



Report to the Legislature  
January 15, 2023

**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 Dennis Olson (Commissioner of the Minnesota Office of Higher Education), Satasha Green Stephen (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 among the commissioners 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. Dennis Olson (Commissioner, Department of Higher Education) has served as vice chair during this time 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. During 2020-21, the P-20 Education Partnership developed the following set of equity principles as a priority for all 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 continued its focus in the four areas previously identified 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. The basic Action Plans for the four priorities were provided in the 2022 P-20 Legislative Report. This year, we provide an update on each priority: Data Use and Capacity (DUC), Credentials of Value (COV), Financial Aid and Literacy (FAL), and Dual Credit and Exam-Based Credit (DCEC). The format of these updates is slightly different since each working group has taken a slightly different approach.

## **Update to Action Plans**

*MN P-20 Education Partnership*

### **Credentials of Value (CoV) Work Group**

During the past year, members of the Credentials of Value (CoV) Work Group participated in the Quality Postsecondary Credentials Policy Academy led by National Skills Coalition and Education Strategy Group. This work sought to develop consensus criteria to identify credentials of value across both degree and non-degree credentials, discuss the policy areas where these criteria could be applied, and understand the data needed to operationalize the criteria. The Work Group met monthly during 2022 and added members as additional stakeholders expressed interest in informing the criteria.

This work focused on two primary goals:

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

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

Below is an overview of the CoV Work Group's progress on the two identified goals.

**Goal #1: Defining quality.**

The CoV Work Group developed consensus criteria, currently under review by group members, that was based on the following work:

- a) Compiled existing definitions of quality credentials in use at the Office of Higher Education (OHE), Minnesota State Colleges and Universities, and the Department of Employment and Economic Development (DEED),
- b) Reviewed quality definitions in use in other states,
- c) Addressed the challenges of establishing quality criteria that can apply across both degree and non-degree credentials to have consistent criteria,
- d) Created draft criteria focusing on the quality elements of credentials, programs, and providers, and
- e) Began evaluating the draft criteria against existing programs and discussing additional stakeholders to review the criteria.

**Goal #2: Implementation and use of quality definitions**

The CoV Work Group discussed ways the criteria could be used to highlight quality credentials, and to qualify programs for additional resources, including but not limited to:

- a) Researching available data to understand the state's capacity to identify credentials and programs that meet quality criteria, including demonstrating high labor market value,
- b) Discussing the possibility of creating a process for "badging" programs that meet the state's quality definition, which would need leadership commitment and dedicated resources to operate, and
- c) Leveraging the criteria to expand access to state financial aid through the State Financial Assistance for High Quality Non-Degree Credentials Initiative led by the National Skills Coalition. This effort will utilize the criteria developed by the CoV workgroup. Minnesota was selected as one of three states to participate, with Minnesota State Colleges and Universities serving as the facilitator. <https://nationalskillscoalition.org/networks/state->

[initiatives-and-academies/state-financial-assistance/](#)

**Additional Consideration:**

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

In 2022, the Office of Higher Education (OHE) partnered with the Department of Employment and Economic Development (DEED) to expand person-level enrollment and completion data collections to all education and training programs listed on the state’s Eligible Training Provider List (ETPL). This will allow for analysis of employment outcomes for more individuals attaining non-degree and/or noncredit credentials, especially those offered by non-institutional providers.

**Limitations**

There are several limitations to the effectiveness of this initiative.

- a) Data and resource limitations may impact the ability of state agencies to implement quality criteria in a meaningful way.
- b) The non-degree and/or noncredit credentials offered in the state that are not listed on the ETPL and are not in state financial aid are still not subject to data collection requirements. Therefore, employment outcomes for completers of those credentials will not be known. Expanded data partnerships would be required to collect the data needed to understand outcomes for individuals completing nondegree and/or noncredit credentials that are not listed on the ETPL and are not in state financial aid.
- c) Because there is no budget to support the staffing and administration needed for the goal areas identified by the CoV Work Group, there are concerns related to the successful implementation of these goals.

CoV Work Group Members (2022 meetings):

First Name	Last Name	Affiliation
Ben	Baglio	Governor's Workforce Development Board - MN DEED
Deb	Broberg	RealTime Talent
Jennifer	Byers	Minnesota Chamber of Commerce
Julie	Dincau	Minnesota Department of Education
Meredith	Fergus	Office of Higher Education

Megan	FitzGibbon	Office of Higher Education
Scott	Godfrey	Minnesota Department of Employment and Economic Development
Brad	Hasskamp	Minnesota Department of Education
Bryan	Helminiak	University of St. Thomas
Robin	Hemenway	Saint Mary's University of Minnesota
Wanda	Jensen	Minnesota Association of Workforce Boards
Kay	Kammen	Minnesota Department of Employment and Economic Development
Katie	McClelland	Minnesota Technology Association
Jacquelynn	Mol Sletten	Office of Higher Education
Jess	Niebuhr	Minnesota State Colleges and Universities
Ingrid	Nuttall	University of Minnesota
Erin	Olson	RealTime Talent
Christen	Pentek	Minnesota Department of Employment and Economic Development
Mitchell	Radtke	Minnesota Private College Council
Steve	Rogness	Office of Higher Education
Mary	Rothchild	Minnesota State Colleges and Universities
Megan	Rozowski	Minnesota Private College Council
Bob	Rubinyi	University of Minnesota
Lauryn	Schothorst	Minnesota Chamber of Commerce
Erin	Slattengren	University of Minnesota
Dan	Solomon	Minnesota Department of Labor and Industry
Bob	Stine	University of Minnesota
Ryan	Torma	University of Minnesota
Amy	Walstein	Minnesota Business Partnership
Carrie	Wandler	Saint Mary's University of Minnesota
Jena	Zangs	University of St. Thomas
Julie	Zilka	University of St. Thomas

Dennis	Olson	Executive Committee Lead
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## Data Use and Capacity (DUC) Work Group

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

1. The DUC workgroup conducted a short survey among Partnership members to identify their biggest needs for support around understanding and using data. Each organization of the P-20 Education Partnership completed the [survey](#) on data capacity.
2. The DUC workgroup analyzed the survey results to help inform Partnership discussions about the current state of data capacity of the P-20 Education Partnership organizations and the future direction for supporting data capacity.

### **DUC Work Group Members:**

First Name	Last Name	Affiliation
Julio	Cesar	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
Joe	Munnich	GenerationNext
Megan	Rozowski	Minnesota Private College Council
Jennifer	Verbrugge	Minnesota Department of Education
Satasha	Green-Stephen	Executive Committee Lead

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

Minnesota has the nation's oldest state policy architecture supporting college in high school programs like dual enrollment and early college, beginning with the [Postsecondary Enrollment Options](#) (PSEO) program that was created in [1985](#).

For over 35 years, Minnesota's high school students have received support - either through PSEO or state investments in the [Concurrent Enrollment](#) through the [Concurrent Enrollment Grant Program](#) - to take free college courses in high school. These investments have allowed [thousands](#) of Minnesota high school students every year to get a jumpstart on college.

But in recent years, attention has turned towards disparities in access to college in high school programs as a serious concern for policymakers. Particularly given the impacts of the COVID-19 pandemic, policymakers are seeking research-backed interventions that will increase students' ability to access college and succeed in college. Dual enrollment is one such intervention, with a [lengthy research record](#) showing its benefits for many students. However, nationwide and in Minnesota, there are [significant access gaps](#) that need to be addressed.

One of the key challenges that has been identified is the way that Minnesota funds its dual enrollment programs, and specifically how it funds PSEO. In May 2021, the Minnesota P-20 Education Partnership applied to the College in High School Alliance (CHSA) for technical assistance to explore how the existing funding system for Minnesota's dual enrollment programs was creating or exacerbating access gaps, and work with key stakeholders to develop proposals on how to solve identified challenges.

Since late 2021, CHSA has been working with the Minnesota P-20 Education Partnership, and in particular with the Minnesota State Colleges & Universities, the Minnesota Department of Education, Minnesota Office of Higher Education, and the University of Minnesota System to conduct a comprehensive series of listening sessions to understand the impact that Minnesota's dual enrollment funding system is having on program access and success, and to develop a series of principles for reform and specific recommendations to advance to the legislature that would begin to address identified challenges.

The working group believes that any changes to Minnesota's funding system for dual enrollment should be guided by the following five principles:

1. Minnesota's dual enrollment funding system is tuition-free for students and should remain that way.
2. Any potential changes to the way Minnesota funds its dual enrollment programs should be student-centered and designed to use available resources to promote students' best interests as the top priority.
3. All Minnesota high school students who choose to participate, and who have received appropriate advising on postsecondary and career choices to inform their course selections, should be able to access dual enrollment courses.
4. Reforms to Minnesota's dual enrollment funding system should be intentionally designed with equity at their core, specifically seeking to expand access and success in dual enrollment at high schools with very low or no availability of dual enrollment, particularly among students of color, students whose families are low income, and students with disabilities.

5. Dual enrollment programs in Minnesota should operate as true, collaborative partnerships with shared responsibilities between high schools, institutions of higher education, and community partners. The state's funding system should not stand as an impediment to developing that close collaboration.

### **Components of a Well-Functioning Dual Enrollment Funding System in Minnesota**

Aligned to those principles and reflecting on the feedback received from the listening sessions we have conducted, we believe that the following are components of a well-functioning dual enrollment funding system in Minnesota.

1. **Create More Structured Pathways for Student Learning** - Students should be encouraged to participate in pathways or sequences of courses, including career pathways, that have been vetted for transferability and applicability to various postsecondary degree or credential alternatives for those students.
2. **High Quality Advising and Supports for Students** - To maximize the state's investment in these programs, all students should receive high quality advising about dual enrollment course selection to align those selections to the student's postsecondary and career goals.
3. **Sufficient Funding to Support Student Access and Success** - Sufficient funding should be provided to both the second and postsecondary systems to ensure that all students who want to access dual enrollment programs in Minnesota, either through PSEO or Concurrent Enrollment, are able to do so.
4. **Eliminate Incentives to Gatekeep Student Participation in PSEO** - Current incentives that encourage high schools to obscure or deny students the ability to take PSEO courses should be eliminated, so that only whether the student can benefit from participating in those courses is salient to the decision making about whether to let them participate. Incentivize secondary-postsecondary partnerships that are driven by providing on-ramps that are intentionally designed to support equitable access and outcomes for students.
5. **Fund Appropriate Partnership Roles Played by High Schools and Colleges** - In any well-functioning dual enrollment partnership, both the high school and the college has a role to play to support student success. Minnesota's dual enrollment funding system should recognize this role, and fund both partners according to what their contribution should be to an authentic high school/college partnership.
6. **Robust Data Collection and Reporting** - More robust data collection and reporting of dual enrollment access and outcomes that allow for disaggregation by race, income, gender, and localized data to see by region or district type (large, small, rural, etc.) to identify often-masked gaps. This can support local data-informed decision making - including for students participating in programs under the PSEO by contract model - is essential to calibrate policies properly to maximize student benefits.
7. **Eliminate Binary Distinction Between PSEO and Concurrent Enrollment** - Student selections around what kind of dual enrollment to take should be based on what is in the best interests of the students, and not set up as an either/or proposition that has different benefits to different

system actors depending on that student’s selection. Encourage secondary-postsecondary partnerships that are driven by providing on-ramps that are intentionally designed to support equitable access and outcomes.

8. **Eliminate Non-Tuition Course Costs** - To promote equitable access to these programs, they need to be not only tuition free, but truly cost free for students. This includes eliminating non-tuition course costs such as books, fees, transportation, and other cost factors that may limit student participation.

### 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

The Financial Aid and Literacy (FAL) Work Group is committed to approaching our work from an equity, anti-racism lens with a focus on collaboration and partnership in raising awareness around financial aid and literacy. The work group is mindful of the equity challenges that exist, particularly for those who are black, indigenous, people of color, first-generation students, and others who are challenged with access and affordability of postsecondary education. The FAL

Work Group utilized the equity principles developed by the P-20 Education Partnership as documented in the 2022 Legislative Report.

During the past year, the Financial Aid and Literacy (FAL) Work Group has met monthly to focus on two primary goals documented in the January 2022 legislative report:

**Goal #1:** Develop a joint Minnesota Department of Education (MDE) and Office of Higher Education (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 options for accessing and affording them.

**Goal #2:** Establish a Financial Wellness Council composed of subject-matter experts across K-12 and postsecondary educational institutions and host an annual convening (Minnesota Financial Aid and Literacy Summit) to discuss best practices and report progress among financial wellness experts in planning for college and financial stability. Ideas include sharing information on planning for paying for college, informing families and students on college costs, and gaining a better understanding of what key information is not being well communicated and the best way to get information to families and students about postsecondary and career planning.

Below is an overview of the FAL Work Group's progress on the two identified goals.

**Goal #1:** The FAL Work Group discussed how to move forward with the goal set last year to develop a joint MDE-OHE communications campaign. Below are the results of these discussions:

- a) Explored ideas for the core messages for this campaign including messages that address misinformation and questions about the postsecondary education and training options, search, application, acceptance, and financial aid processes. We plan to create simple and positive messages that promote the opportunities for access and affordability for all who are interested in pursuing postsecondary education and training.
- b) Explored ideas for a campaign that dispels misinformation about the value of postsecondary education and addresses the short- and long-term value of postsecondary education and training.
- c) Explored possible target audiences for this communications campaign including youth in middle school and high school and their families, as well as targeted cohorts and groups including Title 1 schools.
- d) Identified various dissemination channels to reach the target audiences including social media, videos, and newsletters.
- e) Identified key staff from OHE and MDE to lead the creation of the campaign, as well as various external partners from the K-12 and higher education systems and other

key community partners to further disseminate messages and provide direct support to students and families.

**Goal #2:** The FAL Work Group developed the start of a work plan to create a community of practice and to host a statewide assembly. Below is the preliminary plan that has been drafted:

- a) Create a statewide community of practice consisting of financial wellness professionals from K-12, higher education, and community partners to elevate common challenges and share best practices.
- b) Create an email list consisting of this community of practitioners, which can be used for the sharing of information and further community-building, which will be helpful for the promotion of the annual assembly of the group.
- c) Host an assembly to learn and share best practices, create networking opportunities with colleagues, and report progress among financial wellness experts. An initial plan is underway with a goal of a fall 2023 assembly.

**Additional Consideration:**

In last year's report, the P-20 Financial Aid and Literacy Work Group noted that they fully support increases in the Minnesota State Grant program and encouraged the Minnesota Office of Higher Education to make this a high priority in the OHE legislative request. Given the healthy budget surplus for the biennium, and the very concerning drops in postsecondary enrollment for first-generation students, low-income students, and Black, Latino and Native American students during the COVID pandemic, we urge the legislature to make this a priority this coming session. Investing in students through the Minnesota State Grant program can help make up the ground the state has lost on postsecondary access and opportunity since 2019 by investing in the education of college students with financial need so they can pursue the education and career that aligns with their talents and interests no matter their family financial circumstances.

**Limitations:**

As the P-20 Educational Partnership is a public/private partnership, any successful communications campaign needs to be a joint effort between the organizations involved. It would be most efficient to recruit additional communications professionals from the partner organizations to take part in creating and implementing the campaign. This way there is buy-in from all the P-20 organizations, and it will truly be a collaborative effort. Those voices will also be important in ensuring the campaign aligns with best practices for communications campaigns as well as ensuring that the overall campaign aligns with each organization's brand/style. Getting this buy-in and participation will help ensure implementation is not solely an OHE effort, and allow the committee as a whole to

leverage the collective audience of each organization’s followers, which is important for success since this campaign does not currently have a budget.

Because there is no budget to support the goals areas identified by the FAL Work Group, there are concerns related to the successful implementation of these goals. The FAL Work Group looks forward to the hiring of a P-20 Executive Director to provide vision, support, and further guidance on how to successfully move forward given this concern.

FAL Work Group Members:

First Name	Last Name	Affiliation
Paul	Cerkvenik	Minnesota Private College Council
Kat	Klima	Office of Higher Education
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
Ikram	Mohamud	Minnesota Education Equity Partnership
Tammy	Vondrasek	Minnesota State College Southeast
Jennifer	Simon	Minneapolis Public Schools
Scott	Roelke	Inver Hills and Dakota County Technical College
Mai Chue	Ozcan	Office of Higher Education
John	Burczek Dreier	University of Minnesota
Amanda	Burgess	Augsburg University
Julie	Selander	University of Minnesota, Committee Chair
Chris	George	St. Olaf College
Bob	McMaster	Executive Committee Lead

**P-20 Additional Activity for 2022-23**

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 is crucial for implementing the four work plans. This proposal was submitted in January and will provide staff support starting in January or February 2023. This position would initially be housed at Minnesota State University, and later be transferred to 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 addition 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
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