

Budget for One Minnesota



EDUCATION

In total, the Budget for One Minnesota represents an investment of \$733 million in additional pre-K through grade 12 education funding over the next two years.

Our schools, educators and teachers work hard every single day to give the best education to our students. Yet, we all know they need more. That is why Governor Walz and Lt. Governor Flanagan are proposing a comprehensive Budget for One Minnesota to address the many needs of our students. Meeting students' needs starts with stable funding our schools can rely on. With a stable foundation, our schools can add in additional supports their student's need – counselors, high-quality teachers, wrap-around services and more. Our students do not come to us in pieces, and we cannot keep educating them as if they do. The Budget for One Minnesota puts Minnesota on track to meet the unique needs of each of our students every day.

STABILIZE EDUCATION FUNDING



Increase state funding for every school

The governor recommends increasing the basic formula by 3 percent in the first year of the biennium and 2 percent in the second, for a total new investment of \$523 million. The general funding formula is the biggest source of state aid to schools in Minnesota and affects every student in the state. It is also the most flexible aid schools receive, allowing them to make local decisions to meet the unique needs of each student and school. Other financial streams build off the formula, multiplying the impact for all students across the state.



Keep preschool open for 4,000 4-year-olds

Voluntary prekindergarten funding for 4,000 students in 140 schools across 80 school districts and charter schools is set to expire under current law. The governor's proposal invests \$59 million to keep these preschool doors open. Free, high-quality preschool programs save families thousands of dollars. Studies have shown preschool participation has impressive and long-lasting benefits for low-income students, including increased high school graduation rates and employment rates, and decreased incidences of special education and incarceration rates.



Stop unfunded special education costs from rising

As costs for serving students receiving special education services continue to rise, school districts increasingly have to take money from their general fund to cover

special education services, called the special education cross-subsidy. The average cross-subsidy for Minnesota school districts is \$830 per student. Without action, this gap is projected to grow to \$897 per student, for a total gap of \$793 million statewide by 2021. Governor Walz's budget stops this gap from growing by investing \$77 million in new special education funding and preserves the buying power of basic formula dollars – which, in turn, provides relief from the increasing cost pressures on school districts so they can better serve all students.



Renewal local funding for schools

Our communities continue to step up for their local schools because they believe in the power of a great education. The governor recommends allowing locally elected school boards to continue future operating referenda by board action.

Ninety percent of school districts have an operating referendum and the vast majority are re-approved every 10 years. This would allow schools to save the time and expense of a future campaign, while protecting local control by giving voters information about the renewal on the ballot.



Improve and address school safety

Students need to feel safe at school in order to learn. Governor Walz's budget invests \$26 million in school safety funding to address safety concerns and help prevent incidents from occurring. These flexible funds can be used to add school counselors, support staff, facility security measures or monitoring systems to meet the unique needs of their buildings and their students.



Listen to teachers, educators and education advocates about school funding

State funding to Minnesota schools has eroded over the past 15 years, and no one knows that better than the people working in our schools every single day. The governor recommends convening a School Finance Task Force to address funding issues with the help of Minnesotans who work in our schools every day.

SUPPORT OUR STUDENTS WHERE THEY ARE



Bolster support system for Minnesota's schools

Minnesota's Regional Centers of Excellence provide on-the-ground assistance to districts and schools. Regional centers in Marshall, Rochester, Sartell, Fergus Falls, Thief River Falls, and Mountain Iron support struggling schools through evaluation, training and long-term planning. Specialists with expertise areas such as math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership and district support deliver a wealth of support and services straight to schools to meet their goals. In 2015, the centers were named one of Harvard Ash Center's Top 25 Innovations in Government. Governor Walz's budget increases the capacity of the Regional Centers to reach more schools to meet the unique needs of students across the state.



Expand Full-Service Community Schools

Students can't read if they don't have the right prescription glasses. They can't focus if they haven't eaten. Our students don't come to us in pieces, and we can't educate them as if they do. Full-Service Community Schools provide a wide variety of support to students to help them succeed in the classroom. Research shows that community schools can contribute to improved academic performance, especially for mathematics. Governor Walz's budget invests \$8 million over four years for full-service community schools, allowing schools to meet the needs of the whole child to spur academic growth and opportunity.



Create more second chances for incarcerated youth and other at-risk students

A second chance for an adult can mean a first chance for kids. Minnesotans' lives cross between multiple government services. In order to better serve our incarcerated or at-risk youth, the governor recommends funding a *second chance agency director* at Minnesota Department of Education. The director will coordinate services between Minnesota Department of Education, Office of Higher Education and Department of Corrections to design innovative solutions that focus on preventing incarceration or recidivism and developing pathways to success.



Lift-up students experiencing homelessness

Homelessness and housing instability present significant challenges for students and their academic success. Students experiencing homelessness are nearly twice as likely to receive special education services, have far lower attendance rates than their housed peers, and are less likely to demonstrate reading proficiency by third grade. Governor Walz's budget adds support for schools to better meet the needs of nearly 9,000 students experiencing homelessness that are not being covered by federal funding.

SUPPORT FOR AMERICAN INDIAN STUDENTS



Stabilize and equalize support for American Indian Tribal Schools

For too long, our American Indian Tribal schools have been left wondering what their next year of funding will entail. Governor Walz's budget stabilizes and equalizes funding for students in tribal contract schools, protecting them from an almost 50 percent funding cut, and keeping funding levels linked to the general education formula. More equitable and predictable funding lays the foundation for continued growth and opportunity for our students.



Build partnerships with Tribal leaders for our American Indian students

The Tribal Nations Education Committee (TNEC) serves a critical role in consulting with schools and districts that do not have a Tribal Nation nearby, but still serve American Indian students. Consulting with Tribal representatives regarding programming for American Indian students is required under the federal Every Student Succeeds Act. TNEC does not currently receive any state or federal funds for the costs related to

consultation. The governor’s proposal would support the TNEC in its vital role of advocating for the best interest of American Indian students, creating avenues for partnership and collaboration across governments.



Increase the number of American Indian teachers in Minnesota

The Minnesota Indian Teacher Training Program provides grants to four colleges to launch American Indian students into teacher education programs. Governor Walz recommends clarifying the uses of the funding uses to ensure more American Indian teacher candidates can take advantage of this critical support on their pathway to becoming a teacher.

DATA-DRIVEN SOLUTIONS



Make data-driven decisions

Continued emphasis on data-driven decision-making to improve student learning is growing. Dedicated staff are needed to support educators, state programs, legislators and stakeholders in understanding, analyzing, and interpreting education data. The governor recommends increasing funding to better use data in setting goals, making policy decisions, and improving teaching and learning in the classroom.



Helping schools improve through the arts

Turnaround Arts is a national initiative that supports high-need schools in using the arts as a tool for school transformation, which has shown promising impacts on academic achievement, including reading and math proficiency. The Kennedy Center for the Arts provides financial support directly to schools to support artist residencies, staff training and community engagement, along with grants for musical instruments, arts supplies, and licenses for musical theater. Currently, there are six schools across Minnesota designated as Turnaround Arts Schools.



Streamline data collection

In 2016, the Minnesota Legislature passed the All Kids Count Act, which requires MDE to report graduation rates, results of the Minnesota Comprehensive Assessments (MCAs), and more, by detailed ethnicity of students. This launched a discussion of the limitations of current student data systems. For example, demographic data collection does not connect to the Minnesota Common Course Catalog, which details classes offered at a school, meaning the department cannot report on how many students of color or American Indian students have access to a well-rounded education. The department applied for and was awarded a five-year federal grant to help fund the development of a data collection system to collect accurate detailed demographic information. This proposal will allow more data systems to connect to each other to provide a full picture of the programming and supports available to students across Minnesota.

RECRUIT AND RETAIN QUALITY EDUCATORS



Raise the professionalism and quality of our teaching workforce

Currently, Minnesota ranks 33rd in the nation with 483 National Board Certified Teachers (NBCT). The governor recommends funding a new position at the Minnesota Department of Education to conduct stakeholder engagement and draft a plan to double the number of NBCT in Minnesota by 2023, bringing the highest quality of teaching to more Minnesota students.



Recruit and retain quality educators

To address the teacher shortage overall—and shortage of teachers of color and American Indian teachers in particular—the governor recommends the following in order to support student teachers, attract new teacher candidates, and retain teachers.

- Fund \$3.6 million in student teacher grants, provided by the Office of Higher Education, to support student teachers from low-income families who intend to teach in a shortage area after receiving their teaching license or who belong to an underrepresented racial or ethnic group. This proposal will fund up to 230 student teachers, including at least 84 teacher candidates of color or American Indian teacher candidates.
- Invest \$366,000 in expanded concurrent enrollment grants to provide “Introduction to Teaching” courses for high school students to explore teaching as a career choice. The student population averages 33.5 percent students of color or American Indian students.
- Allocate \$4 million in grants to create mentoring, induction and retention incentives for teachers of color. These funds can be used to retain teachers by paying stipends to mentor teachers, spreading best practices by creating professional learning communities focused on supporting diverse teachers, and supporting licensed and non-licensed educator participation in professional development.
- Broaden non-traditional pathways to teacher licensure known as “Grow Your Own” grants to more school districts, requiring that grants focus on teacher candidates of color or American Indian teacher candidates.