

## Minnesota P-20 Education Partnership

November 9, 2010 (2:00 – 4:00 p.m.)

Conference Center A, Room 14

Minnesota Department of Education

### Meeting Notes

**Members/Designees Present:** Lois Bollman, Robert Bruininks, Paul Cerkvenik, Rep. Keith Downey, Mary Lou Dresbach, James Field, Jennifer Godinez, Robert Jones, Charlie Kyte, Scott McMahon, Robert Meeks, Dave Metzen, Sen. Gen Olson, Alice Seagren, John Slama, Mari Urness Pokornowski, Gary Westorff, Sen. Chuck Wiger

**Others present:** Beth Aune, Cyndy Christ, William DeJohn, Angie Judd, Dirk Mattson, Kent Pekel, Nancy Walton, Cathy Wagner

**Guests:** Kris Amundsen, Laura Bloomberg, Meredith Fergus, Linda Lade, Nate Lassila, John Manning, Leslie Mercer, Valerie Pace, Barb Schlaefer, Todd Wagner

**Chair:** Alice Seagren, Commissioner, Minnesota Department of Education

#### 1. Welcome and approval of Minutes

The Minutes of the August 10, 2010 meeting were approved.

#### 2. Workgroup meeting updates from co-chairs

- Workgroup #1: College and Career Readiness Communications Campaign

Co-chairs Barb Schlaefer and John Manning reported that the group has reviewed research documents, public campaigns and communications efforts in other states, and communications efforts (and budgets) in other states. Next steps include the following: define the need and the specific actions Minnesota would like to see as a result of this campaign and explore the educational beliefs and motivations of students including those in specific racial/ethnic groups. The December meeting will include a panel of experts with experience executing successful public service and public education campaigns (for little or no money). The group will develop key messages for all P-20 Partnership members to use in their communications.

Discussion by P-20 members indicated the importance of counseling and of conveying information about the value of rigorous courses to students and parents, addressing Minnesota Transfer Curriculum and college-going culture, and to investigate what other states are doing.

- **Workgroup #2: STEM Achievement Gap Strategic Plan**

John Olson, Co-chair, reports that the meetings to date have focused on gathering data and information related to the achievement gap, especially for K-8 students. The discussions have highlighted the need for more data and information, especially for elementary grades for mathematics and science and all grades for technology and engineering education. The workgroup has established a web-based repository of documents, data and reports for use by the members and potential public use. Future plans of the workgroup include the review of strategies used by schools and programs to address the achievement gap, including several school visits. It will also review philosophical underpinnings of the causes and approaches. Beginning in January, the workgroup will form subgroups to address various aspects of the group's charge.

- **Workgroup #3: Rigorous Course Taking Strategic Plan**

Laura Bloomberg, co-chair, reported that key meeting topics included the following: review of BaseCamp system for group planning and communication, update on recommendations being forwarded by the Governor's Workforce development Council (Mo Amundson), and development of a strategic planning template to address the core components of the charge. Information includes the research needed, recommended strategies, and proposed timeline to accomplish the charge. The workgroup will meet in early January to review the data from the common course catalog pilot and determine the best approach

to implement our strategic plan. P-20 members suggested that a definition of what rigorous courses are should be stated.

- **Workgroup #4: Postsecondary Completion Strategic Plan**

Valerie Pace, Co-chair, reported that at the December meeting, each of the four higher education sectors will make a presentation to the group on current activities and goals relating to increasing the retention, transfer and graduation rates of its students. The members of the work group will discuss and develop a preliminary list of key observations. Each sector has been asked to address current metrics for college completion and meaningful target for college completion rates, interventions strategies and lessons learned, and economic return on investment for students and the institutions if higher completion rates were achieved. In light of the State's recent membership in Complete College America (CCA) which has a similar goal to the charge of Workgroup 4 and after consultation with the Chair and Vice Chair of the P-20 Roundtable, the group intends to transition the charge of this group to the new advisory committee that will be required to participate in CCA. The advice and feedback received from Workgroup 4 in December will provide important foundational background for the CCA Advisory Committee. Some of the members of Workgroup 4 will be named to the new committee as well which will assure continuity.

### **3. Longitudinal Data System (LDS) Governance Structure Update**

Cathy Wagner reported that the committee members have been appointed. The first meeting for all three committees will be held November 15. The state procurement should be obtained by January. Expectation is to have the work teams ready in early 2011. Common course catalogue work has been progressing for 18 months, and pilot scenarios have been presented to schools. The need exists to coach schools so that they are all reporting the same course content as algebra, for example. The \$12 million will help move us move to one set of enrollment data that all departments can use. The money will fund two projects and expanded analytics. MDE will be able to have data dashboards and data displays. Schools will be able to put in the data and it automatically loads up to the state. We have some early childhood data but are trying to expand the pre-school collection data. The Data and Research Committees will be the sounding boards for the Governance Committee.

### **Electronic Library of Minnesota**

Mary Lou Dresbach and Bill DeJohn announced that the Electronic Library of Minnesota is an excellent resource. Parents, students, senior citizens, all academic institutions, and schools can benefit. Tutorials are available. Information can be accessed at <http://elm4you.org>.

### **4. FastTRAC Program [http://mnabe.themlc.org/MN\\_FastTRAC.html](http://mnabe.themlc.org/MN_FastTRAC.html)**

Linda Lade and Todd Wagner reported that FastTRAC is an innovative design for streamlined education for adults that leads to good jobs. It targets older adult learners who are low skilled with low wages. It prepares people where they live by giving them cost-effective, short-term training that allows them to earn a credit-based postsecondary credential demonstrating their skills. Minnesota FastTRAC is a working learner-friendly, flexible strategy that meets the needs of local employers for skills they need today and tomorrow. Many adult learners are working and have families so the need existed to develop a model with shorter segments to meet their needs. The target audience is 60% of Minnesota's workforce, ages 18-64, who have completed some postsecondary without a degree or completed high school diploma or equivalent but have no postsecondary. The model aligns programs and resources so CBO, MnSCU, ABE, and Work Force partner together.

### **5. CCRPI Update**

Beth Aune reported that in July 2008, Minnesota was selected as one of eight states to participate in a bold new initiative sponsored by the Bill and Melinda Gates Foundation—the **College- and Career-Ready Policy Institute (CCRPI)**. Minnesota focused on five goals, each supported by a working group of members whose organizations participate in the Minnesota P-20 Education Partnership. Recommendations for addressing the goals were reported in the Minnesota College- and Career-Readiness Action Plan submitted to the national partners on February 9, 2010. The following is a summary of the work:

**Goal 1: Revisit and potentially revise the education system policy goals and benchmarks.** The Governor's Education Council identified "Power Indicators" – the data indicators that, in combination, would provide a simple but relatively complete picture of the health of Minnesota's K-12 education system.

**Goal 2: Create, through a multi-sector process, a policy set for a refined high school assessment and accountability system that includes the use of anchor assessments to indicate college and career readiness for all Minnesota students.** This workgroup developed the Achieving College and Career-readiness for Every Student System (ACCESS), an approach that determines the readiness trajectory of students through the combined use of assessment outcomes with other indicators to make course completion and graduation requirement decisions. The system includes an Alignment Index that serves as a valuable system check to ensure student access to a quality education, while preserving important elements of local control.

**Goal 3: Design policy for a Minnesota Early Indicator and Response System (MEIRS).** Workgroup 3 developed plans for a "data dashboard" that could be used to identify students who are off track for high school graduation, and assist educators in implementing proven strategies to get those students back on track.

**Goal 4: Redesign Minnesota's dual credit policies to become nation leading and world competing.** This workgroup focused on dual credit and dual enrollment, and improving access to rigorous courses for all high school students. Recommendations call for the state to focus on creating "on-ramp" programs that are designed to provide opportunities for all students to prepare for a dual enrollment experience, especially students who otherwise would be at risk of academic failure, who are from underrepresented groups, or who are from low-income families.

**Goal 5: Create a systemic and sustainable policy set for the effective use of data and fulfill the completion of the data set by ensuring collection of the last 2 of 10 longitudinal elements.** One of Minnesota's signature CCRPI accomplishments was the creation of a governance structure for the P-20 statewide longitudinal education data system (SLEDS), to be jointly managed by the Minnesota Office of Higher Education and the Minnesota Department of Education.

## **6. STRIVE**

Dr. Robert Jones, University of Minnesota, reported that STRIVE is a program whose mission is to empower every child in Cincinnati and northern Kentucky to succeed from birth through some form of college and into a meaningful career. Every student will be prepared for school through early childhood education, be supported inside and outside school, succeed academically, enroll in some form of college or career training, graduate and enter a career. STRIVE provides an evidence-based solution that links cross-sector systems together around data and outcomes with transparency to all stakeholders and tools to equip practitioners with real data to guide decision making. Kent Pekel is working to create a session with STRIVE to come in for half-day session to see if it has potential for Minnesota.

## **7. Remarks by Commissioner Alice Seagren**

During the transition to a new Commissioner, the staff will continue planning. If needed, Chancellor McCormick will fill the gap until the next Commissioner can begin. The Commissioner expressed her appreciation to both President Bruinicks and Chancellor McCormick for their assistance. She stated that the Minnesota P-20 Education Partnership is unique and has many members. She urges the members to work with the next leaders to let them know how important it is that the work should continue. She is honored to have been part of the work. President Bruinicks expressed thanks to the Commissioner for her extraordinary leadership and concern for all students.