

Building Pathways to Postsecondary 2.0 Summits



2014-2015

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Minnesota Department of Education

Minnesota State Colleges and Universities



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*“Leading for educational excellence and equity.
Every day for every one.”*

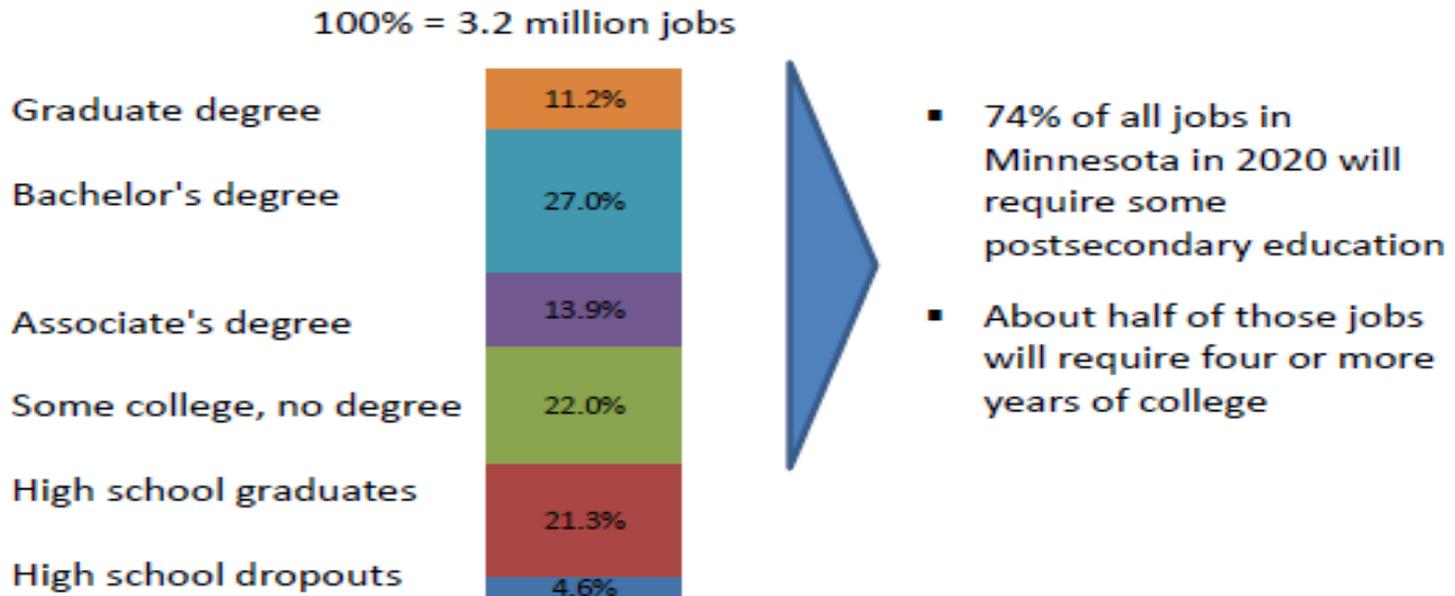
Outcomes for the day

- Provide current information related to career and college readiness legislation, including “World’s Best Workforce,” aligned assessments, targeted interventions, Personal Learning Plans, and expansion of college credit options for the continuum of students.
- Explore successful local and national program models serving low-income, first generation college students, students of color, and English language learners.
- Discover opportunities for new or expanded partnerships that provide high school students the opportunity to earn college credits in high school.
- Share regional workforce needs and trends and strategies to successfully engage business and industry partners.

It is simple economics - Minnesota needs more post-secondary credentialed workers to compete globally

2020 Job Forecast by Education Required

Percent

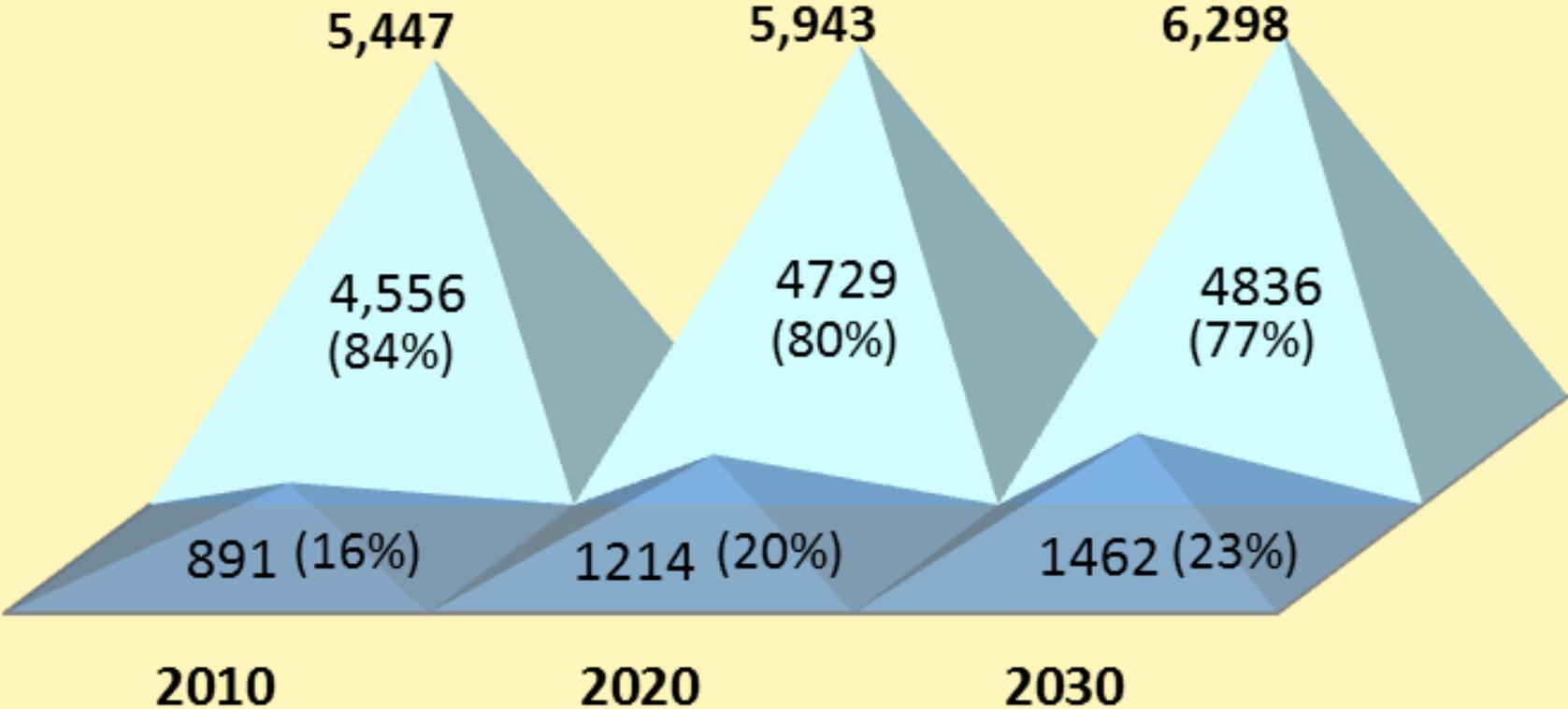


SOURCE: The Georgetown University Center on the Workforce, 2013.

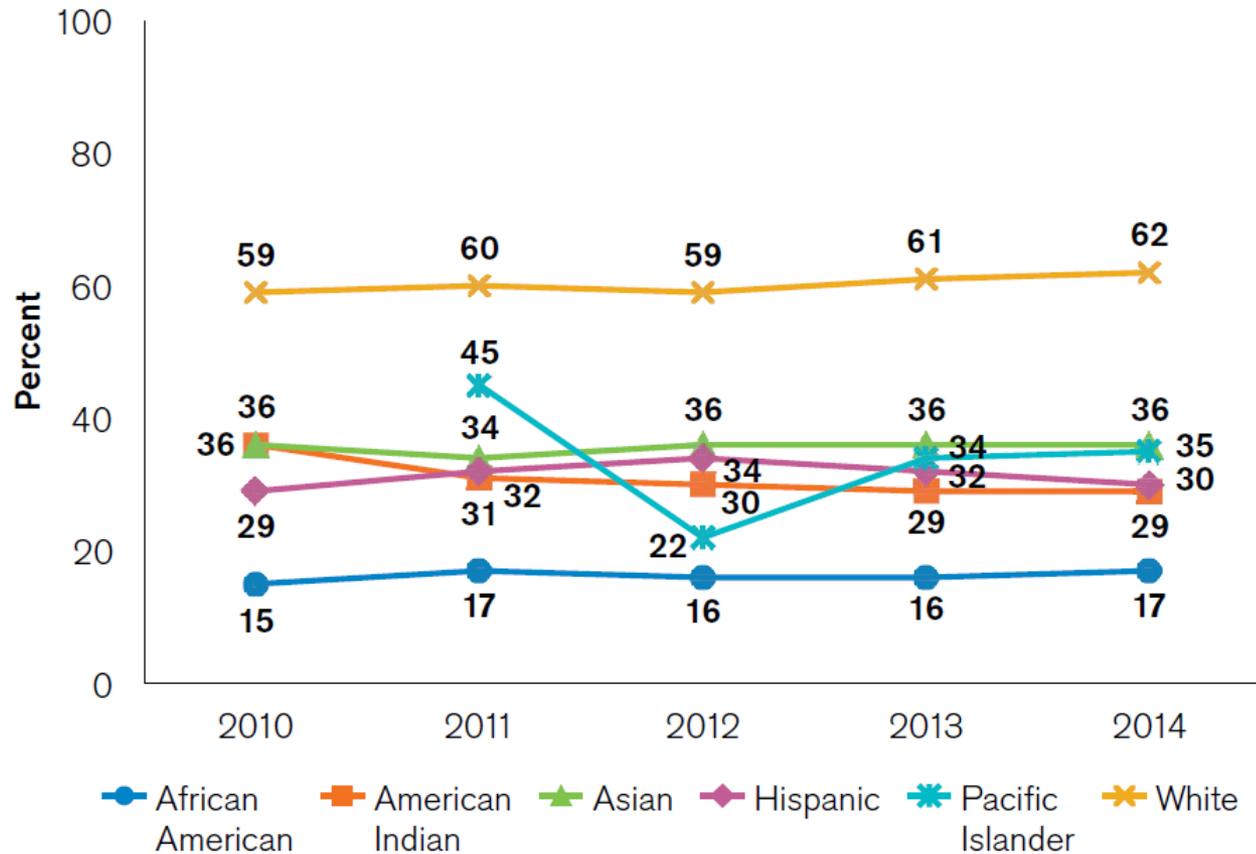
Minnesota population demographics 2010-2030

Total individuals in thousands (percent of population)

■ Non-white ■ White



Percent of 2010–2014 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity*



MDE Statewide 4-year Graduation Rates

Report Year: 2012-2013

	STATE: All Students	Students who took 3 or more CTE courses (240 hours)	Students who took 1 or more PSEO or Concurrent Enrollment Course
African American	57.8% (Gap = 27.5%)	67.4% (Gap = 23.5%)	88.2% (Gap = 9.9%)
American Indian	49.0% (Gap = 36.3%)	74.6% (Gap = 16.3%)	88.0% (Gap = 10.1%)
Asian/Pacific Islander	78.2% (Gap = 7.1%)	82.2% (Gap = 8.7%)	95.9% (Gap = 2.2%)
Hispanic	59.0% (Gap = 26.3%)	77.5% (Gap = 13.4%)	92.5% (Gap = 5.6%)
White	85.3%	90.9%	98.1%
Economically Disadvantaged	63.8%	79.6%	92.8%
English Language Learner	59.3%	73.5%	88.6%
Individuals with Disabilities	58.2%	69.4%	84.3%
All Students	79.8%	88.0%	97.4%

Supporting the success of ALL students: National models



Joe Vargas, Vice President, High School Through College at Jobs for the Future

Turn and Talk and Share Out

What would be the benefits and implications of implementing models like these to support the participation and success of all students including low-income, first generation college students, students of color and English language learners?

Team Discussion

At your tables, using your summit pre-work Planning Guide, discuss your priorities for future work.

- What are you currently doing?
- What data are you using to evaluate progress?
- What are your plans for further development?

Legislation and Policy Updates



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Definition of Career and College Ready

For purposes of statewide accountability, "career and college ready" means a high school graduate has the **knowledge, skills, and competencies to successfully pursue a career pathway** including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

Students who are career and college ready are able to **successfully complete credit-bearing coursework** at a two- or four-year college or university or other credit-bearing postsecondary program **without need for remediation**.

Source: 2014 Minnesota Session Laws, Chapter 272 – House File 2397, Section 8

Redesigning the secondary to postsecondary framework – progress

Career & Postsecondary Education Plans: Personal Learning Plans

Offer robust career and post-secondary education planning beginning no later than grade 9

Align Assessments

Align assessment in secondary education to college and career readiness standards

Expand College Credit Opportunities

Expand opportunities for students who are college ready in high school to access early college credit venues

Targeted Interventions

If students are not on track to being college ready in high school, work with local districts on providing targeted remediation in high school or ABE to waive developmental in higher education

Career & Postsecondary Education Plans: Personal Learning Plans

Minnesota Statutes 2014, section 120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYMENT; *PERSONAL LEARNING PLANS*

No later than grade 9:

all students explore their *educational*, college and career interests, *aptitudes*, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

Note: The 120B.125 legislative language is indicated on handout: Planning for Students' Successful Transition to Postsecondary and Employment Legislation

Align Assessments

MDE and secondary:

- 11th graders required to take nationally normed college entrance exam (ACT)
- 8th and 10th graders required to take college ready predictive test aligned to college entrance exam (EXPLORE and PLAN)
- 10th graders not on track to reaching benchmarks required to take college placement diagnostic aligned with MnSCU
- GRAD changes- no cut score threshold

MnSCU adoption of ACT benchmarks and MnSCU RFP for college placement test

ABE alignment with college placement diagnostics

Expand College Credit Opportunities

College credit bearing programs and models across secondary and postsecondary

Concurrent Enrollment – college courses taught by high school teachers, mentored by college faculty (College In the Schools, online)

Dual Enrollment – college courses on college campus or high school – simultaneous high school and college credit (PSEO, online)

School-based – early college high schools and middle college high schools, located at high school and/or college campus – simultaneous high school and college credit

Expand College Credit Opportunities

Advanced Coursework – high school courses that include national end-of-course exams to determine student attainment of college credit; credit determined by and varies by higher ed institution (Advanced Placement, International Baccalaureate)

Credit for Prior Learning – national challenge exams students complete to earn college credits (CLEP, NOCTI, NYUFLP, ACE)

Articulated High School to College Credit – planned Program of Study in a career pathway that can provide the opportunity to earn high school credit and postsecondary credit toward a career technical certificate, diploma or associate degree.

PSEO: Legislation updates

- PSEO Formula payments to colleges 1.2 weighting to conform with per pupil weight starting in 2015
- Allows colleges to advertise or recruit high school students in school districts with 700 or more students in grades 10-12
- Allows students in an ALC enrolled in Early or Middle College Programs to receive dual credit for completing remedial or developmental courses

PSEO: Legislation updates

- By March 1 of each year, districts must provide “up-to-date” PSEO information on the district’s website
- Colleges must enroll student who qualifies as a veteran if course offered has enrolled a secondary school pupil in the course

Expand College Credit Opportunities

Concurrent enrollment: Conferring a degree

- Accreditation by the Higher Learning Commission
- Program replication- if 50% or more offered on site
- Credit residency- HLC (15 credits) and MnSCU System Procedure (20 credits of AA or 1/3 of degree) has to be taught by the faculty from the institution awarding the degree



Concurrent enrollment: Credentialing requirements

Require the same level of credentials and qualifications for secondary teachers in dual credit courses that is required for postsecondary instructors in postsecondary courses. The faculty credentials and qualifications may vary on the specific discipline. (HLC, MnSCU, and NACEP)

Proposed delivery model

- Flexible scheduling of graduate credit opportunities

Targeted Interventions

If students are not on track to being college ready in high school, MnSCU and local districts can identify targeted interventions for students while they are in high school or ABE to eliminate or reduce the need for remediation

Redesigning developmental education

2013-2014: Shared Learner Outcomes Committees in developmental education (English, Mathematics, Reading, English as a Second Language)

- Determine competencies to college level in content
- Transferability among our own colleges and universities in developmental education
- Engage K-12 and ABE practitioners to inform targeted interventions

MnSCU and MDE to work together on series of targeted interventions- courses, MOOC, software platform etc.

MnSCU and ABE collaborations

- Adult Pathways to Postsecondary Forums: Aligning ABE and higher education for student success
- Promising ABE and postsecondary models and practices



Minnesota State Colleges and Universities (MnSCU) Charting the Future

1. Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.
2. Develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state.
3. Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.

Minnesota State Colleges and Universities (MnSCU) Charting the Future

4. Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.
5. Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.
6. Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to an extraordinary education for all Minnesotans.

World's Best Workforce – Legislation Goals

“World’s Best Workforce” means striving to:

- Have all students meet school readiness goals
- Have all third grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
- Have all students graduate from high school
- Have all students attain career and college and preparedness

WBWF and CTF Crosswalk

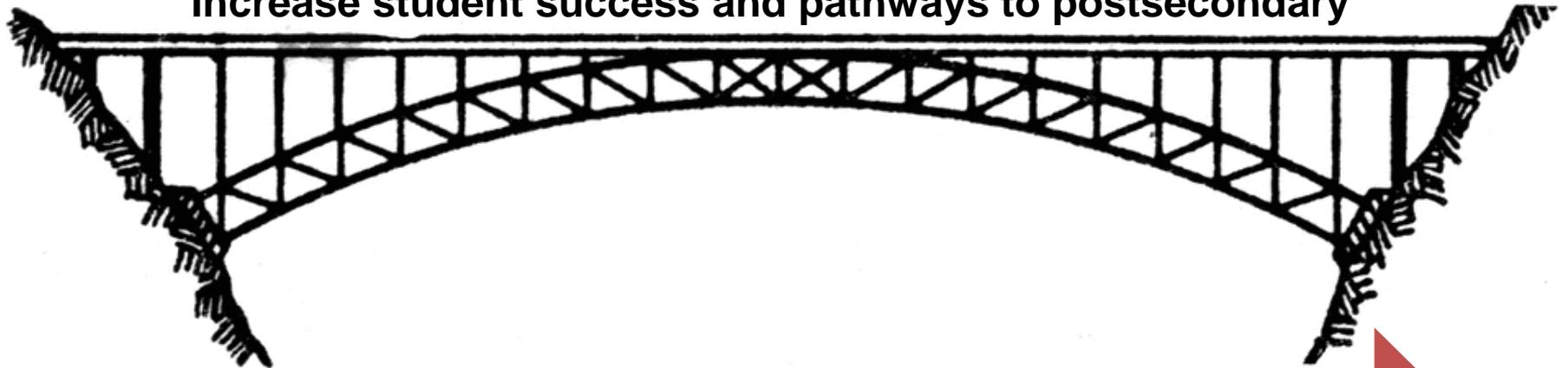


- All students graduate from high school
- Close all racial and economic achievement gaps
- All students career and college ready
- Certify student competencies and capabilities and expand pathways to accelerate degree completion
- Dramatically increase success of all learners, especially diverse and underserved populations
- Build employee skills and abilities to solve real-world problems

How can we make this happen?

Bridge between secondary and postsecondary

Increase student success and pathways to postsecondary



Career & Postsecondary Education Plans: Personal Learning Plans

Align Assessments

Expand College Credit Opportunities

Targeted Interventions

Career Pathways

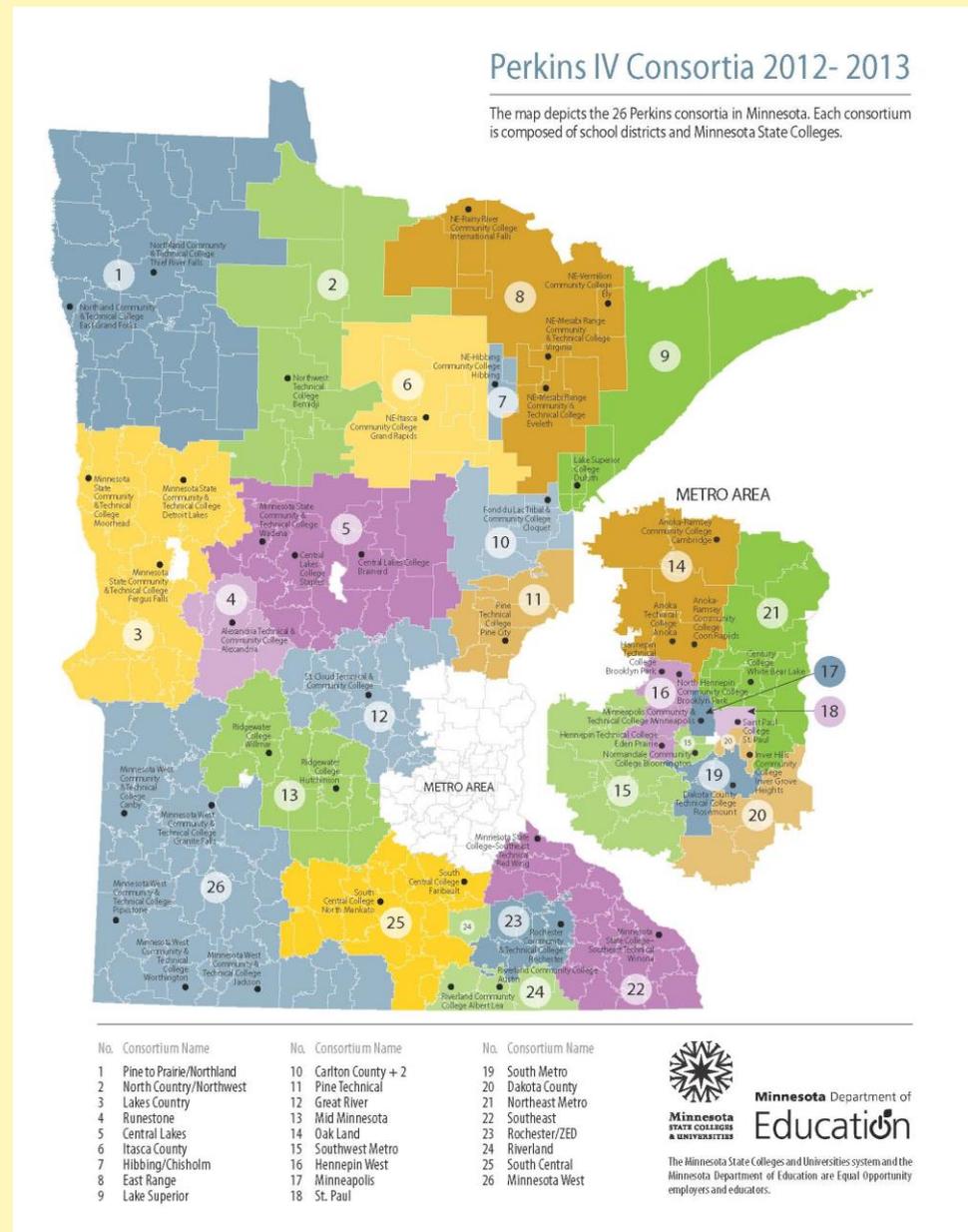


Career & Technical Education (CTE)

Funds distributed to 26 consortia that include:

- at least one secondary district
- at least one eligible postsecondary institution.

Each consortium submits a *single unified local plan developed to benefit the consortium as a whole.*



Career & Technical Education (CTE)

Goals in MN state plan

- rigorous programs of studies
- partnerships
- success of all students, including special populations
- transitions for students
- local consortium relationships

Common core competencies at the secondary and postsecondary levels and state-approved technical skills assessments by career pathways



Minnesota Career Fields, Clusters & Pathways

■ Marketing

- > Merchandising
- > Marketing Management
- > Marketing Communications
- > Marketing Research
- > Professional Sales

■ Business, Management, and Administration

- > Administrative Support
- > Operations Management
- > Business Information Management
- > Human Resources Management
- > General Management

■ Hospitality and Tourism

- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

■ Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

■ Finance

- > Banking Services
- > Business Finance
- > Securities and Investment
- > Accounting
- > Insurance

■ Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Telecommunications
- > Visual Arts

■ Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications



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Foundation Knowledge and Skills

Academic and Technical Literacy

- Employability • Ethics • Systems
- Teamwork • Career Development
- Problem Solving • Critical Thinking
- Information Technology Application
- Legal Responsibilities • Communication
- Safety, Health and Environment
- Social Studies • Math • Science
- English • Personal Finance

CAREER FIELD
Business, Management, & Administration

CAREER FIELD

Agriculture, Food, & Natural Resources

CAREER FIELD
Arts, Communications, & Information Systems

CAREER FIELD
Human Services

CAREER FIELD
Health Science Technology

CAREER FIELD
Engineering, Manufacturing, & Technology

■ Law, Public Safety, Corrections, and Security

- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

■ Human Services

- > Consumer Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Family and Community Services
- > Personal Care Services

■ Government and Public Administration

- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security Planning
- > Public Management and Administration
- > Regulation

■ Education and Training

- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

■ Health Science

- > Biotechnology Research and Development
- > Diagnostic Services
- > Support Services
- > Health Informatics
- > Therapeutic Services

■ Transportation, Distribution, and Logistics

- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

■ Architecture and Construction

- > Construction
- > Design/Pre-construction
- > Maintenance/Operations

■ Manufacturing

- > Production
- > Manufacturing Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

■ Science, Technology, Engineering, and Mathematics

- > Engineering and Technology
- > Science and Mathematics

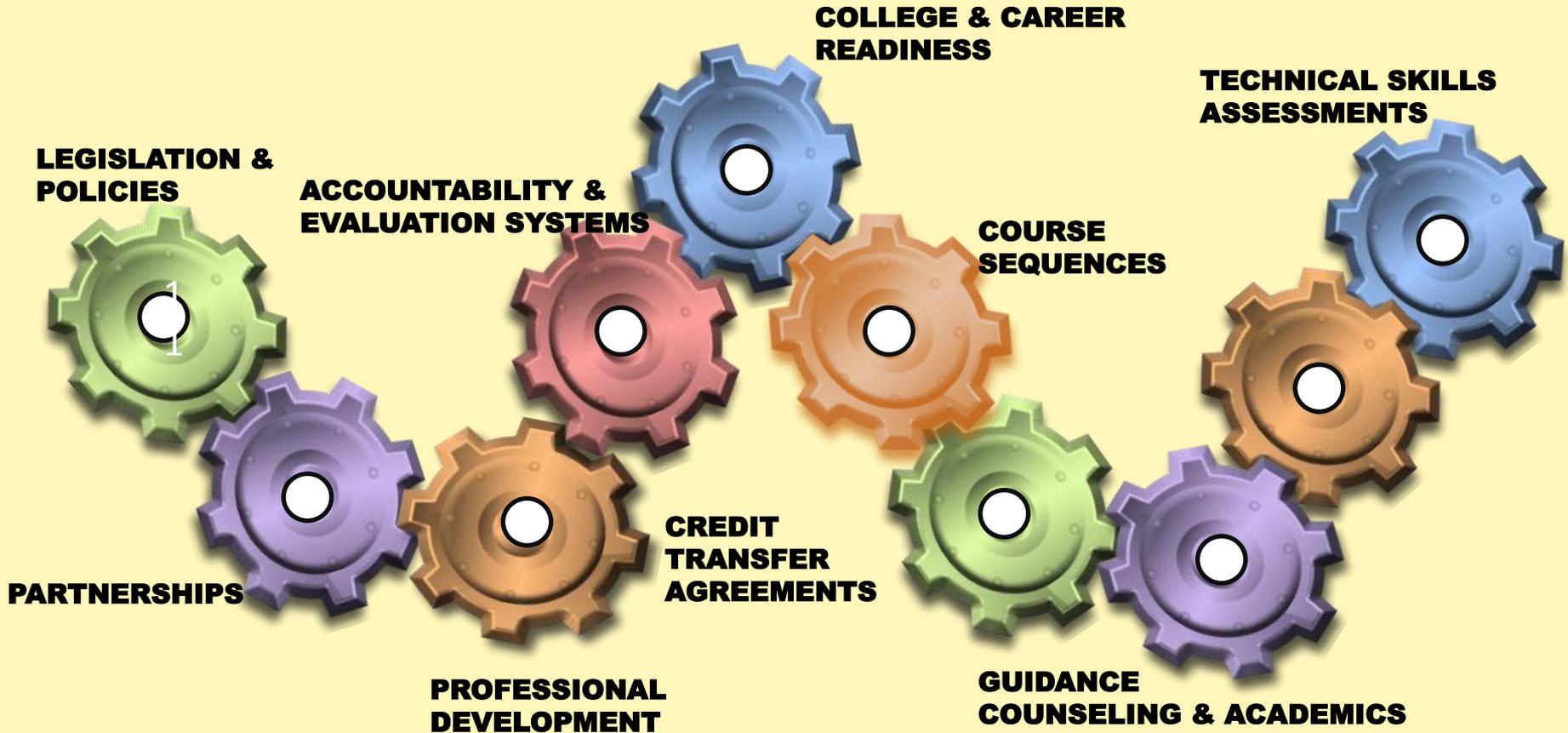
Additional Resources

www.cte.mnscu.edu
www.mnprogramsstudy.org
www.learningthatworks.org

Legend:

■ = Career Cluster
 > = Career Pathway

Career and Technical Education Program Rigorous Program of Study Components



Key Elements of a Career Pathway



Build Cross-Agency Partnerships



Identify Industry Sectors and Engage Employers



Design Education and Training Programs



Align Policies and Programs



Identify Funding Needs and Strategies



Measure System Change and Performance

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Labor Market Trends and Data Tools from the Department of Employment and Economic Development