

THE MINNESOTA P-16 PARTNERSHIP ROUNDTABLE

MARCH 3, 2008

MISSISSIPPI ROOM-COFFMAN UNION, UNIVERSITY OF MINNESOTA

9:00 – 11:00 A.M.

MEETING NOTES

Present: Dan Brooks, Gerard Friesz, Maureen Prenn, John Ferlaak, Jeanne Herrmann, Jennifer Godinez, Susan Heegaard, Mary Lou Dresbach, Joann Knuth, Alice Seagren, Steve Kelley, Bob Meeks, Lois Bollman, Gene Piccolo, Christy Hovanetz-Lassila, Cyndy Crist, Karen Klinzing, Fred Storti, Paula Martin, Charlie Kyte, James McCormick, David Laird, Sean Kershaw, Kent Pekel, Bob Bruininks, Leslie Mercer, Bill Blazar, Beth Aune, Julie Sweitzer, Bill DeJohn, Senator Chuck Wiger, John Kellogg, Rich Howard, Jan Dubinsky, Laura Bloomberg, Craig Schoenecker, Geoff Maruyama

I. P-16 Working Group Reports

Chair Bruininks noted that the P-16 Partnership has established an ambitious agenda for the work it plans to complete between now and the transition to the next P-16 Chair in 2009. He thanked the individuals who have volunteered to serve as working group co-chairs and noted that in large part the success of the P-16 Partnership has depended on the quality of the working groups' efforts. He noted that if the current working groups identify expenses such as conferences or consulting projects that would enhance their work, he is willing to work to secure funding for that work. He also asked that between now and the Partnership's June meeting each working group work with Kent Pekel to develop a timeline for achieving its charge and to identify needed sources of support.

The Chair then asked each working group to provide a brief update of its early thinking about how it will fulfill its charge between now and 2009.

- A. Postsecondary and Workforce Readiness: The chairs (Karen Klinzing, Laura Bloomberg, and Cyndy Crist) reported that they have identified and invited members. Their charge is to develop a "macro" definition of postsecondary and workforce readiness in Minnesota. They plan to convene three subgroups to accomplish their charge:
 - Defining postsecondary and workforce readiness in Minnesota
 - Measuring postsecondary and workforce readiness in Minnesota
 - Identifying the pathways toward postsecondary and workforce readiness in Minnesota
- B. Postsecondary and Workforce Readiness in Science: Chairs Jan Dubinsky and Beth Aune reported that they have identified working group members and have invited them to the first meeting at the end of March. They view their working group's task as promoting alignment between Minnesota's K-12 science standards and the science

readiness expectations of postsecondary institutions in MN and around the country and recognized national and international science education frameworks.

- C. Science Instruction: Co-Chair Steve Kelley reported on behalf of co-chairs Liesl Chatman and Judith Ramaley that their working group will identify strategies for improving K-12 instruction in science. Toward that end, they will work closely with the Science Readiness group, and expect to have recommendations on preparation for teachers. They will look at out-of-school and in-school time, and ultimately want to identify how to make science “cool.” Membership is almost confirmed, and is expected to meet in late March.
- D. P-16 Data System: Susan Heegaard reported on behalf of co-chair with Christy Hovanetz-Lassila on P-16 efforts to create a longitudinal data system. She noted that last two years were spent identifying the purpose of collecting data and what to collect and that the immediate need is to pass legislation to allow OHE and MDE to share data they already possess. Senator Wiger encouraged members to give feedback on the bill to him as soon as possible.

II. Report on Chair and Vice Chair meeting with legislators on the work of the P-16 Partnership

Chair Bruininks and Vice Chair Seagren shared a summary of a meeting they convened with legislators to discuss the work of the P-16 Partnership. President Bruininks reported that he briefed legislators on the origins of the P-16 Partnership and contrasted the voluntary nature of the Partnership with other efforts to promote educational reform and alignment that were authorized in statute and supported by state funding. He also noted that he also told legislators that the Partnership’s work has generally focused on high-level implementation issues rather than state policy.

Senator Wiger noted that he has served as the legislative representative to the Education Commission of the States for the last year. When he attended their conference, he heard many states discussing their ‘P-16’ groups, and from those discussions he learned that in other states legislators are involved in the P-16 Partnership. He asked the Education Commission of the States to draft a bill to include legislative involvement in Minnesota. The intent of the bill is to provide for collaboration and sharing of information. Senator Wiger noted that because the P-16 Partnership and the legislature are focused on the same topics, the participation of legislators should help legislature set priorities set policy priorities and should help the P-16 Partnership conduct its work.

Members of the P-16 Partnership shared the following thoughts on the work of the P-16 Partnership:

- In the past, the legislature has repeatedly played educational institutions against each other. The P-16 Partnership has provided an opportunity for them to come together and find commonalities.
- The Partnership has successfully added new members as appropriate to date. That approach should be continued. If there is to be legislation, it should be

limited to identifying legislative representatives, who can then advocate for additional new members through the Partnership's internal process.

- There is significant support inside and outside the partnership for adding the leader of a statewide early childhood organization to the membership
- One of the major strengths of Minnesota's P-16 Partnership has been its flexibility. It has been able to address issues as they arise.
- One non-education member questioned the need for the legislation, noting that under its current structure, the group is both evolving as needed and effective in many ways. The member questioned whether the legislation would add to that, and was concerned that in fact it could be counter productive.
- When a member asked why Senator Wiger's bill called for P-20 instead of P-16, Senator Wiger responded that '20' includes graduate programs.
- A member said that groups are stronger when people feel the work is effective, that they want to and have earned their right to be there, rather than being obligated to participate due to legislation.
- Minnesota's P-16 Partnership has been effective because heads of organizations are members and they can directly make decisions. Any legislation that allows designees other than the CEO would weaken the Partnership's ability to take action.
- Senator Wiger concluded the discussion by noting that inclusiveness is his goal.

III. Remediation Report

Geoff Maruyama and Craig Schoenecker presented an interim report on the work of a P-16 working group that examined high school antecedents of developmental course taking at the U of M and MnSCU institutions. They noted that significant challenges exist in identifying predictors of college readiness and in gathering data. They reported that high school course data at some colleges is complete, and that ACT tests are not available for students at the two year colleges. Their study concluded that, in general, the more math a student takes, the more likely he or she is to be ready for college-level work. They also noted that reporting performance above or below a single cut score does not accurately capture college readiness because some students who score below that cut score will ultimately prove to be ready for college-level work and other students who score above it will struggle.

Discussion of the report included the following points:

- 1/3 of students in Minnesota go to private colleges—can we include them in a future round of this study? Private colleges don't offer developmental courses, but provide different kinds of support for students who need it.
- A next step for this study could be to ask students and decision makers (admission counselors, etc) "why did you take the class?"

- Is the optimal strategy for a student to take math for four years, or just to complete the highest possible level of math, even if that takes fewer than four years?
- What do we know about how taking development courses in college affects completion of a degree in Minnesota? Is this really a bad thing, especially if students take a very limited number of courses in order to strengthen their readiness for college work? We need to be careful of how we take these findings—how do they help, and not punish? How do we counsel, advise and support?
- There is value in tracking the cohort at an intermediate date, and at graduation. This report is an effort to do that, but graduation data for this year is not yet available and will not be available by the P-16 Partnership's June meeting.
- What messages do superintendents and teachers give to kids? We need to look at the underlying issue of race. A member suggested reading the book "The Algebra Project."
- What are other nations doing for success?

A final report and executive summary of the remediation study will be provided before the Partnership's June meeting.

IV. Minnesota's Promise

Charlie Kyte briefly explained the development of *Minnesota's Promise*. He noted that the twenty-one organizations that have signed the document hope to place the 10 strategies into statutes and to make them the basis for conversations. Susan Heegaard commented that OHE and MDE were not included, and that measures should align with what has been done in past. Charlie Kyte agreed. A member noted that the business community had not been involved.

V. Launch of P-16 Partnership Web site

Kent Pekel reported that the P-16 Partnership has a new website at www.mnp16.org. It is designed to continue beyond President Bruininks' term as chair. Comments are encouraged.

VI. P-16 Summer Institute

Cyndy Crist announced 2008 National P-16 Summer Institute, and encouraged the group to designate a team to attend soon. She reported that the institute has been a valuable experience each year and offered to help coordinate a delegation to attend this summer's institute.