

States' K-16 Education Systems

Educators, policymakers, and legislators in many states are seeking increased collaboration between kindergarten through grade 12 and post-secondary education systems. Their purpose is to improve students' education by eliminating the disjuncture that results from two separate systems. A more seamless system may better integrate high school graduation standards and college admission requirements, increase student access to higher education, and reduce high rates of academic remediation at post-secondary institutions. Some states rely on local and regional initiatives to develop K-16 initiatives and increase K-16 collaboration. Other states take a more formal statewide approach. This information brief summarizes K-16 program issues and describes K-16 initiatives in other states and in Minnesota.

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K-16 Program Issues

Educators and public leaders in many states are beginning to build statewide K-16 systems to help students successfully complete more advanced education programs. Cross-system programs of K-12 and post-secondary education implicate a number of issues including:

- state leadership
- teacher quality, retention, and education
- data and accountability systems
- curriculum development
- early outreach
- student financial aid
- alignment of high school graduation and post-secondary admissions standards
- remediation

A Seamless System

A seamless elementary, secondary, and post-secondary education system seeks to increase student access to and success in attaining higher education by integrating the goals of the two existing education systems. Different components may comprise a seamless system.

Configuration	Starting Point	End Goal
P-14	Pre-School	Two-Year Degree
P-16	Pre-School	Four-Year Degree
P-20	Pre-School	Graduate Degree
K-14	Kindergarten	Two-Year Degree
K-16	Kindergarten	Four-Year Degree
K-20	Kindergarten	Graduate Degree

For simplicity, all configurations in this report are denoted as K-16, which is the most common reference.

What follows outlines these K-16 program issues.

State Leadership

An effective and coherent K-16 system requires an ongoing organizational structure with a broad charge and sufficient resources to bring K-12 and higher education stakeholders together. Among other things, such a mechanism or structure allows a state to sustain its progress over time even as stakeholders change.

Teacher Quality, Retention, and Education

Teacher quality and retention appear to be the primary focus of many states' K-16 efforts. Activities related to raising teaching standards and improving teacher preparation often become the catalyst for raising expectations affecting other components of a state's K-16 system. For example, a collegial dialogue between K-12 teachers and college faculties may result in improved teacher quality, retention, and student performance.

A seamless K-16 system requires improved teaching. According to the Education Commission of the States (ECS), at least 20 states are beginning to address teacher quality issues by raising standards for teachers. Recommended strategies for realizing such reform include:

- linking standards for teachers and students

- linking education school and arts and science faculties
- improving teacher recruitment and retention in underserved school districts and high-need subject areas
- providing new teachers with better mentoring and support
- allocating time, support, and incentives for ongoing curriculum-centered professional development that improves teaching practices, instead of merely offering a series of unrelated events and workshops

Data and Accountability Systems

Good student data are needed to better understand K-16 challenges that impact various dimensions of student performance, develop policy options, and evaluate the effect of different policy alternatives. The lack of data on student transitions within the education systems and into the work force limits the ability of decision makers to develop a coherent K-16 system and evaluate its effectiveness.

Curriculum Development

Developing and aligning curriculum is an important initiative for a K-16 system. A focus on curriculum implicates academic content standards, the congruence of expectations between the K-12 and higher education systems, which affects student remediation, retention and graduation rates, and the congruence of expectations between the two education systems and the workplace.

Early Outreach Activities

Early outreach activities provide educational opportunities for a growing number of disadvantaged students and give students ongoing support in their schools and communities. Early college awareness frequently targets disadvantaged students to better enable teachers, administrators, and school counselors to effectively serve these students.

Student Financial Aid

Financial aid programs support K-16 initiatives by giving students access to higher education. A financial aid program may promote articulation and transfer through the post-secondary system from a community college to a four-year university or college. In addition to aid, lower income families also need information about financial assistance and tuition savings programs.

Alignment of High School Graduation and College Admission Standards

Most states during the past decade developed K-12 academic standards, although the standards often have little connection with post-secondary admissions, placement, and academic requirements. High school standards may not represent the knowledge and skills needed to adequately prepare students for college-level work. A majority of colleges and universities rely on standardized, multiple choice tests (ACT and SAT), which are not aligned with states' K-12 standards, to evaluate students' academic qualifications. Many colleges admit students who must take remedial courses before beginning college-level work. The need for extensive remediation contributes to low rates of student retention and completion. The goal of a

coordinated K-16 system is to reduce this disjuncture that harms many students. Minority and immigrant students and students from economically disadvantaged families face increased difficulty acquiring information about the educational requirements and process for entering post-secondary institutions.

Remedial Education and Post-Secondary Placement

Post-secondary remedial or developmental education includes coursework and academic support for the at least 25 percent of entering high school graduates who are unprepared for college-level studies. Remedial education in public higher education increases costs to both the public and students, and can impair student access to post-secondary education. Coordinated K-16 systems reduce the need for remediation. Other state strategies that minimize remediation include mandatory placement exams, public reporting of data on student remediation, and incentives and requirements to reduce remedial enrollment.

States' K-16 Initiatives

Typically, executive branch state agencies, not state legislatures, initiate K-16 activities. According to ECS, 24 states are formally engaged in K-16 activities. Only Florida, South Carolina, and Oregon initiated such activities before 1995. Twelve states receive federal or private funding for K-16 activities. In 22 states, local councils, community outreach, and input from business representatives are components of the K-16 system. Only Georgia and Maryland have a legislative or advisory body responsible for K-16 issues.

The following table lists activities in the 24 states that ECS identified as engaged in K-16 efforts. For organizational purposes, these K-16 activities are arbitrarily divided into three categories: (1) developing cross-system structures and programs; (2) educating teachers; and (3) aligning standards and coordinating programs.

The information on states' K-16 programs in the table suggests several observations and conclusions. The majority of states with K-16 initiatives pursue activities related to educating teachers and aligning standards and coordinating programs. Many fewer states are developing cross-system programs and structures, which require institutional change that can be difficult to effect.

Developing Cross-System Structures

Developing cross-system structures and programs is difficult because a "cultural" change is needed to successfully integrate the structures and programs of essentially independent institutions. This "cultural" change requires a genuine, widely accepted vision of a seamless education system not yet part of many education institutions. Consequently, few states have succeeded in this effort beyond establishing an organizational entity that, currently or prospectively, may have sufficiently broad representation, expertise, and power to effect or serve as a catalyst for the "cultural" changes that are needed before cross-system structures and programs can operate effectively.

Educating Teachers

There is much consensus and commonality in states' efforts to educate teachers. Although states' approaches may vary, the issues are similar: aligning the content of teacher preparation programs and K-12 curriculum; structuring teacher preparation programs and licensure processes to ensure that teachers are well-qualified and remain prepared; recruiting and retaining well-qualified teachers; improving teacher preparation and development; and developing partnerships between public schools and higher education institutions.

Aligning Education Standards

Perhaps in response to the education accountability pressures present throughout the country, states are using various approaches to try to better align the educational requirements in K-12 schools and higher education institutions. In a few states, a single exam suffices as a high school exit exam and a college entrance exam. Some states have created local or regional forums to examine K-16 issues affecting educational standards and assessments across education systems. Several states have developed programs to help secondary school students better anticipate the academic demands of college.

24 States' K-16 Programs

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Alabama	State education superintendent and state university system chancellor anticipate governor's executive order to develop college readiness programs.		State anticipates including programs for four-year-olds in public school systems, aligning high school graduation and post-secondary entrance standards, and facilitating the transition from high school to college.
California	State superintendent of public instruction, president of the University of California, chancellor of the state university, chancellor of the state community colleges, president of the association of independent colleges and universities, and the executive director of the state post-secondary education commission are collaborating on P-16 issues at the governor's direction.	Partnerships between higher education faculty and K-12 educators foster improved teacher preparation and development through professional development program and quality enhancement grants.	State superintendent of public instruction and presidents of post-secondary systems anticipate aligning high school graduation standards, college preparation requirements and assessment tools, and reducing remediation. The state established regional K-16 partnerships for high school students with a few college bound students to examine student participation in and performance on college admission tests and state assessments and in rigorous courses. State anticipates using scores on high school subject matter, end-of-course Golden State Exams for university admissions.
Florida	Florida board of education oversees K-20, kindergarten through graduate school education, including the system of state and community colleges. Tech Prep program authorized under Title II of the Carl D. Perkins Act offers students at least two years of secondary education and two years of continuing	Universities emphasize improving teacher education and training to better align the K-12 and post-secondary systems. Universities offer K-12, prekindergarten-primary education and preschool programs. Education board issues a three-year temporary certificate and five-year professional certificate if a	One placement test for public community colleges and state universities is offered.

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Florida (cont.)	post-secondary education leading to an associate degree or certificate. Relying on articulation agreements between institutions, the program integrates academic and career/technical instruction, incorporates work-based and work-site learning, and prepares students for entry into a specific career field, skilled employment, or further education.	teacher satisfies subject matter and preparation requirements and passes tests assessing general and subject area knowledge and professional educational competence.	
Georgia	Governor's executive order directs P-16 initiative focusing on three strategies: (1) aligning expectations, standards, curriculum, and assessment for students from preschool through post-secondary education; (2) providing a qualified teacher in every public school classroom; and (3) providing enrichment programs for seventh through twelfth grade at-risk students. The Education Coordinating Council (ECC), which includes the governor as chair and the CEOs and board chairs of the state education agencies, provides a forum for interagency P-16 education policy discussions and programs and promotes a seamless P-16 system.	Statewide reform of teacher education includes re-evaluating teacher education curricula, integrating teaching and traditional liberal arts and science courses, linking teaching programs and local public schools, and improving teacher preparation and alternative certification programs. Underperforming teacher graduates receive additional university training without charge. A representative team manages teacher quality grants. The team includes people from the education department, professional standards commission (oversees teacher licensure), university system, state teacher center (oversees teachers' professional development), office of school readiness (oversees preschool programs), and the educator workforce research and development division.	State anticipates aligning college preparatory curriculum with admission requirements for the university system. Formed 15 regional P-16 councils to advise school districts in setting standards and coordinating activities at colleges and local public schools. Education Coordinating Council (ECC) supports P-16 councils' efforts. Post-secondary Readiness Enrichment Program (PREP) helps disadvantaged middle school students understand college expectations. State is pilot testing a standards-based college admissions system using Oregon's model that incorporates samples of students' work and student scores on new end-of-course exams. Four P-16 councils piloting Performance Assessment for Colleges and Technical Schools (PACTS), which seeks to define academic standards for high school graduates, develop performance-

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Georgia (cont.)			based assessments, test an alternative admissions system, and compare the effectiveness of PACTS and traditional admission criteria.
Illinois	P-16 partnership includes the state board of higher education, state community college board, state board of education, and the state workforce education board.	State board of education and post-secondary boards are working to improve teacher quality, assess skills of teacher preparation candidates, create standards, and improve curriculum and performance. The boards work collaboratively on Title II grants for teacher quality.	A P-16 partnership places workforce education board members on joint state education committee. Prairie State Achievement Exams, which include English, math, reading, and science ACT exams and state-developed items in writing, science, and social studies, are not required for high school graduation but are tied to college admissions.
Kentucky	Voluntary state P-16 council includes the state board of education, the state council for post-secondary education, business leaders, and professionals. State anticipates integrating preschool program into K-12 system.	Multiple teacher education programs focus on teacher professional development and retaining new teachers.	Local P-16 teams include community representatives. State anticipates on-line website for assessing college readiness in math.
Louisiana	State anticipates developing P-16+ commission and program.	Blue ribbon commission on teacher quality appointed by board of regents and state board of elementary and secondary education will become the P-16+ commission. The commission anticipates focusing on teacher preparation and recruitment. State may certify preschool teachers.	Each university must have a P-16+ council to work with school districts. State anticipates aligning high school exit and college placement exams.
Maryland	Voluntary K-16 partnership for teaching and learning includes state school superintendent, state university chancellor, and state higher education	State anticipates aligning teacher education curricula, teacher licensure exams, and K-12 graduation standards. Secondary teacher candidates must major	Higher education systems, regional K-16 groups, and business representatives participated in developing high school core learning goals and K-12

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Maryland (cont.)	secretary working to establish high expectations for high school graduates, align high school standards and college entrance requirements, modify college general education to complement high school graduation requirements, and guarantee equal educational opportunity.	in their teaching field. Standards-based teacher education project (STEP) ensures that higher education teacher preparation curriculum includes instruction in K-12 content standards.	performance standards. Higher education systems anticipate using secondary student assessments for college admissions by 2003. Single community college placement exam permits SOAR (Student Outcome and Achievement) report on high school graduates' grades in college reading, math, and writing courses; results consistently show that students who take and complete high school core curriculum need less remedial instruction in college. Community and four-year colleges agreed on a uniform student transfer policy (60 percent of teacher candidates first enroll in two-year colleges). University system may include students' results on high school exit exams as an admissions criterion.
Massachusetts	University of Massachusetts, state education department, and state board of higher education anticipate developing P-16 program. State is a participant in American Diploma Project analyzing the gap between high school exit and college entry standards and assessments in an effort to develop P-16 systems.	Teachers receive teacher preparation and professional development on state curriculum standards in science, math, and other subjects.	State anticipates aligning high school exit and college placement exams.
Mississippi	State education department, state board for community and junior colleges, institutions of higher learning, and state association of colleges of teacher education anticipate developing a P-16 program.	State encourages teachers to obtain national board certification, trains practicing teachers in technology and instructional techniques, and works to improve preschool teacher training.	State anticipates re-evaluating high school exit exams.

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Missouri	State coordinating board for higher education, University of Missouri board of curators, and state education board anticipate developing a P-16 program that emphasizes middle school.	Teacher education programs are aligned with K-12 performance standards.	State anticipates improving K-16 math education, emphasizing K-16 approach in middle school.
Nebraska	State education commissioner, president of the University of Nebraska system, and state education board anticipate developing P-16 program.	State anticipates providing early childhood preparation programs, focusing on teacher recruitment and retention, developing curriculum and standards for teacher preparation programs, and improving teacher certification.	Education commissioner and university system president inform eighth grade students about college entrance requirements.
Nevada	K-16 state collaborative for academic success includes state education department and state university and community college system.	State-aligned teacher education with K-12 standards in academic content areas and reworked teacher certification standards.	Focus is on K-12 standards that prepare students for college and work. High school students can take college courses for credit.
New York	State board of regents (in 2005) will oversee prekindergarten to graduate school. NY offers extensive programs between universities and high schools that allow advanced high school students to take college classes for credit through dual enrollment (e.g., CUNY's College Now program) and also offers remedial reading, writing, and math help to students experiencing academic difficulty. State anticipates including preschool program in K-12 system in 2005.	State revised teacher education requirements. Appointee who oversees CUNY teacher education program established formal periodic communication between teacher education program directors, imposed minimum GPA requirements on teacher education students, implemented a publicly funded Teaching Fellows program that allows qualified individuals to train as teachers and receive a master's degree, and created teacher empowerment zones to assist teachers-in-training in poorly performing schools.	State aligned high school exit and college placement exams. High school students by 2004 must pass five Regents exams for admission to state university system. Students who attain score of 75 on English and math Regents' exams place out of CUNY remedial courses. Ninth grade College Now Nine program pairs colleges and high schools to provide struggling students with benefits and services, including smaller classes and increased interaction with school guidance counselors, and to improve instruction across disciplines.

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
North Carolina	State education board, state university system, and state superintendent of public schools collaborate with governor in P-16 initiatives.	State anticipates including preschool component in K-12 teacher preparation program. Performance report assesses effectiveness of teacher preparation programs using classroom management, computer use, and employer ratings, among other measures. Articulation agreements between community colleges and UNC system, and community colleges and public schools encourage people to seek teaching-related degrees.	Middle school students and their parents receive electronic and print guide to determine college admission requirements and evaluate college costs and financial aid needs and notice of education policy changes.
Ohio	State education department and state board of regents comprise K-16 joint council that will campaign to create public engagement and support after reducing college remediation.	State anticipates aligning K-12 standards and teacher preparation programs.	State anticipates aligning K-12 and college admission standards. State enacted legislation to develop new academic content standards in math, language arts, science, social studies, foreign language, and computer literacy. Content standards are tied to a new statewide diagnostic assessment system premised on primary, middle, and high school benchmarks. Prekindergarten standards are anticipated in reading and math only. State board of education charged with recommending end-of-course exams as alternative to passing state graduation test. Post-secondary enrollment options program allows qualified high school students to enroll full or part-time at a college and receive high school or college credit for completing college-level courses. These courses are intended to supplement high school students' academic preparation.

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Oklahoma	State regents for higher education, state education board, and state department of career and technical education anticipate initiating K-16 system.	State anticipates remediation programs for teacher candidates who fail certification test, and adding K-12 standards to subject matter curricula in teacher training programs.	State anticipates aligning K-12 assessment and ACT test, making K-12 standards sufficient to prepare students for college, and developing common grading criteria. Began benchmarking project with Achieve, Inc., to review academic standards and tests. Education planning and assessment system is used to determine whether eighth and tenth grade students are on track to succeed in college and enrolled in the necessary academic course work.
Oregon	Governor's executive order calls for meetings between K-12 and higher education systems to develop K-16 system.	Teacher training is aligned with K-12 performance standards.	State anticipates proficiency-based university admission standards aligned with tenth and twelfth grade benchmarks in 2007. Website informs students, parents, and teachers about Performance-based Admissions Standards System (PASS), which allows students to demonstrate college readiness through statewide tests, standardized national exams, and classroom-based assignments. PASS becomes the preferred community college and university admissions method in 2005.
Pennsylvania	State academy of teaching and learning, with state education department, developing K-16 program.	Teacher education and training is being addressed, including in-service opportunities. Teacher training programs are changing to include instruction in K-12 standards and foster partnerships between public schools and higher education institutions.	Regional K-16 councils composed of community colleges, higher education institutions, public schools, intermediate educational units, representatives of business and industry, parents, and others provide forum for K-16 issues.

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Rhode Island		Teacher preparation policy group composed of decision makers in education, higher education, business, the community, and teachers unions facilitates preK-16 dialogues between post-secondary faculty and preK-12 teachers.	State anticipates developing K-16 math and English curricula.
South Carolina	State commission on higher education and state education board is working on K-16 program.	State anticipates integrating K-12 standards in specific content areas into the teacher preparation curricula/programs.	Students' awareness of college-required courses is being increased.
Texas	State higher education coordinating board, state association of community colleges, state technical college system, state board of educator certification, state education agency, and state business and education coalition are initiating a K-12 system and preschool standards. State offers dual or concurrent enrollment options in high school and community colleges.	The university and education agency are working to prepare high school math and science teachers. Middle school certifications must be content-focused in 2002. Under the El Paso Collaborative for Academic Excellence program, state university sends mentors into public elementary and secondary schools to work with teachers on developing curriculum and improving teaching methods to help disadvantaged students meet tough, newly created high standards in fourth, eighth, and twelfth grades in seven key subject areas. Professional development activities include a leadership institute where seven to ten teachers and administrators from each participating school determine how to make major academic improvements and a principals' seminar where administrators learn to facilitate instructional renewal.	State education agency and higher education coordinating board anticipate raising the achievement level of the high school exit exam by 2004 to reflect eleventh instead of tenth grade standards, using the exit exam to predict students' college readiness, and reducing remediation through local and regional realignment efforts. State anticipates aligning high school graduation and university admissions requirements. Middle and high school students must take college preparatory courses.

State	Developing Cross-System Structures and Programs	Educating Teachers	Aligning Standards and Coordinating Programs
Vermont	State education department, state colleges, state university, and state association of independent colleges are developing a K-16 partnership.	State anticipates matching teacher preparation and professional development needs to particular regions.	State focus is on whether K-12 standards prepare students for college and how to reduce college remediation. Students in lower grades are informed of college entrance requirements.
Wisconsin		Teacher education reform and new teacher licensure requirements are based on K-12 standards.	State university system examining vo-tech, K-12, and higher education standards for gaps and inconsistencies.

Minnesota's K-16 Initiatives

Although Minnesota does not have a formal statewide K-16 program, K-16 initiatives exist within the state. Some of these program initiatives are found in other states. Minnesota, which does not have an elected or appointed board of education or a single agency responsible for public education, lacks a governmental structure to facilitate a seamless, coordinated education system. Also, the ability of the executive or legislative branch to require the University of Minnesota to participate in a coordinated system is limited by the university's constitutional autonomy.

Dual Enrollment, Concurrent Enrollment, Post-Secondary Enrollment Options

Minnesota was among the first of 32 states to establish a dual or concurrent enrollment program in which high school students enroll in college courses to earn college or high school credit or both. States' dual enrollment programs differ in their requirements for student promotion, student counseling, accountability, transportation, participation by private school students, and payment or reimbursement of college costs.

PSEO in Minnesota

Under the Minnesota Post-Secondary Enrollment Options (PSEO) program, public, nonpublic, and home-schooled 11th and 12th grade students may enroll without cost in college courses offered by eligible post-secondary institutions. The state pays participating public and private post-secondary institutions a standard credit rate. Minnesota also has a PSEO option for college classes offered in public high schools under a contract with a post-secondary institution. Both PSEO options generate partial funding for public colleges through the state's higher education aid system.

Participating PSEO students must choose to receive either secondary or post-secondary credit. Students may satisfy high school graduation standards if the PSEO courses they complete are aligned with the standards and the commissioner of Children, Families and Learning (CFL) determines the courses are sufficiently rigorous.

Middle College – Anoka-Hennepin STEP

A high school located on a college campus provides an alternative educational setting for students experiencing difficulty in traditional high school. Today, approximately 3,000 students in ten states attend middle college on 25 community college campuses.

The Anoka-Hennepin school district and the Anoka-Hennepin Technical College jointly operate the Secondary Technical Education Program (STEP). The program offers a transition between high school and college for students interested in working. The student's home high school and the college coordinate student coursework. Minnesota's graduation standards and requirements for industry certification are embedded in the STEP curriculum, which includes a continuum of general education and technical courses offered through two years of college.

Automotive Technology 2000+

Minnesota State Colleges and Universities (MnSCU) initiated a project to promote high school automotive programs that introduce automotive industry skill standards and offer certification leading to advanced placement for students transferring to MnSCU campuses. The National Automotive Technicians Education Foundation (NATEF), Automotive Youth Education Systems (AYES), MnSCU, and the Minnesota Department of Children, Families and Learning are project partners. MnSCU selected the automotive project because of the many high school automotive programs, the availability of national certification, the extensive MnSCU auto mechanic offerings, and the ability to standardize the program, which facilitates transferring students and credits into post-secondary programs. MnSCU expects the program to be a model for other coordinated vocational or technical training programs.

Tech Prep

In Minnesota 330 school districts and 35 MnSCU colleges and universities are involved in the federally funded Tech Prep program. Tech Prep is aimed at students who are interested in exploring or pursuing technical career options. Tech prep programs provide students with a seamless transition to higher education through the last two years of high school and the first two years of college, an opportunity to earn college and high school credit for certain technical high school classes, integration of academic and technical courses, and a focus on career exploration, information, and employability skills. Tech Prep programs in Minnesota are implemented, in part, through articulation agreements between post-secondary and secondary faculty.

Outreach Programs

Outreach programs provide a continuum of services to encourage and support college attendance by students least likely to attend higher education, including students from low-income families and families without previous college experience. Most of the early intervention programs are federal initiatives. Minnesota participates in federal outreach programs, collectively known as TRIO, through 53 projects located on 27 college campuses and one tribal agency. The various TRIO programs serve about 4,000 participants. Minnesota provides state matching funds for a five-year federal grant under the GEAR UP outreach program

Minnesota funds an early intervention initiative called Intervention for College Attendance Program to encourage low-income students in grades seven through 12 to attend college. The Higher Education Services Office (HESO) administers the program that provides students with information, mentoring, tutoring, support for parental involvement, and summer academic experiences. HESO supplements state early intervention services with a federal AmeriCorps-Youth Works grant that funds AmeriCorps volunteers who provide tutoring and other services to low-income students within 12 months of when they first enroll in a post-secondary institution.

Minnesota Post-Secondary Remediation Requirements

Under Minnesota Law, students may receive remedial reading, writing, and math instruction but public post-secondary systems may not award academic credit for the remedial instruction. ([Minn. Stat. § 135A.081](#).) Although Minnesota has a statutory high school warranty requiring a public high school to pay the cost of remedial education to any graduate who scores below the eighth grade level, no high school has ever paid the cost of remediation.

Minnesota law also requires public post-secondary systems annually to report to Minnesota school districts on the extent of their graduates' remedial instruction and the results of the students' post-secondary assessment exams. Summary information is reported to CFL, which must evaluate the data and report its findings to the legislature. ([Minn. Stat. § 13.32](#), subd. 3 (h) and subd. 6.)

Post-Secondary Preparedness Demonstration Project

The developmental education demonstration project is an alternative strategy to post-secondary remediation. The project depends on voluntary cooperation between a MnSCU institution and a group of high schools and is designed to increase the number of students prepared to do college level work. All high school juniors in participating schools take MnSCU college placement tests in reading, writing, and mathematics. School districts use test results to inform students of academic areas needing additional preparation to ensure college readiness. A demonstration project is currently underway.