



MINNESOTA

State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Advanced Placement (AP)</u>	Yes	AP program has grown as some districts have sought alternatives to Post-Secondary Enrollment Options (PSEO) by offering a wider array of rigorous courses within the high school setting.	Yes	Racial and ethnic minority students	Yes	Minn. Stat. § 120B.14 (2001) Advanced Academic Credit; Board of Trustees MN State Colleges and Universities – 3.15 (2001) Advanced Placement
Bridge Programs	Yes	Numerous bridge programs are offered by public and private colleges and universities. The Minnesota Minority Education Partnership (MMEP) maintains a database of programs available online through its annual summer enrichment guide.	Yes	<ul style="list-style-type: none"> Racial and ethnic minority students Special populations 	Yes	State grants and institutional funding
Career Academies	Yes	A few career academies are oriented towards career-technical education (CTE) areas. For example, the Saint Paul Public Schools District organized career academies around specific career themes based on student needs. One career academy high school has specializations in 5 career orientations and prepares students for occupations requiring 2, 4, or more years of postsecondary education.	Yes	Tech Prep Project to reach underserved students	Yes	State, federal, and private grants provide funding for Saint Paul Public Schools' career academies
<u>Charter Schools</u>	Yes	First state to have charter schools some of which have curriculum links to college. Some career academies are considered charter schools.	Yes	A number of charter schools have been developed specifically to meet the needs of underserved students, including racial and ethnic minority students and immigrant students	Yes	MN Stat. § 124D.10 (1991); Board of Trustees MN State Colleges and Universities – Policy 3.28 and Procedure 3.28.1 Charter School Sponsorship
College Level Exam Program (CLEP)	Yes	No details known or available	No		Yes	

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<u>Distance Learning/ Virtual School</u>	Yes	Interest in on-line learning is growing rapidly. There are 15 approved on-line learning programs for K-12 education and extensive interactive television networks. Dual credit is offered via distance learning.	No		Yes	Minn. Stat. § 124D.095 (2003) On-Line Learning Option Act and HF2498 Interactive Web-based and Independent Study Programs
<u>Dual Credit/ Dual Enrollment</u>	Yes	Primarily offered through the extensive PSEO program, which allows high school juniors and seniors to enroll in courses on college campuses for both high school and college credit.	Yes	Although open to all students, special efforts are made to reach Native American-controlled tribal contract or grant students.	Yes	<ul style="list-style-type: none"> • The state pays for tuition and textbooks for each student. • Mandated Minn. Stat. § 124D.09 (2001) Post Secondary Enrollment Options Act; Board of Trustees MN State Colleges and Universities – 3.5 (2001) Post Secondary Enrollment Options program
Early or Middle College High Schools	Yes	Offered as a 2+2+2 program (high school + advanced high school + technical college) and Middle College High Schools	Yes	<ul style="list-style-type: none"> • At-risk students • ESL students • Low-achieving students • Low-income students • Racial and ethnic minorities 	Yes	Provided through state appropriations; some programs use Perkins and Tech Prep funds for new and innovative programs
<u>GED in College Settings</u>	Yes	Provides cost-free instruction for the GED through Adult Basic Education, which offers programs through local school districts, community and technical colleges, and community organizations	Yes	<ul style="list-style-type: none"> • At-risk students • ESL students • Low-achieving students • Low-income students • Racial and ethnic minority students 	Yes	State and federal funding for Adult Basic Education
<u>International Baccalaureate (IB)</u>	Yes	13 high schools participating	No		Yes	Minn. Stat. § 120B.13 (2001) international baccalaureate programs; Board of Trustees MN State Colleges and Universities – 3.16 (2001) International Baccalaureate Credit

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<p><u>Minnesota College Access Network (MCAN)</u></p>	Yes	<p>An emerging project developing with leadership from MMEP that seeks to increase the college participation rates of underserved 18-24 year olds and make pre-college planning opportunities available in all school districts.</p>	Yes	<p>Racial and ethnic minority students</p>	No	
<p><u>Minnesota High School Renewal Initiative (MHSRI)</u></p>	Yes	<p>Emerging effort from the MN Department of Education and a group of key stakeholders. This voluntary effort is intended to engage individual high schools in strategies that will result in relevant curricula that prepare students for postsecondary education.</p>	Yes	<p>Racial and ethnic minority students</p>	No	<p>Some planning has been supported by the USDOE; other support comes from participating partners and in-kind contributions.</p>
<p><u>Minnesota Minority Education Partnership (MMEP)</u></p>	Yes	<p>Collaboration of schools, communities, families, businesses, policymakers, and organizations to provide programs and services to raise the academic achievement of students of color in schools, colleges, and universities</p>	Yes	<p>Racial and ethnic minority students</p>	Yes	<p>The state provides one-third funding; membership fees and private grants provide two-thirds funding.</p>
<p><u>Minnesota P-16 Education Partnership</u></p>	Yes	<p>Representatives from 15 education organizations, agencies, and higher education systems partner to improve teacher quality and prepare students for college.</p>	Yes	<p>The P-16 Partnership’s Founding Plan ensures its commitment to including those who have traditionally been under-represented in postsecondary institutions and have the skills necessary to succeed.</p>	No	<p>The P-16 Partnership is a strictly voluntary collaboration without state support.</p>
<p>Small Schools</p>	Yes	<p>The Center for School Change at the Hubert H. Humphrey Institute of the University of Minnesota has a grant from the Gates Foundation to support small school reform in Minnesota high schools.</p>	No		No	

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Tech Prep</u>	Yes	Career Exploration/Career Development 323 districts with all colleges & most universities participating. 1400 courses in 12 career cluster areas available for Tech Prep College Credit. 31 consortia have 2+2 Tech Prep Program Articulation Agreements. Examples: 2+2+2 in Auto Technology-NATEF statewide, includes 16 college credits; Anoka-STEP Accelerated CTE Middle College-Partnership and Discovery Academy.	Yes	<ul style="list-style-type: none"> • ESL students • Low-income students • Racial and ethnic minority students • Special populations 	No	Federal Perkins funding

Summary of academic pathways:

K-12 and higher education are encouraged to communicate with each other and offer learning opportunities to align P-16 education. Minnesota offers career academies, small schools, and charter schools, and these pathways are growing as a means to serve traditionally underserved students. In addition, new collaborations have been formed to engage a broad array of partners in building new reform initiatives, including the P-16 Education Partnership, the Minority Education Partnership, the High School Renewal Initiative, and the College Access Network. Minnesota has a long tradition of charter schools and PSEO programs that remain somewhat controversial but nevertheless serve a growing array of students. Smaller, though growing, AP and IB programs serve students across the state. Continued attention on funding, legislation, and staffing has helped fuel growing interest in new academic pathways.

State’s effort to encourage college prep curriculum:

The 2003 Minnesota Legislature adopted new required K-12 academic standards and assessments. The required academic standards are in five subject areas: language arts, mathematics, science, the arts, and social studies, including U. S. and world history, geography, economics, government, and citizenship. The 2004 Legislature implemented science and social studies standards for the 2005-2006 school year and added health and physical education as a sixth required subject area, with the standards to be locally developed. School districts are required to use state assessments aligned with the state academic standards.

Interesting or unique models identified by state officials:

- Career Academies
- Charter Schools
- College Access Network
- High School Renewal Initiative
- Minority Education Partnership
- P-16 Education Partnership

Observations by state officials about special efforts to reach underserved students:

Many of the academic pathways make special efforts to reach traditionally underserved students, although not all do so explicitly. Recent court decisions have challenged programs previously focused on racial and ethnic minority students. At the same time, growing attention to achievement gaps has generated renewed interest in identifying and addressing problems faced by underserved populations. Several recent school reform projects and other pathways are emerging as alternatives for underrepresented students. Charter schools, the Minority Education Partnership, the High School Renewal Initiative, and the College Access Network are among current projects attempting to reach minority students. The GED in college settings is another academic pathway evident in the state that reaches underrepresented groups, such as racial and ethnic minority, low-achieving, low-income, ESL, and at-risk students.

Observations by state officials about state support for pathways:

Although local control drives the implementation of many academic pathways, Minnesota offers several pathways supported by state legislation, policy, and funding. The state funds many of the pathways through regular state appropriations. Minnesota is concerned with expanding current programs, sharpening focus, and collecting data on outcomes, which is complicated by the difficulty of precisely measuring success. Minnesota does not have a comprehensive system to track all of the state's academic pathways but recognizes the need for such a system to establish benchmarks to measure progress. The state's privacy laws are seen as a barrier to establishing this system.

Lessons learned by state officials:

- Minnesota is a state with a long and very strong tradition of local control, which results in high variability between and among districts throughout the state. This allows for local innovation but can limit statewide consistency.
- Sharing information and building trust breaks down barriers. A state cannot communicate too much and should be focused on students rather than the bureaucracy. Communication must also be fostered among students, parents, and schools.
- Students make a decision to attend college early in life, often without their realizing it, so the best chance of helping them is when they are young.



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Programs recommended by state officials:

<u>Pathways</u>	<u>Educational Institution</u>	<u>Contact person</u>	<u>E-mail</u>	<u>Phone</u>
Early or Middle College High School	Anoka-STEP	Ginny Karbowski	gkarbowski@ank.tec.mn.us	(763) 433-4001
Tech Prep	St. Cloud Discovery Academy - Auto Technology-NATEF	Bruce Peterson	bpeterson@sctc.edu	(320) 308-6639

State official's contact information:

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