

**A Summary of Eight Significant HS-College-Workforce Reports
and Current Minnesota Statutes
Regarding HS-College-Workforce Transition**

**By the HS-College Transitions Sub-Committee
of the MDE Assessment and Accountability Working Group
Summer-Fall 2012**

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High School-College-Workforce Transition Reports Executive Summary

By the HS-College Transitions Sub-Committee of the MDE Assessment and Accountability Working Group

Summer-Fall 2012

Study	Significant Facts	Critical Problem Identified	Potential Solutions
Common Measures for Access by the National College Access Network	<ul style="list-style-type: none"> Identifies % completing common core Provides a dashboard tool to organize, analyze and display data 	<ul style="list-style-type: none"> Many measures, but not exhaustive Collection and use of data to guide improvement, demonstrate effectiveness Equitable outcomes for subgroups. 	<ul style="list-style-type: none"> Encourage use of data to inform programming Provide indicator of whether student is on track
Getting Prepared: A 2010 report on recent high school graduates who took development/remedial courses by MNSCU and U of MN	<ul style="list-style-type: none"> 87% of students taking development courses attend 2 yr. or technical college 80% of students taking development course took a math course 45% of students taking development course took only math 	<ul style="list-style-type: none"> Math continues to draw the majority of students in developmental education Students may not understand that developmental courses do not count towards a certificate or degree 	<ul style="list-style-type: none"> Improve math achievement among k-12 students for the biggest payoff Coordinate curriculum between k-12 and technical college Create pathways for k-12 earlier in high school career Develop technical school standards
Higher Education Partnerships for Prosperity: by The Itasca Project based on research and analysis by McKinsey & Co.	<ul style="list-style-type: none"> MN is 8th in US for both college enrollment and R&D expenditures MN has experienced 35% reduction in State funding over the last 10 yrs. compared with 20% nationally Higher education is key to MN remaining competitive 	<ul style="list-style-type: none"> Higher Ed institutions act independently Businesses not interacting directly w/ institutions Web-based courses alter future of how students will be served By 2018, 70% of MN jobs will require post-secondary education 	<ul style="list-style-type: none"> Align academic offerings with workforce needs Foster an ecosystem of research & innovation Form new collaborations across higher education
How to Make Minnesota the Skilled Workforce State by Minnesota Chamber of Commerce		<ul style="list-style-type: none"> Too many students graduate w/ deficiencies & missing critical skills Students don't understand how post-secondary education impacts their prospects for employment Insufficient collaboration between schools and businesses to provide skills and workplace knowledge 	<ul style="list-style-type: none"> Improve alignment of k-12 and post-secondary education Make post-secondary education more affordable and efficient Build collaborations and drive innovation

<p>Math Readiness of Incoming Students at Normandale Community College by the U of MN Center for Advanced Research on Educational Improvement</p>	<ul style="list-style-type: none"> • Large proportion of Bloomington k-12 graduates require remedial course work • Bloomington wanted to see if high school data on students could predict a need for remediation 	<ul style="list-style-type: none"> • It was messy capturing data at the individual student level • The lag time between a course completion and the college placement test was more important than the MCA result • Math has a one year half-life for retention 	<ul style="list-style-type: none"> • Have College offer bridge course in the summer • Have High school offer refresher math course to seniors prior to taking ACCUPLACER.
<p>Post-Secondary Success for Increasing Awareness, Aspiration, Opportunity and Attainment</p>		<ul style="list-style-type: none"> • Misalignment exists between college-ready standards and coursework expectations • A workforce skills gap exists • Students are not focused on career goals, options, market trends, or available educational paths • A need exists to increase efficiency and cost-effectiveness at post-secondary institutions 	<ul style="list-style-type: none"> • Better align standards/assessments w/ post-secondary needs • Remediate in high school using targeted interventions and support • Increase post-secondary credit options in high school • Understand students' skills and develop personal student plans aligned to careers
<p>The Road Map to College and Career Readiness for MN Students by the Post-secondary Readiness Working Group</p>	<ul style="list-style-type: none"> • Differences exist between readiness for success in college and success in high skills jobs • It is unknown what MCA, ACT, & ACCUPLACER test scores predict readiness • It is unknown which junior and seniors in high school will require developmental courses in college • MN students need information about pathways to college and career readiness 	<ul style="list-style-type: none"> • Creating a database to access information from all schools is monumental • Assessment data is not the only predictor for success 	<ul style="list-style-type: none"> • Disseminate "Are you ready for College and career" to all parties • Identify academic trends to target resources more efficiently • Ensure all MN students develop a post-secondary goal • Provide bridge programs between high school and college • Provide financial information to all students and families • Provide multiple opportunities for educators to work across educational systems • Fund small-scale, locally developed pilot projects to develop and implement "Best Practices"

<p>Where to Begin: Executive Summary by Jobs for the Future</p>	<ul style="list-style-type: none"> • There is little correlation between test results and future college success • Some research suggests that students who take development courses are unlikely to complete college • Math placement tests do not measure math skills needed for college success (e.g., persistence, motivation & critical thinking) • High school grades are a better predictor of success in gateway courses than placement tests 	<ul style="list-style-type: none"> • Alternatives to traditional placement tests must be found • Placement tests provide a narrow look at students' college readiness, and they are a weak predictor of success in gateway courses • Only some students need most of the assessed math skills • Placement exams provide little to no diagnostic information for instructors 	<ul style="list-style-type: none"> • Consider using multiple measures for assessment • Provide test to identify strength and weaknesses rather than simple cut scores • Provide more support for students around tests • Mainstream students directly into college level courses, and provide remediation only if necessary • Help students brush up on skills in Math or English • Assess cognitive strategies (i.e. critical thinking, problem solving)
<p>Current Minnesota Statutes Pertaining to HS-College-Workforce Transitions</p>	<ul style="list-style-type: none"> • Academic standards must include post-secondary faculty • Cannot obligate students to involuntarily select a career interest or employment goal • MN Foundation for Student Organizations promote vocational organizations and applied leadership opportunities • Educational & Employment Transitions System establishes a comprehensive education and employment transitions system with multi-sector partnership 		

Common Measures for Access by the National College Access Network

By Sub Committee members: Sally Wherry and Karen Hynick

Significant Facts:

- Two sets of indicators: six to gauge whether students are on track for postsecondary enrollment; six to track postsecondary success and completion
- Identifies academic essential indicator (% of students completing common core/rigorous college prep curriculum)
- Identifies potential data sources
- NCAN has also released a dashboard tool to organize, analyze and display data

Critical Problems Identified:

- Not an exhaustive list of indicators
- So many measures there is a need make it easier for college access and success organizations to decide which data to track.
- Need to increase collection and use of data to guide improvements to student services and demonstrate the effectiveness of the college access-success field.
- Enhance equitable outcomes for subgroups of students.
- Dashboard tool only as good as the data collected

Potential Solutions Included/Recommended in the Report:

- Designed to guide and assess progress and alignment of college access efforts
- Encourages use of data to inform programming
- Indicators of whether students are on track: Recommended Essential indicators:
 - Percent of students on track to/completing common core/rigorous college prep curriculum as defined by their state
 - Percent of eligible students enrolled in AP courses
 - Percent of students earning greater than a 3 on AP tests
 - Percent of students enrolled in dual credit courses
 - Percent of students with Algebra II (or higher) mastery
 - Average High School GPA
 - Percent of on-time high school graduates
- Categories of indicators to track Post Secondary Success and Completion
 - Testing, Admissions, Financial Assistance, Core Demographics

Getting Prepared: a 2010 report on recent high school graduates who took developmental/remedial courses by Minnesota State Colleges and Universities and the University of Minnesota

By Sub Committee member: Fred Nolan

Significant Facts:

- 53% of the class of 2008 enrolled in in a Minnesota public higher educational institution, up from 43% in 1999
- 40% of those enrollees took one or more developmental courses during that period, up from 33% in 1999
 - 87 % of those taking developmental courses attended a two year college or technical college.
 - 80% of those taking developmental courses took a math course
 - 45% of those taking developmental courses took only a math class

Critical Problems Identified:

- Mathematics continues to draw the majority of students in developmental education.
- Teachers and students may not understand that, although community and technical colleges admit all high school graduates, students who are not prepared for college-level work will have to take developmental courses that do not count towards a certificate, diploma or degree.

Potential Solutions Included/Recommended in the Report:

- Improving mathematics achievement among K-12 students can have the biggest payoff to help students avoid the need for developmental courses.

HIGHER EDUCATION PARTNERSHIPS FOR PROSPERITY by The Itasca Project based on research and analysis conducted by McKinsey & Company, a global management consulting firm.

Sub Committee members: Maypahou Ly, Julie Sweitzer, Jaci David

Significant Facts:

- Increased HS graduation rates impacted economic growth in MN from 1970-2000: MN hs graduation rates increased from 58% to 88%, concurrently per capita income rose from \$21,000 to \$41,000
- MN has 4 higher education systems: U of M; MNSCU; 17 private non-profit colleges; & many for-profit institutions
 - MN has breadth & depth
 - High rates post-secondary enrollment & educational attainment: 8th in US for hs grad enrollment into college
 - World-class research institutions & graduate education: 8th in US in R&D expenditures
- 63% of surveyed employers say college grad not well prepared for workforce
- US leading many nations in higher education attainment for 35- to 64-yr olds
- Countries around the world are placing great emphasis on higher education, surpassing the U.S. in post-secondary educational attainment among 25-34 year olds by up to 40%
- Pressures on state budgets drove a 20% reduction of higher education funding per student on average nationally, and a 35% reduction in Minnesota from 2000 to 2010.
- As tuition has risen and student debt increased significantly
- Higher education dramatically improves the quality of life both for those educated and for others in the community.
- Several of Minnesota's historical economic growth drivers (e.g., increases in high school completion and workforce participation) have limited capacity to fuel further expansion. The state needs new engines of economic growth.
- In the global economy of the 21st century, higher education is key to Minnesota's remaining competitive nationally and internationally for the decades to come.

Critical Problems Identified:

- Not a necessarily a problem, but increased web-based courses alter future of academia and how students are being served
- Higher education institutions act independently from each other, seeing each other as competitors
- Businesses perspective of "higher education as supplying inputs to production" & not interacting directly with the institutions
- Students perceived & actual financial barriers – "half of students with private loans do not exhaust their options for federal funding, and 13% do not apply for federal aid at all" → are undocumented students taken into account here?
- Achievement gaps: socio-economic and ethnicity
- It is estimated that Minnesota jobs requiring post-secondary education will grow by nearly 8% from 2008 to 2018, while jobs requiring not more than a high school diploma will grow by only 3% over the same period. By 2018, 70% of Minnesota jobs will require postsecondary education.

Potential Solutions Included/Recommended in the Report:

- Collaborative system between businesses, higher education institutions & students
- 4 key strategies
 - Align academic offerings with workforce needs (businesses directly involved in communicating needed skills & providing training to students)
 - Foster an ecosystem of research & innovation (co-creating in these agendas & taking direct/indirect roles as necessary)
 - Form new collaborations across higher education to optimize system-wide intellectual assets & efficiency (coordinated effort to leverage system-wide best practices, assets & scale)
 - Higher education takes systemic action to raise graduation rates
 - Ensure students clearly understand benefits & costs of higher education by providing with all needed information (e.g. financial aid options)
 - Ensuring students graduate h.s. w/ needed skills for college if they choose to attend
 - Providing student support resources that will address achievement gaps
 - Making college affordable & flexible for all types of students, including adults.

How to Make Minnesota the Skilled Workforce State by the Minnesota Chamber of Commerce

Sub Committee Member: Hal Schoer

Critical Problems Identified:

- Too many students graduate with deficiencies in their education, not just in academics but also in critical skills.
- Students don't understand how their investment in postsecondary education impacts their prospects for employment and earnings potential.
- Insufficient collaboration takes place between schools and businesses to identify and provide individuals with needed skills and workplace knowledge.

Potential Solutions Included/Recommended in the Report:

- Improve the alignment of K-12 and Postsecondary Education
 - Align K-12 academic standards and assessments.
 - Expand postsecondary option offerings for high school students.
 - • Integrate career and workforce awareness into the K-12 system
- Make postsecondary education more affordable and efficient
 - Improve degree/certificate completion rates.
 - Expand performance-benchmarked funding and improve cost-control efforts.
 - Produce certificates/degrees in workforce demand areas.
 - Improve affordability for students.
 - Reduce remediation and utilize prior learning.
- Build collaboration and drive innovation
 - Spotlight public investment in research and technology, and its role in the economy.
 - Increase the role of the business community in producing skilled workers.

Math Readiness of Incoming Students at Normandale Community College by the U of M's Center for Advanced Research on Educational Improvement (CAREI)

Sub Committee members: Jim Angermeyr

Significant Facts:

- A large proportion of Bloomington School Districts graduates needed to take remedial coursed work in college, especially those of our students who attended Normandale Community College.
- Bloomington Public Schools was interested in looking at a variety of high school data that we had on these students to see if the need for remediation could be predicted.

Critical Problems Identified:

- How difficult and messy it is trying to capture this data at the individual student level.
- It is the time lag between when a course is taken and when the college placement test is given that is more important in predicting the ACCUPLACER score than the course taken, the grades earned or the MCA scores the student had.
- This gets compounded of course if a student happens to take a year or more off from high school before attending college. It's almost like Math has a half-life for many people: they forget about half what they learned every year.

Potential Solutions Included/Recommended in the Report:

- Differentiate remediation by providing alternative options to get students ready for college level math.
- Examples,
 - the college could offer refresher course or bridge course in the summer that is abbreviated
 - high schools could offer a refresher math course to seniors prior to taking the ACCUPLACER.

Post-Secondary Success for Increasing Awareness, Aspiration, Opportunity and Attainment (power point); by S. Rosenstone, B. Cassellius and L Pogemiller and presented to the Minnesota Board of Teaching June 20, 2012 <http://www.mnscu.edu/board/minutes/2012/mtsstudy-june20.pdf>

Redesigning Transition between Secondary to Postsecondary Education (graphic) by K. Hynick, System Director of College Transitions, Minnesota State Colleges & Universities

Sub Committee members: Amy Walstien, Aldo Sicoli

Critical Problems Identified:

- There are currently academic attainment and aspiration gaps. Need to narrow this gap
- Students need to be better prepared for postsecondary education
- Postsecondary degree completion
- Misalignment of college-ready academic standards/assessments and coursework expectations from secondary to postsecondary
- Is there a better way to identify and support students in need of college-readiness intervention?
- Substantial remediation is occurring in postsecondary – students not graduating with “college and career” knowledge and skills
- There is currently a workforce skills gap
- Students are not focused on career goals – need to better inform of career options, market trends, educational paths
- Can we increase efficiency and cost-effectiveness at postsecondary institutions?

Potential Solutions Included/Recommended in the Report:

- Alignment of standards and assessments
 - Administer “postsecondary-ready” progress assessment in Gr 9/10
 - Administer “postsecondary-ready” assessment/entrance requirement assessment in Gr 11
 - Train teachers to monitor and assess student progress
 - Identify thresholds for college admission and course placement
- Remediate in high school using targeted interventions and supports
 - Create post-secondary statewide developmental education learn outcome framework aligned with high school academic standards and post-secondary education prep standards
 - Provide appropriate instructional interventions aligned to post-secondary readiness standards
 - Articulate successful completion of the development education learner outcomes
- Increase postsecondary credit options
 - Increase enrollment in PSEO courses (gen ed and tech ed)
 - Increase quality and numbers of students served by high-school based concurrent enrollment programs
 - Expand opportunities to earn credit for prior learning
 - Devise professional development needed to credential high school teachers to teach college-level courses
 - Devise holistic funding model that supports greater access to post-secondary level courses
- Better understand students’ skills and develop personal student plans aligned to careers
 - High school students must complete a career interested inventory
 - Increase information available to high school students about high-demand careers
 - Require every high school student to create a personalized plan

The Road Map to College and Career Readiness for MN Students by the Postsecondary and Workforce Readiness

Working Group

Sub Committee member: Donna Forbes

Significant Facts:

- Define Readiness-What are the differences, if any between readiness for success in postsecondary education and for success in high-skill, high –wage jobs.
- Pathway to readiness- Courses that Junior High and High schools are using to prepare students.
- Where do PSEO, AP, IB and other dual credit courses help students to prepare for post-secondary.
- What are the samples of student work in writing, math and other key areas which illustrate college readiness and how can we disseminate them across the state.
- Measuring Readiness – What are the scores on Minnesota Comprehensive Assessments, ACT, Accuplacer and other relevant test that help predict readiness.
- What factors will identify junior and seniors in high school who will likely take developmental courses at the U of M or MnSCU institutions in MN
- Students need the same level of skills to successfully complete general education requirements in two-year and four-year institutions
- MN students want to go to college and they need information about pathways to college and career readiness.
- There is not one set pathway to get to career and college ready.
- Appendices that include charts and explanations for the report:
 1. The “roadmap to College and Career Readiness: Are You Ready for College and Career?”
 2. What are the Barriers that Block Pathways and strategies and practice to alleviate them
 3. Rigorous Course Taking Patterns
 4. Benchmark Scores for Recommended Assessments of Academic Readiness
 5. Expectations of Mathematical Competence
 6. Achieve Statement “What is College-and Career-Ready”
 7. Systemic High School Redesign: Building a Minnesota Model Framework.

Critical Problems Identified:

- Not all students are able to access dual credit courses in their schools
- Not all students take EPAS assessments there for creating holes in a data base.
- Creating a data base to access information from all schools is a monumental undertaking.
- Assessment data is not only predictor for success.

Potential Solutions Included/Recommended in the Report:

- Endorse “The Road Map” which offers a detailed definition of college and career readiness.
- Disseminate the chart “Are you ready for College and a Career?” to all parties: student, parents, employers, educators in a variety of languages and media.
- Gather data that help educators identify academic trends to target resources more efficiently.
- Ensure that all Minnesota students develop a postsecondary attainment goal.
- Provide a diversity of pathways options for students to start on postsecondary study and workforce preparation.
- Set high expectations for all students especially low-income and first-generation college students as well as the increasingly diverse student population in MN
- Redesign P-12 curriculum for ALL students to be rigorous & relevant to postsecondary & workforce benchmarks.
- Ensure every student knows what it means to be “ready” with multiple opportunities to be college & career ready.
- Ensure that support programs and a bridge programs are in place between high school and college.
- Support and expand existing college and career ready informational resources for parents, students and schools.
- Provide all students and their families with financial information they need to ensure that postsecondary training and education is within their reach.
- Work with professional organizations to disseminate the information.
- Seek multiple opportunities for educators to work across our secondary and postsecondary educational systems to help ensure the fulfillment of the recommendations proposed in the Pathway section of the report.
- Charge a subsequent working group to identify and collect and disseminate student work samples.
- Fund small-scale and locally-developed pilot projects to identify and implements best practice for getting students back on the pathway to postsecondary success

Where to Begin Executive Summary by Jobs for the Future

By Sub Committee members: Jim Angermeyr, Sally Werry, Aldo Sicoli, Maypahou Ly

Significant Facts:

Colleges continue to use placement exams for entering students even though newer research shows that there is little correlation between test results and future success at college.

There is little evidence that developmental courses are effective and some research that suggests that students who enter developmental courses are unlikely to complete college.

Math and reading assessments are poor predictors of students' overall readiness to be successful in college.

Math placement tests do not measure many skills needed for college success (e.g., persistence, motivation, & critical thinking); not all students need most of the assessed math skills

Students in developmental college courses unlikely complete college

Students do not realize importance of placement tests

Placement errors are common

Research suggests that college placement exams are high-stakes assessments that consign students to noncredit remedial courses with unclear effectiveness.

Students placed into developmental classes are unlikely to complete college.

High school grades are a better predictor of success in gateway courses than are placement exams.

Placement exams are weak predictors of college success (several studies)

High school grades are better predictors than placement exams

Critical Problems Identified:

In order to keep students in college, alternatives to traditional placement tests must be found.

Placement tests are high stakes, not low stakes; can affect a student's entire academic career

Placement tests provides a narrow look at students' college readiness

Effectiveness of traditional developmental education is unclear

Placement tests are weak predictors of success in gateway courses

Placement into a developmental course can affect a student's entire educational trajectory, putting additional barriers in the way of a college education.

It is unclear whether the developmental experience improves student outcomes.

Placement exams are weak predictors of success in gateway courses.

Placement exams do not measure many of the skills needed for college success – including persistence, motivation, and critical thinking.

Only some students need most of the assessed math skills.

Placement exams carry significant financial impact and many students have no idea that results could lengthen their path to degree (WestEd)

Placement exams provide little to no diagnostic information for instructors (Grubb, et al)

Potential Solutions Included/Recommended in the Report:

Downplay the tests - consider using multiple measures, including high school grades.

Use customized tests matched to the high school curricula, or better diagnostic tests to identify strengths and weaknesses rather than simple cut scores.

More support for students around tests, including using the same tests in high school to provide familiarity and providing better development support before students leave high school.

Mainstream students directly into college level courses and be prepared to offer remediation only if necessary. (In other words, don't decide ahead of time that a student is ill-prepared, but allow them to demonstrate that they could succeed.)

Downplaying the tests

several forms

Multiple measures: taking high school grades and other measures into consideration in addition to test scores;
Test waivers: consideration of high school performance & other additional grounds for placing students directly into college-level courses

Mainstreaming students into college-level courses with extra support;

- Basing placement on students' academic goals;

Allowing students to make their own placement decisions

Changing the tests

New assessments to boost efforts to improve students' preparation in h.s. & their outcomes in college

Customized assessments that aligns with each state's curricula

Diagnostic assessments that provide more information on students' strengths & weaknesses instead of cutoff scores; term "diagnostic" varies by state; assessing cognitive strategies & non-cognitive factors

Supporting students around tests – to ensure that rusty skills or a bad day do not relegate students to remedial courses they may not need

College-readiness tests & courses in h.s.: h.s. juniors take college placement tests so that h.s. can provide preparation student needs

Other test preparation assistance: help students brush up on skills in Math or English; some colleges reported early success with this method

Condensing students' time in developmental courses leads to better outcomes for some students.

The use of multiple measures, including high school grades, in placement decisions.

Waiving placement tests based on high SAT or ACT scores has been a common practice. High school performance and other factors could also be considered.

Changing the tests by using customized assessments that are aligned with curricula, using diagnostic assessments, and assessing cognitive strategies (i.e. critical thinking, problem solving).

Providing test preparation assistance and other measures of support when students are in high school.

Using multiple measures

Providing waivers (possibly based on GPA and/or discipline reports)

Allow mainstreaming with support

Customize and/or align the assessments to 9-12 curriculum

Minnesota Statutes Pertaining to High School-College-Workforce Transition

Sub Committee members: Carmen Mayo, Fred Nolan

Significant Facts:

- **120B.021-120B.023 REQUIRED ACADEMIC STANDARDS and BENCHMARKS.**
MDE required to establish academic standards and include postsecondary faculty in forming them.
- **120B.07-120B.09 EARLY GRADUATION and EARLY GRADUATION MILITARY SERVICE AWARD PROGRAM..**
Payments to students for early graduation.
- **120B.125 INVOLUNTARY CAREER TRACKING PROHIBITED**
Public Schools cannot obligate students to involuntarily select a career interest or employment goal.
- **120B.128 EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM (EPAS) PROGRAM.**
Schools can elect to use the ACT EPAS system with state funding
- **120B.13-120B.132 ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS.**
Programs are allowable, state pays some of the examination fees, MNSCU must accept credits.
- **120B.131 COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP).**
Students can test out of college credit classes with CLEP tests and MNSCU must accept passing scores.
- **120B.14 ADVANCED ACADEMIC CREDIT.**
Advanced academic credit offered by higher ed or non-profit public agency, must get HS credit if the student attends the course and passes an exam approved by the district. (1984, revised 1993, 1998)
- **120B.16 SECONDARY CREDIT FOR STUDENTS.**
Defines a secondary credit as completing a high school course.
- **120B.35-120B.36 SCHOOL STUDENT ACADEMIC ACHIEVEMENT AND GROWTH, ACCOUNTABILITY; APPEALS PROCESS**
The commissioner annually, beginning July 1, 2011, must report two core measures indicating the extent to which current high school graduates are being prepared for postsecondary academic and career opportunities:
- **120B.365 ASSESSMENT ADVISORY COMMITTEE.**
Establishes a committee which must review all statewide assessments. The commissioner must consider the committees' recommendations before finalizing a statewide assessment.
- **123B.39 POSTSECONDARY INSTRUCTIONAL PROGRAMS**
Reasonable fees allowed for community education.
- **124D.09 POSTSECONDARY ENROLLMENT OPTIONS ACT.HS**
Students can take college classes, defined, funding etc.
- **124D.091 CONCURRENT ENROLLMENT PROGRAM AID.**
College in the schools defined, funding, etc
- **124D.454 ACCESS TO MINNESOTA'S TRANSITION SYSTEM FOR CHILDREN WITH A DISABILITY.**
Transition planning for students with disability defined, requirements
- **124D.34 MINNESOTA FOUNDATION FOR STUDENT ORGANIZATIONS.**
The purpose of the foundation is to promote vocational student organizations and applied leadership opportunities in Minnesota public and nonpublic schools through public-private partnerships. The foundation is a nonprofit organization
- **124D.37-124D.45 SERVE MINNESOTA INNOVATION ACT.**
Rules governing the administration of ServeMinnesota, its board, and evaluation. This was a federal grant program in the 1990's.
- **124D.46-124D.50 EDUCATION AND EMPLOYMENT TRANSITIONS SYSTEM**

Establishment of a comprehensive education and employment transitions system with a multisector partnership. Establishes the Governor's Workforce Development Council. The council, in the 1990's, awarded grants for the local education and employment transitions system, youth apprenticeship and other work-based learning programs, youth employer programs, youth entrepreneurship programs, community service, service-learning, and other programs and purposes the council determines fulfill the purposes of the education and employment transitions system.

- **124D505 MINNESOTA CAREER INFORMATION SYSTEM**

Establishes the MCIS under the direction of MDE and directs it to collect fees to cover all expenses related to MCIS.

- **135A.101 POSTSECONDARY ENROLLMENT OPTIONS.**

Rules for colleges and universities participating in the postsecondary options program.

- **135A.61 & 136A-121 HIGH SCHOOL-TO-COLLEGE DEVELOPMENTAL TRANSITION PROGRAMS.**

Encouragement for higher education systems and institutions to offer research-based high school-to-college developmental transition programs to prepare students for college-level academic coursework with grants for students to enroll in these transition courses

- **136A.01-136A.42 MINNESOTA OFFICE OF HIGHER EDUCATION**

Establishes the office, duties and responsibilities of the office.

- **136A.87 PLANNING INFORMATION FOR POSTSECONDARY EDUCATION.**

The office [of Higher Education] shall make available to all residents beginning in 7th grade through adulthood information about planning and preparing for postsecondary opportunities