

**SENATE
STATE OF MINNESOTA
NINETY-THIRD SESSION**

S.F. No. 1842

(SENATE AUTHORS: COLEMAN)

DATE
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D-PG
902 Introduction and first reading
Referred to Education Policy

OFFICIAL STATUS

1.1 A bill for an act
1.2 relating to education; modifying advanced placement and international
1.3 baccalaureate program provisions to include Cambridge Assessment International
1.4 Education; amending Minnesota Statutes 2022, sections 120B.13; 120B.132.

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

1.6 Section 1. Minnesota Statutes 2022, section 120B.13, is amended to read:

1.7 **120B.13 ADVANCED PLACEMENT, CAMBRIDGE ASSESSMENT**
1.8 **INTERNATIONAL EDUCATION, AND INTERNATIONAL BACCALAUREATE**
1.9 **PROGRAMS.**

1.10 Subdivision 1. **Program structure; training programs for teachers.** Critical to schools'
1.11 educational success is ongoing advanced placement, Cambridge Assessment International
1.12 Education, and international baccalaureate-approved teacher training. A secondary teacher
1.13 assigned by a district to teach an advanced placement, Cambridge Assessment International
1.14 Education, or international baccalaureate course or other interested educator may participate
1.15 in a training program offered by The College Board, Cambridge Assessment International
1.16 Education, or International Baccalaureate North America, Inc. The state may pay a portion
1.17 of the tuition, room, board, and out-of-state travel costs a teacher or other interested educator
1.18 incurs in participating in a training program. The commissioner shall determine application
1.19 procedures and deadlines, select teachers and other interested educators to participate in the
1.20 training program, and determine the payment process and amount of the subsidy. The
1.21 procedures determined by the commissioner shall, to the extent possible, ensure that advanced
1.22 placement, Cambridge Assessment International Education, and international baccalaureate
1.23 courses become available in all parts of the state and that a variety of course offerings are

2.1 available in school districts. This subdivision does not prevent teacher or other interested
 2.2 educator participation in training programs offered by The College Board, Cambridge
 2.3 Assessment International Education, or International Baccalaureate North America, Inc.,
 2.4 when tuition is paid by a source other than the state.

2.5 Subd. 2. **Support programs.** The commissioner shall provide support programs during
 2.6 the school year for teachers who attended the training programs and teachers experienced
 2.7 in teaching advanced placement, Cambridge Assessment International Education, or
 2.8 international baccalaureate courses. The support programs shall provide teachers with
 2.9 opportunities to share instructional ideas with other teachers. The state may pay the costs
 2.10 of participating in the support programs, including substitute teachers, if necessary, and
 2.11 program affiliation costs.

2.12 Subd. 3. **Subsidy for examination fees.** The state may pay all or part of the fee for
 2.13 advanced placement, Cambridge Assessment International Education, or international
 2.14 baccalaureate examinations. The commissioner shall pay all examination fees for all public
 2.15 and nonpublic students of low-income families, as defined by the commissioner, and to the
 2.16 limit of the available appropriation, shall also pay a portion or all of the examination fees
 2.17 for other public and nonpublic students sitting for an advanced placement examination,
 2.18 Cambridge Assessment International Education examination, or international baccalaureate
 2.19 examination, ~~or both~~. The commissioner shall determine procedures for state payments of
 2.20 fees.

2.21 Subd. 3a. **College credit.** The colleges and universities of the Minnesota State Colleges
 2.22 and Universities system must award, and the University of Minnesota and private
 2.23 postsecondary institutions are encouraged to award, college credit to high school students
 2.24 who receive a score of three or higher on an advanced placement, grades of E/e for AS and
 2.25 A level on Cambridge Assessment International Education exams, or four or higher on the
 2.26 international baccalaureate program examination.

2.27 Subd. 4. **Rigorous course taking information; AP, IB, Cambridge Assessment**
 2.28 **International Education, and PSEO.** The commissioner shall submit the following
 2.29 information on rigorous course taking, disaggregated by student subgroup, school district,
 2.30 and postsecondary institution, to the education committees of the legislature each year by
 2.31 February 1:

2.32 (1) the number of pupils enrolled in postsecondary enrollment options under section
 2.33 124D.09, including concurrent enrollment, career and technical education courses offered

3.1 as a concurrent enrollment course, advanced placement, Cambridge Assessment International
 3.2 Education, and international baccalaureate courses in each school district;

3.3 (2) the number of teachers in each district attending training programs offered by The
 3.4 College Board, Cambridge Assessment International Education, and International
 3.5 Baccalaureate North America, Inc., or Minnesota concurrent enrollment programs;

3.6 (3) the number of teachers in each district participating in support programs;

3.7 (4) recent trends in the field of postsecondary enrollment options under section 124D.09,
 3.8 including concurrent enrollment, advanced placement, Cambridge Assessment International
 3.9 Education, and international baccalaureate programs;

3.10 (5) expenditures for each category in this section and under sections 124D.09 and
 3.11 124D.091, including career and technical education courses offered as a concurrent
 3.12 enrollment course; and

3.13 (6) other recommendations for the state program or the postsecondary enrollment options
 3.14 under section 124D.09, including concurrent enrollment.

3.15 Sec. 2. Minnesota Statutes 2022, section 120B.132, is amended to read:

3.16 **120B.132 RAISED ACADEMIC ACHIEVEMENT; ADVANCED PLACEMENT,**
 3.17 **CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION, AND**
 3.18 **INTERNATIONAL BACCALAUREATE PROGRAMS.**

3.19 Subdivision 1. **Establishment; eligibility.** (a) A program is established to raise
 3.20 kindergarten through grade 12 academic achievement through increased student participation
 3.21 in preadvanced placement, advanced placement, Cambridge Assessment International
 3.22 Education, and international baccalaureate programs, consistent with section 120B.13.
 3.23 Schools and charter schools eligible to participate under this section must propose to further
 3.24 raise students' academic achievement by:

3.25 (1) increasing the availability of and all students' access to advanced placement,
 3.26 Cambridge Assessment International Education, or international baccalaureate courses or
 3.27 programs;

3.28 (2) expanding the breadth of advanced placement, Cambridge Assessment International
 3.29 Education, or international baccalaureate courses or programs that are available to students;

3.30 (3) increasing the number and the diversity of the students who participate in advanced
 3.31 placement, Cambridge Assessment International Education, or international baccalaureate
 3.32 courses or programs and succeed;

4.1 (4) providing low-income and other disadvantaged students with increased access to
 4.2 advanced placement, Cambridge Assessment International Education, or international
 4.3 baccalaureate courses and programs; or

4.4 (5) increasing the number of high school students, including low-income and other
 4.5 disadvantaged students, who receive college credit by successfully completing advanced
 4.6 placement, Cambridge Assessment International Education, or international baccalaureate
 4.7 courses or programs and achieving satisfactory scores on related exams.

4.8 (b) Within 90 days of receiving a grant under this section, a school district or charter
 4.9 school must:

4.10 (1) adopt a three-year plan approved by the local school board to establish a new
 4.11 international baccalaureate program leading to international baccalaureate authorization,
 4.12 expand an existing program that leads to international baccalaureate authorization, or expand
 4.13 an existing authorized international baccalaureate program; ~~or~~

4.14 (2) adopt a three-year plan approved by the local school board to create a new program
 4.15 or expand an existing program to implement The College Board advanced placement courses
 4.16 and exams or preadvanced placement initiative; or

4.17 (3) adopt a three-year plan approved by the local school board to establish a new
 4.18 Cambridge Assessment International Education program leading to Cambridge authorization,
 4.19 expand an existing program that leads to Cambridge authorization, or expand an existing
 4.20 authorized Cambridge Assessment International Education program.

4.21 Subd. 2. **Application and review process; funding priority.** (a) Charter schools and
 4.22 school districts in which eligible schools under subdivision 1 are located may apply to the
 4.23 commissioner, in the form and manner the commissioner determines, for competitive funding
 4.24 to further raise students' academic achievement. The application must detail the specific
 4.25 efforts the applicant intends to undertake in further raising students' academic achievement,
 4.26 consistent with subdivision 1, and a proposed budget detailing the district or charter school's
 4.27 current and proposed expenditures for advanced placement, preadvanced placement,
 4.28 Cambridge Assessment International Education, and international baccalaureate courses
 4.29 and programs. The proposed budget must demonstrate that the applicant's efforts will support
 4.30 implementation of advanced placement, preadvanced placement, Cambridge Assessment
 4.31 International Education, and international baccalaureate courses and programs. Expenditures
 4.32 for administration must not exceed five percent of the proposed budget. Priority for advanced
 4.33 placement grants must be given to grantees who add or expand offerings of advanced

5.1 placement computer science principles. The commissioner may require an applicant to
5.2 provide additional information.

5.3 (b) When reviewing applications, the commissioner must determine whether the applicant
5.4 satisfied all the requirements in this subdivision and subdivision 1. The commissioner may
5.5 give funding priority to an otherwise qualified applicant that demonstrates:

5.6 (1) a focus on developing or expanding preadvanced placement, advanced placement,
5.7 Cambridge Assessment International Education, or international baccalaureate courses or
5.8 programs or increasing students' participation in, access to, or success with the courses or
5.9 programs, including the participation, access, or success of low-income and other
5.10 disadvantaged students;

5.11 (2) a compelling need for access to preadvanced placement, advanced placement,
5.12 Cambridge Assessment International Education, or international baccalaureate courses or
5.13 programs;

5.14 (3) an effective ability to actively involve local business and community organizations
5.15 in student activities that are integral to preadvanced placement, advanced placement,
5.16 Cambridge Assessment International Education, or international baccalaureate courses or
5.17 programs;

5.18 (4) access to additional public or nonpublic funds or in-kind contributions that are
5.19 available for preadvanced placement, advanced placement, Cambridge Assessment
5.20 International Education, or international baccalaureate courses or programs;

5.21 (5) an intent to implement activities that target low-income and other disadvantaged
5.22 students; or

5.23 (6) an intent to increase the advanced placement, Cambridge Assessment International
5.24 Education, and international baccalaureate course offerings in science, technology,
5.25 engineering, and math to low-income and other disadvantaged students.

5.26 Subd. 3. **Funding; permissible funding uses.** (a) The commissioner shall award grants
5.27 to applicant school districts and charter schools that meet the requirements of subdivisions
5.28 1 and 2. The commissioner must award grants on an equitable geographical basis to the
5.29 extent feasible and consistent with this section. Grant awards must not exceed \$75,000 per
5.30 district or charter school.

5.31 (b) School districts and charter schools that submit an application and receive funding
5.32 under this section must use the funding, consistent with the application, to:

6.1 (1) provide teacher training and instruction to more effectively serve students, including
6.2 low-income and other disadvantaged students, who participate in preadvanced placement,
6.3 advanced placement, Cambridge Assessment International Education, or international
6.4 baccalaureate courses or programs;

6.5 (2) further develop preadvanced placement, advanced placement, Cambridge Assessment
6.6 International Education, or international baccalaureate courses or programs;

6.7 (3) improve the transition between grade levels to better prepare students, including
6.8 low-income and other disadvantaged students, for succeeding in preadvanced placement,
6.9 advanced placement, Cambridge Assessment International Education, or international
6.10 baccalaureate courses or programs;

6.11 (4) purchase books and supplies;

6.12 (5) pay course or program fees;

6.13 (6) increase students' participation in and success with preadvanced placement, advanced
6.14 placement, Cambridge Assessment International Education, or international baccalaureate
6.15 courses or programs;

6.16 (7) expand students' access to preadvanced placement, advanced placement, Cambridge
6.17 Assessment International Education, or international baccalaureate courses or programs
6.18 through online learning;

6.19 (8) hire appropriately licensed personnel to teach additional advanced placement,
6.20 Cambridge Assessment International Education, or international baccalaureate courses or
6.21 programs; or

6.22 (9) engage in other activities to expand low-income or disadvantaged students' access
6.23 to, participation in, and success with preadvanced placement, advanced placement, Cambridge
6.24 Assessment International Education, or international baccalaureate courses or programs.
6.25 Other activities may include but are not limited to preparing and disseminating promotional
6.26 materials to low-income and other disadvantaged students and their families.

6.27 Subd. 4. **Grants; annual reports.** (a) Each school district and charter school that receives
6.28 a grant under this section annually must collect demographic and other student data to
6.29 demonstrate and measure the extent to which the district or charter school raised students'
6.30 academic achievement under this program and must report the data to the commissioner in
6.31 the form and manner the commissioner determines. The commissioner annually by February
6.32 15 must make summary data about this program available to the education policy and finance
6.33 committees of the legislature.

7.1 (b) Each school district and charter school that receives a grant under this section annually
7.2 must report to the commissioner, consistent with the Uniform Financial Accounting and
7.3 Reporting Standards, its actual expenditures for advanced placement, preadvanced placement,
7.4 Cambridge Assessment International Education, and international baccalaureate courses
7.5 and programs. The report must demonstrate that the school district or charter school has
7.6 maintained its effort from other sources for advanced placement, preadvanced placement,
7.7 Cambridge Assessment International Education, and international baccalaureate courses
7.8 and programs compared with the previous fiscal year, and the district or charter school has
7.9 expended all grant funds, consistent with its approved budget.

7.10 (c) Notwithstanding any law to the contrary, a grant under this section is available for
7.11 three years from the date of the grant if the district or charter school meets the annual
7.12 benchmarks in its plan under subdivision 1.