



The Page Amendment

Elevating Minnesota Policy & Giving Students
The Quality Public Education They Deserve

The Page Amendment is a new effort to provide all children with a civil right to quality public education and will be a catalyst for transformative changes that will improve educational and economic outcomes for all Minnesotans. See the proposed Page Amendment language that injects “quality” to our constitution for our children’s education and the current constitutional language that relies on an “adequate” education.

Page Amendment: Injecting “Quality” To Our Constitution For Children (to bring the conversation to 2020 and beyond)

All children have a fundamental right to a quality public education that fully prepares them with the skills necessary for participation in the economy, our democracy, and society, as measured against uniform achievement standards set forth by the state. It is a paramount duty of the state to ensure quality public schools that fulfill this fundamental right.

Current constitutional language (est. 1857) - an “adequate” and “uniform system”

The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.

Three Key Amendment Modifications

The Page Amendment ensures our education policy debate is focused on the most important thing: the children who deserve to be at the center of all of our decisions.

- 1. Changes the standard from “adequate” to “quality”**
makes a clear statement about the education that Minnesota children are entitled to receive and reorients the education system to ensure all students have the opportunity to receive **quality** education.
- 2. Establishes that education is a civil right** and by doing so, achieves a more collective responsibility to and for all of state government. The state, which encompasses the legislative and executive branches, will be responsible for setting standards and goals, measuring results, helping schools meet goals, and holding them accountable for quality outcomes. The judicial branch is only activated when the state’s efforts fall short.
- 3. Focuses education policy on the children, not the system,** and empowers families to be active participants in the conversations about improving educational and economic outcomes for students.



Minnesotans Can't Wait: The Consequences of Education Gaps Are Too High

Education gaps that start in childhood lead to economic gaps for adults. To fight generational poverty and racial inequity, we need to close education gaps early.

1. Racial and income gaps in standardized test scores and college readiness have increased over time, while gaps in graduation rates have decreased. In a national comparison of graduation rates, Minnesota ranks in the bottom half of states. By racial and ethnic group, Minnesota ranks: 47th for American Indian students who graduate on time, 42nd for Asian students, 50th for Black students, 50th for Hispanic students, 45th for students of two or more races, 29th for non-Hispanic white students. ([MN Compass](#), [Wilder Foundation](#))
2. Educational attainment can be a significant factor in poverty rates. Those who do not attain a high school diploma experience twice the poverty rate of those who do finish. Additional education levels are associated with further reduction of poverty rates. (Source: [People In Poverty In Minnesota](#), MN Public Health Database)
3. Black families in Minnesota earn significantly less than white families, with Black families averaging \$36,849 to the median white family income of \$73,027. American Indian families median income is just \$35,148. (Source: [U.S. Census](#))
4. More than 27 percent of Black Minnesotans live at or below the poverty rate; 33 percent of American Indian families; and 7.4 percent of white families. (Source: [U.S. Census](#))

Engaging Community To Improve Education

Conversations on "quality" education and the Page Amendment will engage community to share input about what they need from the education system to improve academic outcomes. These conversations will not only be more inclusive dialogue about defining "quality" and transforming education, but also they will serve a catalyst for the changes needed to ensure all Minnesotans are given the opportunity for a quality public education.

1. Throughout the process to place the amendment on the ballot, the public and the Legislature will debate the current effectiveness of Minnesota's education system and what citizens need.
2. Minnesotans will have a robust dialogue about what features exist in a quality public education system and provide that feedback to the political leaders of the state.
3. With the passage of the Page Amendment, the Legislature will review and update Minnesota law to create quality public education for all students. With community input, the Legislature will redefine policies that align with the "quality" education standard.
4. After the adoption of the amendment and subsequent policy changes, if further definition is needed, the public may seek redress in the courts, which could then return the issue to the Legislature for further review.

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