



P-20 Education Partnership 2024 Annual Report

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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. Raj Singh (Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities), and with additional input from members of the Minnesota P-20 Education Partnership.

About the Minnesota P-20 Education Partnership

The Minnesota P-20 Education Partnership collaborates across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

The partnership is a multi-sector, independent coalition of leaders representing early childhood, K-12, higher education, nonprofits, workforce development, and government. Partnership members collaborate to influence change, foster innovation, and advocate for policies affecting learner success and outcomes from birth through workforce.

In 2009, legislation was first enacted to formally create the Minnesota P-20 Education Partnership by bringing together major statewide educational groups and other organizations with a stated interest in P-20 education. Today the partnership totals 26 voting member organizations, agencies, institutions, and legislators.

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 \$2,129 to prepare, including staff time.

Minnesota P-20 Education Partnership

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Contents

Introduction	1
Overview of 2024 Accomplishments	3
Mission, Vision, Commitments	3
Theory of Change	3
Equity Principles Implementation	4
Informational Visits to Other State P-20s	4
Framing for Strategic Planning	6
Educator Workforce	7
Growing Resources to Support MNP20	7
2025 Priorities	18
Conclusion	19
Appendix A	20
Appendix B	22
Appendix C	24
Appendix D	25

Introduction

The Minnesota P-20 Education Partnership (MNP20) is proud of our ongoing commitment to maintaining a strong and equitable education system in our state, one that improves social and economic outcomes for each and every Minnesotan. Whether through learner-centered legislative progress, innovative strategies being implemented across schools and institutions, or the creative output of multi-sector collaborations, there is no doubt that Minnesota continues to push ourselves to be the best state in the nation for children and families.

MNP20 occupies a unique space in this landscape. For 15 years the partnership has formally served as a hub to bring together education leaders and organizations invested in this work¹ to influence change, foster innovation, and advocate for policies and practices that address priority issues in education and workforce development. As an intermediary organization, MNP20 is a connector, convener, and facilitator for the incubation and amplification of new ideas and promising practices. Since 2019, MNP20 has been steadily building a renewed vision and forward-looking strategy for the partnership. Thanks in part to financial support from the Joyce Foundation over the past several years, along with the vision of MNP20's members and Executive Committee, MNP20 is at a key moment in its growth.

Over the last several years, significant progress has been made to strengthen the partnership. Some significant highlights include:

- Conducting research on national trends leading toward increases in postsecondary attainment and using that data to inform MNP20's structure and priorities.
- Establishing a slate of new priority initiatives for the partnership's focus, on the topics of credentials of value, financial aid and literacy, data use and capacity, and dual credit.
- Developing a committee structure to manage the work of the partnership's priority initiatives.
- Developing and adopting equity principles that underpin all of the partnership's work.
- Centering the state's postsecondary educational attainment goal as a North Star guiding the partnership's priorities.
- Conducting research on national models for P-20 structures in order to identify promising practices for implementation.
- Identifying high impact strategies to utilize data for informing partnership priorities and decisions.
- Hiring the partnership's first employee, an Executive Director (ED), to provide further direction and forward-movement to the work.
- Developing a draft "postsecondary quality credentials of value" framework.
- Engaging in ongoing planning and conversation with the leadership of the Governor's Workforce Development Board (GWDB) in order to identify opportunities for intentional collaboration between GWDB and MNP20.

¹ See appendix A for the MNP20 member list

- Establishing connections between MNP20 and expert organizations across the country, including the Data Quality Campaign, the Midwest Higher Ed Compact, SHEEO, Strive Together, Education Commission of the States, Lumina Foundation, Jobs for the Future, Complete College America, and more.
- Developing deep connections with other states that have P-20 councils and working in concert with the Education Strategy Group to host a collaborative community of practice amongst the leaders of these P-20 councils.

In addition, the partnership has identified the need for a comprehensive strategic plan, one that will set key priorities for our focus over the coming years and ensure that our efforts are intentional and rooted across the P-20 continuum. To that end, we identified the need to build a sufficient foundation for that work before beginning a full strategic planning process. This has been the focus of our efforts in 2024, and this report will highlight the successes and forward-movement that we have achieved towards that end. In addition, in this report we will also provide updates about ongoing key projects as well as an overview of the top priorities that we aim to tackle in 2025.

Overview of 2024 Accomplishments

Mission, Vision, Commitments

In preparing for strategic planning in 2025, it was imperative that the partnership first develop a shared mission and vision statement—something we had never formally created. While the partnership has had many conversations about the purpose of our work over the past two decades, a written mission and vision statement did not exist. We viewed the need for this document as fundamental to creating a shared understanding of our purpose and of the impact the partnership seeks to make.

A task force of MNP20 members began work in January 2024 on this effort. In addition to mission and vision, the task force was charge with identifying a set of “actions” as well—descriptors of how the partnership activates its mission and vision. These actions came to be called “commitments” in our final document, to better underscore their importance and centrality to our work. Task force members participated in a rigorous process that included reviewing feedback from MNP20 members, core documents of the partnership, and the mission and vision statements of other P-20 councils across the country.

After participating in a multi-month drafting process, the task force shared the draft statement with both the partnership’s Executive Committee and then with all members for additional input and feedback. The final Mission, Vision, and Commitments statement² was adopted by the Executive Committee on July 2, 2024.

Theory of Change

In February 2024 we were approached with an opportunity to partner with Education Strategy Group (ESG) to develop a theory of change for the partnership. A theory of change, as described by the nonprofit organization Center for Theory of Change, is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused on mapping out conditions between what a program or initiative does—its activities—and how that leads to the desired goals to be achieved. Education Strategy Group made use of grant funding to support their costs for this work, and thus they were able to provide project management support to the partnership at no charge to us.

The theory of change³, which was finalized by the partnership’s Executive Committee in August 2024, is an important complementary piece to our Mission, Vision, and Commitments. These two documents together help paint an important picture of the purpose, value, and impact of the partnership, and they combine to illustrate the ways in which we work and the inputs necessary to achieve our ambitions. Moving forward, these documents will be used to ground our work and to ensure that our priorities and projects are rooted in our conceptual framework. They are also important and useful documents to help others invested in our work understand who we are and what we do.

² See Appendix B for the Mission, Vision, and Commitments statement

³ See Appendix C for the Theory of Change document

Equity Principles Implementation

In 2020, MNP20 adopted a series of equity principles⁴. In 2023, we began to engage in a conversation about what those principles mean and how we can actualize them in our daily activities. While our equity principles make an important commitment to advancing equitable and anti-racist efforts, they alone do not ensure that measurable action is being taken.

To this end, during the course of 2024 the ED created an equity planning and assessment resource for the partnership. This resource was inspired and informed in part (with permission) from work created by Minnesota State Colleges and Universities, the National Association of Higher Education Systems (NASH), and the Peaslee Neighborhood Center (Cincinnati, OH). The resource has two parts:

- The first part is to be utilized in the planning phase of a new project, committee, task force, or other initiative being tackled by the partnership. It provides a series of questions for consideration across five distinct categories (impact, inclusion, alignment, resources, and outcomes), and is designed with the intent to purposefully embed equity in concrete ways throughout MNP20's efforts.
- The second part of the resource involves a series of assessment rubrics divided across the same five categories as the planning tool. The rubrics support the user in assessing a given project and its strengths and growth areas as they relate to equity. The assessment tool is best used as both a mid-stream review during a project and also at the end of the project to provide reflection on the work that was completed. In this way, MNP20 is not only integrating equity into our planning, but also holding ourselves accountable to ensuring that our actions are effective. By assessing projects mid-stream, we are able to adjust in real time if we find ourselves falling short of our intended goals. In addition, completed assessments may be reviewed in aggregate to assess the sum of our work toward actualizing our equity principles.

As our mission states, MNP20 is committed to increasing equitable education access and supports, enhancing lifelong learning opportunities, and improving outcomes for every Minnesotan. To do this effectively, we must ensure that our work is systematic in its ongoing analysis of who is being served well and who is not, and in taking intentional actions to address those deficits. This new set of resources will be critical tools for doing just that.

Informational Visits to Other State P-20s

In July 2023, MNP20 secured a \$15,000 grant from the Lumina Foundation to support the strengthening of our structure and operations. The core of this grant was intended to fund the Executive Director to visit five other states' P-20 councils and bring back learnings for consideration in Minnesota. These five visits all took place between February and June of 2024, and provided extremely valuable insights for MNP20.

The ED visited P-20 councils in Hawaii, Illinois, Kentucky, Mississippi, and North Carolina. These states were chosen, in part, for their distinct approaches, varied organizational structures, and diverse geographies and

⁴ See <https://www.ohe.state.mn.us/mPg.cfm?pageID=2578> for equity principles

political climates. During these visits, the ED had the opportunity to attend P-20 council meetings, meet one-on-one with P-20 members, talk at length with other Executive Directors and P-20 staff, and connect with state legislators, agency leaders, and other regional policy experts. There were many takeaways from these visits, which were shared at length with MNP20 partnership members and the Executive Committee. These takeaways were also incorporated into the Executive Committee's annual summer planning retreat for discussion and consideration. Some of the key takeaways included:

- There are many organizational models for P-20 councils, including embedment within government agencies, being housed under state higher education institutions, and being placed within governor's offices. There are also P-20 organizations that operate as independent nonprofits. There is no one right model, and it is essential that a P-20 identify the model that best fits its state and its mission.
- The critical benefit of statewide P-20 councils was greatly reinforced. P-20 members, invested constituents, and staff in every state remarked about the vital role that P-20 councils play as critical intermediaries, connectors, and conveners, in a way that is unique amongst organizations.
- While over 40 states had P-20 councils throughout the previous two decades, today there are fewer than 10 official statewide councils in existence. Today's most high-functioning councils are funded and staffed (with great variation in staffing, from one or two staff members to larger teams of 20 or 40). Staffing and funding resources are absolutely critical to these councils' ability to deliver effectively on their missions.
- P-20 councils are critical tools for providing recommendations to commissioners, legislators, and governor's offices on issues of state policy related to education, workforce development, and economic development. Equally critical, however, is the role of P-20s in fostering shared priorities, driving inter-organizational collaboration, and coordinating action at the strategic, statewide level.
- A P-20 council's strength comes in large part from its autonomous and non-partisan nature. As a coalition, there is power in work that is produced by a council and its subcommittees, as all of its efforts represent a collaborative, shared, and holistic approach. All of the P-20 councils that participated in these visits are nonpartisan, and they each believe that to be a critical aspect of their structures. It was remarked in several states that the Minnesota P-20's statutory inclusion of bicameral, bipartisan representation from legislators is a tremendous asset for our work.
- Though councils are varied in terms of their primary focus areas, all of them viewed the entirety of the learner lifespan as being within their purview, from birth through higher ed and workforce development. This full-scale approach ensures that the complete experience of the individual learner is always at the heart of the work, and a P-20 is often one of the few organizations with a broad focus on all of education across the entirety of a state's geography.
- Strong collaborative relationships with philanthropy have been essential to helping the most impactful P-20 councils be effective in setting and funding statewide priorities.
- P-20 councils have a near-universal focus on reaching state postsecondary attainment goals as their North Star ambition.
- P-20 staff are a critical ingredient to a high-functioning council. Staff in every state that was visited are responsible for coordination, continuity, connectedness, planning, project management, and ensuring continual forward-movement of their councils and the P-20's work. P-20s with only one or two staff members all articulated a pressing need for greater support.

- One key aspect of P-20s includes work supporting the piloting and scaling of promising practices in these states. This has been described as “lift, launch, release” (North Carolina), “pilot, scale, measure, sustain” (Hawai’i), or, as we refer to it here in Minnesota, “incubate, accelerate, and amplify.” In almost all cases, the P-20 is the capacity-builder during a project’s pilot phase, implementation phase, and scaling phase. After that point, projects will typically live within a state agency, institution, or other entity. P-20 councils typically are not programmatic—they truly are intermediary amplifiers.

One of the most exciting outcomes of this project, and through our Executive Director’s work to build relationships with the leadership of other state P-20s, is the P-20 community of practice that has developed over the past year. With support from the Education Strategy Group, we have created a national P-20 director’s community that meets throughout the year for collaborative connection, idea sharing, and expertise-building. This group held an in-person gathering during the Lumina Foundation’s fall 2024 state policy retreat, and continues to meet virtually throughout the year to identify ways that these unique organizations can support one another.

Framing for Strategic Planning

In last year’s report, we identified the need to lay groundwork to launch a strategic planning effort in 2025 (and to be concluded by early 2026). To that end, we completed the mission, vision, commitments, and theory of change work that was described earlier in this report, and that will serve as the foundation for us to build our priorities, activities, and related metrics for the coming 3-5 years.

In addition to this necessary preparatory work, the partnership began critical conversations about how our strategic plan will align with existing state agency initiatives and statewide priorities, including those of our member organizations. Our goal is not only to develop a multi-year action plan for the partnership, but to ensure its alignment with the work happening across the education landscape in Minnesota.

Discussions about alignment led to deeper conversation about the state’s legislatively-adopted postsecondary attainment goal, signed into law in 2015 (Minn. Stat. 135A.012). With this ten-year goal expiring in 2025, the partnership’s ED and Executive Committee see an opportunity to co-develop our strategic plan in direct relationship to any new attainment goal that may be written and adopted by the state.

To this end, the partnership spent time looking at Hawai’i’s recently revised state attainment goal, Hawai’i Graduates for Hawai’i’s Future⁵. Developed under the leadership of the Hawai’i P-20 Council, this document transformed Hawai’i’s previous postsecondary attainment goal (“55 by ‘25”) into a new, P-20-driven goal. This new framework, instead of being a standalone goal to reach a benchmark for only postsecondary attainment by a given year, now contains benchmarks and data indicators across the P-20 spectrum—from birth through higher ed and workforce. Many MNP20 members were inspired by this vision, as it provides a more thorough approach to postsecondary completion by recognizing the multitude of points on the pathway towards postsecondary completion that ultimately contribute to the success of our learners. In addition, this nuanced

⁵ Learn more at <https://hawaiigraduatesforhawaiisfuture.org>

approach takes into account the many transitions and places throughout the learner lifespan where students may struggle to move forward in their educational journeys, and where we must put focus and resources if we want to help more learners ultimately complete a postsecondary credential.

As legislators and the Minnesota Office of Higher Education (OHE) begin to discuss what comes next after the conclusion of the current attainment goal expires this year, MNP20 leadership encourages consideration of a more comprehensive attainment goal, and one that specifically commits to the elimination of educational equity gaps. MNP20 is well-poised to support the development of this work, and is eager to additionally align our strategic planning within such a framework.

Educator Workforce

In 2024, the Executive Committee began to explore what it would mean for MNP20 to support the development of our state's educator workforce efforts. In beginning to consider what contribution MNP20 could make in this space, two things were important to us: First, MNP20 is looking specifically at the "educator workforce" instead of only the "teacher workforce," so as to ensure a broad focus on the vast need for a variety of educators, including teachers, but also paraprofessionals, specialists, administrators, administrative staff, support staff, and more. Second, MNP20 desires to look at this issue from across the entirety of the P-20 continuum. Though there are certainly distinct strategies for different types of positions and across sectors, MNP20 believes that a full-spectrum approach to this issue is critical for understanding the real challenges we face with educator shortages across early childhood, K-12, and higher education.

In beginning this engagement, the ED simultaneously became involved in a number of statewide efforts in order to better understand the existing initiatives, collaborations, and priorities that are already taking place. This includes the ED's participation as a member of the Transforming Minnesota's Early Childhood Workforce group, participation as a member of the Minnesota Department of Education's (MDE) cross-agency educator workforce team, and involvement on behalf of MNP20 in the Educate Teaching initiative (organized through the Minnesota Professional Educator Licensing and Standards Board). The ED also participated in numerous national conversations about educator workforce, facilitated by organizations such as Jobs for the Future and Education Commission of the States, in order to inform MNP20's work from a national perspective.

This past fall, MNP20 members began to discuss more specifically what actions the partnership could take to help support and augment educator workforce efforts happening across the state. In particular, there was interest in identifying where and how MNP20 could provide leadership in championing policy priorities that would help accelerate efforts and influence the removal of barriers across the educator workforce landscape. In identifying how and where MNP20 can support moving this work forward, we have begun to engage collaboratively with the Governor's Workforce Development Board, in order to explore a possible joint strategy in 2025.

Growing Resources to Support MNP20

Thanks to seed funding provided by the Joyce Foundation since 2023, MNP20 was able to hire its first Executive Director (and sole staff member) in February 2023. Since that time, the Executive Committee has participated in ongoing conversations about what the pathway to creating a sustainable future for the partnership looks like.

A proposal to permanently fund the MNP20 Executive Director position was ultimately unsuccessful in the legislature in 2023. With Joyce’s grant funding for the position concluding in early 2025, the cost of the ED salary and benefits will be temporarily carried by the Executive Committee organizations—Minnesota Department of Education, Minnesota Office of Higher Education, Minnesota State Colleges & Universities, and University of Minnesota. This stopgap solution ensures continuity for the leadership and progress that MNP20 has benefitted from over the past two years, and the joint funding truly demonstrates the commitment of MNP20’s partners—in this case, its executive leadership organizations—to this work. With that said, it remains imperative that a path to long-term sustainability be identified.

One of the primary reasons that so many state P-20 councils evaporated—from over 40 in the early 2000s to fewer than 10 today—is because they were not funded or staffed. Without funding and staffing it becomes difficult, if not impossible, for such partnerships to be effective and make progress. To this end, MNP20’s leaders are discussing what both funding and operating strategy look like to keep moving the partnership forward. It is our expectation that MNP20’s operations, staffing, and funding will all be considered as part of our strategic planning. This will ensure that future growth of any kind is closely tied to our priorities and activities, and that we are able to ensure accountability for measuring and reporting on the effectiveness and impact of any investment in our work.

In the latter half of 2024, MNP20 began to engage with funders to explore opportunities for supporting the partnership’s most immediate priorities. These dollars, if obtained, will be used to advance our work on developing a strategic plan in alignment with future state attainment goals. These dollars would also provide seed funding for MNP20 to hire an additional employee to support the implementation of MNP20’s priorities, including new efforts stemming from the strategic plan. We anticipate resources, if successful obtained, to be announced in early 2025.

Advancement of Priority Projects

MNP20 has continued this year to make forward movement on key projects for which we have provided updates in the past three legislative reports. All of these projects are specifically intended to advance the state’s postsecondary attainment goal for all Minnesotans, while simultaneously working to increase equity, strengthen access, and eliminate success barriers for historically underserved groups.

These projects are facilitated through four committees⁶, as follows: Credentials of Value, Data Use and Capacity, Dual Credit and Exam-Based Credit, and Financial Aid and Literacy. Each committee is led by a team of co-chairs, with support from an Executive Committee liaison and the Executive Director (note: the Credentials of Value committee has transitioned into a more nimble planning team as its work has evolved, with a single coordinator instead of co-chairs). This section will highlight the accomplishments of each committee over the past year.

⁶ See Appendix D for committee membership lists

Credentials of Value

Planning team coordinator: Jess Niebuhr (Minnesota State Colleges and Universities)

Executive Committee Liaison: Commissioner Dennis Olson (Office of Higher Education)

With the Credentials of Value (CoV) committee producing its final report presenting the committee's recommendations for a statewide credentials of value framework in spring 2023⁷, the full committee was sunset at the start of this year. For the next phase of this work, the CoV committee transitioned into a smaller planning and coordinating team with representation from MNP20, GWDB, OHE, Minnesota State Colleges and Universities, and Minnesota Department of Employment and Economic Development (DEED). This planning team was tasked with supporting continued efforts stemming from the CoV committee's previous work, and doing so through ongoing, cross-organizational collaboration.

As conversations were had amongst the CoV planning team and with key leaders at OHE during the first half of 2024, it became clear that a next step with the CoV framework was to gather additional input from those invested in this work across Minnesota. This input would be focused on the proposed framework, as well as its practicality for application in our state. The initial framework was developed through a broadly representative, cross-organizational team, and the work was informed by the group's participation in the 2022-2023 Quality Postsecondary Credentials Policy Academy led by National Skills Coalition and Education Strategy Group. With the draft framework developed, the planning team determined that it would be beneficial to invite further diverse feedback. This input will be valuable in guiding ongoing conversations about how and where the framework could be implemented. Feedback sessions began in October and will continue into the new year, along with additional information-gathering—such as surveys—planned to occur.

An additional recommendation from this committee's work the previous year was to create a "promising credentials report," highlighting credentials aligned to occupations that meet demand and wage thresholds in Minnesota. Since that recommendation was made, OHE has secured funding through a larger national grant for statewide longitudinal data systems (SLDS) that includes funds for the development of this report. This work will be managed through OHE, but the CoV planning team will continue to provide input as the work progresses. After the conclusion of a competitive request for proposal process, OHE has selected RealTime Talent as the vendor to conduct this work over the coming months, and to be completed by fall 2025. This report will analyze the full range of non-credit and for-credit credentials in our state, from short-term and occupationally-specific credentials to undergraduate and graduate degrees. The report will look at credentials identified in job postings in order to conduct this analysis, with particular emphasis on non-credit credentials, as those are most easily identified in job postings. The fundamental question this report will aim to answer is what job posting data can tell us about which credentials are aligned to occupations in Minnesota that are in-demand and pay a family-sustaining wage.

⁷ See <https://www.ohe.state.mn.us/mPg.cfm?pageID=2581> for the report

Though this committee has now concluded, MNP20 will continue to stay involved in the ongoing evolution of initiatives coming out of these previous efforts and building on the CoV framework.

Data Use and Capacity

Committee co-chairs: Dr. Nancy Floyd (Minnesota State Colleges and Universities) & Joe Munnich (Generation Next)

Executive Committee Liaison: Dr. Satasha Green-Stephen (Minnesota State Colleges and Universities)

The Data Use and Capacity (DUC) committee began meeting again in July, after being on pause throughout 2023 while time was taken to identify the most effective path forward for this group. Now meeting regularly every-other-month, this committee is resuming work that it led in 2020 to support MNP20 in moving its data strategy forward (that previous work is summarized in the DUC's 2020 presentation, *Telling the Minnesota Story—Using Data to Inform Priorities & Decisions of the Minnesota P-20 Education Partnership*⁸).

The committee prioritized several key efforts this year, including:

- Reviewing the learner lifespan data-focused work that the committee previously completed, in order to provide framing and relevance to the new work ahead
- Exploring practical solutions to better connect data across agencies, organizations, and sectors by identifying the disconnects that exist across education and workforce data
- Working towards identification of the top data indicators for MNP20's work and building a process to continually use that data to inform the partnership's strategic direction and priorities
- Examining the questions of how, given the capacity limitations within our member organizations and MNP20 itself, we can increase our ability to intentionally and strategically expand our use of shared data in driving action across the P-20 landscape

The committee will take action on the latter three priorities over the course of 2025.

Financial Aid and Literacy

Committee co-chairs: Assistant Commissioner Dr. Wendy Robinson (Office of Higher Education), Dr. Julie Selander (January-November 2024, University of Minnesota), Krystle Igbo-Ogbonna (December 2024 onward, Minnesota State Colleges and Universities)

Executive Committee Liaison: Dr. Robert McMaster (January-June 2024, University of Minnesota), Dr. Raj Singh (July 2024 onward, University of Minnesota)

In 2023, the Financial Aid and Literacy (FAL) committee began work to develop and facilitate a Financial Wellness, Education, and Access Summit. The summit invited leaders and practitioners from across the P-20 spectrum to come together and identify the intersectionality of opportunities, challenges, and barriers related

⁸ See <https://www.ohe.state.mn.us/mPg.cfm?pageID=2581> for an executive summary of that work

to financial access to higher education. The vision for this inaugural summit was to host a small, targeted group to enable intimate, focused conversations that would drive future priorities for MNP20.

The planning for this summit took place across the second half of 2023 and early 2024, and the summit itself took place in April 2024. With approximately 40 people in attendance, the day was spent diving into key issues and opportunities for strengthening student financial access to higher education. The day included:

- Opening remarks from Susan Brower (State Demographer), Carlos Mariani Rosa (Executive Director, Minnesota Education Equity Partnership), and Meredith Fergus (former Director of Research, Minnesota Office of Higher Education).
- A panel discussion examining current successes and major barriers limiting student financial wellness, education, and access in higher education. The panel included representation from higher education policy leaders, financial aid practitioners, and current college students.
- Facilitated breakout sessions on topics including:
 - Innovative ideas to increase higher education affordability in Minnesota
 - Identifying pathways to help middle school youth and their families learn more about options available to help pay for higher education
 - Statewide communication needs related to financial aid and access and possible strategies to address those needs
 - Financial-related strategies for increasing equity, in terms of access and outcomes, to higher education

Following the summit, the FAL committee compiled the notes that were taken during the event and sorted them into a series of categories and topic areas. In September and October, the committee digested this information and engaged in planning to identify the next phase of work for this group.

Through thoughtful conversation and reflection, the committee proposed tackling a focused project that would address one of the major deficits identified throughout the course of the summit: the lack of a full understanding or accounting of the resources available to support students and families in pursuing higher education financial aid in Minnesota. Given the well-documented problems with the Free Application for Federal Student Aid (FAFSA) form for both the 2023-2024 and 2024-2025 application cycles, as well as Minnesota's existing unmet FAFSA completion goal⁹, the FAL committee proposed to conduct a landscape analysis of current and promising practices related to promoting FAFSA completion. Within this project, the FAL committee would identify possible opportunities for Minnesota to adopt, enhance, or expand efforts to increase FAFSA awareness, confidence, and completion.

This proposal was approved by the MNP20 Executive Committee for undertaking in 2025. The deliverables from this project to the full partnership will be:

⁹ For more information about the goal, see https://www.ohe.state.mn.us/sPages/FAFSA_Filing_Goal.cfm

- Overview of current FAFSA landscape in Minnesota including completion rates, known FAFSA outreach efforts, identified barriers and challenges.
- Overview of past FAFSA completion efforts in Minnesota that were either unsuccessful or not sustained to determine if there are lessons learned.
- Overview of FAFSA completion efforts in states with higher completion rates than Minnesota; what is driving success of those efforts?
- Identification of emerging or promising practices nationally, including current research and responses to FAFSA challenges and delays.
- Identification of possible opportunities for legislative, system level, or school level strategies for improving FAFSA completion rates.

The work will take place over the course of this year and results will be presented to MNP20 members in late 2025. From there, the partnership will decide on further action based on the project's findings.

Dual Credit and Exam-Based Credit

Committee co-chairs: Eric Billiet (Minnesota Department of Education) & Jessica Espinosa (Minnesota State Colleges and Universities)

Executive Committee Liaison: Deputy Commissioner Stephanie Graff (Minnesota Department of Education)

In 2023, the Dual Credit and Exam-Based Credit (DCEC) committee began conducting research analyzing the return on investment (ROI) of dual enrollment in Minnesota, both for students and for the state. There is significant national research pointing toward the positive outcomes that dual enrollment participation has on high school graduation rates, college-going and completion rates, and positive long-term employment and economic outcomes, but we are lacking a comprehensive state-specific analysis. With financial support from the College in High School Alliance (CHSA) and the Joyce Foundation, MNP20 contracted with Ecotone Analytics in Minneapolis to conduct a mixed methods study on the ROI of dual enrollment in our state.

Throughout the course of the research that was conducted—and particularly as the final analysis came together—it became clear that the necessary scope and breadth of the project was in fact much larger than initially conceived. In reviewing the preliminary analysis, the MNP20 team noted that there were still many necessary considerations that went far beyond this effort's scope of work (such as remaining data gaps, areas needing deeper analysis and disaggregation, and more). MNP20 leaders felt strongly that these remaining gaps prevented us from drawing effective conclusions from this analysis. It is critical to MNP20 that any research in which we engage—and that we ultimately would produce publicly—be fully comprehensive. This project ended up having far broader considerations than were initially part of the scope, and the project in some ways left us with more questions than it did answers.

Because of this, the completed work did not become a full, public report, but rather an initial analysis for internal use. The preliminary research that has been conducted is useful in beginning to paint a more thorough picture of the impact of dual enrollment in Minnesota, but still leaves unanswered questions. MNP20 will use this initial analysis as a jumping off point to inform our further work, potentially diving further into pieces of the research as funding, time, and strategy direct us toward.

In September, the College in High School Alliance released a request for proposals for states to apply for a two-year-long dual enrollment policy technical assistance opportunity. The opportunity, referred to as the “CHSA Next Phase of Dual Enrollment Policy Cohort,” is focused on providing resources to help states set dual enrollment visions and to develop action plans to increase the intentionality of dual enrollment experiences for learners. In addition, states will examine policies and access issues as they relate to rural students and one other population of each state’s choosing. Selected states will receive technical support, coaching, opportunities to collaborate with other states participating in this work, and \$20,000 to support statewide convenings to ensure broad input on these efforts.

MNP20 applied for this opportunity as the lead organization for Minnesota, proposing to focus on students of color as our other key population in this work. This application was completed with articulated support from the Governor’s Office, MDE, OHE, Minnesota State, and the University of Minnesota. In December we were extremely pleased to learn that Minnesota was selected as one of the seven states that will have the opportunity to participate in this project over the next two years.

Throughout numerous conversations within the DCEC committee and across MNP20 more broadly, it has been noted that Minnesota is lacking a state vision for dual enrollment, as well as specific actions to move us toward a shared vision. This initiative will provide Minnesota with an exciting opportunity to address these issues from both a policy and practice standpoint, and with broad participation and input from across the state. As Governor Tim Walz said in his letter of support for our application, “Minnesota is uniquely positioned for success here, thanks to the existence of our state’s P-20 Education Partnership and the cross-organizational work it has led for the past fifteen years.” We believe that this is not only an essential project for Minnesota, but that MNP20 serving as the coordinating organization will strengthen our capacity to ensure a cross-organizational, cross-sector approach to this effort.

As a result of our selection for this endeavor, the Executive Committee has decided to pause the specific work of the smaller DCEC committee for the time being. MNP20 as a whole will be putting resources into the Dual Enrollment Policy Cohort project, and letting that work drive our future dual credit initiatives from there. The members of the DCEC committee will be invited to participate throughout various stages of this effort along with other MNP20 members, lending their experience and expertise to the work. We are optimistic that this approach will provide the necessary framing, structure, supports, and resources to help us take a broader approach to the future of dual enrollment in our state.

State Longitudinal Data Systems

The state’s longitudinal data systems (Minnesota Statewide Longitudinal Data System-SLEDS, and Minnesota Early Childhood Longitudinal Data System-ECLDS), fall under the statutory purview of MNP20. As such, it is fitting to provide updates on key accomplishments for these two data systems within this report as well.

In addition to the accomplishments that are listed on the following pages, the leadership of ECLDS, SLEDS, and MNP20 have continued to work collaboratively to ensure strong connections amongst the three entities. The three leaders (Dr. Nora Morris, Jennifer Verbrugge, and Josiah Litant) have continued to work together with intentionality to collaborate and share strategy between SLEDS, ECLDS, and MNP20. The MNP20 Executive Director sits on the ECLDS and SLEDS governance and executive committees as a non-voting, ex-officio member,

and the ECLDS Lead and SLEDs Director both sit as members on MNP20 in the same non-voting, ex-officio capacity. This has allowed these leaders to continue to work together toward shared goals in a purposeful, continuous, and planful way.

ECLDS and SLEDs Joint Accomplishments

In September 2023, it was announced that Minnesota was the recipient of a \$4 million statewide longitudinal data system (SLDS) grant from the U.S. Department of Education and the Institute of Education Sciences (IES) to implement the proposed project, “Expanding Access to Student-Centered Learning to Improve Pathways to Educational and Career Attainment,” which aims to increase understanding of students’ progression from high school to postsecondary education and workforce participation. The awarded funds significantly expanded MDE’s research and data collection team. By the end of the grant period on August 31, 2027, the project team intends to achieve its core objectives via the following related initiatives:

- Expand collection, reporting, and analysis of data on learner-centered education programs and outcomes in K-12 education.
- Enhance overall knowledge of non-traditional education pathways and outcomes through expanded SLEDs public and secure reporting.
- Widen the scope of postsecondary education and employment information available through public reports.
- Explore pathways to graduation, workforce participation, and a family-sustaining wage, with a focus on the early childhood education (ECE) workforce.
- Update and implement privacy and security plans to ensure the confidentiality of data.
- Create a sustainability plan to ensure grant projects can continue as needed beyond the life of the grant.

ECLDS Accomplishments

- Minnesota’s federal SLDS grant activities focus on expanding data on learner-centered pathways in ECLDS and SLEDs, particularly pathways which lead to a family-sustaining wage. The ECLDS team will evaluate the pathways taken by the current ECE workforce with a historic perspective, identifying the pathways and programs that they used to get where they are today. The ECLDS team is taking on four key activities in the grant, including: 1.) writing a white paper on existing and potential data linkages in the ECLDS data warehouse; 2.) identifying new potential partnerships for data sharing, including forthcoming data sources on emergent pathways to the ECE workforce; 3.) building an interactive data dashboard on the characteristics of Minnesota’s current ECE workforce using state and federal data sources; and, 4.) composing a concurrent static report with qualitative data on educators’ experiences collected through annual surveys by program experts in MDE’s Early Education and the Department of Children Youth and Families’ (DCYF) Early Learning Services divisions.
- Most ECLDS public reports now default to using the state definition of American Indian and Alaska Native. This recent change to more accurately count Minnesota students who identify as American Indian was made in nearly all ECLDS public reports, with the exception of the Birth to Pre-K reports. (Whereas K-12 education has adopted the state definition, public early care and preschool programs have not yet fully adopted the state definition in their reporting.)

- The ECLDS team is working with a national early childhood integrated data system (ECIDS) expert and a small academic team from George Mason University to conduct an evaluation of ECLDS. The second half of 2024 was spent gathering qualitative and quantitative data, and the evaluation team will analyze the collected data in the beginning of 2025 in order to inform a data strategy to propel ECLDS forward in the coming years.
- With additional legislative support and funding last year, ECLDS was able to hire Dr. John Burczek Dreier as its first Research Scientist in November 2023. Dr. Burczek Dreier conducts complex research and data analysis activities for early childhood care and education on behalf of ECLDS and its partner agencies. Soon after he came on board, a federal grant made it possible for ECLDS to work with a research fellow, Mindy Rosengarten, from Teachers College at Columbia University. Together Dr. Burczek Dreier and Ms. Rosengarten have revived the relationship linking work we had begun with our 2015 SLDS federal grant to better understand the evolution of mothers' education as their children interface with various public programs and services. While Ms. Rosengarten's fellowship ends in December 2024, the ECLDS team is endeavoring to find ways to carry on the work.

SLEDS Accomplishments

- In support of the grant objectives for the aforementioned SLDS grant, Director Dr. Nora Morris will work with SLEDS partners at MDE and at OHE. To date, MDE has hired two analysts who are using SLEDS data to determine alternate pathways to student success. This will include determining the impact of such experiences as various course pathways, work study, etc.
- Progress has also been made on expanding reporting to include non-credit credentials. With SLDS grant funding, OHE has conducted a request for proposal process and contracted with an outside agency to create data sets and a report on credentials that lead to family sustaining wage employment, as noted in the Credentials of Value committee section of this report.
- SLEDS is nearing completion of a new umbrella memorandum of understanding with all of its data partners. In the past, each partner has had a separate agreement with OHE, which houses SLEDS. The new arrangement allows for more transparency and easier tracking, as all members will now share the same agreement structure and the same agreement expiration date.
- SLEDS continues to receive national attention. This past year Dr. Morris presented at the national SLEDS Best Practices conference in Washington D.C., the Wyoming SLEDS annual data conference, the State Higher Education Executive Officers (SHEEO) ROI community of Practice meeting, as well as serving as a panelist for multiple webinars. In addition, she has presented locally to the Minnesota School Board Association Leadership conference, and hosted a table at the Minnesota School Administrators Conference. SLEDS has also been represented at the Minnesota Rural Educators Association meeting and at the Association for Institutional Researchers Upper Midwest.
- The regional SLEDS coaching network continues to work with schools and districts throughout the state to use and improve SLEDS public reports and outreach materials. The network will be meeting at a two-day in-person conference this spring to share best practices and work collectively to improve outreach to local communities.

Additional Highlights

There were many other projects and initiatives that MNP20 staff, members, and others invested in our efforts worked on throughout the year. A few particular highlights include:

- **Operations and systems:** We continued to make improvements to our operations and systems, to ensure continuity, connectivity, and collaboration, including:
 - The Executive Committee continues to look at ensuring that the partnership represents critical areas and organizations relevant to our work. In December, partnership members voted to welcome the new Minnesota Department of Children Youth and Families and Minnesota’s Education Partnerships Coalition as full voting members.
 - The Executive Committee held its second annual planning retreat in August, an important time for the EC leaders and the ED to look at big picture planning and strategy for the subsequent 12 months.
 - This year we introduced a “Lunch and Learn” series for our members, to allow them time to participate in deeper dives into specialized topics outside of our regular, bi-monthly meetings.
- **Out-of-state migration:** The partnership’s Executive Committee wanted to begin exploring the issue of out-of-state migration this year, looking at how, where, and why students leave Minnesota for postsecondary education and/or after graduation from postsecondary. In the process of beginning to explore this topic, we learned that SLEDs is working on several new reports that will provide data on this very topic, likely in 2025. As a result, we decided to pause further work on this effort until those findings are available, as analyzing the data on this topic will be the first essential step toward identifying any work MNP20 would tackle in this area.
- **Tribal-State Relations Training:** The ED participated in the State of Minnesota’s two-day Tribal-State Relations Training. The training provides State of Minnesota employees with education about American Indian tribal governments, histories, cultures, and traditions, and supports employees in working effectively with our state’s tribal nations, something of critical importance to the partnership.
- **Career pathways:** Though the partnership does not currently have any specific efforts of our own dedicated to career pathways, the ED is active in a number of career pathway-related efforts across the state. This includes collaboration with staff at the Greater Twin Cities United Way’s Career Academies, ECMC Group’s “Discover Your Future” initiative, and Jobs for the Future’s national “Pathways to Prosperity” initiative. The partnership will continue to define its role in this work through involvement in supporting such projects, and anticipates identifying further ways for MNP20 to support career pathways development in the future.
- **Experiential Robotics:** MNP20 was invited to explore an exciting opportunity for Minnesota through a connection to Experiential Robotics (XRP)¹⁰. XRP is an outgrowth of work happening through FIRST¹¹, a

¹⁰ See <https://experientialrobotics.org>

¹¹ See <https://www.firstinspires.org>

global robotics community preparing young people for the future of robotics-related careers. XRP is an initiative started in New Hampshire, building a vertically-integrated and financially accessible model for putting robotics kits in K-12 classrooms through a collaboration of high schools, technical and community colleges, state universities, and industry. New Hampshire's state legislature recently funded the initiative statewide¹²—including funds to pay for the training of the K-12 teachers—embedding FIRST in every public high school in the state. FIRST/XRP is interested in expanding this effort to other states, and MNP20 has taken the lead on coordinating the incubation of a pilot effort for Minnesota in 2025.

- **Building relationships:** In our 2023 annual report, we identified a number of regional and national individuals and expert organizations that the ED was building new partnerships with through his work. In addition to maintaining relationships with those organizations, new connections were made with other organizations in 2024. These include, but are not limited to: Achieve Twin Cities, Annie E. Casey Foundation, Belk Center for Community College Leadership, Black Men Teach, Blandin Foundation, Bush Foundation, Complete College America, Co-Lab/Constellation Fund, ECMC Foundation, Education Evolving, Initiative Foundation, Institute on Community Integration, Minneapolis College TREC Center, Minnesota Alliance with Youth, Minnesota Association for College Admissions Counseling, Minnesota Concurrent Enrollment Partnerships Consortium, Minnesota Inclusive Higher Education Consortium, Minnesota Service Cooperatives, Students United, and many more.
- **Presentations:** The Executive Director was invited to present on behalf of the partnership at a number of conferences and convenings throughout the year, including the Minnesota Higher Education Consortium's fall conference, the Midwest Higher Education Compact's concurrent enrollment webinar series, the Minnesota Concurrent Enrollment Partnership's winter conference, and more.

¹² See former New Hampshire Governor Chris Sununu talk about this effort (13:50 minute mark): <https://www.wmur.com/article/chris-sununu-2024-state-of-the-state-address-video/46805114>

2025 Priorities

After several years of advancing priority projects while also making significant progress on strengthening our mission, vision, structure, and operations, MNP20 is now ready to now move into longer-term strategy development in 2025. While that planning will be a centerpiece of our work in the year ahead, there are a number of additional initiatives that we will also continue to advance.

Highlights of priorities for 2025 include:

- Securing funds to support strategic initiatives, namely:
 - Hiring a consultant to support the development and implementation of a P-20 strategic planning process, in alignment with statewide efforts related to the development of a new/renewed educational attainment goal.
 - Hiring a second staff position for MNP20 (two-year, grant-funded position), to support the development and implementation of the partnership's strategic plan and other initiatives.
- Implementing and completing the FAL committee's FAFSA landscape analysis.
- Consulting on the "Promising Credentials Report" being developed through OHE, and partnering on next steps after the completion of the report.
- Gathering additional feedback on the Credentials of Value framework, and providing a feedback summary to key MNP20 partners for discussions about where/how the framework could be implemented.
- Through the Data Use and Capacity committee, settling on key measures for MNP20 to monitor and drive our work.
- Engaging the Data Use and Capacity committee in the development of key metrics within the MNP20 strategic plan in order to monitor progress and ensure accountability.
- Participating in the first year of the CHSA technical assistance cohort, including conducting statewide listening sessions and beginning to develop a vision for dual enrollment in the state of Minnesota.
- Implementing the MNP20 equity planning and assessment resource.
- Developing an initial communications strategy for MNP20, in order to strengthen our messaging to those specifically invested in this work and to the broader Minnesota community.
- Moving forward in collaboration with the GWDB on educator workforce efforts across the P-20 landscape.
- Offering ongoing opportunities for MNP20 members to engage with each other and the work of the partnership, potentially including a half-day or all-day member retreat in fall 2025.
- Supporting the implementation of the XRP pilot project with three postsecondary partners.
- Assessing the status of MNP20's existing committees in the latter half of 2025, and deciding if they should sunset at the conclusion of their current projects or folded into the strategic plan priorities for 2026 and beyond.
- Presenting SLEDs data reports regarding out-of-state migration—when they are available—to the partnership, and discussing what role, if any, MNP20 might play in addressing the findings of the reports.
- Continuing to support the incubation and acceleration of collaborative statewide projects, including those related to career pathways development.

Conclusion

There are several important recognitions to make as we wrap up 2024 and look forward to the work ahead in 2025:

- While current members of the partnership and our subcommittees are listed in the following appendices, there is always transition throughout the year as people come and go from their positions. We would like to thank all of the members who served on the partnership and our subcommittees throughout the course of 2024—their contributions were important and vital to the success of our work.
- We'd like to recognize and thank Dr. Robert McMaster of the University of Minnesota for his years of service to the partnership. Dr. McMaster stepped down from his role as Vice Provost and Dean of Undergraduate Education at the University of Minnesota this past summer, and thus concluded his time on the partnership as well. Dr. McMaster has been an important member of our Executive Committee, and he served as chair from 2021-2023. We wish him well as he focuses again on teaching, and we thank him for all of his work on behalf of Minnesota's learners.
- Finally, we'd like to honor the memory and legacy of Eugene Piccolo, recently retired Executive Director of the Minnesota Association of Charter Schools, who passed away unexpectedly on February 6, 2024. Eugene was a long-time member of the partnership, and a valued colleague and friend of many. He is greatly missed across the education community and the state of Minnesota.

As the partnership prepares for the year ahead, we find ourselves ready and eager to plan for the future. Minnesota is deeply proud of our educational ecosystem and the learners we serve from birth through adulthood. Our work at MNP20 continues to focus on strengthening educational outcomes for each and every Minnesotan, and doing so through collaboration, innovation, and partnership. We are motivated to work with our members and all invested parties in 2025 to chart the course for MNP20's ongoing strategic direction. We will do so in the collaborative spirit of partnership that MNP20 has engendered for the past 15 years and will, we expect, continue to foster for many years to come.

Appendix A

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
Education Partnerships Coalition	Voting member: John Fanning, EPC Project Director Designee member: Jeremiah Ellis, Director of Partnerships (Generation Next)
Greater Twin Cities United Way	Voting member: Liz Williams, Associate Director, Innovation
MINNDEPENDENT	Voting member: Tim Benz, President
Minnesota Association for the Education of Young Children	Voting member: Brittany Clausell, Board Member
Minnesota Association of Charter Schools	Voting member: Joey Cienian, Executive Director
Minnesota Association of Colleges for Teacher Education	Voting member: Caroline Maguire, Executive Director
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: Abby Loesch, Senior Policy Director
Minnesota Chamber of Commerce	Voting member: Lauryn Schothorst, Director of Workplace Management and Workforce Development Policy
Minnesota Department of Children, Youth, and Families	Voting member: Tikki Brown, Commissioner Designee member: Dianne Haulcy, Assistant Commissioner
Minnesota Department of Education	Voting member: Willie Jett, Commissioner Designee members: Stephanie Graff, Deputy Commissioner; Daron Korte, Assistant Commissioner; Angela Mansfield, Assistant Commissioner
Minnesota Early Childhood Longitudinal Data System-ECLDS (<i>non-voting member</i>)	Non-Voting Member: Jennifer Verbrugge, ECLDS Lead
Minnesota Department of Employment and Economic Development	Voting member: Matt Varilek, Commissioner Designee member: Katie McClelland, Executive Director of Governor's Workforce Development Board

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; Tami Williams, Director of College Race Equity
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 (<i>non-voting member</i>)	Non-voting member: Josiah S. Litant, Executive Director
Minnesota Office of Higher Education	Voting member: Dennis W. Olson Jr., Commissioner Designee members: Winnie Sullivan, Deputy Commissioner; Wendy Robinson, Assistant Commissioner
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; vacant (no appointment was made by the Republican Senate delegation during legislative session 2023-2024)
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
Minnesota Statewide Longitudinal Data System-SLEDS (<i>non-voting member</i>)	Non-voting member: Nora Morris, SLEDS Director
Tribal Nations Education Committee	Voting member: Jennifer Murray, TNEC member
University of Minnesota	Voting member: Rebecca Cunningham, President Designee members: Raj Singh, Vice Provost and Dean of Undergraduate Education; Jennifer Kunze, Director of Ramp up to Readiness

Appendix B

Minnesota P-20 Education Partnership Mission, Vision, and Commitments -Adopted July 2, 2024

Mission: Why does MNP20 exist?

We collaborate across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

Vision: What must MNP20 become in order to achieve its mission?

We will influence change, foster innovation, and advocate for policies and practices that address priority issues in education and workforce development.

Commitments: How will MNP20 accomplish its mission and vision?

We aim to fulfill our mission and vision through the following commitments in our work:

Collaboration

- Facilitating cross-organizational, cross-agency, and cross-sector convening, planning, and strategy development
- Supporting the incubation, acceleration, and amplification of promising practices across the state
- Building and maintaining structures that strengthen collaboration and mutual accountability among partnership members
- Providing ongoing education and communication between members to strengthen a shared base of knowledge
- Engaging additional voices to provide expert insights, guidance, and direction in the partnership's work

Advocacy

- Prioritizing key issues, particularly those affecting educational disparities and the transitions between critical stages of a student's educational experience
- Recommending actions, strategies, and policies that advance shared priorities across Minnesota's learning and workforce development landscape
- Advocating to remove structural barriers and inequities for learners and those who support them
- Identifying and influencing priorities across education and workforce development, with an emphasis on innovative, holistic, learner-centered strategies and resources

Equity

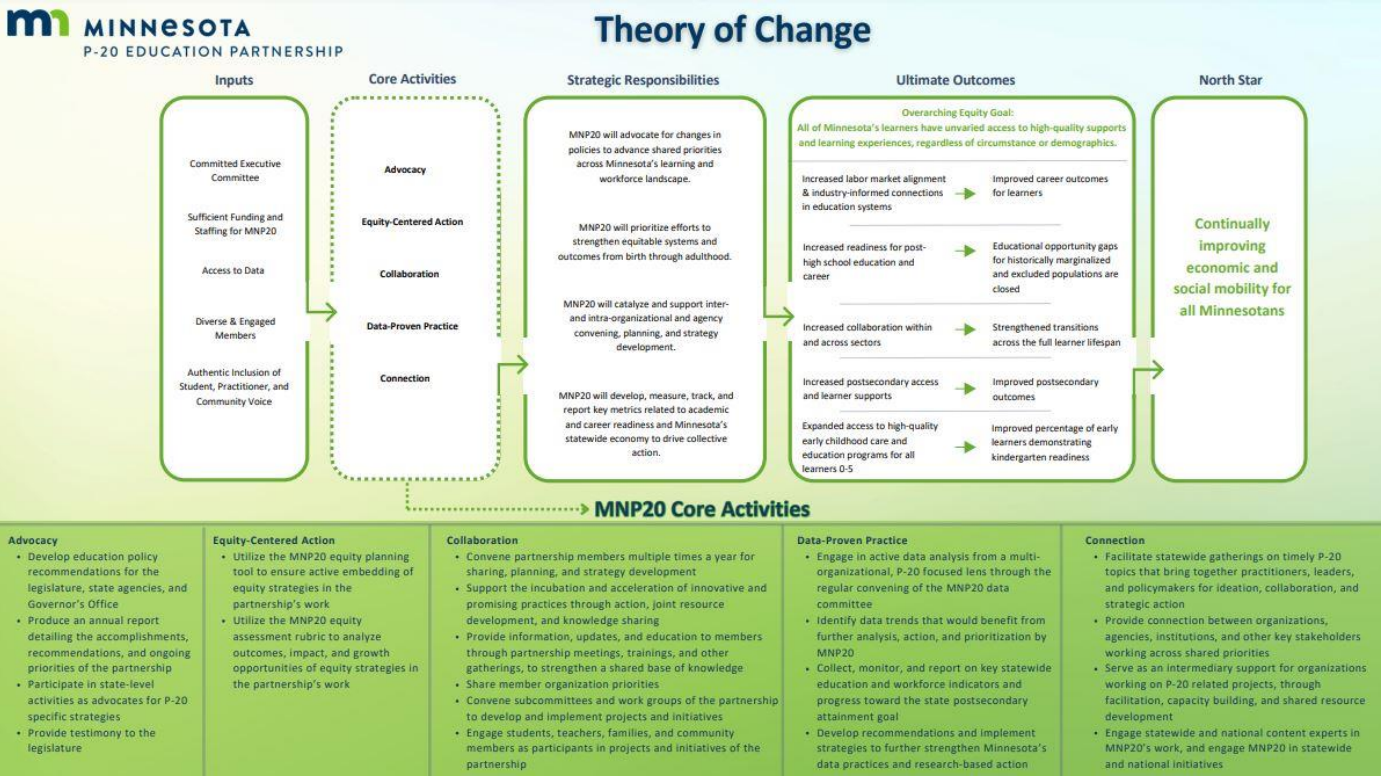
- Prioritizing and embedding efforts to strengthen equitable systems and outcomes across learning environments, in actionable and measurable ways
- Advocating for education and workforce development solutions that center historically excluded and marginalized populations

Data-Proven Practice

- Championing the use of integrated quantitative and qualitative data to drive, inform, and evaluate organizational and policy priorities
- Developing, tracking, and reporting key metrics through state longitudinal data systems (SLEDs and ECLDS) and other data sources related to the impact and outcomes of the partnership's work

Appendix C

Minnesota P-20 Education Partnership Theory of Change (Adopted 2024)



Note: For an alternative format of this image, contact Executive Director Josiah Litant at josiah.litant@state.mn.us.

Appendix D

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

Credentials of Value Committee Members	
Olson Jr., Dennis W. (Executive Committee liaison)	Minnesota Office of Higher Education
Niebuhr, Jess (Planning Coordinator)	Minnesota State Colleges and Universities
Davis, Sonji	Governor's Workforce Development Board
Embacher, Barb	Minnesota State Colleges and Universities
Laking, Mary Beth	Metro State University
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Rogness, Steve	Minnesota Office of Higher Education
Rustad, Brenda	Minnesota State Colleges and Universities
Sommer, Thomas	Minnesota Department of Employment and Economic Development

Data Use and Capacity Committee Members	
Green-Stephen, Satasha (Executive Committee liaison)	Minnesota State Colleges and Universities
Floyd, Nancy (co-chair)	Minnesota State Colleges and Universities
Munnich, Joe (co-chair)	Generation Next
Billiet, Eric	Minnesota Department of Education
Caesar, Julio	Bloomington Public Schools
Curiel, Joe	Minnesota Department of Education
Fergus, Meredith	University of Minnesota
Kang, Tarnjeet	Minnesota State Colleges and Universities
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Morris, Nora	Minnesota Office of Higher Education
Peterson, Leiataua Jon	Minnesota Education Equity Partnership
Radcliffe, Peter	University of Minnesota

Data Use and Capacity Committee Members	
Rozowski, Megan	Minnesota Private College Council
Schneider, Carrie	Minnesota Office of Higher Education
Verbrugge, Jennifer	Minnesota Department of Education

Dual Credit and Exam-Based Credit Committee Members	
Graff, Stephanie (Executive Committee liaison)	Minnesota Department of Education
Billiet, Eric (co-chair)	Minnesota Department of Education
Espinosa, Jessica (co-chair)	Minnesota State Colleges and Universities
Barsness, Beth	Minnesota Department of Education
Hanson, Emily	University of Minnesota
Henton, Deb	Minnesota Association of School Administrators
Jackson, Zeke	People for PSEO
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
Reynolds, Sally	Minnesota Department of Education
Roethke, Andrea	Ed Allies

Financial Aid and Literacy Committee Members	
Singh, Raj (Executive Committee liaison)	University of Minnesota
Igbo-Ogbonna, Krystle (co-chair)	Minnesota State Colleges and Universities
Robinson, Wendy (co-chair)	Minnesota Office of Higher Education
Burgess, Amanda	Augsburg College
Fahrenkamp, Libby	Minnesota Office of Higher Education
Halling, Chris	Minnesota State Colleges and Universities

Financial Aid and Literacy Committee Members	
Kawa, Jabra	Minnesota Department of Commerce
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Ozcan, Mai Chue	Minnesota Office of Higher Education
Rozowski, Megan	Minnesota Private College Council
Strons, Kenzie	University of Minnesota