



**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)



**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

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
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.