



Education
Strategy
Group

Reviewing Draft Recommendations

Minnesota P-20 Partnership Meeting
October 22, 2020

Context

- There is no single entity that is responsible for **building bridges across K-12, postsecondary, and workforce**. The P-20 Education Partnership is well-equipped to ensure that each sector is working together to ensure that students are not getting lost in the transition.
- The P-20 Education Partnership should be a **champion for lifelong learning** – focusing on strategies across the learner lifespan, including early childhood, K-12, postsecondary, and the workforce.
- The mission of the P-20 Education Partnership should be **grounded in equity**, particularly in light of the state and the nation’s recent reckoning around racial justice.

Guiding Questions

As you review the draft recommendations, consider the following:

- 1 What **resonates** most?
- 2 Are there any **red flags** or recommendations you'd **remove or revise**?
- 3 What's **missing**?
- 4 What other **programs and initiatives** can we add to capture how individual agencies and organizations are starting to address these issues?

Focus of Recommendations



Data Use & Capacity



Dual Credit



Financial Aid and Literacy



Governance



Credentials



Internal Management



Dashboard

1. Prioritize a set of **leading indicators** of student success across the transition from K-12 to postsecondary and the workforce.
2. 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 students of color.

Capacity Building

3. Expand the state's data capacity to grow to meet the increasing demand for information.
 - Develop a plan for using the **research-practice partnership** among the state's higher education institutions to expand the state's analytical capacity.
 - Invest in building the **data capacity within the P-20 Education Partnership's member organizations**, including building the data literacy of users and supporting a strategic data fellow.
4. Adopt **student data privacy principles**, such as those within the Student Data Principles, to ensure that data is used ethically and appropriately.

Examples of Existing Efforts in Minnesota:

- Learner Lifespan Working Group (LLWG)
- Research-practice partnership between state agencies and higher education institutions
- SLDS Governance

Data Availability

1. Encourage **school and district use of the state's platform** that captures student-level FAFSA completion data to enable them to better target student supports.

Capacity Building

2. Leverage the capacity of the P-20 Education Partnership's member organizations to support implementation of the state's recent **legislation to develop a cross-agency goal for increasing FAFSA completion** (e.g. launching a statewide communications campaign, developing a common toolkit to ensure equitable access to information and best practices on FAFSA completion, etc.).
3. Use available 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.
4. Develop a **joint MDE-OHE communications campaign** to increase coordination between college and career advising, CTE programs, and college access programs.
5. Enhance **student and family financial literacy**, partnering across pre-K 1 and higher education

Examples of Existing Efforts in Minnesota:

- Minnesota Goes to College
- Minnesota FAFSA Goal Legislation (SF 3683)
- Get Ready Program



Definitions & Data

1. Align across agencies on the **statewide definition of a high-quality credential** (i.e. WIOA, Perkins, etc.).
 - Have K-12 and higher education agencies and system leaders work together to produce a single, public list of the credentials that have the greatest labor market alignment and set up students for careers with family-sustaining wages or are stackable on a path to those careers.
2. Collect **information on industry-recognized credential attempts and attainment** and explore the feasibility of including those data in the high school report cards, higher education transcript, and/or the P-20 dashboard.
3. Align **academic standards with industry-recognized credentials** for the purposes of recognizing/earning credit toward a high school diploma.

Communications

4. Develop a **public information campaign** to inform students and families about the shifting economy and the value of a range of postsecondary degree and credential options.
 - 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 programs.

Examples of Existing Efforts in Minnesota:

- Minnesota PIPELINE Program
- Tiger Path
- CTECH

Data

1. Set an **equity goal** and monitor progress for increasing dual credit participation for low-income students and students of color.
2. 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.

Capacity Building

3. Create **sustainable paths for CTE instructor credentialing**.
4. Embed the required credits into **graduate teacher education programs** to increase the pipeline of diverse, qualified dual enrollment instructors.
5. Create **incentives** (i.e., financial, accountability, flexibility) to increase the participation and success of students of color, low-income students, and students in rural communities in any early postsecondary credit option.
6. Increase **CTE offerings for dual credit** linked to high-demand career pathways.
7. 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 students of color.
8. 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.

Examples Existing Efforts in Minnesota:

- University of Minnesota's College in the High Schools
- Minnesota State PSEO Strategic Plan



1. Create a **statewide definition of college and career readiness** that is shared across K-12 and postsecondary systems.
2. Create a **brand for the P-20 Education Partnership**, including a public-facing website, logo, and reports to increase transparency and awareness of the work of the P-20 Education Partnership across stakeholders.
3. Revise state law to amend the bylaws of the P-20 Education Partnership to: (1) **include a “W” for workforce in its name** and (2) institutionalize the group’s **commitment to equity**.
4. Create **stronger alignment across the multiple established venues for conversation on P-20-W issues** (e.g. the P-20 Education Partnership, Children’s Cabinet, OHE Educational Attainment Stakeholders, Governor’s Cabinet on Children and Families, Industry Councils, etc.).



1. Codify **standard operating procedures**, protocols, and expectations for participation.
2. Create a **directory of P-20 Education Partnership members** (including brief bios, names, affiliations, photos, and contact information).
3. Develop a **centralized knowledge management structure** (e.g. Google Drive, Dropbox, etc.) to share meeting minutes and resources with members.
4. Clarify the **membership of the P-20 Education Partnership** (i.e. develop criteria to distinguish between voting members of the P-20 Education Partnership and the stakeholders who share in the learning, discussion, and implementation of the group) and **conduct an annual review of who is at the table** to ensure that the critical voices to investing in Minnesota are represented. If necessary, the P-20 Education Partnership should consider changing its bylaws around membership.



Discussion

- What are your initial reactions to the list of draft recommendations? What **resonates** most? What's **missing**?
- What other **programs and initiatives** can we add to capture how individual agencies and organizations are starting to address these issues?