

MN HF 3363: Empowering Student-Centered Learning

Representative Mary Frances Clardy (DFL), primary sponsor

Schools in Minnesota and across the nation too often experience challenges in meeting students' needs. [Nationally](#), students in grades five through twelve give schools a B- in preparing students for their future and a C+ both in meeting unique student learning needs and making students excited about their learning. Here in Minnesota, the state's [2022 student survey](#) revealed that 11th grade engagement has dropped by 15 percentage points since 2013. As schools and districts across Minnesota work to create meaningful student-centered environments through approaches such as personalized, competency-based learning, they continue to face policy barriers in doing so.¹ This legislative session, Minnesota lawmakers have an opportunity to begin addressing some of these challenges and make it easier for local leaders to create student-centered learning structures that personalize learning for all students.

HF3633 would:

- **Expand the definition of “hours of instruction.”** This bill expands the definition of “hours of instruction” by giving schools more flexibility to determine what counts as instruction to include experiences like community-based or asynchronous learning, learning outside the traditional school day, work-based learning, and other similar flexible learning pathways. The bill retains an essential quality guardrail by requiring that a qualified teacher coordinates and verifies that instruction. Under state statute, students engaging in these types of experiences will still be held to rigorous academic standards.
- **Clarify the criteria for earning credit.** This bill updates the definition of a credit to ensure that student mastery of academic material is the primary means of receiving credit as opposed to simply sitting through a specific number of instructional hours or time-based course completion. This change aligns with other sections of state statute that prioritize mastery of academic standards and department-created benchmarks.
- **Define and fund personalized, competency-based education through planning grants.** The bill codifies a definition of personalized, competency-based learning based on a broadly accepted national standard used by other states. The bill also provides planning grants for districts, charter schools, area learning centers, and Tribal contract or grant schools seeking to implement personalized, competency-based learning.

Bill Supporters. The following organizations support this bill:



¹ Survey data from [AMSD](#) and the [CC Network](#)