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State of Minnesota

HOUSE OF REPRESENTATIVES

EIGHTY-EIGHTH SESSION

H. F. No. 2921

03/10/2014 Authored by Mullery

The bill was read for the first time and referred to the Committee on Early Childhood and Youth Development Policy

03/20/2014 Adoption of Report: Re-referred to the Committee on Education Finance

1.1 A bill for an act

1.2 relating to education, and early childhood and youth development; establishing

1.3 Success for All program; appropriating money; proposing coding for new law

1.4 in Minnesota Statutes, chapter 124D.

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

1.6 Section 1. **[124D.99] SUCCESS FOR ALL PROGRAM.**

1.7 Subdivision 1. **Definitions.** For purposes of this section, the following terms have

1.8 the meanings given them:

1.9 (1) "eligible entity" means:

1.10 (i) a nonprofit organization;

1.11 (ii) a school district or charter school;

1.12 (iii) a postsecondary institution;

1.13 (iv) a federally recognized Indian tribe serving as a lead agency in partnership with

1.14 at least one school district, charter school, or postsecondary institution located within the

1.15 transformation zone; and

1.16 (v) a partnership of two or more entities specified under items (i) to (iv) in which a

1.17 lead agency is specified;

1.18 (2) "neighborhood transformation entity" means an eligible entity that is accepted

1.19 into and participating in the program for a transformation zone;

1.20 (3) "program" means the Success for All program established in this section; and

1.21 (4) "transformation zone" means a specifically defined geographic area designated

1.22 for services under the program.

1.23 Subd. 2. **Program established.** The commissioner shall establish a Success for All

1.24 program as specified in this section for community revitalization and breaking cycles

of poverty through the establishment of a comprehensive cradle-to-career network of evidence-based support services designed to improve the education, health, safety, and economic development of residents within a small geographic area.

Subd. 3. **Administration.** (a) Subject to appropriations specifically for the program, the commissioner shall provide grants to neighborhood transformation entities. The commissioner may establish separate planning and implementation grant categories.

(b) The commissioner may designate up to eight transformation zones. A neighborhood transformation entity may provide and coordinate services in more than one transformation zone if each is accepted into the program.

(c) The commissioner shall establish a regular cycle of neighborhood transformation entity performance reviews which must include evaluation of the outcomes under subdivision 7.

(d) In establishing and designing the program, the commissioner shall take into consideration the design of the federal Promise Neighborhoods program.

Subd. 4. **Applications; prioritization and evaluation.** (a) The commissioner shall establish a process for applications, evaluation, and selection.

(b) The commissioner shall prioritize applications on the basis of the following factors within a geographic area proposed to form a transformation zone:

- (1) level and concentration of poverty;
- (2) percentage of households having an income below federal poverty guidelines for the applicable family size;
- (3) unemployment rate;
- (4) crime rate, including rates of part 1 crimes;
- (5) extent of low-achieving schools or schools with an academic achievement gap, including disaggregation by race and ethnicity;
- (6) high school graduation rates, including disaggregation by race and ethnicity;
- (7) rate of teen pregnancies;
- (8) number of single family households;
- (9) current or previous receipt of funding under the federal Promise Neighborhoods or Race to the Top programs; and
- (10) other indicators of a concentration of high-risk families, as determined by the commissioner.

(c) Evaluation of applications must include the extent to which an application design and its support services plan:

- (1) provides effective support services in the programming areas specified under subdivision 6;

3.1 (2) addresses underlying causes to the prioritization factors identified in paragraph
3.2 (b);
3.3 (3) provides an integrated continuum of services or solutions; and
3.4 (4) utilizes evidence-based research and best practices.

3.5 Subd. 5. **Applications; contents.** An application to enter the program must be
3.6 submitted by an eligible entity and must include:

3.7 (1) identification of the specific geographic area that constitutes the transformation
3.8 zone;

3.9 (2) a summary of neighborhood characteristics;
3.10 (3) a plan to improve the academic, health, social, and employment outcomes of
3.11 children living in the transformation zone by providing and coordinating a continuum of
3.12 support services specified under subdivision 6;

3.13 (4) specification of partner agencies and organizations to implement the services
3.14 identified in the support services plan under clause (3) which must, at a minimum, include
3.15 at least one entity from each of the following:

3.16 (i) a community organization;
3.17 (ii) a child development organization;
3.18 (iii) a school district or charter school;
3.19 (iv) a postsecondary institution;
3.20 (v) a local unit of government; and
3.21 (vi) a private business or business association;
3.22 (5) preliminary memorandums of understanding or similar agreements with each
3.23 of the specified partners under clause (4) that identifies each partner's commitments and
3.24 obligations in attaining the program outcomes specified in subdivision 7;

3.25 (6) a proposed governance structure for the neighborhood transformation entity
3.26 and its partners that addresses but is not limited to accountability methods and resident
3.27 engagement;

3.28 (7) an analysis of community assets within or available to the neighborhood which
3.29 may include descriptions of early learning programs, child care providers and centers,
3.30 community centers, after-school programs, transportation resources, parks and recreational
3.31 facilities, postsecondary institutions, and other family and student support organizations;

3.32 (8) sources of funding for the neighborhood transformation entity, including in-kind
3.33 contributions and grants from private organizations;

3.34 (9) identification of data metrics and collection for evaluation of program outcomes
3.35 in the transformation zone; and

3.36 (10) other requirements as established by the commissioner.

4.1 Subd. 6. **Support services plan.** (a) The support services plan must, at a minimum,
4.2 include programming for:

4.3 (1) infancy and early childhood;

4.4 (2) executive brain function;

4.5 (3) physical and mental health;

4.6 (4) personal growth, including self-discipline;

4.7 (5) 21st century skills development, including critical thinking, innovation, problem
4.8 solving, collaboration, and socialization;

4.9 (6) interpersonal capacity and development, including social skills;

4.10 (7) college and career readiness;

4.11 (8) improvements in family and community supports; and

4.12 (9) other programming as specified by the commissioner.

4.13 (b) A neighborhood transformation entity shall implement the support services
4.14 plan specified in its application, or a modified plan as provided in this paragraph. The
4.15 commissioner may establish a process for approval of modifications to the support
4.16 services plan, including but not limited to additions or removals of partner agencies and
4.17 organizations.

4.18 Subd. 7. **Outcomes; measurement.** (a) The program must at a minimum include
4.19 specification of the following outcomes:

4.20 (1) entrance into kindergarten ready to succeed in school;

4.21 (2) pupil proficiency in core academic subjects;

4.22 (3) successful transition of pupils from middle school grades to high school;

4.23 (4) pupil graduation from high school;

4.24 (5) attainment by high school graduates of a postsecondary educational degree,
4.25 certification, or credential;

4.26 (6) physical health of pupils;

4.27 (7) pupil sense of safety at school and in their community;

4.28 (8) development of 21st century job skills;

4.29 (9) general indicators of success in life;

4.30 (10) support of families and community members within transformation zones for
4.31 both educational and personal achievement; and

4.32 (11) community stability and engagement.

4.33 (b) The commissioner shall develop indicators to measure the specified outcomes
4.34 under paragraph (a), and shall implement a comprehensive measurement system or process
4.35 for evaluation of outcomes in each transformation zone and overall program effectiveness.

5.1 Subd. 8. **Coordination; preference in other state programs.** (a) The commissioner
5.2 of education shall implement the program under this section in collaboration with the
5.3 commissioners of corrections, employment and economic development, health, human
5.4 services, housing finance, higher education, pollution control, and public safety.

5.5 (b) The commissioners identified in paragraph (a) shall coordinate with the
5.6 commissioner of education to:

- 5.7 (1) provide information as requested by the commissioner of education;
5.8 (2) identify all existing state programs in which a preference or other weighted
5.9 consideration could feasibly be provided to an applicant to that program who is (i) a
5.10 neighborhood transformation entity, or (ii) a resident within a transformation zone; and
5.11 (3) develop legislative changes necessary to implement modifications identified
5.12 under clause (2).

5.13 Subd. 9. **Legislative report.** By November 1 of each even-numbered year, the
5.14 commissioner of education shall submit a report on the program to the chairs and ranking
5.15 minority members of the legislative committees having jurisdiction over education, early
5.16 childhood, youth development, and human services. The report must include but is not
5.17 limited to:

- 5.18 (1) an overview of the program;
5.19 (2) a summary of neighborhood transformation entities and transformation zones;
5.20 (3) a review of state programs and legislative changes identified under subdivision 8;
5.21 (4) evaluation of outcomes and program effectiveness; and
5.22 (5) any recommendations for legislative or program design changes.

5.23 **EFFECTIVE DATE.** This section is effective July 1, 2014, and subdivision 9
5.24 applies to reports due on or after November 1, 2016.

5.25 Sec. 2. **APPROPRIATION; SUCCESS FOR ALL PROGRAM.**

5.26 \$..... in fiscal year 2015 is appropriated from the general fund to the commissioner
5.27 of education for the Success for All program under Minnesota Statutes, section 124D.99.
5.28 The base appropriation for fiscal years 2016 and 2017 is \$..... for each year.