



Report to the Legislature
January 15, 2022

**Minnesota P-20 Education Partnership
2022 Report to the Legislature**

As required by Minnesota Statute, Section 127A.70

Submitted by:

Dr. Robert B. McMaster. Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities, Chair, Minnesota P-20 Education Partnership.

The report was prepared by Chair McMaster with extensive support from the Education Strategy Group (a mission-driven educational policy organization that works with Pre-K-12, higher education, and workforce leaders to improve student success and advance equity), Vice Chair Heather Mueller (Commissioner, Department of Education), Dennis Olson (Commissioner of the Minnesota Office of Higher Education), Ron Anderson (Senior Vice Chancellor Minnesota State), and Stephanie Burrage (Deputy Commissioner, Department of Education).

Cost of Report Preparation

The total cost of preparing this report was approximately \$1,500 with most costs involving staff time to prepare the written report. The majority of this cost was covered by a grant from Joyce Foundation, which has supported the engagement of the Education Strategy Group since fall 2019, and assisted with the development of the work plans presented in this report. Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Minnesota P-20 Education Partnership 2022 Report to the Legislature

Purpose

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership (formerly called the Minnesota P-16 Education Partnership). The 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). The P-20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Robert McMaster replaced Ron Anderson (Senior Vice Chancellor of Minnesota State) as Chair in July 2021, and will serve through June of 2023. Heather Mueller (Commissioner, Department of Education) has served as vice chair during this time period and will assume the role of chair in July 2023. The Partnership is required to submit an annual report to the governor and legislative leaders that summarizes the Partnership’s progress in meeting its goals and that identifies the need for any draft legislation that might be needed to further its goals.

Background and Context

The current efforts by the P-20 Council started in the summer of 2019 when leaders of the P-20 Education Partnership, along with representatives from DEED, the Office of Higher Education, and the governor’s office, participated in a convening of the Level UP Coalition—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” (<http://edstrategy.org/level-up-launch/>).

This convening served as a catalyst for re-centering the work of the P-20 Education Partnership around a clear and demonstrable goal: achieving the state post-secondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, **within each racial/ethnic group**. This focus on disaggregated attainment rates is significant and somewhat unique, and is critically important to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Setting the 2025 state attainment goal as its north star, the P-20 Education Partnership refocused its work and set out to strengthen and expand bridges across the P-12 education, postsecondary education, and the workforce to ensure that sectors are working together to support students through their educational and training transitions so that all Minnesotans are prepared to be lifelong learners and productive citizens.

The P-20 Education Partnership is committed to being a champion for lifelong learning - focusing on strategies across the learner lifespan, including early childhood, Pre-K-12,

postsecondary, and the workforce. The Partnership has expanded the scope of its work to intentionally and explicitly include workforce development and ensuring that credential attainment is aligned with state workforce needs and not simply chasing a numeric goal. This mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice. Earlier this year, the P-20 Education Partnership developed the following set of equity principles as a priority for all of our work:

- 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.

Overview of Work Accomplished and Focus for 2022

Over the past year, the P-20 Education Partnership has engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. Building on that foundational knowledge, the Partnership developed both short and long-term recommendations for cross-sector work and collaboration:

- The P-20 work in 2021 is laying the groundwork for several years of effort in bringing the many recommendations in this report to fruition.
- This year's focus was on how to best continue the ongoing work to smooth transitions for students between high school and postsecondary across four topic areas: (1) data use & capacity, (2) financial aid & literacy, (3) credentials of value, and (4) dual credit.
- Starting in Spring 2021 the P-20 established broad-based teams to make progress in each of the four topic areas. These teams met throughout the late spring, summer, and fall to establish recommendations for each action plan. Each of the four teams had a lead from the P-20 Executive Committee, and support from ESG. Below, we document the progress at the end of 2021.
- During 2022, our intent is to continue the work with each of the four working groups comprised of cross sector/interagency representatives. Starting in January of 2022, the P-20 will prioritize the Action Plans in each of the four areas, assign responsibility to individuals and agencies for the work, and begin operationalizing the plans.
- The P-20 also plans to present the Governor and Legislature a strategy for enacting the longer term recommendations in our annual report in 2023.

Action Plans

MN P-20 Education Partnership

Credentials of Value (COV) Work Group

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

1. Strengthen DEED, DLI and employer engagement in the P-20 Education Partnership to ensure the workforce is included in this group's focus on human capital development.
2. Charge the Governor's Workforce Development Council and P-20 Council to jointly convene a workgroup to lead Credentials of Value work, including the development a shared definition of a high-quality credential that builds upon the state's existing efforts to define college and career readiness and to reinforce the need of credentials to be stackable, recognizable, and leading to a family-sustaining wage.
3. Map existing credential-related efforts across the state to ensure alignment and reduce risk for duplication of effort.
4. Compile examples of state definitions of credential quality and value for reference.
5. Compile MN resources related to credentials of value or defining high skill, high wage, in demand occupations to ensure that the definition is aligned across sectors and agencies.
6. Engage stakeholders to solicit feedback on core elements of credential quality and value.
7. Develop draft definition.
8. Refine and finalize definition with input from impacted agencies and organizations.
9. Map out the adoption process and timeline for definition.
10. Agencies adopt definition developed by the workgroup to use across the state's education and training system.
11. Codify the definition into legislation to incentivize education and training providers to focus on high-quality credentials and to phase out those that lack currency in the labor market.

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

1. Leveraging the definition developed and adopted through the joint workgroup, identify thresholds for wage, skill, and demand to be used in the identification of the state's good jobs.
2. Leveraging thresholds, identify occupations that meet wage, skill, and demand thresholds in the state, resulting in a list of high value occupations in MN.
3. Using real-time labor market data (such as EMSI, Burning Glass, or other providers), identify the non-degree credentials associated with the state's high value occupations.
4. Leveraging a Classification of Instructional Program (CIP) to Standard Occupation Classification (CIP) crosswalk, identify postsecondary credentials (certificates and degrees) that are aligned to the identified high value occupations.
5. Evaluate labor market outcomes for completers of identified postsecondary certificates and degrees aligned to the state's high value occupations to validate value to students and the workforce.
6. Compile identified certificate, degree, and non-degree credentials into a single list to validate with employers in the state.

7. Ensure identified credentials meet all aspects of the adopted definition.
8. Validate identified credentials with employers in the state through surveys, focus groups, or other stakeholder engagement opportunities.
9. Review identified credentials and update and adjust list of credentials based on employer feedback.
10. Finalize list of credentials of value.
11. Create a process to regularly update the list.
12. Expand the work to catalog credentials on the Credential Registry to include all education and training credentials.
13. Design mechanism to designate the credentials that have the greatest labor market alignment and set up students for careers with family-sustaining wages and/or are stackable on a path to those careers with the Credential Registry.
14. Develop strategy to incent adoption of the Credential Transparency Data Language throughout Minnesota to ensure that there is interoperability across all education and training providers and systems and to create ease of comparability across programs.
15. Encourage the business community to incorporate specific credential requirements into job postings.
16. Develop recommendations for legislation or executive action to create incentives (e.g. funding, regulatory, etc.) for guiding providers and opportunity seekers to focus on credentials of value.

COV 3: Better align and connect K-12 education with industry needs.

1. Create a data-focused subcommittee of the Joint Workgroup (from P-20 and the GWDB) with representation from K-12, postsecondary, and workforce data leaders charged with developing data collection and reporting strategies for credential attempts and attainment.
2. Map existing data collection efforts against gold standard practices to identify strengths and gaps in existing data collection efforts.
3. Develop strategy and plan to collect information on industry-recognized credential attempts and attainment and explore the feasibility of including those data in the high school report card, higher education transcript, and/or the P-20 dashboard.
4. Implement data collection and reporting strategies.
5. Build upon the work of the 21st Century Skills Working Group and consider ways to support learners pursuing industry-recognized credentials in developing 21st century skills.
6. Create mechanisms for greater collaboration among education, industry, and employers.
7. Align academic standards with industry-recognized credentials for the purposes of earning credit toward a high school diploma.

COV 4: Develop a public information campaign to inform students, families, and opportunity seekers of all ages about the shifting economy and the growing importance of industry-recognized, high-quality credentials.

1. Convene a communications subcommittee as part of the P-20 Partnership to work on development of public awareness campaign to inform students, families and opportunity seekers of all ages about the shifting economy, the value of a range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials and how to access them.
2. Identify local leaders and practitioners to be able to disseminate messages to students and

families.

3. Identify, develop, and disseminate a set of centralized resources that can be leveraged by school counselors, equity specialists, CTE instructors, and other school staff, and other third-party advising support organizations, to help students and adults understand their pathway options beginning in high school and connecting to postsecondary education and training programs and careers. Integrate into professional development opportunities (e.g. conferences, regional centers of excellence, service cooperatives, etc.).
4. Leverage the state's research-practice partnerships to conduct a study on the ROI of various credential options for Minnesotan students.
5. Ensure that a focus on credentials is equity-centered by disaggregating credential attainment by race, ethnicity and socioeconomic status to ensure that low-income students, and black, indigenous, and students of color do not continue to be disproportionately represented in two-year and certificate programs.
6. Be mindful of the need to align the targeting of federal resources for college going students and financial literacy in K-12 with Title programming guidelines for school wide and targeted assistance rates.

Quality Postsecondary Credential Policy Academy

Minnesota was recently selected as one of six states to participate in the Quality Postsecondary Credential Policy Academy, led by the National Skills Coalition and Education Strategy Group. As part of this work, Minnesota will develop a cross-sector consensus definition of high-value non-degree credentials, along with a corresponding policy agenda to increase the number of learners who earn those credentials. Importantly, the work centers racial equity to ensure that adult and traditional learners of color have access to and can successfully earn these credentials. The Minnesota team has representation across DEED, OHE, MDE, Minnesota State, the University of Minnesota, DLI, the Center for Economic Inclusion, and Real Time Talent, including several members from the P-20 Credentials of Value and Data Use & Capacity work groups. This opportunity will provide the capacity, expertise, and resources to enable the state to begin to execute the actions outlined in the P-20's Credentials of Value action plan.

COV Work Group Members:

First Name	Last Name	Affiliation
Rhonda	Bonnstetter	Minnesota Association of Colleges for Teacher Education (MACTE)
Megan	Fitzgibbon	Office of Higher Education - backup
Alison	Groebner	Minnesota Private College Council
Brad	Hasskamp	Minnesota Department of Education
Wendy	Hatch	Minnesota Department of Education - Co-Lead
Michelle	Kamenov	Minnesota Department of Education

Larry	Litecky	MNEEP College Race Equity Advocay Advisory Council Retired Administrator from Minnesota State
Jonathan	Mason	CEO of MasonTree Consulting, Community Leader and Educator
Paula	Palmer	Minnesota Department of Education
Kate	Perushek	Minnesota Department of Labor and Industry
Steve	Rogness	Office of Higher Education - primary
Mary	Rothchild	Minnesota State Colleges and Universities
Lauryn	Schothorst	Minnesota Chamber of Commerce
Amy	Walstien	Minnesota Business Partnership
Ben	Baglio	Governor's Workforce Development Board - MN DEED
Emily	Passias	ESG - SUPPORT
Dennis	Olson	Executive Committee Lead

Data Use and Capacity (DUC) Work Group

DUC 1: Expand the state’s data capacity to meet the increasing demand for information around education and training.

Clarify P-20 Research Roles & Responsibilities to allow for more coordination, greater alignment, and more effective communication and dissemination of findings that serve the P-20 Education Partnership agenda.

1. Establish a governance structure to drive greater transparency and collaboration across agencies and organizations and to reduce duplication of meetings and efforts.
2. Seek funding to support a full-time employee at every agency to support this coordination, including alignment of efforts, partnership to increase efficiency, adoption of common data standards, creating mechanisms to surface new variables (or modifications) to make them more useful, etc.

Transition the Data Use & Capacity (DUC) Working Group into a standing Data Committee of the P-20 Education Partnership.

1. Encourage Partnership members to involve their organizations' data staff by inviting them to join the standing Data Committee, as well as to attend the full Partnership meetings. This Data Committee will focus on capacity building, reducing duplication of efforts, and increasing collaboration across agencies and organizations. It will leverage SLEDS and ECLDS governance groups as part of this work.

Create a 20-30 minute standing slot in all P-20 Education Partnership meetings for the Data Committee (was DUC).

1. Provide time at every Partnership meeting for the Data Committee to report on data and research updates (pertinent to Partnership shared goals and focus areas) to ensure that the work of the Partnership is informed by evidence.

DUC 2: Build the data use capacity within the P-20 Education Partnership's member organizations, agencies, affiliates and other stakeholders in Minnesota.

The DUC workgroup conducted and analyzed a survey to inform our discussions about the current state of data capacity in P-20 Education Partnership organizations. The results of that survey inform the following recommendations.

Provide training and support targeted to mitigate the capacity gaps identified through the survey, including, but not limited to, the following suggestions:

1. Educate Partnership members about key data resources and tools available through SLEDS, ECLDS, MN Student Survey, MCCC, MDE Data Center, etc. to increase buy-in, advocacy for increased use.
2. Develop a series of short "how to" videos to explain how to use these tools.
3. Develop a 'knowledge base' of existing resources and examples of how you might use them to answer a question.
4. Create a user group for users of MDE data tools. Could be a Google group, listserv, or similar. This would be a way to connect peers to each other for questions and problem-solving, perhaps with a side-effect of more collaboration.
5. Introduce members to the ECLDS+SLEDS Regional Coaching Network; partner with OHE to expand this network and with DEED to leverage the Regional Labor Market Analysts.
6. Identify capacity inhibitors. ($\frac{2}{3}$ of survey respondents indicated **less capacity than they need** for regulatory reporting). Data required for regulatory reporting forms or informs the essential/uniform data that organizations collect, store, use, and build on. An initiative to identify capacity limiters and develop a process for streamlining and removing roadblocks could be beneficial.
7. Work to ensure that state-required regulatory data reporting mirrors that of the Federal government, whenever practicable, to reduce burden and duplication of effort. Limit data collection to those data points that are absolutely necessary; match data definitions with existing Federal requirements when no additional information is to be gained from expanding on it. When definitions depart from or augment Federal requirements, require that agencies state the plan for using that information explicitly.

Join the National Network of Education Research-Practice Partnerships (NNERPP).

1. Determine P-20 lead for coordinating participation.
2. Initial year is free; year 2 dues will be covered by Minnesota State, and year 3 dues will be covered by the University of Minnesota.

Better coordinate Minnesota research-practice partnerships.

1. Create/designate a position (and allocate funding) to coordinate these research-practice partnerships.

Create a shared set of principles; and discuss this work as part of the capacity building throughout the P-20 Education Partnership.

1. How do our policies advance educational and economic equity and how will we strive to make access to this information equitable and accessible so all Minnesotans can benefit from this work? The DUC encourages the Partnership to make an explicit focus on equity by focusing on how policies advance educational and economic equity. Revisit on an annual basis to reflect on the values/principles for this group to approach data.

DUC 3: Develop a tool (i.e. dashboard) to track leading indicators that impact the state's progress in meeting its postsecondary attainment goal, and use the data to guide members through decision-making to accelerate the state's progress—especially for low-income students, and black, indigenous, and students of color.

Develop a communications plan for sharing insights from data analysis and research.

1. Seek funding for a P-20 Education Partnership Data Communications Director (in addition to a P-20 Education Partnership Coordinator) to support a group of data decision-makers representing a variety of organizations to plan and execute collaborative projects that answer important questions and yield actionable findings aligned with established strategic goals (e.g., the attainment goal).
2. Center the equity goal in developing ways of communicating insights to the communities we serve.

Create a central portal on the new P-20 Education Partnership public-facing website to serve as a data hub for both internal and external stakeholders of the Partnership.

1. Create and manage a data page on the to-be-developed Partnership external website that presents a collection of existing data sets, dashboards, and tools around education and training in Minnesota (see LLWG appendix on page 131 of the [full report](#) for this list).
2. Post to the Partnership website the Learner Lifespan Work Group Final [2020 Report](#) and [Presentation](#), as well as the interim [Prezi presentation](#) that was made earlier in 2020.
3. Designate/allocate funding for staff capacity to coordinate and manage the website.
4. Include all research findings across Partnership organizations and agencies, data dashboards, etc.

5. Create a space on the Partnership website where research-practice partnerships are listed (with findings highlighted), and provide information on how researchers and research bodies can be part of this ecosystem to better realize Partnership goals.
6. Create a designated space for people to understand the research underway in the state, and potential funding to support education-related research that is focused on meeting the goals of the Partnership.
7. Develop additional communications strategies, such as social media and blogs, to help disseminate insights from research.

Create a P-20 dashboard on the attainment goal.

1. In addition to aggregating all existing data portals and platforms, the P-20 Education Partnership will identify and report on critical indicators to monitor the early learning to workforce spectrum. This will provide both Sankey charts showing where we could do a better job supporting learners to persist at key transition points as well as summary snapshots of how Minnesota is faring at every point. Data visualization will focus on adult learners as much as K-12 because that is the likely ‘next wave’ of entrants into postsecondary.
2. Populate this tool with data already collected by existing dashboards. Use this dashboard as a “meeting opener” at Partnership meetings to guide and shape our conversations and actions.
3. Potential indicators would be “pulled” from the list of indicators identified by the LLWG in its [report](#) (pages 12-24). See attached supplementary comments for suggested directions to develop this tool and make its refinement a focus of the Standing Data Committee for 2022, once the Executive Committee has approved this approach.
4. To fulfill our foundational commitment to equity, indicators will be disaggregated by demographic attributes to capture how the system is serving every learner.

DUC Work Group Members:

First Name	Last Name	Affiliation
Julio	Caesar	Bloomington Public Schools
Lisa	Burton	Minnesota Department of Education
Meredith	Fergus	Office of Higher Education - primary
Nancy	Floyd	Minnesota State
Melissa	Forstie	University of Minnesota - OMS
Alex	Hermida	Office of Higher Education - backup
Joe	Munnich	GenerationNext
Megan	Rozowski	Minnesota Private College Council

Jennifer	Verbrugge	Minnesota Department of Education
Aimee	Guidera	ESG - SUPPORT
Ron	Anderson	Executive Committee Lead

Dual Credit and Exam-Based Credit (DCEC) Work Group

DCEC 1: Expand access with a special focus on supporting the success of low-income students, black, indigenous, and student of color, and those in rural communities.

1. Put together a series of proposals for policy options around a Statewide Equity Goal for Dual Credit & Exam-Based Credit.
2. Convene a funding model working group to make recommendations to the legislature.
3. Organize a presentation for this group by individuals from Idaho, Indiana, Georgia, Iowa and other states with comprehensive funding approaches.
4. Commission a white paper on options for a better aligned funding model.
5. Organize a presentation for this group of best practices from around the country regarding incentives.
6. Listen to districts and charter schools to identify what resources are most critical to addressing equity gaps (e.g. financial, instructors, training, awareness, preparatory programs).
7. Increase transparency and awareness of tools that facilitate credit acceptance of AP/IB/CLEP credits across all UofM and Minnesota State campuses.
8. Expand and fund Early/Middle College Program beyond alternative programs to districts that commit to advancing equity.
9. Expand the use of online PSEO courses to reach students in rural schools.
10. Create goals and aligned incentives for colleges and universities to serve hard-to-serve schools.
11. Create incentives to make it easier for teachers to get credentials/professional development necessary to teach in all Rigorous Coursetaking programs.
12. Create multiple differentiated graduation pathways/diplomas.
13. Evaluate how the number of required courses for graduation are reducing the ability of students to take CTE courses.
14. Promote broader utilization of Youth Apprenticeship/YST and Perkins funds to support students taking PSEO, CE, and articulated credit CTE courses.
15. Better communicate how career pathways can be fulfilled via PSEO and CE.
16. Eliminate barriers for teachers (A) to become postsecondary CTE credentialed by removing requirement for 'recency' or alternative to employment recency requirement as well as (B) address the shortage of CTE teacher prep programs.
17. Evaluate longitudinal student outcomes of articulated credit models.
18. Increase the number of work-based learning teacher prep programs and/or explore alternatives to this license for CTE/YST programs.
19. Align dual credit offerings with high-demand postsecondary credentials of value / career pathways, create incentives for students to complete credentials.
20. Prepare an audit of eligibility requirements at Minnesota State, University of Minnesota, and private colleges. Determine whether some districts impose added requirements.

21. Recommend an automatic enrollment policy be adopted either across districts in guidance, through grant funds, or with legislation.

DCEC 2: Provide a more robust set of disaggregated data on access and success to shine a light on opportunity gaps.

1. Convene interagency group to resolve PSEO by Contract data that isn't currently collected by MDE.
2. Determine what longitudinal outcomes we want to report for all dual credit models. Then, develop a SLEDS data request for additional models beyond CE (*Note: CE request is already going through SLEDS approval process*).
3. Identify if any additional data sharing agreements across systems are needed about FRPL.
4. Inventory of existing rigorous coursework data collection & reporting methods, including legislative requirements.
5. Build a postsecondary tool so that Minnesota State and University of Minnesota campuses can see disaggregated data, and how it compares with the student bodies at the schools they serve.
6. Create a self-assessment tool for high schools to identify gaps across and within their dual credit offerings.
7. Remove the barrier of the paper NOSR form for PSEO. See if MDE can directly collect online NOSR forms and have students/schools sign contract via this online form.
8. Survey and/or interview districts about why they aren't reporting to CCNS so that we can identify barriers.
9. Develop communication campaign/materials on why CCNS data is important and why districts should report to it.
10. Host trainings for districts on CCNS.
11. Find funding to incentivize district reporting or link it to a funding source.
12. Make the reporting user friendly and have a clear point of contact for questions.
13. Build on existing MDE school reports by including disaggregated data for each dual credit type.

DCEC 3: Expand the pool of eligible educators and provide space for greater collaboration among high school educators and college faculty.

Set a goal for increasing the diversity of dual credit and exam-based credit educators.

1. Report data on race/ethnicity/age/gender of current advanced course teaching pool.
2. Identify gaps in content and coverage from existing concurrent enrollment PD offered by MN colleges & universities, College Board for AP teachers, and disciplinary conferences.
3. Accelerate ongoing efforts at Minnesota State, and begin discussions with University of Minnesota and private colleges.

Host an annual conference or joint training session for educators and faculty to discuss student expectations.

1. Focus conference on student experiences and big-picture policy change to increase alignment.

Partner with regional centers of excellence to offer expanded professional learning opportunities.

1. Regional centers should partner with colleges and universities to ensure participation by college faculty and high school concurrent enrollment instructors.

Create more sustainable paths for CTE instructor credentialing.

1. Consider focusing existing initiatives and grant funds to recruit teachers of color to emphasize teaching dual credit.
2. Encourage schools to reduce reliance on seniority in teaching assignments, freeing up advanced courses for younger, more diverse teachers.
3. Identify additional ways to share faculty across K-12 and Minnesota State.
4. Explore funding from Perkins or the legislature to fund teacher work experience.
5. Incentivize students to pursue such degrees by subsidizing discipline-specific credits.
6. Create career pathways for newly-hired diverse teachers, with success coaches/mentors and advanced course teaching opportunities.
7. Work with unions and professional training programs to embed work-experience into teacher training.
8. Get industry partners to support work experience opportunities for teachers to obtain recent experience in high-need fields and in developing new credentialing expectations.

Embed the required discipline-specific credits into graduate teacher education programs to increase the pipeline of diverse, qualified dual enrollment instructors that meet HLC credential expectations.

1. Create transfer systems for graduate credits across public universities.
2. Conduct outreach in undergraduate teacher preparation programs to inform students of the additional requirements for teaching dual credit.
3. Consider legislative change to create more flexible definitions.

DCEC 4: Expand communications to students and families about the value of college credit while in high school and the multiple, high-quality options available to them.

1. Create a common messaging campaign and strategy - in multiple languages - on dual enrollment options and their value for students and families.
2. Identify entities that will do extensive outreach to new and veteran counselors.

3. Partner with established networks and professional organizations.
4. Establish network of community partners to distribute information and to co-create the communications strategy in their communities.
5. Create resources that dispel common myths and use successful counselors to change mentality of their peers.
6. Establish funding for a single centralized hub, both website and tools and resources that can be used by multiple partners.
7. Provide counselors with additional training about potential career pathways so that they can help students explore and make informed choices about courses.

College in High School Alliance Grant

In July 2021, Minnesota State, on behalf of the P-20 Partnership, received a \$25,000 grant from the College in High School Alliance and the National Governors Association to receive one year of technical assistance from the National Alliance of Concurrent Enrollment Partnerships (NACEP) to advance policies designed to expand access to low-income and underrepresented students in higher education. NACEP will be providing research capacity, conducting listening sessions with key Minnesota stakeholders, and providing strategic guidance on implementing policies and practices to increase equity around Minnesota’s funding model for concurrent enrollment and PSEO. The Minnesota team participating in this initiative include several members of the P-20 Dual Credit and Exam-Based Credit work group; as such, this opportunity provides an opportunity to dive deeper into addressing the funding challenges outlined in the work group’s action plan.

DCEC Work Group Members:

First Name	Last Name	Affiliation
Krista	Kaput	Ed Allies (until 12/32)
Andrea	Roethke	Ed Allies
Amy	Walstien	Minnesota Business Partnership
Deb	Henton	Minnesota Association of School Administrators
Sally	Reynolds	Minnesota Department of Education
Beth	Barsness	Minnesota Department of Education
Paula	Palmer	Minnesota Department of Education
Nichol	Sutton	Minnesota Department of Education (Chair's Assistant)
Jon	Peterson	Minnesota Education Equity Partnership

Bob	Indihar	Minnesota Rural Education Association
Jessica	Espinosa	Minnesota State
Adam	Lowe	ESG - SUPPORT
Stephanie	Burrage	Executive Committee Lead

Financial Aid and Literacy (FAL) Work Group

FAL 1: Develop a joint MDE-OHE communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity, as well as on the myriad of options for accessing and affording them.

Launch a joint OHE and MDE statewide communications campaign about the value of postsecondary education and training in the current economic climate, and how existing efforts and programs (e.g. dual credit, Pell Grant, State Grant, Child Care Grant) can mitigate the costs of attaining a postsecondary credential. (OHE; MDE)

1. Identify key staff from OHE and MDE, as well as potential external support, to lead the creation of the campaign.
2. Identify the target audiences and multiple dissemination channels to reach them (e.g. social media, newsletters, etc.).
3. Develop compelling messages that:
 - Address the common myths around accessing and affording postsecondary education and training.
 - Explain the short- and long-term value of postsecondary education and training, including ROI.
4. Provide communications materials in multiple languages.
5. Identify higher education systems and institutions and other key community partners to further disseminate messages and provide direct support to students and families.
6. Provide resources for high school counselors to advise students and families.
7. Partner with workforce centers to support the needs of adult learners.
8. Collect, track, and analyze engagement data to be able to inform iterations of the campaign.

Develop a shared definition for affordability among higher education institutions, OHE, and MDE.

(OHE; MDE; Higher Education Institutions)

1. Leverage definition of affordability created by OHE.
2. Delineate definitions of affordability for policymakers and for students and families, which will differ.
3. Use data to develop “profiles” based on student and family backgrounds, and develop information targeted toward those different profiles.
4. Develop a dashboard or report that examines affordability across in-state public and private non-profit institutions by student profiles.
5. Integrate into direct-to-student and family communications campaigns on affordability and the value of postsecondary education.
6. Tie to advising and supports provided to students and families on how to assess affordability. Provide training and resources to high school counselors and higher education financial aid offices.

Promote the use of the newly updated College Scorecard to help students and families understand their options. (OHE)

1. Engage (through training and communications) high school counselors and higher education

- financial aid offices on how to use the College Scorecard to advise students and families.
2. Integrate into direct-to-student and family communications campaigns on affordability. Provide communications materials in multiple languages.
 3. Align with the promotion of the MyHigherEd website.

Leverage the state’s research-practice partnerships to conduct a study on investment of postsecondary education or training for Minnesotan students. (OHE; Higher Education Institutions)

1. Select a research-practice partnership to serve as lead on the study.
2. Define the key metrics to collect and outcomes to analyze when calculating ROI of postsecondary education and training.
3. Share relevant student-level data for identified metrics.
4. Release report of findings for policymakers.
5. Integrate into direct-to-student and family communications campaigns on affordability, and provide training to K-12 and higher education practitioners.

FAL 2: Provide targeted support to middle and high school students and their families to help them better understand their options for preparing to pay for a postsecondary education.

Support high schools and postsecondary institutions’ integration of comprehensive financial literacy supports into the transition from high school to college (e.g. summer bridge, orientation, formal coursework, individualized guidance, peer mentoring, and other as-needed support services). (MN P-20 Partnership)

1. Establish a Financial Wellness Council composed of subject-matter experts across K-12 and postsecondary. The Council will be charged with:
 - Developing a map of financial literacy milestones across the learner lifespan;
 - Identifying evidence-based practices and resources aligned with milestone map;
 - Identifying community partners leading financial literacy efforts on-the-ground, and developing a strategic communications plan with partners to share resources; and
 - Setting the charge and developing a recruitment plan for launching a statewide community of practice of financial wellness professionals.
2. Develop an online hub to share financial literacy tools and resources to support districts, schools and institutions with implementation.
3. Launch a statewide community of practice of financial wellness professionals from districts and institutions to elevate common challenges and share best practices.
4. Host an annual convening to discuss best practices and report progress among financial wellness experts.

Expand MDE guidance to school systems on how to leverage the requirement that all students create personal learning plans to expose students to their postsecondary options and to provide targeted support around key financial aid milestones. (MDE)

1. Disseminate a toolkit of evidence-based strategies and resources (e.g. templates tied to milestone map developed by Financial Wellness Council) that details how to incorporate financial literacy into personal learning plans for schools and districts.
2. Leverage existing financial wellness programs (e.g. Get Ready) and partnerships (e.g. with local

financial institutions) to add capacity for providing additional advising support.

3. Spotlight schools and districts that are effectively using the personal learning plans to support students' postsecondary preparation and transitions (e.g. through case studies, videos, speaker panels, media articles, etc.).
4. Provide training to schools and districts on leveraging the toolkit to improve their approach to implementing personal learning plans.

Develop and launch an interactive tool to help students and families understand the cost of attendance across systems and institutions. (OHE)

1. Direct students and families to institution-based and statewide financial aid and literacy tools on OHE's website as part of communications campaign.
2. Appoint a team of OHE staff, web developers, and institution-based financial aid officers to collaborate and build the interactive tool.
3. Conduct a landscape analysis of financial aid tools across higher education institutions and determine what information is needed to supplement and/or aggregate information.
4. Conduct focus groups and interviews with community stakeholders to better understand what information students and families still require to better understand cost of attendance.
5. Develop, test, and refine the tool.
6. Launch the tool. Provide communications and training to high school counselors and higher education financial aid officers on using the tool with students and families.

Note: This work is ongoing through OHE's development of the College Scorecard.

Build financial literacy milestones into high school graduation requirements. (MDE)

1. Create an open-source repository of existing high-quality curricular materials and resources educators can integrate into existing courses that align with financial literacy milestones.
2. Develop guidance materials and training for district and school leaders on approaches for integrating financial literacy into existing core courses.
3. Develop and pilot a financial literacy curriculum to ultimately roll out across the state.
4. Revise current graduation requirements to integrate financial literacy for math and/or social studies with approval from the legislature.

Standardize the format of award letters to make them easier to interpret and compare among institutions. (OHE; Higher Education Institutions)

1. The FAL found that because there is federal guidance on financial aid award letters we that we do not believe the state needs to duplicate action on this issue.
2. Offer dedicated support to any interested institutions who want assistance in meeting federal guidelines.

FAL 3: Leverage the state's recent legislation to develop a cross-agency goal for increasing FAFSA completion to bolster support and develop joint strategies towards meeting it.

Expand the number of school systems using the state's platform for accessing student-level FAFSA completion data to enable them to better target student supports. (OHE)

1. Develop and execute a plan to increase school and district use of statewide FAFSA data tool (e.g. communications campaign, training, resources, etc.).

Provide targeted assistance and capacity from MDE and OHE to school systems with the lowest rates of FAFSA completion overall and for low-income students and Black, Indigenous, and students of color. (*FAFSA Cross-Agency Work group; Minnesota Goes to College; OHE*)

1. Codify a statewide FAFSA completion goal, with subgoals by student population.
2. Conduct and analyze stakeholder engagement (e.g. interviews and survey) around FAFSA completion.
3. Identify and begin to develop additional tools and resources (e.g. videos, case studies, etc.) to support FAFSA completion based on identified community needs from stakeholder engagement.
4. Provide targeted outreach and support to local communities, with a focus on serving BIPOC communities and those with the lowest rates of FAFSA completion.
5. Create a standing statewide advisory committee around FAFSA completion.

Expand the state's communications efforts focused on the benefits of FAFSA completion, including the development of a common toolkit of best practices and messaging materials for increasing FAFSA completion for schools and school systems. (*Minnesota Goes to College; Get Ready; OHE*)

1. Launch a multi-series communications campaign to build awareness around the FAFSA goal, the importance of the FAFSA, current gaps in FAFSA completion, and available supports.

FAL 4: Use available state and federal funds to bolster advising supports that are targeted toward low-income students and families to build their awareness of their postsecondary pathway options and the myriad of ways to afford them.

Leverage GEAR UP and other federal funds to target support to communities with the lowest direct college enrollment rates. (*OHE; MDE*)

1. Identify communities with the lowest direct college enrollment rates, particularly among low-income students and Black, Indigenous, and students of color.
2. Identify districts that have dedicated federal stimulus funds to support postsecondary transitions activities.
3. Target communications, advising, and support to identified communities.

Expand the Minnesota Goes to College program to include support to students across the state on applying for financial aid, interpreting award letters, and making informed financial decisions.

(*Minnesota Goes to College; OHE; MDE*)

1. Offer additional workshops facilitated by Minnesota Goes to College staff and trained volunteers on interpreting award letters and other financial literacy topics.
2. Recruit additional volunteers (including near peers) that represent the cultural and linguistic diversity of Minnesota's high school students to facilitate events.

Additional Considerations:

- The P-20 Financial Aid and Literacy Work Group fully supports increases in the State Grant Program, and encourages the Minnesota Office of Higher Education to continue making increases a high priority in the OHE legislative request.

FAL Work Group Members:

First Name	Last Name	Affiliation
Paul	Cerkvenik	Minnesota Private College Council
Kat	Klima	Office of Higher Education - primary
Chris	Halling	Minnesota State Colleges and Universities
Eugene	Piccolo	MN Association of Charter Schools
Megan	Rozowski	Minnesota Private College Council
Nicole	Whelan	Office of Higher Education - backup
Betsy	Everts	University of Minnesota
Tammy	Vondrasek	Minnesota State College Southeast
Jennifer	Simon	Minneapolis Public Schools
Scott	Roelke	Inver Hills and Dakota County Technical College
Mai Chue	Moa	Office of Higher Education
DeShawn	Woods	Office of Higher Education
John	Burczek Dreier	University of Minnesota
Amanda	Burgess	Augsburg University
Julie	Selander	University of Minnesota
Chris	George	St. Olaf College
Lauren	Norton	ESG - SUPPORT
Bob	McMaster	Executive Committee Lead

P-20 Additional Activity for 2021-22

Two other projects for 2021 included preparing a Joyce Foundation proposal to provide support for a full-time staff member (Executive Director) for P-20. With the ESG support ending at the end of 2021, securing additional administrative support will be crucial for implementing the four work plans. This proposal will be submitted in January and, if funded, would provide staff

support starting in April or May of 2022. This position would be housed in the Minnesota Office of Higher Education.

A second activity involves discussions among the Executive Committee to formally add the Office of Higher Education to the P-20 Executive Committee. When the P-20 was established, the Office of Higher Education was not officially a cabinet-level office, but now plays an equal role to the others—University of Minnesota, Minnesota State, and the Office of Education. The Commissioner of Higher Education would enter the two-year cycle as Vice Chair and Chair of the Executive Committee.

While the work of the P-20 Education Partnership over the past 18 months has not yet led to development of formal recommendations for executive or legislative action, it is likely that such recommendations will emerge as we progress through the implementation of action steps identified in this report. Future needs identified thus far include dedicated staffing support for the P-20 Education Partnership, as well as support for the development and ongoing maintenance of a P-20 website, knowledge management system, and data dashboard or data aggregating and reporting tool. At this time, however, we will move forward with our work within the context of existing policy structures and with existing resources. The additional of an Executive Director will greatly assist the Executive Committee in pushing forward the multiple P-20 agendas.

Summary

The P20 Education Partnership is well poised to be the central forum for coordinating a more effective human capital development system in Minnesota, and we embrace both the challenges and opportunities that role presents. The P-20 set out to revive this partnership over the past few years, and we now have a clearer vision, a broader and more engaged membership (both formal members and invited guests/advisors), a set of shared values around equity, and an emerging call to collaborative action.

Appendix A: Minn. Stat. § 127A.70

Appendix B: P-20 Education Partnership Member and Affiliate Roster for 2020-2021

Appendix A

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 non-educational 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.85 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;

(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 127A.70 2 (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.49.

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 recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 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, 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.

Subd. 3. [Repealed, 2014 c 286 art 8 s 40]

History: 2009 c 96 art 2 s 58; 2013 c 99 art 2 s 2; 2014 c 272 art 1 s 41; art 3 s 49,50; art 10 s 1;
1Sp2015 c 3 art 12 s 3; 1Sp2017 c 5 art 12 s 22; 2019 c 64 art 2 s 2.

Appendix B

P-20 Education Partnership Member and Affiliate Roster for 2021-2022

VOTING MEMBER	DESIGNEE
<i>Citizens League</i>	
Kate Cimino, Executive Director kcimino@citizensleague.org	
<i>Education Minnesota</i>	
Denise Specht, President president.denise.specht@edmn.org	Sara Gjerdrum, Executive Director Sara.Gjerdrum@edmn.org
<i>Legislators</i>	
Representative Lisa Demuth rep.lisa.demuth@house.mn	
Representative Ami Wazlawik rep.ami.wazlawik@house.mn	
Senator Chuck Wiger sen.chuck.wiger@senate.mn	
<i>Minnesota Association for the Education of Young Children (MnAEYC)</i>	
Sara Benzkofer, Executive Director sarab@mnaeyc-mnsaca.org	
<i>Minnesota Association of Charter Schools</i>	
Eugene Piccolo, Executive Director eugene@mncharterschools.org	
<i>Minnesota Association of Colleges for Teacher Education (MACTE)</i>	
Dr. Cari Maguire, President maguire@umn.edu	
<i>Minnesota Association of School Administrators (MASA)</i>	
Deb Henton Executive Director deb.henton@mnsa.org	
<i>Minnesota Association of Secondary School Principals (MASSP)</i>	
David Adney, Executive Director dadney@massp.org	
<i>Minnesota Business Partnership</i>	
Charlie Weaver, Executive Director charlie.r.weaver@mnbp.com	Amy Walstien, Education Policy and amy.walstien@mnbp.com

Minnesota Career College Association (MCCA)

Katie Misukanis, Government Relations
Kathleen.misukanis@rasmussen.edu

Minnesota Department of Education (MDE)

Heather Mueller, Deputy Commissioner
heather.mueller@state.mn.us

Stephanie Burrage
Stephanie.Burrage@state.mn.us

Minnesota Department of Employment and Economic Development (DEED)

Steve Grove, Commissioner
s.grove@state.mn.us

Hamse Warfa, Assistant Commissioner
hamse.warfa@state.mn.us

Blake Chaffee, Deputy Commissioner
blake.chaffee@state.mn.us

Elizabeth Frosch, Chief of Staff
elizabeth.frosch@state.mn.us

Minnesota Education Equity Partnership (MnEEP)

Carlos Mariani-Rosa, Executive Director
cmariani@mneep.org

Jennifer Godinez, Associate Director
jgodinez@mneep.org

Leiataua Dr. Robert Jon Peterson, Program
Consultant
jpeterson@mneep.org

Minnesota Elementary School Principals Association (MESPA)

Jon Millerhagen, Executive Director
jhm@mespa.net

MINNDEPENDENT

Tim Benz, President
tbenz@minndependent.org

Minnesota Office of Higher Education (OHE)

Dennis Olson, Commissioner
Dennis.w.olson@state.mn.us

Winnie Sullivan, Deputy Commissioner
winnie.sullivan@state.mn.us

Meredith Fergus, SLEDS Coordinator
meredith.fergus@state.mn.us

Minnesota Private College Council (MPCC)

Paul Cerkvénik, President
pcerkvenik@mnprivatecolleges.org

Alison Groebner, Director of Government
& Community Relations
agroebner@mnprivatecolleges.org

Minnesota State Colleges and Universities

Devinder Malhotra, Chancellor
chancellor@minnstate.edu

Ron Anderson, Sr. Vice Chancellor of
Academic and Student Affairs
ron.anderson@minnstate.edu

University of Minnesota

Joan T.A. Gabel, President
upres@umn.edu

Bob McMaster, Vice Provost and Dean of
Undergraduate Education
mcmaster@umn.edu

Jennifer Kunze, Director of Ramp-Up to
Readiness
kunze@umn.edu

David Laporte, Professor of Biochemistry,
Molecular Biology and Biophysics
dlaporte@umn.edu

Minnesota PTA

Amy Nelson, President
president@mnpta.org
amyn@mnpta.org

Heather Starks
education@mnpta.org
heathers@mnpta.org

Generation Next

Jeremiah Ellis, Director of
Partnerships
jeremiah@gennextmsp.org