

Minnesota P-20 Education Partnership

August 27, 2014 (1:00 p.m.-3:00 p.m.)
Minnesota Department of Education, Room 13, Conference Center A
1500 Highway 36 West
Roseville, MN 551113

Meeting Notes

Voting Members and Designees in Attendance:

David Adney, Gary Amoroso, Jim Bartholomew, Brenda Cassellius, Paul Cerkvenik, James B. Field, Kathleen Foord, Jean Haar, Jeremy Hanson Willis, Grace Kelliher, Jon Millerhagen, Kathleen O'Donnell, Commissioner Larry Pogemiller, Sarah Radosevich, Michael Rodriguez, Steven Rosenstone, and Kirk Schneidawind.

Others in Attendance:

Unni Adosh, Lindsey Alexander, Beth Aune, Scott Croonquist, Steve Dibb, Mary Lou Dresbach, Peter Grafstrom, Lori Grivna, Rose Hermodson, Valerie Horton, Angie Johnson, Dave Kornecki, Daron Korte, Tom Kosol, Nancy Livingston, Tyler Livingston, Geoffrey Maruyama, Fred Nolan, Paula Palmer, Matthew Poret, Richard Rosivach, Darren Wacker, and Richard Wassen.

1. Commissioner Cassellius welcomed the group, and members introduced themselves.
2. P20 Members approved the Minutes from April 15, 2014.
3. Senator Terri Bonoff, Chair of the Higher Education and Workforce Development Committee presented information about the Minnesota PIPELINE Project.
 - In 2014, the Minnesota Legislature created the PIPELINE project based on a successful education and training model used in the United States and Europe for more than a century: apprenticeship.
 - PIPELINE is designed to move the focus outside of traditional apprenticeship industries to new areas of economic demand and potential growth. The goal is to develop a path for individuals to obtain a degree and career and allow employers to obtain highly-trained workers in needed areas of advanced manufacturing, agriculture, healthcare services and information technology.
 - The Department of Labor and Industry, working with the Minnesota Department of Employment and Economic Development (DEED), convened four industry councils that include representatives from higher education, industry, labor and employers. The councils develop competency standards and identify models Minnesota's education providers can use to develop the training needed to meet the competency standards. A report will be submitted to the legislature in January 2015.

4. Representatives from each of the five P-20 Education Partnership Workgroups reported how the group plans to develop legislative recommendations.

- Workgroup 1: Realign the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.

Geoff Maruyama reported on behalf of President Kaler. The group decided to focus on the transitions and intersections of the three “systems” of early education, kindergarten through grade 12, and postsecondary. One issue is that different parts of the system have benchmarks, which are not necessarily linked to later performance, to see if they are important and predictive. Data is collected, and it is important not only for policy and programming to cross systems, but also for data analyses to cross systems. The Statewide Longitudinal Education Data (SLEDS) gives a system that should be able to be tailored to evaluate success of the innovative initiatives in the state. Possible areas for recommendations to the legislature include review the State of Minnesota Governance Model; focus on the points of transition such as pre-K to K-12 and K-12 to postsecondary education; and further development of SLEDS so that it contains the information needed to evaluate programs. This oversight may ensure that measures of the different benchmarks used by different parts of the systems are included in the data base and a system is developed for tracking innovative practices that are occurring so that the outcomes of those programs can be routinely evaluated.

- Workgroup 2: Revise a P-20 education system premised on students’ individual career and college readiness plans and goals.

Commissioner Larry Pogemiller reported that the group has examined the Career Pathways and Technical Education Advisory Task Force February 15, 2014 legislative report and recent legislative changes, especially the statute which requires that every student no later than ninth grade have a personal learning plan for successful transition to postsecondary education and employment. Considerations discussed include that the personal learning plan be owned by students but accessible to students and families, be portable, and flexible to evolve as needed. The group has researched what currently exists, the costs, and what works. One recommendation is to determine what it would take to penetrate various systems so students would have something to use through the years. In addition, every student needs to have access to someone to gain information and to help students develop their plans, which is also one focus of the Generation Next efforts. The process is important, not just the technical platforms for the Personal Learning Plans. Work needs to start early, and the challenge for K-12 is to engage parents.

- Workgroup 3: Organize and implement a framework of foundational skills and career pathways.

Chancellor Steven Rosenstone reported that the group discussed how to create a framework with the following characteristics: competency-based, sequential skills, flexible courses, course portability, and strong P20 connections for advancement for all students. The Roadmap to Readiness P20 report has information from previous work that can inform the discussion. The group identified eleven other initiatives that are underway that cover this ground and then found more initiatives such as the PIPELINE Project, the Itasca Project, Personal Learning Plans, World’s Best Workforce, Technical Skills Career Pathways, and Roadmap to Readiness at the University of Minnesota. The task for the next meeting is to understand these projects and determine what will be the next steps to build upon current work. Discussion centered around what the framework should entail, how the framework should list the skills, when foundational skills are achieved, and what transferable foundational skills are needed to move to the next level.

- Workgroup 4: Redesign teacher licensure and restructure staff development and training.

Richard Wassen and Tyler Livingston from the Minnesota Department of Education presented information about the initial workgroup's initiatives. Define the continuum of practice for teachers (preparation for initial licensure through induction/mentoring phase and later years of professional development) and align the various systems to ensure best outcomes for teacher development. Consider teacher staffing needs of districts in greater Minnesota and subject and/or geographical shortage areas, and how licensure options might be created to serve their needs. Foster innovation in licensing and teacher development with future workforce needs, improve literacy for students, and implement high quality early childhood education. The next steps will be to review relevant reports, documents, and other sources of relevant information; collect and report relevant data; and refine options to make recommendations.

- Workgroup 5: Create a web-based hub with career, employment trends, and needed educational pathways for students and families.

Jeremy Hanson Willis from the Minnesota Department of Employment and Economic Development reported that the group is looking at web-based technology and a mobile web-based hub that centralizes career information for students and families. A technological system with useful current and future workforce information and trends is needed. The guiding principles would be entry level accessibility so the system would be easy to use for students and families, a free mobile system from the beginning, and the ability to evolve and adapt to be increasingly interactive. The coordination of many institutions with sources and an inventory of tools that have been used to learn past lessons are important. Rather than recreate, incorporate what is already in place. Engaging young people and customer groups to help with the design and determining how students' needs differ from parents' needs should be considered. Determining how we will know if investment in these recommendations will make a difference also needs to be addressed.

5. Commissioner Cassellius questioned how we can pull the good work together and make recommendations to legislature. What is our P20 role? How do we become relevant? This provides an opportunity to align systems and do something. Rose Hermodson suggested that we have several strong recommendations from each group that legislators can address next session. Deputy Commissioner Steve Dibb reminded the group that we will visit the targets and measures for World's Best Workforce legislation after the recommendations of the Workgroups in order to align the work and tie everything together. In closing, Commissioner Cassellius reminded the Partnership of the five goals of the World's Best Workforce with work towards "One Plan" and posed the question: What would a single statewide P20 World's Best Workforce report to the legislature look like?
6. Commissioner Cassellius adjourned the meeting at 3:00 p.m.

Next meeting date:

December 9, 2014
1:00 - 3:00 p.m.

MN Department of Education
1500 Highway 36 West, Roseville
CC-16 (Conference Center B)