

CHAPTER 124C

GRANTS FOR EDUCATION

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124C.01 [Renumbered 120.90]

124C.02 [Repealed, 1991 c 265 art 6 s 67]

124C.03 Subdivision 1. Ms 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 2. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 3. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 4. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 5. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 6. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 7. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 8. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 9. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 10. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 11. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 12. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 13. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 14. MS 1994 [Repealed, 1989 c 329 art 4 s 20]

Subd. 15. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

Subd. 16. MS 1995 Supp [Repealed, 1989 c 329 art 4 s 20]

COMPREHENSIVE ARTS IN EDUCATION PLANNING GRANTS

124C.07 COMPREHENSIVE ARTS PLANNING PROGRAM.

The Lola and Rudy Perpich Minnesota center for arts education shall prescribe the form and manner of application by one or more school districts to be designated as a site to participate in the comprehensive arts planning program. Up to 30 sites may be selected. The center shall designate sites in consultation with the Minnesota alliance for arts in education and the Minnesota state arts board.

History: 1983 c 314 art 6 s 19; 1Sp1985 c 12 art 5 s 3; 1992 c 499 art 11 s 2; 1Sp1995 c 3 art 11 s 1; 1996 c 412 art 9 s 19

124C.08 COMPREHENSIVE ARTS PLANNING PROGRAM SITES.

Subdivision 1. **Funding.** Each site shall receive \$1,250 each year for two years. If fewer than 30 sites are selected, each site shall receive an additional proportionate share of money appropriated and not used. Before receiving money for the second year, a long-range plan for arts education must be submitted to the Lola and Rudy Perpich Minnesota center for arts education.

Subd. 2. **Criteria.** The center, in consultation with the comprehensive arts planning program state steering committee, shall establish criteria for site selection. Criteria shall include at least the following:

- (1) a willingness by the district or group of districts to designate a program chair for comprehensive arts planning with sufficient authority to implement the program;
- (2) a willingness by the district or group of districts to create a committee comprised of school district and community people whose function is to promote comprehensive arts education in the district;
- (3) commitment on the part of committee members to participate in training offered by the department of children, families, and learning;
- (4) a commitment of the committee to conduct a needs assessment of arts education;
- (5) commitment by the committee to evaluate its involvement in the program;
- (6) a willingness by the district to adopt a long-range plan for arts education in the district; and
- (7) location of the district or group of districts to assure representation of urban, suburban, and rural districts and distribution of sites throughout the state.

Subd. 3. **Program accounts.** A district receiving funds shall maintain a separate account for the receipt and disbursement of all funds relating to the program. The funds shall be spent only for the purpose of arts education programs, including teacher release time.

Subd. 4. **Additional funding.** A district receiving funds may receive funds for the program from private sources and from other governmental agencies, including any state or federal funds available for arts education.

History: 1983 c 314 art 6 s 22; 1Sp1985 c 12 art 5 s 4; 1988 c 718 art 6 s 14; 1992 c 499 art 11 s 3; 1993 c 224 art 11 s 2,3; 1Sp1995 c 3 art 11 s 2; art 16 s 13; 1996 c 412 art 9 s 19

124C.09 MATERIALS, TRAINING, AND ASSISTANCE.

The Lola and Rudy Perpich Minnesota center for arts education, in cooperation with the Minnesota alliance for arts in education and the Minnesota state arts board shall provide materials, training, and assistance to the arts education committees in the school districts. The center may contract with the Minnesota alliance for arts in education for its involvement in providing services, including staff assistance, to the program.

History: 1983 c 314 art 6 s 23; 1Sp1985 c 12 art 5 s 5; 1992 c 499 art 11 s 4; 1993 c 224 art 11 s 4; 1996 c 412 art 9 s 19

MINNESOTA LOCAL PARTNERSHIP ACT**124C.10 CITATION.**

Sections 124C.11 and 124C.12 may be cited as the Minnesota local partnership act.

History: 1991 c 265 art 7 s 14

124C.11 PURPOSE OF THE MINNESOTA LOCAL PARTNERSHIP ACT.

The purpose of the Minnesota local partnership act is to design methods to focus on the development and learning of children and youth in Minnesota in the 1990's and the next century. Cooperation and collaboration of all services, including education, health, and human services for children and youth will be encouraged at the local and state level. The program

will provide incentives to design a system of child-focused coordinated services to enhance the learning and development of individual children and youth.

History: 1991 c 265 art 7 s 15

124C.12 MINNESOTA LOCAL PARTNERSHIP PROGRAM.

Subdivision 1. Establishment. A program is established under the direction of the state board of education with the cooperation of the commissioners of children, families, and learning, health, and human services. It is expected that participants and other districts will become exemplary districts by the year 2000.

Subd. 2. Eligibility. An applicant for revenue may be any one of the following:

- (1) a school district located in a city of the first class offering a program in cooperation with other districts or by itself, in one or more areas in the district or in the entire district;
- (2) at least two cooperating school districts located in the seven-county metropolitan area but not located in a city of the first class;
- (3) a group of school districts that are all members of the same education district;
- (4) an education district;
- (5) a group of cooperating school districts none of which are members of any education district; or
- (6) a school district.

Subd. 3. Community education council. Each revenue recipient must establish one or more community education councils. A community education council may be composed of elected representatives of local governments, an education district board, school boards, human service providers, health providers, education providers, community service organizations, clergy, local education sites, and local businesses. The community education council shall plan for the education, human service, and health needs of the community and collaborative ways to modify or build facilities for use by all community residents. A council formed under this subdivision may be an expansion of and replace the community education advisory council required by section 121.88, subdivision 2.

Subd. 4. Application process. To obtain revenue, a district or districts must submit an application to the state board in the form and manner established by the state board. Additional information may be required by the state board.

Subd. 5. Revenue. The state board may award revenue to up to four applicants. The board may determine the size of the award based upon the application. Recipients must be located throughout the state.

Subd. 6. Proceeds of revenue. Revenue may be used for initial planning expenses and for implementing child-focused learning and development programs.

History: 1991 c 265 art 7 s 16; 1Sp1995 c 3 art 16 s 13

124C.21 [Repealed, 1991 c 130 s 38]

124C.22 [Renumbered 121.94]

124C.23 [Renumbered 121.941]

124C.24 [Renumbered 121.942]

124C.25 [Renumbered 121.943]

124C.26 [Renumbered 125.70]

124C.27 [Renumbered 125.701]

124C.28 [Renumbered 125.702]

124C.29 [Renumbered 125.703]

124C.30 [Renumbered 125.704]

124C.31 [Renumbered 125.705]

TEACHER CENTERS**124C.41 TEACHER CENTERS.**

Subdivision 1. **Definition.** For the purposes of this section, "teacher" has the meaning given it in section 179A.03, subdivision 18.

Subd. 2. **Establishment.** A teacher center may be established by one or more school boards and the exclusive representatives of the teachers. The teacher center shall serve at least ten districts or 3,000 teachers.

Subd. 3. **Policy board membership.** Representatives of exclusive representatives and representatives of the school boards shall mutually determine the composition of the policy board according to the guidelines in this subdivision. A majority of the policy board must be teachers. The number of policy board members from each participating district must be in proportion to the number of teachers in each district. The board shall be composed of elementary teachers, secondary teachers, and other teachers, parents, and representatives of school boards, post-secondary education, business, and labor. At least one teacher from each participating district shall be a member of the board.

Subd. 4. **Board powers and duties.** The board shall develop policy, designate a fiscal agent, adopt a budget, expend funds to accomplish the purposes of the center, contract for technical and other assistance, and perform other managerial or supervisory activities consistent with the rules of the state board of education. The board may employ staff or contract with consultants for services.

Subd. 5. **Center functions.** A teacher center shall perform functions according to this subdivision. The center shall assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess pupil outcomes, assess staff development needs and plans, and teach school personnel about effective pedagogical approaches. The center shall develop and produce curricula and curricular materials designed to meet the educational needs of pupils being served, by applying educational research and new and improved methods, practices, and techniques. The center shall provide programs to improve the skills of teachers to meet the special educational needs of pupils. The center shall provide programs to familiarize teachers with developments in curriculum formulation and educational research, including how research can be used to improve teaching skills. The center shall facilitate sharing of resources, ideas, methods, and approaches directly related to classroom instruction and improve teachers' familiarity with current teaching materials and products for use in their classrooms. The center shall provide in-service programs.

Subd. 6. [Repealed, 1991 c 265 art 7 s 43]

Subd. 7. [Repealed, 1991 c 265 art 7 s 43; art 8 s 20]

History: 1989 c 329 art 11 s 11

AREA LEARNING CENTERS**124C.45 AREA LEARNING CENTER ORGANIZATION.**

Subdivision 1. **Governance.** A school district may establish an area learning center either by itself or in cooperation with other districts, a SC, an intermediate school district, a local education and employment transitions partnership, public and private secondary and post-secondary institutions, public agencies, businesses, and foundations. Except for a district located in a city of the first class, a center must serve the geographic area of at least two districts.

Subd. 1a. **Reserve revenue.** Each school district that is a member of an area learning center must reserve revenue in an amount equal to at least 90 percent of the basic revenue generated by each student attending an area learning center program under this section. The amount of reserved revenue under this subdivision may only be spent on program costs associated with the area learning center.

Subd. 2. **Access to services.** A center shall have access to the district's regular education programs, technology facilities, and staff. It may contract with individuals or post-second-

dary institutions. It shall seek the involvement of community education programs, post-secondary institutions, community resources, businesses, and other federal, state, and local public agencies.

Subd. 3. **Nonresident pupils.** A pupil who does not reside in the district may attend a center without consent of the school board of the district of residence.

History: 1987 c 398 art 8 s 34; 1Sp1995 c 3 art 4 s 20; 1996 c 305 art 1 s 138; 1996 c 412 art 4 s 12

124C.46 CENTER PROGRAMS AND SERVICES.

Subdivision 1. **Program focus.** The programs and services of a center must focus on academic and learning skills, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community, and transition services.

Subd. 2. **People to be served.** A center shall provide programs for secondary pupils and adults, giving priority to serving persons between 16 and 21 years of age. Secondary pupils to be served are those who are chemically dependent, not likely to graduate from high school, need assistance in vocational and basic skills, can benefit from employment experiences, and need assistance in transition from school to employment. Adults to be served are dislocated homemakers and workers and others who need basic educational and social services. In addition to offering programs, the center shall coordinate the use of other available educational services, social services, and post-secondary institutions in the community. The center may also provide programs, including work-based, service-learning, and applied learning opportunities developed in collaboration with a local education and employment transitions partnership, for elementary and secondary pupils who are not attending the center to assist them in completing high school.

Subd. 3. **Rules exemption.** Notwithstanding any law to the contrary, the center programs must be available throughout the entire year. Pupils in a center may receive instruction for more than or less than the daily number of hours required by the rules of the state board of education. However, a pupil must receive instruction each year for at least the total number of instructional hours required by statutes and rules. A center may petition the state board under Minnesota Rules, part 3500.1000, for exemption from other rules.

Subd. 4. **Graduation.** Upon successful completion of the center program, a pupil is entitled to receive a high school diploma. The pupil may elect to receive a diploma from either the district of residence or the district in which the center is located.

History: 1987 c 398 art 8 s 35; 1988 c 718 art 6 s 15; 1993 c 146 art 5 s 16; 1Sp1995 c 3 art 4 s 21

124C.47 RESOURCE CENTER FOR OTHER PROGRAMS.

An area learning center must serve as a resource for other districts, educational, community, and business organizations. The center may charge a fee for these services. The following services shall be provided for a region or the state:

- (1) information and research for alternative programs;
- (2) regional or state workshops on awareness, identification, programs, and support for these pupils; and
- (3) recommendations for staff qualifications to ensure the most qualified staff can be selected for the programs.

History: 1987 c 398 art 8 s 36

124C.48 CENTER FUNDING.

Subdivision 1. **Outside sources.** A center may accept:

- (1) resources and services from post-secondary institutions serving center pupils;
- (2) resources from job training partnership act programs, including funding for jobs skills training for various groups and the percentage reserved for education;
- (3) resources from the department of human services and county welfare funding;
- (4) resources from a local education and employment transitions partnership; or

(5) private resources, foundation grants, gifts, corporate contributions, and other grants.

Subd. 2. **General education aid.** Payment of general education aid for nonresident pupils enrolled in the center must be made according to section 124A.036, subdivision 5.

History: 1987 c 398 art 8 s 37; 1988 c 486 s 78; 1Sp1995 c 3 art 4 s 22

124C.49 DESIGNATION AS CENTER.

The commissioner of children, families, and learning, in cooperation with the state board of education, shall establish a process for state designation and approval of area learning centers that meet the provisions of sections 124C.45 to 124C.48. Any process for designating and approving an area learning center must emphasize the importance of having the area learning center serve students who have dropped out of school, are homeless, are eligible to receive free or reduced priced lunch, have been suspended or expelled, have been declared truant or are pregnant or parents.

History: 1988 c 718 art 7 s 52; 1991 c 130 s 25; 1994 c 647 art 4 s 27; 1Sp1995 c 3 art 16 s 13

MAGNET SCHOOLS

124C.498 METROPOLITAN MAGNET SCHOOL GRANTS.

Subdivision 1. **Policy and purpose.** A metropolitan magnet school grant program is established for the purpose of promoting integrated education for students in prekindergarten through grade 12, increase mutual understanding among all students, and address the inability of local school districts to provide required construction funds through local property taxes. The program seeks to encourage school districts located in whole or in part within the seven-county metropolitan area to make available to school age children residing in the metropolitan area those educational programs, services, and facilities that are essential to meeting all children's needs and abilities. The program anticipates using the credit of the state, to a limited degree, to provide grants to metropolitan area school districts to improve the educational opportunities and academic achievement of disadvantaged children and the facilities that are available to those children.

Subd. 2. **Approval authority; application forms.** To the extent money is available, the commissioner of children, families, and learning may approve projects from applications submitted under this section. The grant money must be used only to design, acquire, construct, remodel, improve, furnish, or equip the building or site of a magnet school facility according to contracts entered into within 15 months after the date on which a grant is awarded.

Subd. 3. **Grant application process.** (a) Any group of school districts that meets the criteria required under paragraph (b)(i) may apply for a magnet school grant in an amount not to exceed \$10,000,000 for the approved costs of a magnet school facility.

(b)(i) Any group of districts that submits an application for a grant shall submit a proposal to the commissioner for review and comment under section 121.15, and the commissioner shall prepare a review and comment on the proposed magnet school facility, regardless of the amount of the capital expenditure required to design, acquire, construct, remodel, improve, furnish, or equip the facility. The commissioner must not approve an application for a magnet school grant for any facility unless the facility receives a favorable review and comment under section 121.15 and the participating districts:

(1) establish a joint powers board under section 471.59 to represent all participating districts and govern the magnet school facility;

(2) design the planned magnet school facility to meet the applicable requirements contained in Minnesota Rules, chapter 3535;

(3) submit a statement of need, including reasons why the magnet school will facilitate integration and improve learning;

(4) prepare an educational plan that includes input from both community and professional staff; and

(5) develop an education program that will improve learning opportunities for students attending the magnet school.

(ii) The districts may develop a plan that permits social service, health, and other programs serving students and community residents to be located within the magnet school facility. The commissioner shall consider this plan when preparing a review and comment on the proposed facility.

(c) When two or more districts enter into an agreement establishing a joint powers board to govern the magnet school facility, all member districts shall have the same powers.

(d) A joint powers board of participating school districts established under paragraphs (b) and (c) that intends to apply for a grant shall adopt a resolution stating the costs of the proposed project, the purpose for which the debt is to be incurred, and an estimate of the dates when the contracts for the proposed project will be completed. A copy of the resolution must accompany any application for a state grant under this section.

(e)(i) The commissioner shall examine and consider all grant applications. If the commissioner finds that any joint powers district is not a qualified grant applicant, the commissioner shall promptly notify that joint powers board. The commissioner shall make awards to no more than two qualified applicants whose applications have been on file with the commissioner more than 30 days.

(ii) A grant award is subject to verification by the joint powers board under paragraph (f). A grant award must not be made until the participating districts determine the site of the magnet school facility. If the total amount of the approved applications exceeds the amount of grant funding that is or can be made available, the commissioner shall allot the available amount equally between the approved applicant districts. The commissioner shall promptly certify to each qualified joint powers board the amount, if any, of the grant awarded to it.

(f) Each grant must be evidenced by a contract between the joint powers board and the state acting through the commissioner. The contract obligates the state to pay to the joint powers board an amount computed according to paragraph (e)(ii) and a schedule, and terms and conditions acceptable to the commissioner of finance.

History: 1994 c 643 s 62; 1Sp1995 c 3 art 16 s 13; 1996 c 284 s 1,2

DESEGREGATION CAPITAL IMPROVEMENT GRANT ACT

124C.55 CITATION.

Sections 124C.55 to 124C.57 may be cited as the "desegregation capital improvement grant act."

History: 1987 c 400 s 39; 1989 c 209 art 2 s 1

124C.56 APPROVAL AUTHORITY; APPLICATION FORMS.

Subdivision 1. Approval by commissioner. The commissioner of children, families, and learning may approve or disapprove applications under section 124C.57. The grant money must be used only to remodel or improve a building or site under contracts to be entered into within 15 months after the date each grant is awarded.

Subd. 2. Application forms. The commissioner of children, families, and learning shall prepare application forms and establish application dates.

Subd. 3. Criteria. A district applying for a grant under this section must match with local district funds to be used for construction, enlarging, or modifying school buildings. The commissioner of children, families, and learning must determine that the costs are directly related to reducing or eliminating racial imbalance and are part of an approved desegregation plan. The district must also certify that the district has sought all available federal funds before submitting a grant application.

History: 1987 c 400 s 40; 1989 c 300 art 2 s 6,7; 1Sp1995 c 3 art 16 s 13

CAPITAL FACILITIES GRANTS**124C.57 GRANT APPLICATION PROCESS.**

Subdivision 1. **Qualification.** A school district that meets the criteria required under subdivision 2 may apply for a grant in an amount up to 50 percent of the approved costs of remodeling or improvement.

Subd. 2. **Review by commissioner.** A school district that submits an application for a grant shall submit a proposal to the commissioner for review and comment under section 121.15, and the commissioner shall prepare a review and comment on the proposed facility, regardless of the amount of the capital expenditure required to remodel or improve the building or site. The commissioner must not approve an application for a grant for a building or site unless the building or site receives a favorable review and comment under section 121.15 and is recommended by the commissioner as part of the district's approved desegregation plan.

Subd. 3. **Award of grants.** The commissioner shall examine and consider all applications for grants, and if a district is found not qualified, the commissioner shall promptly notify the district board. If the total amount of the applications exceeds the amount that is or can be made available, the commissioner shall prorate the available amount among the qualified applicant districts, according to the commissioner's judgment and discretion based upon their respective needs. The commissioner shall promptly certify to each district the amount, if any, of the grant awarded to it.

Subd. 4. **Matching revenue.** Upon being awarded a grant under subdivision 3, the board shall determine the need to bond for additional revenue. If the board determines that there is no need to bond, it shall certify to the commissioner of children, families, and learning that other funds are available for the purpose. If a bond issue is required, the board shall submit, within 90 days, the question of authorizing the borrowing of funds for remodeling or improvements to the voters of the district at a special election, that may be held in conjunction with the annual election of the school board members. If a majority of those voting on the question do not vote in the affirmative, and the district does not have other funds available, the grant must be canceled.

Subd. 5. **Project budget.** A district that receives a grant must provide the commissioner with the project budget and any other information the commissioner requests.

History: 1987 c 400 s 41; 1989 c 300 art 2 s 8,9; 1Sp1995 c 3 art 16 s 13

124C.58 ISSUANCE AND SALE OF BONDS.

To provide money for grants under the desegregation capital improvement grant act, the commissioner of finance, upon the request of the commissioner of children, families, and learning, shall issue and sell bonds of the state up to the amount of \$2,000,000 in the manner, upon the terms, and with the effect prescribed by sections 16A.631 to 16A.675 and the Minnesota Constitution, article XI, sections 4 to 7.

History: 1989 c 300 art 2 s 10; 1Sp1995 c 3 art 16 s 13

124C.60 CAPITAL FACILITIES GRANTS FOR COOPERATION AND COMBINATION.

Subdivision 1. **Eligibility.** Two or more districts that have consolidated under section 122.23 or combined under sections 122.241 to 122.248, are eligible for a capital facilities grant of up to \$200,000 for fiscal year 1995 and \$100,000 thereafter under this section. To qualify the following criteria must be met:

(1) the proposed facility changes are part of the plan according to section 122.242, subdivision 10, or the plan adopted by the reorganized district according to section 124.243, subdivision 1;

(2) the changes proposed to a facility must be needed to accommodate changes in the educational program due to the reorganization;

(3) the utilization of the facility for educational programs is at least 85 percent of capacity; and

(4) the grant will be used only to remodel or improve existing facilities.

Subd. 2. **Procedures.** The state board shall establish procedures and deadlines for the grant application. The state board shall review each application and may require modifications consistent with sections 122.241 to 122.248.

Subd. 3. **Use of grant money.** The grant money may be used for any capital expenditures specified in section 124.243, subdivision 6, clauses (4), (6), (7), (8), (9), and (10).

History: 1993 c 224 art 5 s 36; 1994 c 647 art 6 s 30; 1Sp1995 c 3 art 1 s 50

124C.61 [Renumbered 126.69]

124C.62 [Renumbered 144.1464]

SCHOOL BUILDING ACCESSIBILITY CAPITAL IMPROVEMENT GRANT ACT

124C.71 SCHOOL BUILDING ACCESSIBILITY CAPITAL IMPROVEMENT GRANT ACT.

Sections 124C.71 to 124C.73 may be cited as the "school building accessibility capital improvement grant act."

History: 1993 c 373 s 20

124C.72 APPROVAL; APPLICATION FORMS.

Subdivision 1. **Approval by commissioner.** The commissioner of children, families, and learning may approve or disapprove applications under section 124C.73. The grant money must be used only to remove architectural barriers from a building or site.

Subd. 2. **Application forms.** The commissioner of children, families, and learning shall prepare application forms and establish application dates.

Subd. 3. **Match.** A district applying for a grant under this section must match the grant with local district funds.

History: 1993 c 373 s 21; 1Sp1995 c 3 art 16 s 13

124C.73 GRANT APPLICATION PROCESS.

Subdivision 1. **Qualification.** A school district that meets the criteria required under subdivision 2 may apply for a grant in an amount up to 50 percent of the approved costs of removing architectural barriers from a building or site. A grant may not exceed \$150,000 to a recipient district in any fiscal year.

Subd. 2. **Project review.** The commissioner, in consultation with the Minnesota state council on disability, shall review applications for grants. A school district must apply by July 1 of each year in order to be considered for a grant.

Subd. 3. **Award of grants.** (a) The commissioner shall examine and consider all applications for grants, and if a district is found not qualified, the commissioner shall promptly notify the district board. The commissioner shall give first priority to school districts that have entered into the cooperation and combination process under sections 122.241 to 122.248, or that have consolidated since January 1, 1987. The commissioner shall further prioritize grants on the basis of the following: the district's tax burden, the long-term feasibility of the project, the suitability of the project, and the district's need for the project. If the total amount of the applications exceeds the amount that is or can be made available, the commissioner shall award grants according to the commissioner's judgment and discretion and based upon a ranking of the projects according to the factors listed in this paragraph. The commissioner shall promptly certify to each district the amount, if any, of the grant awarded to it.

(b) For fiscal year 1994, the commissioner may develop criteria in addition to the factors listed in paragraph (a), in order to award demonstration grants.

Subd. 4. **Matching revenue.** Upon being awarded a grant under subdivision 3, the board shall determine the need for additional revenue. If the board determines that the local

match cannot be made from existing revenue, the board may levy according to section 124.84.

Subd. 5. Project budget. A district that receives a grant must provide the commissioner with the project budget and any other information the commissioner requests.

History: 1993 c 373 s 22; 1996 c 463 s 38

TELECOMMUNICATION ACCESS GRANT

124C.74 TELECOMMUNICATION ACCESS GRANT AND STATEWIDE COORDINATION.

Subdivision 1. Establishment; purpose. The purpose of developing a statewide school district telecommunications network is to expand the availability of a broad range of courses and degrees to students throughout the state, to share information resources to improve access, quality, and efficiency, to improve learning, and distance cooperative learning opportunities, and to promote the exchange of ideas among students, parents, teachers, media generalists, librarians, and the public. In addition, through the development of this statewide telecommunications network emphasizing cost-effective, competitive connections, all Minnesotans will benefit by enhancing access to telecommunications technology throughout the state. Network connections for school districts and public libraries will be coordinated and fully integrated into the existing state telecommunications and interactive television networks to achieve comprehensive and efficient interconnectivity of school districts and libraries to higher education institutions, state agencies, other governmental units, agencies, and institutions throughout Minnesota. A school district may apply to the commissioner for a grant under subdivision 2, and a regional public library may apply under subdivision 3. The Minnesota education telecommunication council established in Laws 1995, First Special Session chapter 3, article 12, section 7, shall establish priorities for awarding grants, making grant awards, and being responsible for the coordination of networks.

Subd. 2. School district telecommunications grant. (a) A school district may apply for a grant under this subdivision to: (1) establish connections among school districts, and between school districts and the MNet statewide telecommunications network administered by the department of administration under section 16B.465; or (2) if such a connection meeting minimum electronic connectivity standards is already established, enhance telecommunications capacity for a school district. The minimum standards of capacity are a 56 kilobyte data line and 768 kilobyte ITV connection, subject to change based on the recommendations by the Minnesota education telecommunications council. A district may submit a grant application for interactive television with higher capacity connections in order to maintain multiple simultaneous connections. To ensure coordination among school districts, a school district must submit its grant application to the council through an organization that coordinates the applications and connections of at least ten school districts or through an existing technology cooperative.

(b) The application must, at a minimum, contain information to document for each applicant school district the following:

(1) that the proposed connection meets the minimum standards and employs an open network architecture that will ensure interconnectivity and interoperability with other education institutions and libraries;

(2) that the proposed connection and system will be connected to MNet through the department of administration under section 16B.465 and that a network service and management agreement is in place;

(3) that the proposed connection and system will be connected to the higher education telecommunication network and that a governance agreement has been adopted which includes agreements between the school district system, a higher education regional council, libraries, and coordinating entities;

(4) the telecommunication vendor, which may be MNet, selected to provide service from the district to an MNet hub or to a more cost-effective connection point to MNet; and

(5) other information, as determined by the commissioner in consultation with the education telecommunications council, to ensure that connections are coordinated, meet

state standards and are cost-effective, and that service is provided in an efficient and cost-effective manner.

(c) A grant applicant shall obtain a grant proposal for network services from MNet. If MNet is not selected as the vendor, the application must provide the reasons for choosing an alternative vendor. A school district may include, in its grant application, telecommunications access for collaboration with nonprofit arts organizations for the purpose of educational programs, or access for a secondary media center that: (1) is a member of a multitype library system; (2) is open during periods of the year when classroom instruction is occurring; and (3) has licensed school media staff on site.

(d) The Minnesota education telecommunications council shall award grants and the funds shall be dispersed by the commissioner. The highest priority for these grants shall be to bring school districts up to the minimum connectivity standards. A grant to enhance telecommunications capacity beyond the minimum connectivity standards shall be no more than 75 percent of the maximum grant under this subdivision. Grant applications for minimum connection and enhanced telecommunications capacity grants must be submitted to the commissioner by a coordinating organization including, but not limited to, service cooperatives and education districts. For the purposes of the grant, a school district may include a charter school under section 120.064, or the Faribault academies. Based on the award made by the council, all grants under this subdivision shall be paid by the commissioner directly to a school district (unless this application requests that the funds be paid to the coordinating agency). Nonpublic schools as defined in section 237.065, subdivision 2, located within the district may access the network. The nonpublic school is responsible for actual costs for connection from the school to the access site.

(e) Money awarded under this section may be used only for the purposes explicitly stated in the grant application.

Subd. 3. Regional library telecommunication grant. (a) A regional public library system may apply for a telecommunication access grant. The grant must be used to create or expand the capacity of electronic data access and connect the library system with the MNet statewide telecommunications network administered by the department of administration under section 16B.465. Connections must meet minimum system standards of a 56 kilobyte data line and 768 kilobyte ITV connection. To be eligible for a telecommunications access grant, a regional public library system must: (1) meet the level of local support required under section 134.34; and (2) be open at least 20 hours per week.

(b) Any grant award under this subdivision may not be used to substitute for any existing local funds allocated to provide electronic access, or equipment for library staff or the public, or local funds previously dedicated to other library operations.

(c) An application for a regional public library telecommunications access grant must, at a minimum, contain information to document the following:

(1) that the connection meets the minimum standards and employs an open network architecture that will ensure interconnectivity and interoperability with other libraries and the educational system;

(2) that the connection is being established through the most cost-effective means and that the public library has explored and coordinated connections through school districts or other governmental agencies;

(3) that the proposed connection and system will be connected to MNet through the department of administration under section 16B.465 and that a network service and management agreement is in place;

(4) that the proposed connection and system will be connected to the higher education and to the school district telecommunication networks subject to a governance agreement with one or more school districts and a higher education regional council specifying how the system will be coordinated;

(5) the telecommunication vendor, which may be MNet, selected to provide service from the library to an MNet hub or through a more cost-effective connection point to MNet; and

(6) other information, as determined by the commissioner, to ensure that connections are coordinated, meet state standards, are cost-effective, and that service is provided in an

efficient and cost-effective manner so that libraries throughout the state are connected in as seamless a manner as technically possible.

(d) A grant applicant shall obtain a grant proposal for network services from MNet. If MNet is not selected as the vendor, the application must provide the reasons for choosing an alternative vendor.

Subd. 4. Award of grants. The council shall develop application forms and procedures for school district minimum connectivity grants, enhanced telecommunications grants, and regional library telecommunication access grants. The council shall select the grant recipient and shall promptly notify any applicant that is found not to be qualified. The commissioner shall make the grant payments directly to the school district or regional library system. At the request of the district, the commissioner may make the grant payment directly to the coordinating organization. If appropriations are insufficient to fund all applications, the commissioner shall first fully fund the minimum connectivity grants. Unsuccessful applicants may reapply for a grant.

History: *1Sp1995 c 3 art 12 s 4; 1996 c 412 art 12 s 2,3*

ENDOWED CHAIR PROGRAM

124C.77 ENDOWED CHAIR.

Subdivision 1. Purpose. The purpose of the endowed chair program is to increase curriculum offerings and learning experiences available to students.

Subd. 2. Eligibility. A school site, represented by the school site council or, if no site council exists, the principal or lead teacher, and the party interested in endowing a chair may enter into an agreement for an endowed chair for no longer than one year in length. The party endowing the chair and the school site may, at their discretion, renew annually.

Subd. 3. Program. An endowed chair program may be for a semester, a summer session, or a full school year. Curriculum developed or provided under the endowed chair program must supplement the existing curriculum offerings available at the school in the particular subject chosen.

Subd. 4. Agreement. The agreement must make available funds sufficient for the salary and benefit costs of the instructor, and necessary supplies for the course. The participating site must provide the classroom space and administer the program. The parties, in consultation with the school district and the exclusive representative of the teachers, jointly select the instructor for the endowed chair.

History: *1996 c 412 art 8 s 9*