



Annual Report to the Governor and Legislature

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This report was prepared with support from Minnesota P-20 Education Partnership Chair Dennis Olson (Commissioner, Minnesota Office of Higher Education), Vice Chair Stephanie Graff (Deputy Commissioner, Minnesota Department of Education), Dr. Satasha Green-Stephen (Senior Vice Chancellor of Academic and Student Affairs, Minnesota State Colleges and Universities), and Dr. Robert McMaster (Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities).

About the Minnesota P-20 Education Partnership

The Minnesota P-20 Partnership works toward ensuring a seamless system of education across the state, with a goal of maximizing success for all of Minnesota's learners from birth through adulthood.

The partnership is made up of both public and private member organizations, institutions, state agencies, and legislators, working collaboratively to strengthen educational outcomes for all of Minnesota's students. The partnership's work includes developing legislative recommendations focused on educational strategy, policy, and funding, as well as working to further collaboration, coordination, and connection across its participants and other key stakeholders.

About This Report

This is a legislatively-mandated report, written in accordance with Minnesota Statute section 127A.70. Additionally, as required to be reported by Minnesota Statute section 3.197, this report cost approximately \$800 to prepare, including staff time.

Minnesota P-20 Education Partnership

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Background

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership¹ (MNP20), itself an evolution of the informally organized Minnesota P-16 Education Council. The statutory 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).

MNP20 is led by an Executive Committee (EC) comprised of the state commissioner of higher education, state commissioner of education, the chancellor of Minnesota State Colleges and Universities, and the president of the University of Minnesota (or their respective designees). The chair of the partnership rotates every two years between the Executive Committee members. Dr. Robert McMaster (University of Minnesota) served as Chair of the partnership from July 2021 through June 2023. Commissioner Dennis Olson (Minnesota Office of Higher Education), who was Vice Chair during this same period, began his service as chair in July 2023 and will continue through June 2025. As of July 2023, Deputy Commissioner Stephanie Graff (Minnesota Department of Education) is serving a two-year term as Vice Chair of the partnership.

Through seed funding provided by the Joyce Foundation, a full-time executive director (ED) position was created and filled in February 2023, and Josiah S. Litant was hired as the partnership’s inaugural executive director. Responsibility for the leadership of MNP20 operations is delegated by the Executive Committee to the ED. The ED, while reporting to the Executive Committee, is a staff member of the Minnesota Office of Higher Education and, through an inter-agency agreement that was established in order to expedite the hiring process, employed by Minnesota State Colleges and Universities.

Since 2019, MNP20 has been steadily building a renewed vision and strategy. This work began in full when leaders of the partnership, along with representatives from the Minnesota Department of Employment and Economic Development (DEED), the Minnesota Office of Higher Education, and the governor’s office, participated in a convening of the Level UP Coalition², 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.” This convening served as a catalyst for re-centering the work of MNP20 around a clear and demonstrable goal: achieving the state postsecondary attainment goal set by the Minnesota Legislature in 2015.

The state attainment goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary credential to 70 percent by 2025, within each racial and ethnic group. This focus on disaggregated attainment rates is significant, and is critically important to the citizens of Minnesota as our state continues to have some of the largest gaps in educational outcomes in the country. In an op-ed published in

¹ See Appendix A for statutory language

² <http://edstrategy.org/level-up-launch>

Forbes in October 2023³, Matt Gandal of Education Strategy Group argues that the “past 15 years of efforts to improve college access and success could be deemed the ‘attainment goal era,’ as nearly every state in the country set an ambitious goal to increase the share of their populations with postsecondary degrees or credentials.” Gandal states that “post-high school educational attainment of working-age Americans has increased by 16 percentage points, from 38% to nearly 54%” nationally during that time. Most importantly, Gandal states that “in most states that set these goals, concentrated efforts have been made to increase college enrollment and, importantly, completion rates.” He goes on to say that “these efforts led to healthy conversations about the purpose and even value of higher education.”

Gandal proposes that state attainment goals have “pushed leaders to look beneath the hood at their data to understand the different populations within their state and get strategic about how best to serve them.” To that end, MNP20 has framed its work around a set of equity principles⁴, to ensure that our work propels the state toward the elimination of success gaps once and for all. Setting the state attainment goal as its north star, MNP20 refocused its work over the past several years, and set out to strengthen pathways from early childhood to K-12, to higher education, and into the workforce. MNP20 is comprised of members⁵ from education-focused and education-aligned state agencies, institutions, and organizations, as well as appointed legislators, working collaboratively to support all Minnesotans on their educational journeys and on the path towards economic mobility.

The partnership is required to submit an annual report to the governor and legislative leaders that summarizes its progress in meeting its goals and that also identifies the need for any draft legislation the partnership is recommending. This report will provide an overview of major accomplishments from the past year, as well as outline the partnership’s priorities for 2024.

³ Gandal, Matt. “Has the ‘College Attainment Goal Era’ Been a Success?”. Forbes.com. October 31, 2023. <https://www.forbes.com/sites/mattgandal/2023/10/31/has-the-college-attainment-goal-era-been-a-success/?sh=3c98b7e15440>

⁴ See Appendix B for the equity principles

⁵ See Appendix C for a membership list

Overview of 2023 Accomplishments

Hiring of an Executive Director

Through seed funding committed by the Joyce Foundation in 2022, MNP20 was able to hire its inaugural Executive Director—in fact, its first staff member—in February 2023. After conducting a full search, the partnership’s Executive Committee selected Josiah S. Litant to serve in this role. ED Litant brings a wealth of expertise to this position, with both classroom and administrative experience spanning early childhood, elementary school, middle school, high school, and higher education, most recently serving in a vice president role at one of our state’s community and technical colleges. His work at both public and private institutions—serving in rural, suburban, and urban districts—paired with his previous experience as a founder and co-executive director of an independent middle and high school in Massachusetts all made him an extremely strong choice to take on this inaugural role.

In the early 2000s there were upwards of forty states with P-20 councils. A majority of these have since ceased operations, in part because they were unable to make progress. A major barrier toward this progress was the fact that these councils were largely unstaffed and unfunded. Fewer than ten statewide P-20 councils remain today. As the Education Strategy Group outlines in their whitepaper *The Renewed Promise of P-20 Councils*⁶:

“Funding for [P-20] staff was rarely provided via the state operating budget, and thus, the coordination of P-20 engagement was often the responsibility of a small group of individuals within the leading agency, who all had many other responsibilities...Over the long-run, these approaches to staffing proved unsustainable and not conducive to effective cross-sector partnership.”

As the rest of this report will describe, Minnesota’s P-20 effort has been able to make significant progress this year, building on the successes of the past several years, in large part thanks to the increase in capacity now with an Executive Director at the helm.

Operational Growth

One area of focus for the Executive Director in 2023 has been building and strengthening operations for the partnership. Now with a full-time staff presence, the partnership is able to strengthen its infrastructure to provide improved consistency, systems, procedures, and connectivity for its members, all of which are foundational to future success as the partnership grows its work. Some key examples of operational accomplishments in 2023 include:

- Communication tools were developed for MNP20 members, such as a virtual member workspace and digital filing cabinet, as well as implementation of a member email listserv.

⁶ <https://edstrategy.org/resource/the-renewed-promise-of-p-20-councils/>

- Updates were made (and approved by a majority vote of the partnership) to the MNP20 bylaws, which included formally adding the Minnesota Office of Higher Education representative to the partnership’s Executive Committee.
- The ED met individually with all partnership members who were interested, which was the vast majority. Several organizations who had not had the capacity to engage in recent years or who had experienced staff transition that left an absence on the partnership were also re-engaged, including the Tribal Nations Education Committee.
- The ED began collaborating with the co-chairs of the MNP20 work groups in order to provide consistent support to help each group continue moving forward successfully.
- At the invitation of the Lumina Foundation, MNP20 applied for and received a technical assistance grant of just under \$15,000. This grant will primarily support the ED in conducting site visits to five other P-20 partnership sites across the country, with the goal of bringing structural, operational, and strategic recommendations for promising practices back to Minnesota. This work will happen in the first half of 2024.

Connections to Stakeholders

While the official members of MNP20 are indeed a primary audience of our work, it is equally important that attention be paid to the many other stakeholders who play a critical role across our state. The ED and the partnership’s Executive Committee have increased focus on both passive and active opportunities to connect to myriad stakeholders, including:

- MNP20 has relaunched its public webpage⁷, which includes information about the partnership’s mission and history, meeting schedule, an archive of past meeting minutes and materials, links to MNP20’s annual legislative reports, an overview of the partnership’s current priorities, and a list of MNP20’s leadership and members.
- The Executive Committee facilitated a gathering between the EC members, Minnesota Department of Education Commissioner Willie Jett, Minnesota State Colleges and Universities Chancellor Dr. Scott Olson, and University of Minnesota Interim President Jeff Ettinger. All three of these individuals currently have designees serving on the EC, and this conversation was an opportunity to bring these senior leaders together with the EC to jointly discuss the vision and strategy of MNP20 in the coming year.
- The ED connected with legislative leaders chairing Minnesota House and Senate education and workforce committees, in order to acquaint them with the partnership and to discuss how MNP20 can inform and support the work of the committees. ED Litant met with Rep. Cwodzinski (Education Policy), Sen. Kunesh (Education Finance), Rep. Pelowski (Higher Education), Rep. Pinto (Children and Families), Rep. Pryor (Education Policy), Rep. Youakim (Education Finance), and the Committee Administrator to Sen. Fateh (Higher Education). ED Litant is also scheduled to meet with Sen. Champion (Jobs and Economic Development) and Rep. Xiong (Workforce Development) in early 2024. In addition, the partnership includes among its members four appointed state legislators. In 2023, three of those four

⁷ <http://www.ohe.state.mn.us/p20>

seats were filled by legislative appointment, and the partnership benefits greatly from the involvement of Rep. Nathan Coulter, Rep. Patricia Mueller, and Sen. Clare Oumou Verbeten.

- ED Litant and Executive Director Katie McClelland of the Governor’s Workforce Development Board (GWDB) met regularly throughout 2023 to begin articulating a strategy for collaboration between MNP20 and the GWDB. In late 2023, MNP20 Chair Commissioner Olson, Commissioner Matt Varilek (DEED), ED Litant, and ED McClelland met to further explore intentional collaboration between the GWDB and MNP20 in the year ahead. As an example, GWDB and MNP20 leaders are discussing opportunities for working together to strengthen student career exploration and career pathways on a statewide level, in coordination with a number of projects already underway across the region. This work is also in alignment with the Drive for Five priorities, educational pathways efforts, and workforce development initiatives. It is our mutual intent to expand our intentional collaborations in these and other areas in 2024.
- ED Litant participated in ongoing conversations with representatives of the Minnesota Children’s Cabinet (Assistant Commissioner of Children’s Cabinet Erin Bailey and Children’s Cabinet Manager Jenny Moses) to identify opportunities for collaboration between MNP20 and the efforts of the Governor’s Children’s Cabinet.
- With the state’s longitudinal education data systems—Minnesota Statewide Longitudinal Education Data System (SLEDS) and Minnesota Early Childhood Longitudinal Data System (ECLDS)—being statutorily under the direction of MNP20⁸, the MNP20 ED, the SLEDS Director (Dr. Nora Morris), and the ECLDS Lead (Jennifer Verbrugge) have been holding regular coordinating meetings to increase alignment in planning and strategy between the three entities.
- Renewed connections were made with key individuals responsible for the administration of the Military Interstate Children’s Compact, for which MNP20 has statutory responsibility for serving as the state council⁹. The partnership will be participating in a presentation/refresher about its obligations related to the compact in January 2024, and preliminary discussions took place regarding potential future collaborations to enhance the partnership’s focus on military-connected youth.
- One of the clear intentions of MNP20 is to expand its efforts to more intentionally include the early childhood education and care sector. ED Litant joined the Transforming Minnesota’s Early Childhood Workforce group as well as the Early Childhood Education Advocates group, both to better inform the work of MNP20 with priorities and needs from the field.
- Many dozens of additional connections were made by the ED throughout the year to connect MNP20 to key agencies (from the Department of Corrections to the Department of Labor and Industry and others), public and private institutions, educational systems, nonprofit organizations, workforce organizations, and legislative leaders across the state—all representing an assortment of stakeholders including practitioners, youth, and families—as the stage is set for further growth of the partnership’s work in 2024.

⁸ MINN. STAT. 127A.70 (2022), SUBD. 2

⁹ MINN. STAT. 127A. 70 (2002), SUBD. 1

Connections to Expert Organizations

In furthering the breadth of knowledge and expertise that MNP20 has access to, multiple connections were renewed or established to expert organizations throughout 2023. These organizations all focus on establishing proven practices to enhance education in various ways across Minnesota, the Midwest, and/or the United States. Though MNP20's work is squarely focused on Minnesota, it is nevertheless critical that this work is informed by both the regional and national landscape, current research, and innovations that are taking place across the educational sector. Some of the key organizations that MNP20 has connected with in this past year include:

- Center for Rural Policy & Development (MN)
- College in High School Alliance
- Data Quality Campaign
- Education Commission of the States
- Education Strategy Group
- The Joyce Foundation
- Lumina Foundation
- Midwest Higher Education Compact
- Poverty Informed Practice, LLC
- State Higher Education Executive Officers Association
- Strive Together
- Swipe Out Hunger
- Seven other statewide P-20 partnerships (Arizona, Delaware, Hawaii, Illinois, Kentucky, Mississippi, and North Carolina, whom, together with Minnesota, have initiated regular meetings of a national group of P-20 leaders)

ED Litant, along with many MNP20 members, also participated in several national convenings, providing the opportunity to connect MNP20 to best practices and educational policy leaders from across the country. These events included the annual State Higher Education Executive Officers (SHEEO) Higher Education Policy Conference, Jobs for the Future's Pathways to Prosperity Fall Institute, Education Commission of the States' National Forum on Education Policy, and more.

In addition, MNP20 Chair Commissioner Olson and ED Litant presented on the work of MNP20 at the 2023 SHEEO Higher Education Policy Conference in Denver, bringing national attention to our efforts, successes, and future objectives here in Minnesota.

Planning for the Future

A key step taken by MNP20 over 2023 was to engage in planning for the future. Since 2019, the partnership has been in a multi-year renewal phase, reestablishing its priorities and setting a path for growth in our work. Collaboration with the Education Strategy Group in 2020 and 2021 led to the creation of key focus areas for the partnership's work, establishment of a set of goals, and the decision to hire an Executive Director. Now with significant advancement in each of those efforts, the partnership delved into planning for what comes next.

At the onset of his tenure, ED Litant presented the partnership with a vision for the current calendar year (2023 at the time) and beyond¹⁰. This document set out a list of goals and established an initial set of questions for consideration in 2024 and beyond. These goals and questions formed the basis for individual conversations that ED Litant had with the Executive Committee, partnership members, and other key stakeholders in the spring of 2023.

Stemming from these conversations, and in alignment with the priorities of the partnership's Executive Committee, a member survey was completed in June 2023 to help further identify specific strengths, weaknesses, and growth opportunities for the partnership. These results were presented to the partnership at its July 2023 meeting¹¹. Based in part on the results of this survey, the Executive Committee held its first annual planning retreat in August. Coming out of this retreat, the Executive Committee and the ED have established a two-phase planning strategy with regard to the growth of MNP20 in terms of its mission and strategies:

- **Phase one, 2024:** The ED and EC have created a one-year work plan that will move the partnership forward in terms of structural development over the course of this coming year, and that will lay the groundwork for a broader strategic planning process.
- **Phase two, 2025:** After the structural planning is complete, all partnership members will spend 2025 engaged in a broader strategic planning process that will establish big picture priorities for the next several years of the partnership's work.

An important piece of MNP20's planning will be to develop and implement a structured process for making policy recommendations to the governor and the legislature. The absence of that formal process—as well as the lack of a formal process for identifying ongoing organizational priorities—has made it difficult for the partnership to be in a position to make legislative recommendations over the past several years (and this year). To this end, the final section of this report, “2024 Priorities,” outlines the first phase of deliverables that will take place over the coming year related to structural planning and development. It additionally describes other new and existing initiatives that the partnership will make movement on over the course of 2024.

Advancement of Priority Projects

MNP20 has also continued this year to make forward motion on four project areas on which we have been focused since 2021, and for which we have provided updates in the past two legislative reports. All four projects are specifically intended to advance the state's postsecondary attainment goal—to help more Minnesotans complete a postsecondary credential by 2025, while simultaneously working to increase equity, strengthen access, and eliminate success barriers for historically underserved groups.

These projects are being facilitated through four work groups¹² (which will be referred to as committees moving forward in 2024), as follows: Credentials of Value, Data Use and Capacity, Dual Credit and Exam-Based Credit,

¹⁰ See Appendix D for the vision memo

¹¹ See https://www.ohe.state.mn.us/Documents/P-20%20Partnership//July%2027,%202023%20P-20%20Meeting%20ED%20Report_ADA.pdf for the summary of findings that was presented to the partnership

¹² See Appendix E for work group membership lists.

and Financial Aid and Literacy. Each workgroup is led by a team of co-chairs, with support from the Executive Director. This section will highlight the accomplishments of each group in 2023, while the final section of this report will outline work priorities for each of the groups in the coming year.

Credentials of Value

Co-chairs: Commissioner Dennis Olson and Steve Rogness (Office of Higher Education)

Between January 2022 and April 2023, members of the Credentials of Value (CoV) work group participated in the Quality Postsecondary Credentials Policy Academy led by National Skills Coalition and Education Strategy Group. The CoV work group sought to develop consensus for a quality criteria framework to identify credentials of value across both degree and non-degree credentials, discuss the policy and program areas where the framework could be applied, and understand the data needs to operationalize the criteria. The CoV work group met monthly and added members as additional stakeholders expressed interest in informing the criteria. The CoV work group members also connected with other states undertaking similar efforts through participation in the National Skills Coalition’s Quality Postsecondary Credentials Policy Academy.

This group’s work focused on two primary goals:

Goal #1: Adopt a single statewide definition of a quality credential across P-20 and the workforce.

Goal #2: Create a single list of all the credentials offered in the state, and highlight those which meet the state’s definition of quality and have the greatest labor market value.

In Spring of 2023 the CoV work group produced a report that summarized the group’s progress on the two identified goals, presents the group’s recommendation for a Credentials of Value Framework, and discusses next steps. The work of this group demonstrated a need for more clarity and a well thought out implementation plan to achieve these goals. This process generated—and will continue to generate—consideration of changes to increase the value of the credentials offered to consumers. The increased value results from:

- Better understanding of the scope and inter-relatedness of credentials across P-20 and the workforce
- Increased alignment to defined skill demand within the labor market
- Alignment or inclusion of industry recognized certification exams
- Incentivizing supportive services, including placement services, for non-credit students

The newly created Credentials of Value Framework for Minnesota establishes criteria for understanding the robustness of a credential, program, or provider based on five criteria areas:

1. Evidence of job opportunities
2. Evidence of competencies mastered
3. Evidence of employment and earnings outcomes
4. Evidence of stackable learning sequences or enhanced career pathways
5. Additional criteria related to evidence of learner support, and equity and inclusion

The CoV work group reviewed and discussed the existing quality assurance work performed through state agencies, program review processes, and accreditation processes. The group recommends that implementation of the CoV Framework should be done in a way that avoids duplication of existing efforts and that begins in a

pilot phase in 2024.

Data Use and Capacity

Co-chairs: Dr. Satasha Green-Stephen and Dr. Nancy Floyd (Minnesota State Colleges and Universities)

In 2022 the Data Use and Capacity (DUC) work group conducted a survey among partnership members to identify their needs for supporting, understanding, and using data. The group analyzed these results with the goal of guiding the partnership in further conversation about ways to increase data use and capacity across MNP20's member organizations and within MNP20 itself. Perhaps not surprisingly, the survey results supported two main findings:

1. Every organization was interested in increasing their understanding and use of data.
2. No organization had additional capacity to tackle this.

With the decision made at the end of 2022 to hire an ED in the coming year, the work of this group was paused so that the ED would have an opportunity to help direct the next steps of this group given the findings in the survey.

Throughout 2023 the ED met with the leads of the work group and the Executive Committee and discussed the best way to proceed and how to utilize this group most effectively. Everyone agreed that MNP20 must be data-informed, but that we needed to revisit the group's charge to maximize its effectiveness while recognizing the limits of everyone's capacity to take on more.

In the fall of 2023, the ED and the work group's co-chairs presented the Executive Committee with a refreshed charge for this group. With the Executive Committee's support, the draft charge document was brought to the members of the DUC work group for their input, and a final version was approved. The group's work will begin again in 2024 under this new charge (discussed in detail in the final section of this report).

Financial Aid and Literacy

Co-chairs: Dr. Robert McMaster and Dr. Julie Selander (University of Minnesota)

In the previous year's annual report, it was shared that the Financial Aid and Literacy (FAL) work group was working on two main priorities: 1.) Developing a communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity—and how to access and afford these opportunities—and, 2.) Create a community of practice in the financial wellness space and host a statewide assembly with that community of practice. In the first several months of 2023 it was decided that the group would focus exclusively on developing the assembly, as the results of this gathering would influence future direction both with a communications campaign as well as other priorities.

Throughout 2023 a subset of the work group developed a proposal for what is being called the Financial Wellness, Education, and Access Summit, to take place in April 2024. The summit will invite approximately 75 leaders and practitioners from a variety of settings including early childhood, K-12, higher education, government, and non-profit, from all across Minnesota. The goal of the summit is to identify and understand the intersectionality of opportunities, challenges, and barriers across educational settings in the state related to

financial wellness, financial education, and financial aid, with a focus on increasing postsecondary access and student success. The vision for this inaugural summit is to host a smaller, more targeted group to enable more intimate, focused conversation.

The resulting ideas and conversations from the summit will be brought back to the full FAL work group and, eventually, to the MNP20 Executive Committee for discussion. It is anticipated that these findings will be a critical tool in helping to set the ongoing agenda and priorities of the FAL workgroup for the second half of 2024 and beyond.

Dual Credit and Exam-Based Credit

Co-chairs: Deputy Commissioner Stephanie Graff and Sally Reynolds (Minnesota Department of Education)

As reported last year, since 2021 the partnership has been working with the College in High School Alliance (CHSA) for technical assistance to explore how the existing funding system for Minnesota’s dual enrollment programs was creating or exacerbating access gaps, and working to develop proposals on how to solve identified challenges. After a year of work and after completing a series of listening sessions with stakeholders in Minnesota—including students—a report was released under the banner of CHSA called “Improving Minnesota’s Dual Enrollment Funding System.”¹³ The report made a number of recommendations, including:

- Piloting a “full funding of PSEO (Postsecondary Enrollment Options)” program
- Updating the PSEO transportation formula statewide
- Collecting and publicly reporting PSEO by contract data across the state
- Commissioning new funded research about dual enrollment in Minnesota

The full funding of PSEO pilot was included in Governor Walz’s budget proposal in 2023, but did not receive legislative support through to the final bill.

The partnership received a grant through CHSA as well as additional funding from the Joyce Foundation to begin to conduct the proposed research about dual enrollment in Minnesota. The CHSA report proposed myriad potential research questions to consider, and these funds have been used to examine the level of benefit to the average student in the state who participates in dual credit experiences. The partnership hired Ecotone Analytics GBC through a competitive bid process to conduct the research, which focuses on the social return on investment from students’ dual credit experiences while also analyzing participation data and student outcomes. We anticipate that this research will provide a more robust picture of the benefits, challenges, and opportunities for Minnesota’s dual enrollment picture, and this information will be critical in guiding our future work in this arena in 2024 and beyond. This research is currently underway, with a report on the findings expected to be completed in the first quarter of 2024.

¹³ Available at <https://collegeinhighschool.org/wp-content/uploads/2023/03/Improving-Minnesotas-Dual-Enrollment-Funding-System-Reflections-and-Recommendations-from-the-Field.pdf>

State Longitudinal Data Systems

As mentioned, the state's longitudinal data systems, SLEDS and ECLDS, fall under the statutory purview of MNP20. As such, we are providing updates on key accomplishments for these two systems over the past year.

In addition to the listed accomplishments that follow, the leadership of SLEDS, ECLDS, and MNP20 have taken steps to enhance and strengthen collaboration between the three entities. It has been the goal of the three leaders (Nora Morris, Jennifer Verbrugge, and Josiah Litant) to work together with intentionality to increase dialogue, planning, and strategy-sharing between SLEDS, ECLDS, and MNP20. Moving forward, collaborative planning between the three will continue, with particular attention in 2024 to collectively navigating strategic priority development in order to tie together key shared goals in a coherent and planful way.

Early Childhood Longitudinal Data System (ECLDS)

- ECLDS added 2020 American Community Survey data to its Census Data Tool. ECLDS allows exclusive online access to more detailed data about families with babies, toddlers, and preschoolers for nearly all counties in the 50 states, District of Columbia, and Puerto Rico. The Census Data Tool includes information on 30 topics about babies, toddlers, and preschoolers from 2010, 2015, and 2020 for a more longitudinal view of population trends.
- ECLDS governance approved a recommendation to replace data reflecting the federal definition of American Indian and Alaska Native with the state definition of American Indian and Alaska Native in ECLDS reports. This change to more accurately count Minnesota students who identify as American Indian will be made in nearly all ECLDS public reports, with the exception of the Birth to Pre-K reports. (Whereas K-12 has adopted the state definition, public early care and preschool programs have not yet fully adopted the state definition in their reporting.) Implementation of this shift in ECLDS reporting will take place after the ECLDS and SLEDS migration to the cloud is complete.
- ECLDS is partnering with staff in the Minnesota Department of Health's Early Intervention program, and Minnesota Department of Education's Early Childhood Special Education (ECSE) program to expand its reporting on children who are deaf/hard of hearing (D/HH). While ECLDS has reports considering the experiences and outcomes of children who are D/HH, it has not included data that reflects their language acquisition outcomes. This expanded data partnership will fill that gap, and offer state and federal reporting support to Minnesota's Early Hearing Detection and Intervention (EHDI) program.
- ECLDS governance agreed that work could begin to prepare ECLDS processes and documentation to allow for researchers to make data access requests. This is a significant shift in ECLDS data use that will initially mirror SLEDS data use policies and procedures, and for which the ECLDS Research & Data Committee has already begun applying an early childhood lens. The ECLDS team recognizes that preparation for this change in policy will take some time, but is excited for the prospect of expanded access for research into Minnesota's early childhood sphere.
- ECLDS hired a Research Scientist in late 2023, filling a newly created position, with funding resultant from the 2023 legislative session. The Research Scientist will be the primary point of contact for ECLDS data questions and concerns among data contributors, program staff, researchers, and website visitors. They will also independently conduct complex research and data analysis activities for early childhood

care and education across agencies. This new addition to the ECLDS team will increase ECLDS' capacity to grow reports and fulfill data requests for research.

- Built with federal grant funds, ECLDS launched in 2016 and is one of the longest-existing early childhood integrated data systems in the nation. After nearly eight years, we are now embarking on evaluation of its current state, and strategic planning to guide its future. While other early childhood integrated data systems have strategic plans, no other system in the country has undergone this sort of evaluation process. The ECLDS team is excited to begin this work with consultation from national ECLDS expert Missy Coffey, and to contribute Minnesota's continued leadership to early childhood longitudinal data systems nationwide.

Statewide Longitudinal Education Data System (SLEDS)

- Thanks to continuing funding from the legislature, SLEDS was able to renew contracts with its outreach data coordinators. SLEDS currently contracts with each of the regional service cooperatives to provide coaching and support to SLEDS users throughout the state. Data coaches for postsecondary users and early childhood reporting are also supported. A full workshop on best practices in data coaching and outreach was well attended.
- SLEDS staff created a new report on postsecondary transfer. This will allow users to better understand who transfers, as well as their activity prior to and after transfer. This will allow institutions to better serve this growing segment of students.
- SLEDS submitted for and was awarded a multi-year grant from the federal Institute for Educational Sciences. While review scores in all categories were high, SLEDS was awarded a perfect score for Data Security and Privacy Awareness, and an almost perfect score for an Effective Management and Governance Plan. The award is for approximately four million dollars over four years. This will be used to fund exploration of expanded reporting of student self-directed learning activities and reporting of industry and other non-credit credentials, among other activities.
- In order to increase awareness and use of SLEDS, staff have been busy presenting at conferences and professional meetings. Presentations have included the Minnesota School Board Association, Minnesota School Counselors Association, Association for Institutional Research in the Upper Midwest, Minnesota Rural Educators Association, as well as many regional meetings.
- SLEDS staff continue to work closely with the research community to expand the use of SLEDS for research and evaluation purposes. This past year, over ten projects were approved. These included work with DEED to explore the impacts of the pandemic on education and employment patterns, evaluation of the Child Care Assistance Program, academic program evaluation, and more.

2024 Priorities

MNP20 has written a workplan for 2024, outlining key priorities for focus throughout the year. The plan is broken down into two parts, which are summarized in this section of the report:

- **Part I: Partnership Priorities**
Initiatives for which the full partnership or a committee will have primary responsibility
- **Part II: Executive Director Priorities**
Initiatives for which the Executive Director will have primary responsibility

This overview of the 2024 priorities that follows includes each individual major project for the year, as well as its associated timeline. The full 2024 work plan (available under separate cover) additionally includes a rationale and outline of deliverables for each initiative.

One additional note of importance: One of our key areas of focus across several work priorities in 2024 is building stronger systems, procedures, and operations for the partnership. This is of particular importance in advance of strategic planning work that will take place in 2025. As a core part of the effort this year, the partnership will be looking critically at its mechanisms for making policy and budget recommendations as required by statute. One of the major anticipated outcomes of these efforts will be the implementation of a more intentional, structured, and systematic approach to setting priorities and making data-informed policy recommendations to the governor and state agencies as well as the legislature.

Part I: Partnership Priorities

1. Develop a vision, mission, and action statement for the partnership.
Complete by April 2024
2. Prepare for launch of the pilot implementation of the Credentials of Value project.
Ongoing
3. Implement a refreshed framework for the Data Use and Capacity committee.
Ongoing
4. Develop strategies for strengthening dual enrollment access, opportunity, and equity.
Complete by October 2024, additional work ongoing.
5. Facilitate a Financial Wellness, Education, & Access Summit, and identify ongoing work priorities resulting from the information gathered at the event.
Complete by April 2024, additional work ongoing
6. Explore opportunities for MNP20 to convene, advise, and support statewide efforts addressing educator workforce shortages, from early childhood through higher education.
Complete by October 2024
7. Review and assess membership and membership structures of MNP20 with an eye towards broader inclusivity of key stakeholders.
Complete by August 2024

8. Initiate a preliminary review of out-of-state migration by Minnesotans, and the challenges it presents to education and workforce.
Complete by December 2024

Part II: Executive Director Priorities

1. Expand connections and collaborations with organizations serving historically excluded and marginalized communities, as well as those who have been underrepresented at the MNP20 table.
Ongoing
2. Identify tools and resources to support systemic inclusion of MNP20's equity principles across the partnership's work.
Complete by December 2024
3. Lay the groundwork for building a multi-year strategic plan in 2025.
Complete by November 2024
4. Strengthen the work of MNP20's committees by increasing structural supports, processes, and clarity of scope.
Ongoing
5. Complete the priorities in the Lumina capacity-building grant MNP20 received in 2023, with a primary focus on the ED's travel to five other state P-20s to capture promising practices.
Complete by October 2024
6. Further enhance the operations, processes, and organizational effectiveness of the partnership.
Ongoing
7. Continue to build MNP20's national network of advisors, supporters, allies, and thought leaders.
Ongoing
8. Pilot new formats and approaches for involving MNP20 partners, in order to maximize productive opportunities for their engagement.
Complete by December 2024

Conclusion

The Minnesota P-20 Education Partnership is at an exciting moment in its evolution. As the partnership celebrates its fifteenth anniversary this year, there is a renewal of energy and focus on the path forward. With broad representation at the table, high-level leaders participating in the work, and increased capacity, the time is now ripe for the partnership to grow its efforts in support of Minnesota’s students. MNP20 looks forward to a productive year ahead, and eagerly anticipates reporting on many more accomplishments in our 2025 annual report.

Appendix A

Minnesota State Statutes 2022, 127A.70, Minnesota P-20 Education Partnership

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 noneducational 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.85¹⁴](#) 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;

¹⁴ <https://www.revisor.mn.gov/statutes/cite/127A.85>

(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 (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.49¹⁵](#).

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

¹⁵ <https://www.revisor.mn.gov/statutes/cite/124D.49>

recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections [120B.11¹⁶](https://www.revisor.mn.gov/statutes/cite/120B.11), [120B.125¹⁷](https://www.revisor.mn.gov/statutes/cite/120B.125), [122A.09¹⁸](https://www.revisor.mn.gov/statutes/cite/122A.09), [122A.14¹⁹](https://www.revisor.mn.gov/statutes/cite/122A.14), [122A.18²⁰](https://www.revisor.mn.gov/statutes/cite/122A.18), and [122A.60²¹](https://www.revisor.mn.gov/statutes/cite/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,

¹⁶ <https://www.revisor.mn.gov/statutes/cite/120B.11>

¹⁷ <https://www.revisor.mn.gov/statutes/cite/120B.125>

¹⁸ <https://www.revisor.mn.gov/statutes/cite/122A.09>

¹⁹ <https://www.revisor.mn.gov/statutes/cite/122A.14>

²⁰ <https://www.revisor.mn.gov/statutes/cite/122A.18>

²¹ <https://www.revisor.mn.gov/statutes/cite/122A.60>

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.

Appendix B

Equity principles of the Minnesota P-20 Education Partnership (adopted in 2021)

- 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.

Appendix C

Minnesota P-20 Education Partnership voting member list (current as of the date of this report)

| P-20 Education Partnership Member Organizations and Representatives | |
|--|---|
| Association of Metropolitan School Districts | Voting member: Scott Croonquist, Executive Director |
| Education Minnesota | Voting member: Denise Specht, President Designee member: Carrie Lucking, Executive Director |
| Generation Next | Voting member: Joe Munnich, Executive Director Designee member: Jeremiah Ellis, Director of Partnerships |
| Greater Twin Cities United Way | Voting member: Liz Williams, Senior Program Officer for Career Academies |
| Military Interstate Children's Compact²² | Voting member: Heather Bergeron, Minnesota Family Program Director, Minnesota Army National Guard |
| MINNDEPENDENT | Voting member: Tim Benz, President |
| Minnesota Association for the Education of Young Children | Voting member: Heather Charmoli, Program Administrator |
| Minnesota Association of Charter Schools | Voting member: Joey Cienian, Executive Director |
| Minnesota Association of Colleges for Teacher Education | Voting member: Darrell Stolle, President |
| Minnesota Association of School Administrators | Voting member: Deb Henton, Executive Director |
| Minnesota Association of Secondary School Principals | Voting member: Bob Driver, Executive Director |
| Minnesota Business Partnership | Voting member: Kurt Zellers, CEO Designee member: Amy Walstien, Senior Policy Director |
| Minnesota Chamber of Commerce | Voting member: Lauryn Schothorst, Director of Workplace Management and Workforce Development Policy |
| Minnesota Department of Education | Voting member: Willie Jett, Commissioner Designee members: Stephanie Graff, Deputy Commissioner; Daron Korte, Assistant Commissioner; Angela Mansfield, Assistant Commissioner |
| Minnesota Department of Employment and Economic Development | Voting member: Matt Varilek, Commissioner Designee member: Katie McClelland, Executive Director of Governor's Workforce Development Board |

²² Only participates and votes for matters related to the Military Interstate Compact

P-20 Education Partnership Member Organizations and Representatives

| | |
|---|---|
| Minnesota Education Equity Partnership | Voting member: Carlos Mariani Rosa, Executive Director Designee members: Leiataua Jon Peterson, Senior Policy Fellow; Ikram Mohamud, College Race Equity Initiative Coordinator |
| Minnesota Elementary School Principals Association | Voting member: Michelle Krell, Executive Director |
| Minnesota House of Representatives | Voting members: Rep. Nathan Coulter, Member of the MN House of Representatives; Rep. Patricia Mueller, Member of the MN House of Representatives |
| Minnesota P-20 Education Partnership | Ex-officio, non-voting member: Josiah S. Litant, Executive Director |
| Minnesota Office of Higher Education | Voting member: Dennis Olson, Jr., Commissioner Designee members: Winnie Sullivan, Deputy Commissioner; Wendy Robinson, Assistant Commissioner; Meredith Fergus, Director of Research; Nora Morris, SLEDS Director; Jen Verbrugge, ECLDS Lead |
| Minnesota Private College Council | Voting member: Paul Cerkvenik, President Designee members: Alison Groebner, Director of Government & Community Relations; Megan Rozowski, Director of Research & Policy Development |
| Minnesota PTA | Voting member: Amy Nelson, President |
| Minnesota Senate | Voting members: Sen. Clare Oumou Verbeten, Member of the MN Senate; TBD (additional member appointment not yet made) |
| Minnesota State Colleges and Universities | Voting member: Scott Olson, Chancellor Designee members: Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs; Jesse Mason, Associate Vice Chancellor of Academic Affairs |
| Tribal Nations Education Committee | Voting member: Edith Washington, TNEC Member Designee member: Paul Dressen, TNEC Member |
| University of Minnesota | Voting member: Jeff Ettinger, Interim President Designee members: Robert McMaster, Vice Provost and Dean of Undergraduate Education; Jennifer Kunze, Director of Ramp up to Readiness |

Appendix D

*Initial vision memo (called “Vision 2023 and Beyond”)
from the Executive Director to MNP20 members | March 2023*

As the first Executive Director (ED) of the Minnesota P-20 Education Partnership (MNP20), my vision for moving us forward is equal parts strategic and operational. It is imperative that we continue to build upon the focused efforts of the past several years, and that we implement actions and legislative recommendations pertaining to the goals the partnership has already established. At the same time, we are now extending MNP20’s capacity further with the hire of the first full-time ED. This step that will allow us to expand the depth and breadth of our efforts, and that will require some foundational work in this startup year.

In my first month on the job, I have spent time reviewing the past decade of legislative reports and meeting minutes, engaging in conversations with the Executive Committee and partnership members, and immersing myself in the national discourse around P-20 efforts. As I have stepped into this role, I am outlining a two-part vision for our work:

1. Vision 2023 is a set of goals for the remainder of the calendar year—what I hope to have accomplished by the end of December in my “start-up” phase.
2. Future Vision outlines an initial set of questions for consideration as we look ahead to 2024 and beyond. As there is much for me to absorb and learn in my first year, I anticipate being able to provide a more concrete vision for the future after these next several months. In the meantime, these questions will hopefully serve as a springboard and opportunity for further discussion between us.

To be clear, this document outlines what I see and think from my vantage point so far. But the actual vision for what we do is not only mine—it’s ours. The conversations and brainstorming we do together will inform our direction from here. I look forward to your feedback and input on all of it.

Vision 2023

Goals for the Remainder of the Year

- Meet with P-20 subcommittees and develop an understanding of their goals, projects, and deliverables, as well as identify how the ED can support these efforts.
- Facilitate conversations with P-20 partnership members and affiliates to learn more about their agencies and organizations and what concerns, issues, and priorities they have.
- Establish connections with leaders and members of other P-16/P-20 partnerships across the country. Identify practices that are working around the nation for possible implementation in our work.
- Explore the establishment of a data dashboard to use as a barometer in setting benchmarks and measuring our impact (see a great example from North Carolina on dashboard.myfuturenc.org).
- Assess where we are currently meeting our mission and where we still need to grow. Establish growth goals based on that assessment, paying particular attention to:

- Our statutory obligation to develop and provide recommendations to the governor and the legislature
 - Our successes and gaps in working across our full P-20 scope
 - Opportunities to further actualize our equity principles
- Identify where and how the partnership might establish regular mechanisms for diverse stakeholder input (e.g., an Executive Director’s “kitchen cabinet” or something like [this example](#) (p20.illinois.gov) in Illinois, visits to schools and organizations, workforce roundtables, participation in regional events, etc.).
 - Develop a communications strategy, including building a new webpage for MNP20, to increase the general population’s exposure to our efforts and priorities.
 - Further articulate the ED role with the Executive Committee. How does the ED advance the partnership’s agenda? How will the ED’s scope of work complement and expand existing partnership initiatives?
 - Clarify how the partnership ensures focus on specific priorities while also ensuring that we retain a broad P-20 scope.
 - Participate in spaces in which MNP20 would benefit from a new or increased presence (e.g., statewide meetings, regional groups, conferences, presentations, etc.).
 - Identify preliminary resource needs to ensure that MNP20 is able to meet its goals and move priority efforts forward.

Future Vision

Questions for Consideration

- How do we—or will we—define and measure success for our work? What does accountability look like?
- What benchmarks will we develop for our work beyond the 2025 70% attainment goal? Does this “north star” goal alone sufficiently encompass our work? How might we break it down into segments to ensure we are making progress across all age groups?
- How does this group want to interface with a broad coalition of diverse stakeholders outside of partnership members? What is the role of affiliate members with the partnership? What are other ways we might engage stakeholders?
- How is Minnesota a national leader in P-20 efforts, or how do we want to be? How do we see ourselves connecting nationally with others who are in this same space?
- How will we intentionally grow our ability to deliver results—what does that look like in terms of staffing, resources, partnership member responsibilities, etc.?
- How and when do we develop a multiyear strategic roadmap for the Minnesota P-20 Education Partnership?

Appendix E

Members of Minnesota P-20 Education Partnership Work Groups (current as of the date of this report)

| Credentials of Value Work Group Members | |
|---|--|
| Olson, Dennis (Executive Committee lead, co-chair) | Minnesota Office of Higher Education |
| Rogness, Steve (co-chair) | Minnesota Office of Higher Education |
| Barnes, Anne | University of Minnesota |
| Broberg, Deb | RealTime Talent |
| Byers, Jennifer | Minnesota Chamber of Commerce |
| Dincau, Julie | Minnesota Department of Education |
| Fergus, Meredith | Minnesota Office of Higher Education |
| FitzGibbon, Megan | Minnesota Office of Higher Education |
| Godfrey, Scott | Minnesota Department of Employment and Economic Development |
| Hasskamp, Brad | Minnesota Department of Education |
| Helminiak, Bryan | University of St. Thomas |
| Jensen, Wanda | Minnesota Association of Workforce Boards |
| Kammen, Kay | Minnesota Department of Employment and Economic Development |
| Litant, Josiah (ex-officio) | Minnesota P-20 Education Partnership |
| McClelland, Katie | Governor's Workforce Development Board/ Minnesota Department of Employment and Economic Development |
| Mol Sletten, Jacquelynn | Minnesota Office of Higher Education |
| Niebuhr, Jess | Minnesota State Colleges and Universities |
| Olson, Erin | RealTime Talent |
| Radtke, Mitchell | Minnesota Private College Council |
| Rozowski, Megan | Minnesota Private College Council |
| Schothorst, Lauryn | Minnesota Chamber of Commerce |
| Slattengren, Erin | University of Minnesota |
| Solomon, Dan | Minnesota Department of Labor and Industry |
| Torma, Ryan | University of Minnesota |
| Walstein, Amy | Minnesota Business Partnership |

| Credentials of Value Work Group Members | |
|--|--------------------------------------|
| Wandler, Carrie | Saint Mary's University of Minnesota |
| Zangs, Jena | University of St. Thomas |
| Zilka, Julie | University of St. Thomas |

| Data Use and Capacity Work Group Members | |
|--|---|
| Green-Stephen, Satasha (Executive Committee lead, co-chair) | Minnesota State Colleges and Universities |
| Floyd, Nancy (co-chair) | Minnesota State Colleges and Universities |
| Burczek Dreier, John | Minnesota Department of Education |
| Caesar, Julio | Bloomington Public Schools |
| Fergus, Meredith | Minnesota Office of Higher Education |
| Litant, Josiah (ex-officio) | Minnesota P-20 Education Partnership |
| Morris, Nora | Minnesota Office of Higher Education |
| Munnich, Joe | Generation Next |
| Rosas-Lee, Maira | Minnesota Department of Education |
| Rozowski, Megan | Minnesota Private College Council |
| Verbrugge, Jennifer | Minnesota Department of Education |

| Dual Credit and Exam-Based Credit Work Group Members | |
|--|--|
| Graff, Stephanie (Executive Committee lead, co-chair) | Minnesota Department of Education |
| Reynolds, Sally (co-chair) | Minnesota Department of Education |
| Barsness, Beth | Minnesota Department of Education |
| Billiet, Eric | Minnesota Department of Education |
| Coenen, Scott | University of Minnesota |
| Espinosa, Jessica | Minnesota State Colleges and Universities |
| Hanson, Emily | University of Minnesota |
| Henton, Deb | Minnesota Association of School Administrators |
| Indihar, Bob | Minnesota Rural Education Association |
| Jackson, Zeke | People for PSEO |

Dual Credit and Exam-Based Credit Work Group Members

| | |
|-----------------------------|---|
| Litant, Josiah (ex-officio) | Minnesota P-20 Education Partnership |
| Oliver, Nekey | Minnesota Office of Higher Education |
| Mason, Jesse | Minnesota State Colleges and Universities |
| Perry, Alex | College in High School Alliance |
| Peterson, Leiataua Jon | Minnesota Education Equity Partnership |
| Roethke, Andrea | Ed Allies |
| Walstien, Amy | Minnesota Business Partnership |

Financial Aid and Literacy Work Group Members

| | |
|---|---|
| McMaster, Bob (Executive Committee lead, co-chair) | University of Minnesota |
| Selander, Julie (co-chair) | University of Minnesota |
| Burgess, Amanda | Augsburg College |
| Cerkvenik, Paul | Minnesota Private College Council |
| Halling, Chris | Minnesota State Colleges and Universities |
| Igbo-Ogbonna, Krystle | Minnesota State Colleges and Universities |
| Litant, Josiah (ex-officio) | Minnesota P-20 Education Partnership |
| Mohamud, Ikram | Minnesota Education Equity Partnership |
| Ozcan, Mai Chue | Minnesota Office of Higher Education |
| Roelke, Scott | Inver Hills Community College & Dakota County Technical College |
| Rozowski, Megan | Minnesota Private College Council |



P-20 EDUCATION
PARTNERSHIP

2024