ARTICLE 1

HIGHER EDUCATION APPROPRIATIONS

Section 1. **APPROPRIATIONS.**

The sums shown in the columns marked "Appropriations" are added to the appropriations in Laws 2015, chapter 69, article 1, unless otherwise specified, to the agencies and for the purposes specified in this article. The appropriations are from the general fund, or another named fund, and are available for the fiscal years indicated for each purpose. The figures "2016" and "2017" used in this article mean that the appropriations listed under them are available for the fiscal year ending June 30, 2016, or June 30, 2017, respectively. "The first year" is fiscal year 2016. "The second year" is fiscal year 2017. "The biennium" is fiscal years 2016 and 2017.

	APPROPRIATIONS Available for the Year Ending June 30	
	2016	**2017**
Sec. 2. **MINNESOTA OFFICE OF HIGHER EDUCATION**		
Subdivision 1. **Total Appropriations**	**$ 100,000**	**$ 18,335,000**
The amounts that may be spent for each purpose are specified in the following subdivisions.		
Subd. 2. **Equity in Postsecondary Education Grants**	-0-	14,400,000
For equity in postsecondary attainment grants under section 15. This appropriation is available until June 30, 2020. Of this appropriation, $100,000 may be used for administration expenses to administer the grant program. This is a onetime appropriation.		
Subd. 3. **State Grant.**	-0-	2,500,000
For the state grant program under Minnesota Statutes, section 136A.121.		
Subd. 4. **Dual Credit, Parent Information**	-0-	25,000

For the purpose of obtaining and providing information under Minnesota Statutes, section 136A.87, paragraph (b). The base for fiscal year 2018 and later is $20,000.

Subd. 5. **Addiction Medicine Graduate Fellowship Program** -0- 210,000

For establishing a grant program used to support up to four physicians who are enrolled each year in an addiction medicine fellowship program. A grant recipient must be enrolled in a program that trains fellows in diagnostic interviewing, motivational interviewing, addiction counseling, recognition and care of common acute withdrawal syndromes and complications, pharmacotherapies of addictive disorders, epidemiology and pathophysiology of addiction, addictive disorders in special populations, secondary interventions, use of screening and diagnostic instruments, inpatient care, and working within a multidisciplinary team, and prepares doctors to practice addiction medicine in rural and underserved areas of the state. The base for this program is $210,000 in fiscal year 2018 and 2019 and is zero in fiscal year 2020.

Subd. 6. **Minnesota Hmong Chamber of Commerce** 100,000 -0-

For equal grants to the Minnesota Hmong Chamber of Commerce and the Progressive Center for Education and Economic Development, Inc. The grants are for the purpose of activities and capacity building to make connections between education and employment for individuals through existing programs and otherwise. Existing programs

include the dual training program under Minnesota Statutes, section 136A.246. Each grantee must report to the commissioner by January 15, 2018, on the use of grant funds, the number of individuals served, and the outcome for individuals served. This is a onetime appropriation and is available until June 30, 2019.

Subd. 7. **Dual Training** -0- 200,000

For making grants under Minnesota Statutes, section 136A.246, subdivision 8a.

Subd. 8. **Student and Employer Connection Information System** -0- 1,000,000

For student and employer connection information system under section 18. This is a onetime appropriation.

EFFECTIVE DATE. Subdivision 6 is effective the day following final enactment.

Sec. 3. **BOARD OF TRUSTEES OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES**

Subdivision 1. **Total Appropriations** **$** **-0-** **$** **8,250,000**

The amounts that may be spent for each purpose are specified in the following subdivisions.

Subd. 2. **Tuition Relief** -0- 7,000,000

For tuition relief for undergraduate students. Tuition relief cannot be funded through reduction in any program or service that affects students.

Subd. 3. **Principals' Leadership Institute** -0- 200,000

For a grant to the Minnesota State University Mankato Principals' Leadership Institute under Minnesota Statutes, section 136A.88.

Subd. 4. **Early Childhood Online Program** -0- 100,000

To develop a multicampus online program for early childhood teacher preparation. This is a onetime appropriation.

Subd. 5. **MnSCU Open Textbooks** -0- 100,000

(a) For programs on system campuses that promote adoption of open textbooks. Programs must focus on the review, creation, and promotion of new or existing open textbooks and on saving money for students while meeting the academic needs of faculty. This is a onetime appropriation.

(b) By January 15, 2017, the board shall report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education regarding the progress of the pilot programs. The report shall include a summary of each pilot program and the total savings expected for students as a result of the programs.

Subd. 6. **MnSCU Open Textbook Library** -0- 100,000

To expand and promote the open textbook library to faculty across the state. This is a onetime appropriation.

Subd. 7. **Developmentally Delayed Student Pilot** -0- 750,000

For the pilot program for developmental delayed students under section 17. The base for fiscal year 2018 and later is $853,000.

Sec. 4. **BOARD OF REGENTS OF THE UNIVERSITY OF MINNESOTA**

Subdivision 1. **Total Appropriation** **$** **-0-** **$** **21,000,000**

The amounts that may be spent for each purpose are specified in the following subdivisions.

Subd. 2. **Health Restoration** -0- 5,000,000

This appropriation is for the following activities:

$3,000,000 is for support for faculty physicians who teach at eight residency program sites, including medical resident and student training programs in the Department of Family Medicine.

$1,000,000 is for the Mobile Dental Clinic, in which dental students provide patient care as part of their clinical education and training under the supervision of faculty dentists.

$1,000,000 is for expansion of geriatric education and family programs.

Subd. 3. **Tuition Relief.** -0- 16,000,000

For undergraduate student tuition relief for Minnesota residents. The Board of Regents is requested to not offset the tuition relief by increases in mandatory fees, charges, or other assessments to the student.

Sec. 5. **MNSCU TWO-YEAR COLLEGE PROGRAM; ADMINISTRATIVE COSTS.**

The appropriation made by Laws 2015, chapter 69, article 1, section 3, subdivision 18, paragraph (c), for fiscal year 2017 for information technology and administrative costs is available on the effective date of this section and until June 30, 2017.

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 6. Minnesota Statutes 2014, section 122A.74, is amended to read:

122A.74 PRINCIPALS' LEADERSHIP INSTITUTE, UNIVERSITY OF MINNESOTA.

~~Subdivision 1.~~ **~~Establishment.~~** (a) The commissioner of education may contract with the ~~Minnesota State University Mankato or the~~ regents of the University of Minnesota to establish a Principals' Leadership Institute to provide professional development to school principals by:

(1) creating a network of leaders in the educational and business communities to communicate current and future trends in leadership techniques;

(2) helping to create a vision for the school that is aligned with the community and district priorities;

(3) developing strategies to retain highly qualified teachers and ensure that diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students, among others, have equal access to these highly qualified teachers; and

(4) providing training to analyze data using culturally competent tools.

(b) The University of Minnesota must cooperate with participating members of the business community to provide funding and content for the institute.

(c) Participants must agree to attend the Principals' Leadership Institute for four weeks during the academic summer.

(d) The Principals' Leadership Institute must incorporate program elements offered by leadership programs at the University of Minnesota and program elements used by the participating members of the business community to enhance leadership within their businesses.

(e) The board of each school district in the state may select a principal, upon the recommendation of the district's superintendent and based on the principal's leadership potential, to attend the institute.

(f) The school board annually shall forward its list of recommended participants to the commissioner by February 1. In addition, a principal may submit an application directly to the commissioner by February 1. The commissioner shall notify the school board, the principal candidates, and the University of Minnesota of the principals selected to participate in the Principals' Leadership Institute each year.

~~Subd. 2.~~ **~~Method of selection and requirements.~~** ~~(a) The board of each school district in the state may select a principal, upon the recommendation of the district's superintendent and based on the principal's leadership potential, to attend the institute.~~

~~(b) The school board annually shall forward its list of recommended participants to the commissioner by February 1. In addition, a principal may submit an application directly to the commissioner by February 1. The commissioner shall notify the school board, the principal candidates, and the University of Minnesota of the principals selected to participate in the Principals' Leadership Institute each year.~~

Sec. 7. Minnesota Statutes 2014, section 136A.101, subdivision 5a, is amended to read:

Subd. 5a. **Assigned family responsibility.** "Assigned family responsibility" means the amount of a family's contribution to a student's cost of attendance, as determined by a federal need analysis. For dependent students, the assigned family responsibility is ~~96~~ 94 percent of the parental contribution. For independent students with dependents other than a spouse, the assigned family responsibility is ~~86~~ 85 percent of the student contribution. For independent students without dependents other than a spouse, the assigned family responsibility is ~~50~~ 49 percent of the student contribution.

Sec. 8. Minnesota Statutes 2014, section 136A.101, subdivision 10, is amended to read:

Subd. 10. **Satisfactory academic progress.** "Satisfactory academic progress" means satisfactory academic progress as defined under Code of Federal Regulations, title 34, sections 668.16(e), 668.32(f), and 668.34, except that a student with an intellectual disability as defined in Code of Federal Regulations, title 34, section 668.231, enrolled in an approved comprehensive transition and postsecondary program under that section is subject to the institution's published satisfactory academic process standards for that program as approved by the Office of Higher Education.

Sec. 9. Minnesota Statutes 2015 Supplement, section 136A.246, is amended by adding a subdivision to read:

Subd. 8a. **Support grants.** The commissioner, from appropriations specifically made for the purposes of this subdivision, may provide grants to school districts and community colleges for the purpose of providing exposure and connection to teachers and staff, students, and employers regarding industry occupational pathways and employment with employers in the region.

Sec. 10. Minnesota Statutes 2015 Supplement, section 136A.246, is amended by adding a subdivision to read:

Subd. 10. **Dual training account.** A dual training account is created in the special revenue fund in the state treasury. The commissioner shall deposit into the account appropriations made for the purposes of this section. Money in the account is appropriated to the commissioner for the purposes for which it was appropriated. Money in the account is available until expended.

Sec. 11. Minnesota Statutes 2015 Supplement, section 136A.246, is amended by adding a subdivision to read:

Subd. 11. **Administration expenses.** The commissioner may expend up to five percent of the appropriation made for the purposes of this section for administration of this section.

Sec. 12. Minnesota Statutes 2015 Supplement, section 136A.87, is amended to read:

136A.87 PLANNING INFORMATION FOR POSTSECONDARY EDUCATION.

(a) The office shall make available to all residents beginning in 7th grade through adulthood information about planning and preparing for postsecondary opportunities. Information must be provided to all 7th grade students and their parents annually by September 30 about planning for their postsecondary education. The office may also provide information to high school students and their parents, to adults, and to out-of-school youth.

(b) The office must make reasonable efforts to obtain publicly available information about the dual credit acceptance policies of each Minnesota, Wisconsin, South Dakota, and North Dakota public and private college and university. This information must be shared on the office's Web site and included in the information under paragraph (a).

(c) The information provided under paragraph (a) may include the following:

(1) the need to start planning early;

(2) the availability of assistance in educational planning from educational institutions and other organizations;

(3) suggestions for studying effectively during high school;

(4) high school courses necessary to be adequately prepared for postsecondary education;

(5) encouragement to involve parents actively in planning for all phases of education;

(6) information about postsecondary education and training opportunities existing in the state, their respective missions and expectations for students, their preparation requirements, admission requirements, and student placement;

(7) ways to evaluate and select postsecondary institutions;

(8) the process of transferring credits among Minnesota postsecondary institutions and systems;

(9) the costs of postsecondary education and the availability of financial assistance in meeting these costs, including specific information about the Minnesota Promise;

(10) the interrelationship of assistance from student financial aid, public assistance, and job training programs; and

(11) financial planning for postsecondary education.

EFFECTIVE DATE. This section is effective for the 2016-2017 school year and later.

Sec. 13. **[136A.89] PRINCIPAL LEADERSHIP INSTITUTE.**

(a) The commissioner may contract with the Minnesota State University Mankato to establish a Principals' Leadership Institute to provide licensed principals in Minnesota with a research-based and evaluated professional development experience focused on instructional and organizational leadership by:

(1) creating a network of educational leaders who demonstrate strong instructional leadership, racial equity leadership, and the skills to lead for all students;

(2) advancing student achievement in school districts through the continuous development of courageous and results-driven principal leaders;

(3) developing leaders who cultivate a school culture where every student is fully engaged, educated, and included; and

(4) developing principal leaders who create a culture of high standards for all students and demonstrate the ability to build teacher development so that culturally responsive practices occur in all classrooms.

(b) Minnesota State University Mankato must partner with participating district or charter school leadership to bridge professional development learning from the Principals' Leadership Institute to the district at large.

(c) Participants must agree to attend all sessions of the Principals' Leadership Institute.

(d) The Principals' Leadership Institute must base the program content and curriculum on current research-based best practices in educational leadership that lead to accelerated achievement growth for all students.

(e) School district or charter school leadership in the state may recommend a licensed principal for participation in the program based on the principal's leadership potential.

(f) The school board or charter school board must submit the list of recommended participants to the Principals' Leadership Institute by July 1 each year. Principals from a school district or charter school whose leadership is engaged in intentional work focused on eliminating the predictable racial achievement disparities within their district or school must receive priority selection for attending the Principals' Leadership Institute.

Sec. 14. **[136F.33] SUPPLEMENTAL AND DEVELOPMENTAL EDUCATION.**

Subdivision 1. **Definitions.** (a) For purposes of this section, the following terms have the meanings given.

(b) "Academic weakness" means an academic skill determined to be below college ready according to a formalized assessment.

(c) "Corequisite" means a course or other requirement that is taken simultaneously with a credit-bearing course for the purpose of providing targeted support.

(d) "Credit-bearing course" means a college entry-level course that meets the requirements for a diploma, certificate, or degree.

(e) "Developmental education" means the building of foundational skills in noncredit courses or programs to promote academic success in college-level coursework.

(f) "Gateway course" means an initial credit-bearing course in a subject.

(g) "Supplemental instruction" means a targeted support model for students with academic weaknesses to promote academic success in credit-bearing courses.

(h) "Targeted support" means academic support, including but not limited to tutoring and directed group study time, related to increasing a student's understanding of a credit-bearing course.

Subd. 2. **Program requirements.** (a) The board shall develop and implement varied research-grounded tiered approaches to supplemental instruction and developmental education based on student academic readiness. The tiered approach must minimize the placement of students in developmental education under subdivision 5 by providing a supplemental instruction course structure that results in earning the equivalent of credit in a credit-bearing course while providing targeted support to a student who:

(1) did not meet the minimum course placement criteria for a credit-bearing course; and

(2) using multiple measures of assessment, is identified as likely to succeed in a credit-bearing course if targeted support is provided.

(b) The board shall establish campus-specific tiered approaches including strategies under subdivision 3 that are:

(1) focused on the skills and competencies essential for success in the math and English college-level courses; and

(2) based on the nature of individual campus academic programming and the needs of specific campus student populations.

(c) To facilitate the transfer of credits, the transcript record for a supplemental instruction course must include a credit-bearing course or a designation of equivalency to a specific credit-bearing course.

(d) The board shall make available to students on its Web site, in course catalogs, and by other methods at the discretion of the board, the supplemental instruction, developmental education, and corequisite courses offered at a particular college or university.

Subd. 3. **Support strategies.** (a) The board shall continuously monitor and adopt strategies that have the potential or that have proven to increase the placement and success of students in credit-bearing courses. If the board finds that strategies are successful at one campus or program, the board must assess whether the strategies would be beneficial campuswide or systemwide and, if it determines that it would, must implement the strategy for all campus or system programs in which the strategy is predicted to be successful. The board may discontinue the strategy for those programs where it does not prove beneficial.

(b) Consistent with subdivision 2, strategies may include, but are not limited to:

(1) replacing developmental or remedial courses, when appropriate, with corequisite courses in which students with academic weaknesses are placed into introductory credit-bearing courses while receiving supplemental academic instruction on the same subject and during the same term;

(2) expanding proactive advising, including the use of early alert systems or requiring the approval of an adviser or counselor to register for certain classes;

(3) developing meta-majors in broad academic disciplines as an alternative to undecided majors;

(4) making available alternative mathematics curriculum, including curriculum most relevant to the student's chosen area of study;

(5) implementing "opt-out scheduling" by automatically enrolling students in a schedule of courses chosen by the student's department but allowing students to disenroll from those courses if they meet with an academic adviser and cosign a change of enrollment form; and

(6) facilitating the transfer of credits between state colleges and universities.

Subd. 4. **Assessments and advising.** (a) Common student placement assessments must provide information identifying academic weaknesses that must be provided to the student. A student assessed below college ready must be provided:

(1) materials designed to address identified academic weaknesses;

(2) support to prepare for and retake placement assessments;

(3) postassessment advising to assist in making informed decisions on identifying academic weaknesses and targeting supplemental instruction options; and

(4) additional targeted support while enrolled in college-level math and English courses.

(b) Intrusive advising must be provided to a student who participates in supplemental instruction programs but has been unsuccessful in achieving academic success. Advising must include career and employment options, alternative career pathways, and related educational opportunities.

Subd. 5. **Developmental education.** (a) The board shall create a framework to redesign developmental education to provide a student who does not meet the criteria for inclusion in a supplemental instruction course the opportunity to complete gateway math and English courses within one academic year. The board must provide developmental education to a student or advise the student to enroll in adult basic education.

(b) The board shall not require a student who has successfully taken a developmental course under section 124D.09, subdivision 10, to participate in a developmental education course in the same subject area.

Subd. 6. **Report.** Annually by January 15, the board shall report to the chairs and ranking minority members of the legislative committees with primary jurisdiction over higher education finance on the goal of increasing the placement and success of students in credit-bearing courses. The report must, at a minimum, include:

(1) the following information on board activities:

(i) strategies the board has adopted at each campus under subdivision 2, paragraph (b);

(ii) strategies that have been discontinued at each campus; and

(iii) strategies being considered for systemwide implementation; and

(2) the following information on students:

(i) the number and percent of students placed in developmental education;

(ii) the number and percent of students who complete developmental education within one academic year;

(iii) the number and percent of students that complete gateway courses in math and English in one academic year;

(iv) the student retention rate;

(v) time to complete a degree or certificate; and

(vi) credits earned by those completing a degree, certificate, or other program.

The report must disaggregate student data by race, ethnicity, Pell Grant eligibility, and age and provide aggregate data.

Sec. 15. **EQUITY IN EDUCATION AND JOB CONNECTION GRANT PROGRAM.**

Subdivision 1. **Grants.** (a) The commissioner of the Office of Higher Education shall award grants to improve postsecondary attendance, completion, and retention and the obtaining of good-paying jobs for which the postsecondary education provides training by providing services to historically underrepresented college students. Grants must be awarded to public and private organization programs that help the state reach the

attainment goals under Minnesota Statutes, section 135A.012. Programs must provide services targeted to make the improvements including, but not limited to:

(1) academic and nonacademic counseling or advising;

(2) mentoring in education and career opportunities;

(3) structured tutoring;

(4) career awareness and exploration including internships and post graduation job placements;

(5) orientation to college life;

(6) financial aid counseling;

(7) academic instruction programs in core curricular areas of mathematics and language arts;

(8) supplemental instruction programs for college courses with high failure and withdrawal rates; and

(9) co-requisite college course models for delivery of academic support.

(b) The office shall structure the grants for sustainability of programs funded by a grant.

(c) To the extent there are sufficient qualified applicants, approximately 50 percent of grant dollars must be awarded to private organization programs.

Subd. 2. **Application process.** (a) The commissioner shall develop a grant application process. The commissioner shall attempt to support projects in a manner that ensures that eligible students throughout the state have access to program services.

(b) The grant application must include, at a minimum, the following information:

(1) a description of the characteristics of the students to be served reflective of the need for services listed in subdivision 1;

(2) a description of the services to be provided and a timeline for implementation of the service activities;

(3) a description of how the services provided will foster postsecondary retention and completion;

(4) a description of how the services will be evaluated to determine whether the program goals were met;

(5) the history of the applicant in achieving successful improvements using the services for which a grant is sought;

(6) the assumed cost per student of achieving successful outcomes;

(7) the effect of the grant on assisting students to obtain well-paying jobs;

(8) the proposed grant match;

(9) the organizational commitment to program sustainability; and

(10) other information as identified by the commissioner.

Grant recipients must specify both program and student outcome goals, and performance measures for each goal.

Subd. 3. **Advisory committee.** The commissioner may establish and convene an advisory committee to assist the commissioner in reviewing applications and advise the commissioner on grantees and grant amounts. The members of the committee may include representatives of postsecondary institutions, organizations providing postsecondary academic and career services, and others deemed appropriate by the commissioner.

Subd. 4. **Outcome report.** Each grant recipient must annually submit a report to the Office of Higher Education identifying its program and student goals and activities implemented. A report must include, but not be limited to, information on:

(1) number of students served;

(2) course taking and grade point average of participating students;

(3) persistence and retention rates of participating students;

(4) postsecondary graduation rates of participating students;

(5) the number of students who required postsecondary academic remediation and number of remedial courses for each of those students and in the aggregate; and

(6) jobs and wage rates of students after postsecondary graduation.

To the extent possible, the report must breakdown outcomes by Pell grant qualification, race, and ethnicity.

Subd. 5. **Legislative report.** By January 15 of each year through 2021, the office shall submit a report to the committees in the legislature with jurisdiction over higher education finance regarding the grant recipients and their activities. The report shall include information about the students served, the organizations providing services, program activities, program goals and outcomes, and program revenue sources and funding levels.

Sec. 16. **STATE GRANT TUITION CAPS.**

For the purposes of the state grant program under Minnesota Statutes, section 136A.121, for the fiscal year ending June 30, 2017, the tuition maximum is $5,736 for students in two-year programs and the tuition maximum is $14,186 for students in four-year programs.

Sec. 17. **STATE UNIVERSITIES; PILOT PROGRAM FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.**

Subdivision 1. **Pilot program created.** (a) The Board of Trustees of the Minnesota State Colleges and Universities must offer a pilot academic program as described in

this section for students with intellectual and developmental disabilities. The pilot is for students entering the program in the 2017-2018 academic year. The program must be offered at a total of four state university or college campuses that have the ability to offer a robust program using existing facilities, including residential facilities. The campuses selected must, to the extent possible, be located in different geographic regions of the state.

(b) In designing the pilot program, the Board of Trustees must consult with PACER Center, Inc., the Minnesota Governor's Council on Developmental Disabilities, Arc Minnesota, and other interested stakeholder groups. The board must also consult with administrators of similar programs at other postsecondary institutions.

Subd. 2. **Program enrollment and admission.** The enrollment goal for each campus's pilot program must be at least ten incoming students per academic year. Students must be admitted based on an application process that includes an in-person interview; an independent assessment of an applicant's interest, motivation, and likelihood of success in the program; and any other eligibility requirements established by the board. Upon successful completion, a student must be awarded a certificate, diploma, or other appropriate academic credential.

Subd. 3. **Program curriculum and activities.** (a) The pilot program must provide an inclusive, two-year full-time residential college experience for students with intellectual and developmental disabilities. The required curriculum must include core courses that develop life skills, financial literacy, and the ability to live independently; rigorous academic work in a student's chosen field of study; and an internship, apprenticeship, or other skills-based experience to prepare for meaningful employment upon completion of the program.

(b) In addition to academic requirements, the program must offer participating students the opportunity to engage fully in campus life. Program activities must include but are not limited to (1) the establishment of on-campus mentoring and peer support communities and (2) opportunities for personal growth through leadership development and other community engagement activities.

(c) A participating campus may tailor its program curriculum and activities to highlight academic programs, student and community life experiences, and employment opportunities unique to that campus or the region of the state where the campus is located.

Subd. 4. **Progress reports to legislature.** The board must submit progress reports on the pilot program required by this section to the chairs and ranking minority members of the committees in the house of representatives and the senate with jurisdiction over higher education finance and policy and human services finance and policy as follows:

(1) no later than January 15, 2017, a report describing plans for implementation of the program and recruitment of applicants, including identification of anticipated program needs that cannot be filled using existing campus or system resources; and

(2) no later than January 15, 2019, a report describing program operations, including information on participation and expected completion rates, the feasibility of program expansion to other state university campuses, and detail on any unmet program needs.

Sec. 18. **STUDENT AND EMPLOYER CONNECTION INFORMATION SYSTEM.**

The commissioner of the Office of Higher Education shall issue a request for proposal no later than July 1, 2016, for a Web-based job and intern-seeking software tool that matches the needs of employers located in Minnesota with the individual profiles of high school seniors and postsecondary students attending Minnesota high schools and postsecondary institutions. The commissioner shall no later than October 1, 2016, select a provider. The selected provider must have experience that demonstrates both prior similar software development ability and implementation outcomes of successful blind matching of job candidates and employers in furtherance of Minnesota's workforce diversity and inclusion objectives. The commissioner shall contract for the development of the system.

EFFECTIVE DATE. This section is effective the day following final enactment.