



Increasing Pathways to Postsecondary Education



May 22, 2014

SEE Meeting

Minnesota State Colleges and Universities

Minnesota Department of Education



Minnesota
STATE COLLEGES
& UNIVERSITIES

Minnesota Department of

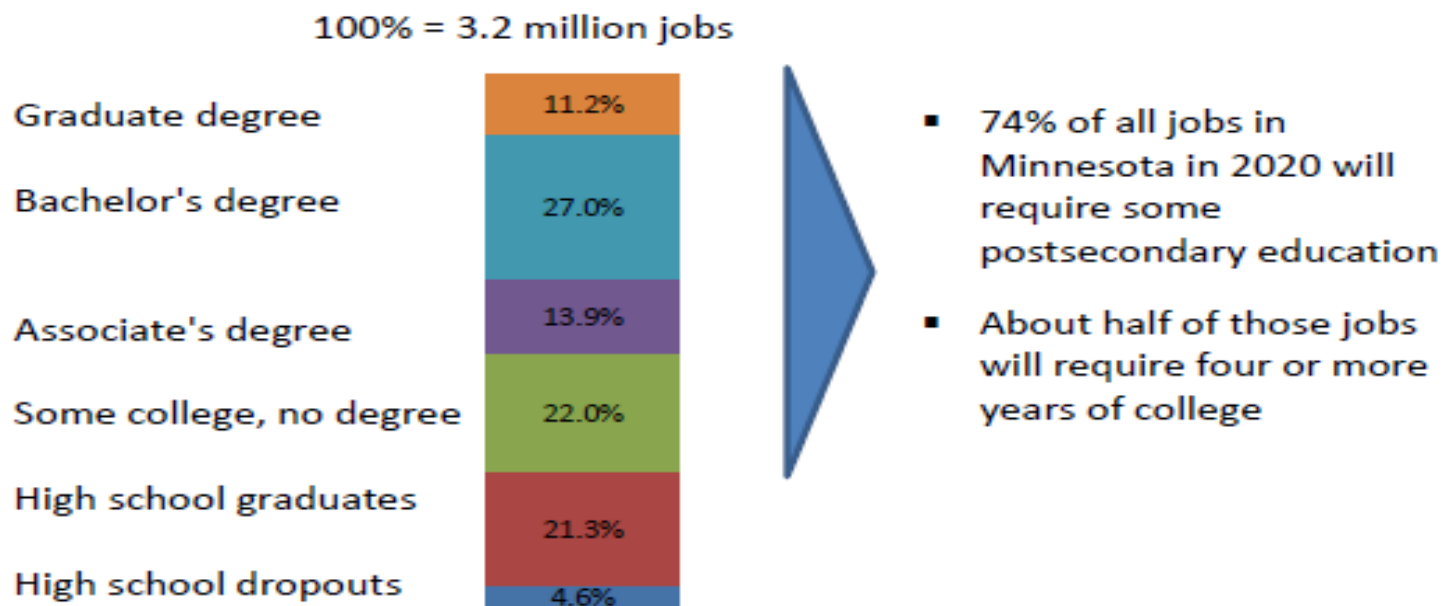
Education 

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

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.

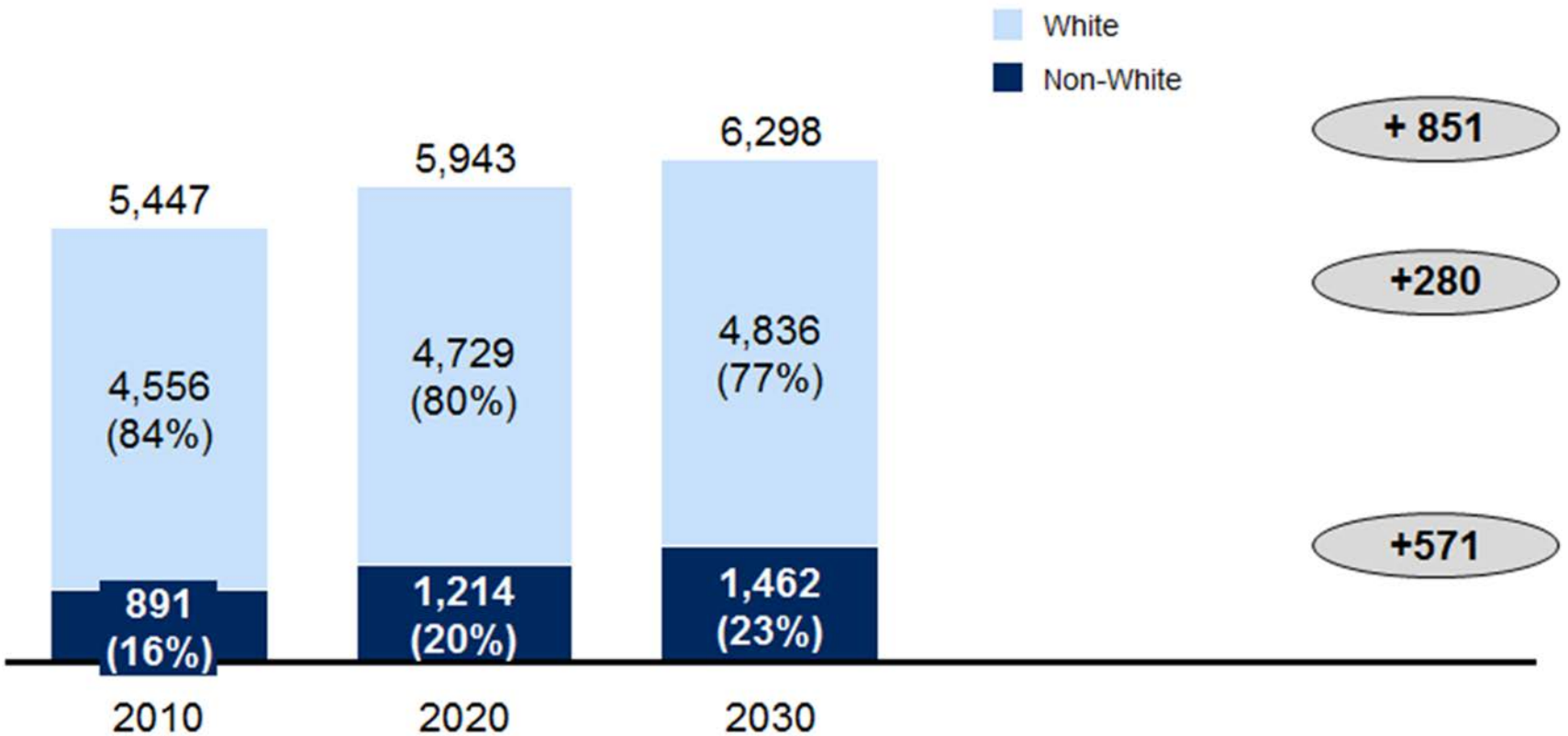
Minnesota is becoming more diverse, mirroring the global society we live in

MN population demographics

Total individuals in thousands (Percent of population)

2010-2030 change

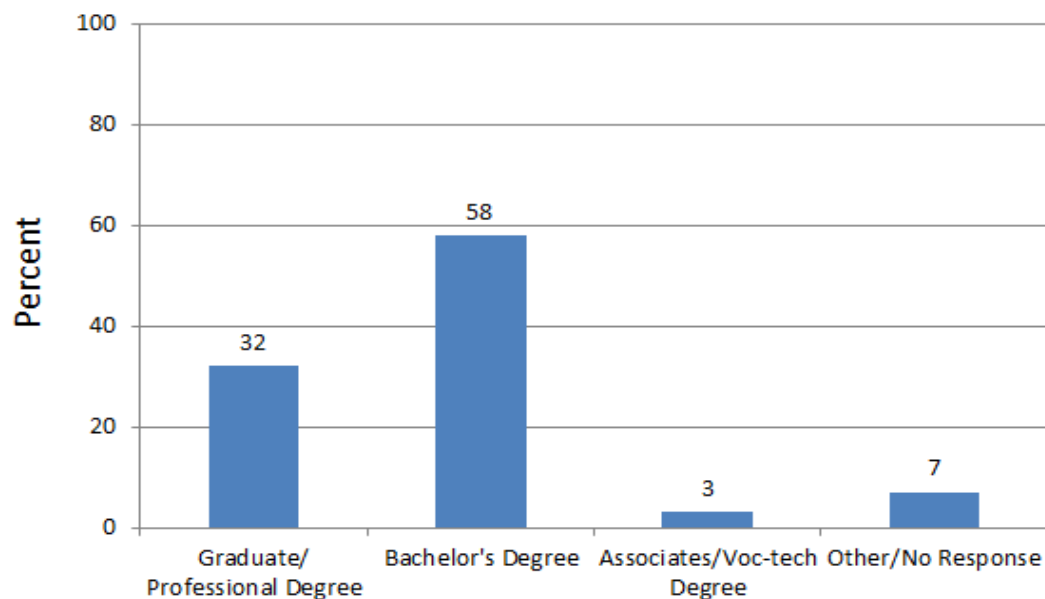
Thousands



Educational aspiration and labor market

Other College and Career Readiness Factors

Percent of 2012 ACT-Tested High School Graduates by Educational Aspirations



SOURCE: College & Career Readiness in Minnesota

Aligning Student Behaviors, Planning, and Aspirations

Most students aspire to a post-high school credential. To help them meet those aspirations, educational planning, monitoring, and interventions must be aligned to their aspirations, begin early, and continue throughout their educational careers.



World's best workforce legislation

1. All students meeting school readiness goals.
2. All third grade students achieving grade-level literacy.
3. All students graduating from high school.
4. All students attaining college and career preparedness.
5. Close the achievement gap: race, poverty, special education

Redesigning the secondary to postsecondary transition

- Align assessment in secondary education to college and career readiness standards
- Expand opportunities for students who are college ready in high school to access early college credit venues
- 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
- Offer robust career and post-secondary education planning beginning no later than grade 9



Assessment changes beginning in 2015

- All 11th graders will be required to take a nationally normed college entrance exam- ACT
- Grade 8 and 10 must take college ready predictive tests aligned to college entrance exam- EXPLORE and PLAN
- Those not on track to reaching benchmarks in grade 10, are required to take college placement diagnostics aligned with MnSCU COMPASS diagnostic
- MnSCU adoption of ACT benchmarks-
18 English, 21 Reading, 22 Math
- Required career interest inventory



Sample assessment benchmarks


Subject Test	EXPLORE Grade 8	EXPLORE Grade 9	PLAN Grade 10	ACT Grade 11
English	13	14	15	18
Math	17	18	19	22
Reading	15	16	17	21

Required career and postsecondary transition plan

Sec. 6 Minnesota Statutes 2012, section 120B.125 is amended to read:

“ . . . School districts, beginning in the 2013-2014 school year, must assist all students by no later than grade 9 to **explore their college and career interests** and *aspirations* and **develop a plan** for a smooth and successful transition to postsecondary education or employment






Career and Postsecondary Transition Plan

- **21st century skills: teamwork, collaboration, communication, creativity, good work habits.**
- **Academic rigor and high expectations**
- **Identify personal learning styles**
- **Access to postsecondary education and career options: career assessments, college exploration and financial aid/scholarship information.**
- **Community partnerships: schools-colleges-businesses-organizations**
- **Connects academics and enhanced, experiential learning ie: work-based learning, apprenticeships, job shadowing)**

Developmental education and targeted interventions

- Nationally- 50% of recent high school graduates require some form of developmental education
- Getting Prepared Report 2010- Minnesota numbers are 40% of Class of 2008 require at least one developmental course
- ACT National Curriculum Survey 2013
- Developing targeted interventions to take place in K-12 and ABE to waive college placement testing





Expanding the opportunity to earn college credit in a multitude of ways

College course

- PSEO- on campus, online, flipped and at the high school
- Concurrent- taught by a high school teacher, mentored by a college faculty member

Credit for Prior Learning

- National Challenge Exams
 - Advanced Placement
 - International Baccalaureate
 - CLEP
 - NOCTI
 - NYUFLP
- Articulated High School to College Credit

Conferring a degree involves additional requirements

- Accreditation- Higher Learning Commission
- Program replication if 50% or more offered on site
- Credit residency- HLC (15 credits) and system office currently 20 credits of AA or 1/3 % of degree that has to be taught by the faculty from the institution awarding the degree
- Concurrent enrollment and most credit for prior learning do not count as faculty from the institution awarding the degree.



Building components to be aware of

- Teacher credentialing requirements
- NACEP and HLC
- Working with Teacher Education Programs
- Leveraging Credit for Prior Learning
- PSEO student eligibility
- Academic and student support services mirroring the college experience
- Rigorous course waiver



Next Steps

What suggestions do you have for us to consider to help guide your work at the local level?

What information do you need more details on?



Contact Information

Karen Hynick
System Director of P-20 and College
Readiness

Karen.Hynick@so.mnscu.edu

651-201-1760

Paula Palmer
Director of Postsecondary and Career
Success

Paula.Palmer@state.mn.us

651-233-0912

