



## MEMORANDUM

TO: House Education Finance Committee  
FROM: Danyika Leonard, Policy Director, on behalf of Education Evolving  
DATE: March 10, 2020  
RE: Letter of Support for World's Best Workforce Measure Expansion Bill (HF1712)

Chair Davnie and Members of the Committee:

My name is Danyika Leonard and I am the Policy Director for Education Evolving, a non-partisan education organization that works to advance student-centered learning for all students, by supporting teachers who are designing and leading schools, and by advocating for policy that allows for thoughtful innovation, definition, measurement of student-centered outcomes in schools across the state.

We submit this letter of support for HF1712, because it would expand college and career readiness measures in the World's Best Workforce, beyond the current measurements of state MCA testing scores and graduation rates. In our paper, [Defining & Measuring Student-Centered Outcomes](#)<sup>1</sup>, we note that the measures emphasized in this era do not capture a full picture of what matters to equitably prepare all students for success in college, career, civic participation, and life. We asserted that it's time to expand how we define and measure student and school outcomes to also include broader and deeper sets of knowledge and skills that are valued by students, families, and communities, and are necessary for students' success in the 21st century.

We support this bill because it will add college and career measures that begin to do that.

By expanding the data collection points, families, policymakers, and educators will be better able to identify districts and schools where there are disparities, and easily locate the successes.

Thank you, Representative Keeler, Representative Kresha, Representative Erickson, and Representative Hassan for your leadership and support on this bill, and your efforts toward codifying policy that would benefit all students.

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<sup>1</sup> <https://www.educationevolving.org/files/Defining-Measuring-Student-Centered-Outcomes.pdf>



March 2, 2021

Dear members of the House Education Finance Committee,

On behalf of Educators for Excellence - Minnesota (E4E), a teacher-led nonprofit with approximately 2,300 members across the state, we are submitting the following written testimony in support of HF1712.

E4E's members are united around a common vision of an excellent and equitable education system that offers all students the opportunity to succeed and that elevates the teaching profession. Our members are tireless advocates, seeking to make the bold changes our state's students deserve. Since the start of the pandemic, E4E members have focused their efforts on ensuring that our educational resources reach the students who have been most impacted by abrupt changes to teaching and learning.

As educators, all of our work is driven by our passion for our students and the belief that every child deserves an excellent education. We believe it is our responsibility to inspire and equip all students to succeed in college, career and life. We know that disparities in our public education system are linked to race, power and privilege, and we must take action to address these inequities.

Furthermore, we believe that access to rigorous must be equitable, and therefore we advocate for data transparency provisions in HF 1712. Decision-makers need to be able to know the following:

- The percentage of students enrolled in AP, IB, PSEO, and concurrent enrollment,
- The percentage of students who took the AP and IB exams, and the percentage of who passed, and
- The percentage of students who are on-track for graduation after 9th grade.

We call on the House Education Committee to include HF 1712 in the education omnibus bill in order to increase college and career readiness and ensure that each child leaves our K-12 education system with the knowledge and skills they need to succeed.

We invite further dialogue! Our teacher members are available to speak with you, should you have questions.

In partnership,

Paula Cole  
Executive Director, E4E-MN



# People for PSEO

Expanding Opportunities

March 2nd, 2021

The Honorable Jim Davnie  
Minnesota State House of Representatives

Dear Chair Davnie and Members of the House Education Finance Committee:

People for PSEO is writing in support of HF 1712. We support the expansion of the various college and career readiness measures used in order to achieve a World's Best Workforce. Although MCA scores and graduation rates are useful tools in understanding the progress of our students, we believe that the additional metrics included in this bill will provide a more accurate and equitable measure of the achievements of students of various demographics across the state.

With a better understanding of the percentage of students enrolled in Advanced Placement, International Baccalaureate, PSEO, and concurrent enrollment, the percentage of students who took the AP and IB exams, the percentage of who passed the AP and IB exams, and the percentage of students who are on-track for graduation, we believe that both the state and its constituents will be better prepared to identify and close disparity gaps in communities around the state.

These improved provisions will benefit Minnesota's students - we urge you to support HF 1712. Thank you Representative Keeler and others for supporting this legislation.

Thank you.  
Zeke Jackson  
Executive Director  
People for PSEO



**Great MN Schools**  
1330 Lagoon Ave 4th floor  
Minneapolis, MN 55408

March / 8 / 2021

Rep. Jim Davnie  
Minnesota State Capitol  
75 Rev Dr Martin Luther King Jr Boulevard  
St. Paul, MN 55155

Chair Davnie and Members of the House Education Finance Committee:

States that are effectively closing opportunity gaps use multiple, holistic measures of school quality to inform meaningful school improvement and to ensure all students experience schools that prepare them for success in college, careers, and life. The World's Best Workforce remains laudable to ensure all children, regardless of their socioeconomic status or the color of their skin, attend schools that prepare them for said success. **We are writing today in support of HF1712 to expand measures for college and career readiness.**

The objectives of the World's Best Workforce can serve as a framework to adopt policies and practices that can eradicate our state's gaps that, too often, stem from schools failing to meet students' needs.

The Minnesota Comprehensive Assessments are an important measure of whether students master grade-level curriculum. (The MCAs are the only summative, criteria-based tests of reading, math, and science; they align directly with Minnesota's K-12 standards and passing the MCAs track to college readiness.) We also support adding the following measures to achieve a more holistic picture of college and career readiness:

- The percentage of students enrolled in Advanced Placement, International Baccalaureate, PSEO, and concurrent enrollment;
- The percentage of students who took the AP and IB exams;
- The percentage of who passed the AP and IB exams; and
- The percentage of students who are on-track for graduation.

What's more, the World's Best Workforce has the opportunity to provide a meaningful, comparable, and understandable definition of school performance across a variety of measures—academic proficiency and progress, culture and climate, diversity, and discipline—to support informed actions



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from educators, leaders, and families with: system management and accountability, school continuous improvement, and family and community information.

We believe building out measures for college and career readiness is a step in that direction. Minnesota has excelled at collecting data, from mastering state standards to college completion. However, our community lacks access to school data and systems lack a common framework from which to apply school-level interventions. Expanding measures that inform college and career readiness will help empower community, educators, school and K-12 system leaders, as well as policymakers to better identify schools with disparities and tailored school improvements.

As we partner with promising schools, guiding their improvement and growth, strengthening students' learning experiences, and advancing educational outcomes, we're particularly aware of the need for and opportunity to utilize comprehensive data sets to strengthen school communities so every child can attend a high-quality school that meets their learning needs.

Thank you for your hearing HF1712, and we encourage you to support this important legislation.

Sincerely,



Jennifer Stern  
CEO, Great MN Schools

