



Report to the Legislature
January 15, 2021

Minnesota P-20 Education Partnership

2021 Report to the Legislature

As required by Minnesota Statute, Section 127A.70

Submitted by:

Dr. Ron Anderson
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Chair, Minnesota P-20 Education Partnership

The report was prepared by Chair Anderson with extensive support from the Education Strategy Group (a mission-driven organization that works with Pre-K-12, higher education, and workforce leaders to improve student success and advance equity), Vice Chair Robert McMaster (Vice Provost and Dean of Undergraduate Education at the University of Minnesota), Mary Cathryn Ricker (Commissioner of the Minnesota Department of Education) and Dennis Olson (Commissioner of the Minnesota Office of Higher Education).

Cost of Report Preparation

The total cost of preparing this report was approximately \$1,500 with most costs involving staff time to prepare the written report. The majority of this cost was covered by a grant from Joyce Foundation, which has supported the engagement of the Education Strategy Group since fall 2019.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Minnesota P-20 Education Partnership

2021 Report to the Legislature

Purpose

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership (formerly called the Minnesota P-16 Education Partnership). The purpose of the Partnership is to “create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources” (Minn. Stat. § 127A.70). The P-20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Ron Anderson, Senior Vice Chancellor of Minnesota State, became the chair of the P-20 Education Partnership in the summer of 2019 and will serve through June of 2021. Dr. Robert McMaster, Vice Provost and Dean of Undergraduate Education has served as vice chair during this time period and will assume the role of chair in July 2021.

The Partnership is required to submit an annual report to the governor and legislative leaders that summarizes the Partnership’s progress in meeting its goals and that identifies the need for any draft legislation that might be needed to further its goals.

Background and Context

In the summer of 2019, leaders of the P-20 Education Partnership, along with representatives from DEED, the Office of Higher Education, and the governor’s office, participated in a convening of the Level UP Coalition—a collaborative of state and national partners focused on “measurably increasing the numbers of high school students prepared for and successfully transitioning to postsecondary education and training programs” (<http://edstrategy.org/level-up-launch/>).

This convening served as a catalyst for re-centering the work of the P-20 Education Partnership around a clear and demonstrable goal: achieving the state post-secondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, **within each racial/ethnic group**. This focus on disaggregated attainment rates is significant and somewhat unique, and is critically important to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Setting the 2025 state attainment goal as its north star, the P-20 Education Partnership refocused its work and set out to strengthen and expand bridges across the P-12 education, postsecondary education, and the workforce to ensure that sectors are working together to

support students through their educational and training transitions so that all Minnesotans are prepared to be lifelong learners and productive citizens.

The P-20 Education Partnership is committed to being a champion for lifelong learning - focusing on strategies across the learner lifespan, including early childhood, Pre-K-12, postsecondary, and the workforce. The Partnership has expanded the scope of its work to intentionally and explicitly include workforce development and ensuring that credential attainment is aligned with state workforce needs and not simply chasing a numeric goal. This mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice. Earlier this year, the P-20 Education Partnership developed the following set of equity principles that undergird all of our work:

- We commit to approaching our work from an equity, anti-racism, and unity lens.
- We recognize that we cannot achieve our goals without directly addressing systemic racism, oppression, and economic and educational inequities within our spheres of influence and impact, and we are committed to doing so.
- We will strive for educational equity (not equality), which means that we will meet learners and communities where they are and provide what they need to succeed and meet their goals.
- We commit to actively engaging with data and those whom it represents, and to safeguarding that data to ensure its ethical use.
- We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Overview of Work Accomplished and Focus for the Future

Over the past year, the P-20 Education Partnership has engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. Building on that foundational knowledge, the Partnership developed both short and long-term recommendations for cross-sector work and collaboration:

- The short term recommendations laid out in this legislative report will serve as the action agenda for the P-20 Education Partnership for 2021
- The long term recommendations require more planning, discussions and collaboration with people and organizations not currently part of the Partnership's discussions, which will be undertaken during 2021
- Our intent is to develop working groups comprised of cross sector/interagency representatives in January 2021 that will be charged with developing tangible action steps to make each of the short term recommendations a reality within the next year, and to present the Governor and Legislature a strategy for enacting the longer term recommendations by the end of 2022. The 2021 Annual Report from the P-20 Education Partnership will provide a detailed update on the actions taken and the proposals to the Governor and Legislature for acting on all of the remaining recommendations.

The recommendations outlined in the following pages reflect the shared learning, insights, and feedback provided by members of the P-20 Education Partnership and its affiliates to the executive team over the past year, and address ways in which the state can work to achieve its postsecondary attainment goal. This year's focus was on how to best leverage the ongoing work to smooth transitions for students between high school and postsecondary across four topic areas: (1) data use & capacity, (2) financial aid & literacy, (3) credentials of value, and (4) dual credit.

Data Use & Capacity (DUC)

The P-20 Education Partnership benefited from a year-long effort by the Learner Lifespan Working Group (LLWG), which was created by the Executive Committee to review the current data pertaining to the attainment goal, to create a strategic vision around how data can inform the efforts and goals of the Partnership. Their work and summary report will inform the ongoing work of the Partnership. As such, we plan on transitioning this ad hoc work group into a standing committee of the Partnership to continue to integrate data into all of our work.

DUC Recommendation 1: Expand the state's data capacity to meet the increasing demand for information around education and training.

Short-term actions:

1. Task the LLWG and SLEDS Governance Committee with analyzing the existing landscape of research-practice partnerships and then develop a strategy for better connecting and leveraging the various research centers across the state's higher education institutions to expand the state's analytical capacity.
2. Explore membership in the National Network of Education Research-Practice Partnerships (NNERPP) to benefit from learning from other states' experiences and practices.
3. Create forums and platforms to more effectively share and disseminate the results of research around education and training (e.g. website, newsletters, social media, annual convenings, etc.).

Longer-term actions:

4. Invest in expanding the state's research-practice partnerships.

DUC Recommendation 2: Build the data use capacity within the P-20 Education Partnership's member organizations, agencies, affiliates and other stakeholders in Minnesota.

Short-term actions:

1. Conduct a short survey among Partnership members to identify their biggest needs for support around understanding and using data.
2. Provide training and supports (e.g. through webinars, handouts, dedicated time during P-20 Partnership meetings, etc.) targeted towards the identified gaps.

3. Encourage members to involve their organizations' data staff by inviting them to join the standing data committee, as well as to attend the full P-20 meetings, as relevant.
4. Focus on the need to prioritize trust and transparency around all data efforts; consider creating or adapting an existing set of data principles which lay out values of using data ethically and appropriately to help people.

Longer-term actions:

5. Secure a Strategic Data Fellow to support the work of the P-20 Education Partnership and manage the LLWG.

DUC Recommendation 3: Develop a tool (i.e. dashboard) to track leading indicators that impact the state's progress in meeting its postsecondary attainment goal and use the data to guide members through decision-making to accelerate the state's progress, especially for low-income students, and black, indigenous, and students of color.

Short-term actions:

1. Prioritize a set of leading indicators of student success across the transition from Pre-K-12 to postsecondary and the workforce based on the work of the LLWG. Include metrics that gauge 21st Century Skills in this work.
2. Create and manage a data page on the yet-to-be-resuscitated P-20 Education Partnership website that presents all of the existing data sets, dashboards, and tools that already exist around education and training in Minnesota (see LLWG appendix for this list).

Longer-term actions:

3. Develop a strategy for the purpose, audience, development, and management of a single, connected P-20W (with the W representing an expansion of focus to include workforce outcomes) dashboard that captures the learner lifespan and highlights the pain points where individuals are lost in the transition points of their education/career journey. This will require funding (from the legislature and/or a philanthropic partner) and designation of the appropriate agency to manage and maintain the tool.

Below are examples of existing efforts within Minnesota to leverage:

- Learner Lifespan Work Group (LLWG)
- SLEDS Governance Committee
- Existing research-practice partnerships

Financial Aid & Literacy (FAL)

The P-20 Education Partnership recognizes the importance of taking a multi-pronged approach to addressing college affordability, particularly in the current economic climate. The state

should raise awareness on the long-term value of a postsecondary education, as well as on the multiple options for affording them. This communications effort should be coupled with targeted support to low-income and first-generation college students and their families to deepen their understanding of the actual costs of attendance and to develop a plan for financing their education. Far too often, this type of support comes too late. As such, the P-20 Education Partnership recommends extending these supports into middle school or earlier. Additionally, the state should double down on its ongoing efforts to increase FAFSA completion rates across the state, leveraging its recent legislation to develop a cross-agency goal.

FAL Recommendation 1: Develop a joint MDE-OHE communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity, as well as on the myriad of options for accessing and affording them.

Short-term actions:

1. Launch a joint OHE and MDE statewide communications campaign about the value of a postsecondary education or training program in the current economic climate, and how existing efforts (e.g. dual credit coursework) mitigate the costs of attaining a postsecondary credential.
2. Develop a shared definition for affordability among higher education institutions, OHE, and MDE.
3. Promote the use of the newly updated College Scorecard to help students and families understand their options.

Longer-term actions:

4. Leverage the state's research-practice partnerships to conduct a study on the return on investment of postsecondary education or training for Minnesotan students.

FAL Recommendation 2: Provide targeted support to middle and high school students and their families to help them better understand their options for preparing to pay for a postsecondary education.

Short-term actions:

1. Support postsecondary institutions' integration of financial literacy into Summer Bridge and orientation programs for incoming college students.
2. Expand MDE guidance to school systems on how to leverage the requirement that all students create a personal learning plan to expose students to their postsecondary options and to provide targeted support around key financial aid milestones.

Longer-term actions:

3. Develop and launch an interactive tool to help students and families understand the cost of attendance across systems and institutions.
4. Integrate financial literacy into high school course standards.
5. Standardize the format of award letters to make them easier to interpret and compare among institutions.

FAL Recommendation 3: Leverage the state’s recent legislation to develop a cross-agency goal for increasing FAFSA completion to bolster support and develop joint strategies towards meeting it.

Short-term actions:

1. Expand the number of school systems using the state’s platform for accessing student-level FAFSA completion data to enable them to better target student supports.
2. Provide targeted assistance and capacity from MDE and OHE to school systems with the lowest rates of FAFSA completion overall and for low-income students, and black, indigenous, and students of color.
3. Expand the state’s communications efforts focused on the benefits of FAFSA completion, including the development of a common toolkit of best practices and messaging materials for increasing FAFSA completion for schools and school systems.

FAL Recommendation 4: Use available state and federal funds to bolster advising supports that are targeted toward low-income students and families to build their awareness of their postsecondary pathway options and the myriad of ways to afford them.

Short-term actions:

1. Leverage GEAR UP and other federal funds to target support to communities with the lowest direct college enrollment rates.
2. Expand the Minnesota Goes to College program to include support to students across the state on applying for financial aid, interpreting award letters, and making smart financial decisions.

Below are examples of existing efforts within Minnesota to leverage:

- [Minnesota Goes to College](#) (MDE and OHE)
- [Minnesota FAFSA Goal Legislation](#) (SF 3683)
- [Minnesota Get Ready](#) (OHE)

Credentials of Value (COV)

The P-20 Education Partnership’s focus on credentials reinforces the broader need to be more inclusive of the workforce and employers in the Partnership’s structure and leadership; this necessitates stronger engagement with DEED, DLI and employers. By fostering stronger cross-sector partnerships, the state can develop a shared definition of a high-quality credential, identify a prioritized list of credentials with labor market value, and integrate them into meaningful career pathway programs. The Partnership also expressed the urgent need to keep equity at the center of these recommendations, recognizing that low-income students, and

black, indigenous, and students of color have been disproportionately represented in two-year and certificate programs.

COV Recommendation 1: Adopt a single statewide definition of a high-quality credential across P-20 and workforce.

Short-term actions:

1. Strengthen DEED, DLI and employer engagement in the P-20 Education Partnership to ensure the workforce is included in this group's focus on human capital development.
2. Convene a working group within P-20 with representation across Pre-K-12, postsecondary education, and workforce to develop a shared definition of a high-quality credential that builds upon the state's existing efforts to define college and career readiness and to reinforce the need of credentials to be stackable, recognizable, and leading to a family-sustaining wage.

Longer-term actions:

3. Codify the definition into legislation to incentivize education and training providers to focus on high-quality credentials and to phase out those that lack currency in the labor market.

COV Recommendation 2: Create a single list of all the credentials offered in the state, and highlight those which meet the state's definition of high quality and have greatest labor market value

Short-term actions:

1. Expand the work to catalog credentials on the Credential Registry to include all education and training credentials, and include ways to designate the credentials that have the greatest labor market alignment and set up students for careers with family-sustaining wages and/or are stackable on a path to those careers.
2. Incent adoption of the Credential Transparency Data Language throughout Minnesota to ensure that there is interoperability across all education and training providers and systems and to create ease of comparability across programs.
3. Encourage the business community to incorporate specific credential requirements into job postings.
4. Consider legislation or executive action to create incentives (e.g. funding, regulatory, etc.) for guiding providers and opportunity seekers to focus on credentials of value.

Longer-term actions:

5. Develop pathways incorporating credentials for the state's most in-demand industries and occupations; ensure employers are part of this process.
6. Build a portal geared toward allowing students and opportunity seekers of all ages to be able to search labor market information and credential offerings.

COV Recommendation 3: Better align and connect education with industry needs.

Short-term actions:

1. Collect information on industry-recognized credential attempts and attainment and explore the feasibility of including those data in the high school report card, higher education transcript, and/or the P-20 dashboard.
2. Build upon the work of the 21st Century Skills Working Group and consider ways to integrate these skills into industry-recognized credentials.
3. Create mechanisms for greater collaboration among education, industry, and employers.

Longer-term actions:

4. Align academic standards with industry-recognized credentials for the purposes of earning credit toward a high school diploma.

COV Recommendation 4: Develop a public information campaign to inform students, families and opportunity seekers of all ages about the shifting economy, the value of a range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials.

Short-term actions:

1. Ensure consistent messaging around credentials that are inclusive of four-year degree programs.
2. Ensure that a focus on credentials is equity-centered by disaggregating credential attainment by race, ethnicity and socioeconomic status to ensure that low-income students, and black, indigenous, and students of color do not continue to be disproportionately represented in two-year and certificate programs.

Longer-term actions:

3. Leverage the state's research-practice partnerships to conduct a study on the ROI of various credential options for Minnesotan students.
4. Develop a set of centralized resources that can be leveraged by school counselors, and other third-party advising support organizations, to help students and adults understand their pathway options beginning in high school and connecting to postsecondary education and training programs and careers.

Below are examples of existing efforts within Minnesota to leverage:

- [Apprenticeship Minnesota](#) (DLI)
- [Minnesota PIPELINE Program](#) (DLI)
- [Youth Skills Training Program](#) (DLI)
- [Business Education Network](#) (MN Chamber)
- [CTECH](#)
- [Credential Registry](#) (Minnesota State)
- National Governors Association's Education for Opportunity Project

Dual Credit and Exam-based Credit (DCEC)

Minnesota is one of the leading states in the nation for dual credit. With that said, the P-20 Education Partnership is committed to addressing the equity gaps in access, participation, and success in rigorous coursework for low-income students, and black, indigenous, and students of color. As such, they recommend deepening the review of disaggregated data to identify gaps, providing incentives to local communities to expand their rigorous coursework options, communicating to families on the value of dual credit and exam-based credit programs, and expanding the pool of credentialed educators.

DCEC Recommendation 1: Expand access to courses that will enable students to gain college credit while in high school, with a special focus on supporting the success of low-income students, black, indigenous, and students of color, and those in rural communities.

Short-term actions:

1. Set an equity goal and monitor progress for increasing dual credit participation for low-income students, and black, indigenous, and students of color.
2. Create incentives (i.e., financial, accountability, flexibility) to increase the participation and success of low-income students, black, indigenous, and students of color, and those in rural communities in any early postsecondary credit option.
3. Leverage Perkins to increase CTE offerings for dual credit linked to high-demand career pathways.

Longer-term actions:

4. Use multiple measures (i.e., prior course grades in subject, overall GPA, teacher recommendation, MCA scale score) for students to meet the eligibility requirements for courses.
5. Develop “co-requisite” supports for high school students to ensure they can be successful in dual credit courses.
6. Put in place proactive advising supports for early identification and outreach to students with rigorous course taking potential.

DCEC Recommendation 2: Provide a more robust set of disaggregated data on access and success to shine a light on opportunity gaps.

Short-term actions:

1. Integrate findings on longitudinal outcomes for students who participate in all early postsecondary credit options, disaggregated by student subgroup, in the Minnesota Department of Education’s Rigorous Coursetaking report and/or other public-facing reports.
2. Create tools and resources for each participating district and institution to review its own disaggregated data, practices around eligibility and student support, and barriers to student access and success.

3. Expand training for school systems about the purpose of the common course numbering system, and how it can help them meet their goals for advanced coursework.

Longer-term actions:

4. Create an incentive for participating in the state's common course numbering system.
5. Create a disaggregated reporting tool (or incorporate into the state's potential P-20-W dashboard) for dual credit and exam-based credit access and success by school and district.

DCEC Recommendation 3: Expand the pool of eligible educators and provide space for greater collaboration among high school educators and college faculty.

Short-term actions:

1. Set a goal for increasing the diversity of dual credit and exam-based credit educators.
2. Host an annual conference or joint training session for educators and faculty to discuss student expectations.
3. Partner with regional centers of excellence to offer expanded professional learning opportunities.

Longer-term actions:

4. Create more sustainable paths for CTE instructor credentialing.
5. Embed the required discipline-specific credits into graduate teacher education programs to increase the pipeline of diverse, qualified dual enrollment instructors that meet Higher Learning Commission credential expectations.

DCEC Recommendation 4: Expand communications to students and families about the value of college credit while in high school and the multiple, high-quality options available to them.

Short-term actions:

1. Increase access to information - in multiple languages - on dual enrollment options and their value for students and families, specifically targeting outreach to low-income students, and black, indigenous, and students of color.
2. Provide counselors with additional training about potential career pathways so that they can help students explore and make informed choices about courses.

Longer-term actions:

3. Create a centralized hub of information on programs, courses offered and how they transfer, and eligibility requirements that is accessible to counselors, students, and families.

Below are examples of existing efforts within Minnesota to leverage:

- [University of Minnesota's College in the Schools](#)
- Minnesota State's PSEO Strategic Plan
- [Early College at Irondale High School](#)

Looking Ahead

In addition to the four focus areas enumerated above, the P-20 Education Partnership has identified organizational, operational, and management changes that it will implement during 2021 to improve its efficiency and effectiveness, ensure knowledge transfer and smooth transitioning over leadership and membership changes, and strengthen the alignment between education and workforce development.

While the work of the P-20 Education Partnership over the past 18 months has not yet led to development of formal recommendations for executive or legislative action, it is likely that such recommendations will emerge as we progress through the implementation of action steps identified in this report. Future needs identified thus far include dedicated staffing support for the P-20 Education Partnership, as well as support for the development and ongoing maintenance of a P-20 website, knowledge management system, and data dashboard or data aggregating and reporting tool. At this time, however, we will move forward with our work within the context of existing policy structures and with existing resources.

The P20 Education Partnership is well poised to be the central forum for coordinating a more effective human capital development system in Minnesota, and we embrace both the challenges and opportunities that role presents. We set out to revive this partnership over the past year and a half, and we now have a clearer vision, a broader and more engaged membership (both formal members and invited guests/advisors), a set of shared values around equity, and an emerging call to collaborative action. We enter 2021 with an exciting energy and growing momentum, and are eager to build on the conversations and learning we shared this past year to better position Minnesota's investment in its people so that **all** Minnesota citizens are prepared for lifelong learning and success in the workplace.

Appendix A: Minn. Stat. § 127A.70

Appendix B: P-20 Education Partnership Member and Affiliate Roster for 2020-2021

Appendix A

127A.70 MINNESOTA P-20 EDUCATION PARTNERSHIP

Subdivision 1. **Establishment; membership.** (a) A P-20 education partnership is established to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources. The partnership shall consist of major statewide educational groups or constituencies or non-educational statewide organizations with a stated interest in P-20 education. The initial membership of the partnership includes the members serving on the Minnesota P-16 Education Partnership and four legislators appointed as follows:

(1) one senator from the majority party and one senator from the minority party, appointed by the Subcommittee on Committees of the Committee on Rules and Administration; and

(2) one member of the house of representatives appointed by the speaker of the house and one member appointed by the minority leader of the house of representatives.

(b) The chair of the P-16 education partnership must convene the first meeting of the P-20 partnership. Prospective members may be nominated by any partnership member and new members will be added with the approval of a two-thirds majority of the partnership. The partnership will also seek input from nonmember organizations whose expertise can help inform the partnership's work.

(c) Partnership members shall be represented by the chief executives, presidents, or other formally designated leaders of their respective organizations, or their designees. The partnership shall meet at least three times during each calendar year.

(d) The P-20 education partnership shall be the state council for the Interstate Compact on Educational Opportunity for Military Children under section 127A.85 with the commissioner or commissioner's designee serving as the compact commissioner responsible for the administration and management of the state's participation in the compact. When conducting business required under section 127A.85, the P-20 partnership shall include a representative from a military installation appointed by the adjutant general of the Minnesota National Guard.

Subd. 2. **Powers and duties; report.** (a) The partnership shall develop recommendations to the governor and the legislature designed to maximize the achievement of all P-20 students while promoting the efficient use of state resources, thereby helping the state realize the maximum value for its investment. These recommendations may include, but are not limited to, strategies, policies, or other actions focused on:

(1) improving the quality of and access to education at all points from preschool through graduate education;

(2) improving preparation for, and transitions to, postsecondary education and work;

(3) ensuring educator quality by creating rigorous standards for teacher recruitment, teacher preparation, induction and mentoring of beginning teachers, and continuous professional development for career teachers; and

(4) realigning the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.

(b) Under the direction of the P-20 Education Partnership Statewide Longitudinal Education Data System Governance Committee, the Office of Higher Education and the Departments of Education and Employment and Economic Development shall improve and expand the Statewide Longitudinal Education Data System 127A.70 2 (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS) to provide policymakers, education and workforce leaders, researchers, and members of the public with data, research, and reports to:

(1) expand reporting on students' educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of child well-being, early childhood development, and student progress toward career and college readiness;

(2) evaluate the effectiveness of early care, educational, and workforce programs; and

(3) evaluate the relationships among early care, education, and workforce outcomes, consistent with section 124D.49.

To the extent possible under federal and state law, research and reports should be accessible to the public on the Internet, and disaggregated by demographic characteristics, organization or organization characteristics, and geography.

It is the intent of the legislature that the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System inform public policy and decision-making. The SLEDS governance committee and ECLDS governance committee, with assistance from staff of the Office of Higher Education, the Department of Education, and the Department of Employment and Economic Development, shall respond to legislative committee and agency requests on topics utilizing data made available through the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System as resources permit. Any analysis of or report on the data must contain only summary data.

(c) By January 15 of each year, the partnership shall submit a report to the governor and to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over P-20 education policy and finance that summarizes the partnership's progress in meeting its goals and identifies the need for any draft legislation when necessary to further the goals of the partnership to maximize student achievement while promoting efficient use of resources.

Subd. 2a. **Career pathways and technical education; key elements; stakeholder collaboration.** (a) The partnership must work with representatives of the Department of Education, the Department of Employment and Economic Development, the Department of Labor, the Professional Educator Licensing and Standards Board, the Board of School Administrators, trade associations, local and regional employers, local school boards, adult basic education program providers, postsecondary institutions, parents, other interested and affected education stakeholders, and other major statewide educational groups and constituencies to recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 122A.60, among other statutory provisions, to effect and, if appropriate, revise a comprehensive, effective, and publicly accountable P-20 education system premised on developing, implementing, and realizing students' individual career and college readiness plans and goals. In developing its recommendations, the partnership must consider how best to:

(1) provide students regular and frequent access to multiple qualified individuals within the school and local and regional community who have access to reliable and accurate information, resources, and technology the students need to successfully pursue career and technical education, other postsecondary education, or work-based training options;

(2) regularly engage students in planning and continually reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning that helps them realize their goals; and

(3) identify and apply valid and reliable measures of student progress and program efficacy that, among other requirements, can accommodate students' prior education-related experiences and applied and experiential learning that students acquire via contextualized projects and other recognized learning opportunities.

(b) The partnership must recommend to the commissioner of education and representatives of secondary and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters, and pathways for students enrolled in a secondary school, postsecondary institution, or work-based program. The key elements of these programs of study for students pursuing postsecondary workforce training or other education must include:

(1) competency-based curricula aligned with industry expectations and skill standards;

(2) sequential course offerings that gradually build students' skills, enabling students to graduate from high school and complete postsecondary programs;

(3) flexible and segmented course and program formats to accommodate students' interests and needs;

(4) course portability to allow students to seamlessly progress in the students' education and career; and

(5) effective and sufficiently strong P-20 connections to facilitate students' uninterrupted skill building, provide students with career opportunities, and align academic credentials with opportunities for advancement in high-skill, high-wage, and high-demand occupations.

(c) Stakeholders under this paragraph must examine possibilities for redesigning teacher and school administrator licensure requirements, and make recommendations to the Professional Educator Licensing and Standards Board and the Board of School Administrators, respectively, to create specialized licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical education programs, Montessori schools, and project and place-based learning, among other career and college ready opportunities. Consistent with the possibilities for redesigning educators' licenses, the stakeholders also must examine how to restructure staff development and training opportunities under sections 120B.125 and 122A.60 to realize the goals of this subdivision.

(d) The partnership must recommend to the Department of Education, the Department of Employment and Economic Development, and postsecondary institutions and systems how best to create a mobile, web-based hub for students and their families that centralizes existing resources on careers and employment trends and the educational pathways required to attain such careers and employment.

Subd. 3. [Repealed, 2014 c 286 art 8 s 40]

History: 2009 c 96 art 2 s 58; 2013 c 99 art 2 s 2; 2014 c 272 art 1 s 41; art 3 s 49,50; art 10 s 1; 1Sp2015 c 3 art 12 s 3; 1Sp2017 c 5 art 12 s 22; 2019 c 64 art 2 s 2.

Appendix B

P-20 Education Partnership Member and Affiliate Roster for 2020-2021

VOTING MEMBERS	DESIGNEE
<i>Citizens League</i>	
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<i>Minnesota Association of Charter Schools</i>	
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