

**ARTICLE 2  
STUDENT ACCOUNTABILITY**

**Sec. 18. CAREER PATHWAYS AND TECHNICAL EDUCATION ADVISORY TASK FORCE.**

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**Subdivision 1. Recommendations.**

(a) A career pathways and technical education advisory task force is established to recommend to the Minnesota legislature, consistent with Minnesota Statutes, sections 120B.30, subdivision 1, and 120B.35, subdivision 3, how to structurally redesign secondary and postsecondary education to:

- (1) improve secondary and postsecondary outcomes for students and adult learners;
- (2) align secondary and postsecondary education programs serving students and adult learners;
- (3) align secondary and postsecondary education programs and Minnesota's workforce needs; and
- (4) measure and evaluate the combined efficacy of Minnesota's public kindergarten through grade 12 and postsecondary education programs.

(b) Advisory task force members, in preparing these recommendations, must seek the advice of education providers, employers, policy makers, and other interested stakeholders and must at least consider how to:

- (1) better inform students about career options, occupational trends, and educational paths leading to viable and rewarding careers and reduce the gap between the demand for and preparation of a skilled Minnesota workforce;
- (2) in consultation with a student's family, develop and periodically adapt, as needed, an education and work plan for each student aligned with the student's personal and professional interests, abilities, skills, and aspirations;
- (3) improve monitoring of high school students' progress with targeted interventions and support and remove the need for remedial instruction;
- (4) increase and accelerate opportunities for secondary school students to earn postsecondary credits leading to a certificate, industry license, or degree;
- (5) better align high school courses and expectations and postsecondary credit-bearing courses;
- (6) better align high school standards and assessments, postsecondary readiness measures and entrance requirements, and the expectations of Minnesota employers;
- (7) increase the rates at which students complete a postsecondary certificate, industry license, or degree; and

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- (8) provide graduates of two-year and four-year postsecondary institutions with the foundational skills needed for civic engagement, ongoing employment, and continuous learning.

Subd. 2. **Membership.** The Career Pathways Advisory Task Force shall have 15 members appointed by July 15, 2013, as follows:

- (1) one member appointed by the Minnesota Association of Career and Technical Administrators;
- (2) one member appointed by the Minnesota Association for Career and Technical Education;
- (3) one member appointed by the University of Minnesota who is a faculty member working to develop career and technical educators in Minnesota;
- (4) one member appointed by the Minnesota State Colleges and Universities who is a faculty member working to develop career and technical educators in Minnesota;
- (5) one member appointed by the National Research Center for Career and Technical Education;
- (6) one member appointed by the Minnesota Department of Education;
- (7) one member appointed by the Minnesota Board of Teaching;
- (8) one member appointed by the Minnesota Association of Colleges for Teacher Education;
- (9) one member appointed by the Minnesota State Colleges and Universities from faculty for foundational skills and general education;
- (10) one member representing licensed career and technical education teachers appointed by Education Minnesota;
- (11) one member appointed by the commissioner of the Minnesota Department of Employment and Economic Development;
- (12) one member appointed by the Minnesota Chamber of Commerce;
- (13) one member appointed by the Minnesota Business Partnership;
- (14) one member appointed by the Minnesota Secondary School Principals Association;
- (15) one member appointed by the Minnesota Association of School Administrators;
- (16) one member appointed by the Minnesota School Counselors Association;
- (17) one member appointed by the Minnesota Association of Charter Schools; and

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(18)four members appointed by the commissioner of education who have expertise in any of the areas with which the task force has been charged in subdivision 1.

Subd. 3. **Terms.** Each member shall serve until the task force sunsets, unless replaced by their appointing authority.

Subd. 4. **First meeting; acting chair; chair.** The commissioner of education shall convene the first meeting by August 15, 2013, and shall act as chair until the task force elects a chair from among its members at the first meeting.

Subd. 5. **Staff; technical assistance.** The commissioner of education, on request by the task force, will provide technical assistance and provide staff assistance sufficient for the task force to carry out its duties.

Subd. 6. **Report.** By February 15, 2014, the task force shall submit a written report describing its recommendations to the chairs and ranking minority members of the legislative committees and divisions with primary jurisdiction over kindergarten through grade 12 education.

Subd. 7. **Sunset.** The task force expires the day after the task force reports to the legislature, or February 15, 2014, whichever is earlier.

**ARTICLE 2  
STUDENT ACCOUNTABILITY**

**Sec. 19. STANDARD ADULT HIGH SCHOOL DIPLOMA ADVISORY TASK FORCE.**

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Subdivision 1. **Establishment.**

The commissioner of education shall appoint a nine-member advisory task force to recommend programmatic requirements for adult basic education programs of instruction leading to a standard adult high school diploma under Minnesota Statutes, section 124D.52, subdivision 8.

Subd. 2. **Membership.** The commissioner of education must appoint representatives from the following organizations to the task force by July 1, 2013:

- (1) one employee of the Department of Education with expertise in adult basic education;
- (2) five administrators and teachers with expertise in development of education curriculum from local adult basic education programs located in rural, suburban, and urban areas of the state, at least one of whom represents the Literacy Action network;
- (3) one employee of the Minnesota State Colleges and Universities with expertise in adult basic education;
- (4) one employee of the Department of Employment and Economic Development with expertise in adult basic education and employment; and
- (5) one member of the Minnesota Chamber of Commerce familiar with adult basic education programs under Minnesota Statutes, section 124D.52.

Subd. 3. **Duties.** The duties of the task force shall include:

- (1) reviewing "Minnesota Adult Secondary Credential: a Student Strategy for Workforce Readiness and Individual Prosperity," a report submitted in 2012 by the Minnesota Adult Secondary Task Force, and other relevant materials; and
- (2) developing specific criteria to be used in awarding the new adult diploma.

Subd. 4. **First meeting.** The commissioner of education must convene the first meeting of the task force by August 1, 2013.

Subd. 5. **Chair.** The commissioner shall appoint a chair.

Subd. 6. **Assistance.** The commissioner, upon request, must provide technical assistance to task force members.

Subd. 7. **Report.** By February 1, 2014, the task force must submit its recommendations to the commissioner of education for providing a standard adult high school diploma to persons who are not eligible for kindergarten through grade 12 services, who do not have a high school diploma, and who successfully complete an approved adult basic education program of instruction necessary to earn an adult high school diploma. The commissioner must consider these recommendations when adopting rules under Minnesota Statutes, section 124D.52, subdivision 8.

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Subd. 8. **Sunset.** The task force sunsets the day after submitting its report under subdivision 7, or February 2, 2014, whichever is earlier.

**ARTICLE 3  
EDUCATION EXCELLENCE**

**Sec. 22 ONLINE LEARNING OPTION.**

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**Subdivision 10. Online and Digital Learning Advisory Council.**

(a) An Online and Digital Learning Advisory Council is established. The term for each council member shall be three years. The advisory council is composed of 14 members from throughout the state who have demonstrated experience with or interest in online learning. Two members of the council must represent technology business. The remaining membership must represent the following interests:

- (1) superintendents;
- (2) special education specialists;
- (3) technology directors;
- (4) teachers;
- (5) rural, urban, and suburban school districts;
- (6) supplemental programs;
- (7) full-time programs;
- (8) consortia;
- (9) charter schools;
- (10) Board of Teaching-approved teacher preparation programs; and
- (11) parents.

The members of the council shall be appointed by the commissioner.

(b) The advisory council shall bring to the attention of the commissioner and the legislature any matters related to online and digital learning. The advisory council shall provide input to the department and the legislature in online learning matters related, but not restricted, to:

- (1) quality assurance;
- (2) teacher qualifications;
- (3) program approval;
- (4) special education;
- (5) attendance;
- (6) program design and requirements; and
- (7) fair and equal access to programs.

(c) The advisory council with the support of the Minnesota Department of Education and the Minnesota Learning Commons shall:

- (1) oversee the development and maintenance of a catalog of publicly available digital learning content currently aligned to Minnesota academic standards to include:
  - (i) indexing of Minnesota academic standards with which curriculum is aligned;
  - (ii) a method for student and teacher users to provide evaluative feedback; and
  - (iii) a plan for ongoing maintenance; and

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(2) recommend methods for including student performance data on the digital learning content within the catalog.

d) The advisory council shall also consider and provide input to the department and legislature on digital learning matters including, but not limited to:

- (1) a review and approval process to ensure the quality of online learning providers based on teacher qualifications, support for special education services, definitions of student attendance, program design, and equal access;
- (2) effective use of technology and related instructional strategies to improve student outcomes and advance students' 21st century skills and knowledge;
- (3) measures to determine the impact of various forms of online and digital learning in and outside of the classroom;
- (4) resources to help parents, students, and schools choose among enrollment options in a transparent education system;
- (5) how to personalize or differentiate learning to meet the needs, abilities, and learning styles of each student and support students' ownership of their learning so that all students are digital learners and have access to high-quality digital curriculum in every class and grade level;
- (6) professional development in best practices to prepare current and future teachers, other education leaders, and other school staff to use and evaluate the effectiveness of digital tools and instructional strategies, provide personalized or differentiated instruction, and focus on competency-based learning and advancement so that all educators have a digital presence and use high-quality digital curriculum;
- (7) support for collaborative efforts to leverage resources for digital instructional content and curriculum; and
- (8) barriers to improving the use of classroom technology and methods to ensure that each student has access to a digital device and high-speed Internet at school and at home.

(e) The advisory council shall make policy recommendations to the commissioner and committees of the legislature having jurisdiction over kindergarten through grade 12 education annually by December 15 of each year, including implementation plans based on recommendations from previous councils and task forces related to online and digital learning.

(f) The Online and Digital Learning Advisory Council under this subdivision expires June 30, 2016

**ARTICLE 3  
EDUCATION EXCELLENCE**

**Sec. 33. TEACHER LICENSURE ADVISORY TASK FORCE.**

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**Subdivision 1. Establishment and duties.**

(a) A Teacher Licensure Advisory Task Force is established to make recommendations to the Board of Teaching, the education commissioner, and the education committees of the legislature on requirements for: teacher applicants to demonstrate mastery of reading, writing, and mathematics skills through nationally normed assessments, a professional skills portfolio, or accredited college coursework, among other methods of demonstrating skills mastery; and an alternative licensure pathway for nonnative English speakers seeking licensure to teach in a language immersion program.

(b) Task force recommendations on how teacher candidates demonstrate skills mastery must encompass the following criteria:

- (1) assessment content must be relevant to the teacher's subject area licensure;
- (2) the scope of assessment content must be documented in sufficient detail to correspond to a similarly detailed description of relevant public school curriculum;
- (3) the scope of assessment content must be publicly available and readily accessible on the Web site of the Board of Teaching and all Minnesota board-approved teacher preparation programs and institutions;
- (4) the Board of Teaching and all Minnesota board-approved teacher preparation programs and institutions, upon request, must make available to the public at cost a written review of the scope of assessment content;
- (5) if applicable, and consistent with federal and state data practices laws including the definition of summary data under Minnesota Statutes, section 13.02, subdivision 19, the Board of Teaching and all Minnesota board-approved teacher preparation programs and institutions annually must post on their Web site up-to-date longitudinal summary data showing teacher candidates' overall passing rate and the passing rate for each demographic group of teacher candidates taking a skills assessment in that school year and in previous school years;
- (6) reliable evidence showing assessment content is not culturally biased;
- (7) the Board of Teaching and all Minnesota board-approved teacher preparation programs and institutions must appropriately accommodate teacher candidates with documented learning disabilities, including an appeals process if a request for accommodations is denied; and
- (8) if applicable, give timely, detailed item analysis feedback to teacher candidates who do not pass the skills assessment sufficient for the candidate to target specific areas of deficiency for appropriate remediation.



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Subd. 2. **Membership.** The Teacher Licensure Advisory Task Force shall be composed of the following 20 members appointed by July 15, 2013:

- (1) two members of the Board of Teaching appointed by the board's chair;
- (2) two representatives from the Department of Education appointed by the commissioner of education;
- (3) two members of the house of representatives, one appointed by the speaker of the house of representatives, and one appointed by the minority leader;
- (4) two senators, one appointed by the Subcommittee on Committees of the Committee on Rules and Administration, and one appointed by the minority leader;
- (5) one elementary school principal from rural Minnesota appointed by the Minnesota Elementary School Principals Association and one secondary school principal from the seven-county metropolitan area appointed by the Minnesota Secondary School Principals Association;
- (6) one licensed and practicing public elementary school teacher and one licensed and practicing secondary school teacher appointed by Education Minnesota;
- (7) one teacher preparation faculty member each from the University of Minnesota system appointed by the system president, the Minnesota State Colleges and Universities system appointed by the system chancellor, and the Minnesota Private Colleges and Universities system appointed by the Minnesota Private Colleges Council;
- (8) one member of the nonpublic education council appointed by the council;
- (9) one representative of Minnesota charter schools appointed by the Minnesota Charter Schools Association;
- (10) two representatives from the business community, appointed by the Minnesota Chamber of Commerce; and
- (11) one representative from the Minnesota School Boards Association.

Subd. 3. **First meeting; chair.** The executive director of the Board of Teaching and the commissioner of education jointly must convene the task force by August 1, 2013, and shall appoint a chair from the membership of the task force.

Subd. 4. **Report.** By February 1, 2014, task force members must submit to the Board of Teaching, the education commissioner, and to the chairs and ranking minority members of the senate and house of representatives committees and divisions with primary jurisdiction over K-12 education their written recommendations on requirements for teacher applicants to demonstrate mastery of reading, writing, and mathematics skills and for an alternative licensure pathway for nonnative English speakers seeking licensure to teach in a language immersion program.

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Subd. 5. **Sunset.** The task force shall sunset the day after submitting the report under subdivision 6, or February 2, 2014, whichever is earlier.

Subd. 6. **Support.** The executive director of the board and the commissioner of education must provide technical assistance to task force members upon request.

Subd. 7. **Board of Teaching rules.** The Board of Teaching must consider the recommendations of the advisory task force and adopt revised rules by January 1, 2015, governing the skills portion of the teacher licensure exam.

**ARTICLE 5  
SPECIAL PROGRAMS**

**Sec. 28. SPECIAL EDUCATION CASE LOADS TASK FORCE.**

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Subdivision 1. **Members.** The commissioner shall establish and appoint a special education case loads task force consisting of at least ten members who will provide equal representation from school districts, including special education teachers, and advocacy organizations, including parents of children with disabilities.

Subd. 2. **Duties.** The special education case loads task force shall develop recommendations for the appropriate numbers of students with disabilities that may be assigned to a teacher both with and without paraprofessional support in the classroom and for cost-effective and efficient strategies and structures for improving student outcomes. The task force must also identify state rules that should be revised to align with state statute.

Subd. 3. **Report.** The task force must submit a report by February 15, 2014, to the education policy and finance committees of the legislature recommending appropriate case loads for teachers of school-age children in all federal settings, including educational service alternatives and proposed state rule revisions.

Subd. 4. **Expiration.** The task force expires February 16, 2014.

**ARTICLE 6  
FACILITIES AND TECHNOLOGY**

**Sec. 9. SCHOOL FACILITIES FINANCING WORK GROUP.**

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The commissioner of education must convene a working group to develop recommendations for reforming the financing of prekindergarten through grade 12 education facilities to create adequate, equitable, and sustainable financing of public school facilities throughout the state. Membership on the working group must include representatives of school superintendents, business managers, school facilities directors, and school boards. The scope of the working group recommendations must include funding options for facilities projects currently financed with debt service, alternative facilities, deferred maintenance, health and safety, building lease, and operating capital revenues. The commissioner, on behalf of the working group, must submit a report to the chairs and ranking minority members of the legislative committees and divisions with primary jurisdiction over kindergarten through grade 12 education finance by February 1, 2014, recommending how best to allocate funds for school facilities.

**ARTICLE 8  
EARLY CHILDHOOD EDUCATION, SELF-SUFFICIENCY, AND LIFELONG LEARNING**

**Sec. 1. MINNESOTA YOUTH COUNCIL COMMITTEE.**

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Subdivision 1. **Establishment and membership.** The Minnesota Youth Council Committee is established within and under the auspices of the Minnesota Alliance With Youth. The committee consists of four members from each congressional district in Minnesota and four members selected at-large. Members must be selected through an application and interview process conducted by the Minnesota Alliance With Youth. In making its appointments, the Minnesota Alliance With Youth should strive to ensure gender and ethnic diversity in the committee's membership. Members must be between the ages of 13 and 19 and serve two-year terms, except that one-half of the initial members must serve a one-year term. Members may serve a maximum of two terms.

Subd. 2. **Duties.** The Minnesota Youth Council Committee shall:

- (1) provide advice and recommendations to the legislature and the governor on issues affecting youth;
- (2) serve as a liaison for youth around the state to the legislature and the governor; and
- (3) submit an annual report of the council's activities and goals.

Subd. 3. **Partnerships.** The Minnesota Youth Council Committee shall partner with nonprofits, the private sector, and educational resources to fulfill its duties.

Subd. 4. **Youth Council Committee in the legislature.**

- (a) The Minnesota Youth Council Committee shall meet at least twice each year during the regular session of the legislature.
- (b) The committee may:
  - (1) select introduced bills in the house of representatives and senate for consideration for a public hearing before the committee;
  - (2) propose youth legislation;
  - (3) provide advisory opinions to the legislature on bills heard before the committee; and
  - (4) prepare a youth omnibus bill.
- (c) The leaders of the majority and minority parties of the house of representatives and senate shall each appoint one legislator to serve as a legislative liaison to the committee. Leadership of the house of representatives and senate, on rotating years, may appoint a staff member to staff the committee.