other implementation or coordination activity that the commissioner may direct or permit the local partnership to perform.

(b) Grant awards may not be used to directly or indirectly pay the wages of a student learner.

Subd. 14.

Outcomes.

The following outcomes are expected of a local youth skills training program:

(1) at least 80 percent of the student learners who participate in a youth skills training program receive a high school diploma when eligible on completion of the training program; and

(2) at least 60 percent of the student learners who participate in a youth skills training program receive a recognized credential on completion of the training program.

Subd. 15.

Reporting.

(a) By February 1, 2019, and annually thereafter, the commissioner shall report on the activity and outcomes of the program for the preceding fiscal year to the chairs of the legislative committees with jurisdiction over jobs and economic growth policy and finance. At a minimum, the report must include:

(1) the number of student learners who commenced the training program and the number who completed the training program; and

(2) recommendations, if any, for changes to the program.

(b) The initial report shall include a detailed description of the differences between the state and federal systems in child safety standards.

Sec. 13. APPROPRIATIONS.

Subdivision 1.

Department of Education.

The sums in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2.

Homeless pupil transportation.

For the purpose of fully funding transportation services for homeless students:

\$

\$

This amount is added to the appropriation in Laws 2016, chapter 189, article 29, section 15, subdivision 2.

Subd. 3.

Consent curriculum.

For a grant to the Sexual Violence Center for the creation of an age-appropriate affirmative consent curriculum to be available for voluntary use in middle and high schools:

\$

\$

Sec. 14. APPROPRIATION; SEXUAL VIOLENCE PREVENTION GRANTS.

\$..... in fiscal year 2018 and \$..... in fiscal year 2019 are appropriated from the general fund to the commissioner of higher education for sexual violence prevention grants under Minnesota Statutes, section 136A.903.

Sec. 15. APPROPRIATIONS; YOUTH SKILLS TRAINING PROGRAM.

(a) \$100,000 in fiscal year 2018 is appropriated from the workforce development fund to the commissioner of labor and industry to administer the youth skills training program under Minnesota Statutes, section 175.46. This is an ongoing appropriation.

(b) \$500,000 in fiscal year 2019 is appropriated from the workforce development fund to the commissioner of labor and industry for grants to local partnerships located throughout the state. The base amount for this program is \$500,000 each year beginning in fiscal year 2020.

Sec. 16. INTERMEDIATE SCHOOL DISTRICT MENTAL HEALTH INNOVATION GRANT PROGRAM; APPROPRIATION.

(a) \$2,450,000 in fiscal year 2018 and \$2,450,000 in fiscal year 2019 are appropriated from the general fund to the commissioner of human services for a grant program to fund innovative projects to improve mental health outcomes for youth attending a qualifying school unit.

(b) A "qualifying school unit" means an intermediate district organized under Minnesota Statutes, section 136D.01, or a service cooperative organized under Minnesota Statutes, section 123A.21, subdivision 1, paragraph (a), clause (2), that provides instruction to students in a setting of federal instructional level four or higher. Grants under paragraph (a) must be awarded to eligible applicants such that the services are proportionately provided among qualifying school units. The commissioner shall calculate the share of the appropriation to be used in each qualifying school unit by dividing the qualifying school unit's average daily membership in a setting of federal instructional level 4 or higher for fiscal year 2016 by the

total average daily membership in a setting of federal instructional level 4 or higher for the same year for all qualifying school units.

(c) An eligible applicant is an entity that has demonstrated capacity to serve the youth identified in paragraph (a) and that is:

(1) certified under Minnesota Rules, parts 9520.0750 to 9520.0870;

(2) a community mental health center under Minnesota Statutes, section 256B.0625, subdivision 5;

(3) an Indian health service facility or facility owned and operated by a tribe or tribal organization operating under United States Code, title 25, section 5321; or

(4) a provider of children's therapeutic services and supports as defined in Minnesota Statutes, section 256B.0943.

(d) An eligible applicant must employ or contract with at least two licensed mental health professionals as defined in Minnesota Statutes, section 245.4871, subdivision 27, clauses (1) to (6), who have formal training in evidence-based practices.

(e) A qualifying school unit must submit an application to the commissioner in the form and manner specified by the commissioner. The commissioner may approve an application that describes models for innovative projects to serve the needs of the schools and students. The commissioner may provide technical assistance to the qualifying school unit. The commissioner shall then solicit grant project proposals and award grant funding to the eligible applicants whose project proposals best meet the requirements of this section and most closely adhere to the models created by the intermediate districts and service cooperatives.

(f) To receive grant funding, an eligible applicant must obtain a letter of support for the applicant's grant project proposal from each qualifying school unit the eligible applicant is proposing to serve. An eligible applicant must also demonstrate the following:

(1) the ability to seek third-party reimbursement for services;

(2) the ability to report data and outcomes as required by the commissioner; and

(3) the existence of partnerships with counties, tribes, substance use disorder providers,

and mental health service providers, including providers of mobile crisis services.


(g) Grantees shall obtain all available third-party reimbursement sources as a condition of receiving grant funds. For purposes of this grant program, a third-party reimbursement source does not include a public school as defined in Minnesota Statutes, section 120A.20, subdivision 1.

(h) The base budget for this program is \$0. This appropriation is available until June 30, 2020.





Sec. 17. REVISOR'S INSTRUCTION.

In the next edition of Minnesota Statutes, the revisor of statutes shall codify Laws 2016, chapter 189, article 24, section 22, as amended by this act.

Figure 2. [A User-Driven Education System in Minnesota: Supplementing Standardized Tests with Comprehensive Needs Assessments and Community Developed Discipline Policies](#)




MINNESOTA ALLIANCE WITH YOUTH

Connect:    

STUDENT PERSPECTIVE ON TESTING AND DISCIPLINE

After months of meetings, research, rewrites, and late nights, the young people of the [Student Advisory Committee \(SAC\)](#) to the Minnesota Department of Education (MDE) are proud to release their white paper:



[A User-Driven Education System in Minnesota: Supplementing Standardized Tests with Comprehensive Needs Assessments and Community Developed Discipline Policies](#)

Motivated by MDE's process of writing a state plan for the Every Student Succeeds Act, the white paper lays out the Student Advisory Committee's recommendations regarding testing and assessment and identifies opportunities for Minnesota's education system to be more supportive and equitable.

The students of the SAC hope you share [this white paper](#) widely, engage in dialogue, and work for change.

A User-Driven Education System in Minnesota

Supplementing Standardized Tests with Comprehensive Needs Assessments and
Community Developed Discipline Policies

A white paper by the Minnesota Department of Education's
Student Advisory Committee



Preface

The Student Advisory Committee

As Education Committee to the Minnesota Youth Council, the Student Advisory Committee is composed of 8th-12th graders from all eight of Minnesota's congressional districts who serve as legislative committee representatives to the state legislature. The Student Advisory Committee provides consultation, representation, and student leadership to the Minnesota Department of Education while mitigating tokenism, manipulation, and the involvement of young people purely as decoration or display. The Committee believes that by working towards a Minnesota that shares power with young people, the state becomes a better place to live for all to live, no matter one's age.

The Student Advisory Committee is a subcommittee of the Minnesota Youth Council and an initiative of Minnesota Alliance With Youth. In 2013, the Minnesota Youth Council became the first and only legislatively mandated 'voice of youth' to a state legislature in the country.

Background and Framing

During April and May of 2017, representatives of the Minnesota Department of Education's Student Advisory Committee attended regional community meetings regarding the new federal education bill, the Every Student Succeeds Act (ESSA). During these meetings, Student Advisory Committee (SAC) members heard teachers, staff, and administration share stories about how they have seen students suffer mentally and emotionally due to standardized tests resulting in anxiety, vomiting, and hyperventilation, which result sometimes in sick days. The SAC has also heard adults relate personal experiences, including an instance where a student was found trying to climb out of a second story bathroom window rather than take a test. On top of these stories, we, the members of the SAC, have own experiences of the distance and insecurity that grows between friends, heightened levels of stress and anxiety in both students and teachers, and cultures of unhealthy competition due to standardized tests.

Unfortunately, the trends at these ESSA regional meetings were adults and young people advocating strongly against standardized testing yet essentially being told that it is "just the way things are" and that we need to take "baby steps." As the only young people at these meetings, we left feeling disappointed that our voices were not heard. The meetings were about the future of Minnesota students, but our presence there—the only students in the room—felt acknowledged for only our presence rather than for our ideas, questions, comments, and concerns. In response to this tokenism we decided to write this position paper laying out our reasons for not supporting standardized tests and our suggested alternatives.

We did not make this position paper a research essay. We include some research, but it is more important to articulate our perspectives than to spend time compiling research. Instead we decided to focus on communicating our and our constituents' thoughts on standardized tests and their alternatives.

We also know that since Minnesota is a local control state, the Minnesota Department of Education (MDE) and the Minnesota Commissioner of Education do not have direct influence over many of the recommendations we make. This should not be a reason to not try. Systemic

change requires collaboration across departments, districts and schools, and with communities across Minnesota.

Introduction

The Student Advisory Committee believes school staff, students, and local communities deserve to be part of an educational system that is connected to their student body and in a community and environment that celebrates the needs, backgrounds, and experiences of young people instead of putting them down. Schools that strive to meet these ideals would have ample opportunity to grow because instead of focusing on the narrow results of a test, a bigger picture would be revealed, one that shows what is happening inside of a school beyond what is measured by standardized tests. This would in turn enable students, teachers, and administration to make changes where changes need to be made.

Unfortunately, while standardized tests as we know them have only been part of the US education system in the last century, the last 40 years, they are already seen as the normal way of assessing schools and the only efficient way to measure school performance. This is a polarizing system that ignores students that do not receive the support they need, and has little regard to the students, teachers, families, and communities that speak out against it.

As Minnesota writes its state plan for the new federal education bill, Every Student Succeeds Act, and figures out how to find overlap with the state law, World's Best Workforce, we, the Student Advisory Committee to the Minnesota Department of Education, conclude that the Minnesota Department of Education needs to take this opportunity to write two supplements to standardized testing into Minnesota's state ESSA plan: **(i) comprehensive needs assessments (CNAs) for every school and (ii) district-wide community developed discipline policies.** To this end we first lay out the limits of testing to improving students' school and education experiences before addressing how CNAs and community developed discipline policies address these experiences.

Why the Student Advisory Committee believes standardized testing needs to be paired with other assessment tools

Over a five month process of research, attending meetings, talking with education professionals, and reflecting on our own experiences as a different kind of educational professionals, we have concluded that standardized testing has major shortcomings, which is unfortunate because our education system is built upon testing.

1. Learning lessons from standardized tests is slow and requires additional steps: Testing requires multiple years of administration before becoming fully statistically reliable, which makes it difficult for Minnesota's education system to be responsive and adaptive. Additionally, the tests are not structured to foster understanding as to why results are the way they are. To do this, more money, time, and energy is needed to not only find the 'why,' but then to find the 'now what.' Furthermore, adults answer these questions and rarely, if ever, partner with young people to find the 'why's' and the 'now what's.'
2. The form itself does not do anything to educate or build skills other than how to take tests: The form of testing—wherein students across the state and country take time out

of their school day to take a timed test with strictly enforced individualism—deviates from social realities of team-based professional work. Additionally, we believe that the methods of testing are contradictory to commonly cited purposes of education (developing a strong citizenry and a globally competitive workforce), since tests promote isolation, single answers, and inequitable access to preparation resources.

Furthermore, standardized testing does nothing to engage a person's support system, community, or other resources. It is a process that almost idealizes isolation and the paradoxical 'pull yourself up by your bootstraps' mindset.

3. Standardized testing is one way public school funds go toward private companies out-of-state instead of into local communities: Standardized testing is a multi-billion-dollar-a-year industry. There are times when it makes sense and is appropriate for public institutions to contract with private companies, but we feel the current education system's relationship with the testing industry is not appropriate. We believe public school is a right and a public good, which is undermined when public dollars go from Minnesota communities to out-of-state private companies at the rate it does in our state. For example, in 2015 Minnesota signed a \$33 million dollar, three year contract with Pearsonⁱ for administration of MCAs. We are not saying that spending money on measurement is necessarily bad. We are saying that money is taken out of communities at the expense of young people and that young people seem to be getting the short end of the stick. On top of that, the test preparation industry, which includes test prep classes and tutoring, was estimated to be \$13.1 billion dollars in 2015 in the US, and more than \$78 billion globally.ⁱⁱ From our own experiences and conversations with constituents, we are positive that this generates elitism amongst student bodies since only students with time and money have access to additional preparation, which contributes to inequalities and undermines equal access to public education.
4. The picture painted by standardized testing is shallow and incomplete: Standardized tests measure a very narrow range of schooling (math and reading) and types of intelligences. They do not allow the full range of human skills, creativities, different learning abilities, and intelligences to be expressed. By their very name they are standardized, yet there is no such thing as a 'standard human' and attempts to make humans standard is dehumanizing. According to the St. Paul Federation of Teachers, tests are not designed to measure enough breadth and depth of the learning expected from students.

In addition to testing inherently minimizing difference instead of building off it, standardized test results have a difficult time showing anything meaningful at a class and school level.ⁱⁱⁱ ^{iv} The available measurements that meet data requirements—such as being administered in all schools statewide or the collection of results comparable across schools—means there are very few ways of gathering 'acceptable' evidence. Furthermore, when a system shifts its focus to its own measurements, said measurements become incapable of measuring what they were originally design to measure. In addition to invalidating measurements, a measurement-driven system like Minnesota's education system makes governance and administers the center of the system instead of learning and the student-teacher relationship. Furthermore, widespread test anxiety makes test results less worthwhile. We should therefore seek out new ways to measure success so that students are seen as humans versus a test

score, and recognize the various aspects that contribute to an individual's performance, not just the performance of a student in a unique situation.

5. Standardized tests are authoritarian: Typically, students have no part in developing school curriculum. Students are required to go to school, where there are few ways to have power in schools and education systems, and when there is it is very limited and largely adult approved. Tests are designed and administered in ways that limit student power, a particular issue when tests are also extremely limiting to different intelligences, abilities, preferences, cultures, and languages. Instead, school systems have created cultures and expectations that students attempt to fit themselves to a version of the 'good student' that is narrow and unhealthy and view students who get low scores as 'lesser than.' Standardized tests are authoritarian in that they suppress difference and require conformity to an 'authority' on what is and is not 'standard.' Standardized testing is depersonalized and generates social anxiety, cultures of unhealthy competition, and stress for teachers, families, and students. This leads to numerous and growing negative health effects which is well-documented. For example, in 2015 a third of students experienced some form of test anxiety, which was 15-25% higher than in the previous decades.^v Young students and adults both need to feel valued and supported in a learning environment rather than plagued by the pressure to be perfect to a standard that was created by someone who has no understanding of their background and abilities. Testing increases stress, enforces an impossible idea of 'perfection,' and is an inaccurate measure of a teacher's ability and a student's future.

A testing centered education is not a student-centered education. Tests contribute to an education system that is non-democratic as it leaves the most influence in the hands of a few and rarely, if ever, includes students and community members in the process of determining ways of assessing students. Furthermore, the content of these standardized tests do not incorporate intercultural competencies, emotional or spatial intelligences and ignore our peers of color or low income, immigrant and refugee, LGBTQ+, and differently-abled peers. Tests determine so much of school climate and success and often have negative effects. Yet, they measure such a small part of life. The structure of testing is a barrier to developing students' intrinsic motivation to connect with the school community and school work since we are continually herded toward following the way of things without critically questioning the system or inclusively working with adults to fashion an education system worthy of a pluralistic democratic society.

In a pluralistic and democratic society, society members should strive for public institutions (like public school) to reflect those in it. Yet, the people who decide what happens when a school underperforms on standardized tests rarely include parents, teachers, students, or other community members, and when they do it seems to be because the community is protesting. The reality is that testing creates barriers between schools and communities. When a school is lacking a resource, the school's staff, principal, and school board address these issues from the perspective of what *they* believe *their* students need. Another way to go about addressing the needs of students and in turn their families is to just ask them! Involve students and communities in fashioning solutions they want.

Supplements to Standardized Tests

The reliance on testing and the hesitation to move away from it leaves many wondering why testing seems to be the only measurement tool our society has. In addition to recommending that standardized testing be reduced to as little as possible, the Student Advisory Committee advises Minnesota's Commissioner of Education to write two policies into Minnesota's Every Student Succeeds Act state plan to supplement standardized tests: (i) Comprehensive Needs Assessments and (ii) community developed discipline policies.

Comprehensive Needs Assessments (CNAs)

Comprehensive needs assessments are part of what the Minnesota Department of Education calls the Record of Continuous Improvement. MDE describes the Record of Continuous Improvement as "designed to support schools in facilitating and documenting the school improvement process. The template includes district and school information; a comprehensive needs assessment; school action plans to support reading, mathematics, graduation, and other goals; School wide Title I Program summary; and an appendix of additional tools for school improvement."^{vi} In other words, CNAs essentially ask, "what is our data telling us and what are we going to do about it?" Currently, "data" are such things as MCA scores, graduation rates, what courses are offered, referrals, and attendance. These are collected by a school's data team.

Why CNAs?

It is necessary to make sure that no student gets pushed out or is prevented from succeeding, but standardized testing by itself does not measure this efficiently or accurately. The problems of standardized tests outline above can be addressed by CNAs in the following ways:

1. CNAs are efficient: While learning lessons from standardized testing is slow and requires additional steps to make meaning of results, the purpose of CNAs is to find that meaning and then make action steps: whether they are celebrating and sharing successes or creating plans to do better. Yes, standardized test scores are currently used in CNAs, but we believe that what standardized tests are supposed to measure, like racial disparities or student growth, can be measured by less stressful assessments and by CNAs themselves. Additionally, since CNAs do not necessarily require multiple years to be valid, Minnesota's education systems can be more responsive. Furthermore, finding school specific data is hard with standardized tests since they need to be statewide and be able to be compared across schools. CNAs also allow specific schools to share what is working with other schools.
2. The process of creating CNAs is itself an educational opportunity: CNAs are meant to engage the school and district communities in a shared goal of improving schools for students. CNAs are a process with similarities to or components of participatory action research, service-learning, community engagement, and experiential education. Building on research from these practices, we are convinced that CNAs can develop self-actualization, critical reflection, social intelligence, intercultural intelligence, problem solving, and teamwork.

3. Funds for CNAs are used to build community: Whereas funds for standardized tests and preparation go to private companies, funds that support CNAs are invested back into communities since CNAs require community outreach and participation. Funding for CNAs can result in increased involvement and ownership from community members and students and therefore a larger support base upon which a school can draw. Additionally, if community based CNAs are integrated into school report cards, the current method of communicating a school's story with the larger public, CNAs have the potential to shift the statewide culture of comparing schools from deficit-based to an asset-based view of students.
4. CNAs are holistic: The result of CNAs are more holistic than just standardized tests, and CNAs have the potential to become more holistic than what they are now. Standardized tests measure a narrow slice of knowledge and abilities that have little bearing on a student's future success. By contrast, CNAs have the potential to bring communities together to identify context and celebrate the diverse strengths of the student body. This could actually be more what families already want, as demonstrated by the *Star Tribune's* 2017 Minneapolis parent/guardian survey showing that after-school opportunities, diversity, and support services offered are more engaging statistics to parents than test scores.^{vii} With CNAs, schools can supplement their test scores with characteristics that actually say something about the school, like their civil rights, demographics, health and safety, community participation, and involvement of parents and students. Factors that go beyond math, science, and reading can draw in parents and guardians with information about the community and give more information that matters.

In their current form, CNAs do not encourage including information other than math and reading, and they do not require student involvement. This is changing with Minnesota's transition to well-rounded education policies under ESSA, but for recommendations for how CNAs can reach full potential of being holistic, see below.

5. CNAs have the potential to be more democratic, equitable, and empowering: Rather than concentrating the power to change schools in the hands of the few, CNAs spread power throughout the school community. By having a chance to equitably address the 'whys' behind areas for improvement and create action plans together, the education system engages students in open, democratic processes that we believe would lead to higher graduation rates.

However, there are some shortcomings of CNAs that we advise be addressed in the following ways in order for them to reach full potential:

1. Expand CNAs: CNAs currently only have to be administered to Focus and Priority schools under current federal education guidelines, Elementary and Secondary Education Act Title I and Title III family engagement requirements, the statewide network of Regional Centers of Excellence, and World's Best Workforce requirements. We advise the Minnesota Commissioner of Education to guide and advocate for efforts to integrate CNAs into every school and district.
2. Require and incentivize schools to work with students to create CNAs: In addition to surveying the student body, students should also be involved in the school's data team.

Rather than creating extra work for staff and students, we have concluded that gathering input for CNAs can be done in a way that allows students to reflect on their educational experiences and for empowerment to be considered a more successful way of teaching and managing schools rather than student disempowerment. Title 1 and 3 of the Elementary and Secondary Education Act and ESSA require a “family engagement” portion, but student participation is not required which leaves out vital perspectives and opportunities for developing critical awareness and ownership.

3. Require that discipline responses be tracked and included for every student group, every teacher, and every school: Discipline data—who is disciplined in what ways for which reasons—is lacking or not easily accessible in many areas. In order to gain a full picture of the effect the school-to-prison pipeline has on Minnesota’s student body and school system, more complete and accessible data is needed.
4. Develop and add a Student Engagement Rubric: MDE’s Continuous Improvement in Districts and Schools webpage does not currently have a rubric for students when it should. This rubric should be created together with young people.
5. Change the format of the records of continuous improvement to be more inclusive: In its current format, it is very standard and technocratic. Some version of the form should be accessible to students and communities, including ELL students.
6. CNAs are an intervention: Recognize that the process of student and community engagement can be an intervention in itself that fits MDE’s ‘fit’ and ‘feasibility’ requirements. Additionally, make interventions created by private vendors equitably accessible to schools and districts.
7. Invest in human capital: Fund the education and staff training required to best engage with students and communities. Authentic, culturally competent partnerships between school systems and communities requires recruiting, retaining, and training long-term staff that can develop relationships that grow a school’s success together.

CNAs would allow schools and individual communities the chance to report back on their needs instead of having a higher branch determine their needs for them. CNAs would allow Minnesota school systems to develop skills necessary for democracy. In order for these benefits to take place however, adults who manage and fill education systems need to work with young people as people instead of things to be controlled and measured.

Community Developed Discipline Policies

Comprehensive Needs Assessments open the door to exciting opportunities to connect schools with communities and grow widespread support for schools. However, while CNAs gather information on suspensions, referrals, expulsions, and other discipline policies, they do not have much power to change how district discipline policies are created; that still rests with school boards. Yet disparities in discipline policies and institutionalized barriers to equal treatment is a major obstruction to a student’s and school’s success. Additionally, communities do not have much institutional power to change policies since school boards develop discipline policies and are not beholden to students and other people who are affected by the policies. Yes, school

board members are elected, but there are systemic disparities in our election system and beyond voting, school boards do not always make decisions transparently or hold meetings that are accessible to students and parents. This is especially a problem when policies created by school boards are at the center of the school-to-prison pipeline. Therefore, the Student Advisory Committee advises the Minnesota Department of Education—and the rest of the statewide education community—to make community developed discipline policies a reality throughout Minnesota.

How discipline policies are made now and why it is a problem:

Discipline, like other policies that affect the whole district, is decided by school boards.

While school boards are elected officials, it is difficult to challenge and change discipline policies once they are in place, particularly for people unfairly and historically affected by discriminatory discipline policies. We believe that the *process* of deciding discipline policies—where power rests with a few who are not the ones who would feel the effects^{viii}—is a major contributor, maybe the root, of the school-to-prison pipeline and push out. This is an issue for a number of reasons:

1. Zero-tolerance discipline policies result in reduced time in classrooms, which leads to lower grades and more difficulty graduating on time.
2. Research^{ix} consistently shows that punitive responses and inconsistent enforcement are not as effective at preventing repeat offenses as other practices. If anything, they create more problems. Community developed discipline policies could have the potential to make the language clearer and more fair for all. For example, a leading cause of suspension is “willful defiance,” yet there is no clear definition of this, much less a definition that was developed by school communities.
3. It undermines the right to an education and increases disparities for all since current discipline policies in Minnesota disproportionately affect^{xi} LGBTQ+ students, students with learning disabilities, and black and brown students.^{xii} Black youth comprise only 17% of the nation's public school students but they account for 32% of the students suspended.^{xiii} Research says that between 33 and 70% of people arrested have a learning disability,^{xiv xv xvi} as well as the majority of adults in prison.^{xvii xviii xix xx xxi} Discipline policies created from unequal power dynamics are at the center of the school-to-prison pipeline in Minnesota.^{xxii}
4. In addition to race, ethnicity, gender and sexual identity, learning ability, religion, and class, young people as a group have no formal institutional avenue for influencing what school discipline policies look like, beyond the courts, yet we are the ones who are suspended, expelled, arrested, and are the targets of discipline policies. There is also no culture or expectation of informing students of their rights as students. Instead, youth are seen as ‘less than.’

Recommendations:

In response to negative effects on school climate, Minnesota, and student well-being, the Student Advisory Committee recommends that:

1. All district discipline policies be created with more than half of the student body engaged in some way. Furthermore, we advise that at least 90% of students from groups disproportionately affected by discipline policies be both engaged and have more influence on developing the policy than their peers.
2. Community developed discipline policies be reviewed no less than every three years to allow students the chance to participate multiple times. The group that reviews these policies should be composed of people most affected by discipline policies: parents, school support staff, teachers, and students. Additionally, to make sure that communities with minority populations do not abuse their power, an independent review body should be established that has power to check inequitable discipline policies.
3. Law enforcement representatives' power is checked. Representatives from law enforcement, private detention centers, or prisons of any kind only have advisory roles at the most and do not have voting power in the decision making process.

Furthermore, there are many policies that would help bring dignity back into schools and weaken the school-to-prison pipeline. These are just a few recommendations that we encourage the statewide education community to enact in order to bring holistic improvement to young peoples' lives:

1. Change policies at the state and city level to enable student appointees on school boards to have voting powers, have no fewer than equal current student-adult membership, have power to be present at school board executive sessions, be included for the purpose of determining quorum, and provide payment or stipends all student members.
2. School-wide restorative practices be worked into school not only as alternatives to punitive discipline measures but as a culture of respect for students.
3. Elimination of district and school contracts with law enforcement agencies and an elimination of resulting positions like school resource officers (SROs).
4. Diversion options such as those offered by the Legal Rights Center be given to all students at the earliest possible point.
5. Student rights be posted in every classroom and the development of student rights be made a part of the orientation at the start of every school year for older students and a larger part of the curriculum for students in elementary-aged students.
6. End contracts with juvenile detention centers and change laws around juvenile offenses, including the minimum age that people can be arrested and/or have felony charges brought against them.
7. Increase in-school support staff like social workers, mental health professionals, and counselors.
8. Since the school-to-prison pipeline exists, student representation in the education system has a jurisdiction of sorts over juvenile and youth presence in the mass incarceration system. Therefore, continue supporting, growing, and most importantly, listening to, youth leaders in the educational system.

Conclusion

As students, as we move forward in our educational careers, we will be shaped by the critical thinking skills gained from classes, time spent one-to-one with teachers and peer tutors, time with friends and classmates, and whether we are treated with respect by administrators, staff, and teachers, rather than the four hours we spend taking an exam. It is vital that educational professionals put in the effort to work *with* students and communities to develop schools and an education system that is user driven and therefore dignified and befitting of our democracy. Standardized testing is one-sided and negative to our health, resulting data comes at the expense of students. Standardized testing is exclusionary and a use of public funds that actually harms taxpayers.

By contrast, we are convinced that together CNAs and community developed discipline policies would raise graduation rates and reduce incarceration rates more than what we have seen thus far. Using CNAs and community developed discipline policies alongside standardized tests would better allow for the actualization of ESSA's requirement of family contribution in a student's education, foster increased ownership from the entire school community, create more opportunities to work closely in age diverse groups, and generate feelings of empowerment within both adults and young people.

Writing CNAs and community developed discipline policies into the ESSA state plan would align with federal requirements with requirements created in Minnesota's World's Best Workforce law, thereby reducing the number of unique programs that MDE would need to devote scarce resources toward.

Perhaps most ambitious of all however, CNAs and community developed discipline policies implemented as we recommend, offer the opportunity for Minnesota to become nationally known for its inclusive and innovative educational policies, concrete efforts to eliminate the school-to-prison pipeline, and its powerful young people.

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Figure 3. HF 116 Affirmative Consent Policies – Representative Erin Murphy

A bill for an act relating to education; requiring affirmative consent standards in campus sexual assault policies; establishing a sexual violence grant program; appropriating money to develop a consent curriculum; appropriating money for sexual violence prevention grants; amending Minnesota Statutes 2016, section 135A.15, by adding a subdivision; proposing coding for new law in Minnesota Statutes, chapter 136A. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

Minnesota Statutes 2016, section 135A.15, is amended by adding a subdivision to read:

Subd. 3a.

Affirmative consent.

The policy required under subdivision 1 shall include a provision that establishes an affirmative consent standard. An institution's affirmative consent standard, at a minimum, must incorporate the following elements:

(1) all parties to sexual activity must affirmatively express their consent to the activity. Consent must be knowing and voluntary and not the result of force, coercion, or intimidation. Consent must be active. Consent must be given by words or actions that create mutually understandable, unambiguous permission regarding willingness to engage in, and the conditions of, sexual activity;

(2) silence, without active indications of consent, is not consent;

(3) consent to any one form of sexual activity does not imply consent to any other forms of sexual activity;

(4) consent may be withdrawn at any time;

(5) previous relationships or prior consent do not imply consent to future sexual acts;

and

(6) a person is deemed incapable of consenting when that person is:

(i) unable to communicate or understand the nature or extent of a sexual situation due to mental or physical incapacitation or impairment; or

(ii) physically helpless, either due to the effects of drugs or alcohol, or because the person is asleep.

Sec. 2.

[136A.903] SEXUAL VIOLENCE PREVENTION GRANTS.

Subdivision 1.

Program established.

The commissioner, in consultation with the advisory council established in subdivision 2, must award sexual violence prevention grants to postsecondary institutions located in Minnesota.

Subd. 2.

Advisory council.

(a) The commissioner must appoint a ten-member advisory council to evaluate applications for grants under this subdivision. The advisory council shall consist of:

(1) one representative of the Minnesota State Colleges and Universities system;

(2) one representative of the University of Minnesota;

- (3) one representative of a private postsecondary institution;
- (4) one student representative from a University of Minnesota campus;
- (5) one student representative from a Minnesota State Colleges and Universities campus;
- (6) one student representative from a private postsecondary institution;
- (7) one representative from a nonprofit organization working to prevent sexual violence and support survivors of sexual violence;
- (8) one representative from a law enforcement agency that responds to incidents of campus sexual violence;
- (9) one representative of the Office of Higher Education; and
- (10) one representative of the Department of Health with expertise in sexual violence prevention.

(b) The advisory council shall be organized and administered under section 15.059, except that subdivision 2 shall not apply. The commissioner must appoint council members to two-year terms and appoint one member as chair.

(c) The council must develop criteria for evaluating grant proposals and awarding grants under this section. The council must make public the criteria at least two months prior to the deadline for applications established by the commissioner.

Subd. 3.

Applications.

To receive a grant under this section, an institution must apply in the form and manner specified by the commissioner.

Subd. 4.

Grant amounts.

The commissioner, in consultation with the advisory council in subdivision 2, may decide the amount of a grant under this section based on the merits of a grant proposal, provided that no institution may receive a grant of more than \$100,000.

Subd. 5.

Reporting.

(a) The commissioner, in consultation with the advisory council in subdivision 2, must develop reporting requirements for grant recipients.

(b) By February 1 of each year beginning in 2019, the commissioner must report to the committees of the house of representatives and senate with jurisdiction over higher education and public safety on the results achieved by the grant program under this section. At a minimum, the report must include:

- (1) a list of postsecondary institutions receiving grants under this section;
- (2) the amount of grant funds received by each institution; and
- (3) a description of each project funded.

Sec. 3. APPROPRIATION; CONSENT CURRICULUM.

\$..... in fiscal year 2018 and \$..... in fiscal year 2019 are appropriated from the general fund to the commissioner of education for a grant to the Sexual Violence Center for the creation of an age-appropriate affirmative consent curriculum to be available for voluntary use in middle and high schools.

Sec. 4. APPROPRIATION; SEXUAL VIOLENCE PREVENTION GRANTS.

\$..... in fiscal year 2018 and \$..... in fiscal year 2019 are appropriated from the general fund to the commissioner of higher education for sexual violence prevention grants under Minnesota Statutes, section 136A.903.

Figure 4. [HF 116](#) Feedback Letter



Engagement. Voice. Success.

Dear Representative Erin Murphy,

Thank you for presenting HF 116, regarding affirmative consent policies on college campuses, during the Minnesota Youth Council Committee meeting on January 27th, 2017. The MYCC appreciates your willingness to present your bill to the Committee. The bill was voted on and passed with 26 votes in the affirmative and 0 votes in the negative.

There are many positive aspects that allowed the Committee to vote unanimously in favor of this bill. As youth who are either in high school or entering college, we are grateful for the awareness of the culture of sexual assault that you bring to the table. Additionally, we appreciate that you are knowledgeable with regards to the legislation and that you are able to back up your claims with evidence from various viewpoints. It was impactful to hear stories from college students and results of your survey. We are in favor the model curriculum you wished to establish in grades K-12 through an optional grant fund. This allows for awareness not only in Minnesota colleges, but middle and high schools as well. Furthermore, the Committee esteems the advisory council you wish to establish for appropriation of the grant funds. We appreciate that this would allow for a variety of viewpoints when considering grant applications. You also provide substantial foundation for the importance of the bill, and the passion you have for the legislation could be seen. Thank you for bringing awareness to such a pertinent issue in Minnesota today.

The MYCC has a few recommendations to further improve the bill. Your bill states that the advisory council will be appointed by the commissioner. Since this legislation will greatly impact college students, we implore you to provide provisions that include an even ratio of college students to other members of the advisory council. We believe the credentials for both the commissioner and the members of the advisory council should be more clearly stated in order to establish the specific processes that would be taken to accept various grants. A report back to the Legislature should be mandated to ensure the overall effectiveness of the bill. Doing so would ensure that grant funds are being used appropriately and are helping to accomplish the main goal of this bill, taking preventive steps against sexual assault.

We are hopeful that this bill will have a strong impact on the issue of sexual violence. It is essential to start the conversation, education, and prevention of sexual violence. These are crucial steps in addressing this problem. We hope that this feedback is valuable to the future of this bill.

Sincerely,

Minnesota Youth Council Committee



Figure 5. [HF 41 Student Physical Privacy Act](#) – Representative Duane Quam

A bill for an act
relating to education; establishing the Student Physical Privacy Act; proposing
coding for new law in Minnesota Statutes, chapter 121A.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
Section 1.

[121A.35] STUDENT PHYSICAL PRIVACY ACT.

Subdivision 1.

Purpose.

The purpose of this section is to protect and provide for the
privacy and safety of all students enrolled in public schools and to maintain order and dignity
in restrooms, locker rooms, changing rooms, showers, and other facilities where students
may be in various states of undress in the presence of other students.

Subd. 2.

Definitions.

(a) For the purposes of this section, the following terms have the
meanings given them.

(b) "Sex" means the physical condition of being male or female, which is determined
by a person's chromosomes and is identified at birth by a person's anatomy.

(c) "Public school" means a public school under section 120A.05, subdivisions 9, 11,
13, and 17, and a charter school under chapter 124E.

Subd. 3.

Student physical privacy protection.

(a) A public school student restroom,
locker room, changing room, and shower room accessible by multiple students at the same
time shall be designated for the exclusive use by students of the male sex only or by students
of the female sex only.

(b) A public school student restroom, locker room, changing room, and shower room
that is designated for the exclusive use of one sex shall be used only by members of that
sex.

(c) In any other public school facility or setting where a student may be in a state of
undress in the presence of other students, school personnel shall provide separate, private,
and safe areas designated for use by students based on their sex.

(d) Nothing in this section shall prohibit public schools from providing
accommodation
such as single-occupancy facilities or controlled use of faculty facilities upon a student
request due to special circumstances, but in no event shall that accommodation result in a
public school allowing a student to use a facility designated under paragraph (b) for a sex
other than the student's own sex.

Figure 6. [HF 41](#) Feedback Letter



Engagement. Voice. Success.

Dear Representative Quam,

Thank you for presenting HF 41, the Student Physical Privacy Act, to the Minnesota Youth Council Committee on January 27, 2017; we appreciate you taking time to discuss this bill with us. The bill was voted on and did not pass with 5 votes in the affirmative and 22 votes in the negative. Although the bill was not passed within the committee, we esteemed the discussion and your motivation behind writing the bill.

Thank you for being receptive to our ideas. It was reassuring to hear that you would be willing to make amendments to the bill to include other perspectives. Overall, we enjoyed the value to discourse you brought to the table, and we appreciate your willingness to present the bill. It is important that you are acting in response to correspondence with your constituents.

There is a concern this bill will further marginalize transgender and intersex students. When laws take measures to deny basic human rights, it makes it easier for acts motivated by hate and intolerance to be justified. Transgender people, especially those of color, are at a greater risk in our society of discrimination and violence. Bathroom laws reinstate an ideology in which people see sharing a bathroom with a transgender person as a threat. Furthermore, there was not enough evidence to your claims that the Committee is aware of and you did not present justifiable reasons for safety issues that needed to be called to attention. We would recommend including factual evidence from varied groups of students to accompany your claims. Although you stated some evidence in favor of this bill, as students in schools, we know firsthand that this bill will negatively affect our friends and fellow students.

Many recognized studies agree that the issue of equal bathroom rights poses more threat to the well-being and safety of a transgender student than any other. You touched on the issue of others being uncomfortable, but we are confused about where you see a risk. This bill would cause more risk to transgender people than anyone else. This bill could promote toxic ideologies based on a hypothetical. Transgender people deserve to be safe and have their rights fully recognized and protected because they are not different than any other individual. As members of the Minnesota Youth Council Committee, we strive to ensure that the rights of all youth are promoted across the state.

Sincerely,

Minnesota Youth Council Committee



Figure 7. [HF 23 Student Religious Liberties – Rep Duane Quam](#)

A bill for an act
relating to education; establishing the Student Religious Liberties Act; proposing
coding for new law in Minnesota Statutes, chapter 121A.
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
Section 1.

[121A.08] STUDENT RELIGIOUS LIBERTIES.

Subdivision 1.

Citation.

This section shall be known and may be cited as the "Student Religious Liberties Act of 2017."

Subd. 2.

Student expression.

A public school district shall not discriminate against students or parents on the basis of a religious viewpoint or religious expression. A school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Subd. 3.

Religious expression in class assignments.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Homework and classroom assignments must be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school district. Students may not be penalized or rewarded on account of the religious content of their work. If an assignment requires a student's viewpoint to be expressed in coursework, artwork, or other written or oral assignments, a public school shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the coursework or assignment.

Subd. 4.

Freedom to organize religious groups and activities.

(a) Students in public schools may pray or engage in religious activities or religious expression before, during, and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression. Students may organize prayer groups, religious

clubs, "see you at the pole" gatherings, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of the groups, the school district may not discriminate against groups that meet for prayer or other religious speech. A school district may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

(b) Students in public schools may wear clothing, accessories, and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories, and jewelry that display messages or symbols are permitted.

Subd. 5.

Limited public forum; school district policy.

(a) To ensure that the school district does not discriminate against a student's publicly stated voluntary expression of a religious viewpoint, if any, and to eliminate any actual or perceived affirmative school sponsorship or attribution to the district of a student's expression of a religious viewpoint, if any, a school district shall adopt a policy, which must include the establishment of a limited public forum for student speakers at all school events at which a student is to publicly speak. The policy regarding the limited public forum must also require the school district to:

(1) provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;

(2) provide a method, based on neutral criteria, for the selection of student speakers at school events and graduation ceremonies;

(3) ensure that a student speaker does not engage in obscene, vulgar, offensively lewd, or indecent speech; and

(4) state, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the district.

(b) The school district disclaimer required by paragraph (a), clause (4), must be provided

at all graduation ceremonies. The school district must also continue to provide the disclaimer at any other event in which a student speaks publicly for as long as a need exists to dispel confusion over the district's nonsponsorship of the student's speech.

(c) Student expression on an otherwise permissible subject may not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

(d) All school districts shall adopt and implement a local policy regarding a limited public forum and voluntary student expression of religious viewpoints. If a school district voluntarily adopts and follows the model policy governing voluntary religious expression in public schools developed under subdivision 6, the district is in compliance with the provisions of this section.

Subd. 6.

State model policy.

(a) The commissioner of education, in consultation with representatives of the Minnesota School Boards Association, the Minnesota Association of School Administrators, the Minnesota Elementary School Principals' Association, and the Minnesota Association of Secondary School Principals, shall develop and maintain a state model policy. The commissioner must assist districts and schools under this subdivision to implement the state policy. The state model policy must:

(1) define school events at which a limited public forum exists;

(2) set objective criteria for student selection for the limited public forums under

clause

(1);

(3) provide wording for the disclaimers under subdivisions 4 and 5;

(4) provide guidance for graduation ceremonies;

(5) provide guidance on religious expression in class assignments under subdivision 3;

and

(6) provide guidance on the organization of religious groups and activities under subdivision 4.

(b) The commissioner shall develop and post departmental procedures for:

(1) periodically reviewing district and school programs and policies for compliance

with

this section;

(2) investigating, reporting, and responding to noncompliance with this section; and

(3) allowing students, parents, and educators to file a complaint about noncompliance

with the commissioner.

Subd. 7.

Statutory construction.

(a) This section shall not be construed to authorize this state or any of its political subdivisions to do either of the following:

(1) require any person to participate in prayer or in any other religious activity; or

(2) violate the constitutional rights of any person.

(b) This section shall not be construed to limit the authority of any public school to do any of the following:

(1) maintain order and discipline on the campus of the public school in a content- and viewpoint-neutral manner;

(2) protect the safety of students, employees, and visitors of the public school; or

(3) adopt and enforce policies and procedures regarding student speech at school

provided

that the policies and procedures do not violate the rights of students as guaranteed by the Constitutions of the United States and the state of Minnesota or other applicable law.

EFFECTIVE DATE.

This section is effective for the 2017-2018 school year and later.

Figure 8. [HF 23](#) Feedback Letter



Engagement. Voice. Success.

Dear Representative Quam,

Thank you for presenting your bill, HF 23, regarding religious liberties in schools on January 27, 2017 to the Minnesota Youth Council Committee. We truly appreciate your time and your willingness to appear before our committee. Your views and opinions helped broaden our perspectives on issues facing youth around the state. HF 23 was voted on and was not passed with a final tally of 6 in the affirmative and 21 in the negative.

There were many positive aspects of your bill. For example, the Committee appreciates your commitment to being proactive. Many members also value one of the main aspects of the bill, to create a conversation around the topic of religious expression in schools. We agree with you that it is important to clarify what the law allows to help mitigate possible confusion. Members of the Minnesota Youth Council Committee were also uplifted since this bill was inclusive of all religions.

After the Minnesota Youth Council Committee hearing, we met to discuss potential changes to your bill. There were many requests from members to include a definition of religion. The lack of a definition may lead to potential conflict, which contradicts the proactivity of your bill. The Committee members had some concerns about potential discrimination that the implementation of HF 23 might create. By allowing students to freely express themselves through a religious lens, students may be able to actively bully other students with the thought that it may be without consequence by the provisions of this bill. This could also address any problems potential religious extremism may produce.

There were also questions about the need for this law, considering the Constitution provides for religious freedom. We would like to see clarification on how the protections this bill provides differ from those provided in our governing document. We hope that you know that even though the Committee voted to not pass this bill, there is a general consensus behind the idea of this bill with the main opposition coming from a few fundamental flaws in the language of the bill that can be amended. We would like to continue this conversation and we look forward to hearing back from you.

Sincerely,

Minnesota Youth Council Committee



Figure 9. [HF 276](#) Homeless Student Additional Support – Representative David Bly

A bill for an act relating to education finance; providing additional support for homeless students; creating professional development opportunities for staff who work with homeless students; appropriating money; amending Minnesota Statutes 2016, sections 120A.20, subdivision 2; 120B.11, subdivision 2; 120B.115; 123B.92, subdivision 1; 125A.76, subdivision 1; Laws 2015, First Special Session chapter 3, article 12, section 4, subdivision 2, as amended. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

Minnesota Statutes 2016, section 120A.20, subdivision 2, is amended to read:
Subd. 2.

Education, residence, and transportation of homeless.

(a) Notwithstanding subdivision 1, a district must not deny free admission to a homeless pupil solely because the district cannot determine that the pupil is a resident of the district.

(b) The school district of residence for a homeless pupil shall be the school district in which the parent or legal guardian resides, unless: (1) parental rights have been terminated by court order; (2) the parent or guardian is not living within the state; or (3) the parent or guardian having legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of corrections. If any of clauses (1) to (3) apply, the school district of residence shall be the school district in which the pupil resided when the qualifying event occurred. If no other district of residence can be established, the school district of residence shall be the school district in which the pupil currently resides. If there is a dispute between school districts regarding residency, the district of residence is the district designated by the commissioner of education.

(c) The serving district is responsible for transporting a homeless pupil to and from the pupil's district of residence. The district may transport from a permanent home in another district ~~but only~~ through the end of the academic school year, and, upon request from the formerly homeless student, for the following academic year. When a pupil is enrolled in a charter school, the district or school that provides transportation for other pupils enrolled in the charter school is responsible for providing transportation. When a homeless student with or without an individualized education program attends a public school other than an independent or special school district or charter school, the district of residence is responsible for transportation.

Sec. 2.

Minnesota Statutes 2016, section 120B.11, subdivision 2, is amended to read:
Subd. 2.

Adopting plans and budgets.

A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

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

(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section [120B.15](#), and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section [123B.147](#), subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section [120B.35, subdivision 3](#), paragraph (b), clause (2), and teacher evaluations under section [122A.40, subdivision 8](#), or [122A.41](#), subdivision 5;

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

(5) [strategies for improving instruction, curriculum, student achievement, and continuity of services for homeless and formerly homeless students](#);

(6) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

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

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

Sec. 3.

Minnesota Statutes 2016, section 120B.115, is amended to read:

120B.115 REGIONAL CENTERS OF EXCELLENCE.

(a) Regional centers of excellence are established to assist and support school boards, school districts, school sites, and charter schools in implementing research-based interventions and practices to increase the students' achievement within a region. The centers must develop partnerships with local and regional service cooperatives, postsecondary institutions, integrated school districts, the department, children's mental health providers, or other local or regional entities interested in providing a cohesive and consistent regional delivery system that serves all schools equitably. Centers must assist school districts, school

sites, and charter schools in developing similar partnerships. Center support may include assisting school districts, school sites, and charter schools with common principles of effective practice, including:

(1) defining measurable education goals under sections [120B.022](#), subdivisions 1a and 1b, and [120B.11, subdivision 2](#);

(2) implementing evidence-based practices, including applied and experiential learning, contextualized learning, competency-based curricula and assessments, and other nontraditional learning opportunities, among other practices;

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

(4) providing multilayered levels of support;

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

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

(7) [providing staff development and training opportunities for school district and charter school homeless liaisons and other staff supporting homeless students; and](#)

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

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

(b) The department must assist the regional centers of excellence to meet staff, facilities, and technical needs, provide the centers with programmatic support, and work with the centers to establish a coherent statewide system of regional support, including consulting, training, and technical support, to help school boards, school districts, school sites, and charter schools effectively and efficiently implement the world's best workforce goals under section [120B.11](#) and other state and federal education initiatives, including secondary and postsecondary career pathways and technical education.

Sec. 4.

Minnesota Statutes 2016, section 123B.92, subdivision 1, is amended to read:
Subdivision 1.

Definitions.

For purposes of this section and section [125A.76](#), the terms defined in this subdivision have the meanings given to them.

(a) "Actual expenditure per pupil transported in the regular and excess transportation categories" means the quotient obtained by dividing:

(1) the sum of:

(i) all expenditures for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

(ii) an amount equal to one year's depreciation on the district's school bus fleet and mobile units computed on a straight line basis at the rate of 15 percent per year for districts operating a program under section [124D.128](#) for grades 1 to 12 for all students in the district and 12-1/2 percent per year for other districts of the cost of the fleet, plus

(iii) an amount equal to one year's depreciation on the district's type III vehicles, as defined in section [169.011, subdivision 71](#), which must be used a majority of the time for pupil transportation purposes, computed on a straight line basis at the rate of 20 percent per year of the cost of the type three school buses by:

(2) the number of pupils eligible for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2).

(b) "Transportation category" means a category of transportation service provided to pupils as follows:

(1) Regular transportation is:

(i) transportation to and from school during the regular school year for resident elementary pupils residing one mile or more from the public or nonpublic school they attend, and resident secondary pupils residing two miles or more from the public or nonpublic school they attend, excluding desegregation transportation and noon kindergarten transportation; but with respect to transportation of pupils to and from nonpublic schools, only to the extent permitted by sections [123B.84](#) to [123B.87](#);

(ii) transportation of resident pupils to and from language immersion programs;

(iii) transportation of a pupil who is a custodial parent and that pupil's child between the pupil's home and the child care provider and between the provider and the school, if the home and provider are within the attendance area of the school;

(iv) transportation to and from or board and lodging in another district, of resident pupils of a district without a secondary school; and

(v) transportation to and from school during the regular school year required under subdivision 3 for nonresident elementary pupils when the distance from the attendance area border to the public school is one mile or more, and for nonresident secondary pupils when the distance from the attendance area border to the public school is two miles or more, excluding desegregation transportation and noon kindergarten transportation.

For the purposes of this paragraph, a district may designate a licensed day care facility, school day care facility, respite care facility, the residence of a relative, or the residence of a person or other location chosen by the pupil's parent or guardian, or an after-school program

for children operated by a political subdivision of the state, as the home of a pupil for part or all of the day, if requested by the pupil's parent or guardian, and if that facility, residence, or program is within the attendance area of the school the pupil attends.

(2) Excess transportation is:

(i) transportation to and from school during the regular school year for resident secondary

pupils residing at least one mile but less than two miles from the public or nonpublic school they attend, and transportation to and from school for resident pupils residing less than one mile from school who are transported because of full-service school zones, extraordinary traffic, drug, or crime hazards; and

(ii) transportation to and from school during the regular school year required under subdivision 3 for nonresident secondary pupils when the distance from the attendance area border to the school is at least one mile but less than two miles from the public school they attend, and for nonresident pupils when the distance from the attendance area border to the school is less than one mile from the school and who are transported because of full-service school zones, extraordinary traffic, drug, or crime hazards.

(3) Desegregation transportation is transportation within and outside of the district during the regular school year of pupils to and from schools located outside their normal attendance areas under a plan for desegregation mandated by the commissioner or under court order.

(4) "Transportation services for pupils with disabilities" is:

(i) transportation of pupils with disabilities who cannot be transported on a regular school bus between home or a respite care facility and school;

(ii) necessary transportation of pupils with disabilities from home or from school to other buildings, including centers such as developmental achievement centers, hospitals, and treatment centers where special instruction or services required by sections [125A.03](#) to [125A.24](#), [125A.26](#) to [125A.48](#), and [125A.65](#) are provided, within or outside the district where services are provided;

(iii) necessary transportation for resident pupils with disabilities required by sections [125A.12](#), and [125A.26](#) to [125A.48](#);

(iv) board and lodging for pupils with disabilities in a district maintaining special classes;

(v) transportation from one educational facility to another within the district for resident pupils enrolled on a shared-time basis in educational programs, and necessary transportation required by sections [125A.18](#), and [125A.26](#) to [125A.48](#), for resident pupils with disabilities who are provided special instruction and services on a shared-time basis or if resident pupils are not transported, the costs of necessary travel between public and private schools or neutral instructional sites by essential personnel employed by the district's program for children with a disability;

(vi) transportation for resident pupils with disabilities to and from board and lodging facilities when the pupil is boarded and lodged for educational purposes;

(vii) transportation of pupils for a curricular field trip activity on a school bus equipped

with a power lift when the power lift is required by a student's disability or section 504 plan; and

(viii) services described in clauses (i) to (vii), when provided for pupils with disabilities in conjunction with a summer instructional program that relates to the pupil's individualized education program or in conjunction with a learning year program established under section [124D.128](#).

For purposes of computing special education initial aid under section 125A.76, the cost of providing transportation for children with disabilities includes (A) the additional cost of transporting a homeless student from a temporary nonshelter home in another district to the school of origin, or a formerly homeless student from a permanent home in another district to the school of origin ~~but only~~ through the end of the academic year, and, upon request from the formerly homeless student, for the following academic year; and (B) depreciation on district-owned school buses purchased after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled transportation category must be excluded in calculating the actual expenditure per pupil transported in the regular and excess transportation categories according to paragraph (a). For purposes of subitem (A), a school district may transport a child who does not have a school of origin to the same school attended by that child's sibling, if the siblings are homeless.

(5) "Nonpublic nonregular transportation" is:

(i) transportation from one educational facility to another within the district for resident pupils enrolled on a shared-time basis in educational programs, excluding transportation for nonpublic pupils with disabilities under clause (4);

(ii) transportation within district boundaries between a nonpublic school and a public school or a neutral site for nonpublic school pupils who are provided pupil support services pursuant to section [123B.44](#); and

(iii) late transportation home from school or between schools within a district for nonpublic school pupils involved in after-school activities.

(c) "Mobile unit" means a vehicle or trailer designed to provide facilities for educational programs and services, including diagnostic testing, guidance and counseling services, and health services. A mobile unit located off nonpublic school premises is a neutral site as defined in section [123B.41, subdivision 13](#).

Sec. 5.

Minnesota Statutes 2016, section 125A.76, subdivision 1, is amended to read:
Subdivision 1.

Definitions.

(a) For the purposes of this section and section [125A.79](#), the definitions in this subdivision apply.

(b) "Basic revenue" has the meaning given it in section [126C.10, subdivision 2](#). For the purposes of computing basic revenue pursuant to this section, each child with a disability shall be counted as prescribed in section [126C.05, subdivision 1](#).

(c) "Essential personnel" means teachers, cultural liaisons, related services, and support services staff providing services to students. Essential personnel may also include special education paraprofessionals or clericals providing support to teachers and students by preparing paperwork and making arrangements related to special education compliance requirements, including parent meetings and individualized education programs. Essential personnel does not include administrators and supervisors.

(d) "Average daily membership" has the meaning given it in section [126C.05](#).

(e) "Program growth factor" means [1.046](#) for fiscal years 2012 through 2015, 1.0 for fiscal year 2016, [1.046](#) for fiscal year 2017, and the product of [1.046](#) and the program growth factor for the previous year for fiscal year 2018 and later.

(f) "Nonfederal special education expenditure" means all direct expenditures that are necessary and essential to meet the district's obligation to provide special instruction and services to children with a disability according to sections [124D.454](#), [125A.03](#) to [125A.24](#), [125A.259](#) to [125A.48](#), and [125A.65](#) as submitted by the district and approved by the department under section [125A.75, subdivision 4](#), excluding expenditures:

- (1) reimbursed with federal funds;
- (2) reimbursed with other state aids under this chapter;
- (3) for general education costs of serving students with a disability;
- (4) for facilities;
- (5) for pupil transportation; and
- (6) for postemployment benefits.

(g) "Old formula special education expenditures" means expenditures eligible for revenue under Minnesota Statutes 2012, section [125A.76, subdivision 2](#).

(h) For the Minnesota State Academy for the Deaf and the Minnesota State Academy for the Blind, expenditures under paragraphs (f) and (g) are limited to the salary and fringe benefits of one-to-one instructional and behavior management aides and one-to-one licensed, certified professionals assigned to a child attending the academy, if the aides or professionals are required by the child's individualized education program.

(i) "Cross subsidy reduction aid percentage" means 1.0 percent for fiscal year 2014 and 2.27 percent for fiscal year 2015.

(j) "Cross subsidy reduction aid limit" means \$20 for fiscal year 2014 and \$48 for fiscal year 2015.

(k) "Special education aid increase limit" means \$80 for fiscal year 2016, \$100 for fiscal year 2017, and, for fiscal year 2018 and later, the sum of the special education aid increase limit for the previous fiscal year and \$40. [A charter school or school district subject to the special education aid limit imposed by this paragraph may exceed the aid limit by the amount](#)

of any costs incurred providing transportation to homeless students under section 123B.92, subdivision 1.

(l) "District" means a school district, a charter school, or a cooperative unit as defined in section [123A.24, subdivision 2](#). Notwithstanding section [123A.26](#), cooperative units as defined in section [123A.24, subdivision 2](#), are eligible to receive special education aid under this section and section [125A.79](#).

Sec. 6.

Laws 2015, First Special Session chapter 3, article 12, section 4, subdivision 2, as amended by Laws 2016, chapter 189, article 33, section 2, is amended to read:

Subd. 2.

Department.

(a) For the Department of Education:		
\$	21,276,000
\$	26,384,000

Of these amounts:

(1) \$748,000 in fiscal year 2016 and zero in fiscal year 2017 is for the Board of Teaching.

Any balance in the first year does not cancel, but is available in the second year;

(2) \$228,000 in fiscal year 2016 and \$231,000 in fiscal year 2017 are for the Board of School Administrators;

(3) \$1,000,000 ~~each~~ [in fiscal year 2016 and \\$..... in fiscal year 2017](#) are for Regional Centers of Excellence under Minnesota Statutes, section [120B.115](#);

(4) \$500,000 each year is for the School Safety Technical Assistance Center under Minnesota Statutes, section [127A.052](#);

(5) \$250,000 each year is for the School Finance Division to enhance financial data analysis;

(6) \$441,000 in fiscal year 2016 and \$720,000 in fiscal year 2017 ~~is~~ [are](#) for implementing

Laws 2014, chapter 272, article 1, Minnesota's Learning for English Academic Proficiency and Success Act, as amended;

(7) \$2,750,000 in fiscal year 2017 only is for implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS) in schools and districts throughout Minnesota to reduce the use of restrictive procedures and increase use of positive practices. This is a onetime appropriation; and

(8) \$1,000,000 in fiscal year 2017 only is for Department of Education information technology enhancements and security. This is a onetime appropriation.

(b) Any balance in the first year does not cancel but is available in the second year.

(c) None of the amounts appropriated under this subdivision may be used for Minnesota's Washington, D.C. office.

(d) The expenditures of federal grants and aids as shown in the biennial budget document and its supplements are approved and appropriated and shall be spent as indicated.

(e) This appropriation includes funds for information technology project services and support subject to the provisions of Minnesota Statutes, section [16E.0466](#). Any ongoing information technology costs will be incorporated into the service level agreement and will be paid to the Office of MN.IT Services by the Department of Education under the rates and mechanism specified in that agreement.

(f) The agency's base budget in fiscal year 2018 is \$22,121,000. The agency's base budget in fiscal year 2019 is \$22,096,000.

Subd. 3.

Licensure by Portfolio.

For licensure by portfolio:

\$	34,000
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This appropriation is from the educator licensure portfolio account of the special revenue fund.

Sec. 7. APPROPRIATION; HOMELESS PUPIL TRANSPORTATION.

\$..... in fiscal year 2018 is appropriated from the general fund to the commissioner of education for the purpose of fully funding transportation services for homeless students. This amount is added to the appropriation in Laws 2016, chapter 189, article 29, section 15, subdivision 2.

Figure 10. [HF 276](#) Feedback Letter



Engagement. Voice. Success.

Dear Representative Bly,

Thank you for presenting HF 276, regarding additional support for homeless students, during the Minnesota Youth Council Committee meeting on March 21st, 2017. The MYCC appreciates your willingness to present your bill to the Committee. The bill was voted on and passed with 17 votes in the affirmative and 0 votes in the negative.

There are many positive aspects that allowed the Committee to vote unanimously in favor of this bill. As youth, we are grateful for the awareness and support that this bill provides for those affected by homelessness. The MYCC conducted a survey earlier this year and found that this is an issue a large majority of the 350 participants care about. We appreciate that this bill does not just provide basic needs to homeless students, but it provides emotional and social support as well. This bill focuses on equity for all students and provides charter schools and ALC's with the necessary resources for them to meet the requirements of the federal law. The fact that this bill is not forced upon all homeless students at these schools is also a benefit, as it takes into consideration the feelings of those who are impacted. We are also esteemed about your passion for this bill, along with that of the testifier you had with you. Ms. Dahl's remarks and answers to our questions proved beneficial in understanding the bill and the impact that it truly can have.

The MYCC has a few recommendations to further improve the bill. We would love for the bill to be clearer when it comes to students who are homeless not being alienated when provided with the support coming from this bill. Furthermore, we hope you would consider expanding professional development to include voices of students that have, or are currently, experiencing homelessness. There is nobody better to listen to than someone who has gone through this. It would be interesting to know how other states have handled this problem, which could better help us understand the best solution to the issue.

We are hopeful that this bill will have a strong impact on the issue of homelessness, especially on those students dealing with the negative impacts of it each and every day. It is essential to continue this conversation, and work towards the equity of all students. We hope our feedback is valuable to the future of this bill.

Sincerely,

Minnesota Youth Council Committee



An Initiative of Minnesota Alliance With Youth

Figure 11. SF 474 Youth Skills Training Program – Senator P. Anderson

A bill for an act
relating to workforce development; establishing a youth skills training program;
requiring reports; appropriating money; proposing coding for new law in Minnesota
Statutes, chapter 175.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

[175.46] YOUTH SKILLS TRAINING PROGRAM.

Subdivision 1.

Program established.

The commissioner shall administer a youth skills training program established for the purpose of providing work-based skills training for student learners ages 16 and 17. The commissioner shall award grants to local partnerships for the implementation and coordination of local youth skills training programs as provided in this section.

Subd. 2.

Definitions.

(a) For purposes of this section, the terms in this subdivision have the meanings given.

(b) "Local partnership" means one or more school districts, or any combination of one or more school districts, other public agencies, nonprofit organizations, or individuals who have agreed to be responsible for implementing and coordinating a local youth skills training program.

(c) "Public agency" means a city, county, town, school district, postsecondary institution, or the administrative entity of a local workforce development area.

(d) "Student learner" means a student who is employed on a part-time basis to obtain both academic credit and employment training under a youth skills training program approved under this section and the employment is subject to a written agreement, which provides that:

(1) the work of the student learner in the occupations declared particularly hazardous shall be incidental to the training;

(2) the work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

(3) safety instruction shall be given by the school and correlated by the employer with on-the-job training; and

(4) a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Subd. 3.

Duties.

(a) In administering the youth skills training program, the commissioner is responsible for:

(1) establishing guidelines and standards for the program, including approval of occupations and maintenance of a list of approved occupations for the program;

(2) issuing requests for proposals for grants;
(3) working with individuals representing industry and labor to develop new youth skills

training program areas;

(4) approving the statewide program curricula for approved occupations;
(5) monitoring youth skills training programs;
(6) providing technical assistance to local partnership grantees;
(7) other activities as necessary to implement the program; and
(8) providing a path for receiving postsecondary credit for participation in the youth skills training program.

(b) The commissioner shall collaborate with stakeholders, including, but not limited to, representatives of postsecondary institutions, business, and labor, in developing the youth skills training program.

Subd. 4.

Interaction with child labor laws.

The commissioner shall grant an exemption from any provisions of chapter 181A for the student learners participating in training programs for occupations approved by the commissioner under this section, including, but not limited to, provisions relating to hazardous occupations, time of day, and maximum hours.

Subd. 5.

Other apprenticeship programs.

(a) The youth skills training program under this section shall not affect any apprenticeship program that is governed by section 124D.47.

(b) A registered apprenticeship program governed by chapter 178 may grant credit toward the completion of a registered apprenticeship for the successful completion of a youth skills training program under this section.

Subd. 6.

Applications.

(a) Applications must be made to the commissioner on a form provided by the commissioner.

(b) A local partnership shall include in its grant application:

(1) the identity of each public agency, nonprofit organization, or individual who is a participant in the local partnership;

(2) a plan to accomplish the implementation and coordination of activities specified in subdivision 7; and

(3) the identity of a fiscal agent responsible for receiving, managing, and accounting of the grant.

Subd. 7.

Grant awards.

A local partnership awarded a grant under this section may use the grant award for any of the following implementation and coordination activities:

- (1) recruiting employers to provide on-the-job training and supervision for student learners and providing technical assistance to those employers;
- (2) recruiting students to participate in the local youth skills training program and monitoring the progress of student learners participating in the program;
- (3) coordinating youth skills training activities within participating school districts and among participating school districts, postsecondary institutions, and employers;
- (4) coordinating academic, vocational and occupational learning, school-based and work-based learning, and secondary and postsecondary education for participants in the local youth skills training program; and
- (5) any other implementation or coordination activity that the commissioner may direct or permit the local partnership to perform.

Subd. 8.

Grant amounts.

The maximum grant awarded may not exceed \$..... per student learner. A local partnership that is awarded a grant shall provide matching funds equal to 50 percent of the grant amount awarded.

Subd. 9.

Outcomes.

The following outcomes are expected of a local youth skills training program:

- (1) at least 80 percent of the student learners who participate in the program for two years must receive a high school diploma on completion of the training period; and
- (2) at least 60 percent of the student learners who participate in the program for two years must be offered employment by the employer that provided the on-the-job training for the student learner on completion of the training period.

Subd. 10.

Reporting.

(a) Beginning in 2018, the commissioner shall annually by February 1 report on the activity and outcomes of the program for the preceding fiscal year to the chairs of the legislative committees with jurisdiction over jobs and economic growth policy and finance. At a minimum, the report must include:

(1) the number of student learners who commenced the training program and the number who completed the training program; and

(2) recommendations, if any, for changes to the program.

(b) The initial report shall include a detailed description of the differences between the state and federal systems in child safety standards.

Sec. 2. YOUTH SKILLS TRAINING PROGRAM; APPROPRIATION.

\$500,000 is appropriated in fiscal year 2018 from the workforce development fund to the commissioner of labor and industry to implement the youth skills training program under Minnesota Statutes, section 175.46. The commissioner shall award up to five grants to local partnerships located throughout the state, not to exceed \$..... per local partnership grant. The commissioner may expend up to five percent of this appropriation for administration of the program.

Figure 12. [SF 474](#) Feedback Letter



Engagement. Voice. Success.

Dear Senator Anderson and Ms. Walstein,

Thank you for presenting SF 474, regarding a workforce training program for high school students, during the Minnesota Youth Council Committee meeting on March 21st, 2017. Your bill was voted on and passed with 17 votes in the affirmative and 0 votes in the negative.

As students soon to be entering the workforce, it is encouraging to see that there is interest in introducing programs that support student development. This program would safely help student transition into the workforce with essential skills. It gives youth an understanding of careers that might interest them, and allows them to further explore educational opportunities beyond the classroom which is important in the current job market.

The Committee has a few recommendations for this bill. While GPA is never mentioned in the bill, we want to ensure that the application for this program not to be based on GPA, but on a student's willingness to learn and incorporate themselves into their community. The Minnesota Youth Council's application does not include certain qualifiers that could be deemed restrictive, including GPA, as it is not the best indicator of student success and engagement. Members of the MYCC would also like to see the minimum age for the program be lowered to 16. We would also appreciate some clarity why only five grants for this program are allowed to be distributed across the state. We worry a grant may not be accessible to student outside of the five grant recipients.

We cannot wait to see how it develops from here and we are honored to have taken part. Thank you for this opportunity and we hope to work with you again.

Sincerely,

The Minnesota Youth Council Committee



Figure 13. [HF 1255](#) School-Linked Mental Health Resources – Representative Roz Peterson

A bill for an act

relating to education; health; increasing appropriations for school-linked mental health services; providing for school staff and program development; requiring an intermediate school district program evaluation; providing for additional supports for students attending alternative learning centers in intermediate districts; amending Minnesota Statutes 2016, sections 123A.05, by adding a subdivision; 127A.47, subdivision 7; 245.4889, subdivision 1; Laws 2016, chapter 189, article 24, section 22; article 25, section 62, subdivision 2.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

Minnesota Statutes 2016, section 123A.05, is amended by adding a subdivision to read:

Subd. 2a.

Additional revenue.

Additional revenue for a state-approved alternative program operated by an intermediate school district, education district, service cooperative, or other joint powers entity equals the number of pupil units attending the state-approved alternative program times the sum of the average referendum revenue and local optional revenue per pupil unit for the member districts of that cooperative unit.

EFFECTIVE DATE.

This section is effective for revenue for fiscal year 2018 and later.

Sec. 2.

Minnesota Statutes 2016, section 127A.47, subdivision 7, is amended to read:
Subd. 7.

Alternative attendance programs.

(a) The general education aid and special education aid for districts must be adjusted for each pupil attending a nonresident district under sections [123A.05](#) to [123A.08](#), [124D.03](#), [124D.08](#), and [124D.68](#). The adjustments must be made according to this subdivision.

(b) For purposes of this subdivision, the "unreimbursed cost of providing special education and services" means the difference between: (1) the actual cost of providing special instruction and services, including special transportation and unreimbursed building lease and debt service costs for facilities used primarily for special education, for a pupil with a disability, as defined in section [125A.02](#), or a pupil, as defined in section [125A.51](#), who is enrolled in a program listed in this subdivision, minus (2) if the pupil receives special instruction and services outside the regular classroom for more than 60 percent of the school day, the amount of general education revenue, excluding local optional revenue, plus local optional aid and referendum equalization aid as defined in section [125A.11, subdivision 1](#), paragraph (d), attributable to that pupil for the portion of time the pupil receives special instruction and services outside of the regular classroom, excluding portions attributable to district and school administration, district support services, operations and maintenance,

capital expenditures, and pupil transportation, minus (3) special education aid under section [125A.76](#) attributable to that pupil, that is received by the district providing special instruction and services. For purposes of this paragraph, general education revenue and referendum equalization aid attributable to a pupil must be calculated using the serving district's average general education revenue and referendum equalization aid per adjusted pupil unit.

(c) For fiscal year 2015 and later, special education aid paid to a resident district must be reduced by an amount equal to 90 percent of the unreimbursed cost of providing special education and services.

(d) Notwithstanding paragraph (c), special education aid paid to a resident district must be reduced by an amount equal to 100 percent of the unreimbursed cost of special education and services provided to students at an intermediate district, cooperative, or charter school where the percent of students eligible for special education services is at least 70 percent of the charter school's total enrollment.

(e) Notwithstanding paragraph (c), special education aid paid to a resident district must be reduced under paragraph (d) for students at a charter school receiving special education aid under section [124E.21, subdivision 3](#), calculated as if the charter school received special education aid under section [124E.21, subdivision 1](#).

(f) Special education aid paid to the district or cooperative providing special instruction and services for the pupil, or to the fiscal agent district for a cooperative, must be increased by the amount of the reduction in the aid paid to the resident district under paragraphs (c) and (d). If the resident district's special education aid is insufficient to make the full adjustment under paragraphs (c), (d), and (e), the remaining adjustment shall be made to other state aids due to the district.

(g) Notwithstanding paragraph (a), general education aid paid to the resident district of a nonspecial education student for whom an eligible special education charter school receives general education aid under section [124E.20, subdivision 1](#), paragraph (c), must be reduced by an amount equal to the difference between the general education aid attributable to the student under section [124E.20, subdivision 1](#), paragraph (c), and the general education aid that the student would have generated for the charter school under section [124E.20, subdivision 1](#), paragraph (a). For purposes of this paragraph, "nonspecial education student" means a student who does not meet the definition of pupil with a disability as defined in section [125A.02](#) or the definition of a pupil in section [125A.51](#).

(h) An area learning center operated by a service cooperative, intermediate district, education district, or a joint powers cooperative may elect through the action of the constituent boards to charge the resident district tuition for pupils rather than to have the general education revenue paid to a fiscal agent school district. Except as provided in paragraph (f), the district of residence must pay tuition equal to at least 90 and no more than 100 percent of the district average general education revenue per pupil unit minus an amount equal to the product of the formula allowance according to section [126C.10, subdivision 2](#), times .0466, calculated without compensatory revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units for pupils attending the area learning center.

[\(i\) Notwithstanding section 123A.26, additional revenue under section 123A.05, subdivision 2a, must be paid by the Department of Education directly to the intermediate](#)

school district, education district, service cooperative, or other joint powers entity that operates the state-approved alternative program under this subdivision.

EFFECTIVE DATE.

This section is effective for revenue for fiscal year 2018 and later.

Sec. 3.

Minnesota Statutes 2016, section 245.4889, subdivision 1, is amended to read:

Subdivision 1.

Establishment and authority.

(a) The commissioner is authorized to make grants from available appropriations to assist:

- (1) counties;
- (2) Indian tribes;
- (3) children's collaboratives under section 124D.23 or 245.493; ~~or~~
- (4) mental health service providers; or
- (5) intermediate school districts or other cooperative units providing instruction to students in federal instructional settings of level 4 or higher.

(b) The following services are eligible for grants under this section:

- (1) services to children with emotional disturbances as defined in section 245.4871, subdivision 15, and their families;
 - (2) transition services under section 245.4875, subdivision 8, for young adults under age 21 and their families;
 - (3) respite care services for children with severe emotional disturbances who are at risk of out-of-home placement;
 - (4) children's mental health crisis services;
 - (5) mental health services for people from cultural and ethnic minorities;
 - (6) children's mental health screening and follow-up diagnostic assessment and treatment;
 - (7) services to promote and develop the capacity of providers to use evidence-based practices in providing children's mental health services;
 - (8) school-linked mental health services;
 - (9) building evidence-based mental health intervention capacity for children birth to age five;
 - (10) suicide prevention and counseling services that use text messaging statewide;
 - (11) mental health first aid training;
 - (12) training for parents, collaborative partners, and mental health providers on the impact of adverse childhood experiences and trauma and development of an interactive Web site to share information and strategies to promote resilience and prevent trauma;
 - (13) transition age services to develop or expand mental health treatment and supports for adolescents and young adults 26 years of age or younger;
 - (14) early childhood mental health consultation;
 - (15) evidence-based interventions for youth at risk of developing or experiencing a first episode of psychosis, and a public awareness campaign on the signs and symptoms of psychosis; and
 - (16) psychiatric consultation for primary care practitioners.
- (c) Services under paragraph (b) must be designed to help each child to function and remain with the child's family in the community and delivered consistent with the child's

treatment plan. Transition services to eligible young adults under paragraph (b) must be designed to foster independent living in the community.

(d) Notwithstanding paragraph (b), an intermediate school district or other cooperative unit that receives a grant under this section must use grant funding only for services under paragraph (b), clause (8).

EFFECTIVE DATE.

This section is effective July 1, 2017.

Sec. 4.

Laws 2016, chapter 189, article 24, section 22, is amended to read:

Sec. 22. STAFF DEVELOPMENT GRANTS AID FOR INTERMEDIATE SCHOOL DISTRICTS AND OTHER COOPERATIVE UNITS.

(a) For fiscal years year 2017, 2018, and 2019 only and later, an intermediate school district or other cooperative unit providing instruction to students in federal instructional settings of level 4 or higher qualifies for staff development grants aid equal to \$1,000 \$..... times the full-time equivalent number of licensed instructional staff and nonlicensed classroom aides employed by or assigned to the intermediate school district or other cooperative unit during the previous fiscal year.

(b) Staff development grants received aid under this section must be used for activities related to enhancing services to students who may have challenging behaviors or mental health issues or be suffering from trauma. Specific qualifying staff development activities include but are not limited to:

- (1) proactive behavior management;
- (2) personal safety training;
- (3) de-escalation techniques; ~~and~~
- (4) adaptation of published curriculum and pedagogy for students with complex learning and behavioral needs; and

(5) training and consultation for member districts.

(c) ~~The grants received Aid~~ under this section must be reserved and spent only on the activities specified in this section. ~~If funding for purposes of this section is insufficient, the commissioner must prorate the grants.~~

EFFECTIVE DATE.

This section is effective July 1, 2017.

Sec. 5.

Laws 2016, chapter 189, article 25, section 62, subdivision 2, is amended to read:

Subd. 2.

Staff development grants aid for cooperative units.

For payment of staff development grants aid to intermediate school districts and other cooperative units providing instruction to students in federal instructional settings of level 4 or higher:

\$	4,500,000	
<u>16</u>	<u>.....</u>		<u>.....</u>	<u>2018</u>
<u>16</u>	<u>.....</u>		<u>.....</u>	<u>2019</u>

~~This is a onetime appropriation.~~ This appropriation is available until June 30, 2019. To the extent practicable, this appropriation should fund staff development ~~grants aid~~ for intermediate school districts and other cooperative units for fiscal years 2017, 2018, and 2019.

EFFECTIVE DATE.

This section is effective July 1, 2017.

Sec. 6. **APPROPRIATION; COMMISSIONER OF HEALTH AND HUMAN SERVICES.**

\$...... in fiscal year 2018 and later is appropriated from the general fund to the commissioner of health and human services for grants to intermediate school districts or other cooperative units under Minnesota Statutes, section 245.4889. The maximum grant amount for an intermediate school district or other cooperative unit equals \$...... times the sum of the adjusted pupil units in the intermediate school district's or other cooperative unit's member school districts. This appropriation is in addition to any other amounts appropriated for the same purpose.

Sec. 7. **APPROPRIATIONS.**

Subdivision 1.

Department of Education.

The sums in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2.

Intermediate school district program accountability study.

For a longitudinal program accountability study of intermediate district and cooperative unit supports and services for students with severe mental and behavioral health needs:

\$

This is a onetime appropriation and is available until

Subd. 3.

Additional revenue for state-approved alternative programs.

For additional revenue for state-approved alternative programs under Minnesota Statutes, section 123A.05, subdivision 2a:

\$

\$

Sec. 8. **REVISOR'S INSTRUCTION.**

In the next edition of Minnesota Statutes, the revisor of statutes shall codify Laws 2016, chapter 189, article 24, section 22, as amended by this act.

Figure 14. [HF 1255](#) Feedback Letter



Engagement. Voice. Success.

Dear Representative Loon and Representative Peterson,

Thank you for presenting HF 1255, regarding increasing appropriations for school-linked mental health services, during the Minnesota Youth Council Committee meeting on March 21st, 2017. The bill was voted on and passed with 16 votes in the affirmative and 1 vote in the negative.

Overall, the bill received overwhelming support from the Minnesota Youth Council Committee. Earlier this year, we conducted a statewide survey of nearly 400 students from across Minnesota. With the information from our survey, as well as the Minnesota Student Survey, we found that mental health support was a theme that students consistently cared about. We also know that one in five high schoolers experience a mental health disorder, yet resources and support remain insufficient. Therefore we were pleased to hear of your bill's plan to delegate additional funds towards mental health services in schools, including through the development of alternative programs.

As a committee, we have a suggestion as to how this bill could improve. We noticed that the bill is focused mainly on level 4 special education students, and we believe it could be built upon by including students of all levels.

We truly appreciate your effort to expand support of student mental health. As students in the school system, we can tell you firsthand that there is not enough support for this issue. Thank you for being an advocate and supporting students.

Sincerely,

Minnesota Youth Council Committee



Figure 15. HF 181 State Aid for school districts with low general education revenue per pupil and low property wealth per pupil – Representative Lucero

A bill for an act relating to education finance; creating a new source of state aid for school districts with low general education revenue per pupil and low property wealth per pupil; appropriating money; proposing coding for new law in Minnesota Statutes, chapter 126C.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
Section 1.

[126C.127] GENERAL EDUCATION DISPARITY AID.

Subdivision 1.

Eligible districts.

A school district, not including a charter school, qualifies for general education disparity aid if: (1) the district's adjusted net tax capacity per adjusted pupil unit is less than the value of the district at or immediately below the 20th percentile of districts; or (2) the district's referendum market value per resident pupil unit is less than the value of the district at or immediately below the 20th percentile of districts.

Subd. 2.

General education disparity aid.

(a) A district's general education disparity aid allowance equals 0.7 times the greater of:

(1) zero; or

(2) the difference between (i) the amount of general education revenue per adjusted pupil unit under section 126C.10, not including referendum revenue, for the district at or immediately below the 20th percentile of districts, and (ii) the amount of general education revenue per adjusted pupil unit under section 126C.10, not including referendum revenue, for the district.

(b) For fiscal year 2018 and later, a district's general education disparity aid equals its general education disparity aid allowance times the adjusted pupil units.

EFFECTIVE DATE.

This section is effective for revenue in fiscal year 2018 and later.

Sec. 2. **APPROPRIATIONS.**

Subdivision 1.

Department of Education.

The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2.

General education disparity aid.

For general education disparity aid under Minnesota Statutes, section 126C.127:

\$
\$

Figure 16. [HF 181](#) Feedback Letter



Engagement. Voice. Success.

Dear Representative Lucero,

Thank you for presenting HF 181, regarding a new source of state aid for school districts with low general education revenue per pupil, during the Minnesota Youth Council Committee meeting on March 21st, 2017. We appreciate your willingness to present your bill to the Committee. The bill was voted on and passed with 13 votes in the affirmative and 4 votes in the negative.

Overall, the MYCC was pleased with the bill's efforts to improve equity in education by appropriating funds to schools that receive low levels of revenue per pupil. As students, we understand that the ability of a school to meet its pupils' academic needs is often correlated with the amount of funding it receives. We were glad to see your bill's effort to lower the discrepancy in funding between high-wealth and low-wealth school districts and ensure the quality of children's education is not determined by their zip codes.

Dissenting MYCC members raised concerns over the limitations and possible repercussions of the bill. Several members believed it was unnecessary for the bill to exclude charter schools from receiving disparity aid. Others were perturbed by the bill's delegation of tax money from the district in which it had been collected towards low-revenue schools.

Overall, however, HF 181 received enthusiastic support from the members of the Minnesota Youth Council Committee. We share your passion to give all children a high-quality education, so we are glad to support your bill. We hope our feedback can assist you as your bill moves forward in the legislative process.

Sincerely,

Minnesota Youth Council Committee



An Initiative of Minnesota Alliance With Youth

Figure 17. [SF 570](#) PSEO Provisions and Graduation Incentives Program – Senator Nelson

A bill for an act
relating to education; modifying certain Postsecondary Enrollment Options Act provisions; amending the graduation incentives program; amending Minnesota Statutes 2016, sections 124D.09, subdivisions 3, 10b, by adding a subdivision; 124D.68, subdivision 3.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

Minnesota Statutes 2016, section 124D.09, subdivision 3, is amended to read:
Subd. 3.

Definitions.

For purposes of this section, the following terms have the meanings given to them.

(a) "Eligible institution" means a Minnesota, [Iowa, North Dakota, South Dakota, or Wisconsin](#) public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota, [Iowa, North Dakota, South Dakota, or Wisconsin](#). [Eligible institutions in Iowa, North Dakota, South Dakota, and Wisconsin may only offer courses according to agreements according to subdivision 10, in Minnesota secondary schools.](#)

(b) "Course" means a course or program.

Sec. 2.

Minnesota Statutes 2016, section 124D.09, subdivision 10b, is amended to read:
Subd. 10b.

Concurrent Enrollment Advisory Board; membership; duties.

(a) A postsecondary institution offering courses taught by the secondary teacher according to subdivision 10 must establish an advisory board. The purpose of the advisory board is to engage stakeholders in concurrent enrollment decisions. The duties of the board must include the following:

- (1) providing strategic advice and input relating to concurrent enrollment issues;
- (2) recommend and review proposals for concurrent enrollment course offerings;
- (3) serve as a coordinating entity between secondary education and postsecondary institutions; and

(4) increase the understanding and collaboration among concurrent enrollment partners, stakeholders, the legislature, and the public.

(b) The advisory board at each institution must consist of 16 members in addition to a concurrent enrollment faculty coordinator who shall serve as the chair and convene the meetings. A postsecondary institution may elect to have an advisory board of less than 16 members if the institution determines that the extent of its concurrent program warrants a smaller board. Except for the original members, advisory board members must serve three-year staggered terms. Advisory board members, appointed by the postsecondary institution, must be balanced based on geography and school size, and include, if practical, representatives from the following:

- (1) postsecondary faculty members;
- (2) school superintendents;
- (3) high school principals;
- (4) concurrent enrollment teachers;
- (5) high school counselors;
- (6) charter school administrators;
- (7) school board members;
- (8) secondary academic administrators;
- (9) parents; ~~and~~

(10) [current concurrent enrollment students;](#)

(11) [students who have successfully completed a concurrent enrollment course; and](#)

(12) [other local organizations.](#)

(c) Members of the board serve without compensation.

(d) The board shall report to the postsecondary institution periodically as requested by the postsecondary institution to provide advice and proposals described in paragraph (a).

(e) The postsecondary institution shall provide administrative services and meeting space for the board to do its work.

(f) A board established under this section expires when the postsecondary institution no longer offers concurrent enrollment course offerings.

(g) The postsecondary institution shall appoint the first members to the advisory board by October 31, 2015, or by October 15 following the year it establishes a concurrent enrollment program. The postsecondary institution shall designate the terms of the first members so that an approximately equal number serve terms of two, three, and four years.

Sec. 3.

Minnesota Statutes 2016, section 124D.09, is amended by adding a subdivision to read:

[Subd. 11a.](#)

[Technology resources.](#)

[Eligible institutions shall be responsible for providing technology resources necessary for enrolled students to complete applicable coursework. If the eligible institution is unable to provide technology resources, the school district and](#)

eligible institutions shall enter into agreements to provide such resources. The agreements shall provide reasonable compensation to the school district for providing these resources.

Sec. 4.

Minnesota Statutes 2016, section 124D.68, subdivision 3, is amended to read:
Subd. 3.

Eligible programs.

(a) A pupil who is eligible according to subdivision 2 may enroll in a state-approved alternative program under sections [123A.05](#) to [123A.08](#) or a [charter school under chapter 124E](#).

(b) A pupil who is eligible according to subdivision 2 and who is a high school junior or senior may enroll in postsecondary courses under section [124D.09](#).

(c) A pupil who is eligible under subdivision 2, may enroll in any public elementary or secondary education program.

(d) A pupil who is eligible under subdivision 2, may enroll in any nonpublic, nonsectarian school that has contracted with the serving school district to provide educational services. However, notwithstanding other provisions of this section, only a pupil who is eligible under subdivision 2, clause (12), may enroll in a contract alternative school that is specifically structured to provide educational services to such a pupil.

(e) A pupil who is between the ages of 16 and 21 may enroll in any adult basic education programs approved under section [124D.52](#) and operated under the community education program contained in section [124D.19](#).

Figure 18. [SF 570](#) Feedback Letter



Engagement. Voice. Success.

Dear Senator Nelson,

Thank you for attending the Minnesota Youth Council Committee meeting and presenting on SF 570, regarding Postsecondary Enrollment Options Act Provisions Modified and Graduation Incentives Program Amended on Friday, April 21st, 2017. We greatly appreciate your time and efforts listening to the needs of youth and representing them in this legislation. The Minnesota Youth Council Committee unanimously approved this bill with 25 votes in favor.

There were many positive aspects of your bill. This includes elimination of the gag rule, which we found to be a major factor as to why students have not been taking advantage of PSEO programs near them. We also approve of the fact that this bill supports educational equity through providing students with technology, information, and a safe learning environment to complete their schoolwork. These factors of the bill will greatly improve the quality of the PSEO program for students all across the state.

Although this bill is extremely beneficial to youth striving for advanced courses while still in high school, we recommend some changes that would increase these benefits. First, the elimination of the weighted GPA and students being able to contest with the commissioner brought great concern to our youth. We believe the rigor and advancement of these courses deserves a weighted GPA for students. We are also concerned how the school's requirements will be monitored. Legislation already states that schools should be informing students adequately and encouraging these options, however, we know by experience that many schools are not complying. How will we ensure this cycle will no longer continue? The Committee wants to see this legislation succeed in order to encourage our youth to continue these educational options but we are apprehensive about how schools will comply.

Thank you for taking the time to present this bill to the Minnesota Youth Council Committee. We appreciate your support regarding Post Secondary Enrollment Options. We look forward to hearing more about this bill and continuing to support it.

Sincerely,

Minnesota Youth Council Committee



Figure 19. [SF 1722](#) Somali community development pilot grant program – Senator Abeler

A bill for an act

relating to community development; establishing a Somali community development pilot grant program; requiring reports; appropriating money; proposing coding for new law in Minnesota Statutes, chapter 116J.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

[116J.9921] SOMALI COMMUNITY DEVELOPMENT PILOT GRANT PROGRAM.

Subdivision 1.

Definitions.

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

(b) "Commissioner" means the commissioner of employment and economic development.

(c) "Community initiative" means a nonprofit organization which:

(1) participates in a statewide collaborative network serving Somali communities; and

(2) provides services to Somali communities in one or more of the program areas

listed

in subdivision 4, paragraph (b).

(d) "Intermediary organization" means a nonprofit organization that is highly knowledgeable about community initiatives providing services to Somali communities in one or more of the program areas listed in subdivision 4, paragraph (b).

Subd. 2.

Establishment.

The commissioner shall establish a Somali community development pilot grant program to award grants to one or more intermediary organizations to identify and support community initiatives designed to enhance long-term economic self-sufficiency by improving health, education, housing, and economic outcomes for Minnesota Somali communities.

Subd. 3.

Grants to intermediary organizations.

(a) The commissioner shall award grants to one or more intermediary organizations through a competitive process. In determining grant awards, the commissioner shall give weight to applications from organizations that demonstrate:

(1) a high level of knowledge about community initiatives providing services to Somali

communities in one or more program areas listed in subdivision 4, paragraph (b);

(2) a history of successful past collaboration with such community initiatives; and

(3) a history of successful fund-raising from private sources for such initiatives.

(b) Intermediary organizations awarded grants by the commissioner shall receive all grant funds intended for distribution to community initiatives under subdivision 4.

(c) An intermediary organization awarded a grant under this subdivision may use up to five percent of grant funds for administrative costs.

Subd. 4.

Grants to community initiatives.

(a) An intermediary organization awarded a grant under subdivision 3 must award funds through a competitive grant process to community initiatives within that intermediary organization's service area.

(b) The intermediary organization must award grants to community initiatives that will provide services, either alone or in partnership with another nonprofit organization, in one or more of the following areas:

(1) economic development, including but not limited to programs to foster entrepreneurship or small business development in Minnesota Somali communities;

(2) health, including but not limited to programs to provide Somali community-based preventative, behavioral, or pregnancy-related health care;

(3) education, including but not limited to programs to encourage civic engagement or early childhood development or that provide after-school or recreation programs targeted at Somali youth; or

(4) housing, including but not limited to programs to prevent and respond to homelessness in Somali communities or to provide access to loans or grants for housing stability and affordability.

(c) To receive grant funds, a community initiative must submit a written application to an intermediary organization, using a form developed by that intermediary organization. This grant application must include:

(1) a description of the activities that will be funded by the grant;

(2) an estimate of the cost of each grant activity;

(3) the total cost of the project;

(4) the sources and amounts of nonstate funds supplementing the grant;

(5) how the project aims to achieve stated outcomes in areas including improved public health and health care delivery; job training; workforce development; small business support; early childhood, kindergarten through grade 12, and higher education achievement; and access to housing, including loans; and

(6) any additional information requested by an intermediary organization.

(d) In awarding grants under this subdivision, the intermediary organization shall give weight to applications from organizations that demonstrate:

(1) a history of successful provision of the services listed in paragraph (b); and

(2) a history of successful fund-raising from private sources for such services.

(e) In evaluating grant applications, the intermediary organization shall not consider the composition of a community initiative's governing board.

(f) Grant funds may be used by a community initiative for the following purposes:

(1) operating costs, including but not limited to staff, office space, computers, software, and Web development and maintenance services;

(2) program costs;
(3) travel within Minnesota;
(4) consultants directly related to and necessary for delivering services listed in paragraph (b); and

(5) capacity building.

Subd. 5.

Limitation.

To the extent possible, at least 50 percent of grant amounts awarded under subdivision 4 must be distributed to community initiatives serving areas located outside of the seven-county metropolitan area, as defined in section 473.121, subdivision 2.

Subd. 6.

Reports to the legislature.

By January 15, 2019, and each January 15 thereafter through January 2022, the commissioner must submit a report to the chairs and ranking minority members of the committees of the house of representatives and the senate having jurisdiction over economic development that details the use of grant funds. This report must include data on the number of individuals served and, to the extent practical, measures of progress toward achieving the outcomes stated in subdivision 4, paragraph (c), clause 5.

Sec. 2. APPROPRIATION.

\$9,000,000 in fiscal year 2018 and \$9,000,000 in fiscal year 2019 are appropriated from the general fund to the commissioner of employment and economic development for the Somali community development pilot grant program established under Minnesota Statutes, section 116J.9921. These appropriations are available until June 30, 2022. Starting in fiscal year 2022, the base funding for this program shall be \$0.

Figure 20. [SF 1722](#) Feedback Letter



Engagement. Voice. Success.

Dear Senator Abeler, Mr. Spellman and Mr. Handy,

Thank you for attending the Minnesota Youth Council Committee meeting on April 21st, 2017 and presenting SF 1722 regarding a pilot grant program for the Somali community in Minnesota. Mr. Spellman and Mr. Handy, the Committee admire your ability to talk so intelligently about such a complex subject with such short notice. This bill passed with 20 votes in the affirmative and 3 votes in the negative. We truly appreciate your willingness to present to the MYCC and hear our opinions and questions on this piece of legislation.

There were many components of this bill that the MYCC found admirable. First, the Committee thought that this bill would have a profound impact in Minnesota, considering the large Somali community present. We are proud to have such a sizable Somali population in our state. The large community also shows why there is a need for such grants to help promote the development of the Somali community. Additionally, the MYCC values equity in all forms, so we appreciate the geographic equity present in the bill, as this allows for Somali communities statewide to receive grants through the bill process. This bill could be positively used to improve the socio-economic status of members of the Somali community.

Dissenting MYCC members raised a few concerns over the bill, and found a few places in which revision may be taken into consideration. First, there was concern over the cost of the bill. Further explanation on why \$18 million is necessary for this grant would make this bill more impactful, as there was some confusion during the hearing. Overall, the committee believed that less emphasis on financial worry and more input on investing and promoting in the companies would be very beneficial for this bill. The MYCC was also wondering if members of this community – of all ages, socioeconomic statuses, etc. - were consulted on what they think of this grant, as we believe it is crucial to ensure that this bill would positively help those most impacted.

Thank you again for presenting to the Minnesota Youth Council Committee. We enjoyed your willingness to involve youth voice in legislative processes. Please keep us updated on the progress of this bill in the legislative session.

Sincerely,

Minnesota Youth Council Committee



Figure 21. [SF 323](#) Divers License Applications Automatic Voter Registration – Senator Laine

A bill for an act relating to elections; providing for automatic voter registration of applicants for a driver's license, instruction permit, or identification card; amending Minnesota Statutes 2016, sections 13.607, by adding a subdivision; 201.161.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1.

Minnesota Statutes 2016, section 13.607, is amended by adding a subdivision to read:

Subd. 9.

Data derived from driver's license applications.

Data on an application for a driver's license, a Minnesota identification card, or a learner's permit transferred to the secretary of state that are provided by a person whom the secretary of state determines is not eligible to vote are governed by section 201.161.

Sec. 2.

Minnesota Statutes 2016, section 201.161, is amended to read:

201.161 AUTOMATIC REGISTRATION OF DRIVER'S LICENSE, INSTRUCTION PERMIT, AND IDENTIFICATION CARD APPLICATIONS APPLICANTS.

Subdivision 1.

Automatic registration.

An individual who properly completes an application for a new or renewed Minnesota driver's license, instruction permit, or identification card, and who is eligible to vote under section 201.014, must be registered to vote as provided in this section, unless the applicant declines to be registered.

Subd. 2.

Applications.

The ~~Department~~ commissioner of public safety, in consultation with the secretary of state, shall change its the applications for an original, duplicate, or change of address driver's license, instruction permit, or identification card so that the forms may also serve as voter registration applications. The forms must contain spaces for all information collected by voter registration applications prescribed by the secretary of state, and a box for the applicant to decline to be registered to vote. Applicants for driver's licenses or identification cards must be asked if they want to register to vote at the same time and that Unless the applicant has declined to be registered to vote or has provided an address other than the applicant's address of residence under section 171.12, subdivision 7, paragraph (d), the commissioner shall transmit the information must be transmitted at least weekly daily by electronic means to the secretary of state. Pursuant to the Help America Vote Act of 2002, Public Law 107-252, the computerized driver's license record containing the voter's name, address, date of birth, citizenship, driver's license number or state identification

number, county, ~~town~~, and city or town must be made available for access by the secretary of state and interaction with the statewide voter registration system.

Subd. 3.

Registration.

(a) The secretary of state shall determine whether the applicant is currently registered in the statewide voter registration system. For each currently registered voter whose registration is not changed, the secretary of state shall update the voter's registration date in the statewide voter registration system. For each currently registered voter whose registration is changed, the secretary of state shall transmit the registration daily by electronic means to the county auditor of the county where the voter resides.

(b) If the applicant is not currently registered in the statewide voter registration system, the secretary of state shall determine whether the applicant is 18 years of age or older and a citizen of the United States and compare the voter registration information received from the commissioner of public safety with the information on wards, incompetents, and felons received from the state court administrator under sections 201.15 and 201.155, and with data received from the commissioner of corrections under section 201.157, to determine whether the applicant is eligible to vote. If an applicant is less than 18 years of age, the secretary of state shall wait until the applicant has turned 18 years of age to determine whether the applicant is eligible to vote. For each applicant the secretary of state determines is an eligible voter, the secretary of state shall transmit the registration daily by electronic means to the county auditor of the county where the voter resides.

(c) Any data on applicants who the secretary determines are not eligible to vote are private data on individuals, as defined in section 13.02, subdivision 12.

Subd. 4.

Notice.

Upon receipt of the registration, the county auditor shall mail to the voter the notice of registration required by section 201.121, subdivision 2.

Subd. 5.

Effective date.

An application for registration that is dated during the 20 days before an election in any jurisdiction within which the voter resides is not effective until the day after the election.

Sec. 3. EFFECTIVE DATE.

An applicant for a Minnesota driver's license, instruction permit, or identification card must not be registered to vote under section 2 until the commissioner of the Department of Public Safety has certified that the department's systems have been tested and can accurately provide the necessary data, and the secretary of state has certified that the system for automatic registration of those applicants has been tested and is capable of properly determining whether an applicant is eligible to vote.

Figure 22. [SF 323](#) Feedback Letter



Dear Senator Laine,

Thank you for presenting your bill SF 323, regarding automatic voter registration, to the Minnesota Youth Council Committee on April 21, 2017. We are very appreciative of your interest towards civic engagement. Thank you for taking time out of your busy schedule to come present your bill to us. The Minnesota Youth Council Committee voted on and passed unanimously with 24 votes in favor.

There was overwhelming support from the MYCC for this bill. We believe that altering the registration process at the DMV will increase voter turnout across all demographics. It is essential to our democracy that people turn out to vote. We also appreciate your thoughtful discussion and insight into the issue of guardianship.

We have a few questions about the details of your bill. How will citizens be aware of the change from opt in to opt out? Although we believe many will find this accommodating, we believe it is essential that people be made aware of this change. We are curious as to how you will believe this bill will increase voter turnout. While we believe it is necessary that turnout is increased, we understand that some are wary of young people voting in higher numbers. It is important to note that youth have views across the political spectrum.

Once again, thank you for presenting SF 323. The Minnesota Youth Council Committee looks forward to seeing it pass. We hope to hear from you soon.

Sincerely,

Minnesota Youth Council Committee



Figure 23. [SF 1793](#) Minnesota Civic Education Coalition grants appropriation – Senator Cwodzinski

A bill for an act
relating to arts and cultural heritage; appropriating money for civic education
grants.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. **APPROPRIATION; CIVIC EDUCATION.**

\$200,000 in fiscal year 2018 and \$200,000 in fiscal year 2019 are appropriated from the arts and cultural heritage fund to the Board of Directors of the Minnesota Humanities Center for grants to the Minnesota Civic Education Coalition: Minnesota Civic Youth, the Learning Law and Democracy Foundation, and YMCA Youth in Government to conduct civics education programs for the civic and cultural development of Minnesota youth. Civics education is the study of constitutional principles and the democratic foundation of our national, state, and local institutions and the study of political processes and structures of government, grounded in the understanding of constitutional government under the rule of law.

Figure 24. [SF 1793](#) Feedback Letter



Dear Senator Cwodzinski and Ms. Anderson,

Thank you for presenting SF 1793 at the Minnesota Youth Council Committee on April 21, 2017. Your presentation of the Minnesota Civic Education Coalition grants appropriation was greatly appreciated. The Committee voted on SF 1793 and passed it unanimously with 24 votes in favor.

As a Committee whose purpose is to promote youth voice in government, we find it prudent that students be engaged in civic education for it is their right as citizens. Some of the students on the Committee have participated in the programs this bill helps to support. The MYCC believes it is important that we continue to support these programs that work to engage young people in government and politics. We all benefit when more citizens are involved. We also appreciate that the programs that this bill supports are spread throughout the state, as geographic equity is of great importance to the Committee.

We are curious if you would be willing to present the Committee with more information on the Arts and Cultural Heritage Fund, as many members are not familiar with the fund. Because this is the fund the appropriation comes from, we are concerned about how it will affect programs that are also funded by the Arts and Cultural Heritage Fund.

Again, thank you for sharing this bill with the Minnesota Youth Council Committee and we look forward to hearing from you soon.

Sincerely,

Minnesota Youth Council Committee



Figure 25. Post Session Feedback Letter to Speaker of the House Kurt Daudt



Dear Speaker of the House Kurt Daudt,
CC: Senate Majority Leader Paul Gazelka

The Minnesota Youth Council Committee is a group of 36 youth members, representing youth from around the state as the Minnesota Department of Education and the State Legislature. In 2013 the Legislature passed a bill that created the Minnesota Youth Council Committee, meaning we are the only legislatively mandated youth voice in the country and we are thrilled to have this responsibility. **We would like to provide our feedback on how we believe the 2017 session impacted youth and youth policy in the state.**

There were many exciting developments relating to youth policy during previous session. In October 2016 the MYCC conducted a survey of over 300 students from around the state. We found that students were concerned with a holistic approach to supporting youth. Along this theme, it was exciting to see the adoption of Representative Rarick's youth skills training program bill [SF 474]. We were especially thrilled to see measures such as Representative Loon's school-linked mental health bill [HF 1255] since both these bills were reflections of goals within our omnibus bill, which we share more about below.

The MYCC has a few recommendations regarding the youth policy approach within the legislature. First, accessibility could be improved to allow easier student access to the legislature. One way in which this could be improved is by furthering transparency. As young residents of Minnesota it can be difficult to keep up with the legislative session in real-time due to quick turn-arounds. In a democracy, it is important that all voices are heard, including those of youth. To further this democracy, it is also important to continue bringing young people to the table. By having several voices heard, equitable opportunities could be increased within the legislature. Feel free to contact us if we can be of assistance for this.

Among the provisions of the bill that created the youth council, the MYCC is given authority to prepare a youth omnibus bill. This year, we created our first omnibus bill, [HF 2706](#) [Ward, J.]. We are also seeking GOP co-authors. This is an important step, not only for the MYCC, but for the youth across the state and even the country. The bill was introduced towards the end of the 2017 session in order to tee it up for next year. When we were preparing the bill, we consulted two surveys; the MDE Student Survey and one that we administered ourselves. We found that students across the state cared about the idea of 'supporting the whole student.' This means that students want holistic support, which translates to support of mental health, student homelessness, and PSEO provisions, among others. Going forward, we hope that you, as leaders of the Legislature, will continue to work with us and our omnibus bill. We also request that, while understanding the monumental impact this bill could have, you give it fair consideration. We would appreciate a meeting with you regarding a hearing for the omnibus bill sometime during the current interim before next session.

As the official youth voice of the Minnesota government, we would like to maintain communication with you, thus continuing our relationship on a more consistent and expanding basis. You can do this by emailing us at bboelter@mnyouth.net. We are also Facebook [[@MNYouth](#)] and Twitter [[@MNYouthCouncil](#)].

Sincerely,

Minnesota Youth Council



Figure 26. Post Session Feedback Letter to Senate Majority Leader Paul Gazelka



Dear Senate Majority Leader Paul Gazelka,
CC: Speaker of the House Kurt Daudt

The Minnesota Youth Council Committee is a group of 36 youth members, representing youth from around the state as the Minnesota Department of Education and the State Legislature. In 2013 the Legislature passed a bill that created the Minnesota Youth Council Committee, meaning we are the only legislatively mandated youth voice in the country and we are thrilled to have this responsibility. **We would like to provide our feedback on how we believe the 2017 session impacted youth and youth policy in the state.**

There were many exciting developments relating to youth policy during previous session. In October 2016 the MYCC conducted a survey of over 300 students from around the state. We found that students were concerned with a holistic approach to supporting youth. Along this theme, it was exciting to see the adoption of Senator Paul Anderson's youth skills training program bill [SF 474]. We were especially thrilled to see measures such as Senator Clausen's school-linked mental health bill [SF 768] since both these bills were reflections of goals within our omnibus bill, which we share more about below.

The MYCC has a few recommendations regarding the youth policy approach within the legislature. First, accessibility could be improved to allow easier student access to the legislature. One way in which this could be improved is by furthering transparency. As young residents of Minnesota it can be difficult to keep up with the legislative session in real-time due to quick turn-arounds. In a democracy, it is important that all voices are heard, including those of youth. To further this democracy, it is also important to continue bringing young people to the table. By having several voices heard, equitable opportunities could be increased within the legislature. Feel free to contact us if we can be of assistance for this.

Among the provisions of the bill that created the youth council, the MYCC is given authority to prepare a youth omnibus bill. This year, we created our first omnibus bill, SF 2426 [Cwodzinski.]. We are also seeking GOP co-authors. This is an important step, not only for the MYCC, but for the youth across the state and even the country. The bill was introduced towards the end of the 2017 session in order to tee it up for next year. When we were preparing the bill, we consulted two surveys; the MDE Student Survey and one that we administered ourselves. We found that students across the state cared about the idea of 'supporting the whole student.' This means that students want holistic support, which translates to support of mental health, student homelessness, and PSEO provisions, among others. Going forward, we hope that you, as leaders of the Legislature, will continue to work with us and our omnibus bill. We also request that, while understanding the monumental impact this bill could have, you give it fair consideration. We would appreciate a meeting with you regarding a hearing for the omnibus bill sometime during the current interim before next session.

As the official youth voice of the Minnesota government, we would like to maintain communication with you, thus continuing our relationship on a more consistent and expanding basis. You can do this by emailing us at bboelter@mnyouth.net. We are also Facebook [@MNYouth] and Twitter [@MNYouthCouncil].

Sincerely,

Minnesota Youth Council





Minnesota Youth Council | An Initiative of Minnesota Alliance With Youth

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