

MINNESOTA GIFTED & TALENTED EDUCATION

# State Alignment Summary

*Identify • Accelerate • Admit Early*

An overview of how Minnesota's §120B.15 requires three distinct procedures — identification, academic acceleration, and early admission — integrated within each district's WBWF plan, and how Renzulli Learning aligns.

## OVERVIEW

Minnesota (**Minn. Stat. §120B.15**) requires districts and charters to adopt **three distinct procedures**: (1) identification guidelines using **multiple, objective, valid and reliable measures** sensitive to underrepresented groups; (2) **academic acceleration procedures** that assess readiness/motivation and match level, complexity, and pace; and (3) **early admission procedures** for kindergarten/grade 1. These must align with each board's **Comprehensive Achievement & Civic Readiness (WBWF) plan (§120B.11)**. **§126C.10 Subd. 2b** provides gifted revenue that must be reserved for identification, programs, and staff development.

## MINNESOTA'S G/T FRAMEWORK IN CONTEXT

Minnesota is one of very few states that **mandates explicit early admission procedures for K/1** alongside standard identification and acceleration. The three-procedure requirement integrated with WBWF planning creates a uniquely comprehensive policy framework for advanced learners.

### WHERE MN STANDS

- **Minn. Stat. §120B.15** — three required procedures
- **Identification**: multiple objective valid/reliable measures
- **Academic acceleration** procedures required
- **Early admission** K/1 procedures required (unusual)
- **§120B.11 WBWF plan** integration required
- **§126C.10 Subd. 2b** — reserved G/T revenue
- Sensitivity to **underrepresented groups** required

### RENZULLI LEARNING FIT

- **Profiler + Learning Styles Inventory** for holistic profiles
- **CTC** — creativity for multi-measure identification
- **EFA** — readiness/motivation data for acceleration decisions
- **Leadership Assessment** — additional objective measure
- **Enrichment Database** — 40,000+ above-level activities
- **SEM-based PBL** — level, complexity, pace programming
- **PSP** — WBWF planning & funding documentation

## ALIGNMENT TO MINNESOTA'S G/T REQUIREMENTS

How Renzulli Learning's instruments and content directly support each of Minnesota's expectations for advanced learners:

MINNESOTA REQUIREMENT	HOW RENZULLI LEARNING ALIGNS
<b>Identification Guidelines: Multiple Objective Valid &amp; Reliable Measures (§120B.15(b))</b>	<b>Profiler + CTC + EFA + Leadership Assessment</b> provide strength-based evidence alongside district screening measures — supporting equitable programming, especially for underrepresented groups.
<b>Academic Acceleration Procedures: Readiness, Motivation, Level, Complexity, Pace (§120B.15(c))</b>	<b>EFA</b> provides readiness/motivation data; <b>Profiler</b> captures engagement; <b>Enrichment Database &amp; SEM-based PBL</b> match level, complexity, and pace to student strengths — directly addressing the four dimensions §120B.15(c) requires.
<b>Early Admission Procedures for K/1 (§120B.15(d))</b>	<b>PSP</b> centralizes student evidence and generates shareable family-friendly summaries that support early-admission review decisions and parent communication.
<b>Integrate Procedures into WBWF Plan (§120B.11)</b>	<b>PSP</b> planning tools, service logs, and exportable reports fit directly into Comprehensive Achievement & Civic Readiness plan updates — the integration §120B.11 requires.
<b>Gifted &amp; Talented Revenue Used Only for ID, Programs, Staff Dev (§126C.10 Subd. 2b)</b>	Clear mapping of enrichment activities and professional learning to allowable uses; evidence capture simplifies budgeting and audits for the reserved G/T revenue.
<b>Sensitivity to Underrepresented Groups</b>	<b>CTC</b> reduces SES and language bias; <b>Profiler</b> reduces nomination bias; <b>EFA</b> surfaces 2E learners — directly addressing the equity language §120B.15(b) emphasizes.

### KEY TAKEAWAY

For Minnesota districts and charters, Renzulli Learning is the unified platform that operationalizes **§120B.15's** three distinct procedures. The Profiler, CTC, EFA, and Leadership Assessment satisfy multi-measure identification with built-in equity safeguards; EFA plus Enrichment Database and PBL support acceleration decisions across level, complexity, and pace; and the PSP generates WBWF integration documentation and the allowable-use evidence §126C.10 Subd. 2b requires.

### WANT THE FULL DETAILS?

This is a 2-page summary. Visit the complete Minnesota G/T alignment page for the full statutory analysis, identification framework, and FAQs.

[renzullilearning.com/en/G-T-Alignment-by-State/Minnesota](https://renzullilearning.com/en/G-T-Alignment-by-State/Minnesota)

## REFERENCES AND SOURCES REVIEWED

- Minnesota Department of Education — Gifted Education (program hub)
- Minn. Stat. §120B.15 — Gifted and Talented Students Programs and Services
- Minn. Stat. §120B.11 — Comprehensive Achievement & Civic Readiness (WBWF)
- Minn. Stat. §126C.10 Subd. 2b — Gifted and Talented Revenue (allowable uses)