

# Minnesota P-20 Education Partnership

## Report to the Legislature



2017

# **Minnesota P-20 Education Partnership**

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As required by Minnesota Statutes, section 127A.70

### **Submitted by:**

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President, University of Minnesota  
Chair, Minnesota P-20 Education Partnership

The report was prepared by staff in the Office of the President at the University of Minnesota with assistance from staff from the Minnesota Department of Education, the Minnesota Office of Higher Education, the Minnesota State Colleges and Universities. Special acknowledgements are granted to: Ron Anderson, Vice Chancellor for Academic and Student Affairs for the Minnesota State Colleges and Universities, and Jessica Espinosa, Interim System Director of P-20 and College Readiness for the Minnesota State Colleges and Universities, Julie Williams, Director of College in the Schools at the University of Minnesota, and Julie Sweitzer, Executive Director of the College Readiness Consortium at the University of Minnesota, who drafted the section on Concurrent Enrollment; Nichole Sorenson, Research Analyst in the Minnesota Office of Higher Education, who drafted the section on the Higher Education Attainment Goal; and Hue Nguyen, Assistant Commissioner in the Minnesota Department of Education, who drafted the section on ESSA Implementation.

### **Cost of Report Preparation**

The total cost for the University of Minnesota to prepare this report was approximately \$200, with most costs involving staff time to prepare the written 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

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### 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 Partnership is jointly led by the commissioner of education, the chancellor of Minnesota State, and the president of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Eric Kaler, president of the University of Minnesota, became the chair of the P-20 Partnership in the summer of 2015 and will serve through Fiscal Year 2017.

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.

### 2016-17 Summary of P-20 Work

#### 2016-17 Focus Areas

After submission of the 2016 report in January 2016, the Partnership has met three subsequent times during FY2016 and FY2017 with discussion focused on the following three areas: (1) progress made regarding 2015 legislation setting a goal for postsecondary education attainment for Minnesota residents; (2) Concurrent enrollment standards being enforced by the Higher Learning Commission; and (3) Implementation of the Every Student Succeeds Act (ESSA).

#### **1. Higher Education Attainment Goal**

The 2015 Minnesota Legislature approved legislation identifying a goal for postsecondary attainment for Minnesota residents (*Appendix A*). The legislation states, “*The number of Minnesota residents ages 25 to 44 years, who hold postsecondary degrees or certificates, should be increased to at least 70 percent by 2025.*”

Minnesota ranks second nationally in the number of adults, ages 25-64, with an associate degree or higher. The state’s overall high educational attainment ranking, however, masks disparities between racial and ethnic groups:

- Students of color graduate from high school at a rate lower than White students.
- Students of color enroll in college at a rate lower than White graduates.
- Undergraduates of color enroll primarily at two-year institutions.
- Undergraduates of color enroll part-time at higher rates than White undergraduates.
- Undergraduates of color enroll in developmental education at higher rates.
- Undergraduates of color have lower college graduation rates.

Minnesotans of color comprise a larger share of the state's population each year. In response, the Minnesota Legislature in 2015 set a target that 70 percent of Minnesota adults age 25 to 44 will have attained a postsecondary certificate or degree by 2025 by racial/ethnic subgroups (*Minn. Laws 2015 Chapter 69 Article 3 Sec. 6*). To achieve this goal, Minnesota must address disparities across the educational pipeline.

The Office of Higher Education (OHE) in collaboration with the MN State Demographic Center and Minnesota State Colleges and Universities estimated that 60 percent of Minnesotans age 25 to 44 have attained a postsecondary certificate or higher between 2010-2014 (up from 58 percent for the period 2008-2012).<sup>1</sup> <sup>2</sup> Rates varied by race and ethnicity from 23 percent for American Indians to 65 percent for Whites and Asians.<sup>3</sup>

### **Levers for Increasing Educational Attainment Rates**

An additional 143,900 individuals will need to complete their first postsecondary educational credential (certificate, diploma, or degree), as shown in figure 2, in order to meet Minnesota's educational attainment goal. There are four policy and programmatic levers that the state can utilize to increase educational attainment rates.

*Lever 1 Increase the number of students who are prepared for and enroll in postsecondary education:* Attainment could increase if more high school graduates (traditional age students) enroll directly into college or if more adults (non-traditional students) enroll in college. However, increasing enrollments among traditional age students is limited by stagnation in the number of Minnesota public high school graduates between 2016 and 2023. In addition non-traditional students may experience difficulties balancing work, family, and educational obligations, and institutions may not be structured to facilitate non-traditional student success.

*Lever 2 Import educated workers into the state:* Historically, in-migration has proven to be an important lever of increasing the percentage of a state's population who have postsecondary credentials. However, current projections show that in-migrants are unlikely to move the state substantially toward higher levels of educational attainment and will not reduce gaps in educational attainment among persons who currently reside in Minnesota.

*Lever 3 Increase completion rates of students who dropped out of college:* Among Minnesota adults age 25 to 44, an estimated 10 percent of the population left without completing a certificate or degree. This group may have challenges in re-engaging in their studies due to poor prior college experiences, greater family obligations, finances, or work schedules. The state could accelerate progress in meeting attainment goals by helping many of them complete their studies.

*Lever 4 Increase completion rates of undergraduates currently enrolled:* Increasing completion rates among undergraduates directly impacts the state postsecondary educational attainment

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<sup>1</sup> Source: IPUMS microdata version of U.S. Census Bureau 2010-2014 American Community Survey for Associate's or Higher Degree, with tabulations and additional analysis by the MN State Demographic Center.

<sup>2</sup> Certificate attainment was estimated using a cohort analysis method applied to administrative data on certificates awarded (supplied by the Minnesota State Colleges and Universities system and the Minnesota Office of Higher Education) and produced by the MN State Demographic Center.

<sup>3</sup> Disaggregating race categories into subgroups provides important contextual information on intra-racial educational attainment. Appendix B provides a finer examination of broad race groups which shows significant variation in Associate Degree or higher attainment within races, especially among Asian subgroups.

rate and directly impacts students of color as they represent a larger share of current students now than any time previously. This may be one of the most direct and effective levers to meet Minnesota's educational attainment goal and to reduce race and ethnic group gaps.

### **Strategies for Increasing Completion Rates**

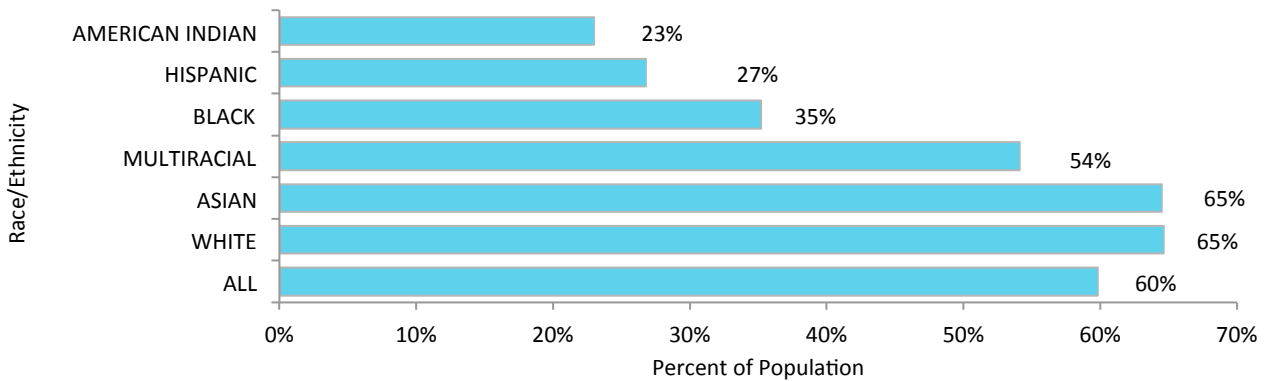
Increasing completion rates requires changes at the institutional level. Institutions should adopt proven research-based best practices to ensure students from underrepresented communities persist and complete college. Individual institutions must decide which practices would be the most beneficial for their student population. Suggested strategies include:

- Middle and high school programs to help students understand the importance and range of postsecondary options and prepare them with financial information, career exploration and social emotional skills (in addition to academics)
- Social and campus integration (first-year programs, service-learning, and summer-bridge programs)
- Programs promoting long-term success (proactive advising and degree mapping)
- Alternative delivery models for developmental education (paired courses, mainstreaming into credit-bearing courses with added support, and co-curricular programming)
- Emergency assistance programs addressing unforeseen student needs related to food and housing insecurity
- Equity in Education and Job Connection Grant
  - In support of research-based best practices and the role postsecondary institutions have in meeting the state's educational attainment goal, the 2016 Legislature created an Equity in Education and Job Connection Grant Program to assist colleges in implementing evidence-based best practices to improve education and employment outcomes for historically underrepresented students. In fall 2016, grants were awarded to Saint Paul College (\$163,825), Riverland Community College (\$190,602), and Minnesota State University, Mankato \$125,573. All three institutions are using funds to support expansion of proactive advising services.

### **The Bottom Line**

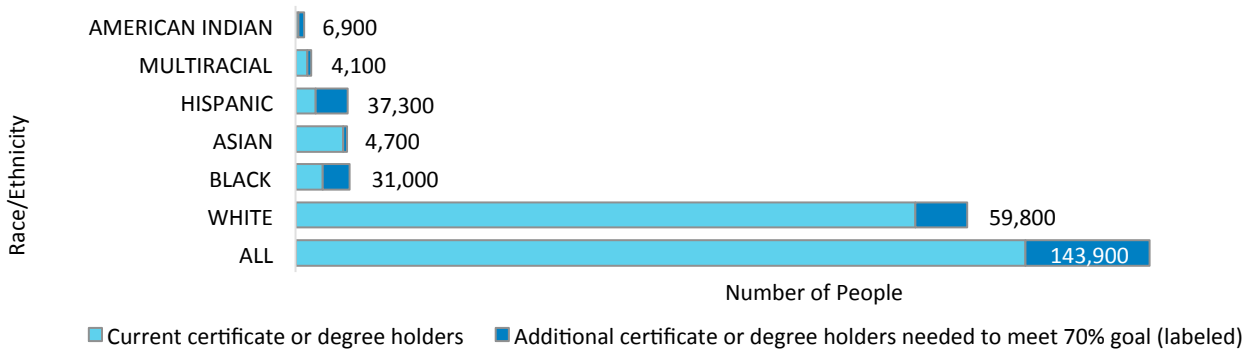
Minnesota's communities of color are projected to grow from 14 percent to 25 percent of the total population by 2035. Within postsecondary education, students of color account for an increasingly larger share of undergraduate enrollments. The state's changing demographic profile requires the state to continue reducing postsecondary educational attainment gaps or the state's economic future will be increasingly threatened. While ensuring equitable access to postsecondary education remains a priority, access without completion is neither affordable nor efficient for students or taxpayers of Minnesota.

Figure 1. Minnesota’s Estimated Population Age 25 to 44 with a Certificate or Higher Credential, by Basic Race and Ethnicity Categories. 2010-2014<sup>4</sup>



Source: IPUMS microdata version of U.S. Census Bureau 2010-2014 American Community Survey for Associate's or Higher Degree, with tabulations and additional analysis by the MN State Demographic Center.

Figure 2. Increase Needed of Minnesotans Age 25-44 with Postsecondary Certificates or Degrees to Meet 70% Goal



by 2025, Basic Race/Ethnicity Groups, 2010-2014<sup>4</sup>

Source: IPUMS microdata version of U.S. Census Bureau 2010-2014 American Community Survey for Associate's or Higher Degree, with tabulations and additional analysis by the MN State Demographic Center.

## 2. Concurrent Enrollment

Concurrent enrollment, sometimes referred to as dual enrollment or college in the schools, is a pathway that provides opportunities for students to earn dual credit by taking college courses on their high school campus taught by qualified and mentored high school teachers. Minnesota has been offering concurrent enrollment for 30 years. Presently, 33 of the 37 colleges and universities of Minnesota State have concurrent enrollment programs in place. Three campuses

<sup>4</sup> Notes: Parts may not add to total due to rounding. Users are cautioned that these estimates contain sampling and other sources of error, not shown here. Race was imputed for certificates earned in which the race of the individual was unknown. Percentages were not calculated for individuals self-identifying as "other" race.

of the University of Minnesota also have concurrent enrollment programs. In the last 10 years alone concurrent enrollment has increased by 111%, from approximately 12,100 in 2007 to 25,600 students in 2016. Minnesota State currently provides 84% of all concurrent enrollment credits offered across the state of Minnesota. The remaining 16% of concurrent enrollment credits, are offered by the University of Minnesota and a small number of private colleges.

Research on concurrent enrollment programs has shown their positive impacts on students, both short-term and long-term. Students who participate in dual credit opportunities are more likely to enroll and attend college, persist in college, and complete their college degree programs. Students who complete concurrent enrollment courses while in high school also shorten their time to degree completion.

Not only do concurrent enrollment programs strengthen the partnership between secondary and postsecondary, they also provide significant benefits for students, families, and Minnesota communities. Earning college credits while they are in high school, students enter college better prepared and familiar with college expectations. In addition, because students and families do not pay tuition and fees for the college courses, concurrent enrollment makes college more affordable.

Although dual credit opportunities have been traditionally offered for academically high-achieving students, more and more concurrent enrollment programs are open to students in the academic middle who benefit from the challenge and rigor of these courses alongside high-performing peers.

Concurrent enrollment also plays a critical role in addressing educational disparities. As more students of color and American Indian students, low-income students, and first-generation students (populations that have been traditionally underrepresented in higher education) participate in concurrent enrollment programs, preparation gaps are narrowed and these underrepresented students enter college better poised for success.

### **Higher Learning Commission Clarifications on Minimum Faculty Qualifications for Concurrent Enrollment**

In June 2015, the Higher Learning Commission, a regional accrediting body that accredits all colleges and universities in Minnesota and 18 additional states, approved clarifications to its *Assumed Practices* designed to ensure academic quality by requiring common minimum qualifications for faculty teaching college level courses, including concurrent enrollment instructors. These qualifications focus on graduate academic coursework and establish minimum standards for faculty credentials. For more information about the revised guidelines from the Higher Learning Commission regarding minimum faculty qualifications for dual credit instructors, please refer to the 2016 Minnesota P-20 Education Partnership [Report to the Legislature](#).

In response to HLC's 2015 clarifications on the standards for minimum faculty qualifications for concurrent enrollment instructors, Minnesota State and the University of Minnesota completed a reviews of the credentials of all current concurrent enrollment instructors. Minnesota State and have established the scope and areas of credentialing needs statewide within our their system.

The review revealed that 76 percent of the nearly 19400 concurrent enrollment instructors presently teaching in high schools across the state need anywhere from one to 18 graduate-level credits in the discipline in which they teach.

The Higher Learning Commission originally communicated a deadline of September 1, 2017 for ensuring that all faculty meet these expectations. However, the Higher Learning Commission later created a process for institutions to seek an extension of that deadline (up to September of 2022) for concurrent enrollment instructors, given the significant gaps between existing faculty credentials and expected faculty credentials among high school teachers delivering concurrent enrollment. The extension application materials were made available in March 2016 to all 19 HLC states and postsecondary institutions, or systems of institutions.

Minnesota State submitted an application for extension to the Higher Learning Commission on behalf of its colleges and universities on December 2, 2016. On December 19<sup>th</sup>, Minnesota State received notification that the Higher Learning Commission approved the extension request. The Crookston, Duluth, and Twin Cities campuses of the University of Minnesota submitted separate applications to the Higher Learning Commission in mid-December. Concurrent enrollment programs on all three campuses received approval from the Higher Learning Commission on January 12, 2017. The approval gives each college or university within Minnesota State and the three campuses of the University of Minnesota that offers concurrent enrollment programming the five additional years requested (until September 1, 2022) to ensure that all high school faculty teaching within concurrent enrollment programs meet HLC expectations. This extension applies not only to those high school faculty currently teaching within these programs, but also to newly hired faculty. Effective September 1, 2022, all high school faculty teaching within concurrent enrollment programs will be required to meet qualification standards, as will all new faculty assigned to provide dual credit instruction for the first time after that date.

The Higher Learning Commission also explained that Assumed Practice B.2 allows for the use of tested experience to qualify faculty members to meet faculty qualifications requirements. This tested experience must include a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching and what the institution determines to be equivalent to the discipline-specific coursework it would otherwise require for a faculty position. In spring 2016, a Minnesota State workgroup was charged with developing recommendations for a framework for the application of tested experience to faculty credentialing requirements. The workgroup developed a draft that was shared with secondary and postsecondary stakeholders for feedback in late spring 2016. Minnesota State will continue to revise the framework this academic year and seek additional review and comment from Minnesota State campuses and campus concurrent enrollment advisory boards.

Although the process varies somewhat on each of the three campuses of the University of Minnesota, all three are involving faculty and departments in developing and approving similar frameworks. At the University of Minnesota, Twin Cities, the largest of the University of Minnesota concurrent enrollment programs, 16 departments have approved the use of a



discipline-specific adaptation of a general framework for evaluating experience; faculty from four additional departments are reviewing drafts.

In the fall of 2016, Education Minnesota, the Minnesota State College Faculty (MSCF), the Inter Faculty Organization (IFO), and Minnesota State joined together to move forward a comprehensive plan to support the vitality of high quality concurrent enrollment programs and to assist concurrent enrollment instructors in meeting minimum faculty qualification requirements. The collaboration illustrates that secondary and postsecondary sectors are mutually invested in concurrent enrollment and will continue to work collaboratively to support high quality, sustainable concurrent enrollment programs across Minnesota.

This comprehensive plan to address minimum faculty qualifications contains six key focal points:

1. Create processes that support concurrent enrollment instructors in meeting the credentialing standards by 2022. These include a credentialing review process, professional development plans, and processes for recognizing master of education degrees that include discipline-specific content.
2. Create pathways to support concurrent enrollment instructors to meet the minimum faculty requirement standards, including pathways that offer graduate-level, discipline-specific courses; offer graduate-level credit for prior learning opportunities where it is appropriate and possible; and offer master of education degree programs that allow for 18 credits of discipline-specific content.
3. Provide opportunities and processes to award graduate-level credit to high school teachers who elect to demonstrate graduate-level learning and experience through a portfolio evaluation process in order to meet some or all of the graduate-level, discipline-specific credentialing requirements in this manner.
4. Offer the option for concurrent enrollment instructors and college or university faculty members to team-teach concurrent enrollment courses. This team-teaching approach could be used as a bridge or transition for concurrent enrollment instructors working on meeting credentials or as a viable long-term option that is used in unique circumstances.
5. Work collaboratively with other stakeholders and organizations to create processes and approaches to support concurrent enrollment instructors in meeting the minimum faculty qualification on an ongoing and sustainable basis.
6. Work with the State of Minnesota to seek options and resources to support the long-term sustainability of concurrent enrollment programs and to support concurrent enrollment instructors in meeting the minimum faculty qualification standards.

This action plan is intended to address the needs of both current and future concurrent enrollment instructors, up to the anticipated extension deadline of 2022.

This plan has been shared with Minnesota State campuses, local concurrent enrollment advisory boards, and other stakeholders, including both higher education and secondary stakeholders, and their feedback will be incorporated into the finalized comprehensive plan for concurrent enrollment.

Minnesota State universities are currently planning additions to graduate coursework and programs that provide discipline-specific content in formats that meet the needs of working professionals across the state (online, cohorts, summer, etc.). The Minnesota State concurrent enrollment website provides an updated list of courses and programs available at Minnesota State universities.

Regionally, as a result of the 2016 legislative session, the Minnesota House of Representatives and the Minnesota Senate appropriated \$3 million (until the end of fiscal year 2021) to the Northwest Regional Partnership continuing education program to support graduate course development and scholarships to defray participant expenses and stipends to incentivize participation for concurrent enrollment instructors pursuing graduate coursework in order to meet the required minimum faculty qualifications. This collaborative effort between Lake Country Service Cooperative, Northwest Service Cooperative and Minnesota State University Moorhead, identified as [18 Online](#), offers graduate courses for concurrent enrollment instructors from 254 approximately 100 high schools in the region.

Minnesota State and the University of Minnesota areis working collaboratively with faculty and administrative leadership across K-12 and higher education, and with local Concurrent Enrollment Advisory boards to address this and other important concurrent enrollment issues. Minnesota State and the University of Minnesota areis committed to supporting high quality, sustainable concurrent enrollment opportunities for all Minnesota students, as it makes a college education more accessible, more affordable, and decreases time to degree completion.

The P-20 Partnership expressed the need for postsecondary and secondary institutions to partner in finding solutions for addressing faculty qualifications for concurrent enrollment. As there is a compelling state interest in ensuring that concurrent enrollment remains a viable and growing option for Minnesota students and families, especially given the shifting state demographics, the need for skilled workers within our workforce, and the current opportunity gaps in our education systems, Minnesota's education leaders and policy makers will need to work collaboratively to address this issue.

### **3. ESSA Implementation**

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA). The P-20 Partnership received two updates on the implementation of ESSA from Commissioner Brenda Casselius of the Minnesota Department of Education (MDE), which is working closely with the U.S. Department of Education to ensure Minnesota's students, educators, schools, and districts experience a clear and orderly transition to the new law.

ESSA preserves much of the structure of NCLB, although it gives states and local educational agencies (LEAs) like school districts and charter schools more flexibility than under the previous law. This is especially true in the areas of accountability and school improvement, where ESSA allows states to make more choices about how schools are identified for improvement and the efforts in those schools to improve student outcomes. Although funding levels either stay the

same or in some cases are reduced, ESSA broadens how some federal funding can be used in schools and districts. ESSA emphasizes the use of data and requires data to be collected in several new areas, including school climate and preschool participation, and requires that some data be reported for more student groups than NCLB did.

Based on the final regulations for accountability and school improvement released by the U.S. Department of Education in November, the new accountability system will be used for the first time with data from the 2017-18 school year. Schools will be identified for improvement for the beginning of the 2018-19 school year.

The rest of ESSA, including changes to Title program grants, requirements for tribal consultation, and the emphasis on a well-rounded education, take effect in the 2017-18 school year.

### **Work to Date in Minnesota**

MDE plans to submit its state plan to the U.S. Department of Education in September of 2017. The complete plan will be available for public comment for at least 30 days before it is submitted.

MDE began its process of stakeholder engagement to inform the drafting of Minnesota's state plan in early 2016. Topic area meetings about specific issues in ESSA were held in April and May 2016. These meetings were open to the public. The presentations used in the meetings and notes summarizing the feedback shared by those in attendance are available on [the Topic Meetings page](#) of MDE's website.

Based on interest expressed at the topic area meetings, five ESSA committees were formed to further explore and expand on many of the details during the summer, fall, and early winter of 2016. Their work can be found via [the ESSA Committees page](#) of MDE's website. Committee work is continuing throughout the spring of 2017.

Some key recommendations from the committees include, but are not limited to, the following:

- Take advantage of the option in ESSA to allow districts and charter schools to choose to use a nationally recognized high school assessment in place of the state high school tests.
- Allow all schools, not just those receiving Title I funds, to be identified for improvement using the new accountability system.
- Create a system to identify districts for improvement in addition to the required school-level system.
- Use math and reading scores, but not science scores, in the parts of the accountability system that require state test data.
- Calculate a seven-year graduation rate and using a combination of four-year and seven-year rates in the system for identifying schools for improvement.

- Add more support for high schools to the Regional Centers of Excellence, in anticipation of ESSA's new requirement that any public high school with a four-year graduation rate below 67% be identified for improvement.
- Define an ineffective teacher as a teacher who is not meeting professional teaching standards as defined in their local teacher development and evaluation system.
- Engage actively around increasing the diversity of teachers.
- Count students who have exited EL status in a school's EL group for accountability purposes for four years after exiting EL status.

In addition to the committee work, MDE has engaged in several other forms of outreach. Focus groups with students, families, teachers, and communities of color offered feedback on what “a well-rounded education” means to them and offered their thoughts on family engagement and school improvement. Commissioner Cassellius held regional meetings throughout the state to educate Minnesotans on the law and heard hundreds of people’s feedback about well-rounded education and school accountability. Summaries of the focus group meetings and regional meetings can be found on the [ESSA Stakeholder engagement webpage](#). MDE staff held a Twitter town hall, which generated feedback on questions of a well-rounded education, accountability, and school improvement. MDE staff have participated in a variety of conferences, and have accepted invitations to speak to and collect input from a range of community organizations, schools, and districts. They will continue to do both of these throughout the spring and summer. MDE has also begun tribal consultation, and will meet with each of Minnesota’s 11 tribes during the rest of winter and early spring.

In the year ahead, MDE will continue ESSA committee work as well as stakeholder engagement activities. New resources will be posted to assist LEAs in ESSA implementation. MDE will be posting an updated FAQ and updated fact sheets to its ESSA web page. A document providing transition guidance for the 2017-18 school year will also be posted to that page. Further guidance on the new requirements regarding the educational stability of children and youth in foster care, as well as guidance on local tribal consultation, will be shared in the spring of 2017.

Additional information can be found on [the ESSA page](#) of MDE’s website. Thoughts, questions, and feedback can be sent to [mde.essa@state.mn.us](mailto:mde.essa@state.mn.us).

### ***Appendices***

Appendix A: Legislation

Appendix B: Partnership Members

## Minnesota P-20 Education Partnership

### 2015 Legislation

Laws of 2015, Chapter 135, section 135A.012

#### **135A.012 HIGHER EDUCATION ATTAINMENT GOAL.**

Subdivision 1. **Purpose.** This section sets a goal for postsecondary education attainment for Minnesota residents.

Subd. 2. **Postsecondary credentials.** The number of Minnesota residents ages 25 to 44 years who hold postsecondary degrees or certificates should be increased to at least 70 percent by 2025.

Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion of any other goals and does not confer a right or create a claim for any person.

Subd. 4. **Data development and analyses.** The Office of Higher Education shall work with the state demographer's office to measure progress towards the attainment of the goal specified in subdivision 2. The United States Census Bureau data shall be used to calculate the number of individuals in the state who hold a postsecondary degree. The Office of Higher Education, demographer's office, and the Department of Employment and Economic Development shall develop a methodology to estimate the number of individuals that hold a certificate awarded by a postsecondary institution as their highest educational credential using data available at the time that the analysis is completed.

Subd. 5. **Reporting.** (a) Beginning in 2016 and every year thereafter, the Office of Higher Education, in collaboration with the state demographer's office, shall, by October 15, report to the chairs and ranking minority members of the legislative committees with primary jurisdiction over higher education policy and finance on the progress towards meeting or exceeding the goal of this section. (b) Meeting and maintaining the goal of 70 percent of Minnesota residents ages 25 to 44 years holding a postsecondary degree or certificate will likely be difficult without achieving attainment rates that are comparable across all race and ethnicity groups. The Office of Higher Education shall utilize benchmarks of 30 percent or higher and 50 percent or higher to report progress by race and ethnicity groups toward meeting the educational attainment rate goal of 70 percent.

## Minnesota P-20 Education Partnership 2016-17 Members

<b>Organization</b>	<b>Name</b>
Education Minnesota	Denise Specht
Mentoring Partnership of MN (MPM)	Mai-Anh Kapanke
MN Association for the Education of Young Children/ MN School-Age Care Alliance (MnAEYC-MnSACA)	Kathleen O'Donnell
MN Association of Charter Schools (MACS)	Eugene Piccolo
MN Association of Colleges for Teacher Education (MACTE)	Connie Gayle
MN Association of School Administrators (MASA)	Jeremy Kovash
MN Association of Secondary School Principals (MASSP)	David Adney
MN Business Partnership (MBP)	Charlie Weaver
MN Career College Association (MCCA)	Katie Misukanis
MN Chamber of Commerce	Stacey Stout
MN Citizens League	Pahoua Hoffman
MN Council on Foundations	Michael Newman
MN Department of Education (MDE)	Brenda Cassellius
MN Department of Employment and Economic Development (DEED)	Katie Clark Sieben
MN Elementary School Principals Association (MESPA)	Jon Millerhagen
MN Independent School Forum (MISF)	Tim Benz
MN Legislature	Rep. Sondra Erickson
MN Legislature	Rep. Yvonne Selcer
MN Legislature	Sen. Branden Petersen
MN Legislature	Sen. Chuck Wiger
MN Minority Education Partnership, Inc. (MMEP)	Carlos Mariani-Rosa
MN Office of Higher Education (OHE)	Larry Pogemiller
MN Parent Teacher Student Association (MNPTA)	Tracy Dewberry
MN Private College Council (MPCC)	Paul Cerkvenik
MN School Boards Association (MSBA)	Kirk Schneidawind
MN State Colleges and Universities (MnSCU)	Steven Rosenstone
MN Tribal Nations Education Committee	Geraldine Kozlowski
University of Minnesota	Eric Kaler