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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 345

01/17/2023 Authored by Hussein, Clardy, Noor, Wolgamott, Agbaje and others
03/08/2023 The bill was read for the first time and referred to the Committee on Education Policy
Adoption of Report: Amended and re-referred to the Committee on Education Finance

1.1 A bill for an act
1.2 relating to education; establishing a pilot program to improve educational outcomes
1.3 and accountability; requiring reports; appropriating money.

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

1.5 Section 1. PILOT PROGRAM TO IMPROVE EDUCATIONAL OUTCOMES AND
1.6 ACCOUNTABILITY.

1.7 Subdivision 1. Program goal. (a) A pilot program is established to support Pillsbury
1.8 United Communities in developing a framework to evaluate school performance in improving
1.9 educational outcomes for students. The framework must:

1.10 (1) establish goals for each participating school based on engagement with students,
1.11 families, and community leaders;

1.12 (2) support schools in continuing improvement efforts; and

1.13 (3) use data to measure performance of students beyond tests scores, graduation rates,
1.14 and world's best workforce goals.

1.15 (b) The department must support Pillsbury United Communities in implementing the
1.16 framework by reviewing data measuring student outcomes based on the goals established
1.17 for each school, and reporting the results of the pilot program to the legislature in accordance
1.18 with subdivision 3.

1.19 (c) The performance measures under Minnesota Statutes, section 120B.11, subdivision
1.20 1a, do not apply to a school participating in the pilot program.

1.21 (d) School goals established under the framework may include, but are not limited to:

- 2.1 (1) student attendance or engagement with coursework;
- 2.2 (2) reading or math growth as measured by a locally adopted assessment;
- 2.3 (3) participation in college-level coursework or an industry-recognized program;
- 2.4 (4) student participation in community engagement activities;
- 2.5 (5) family participation in conferences with teachers; and
- 2.6 (6) school board completion of training to improve governance.
- 2.7 Subd. 2. Performance measures. For each school in the pilot program, the equity-focused
- 2.8 framework must:
- 2.9 (1) measure total enrollment, including the percentage of enrolled students disaggregated
- 2.10 by characteristics of race and ethnicity, gender, age, economic disadvantage, disability,
- 2.11 homelessness, home language, number of schools attended, foster-system involvement, or
- 2.12 other categories required by the department;
- 2.13 (2) describe basic needs support provided by the school to students, family members,
- 2.14 and community members;
- 2.15 (3) measure the number of students who receive support of the following types of
- 2.16 social-emotional and mental health support: (i) individual meetings with licensed mental
- 2.17 health professionals; (ii) peer support groups; (iii) referrals to community resources; and
- 2.18 (iv) other social, emotional, and mental health services provided by the school;
- 2.19 (4) describe flexible, personalized, and innovative instruction provided by the school;
- 2.20 (5) describe culturally and real-life relevant curriculum provided by the school, including
- 2.21 students learning about the experiences of People of Color through a contextually accurate
- 2.22 history of Minnesota's Indigenous people;
- 2.23 (6) measure the number and percentage of students provided opportunities for student
- 2.24 identity development, including cultural identity;
- 2.25 (7) measure the number and percentage of students provided opportunities for student
- 2.26 career exploration and preparation;
- 2.27 (8) measure the number and percentage of students participating in at least one
- 2.28 extra-curricular activity;
- 2.29 (9) measure the number of restorative-justice interventions and the number of referrals,
- 2.30 suspensions, and expulsions per school;
- 2.31 (10) describe family engagement practices by the school;

3.1 (11) describe community engagement practices by the school; and

3.2 (12) describe teachers and staff training about anti-racism, anti-bias, or equity, and the
3.3 average weekly time provided for teacher and staff collaboration.

3.4 Subd. 3. **Report.** (a) By September 1, 2025, Pillsbury United Communities must report
3.5 to the Department of Education data on school and student performance measurements
3.6 based on the goals established for each participating school. The report must identify the
3.7 percentage of each goal that each school attained.

3.8 (b) By December 15, 2025, the Department of Education must review the data and report
3.9 to the committees of the legislature with jurisdiction over kindergarten through grade 12
3.10 education on the effectiveness of the framework in measuring growth by identifying school
3.11 actions to implement the framework, how well the school implemented the framework, and
3.12 how students were affected by the school's implementation of the framework.

3.13 **EFFECTIVE DATE.** This section is effective July 1, 2023.

3.14 Sec. 2. **APPROPRIATION; PILOT PROGRAM.**

3.15 Subdivision 1. **Department of Education.** The sums indicated in this section are
3.16 appropriated from the general fund to the Department of Education in the fiscal years
3.17 designated.

3.18 Subd. 2. **Pilot program to improve educational outcomes and accountability.** (a)
3.19 For a grant to Pillsbury United Communities to implement a framework to improve
3.20 educational outcomes and accountability in accordance with section 1:

3.21 \$ 150,000 2024

3.22 \$ 150,000 2025

3.23 (b) The department may retain up to ... percent of the appropriation to administer the
3.24 grant and report on the program in accordance with section 1, subdivision 3.

3.25 (c) The appropriation is available until June 30, 2026.

3.26 **EFFECTIVE DATE.** This section is effective July 1, 2023.