

## **In Re: Benefits of the ATPPS/Q Comp program**

Dear **Education Finance Committee**,

I am writing to you as an educator from Forest Lake Area Schools, District #831, to express my strong support for the continued funding and expansion of the Q Comp Program (now known as the Alternative Teacher Professional Pay System). This program has had a significant impact on our district as it has provided educators with meaningful, consistent professional development opportunities that have been shown to improve teacher performance and increase student academic outcomes (Hattie, 2023). Specifically, our Q Comp coaching program and embedded PLC time, both dependent on this program's funding, have been invaluable to our teachers and their practice.

This positive impact is seen in other districts who receive Q Comp funding across the state as well. In fact, in [a 2015 University of Minnesota study on the impact of Q Comp on Minnesota districts](#), Mykerezi et al. reported, "Our study showed with high reliability that the implementation of Q Comp had a positive effect on student test scores." They also found that Q Comp is a highly cost-effective program when compared to other education policies as it improves student results with a low per-pupil funding formula (Mykerezi et al., 2015). Ending this program would be a detriment to the half of Minnesota students and their educators that Q Comp serves (MDE, 2025). If nothing else, the Q Comp program should be expanded to include more districts who could benefit from this cost-effective, student-centered program.

In the FLAS district, educators agree that Q Comp has been a beneficial program. In a 2023-2024 year-end study, 94.1% of FLAS educators completely agreed or agreed that PLCs were beneficial to their professional learning and practice. In addition, 97.47% of district educators felt their Q Comp coaching experience had a positive influence on their professional growth and reflection. One FLAS probationary educator commented, "I look forward to reflecting with my peer coach. It helps me to grow professionally and revisit areas where I may not be as focused." Similarly, when discussing their Q Comp coaching experience, a continuing contract educator shared, "We've had many insightful conversations which have had an impact on my practice and perspective." Our district would not be able to support this coaching experience for our educators without the Q Comp program.

As a Minnesota educator, I have also personally benefited from participating in our district's Q Comp program. In my first years in the district, having a peer coach supported me as I found my voice as a teacher. Now, in my 12th year in education, I have the honor of serving in the role as a peer coach. I guide educators through conversations that empower them to reflect on their practice, refine their skills, and experiment with new strategies. I support educators in setting goals for themselves and in collecting data to monitor their progress towards meeting those goals. As both an educator and peer coach, I have seen the impact of meaningful PLC time. In my own PLC, I value the time to collaborate and reflect, with the goal of positively influencing student achievement. In my role as a coach, I have had the opportunity to observe other PLCs occurring around our district; I have heard incredibly productive, student-focused conversations.

Thank you for your time and consideration. I respectfully urge you to prioritize the continued support of Q Comp in your legislative agenda. The positive impact of the program is clear and its main purpose supports bipartisan values and goals. I welcome the opportunity to discuss this further or to share additional insights from my district.

Sincerely,  
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