



**BOARD OF TRUSTEES
STUDY SESSION
WEDNESDAY, JUNE 20, 2012
2:00 PM**

**MINNESOTA STATE COLLEGES & UNIVERSITIES
McCORMICK ROOM, 4TH FLOOR
30 7TH STREET EAST
SAINT PAUL, MN**

Chair Scott Thiss convenes the study session.

- A Vision for Redesigning Grades 11, 12, 13 and 14 in Minnesota (pp. 1-11)



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BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Board of Trustees Study Session

Date of Meeting: June 20, 2012

Agenda Item: A Vision for Redesigning Grades 11, 12, 13 and 14 in Minnesota

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

To better align Minnesota's education system so that more students are prepared for post-secondary education and the workforce, Chancellor Steven Rosenstone has been working with Commissioner Brenda Cassellius, Minnesota Department of Education and Director Larry Pogemiller, Minnesota Office of Higher Education.

Scheduled Presenter(s):

Commissioner Brenda Cassellius, Minnesota Department of Education
Director Larry Pogemiller, Minnesota Office of Higher Education

Outline of Key Points/Policy Issues:

Time has been scheduled following the presentation for discussion on key points and policy issues.

Background Information:

See next page.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

A VISION FOR REDESIGNING GRADES 11, 12, 13 AND 14 IN MINNESOTA

BACKGROUND

Chancellor Steven Rosenstone has been working with Commissioner Brenda Cassellius, Minnesota Department of Education and Director Larry Pogemiller, Minnesota Office of Higher Education, on redesigning grades 11-14 in Minnesota so that students are better prepared for post-secondary education and more likely to succeed in college and in the workforce. Their collaboration focused on the following objectives:

- Better outcomes for Minnesota;
- Better alignment of high school and post-secondary education;
- Better alignment with the workforce needs of Minnesota; and
- Increased efficiency and cost-effectiveness.

Welcome, Scott Thiss, Chair
Introduction, Steven Rosenstone, Chancellor

Presentation (15 minutes)
Discussion, Q&A (45 minutes)

Post-secondary Success for All: Increasing Awareness, Aspiration, Opportunity and Attainment

*A Vision for Redesigning Grades 11, 12, 13 and 14
in Minnesota*

WORKING DRAFT: June 8, 2012

Objectives

1. Better Outcomes for Minnesota

▶ Increased student performance

- Narrowing of the attainment and aspiration gaps
- Higher levels of student achievement in high school
- Better student preparation for post-secondary education
- Higher levels of post-secondary degree completion

▶ An education system aligned with and responsive to Minnesota's workforce needs

- More high school students go on to post-secondary education and training to pursue certificates and degrees in high demand and rewarding fields
- Reduction in the workforce skills gap
- College and university graduates are well trained with the foundational skills and citizenship attributes for a lifetime of continuous learning and employment

Objectives

2. Better Alignment of High School and Post-secondary Education

- ▶ High school student assessment gauges readiness for post-secondary education and monitors progress towards post-secondary and career readiness.
- ▶ High school courses and expectations are aligned to post-secondary credit bearing courses.
- ▶ High school standards and assessments are aligned with measures of readiness for post-secondary programs and college/university entrance requirements.
- ▶ Student assessment in high school leads to targeted interventions and supports (if needed) in high school, which increase performance of schools, lessen remediation and provide for more opportunities in post-secondary education.

Objectives

3. Better Alignment with the Workforce Needs of Minnesota

- ▶ High school students are better informed about career options, occupational market trends, and the educational paths that lead to viable and rewarding careers.
- ▶ Every high school student has a personal education and work plan that is aligned to his/her chosen personal and professional interests and aspirations and is adaptable over time.
- ▶ Student assessment system in high school gauges work readiness, skills, interests, and aspirations. It enables students to head to the most appropriate post-secondary education option for them.

Objectives

4. Increased Efficiency and Cost-Effectiveness

- ▶ High school students who are ready for post-secondary level courses are encouraged to move into credit bearing post-secondary courses sooner.
- ▶ Targeted interventions and supports occurs in high school rather than in college to avoid remedial education.
- ▶ Education is more cost-effective and produces a higher return on investment for taxpayers.

Redesign

1. Align high school assessment system with measures of readiness for post-secondary education

- ▶ In grades 9 and 10, administer to all high school students an assessment tool that gauges their progress towards readiness for post-secondary education.
- ▶ In grade 11, administer to all high school students an assessment tool that measures readiness for post-secondary education and can be used to meet post-secondary entrance requirements.
- ▶ Train teachers, parents and students to monitor and assess student progress towards post-secondary readiness.
- ▶ Work with colleges and universities to identify thresholds for college admission and course placement based on chosen assessment system.

Redesign

2. If students are not on track to being ready for post-secondary education, provide targeted support while students are in high school

- ▶ Create a post-secondary statewide developmental education learner outcome framework that is aligned with high school academic standards and post-secondary education preparedness standards.
- ▶ Ensure students who are not on track to being ready for post-secondary education receive appropriate instructional interventions aligned to post-secondary readiness standards.
- ▶ Articulate the successful completion of the developmental education learner outcomes in high school with post-secondary course placement.

Redesign

3. When high school students are ready for post-secondary education, increase the opportunities for them to earn post-secondary credits earlier

- ▶ Increase enrollment in PSEO courses on college and university campuses (both general education and technical education courses).
- ▶ Increase quality and numbers of students served by high school based concurrent enrollment programs.
- ▶ Expand opportunities for credit for prior learning (e.g., AP, IB, CLEP, NOCTI exams, and technical prep articulation).
- ▶ Devise professional development needed to credential high school teachers to teach college-level courses.
- ▶ Develop a holistic funding model that supports greater access to post-secondary level courses by high school students.

Redesign

4. Better understand students' skills, aptitudes, and passions and align those to careers and post-secondary education

- ▶ Every high school student completes a career interest inventory assessment to gauge his/her aptitudes, passions, and potential career pathways.
- ▶ Increase information available to high school students about high demand careers that match their aptitudes and interests and the post-secondary pathways that will lead to those careers.
- ▶ Require every high school student to create a personal plan that is portable and modifiable. The plan will identify the courses, work-based learning, and post-secondary education path to realizing his/her desired plan.