



## College & Career-Ready Policy: Minnesota Project Goals Summary

**Summary:** In July 2008, Minnesota was selected to be part of the College & Career-Ready Policy Institute (CCRPI). CCRPI is an 18 month process to address the difficult, but essential, task of ensuring that their assessment and accountability systems are anchored in college- and career readiness, and that state education policies cohesively support this critical goal. The five partners supporting participating states are Achieve, EducationCounsel, Data Quality Campaign, Jobs for the Future and the National Governor's Association Center for Best Practices. The CCRPI partners have conducted an inventory of Minnesota policies, and based on that inventory, Minnesota's temporary leadership team has identified five overarching goals for Minnesota's upcoming policy work. These five goals are:

1. **Revisit and potentially revise system goals and targets.** In 2007 the Governor's Education Council developed goals and benchmarks as part of the National Governors Association Honor State Grant (available at [\[hyperlink\]](#)). These goals and benchmarks need to be revisited and possibly revised by the Minnesota leadership team, for use as guideposts for the policies developed through Minnesota's CCRPI process.
2. **Create a process for identifying the anchor assessments that will be used in Minnesota's College and Career Readiness policy system.** Minnesota's assessment system currently does not measure students' readiness for college and career work. The system measures grade level proficiency on math, reading, science and writing, and other tests measure varying aspects of college and career readiness (e.g. EPAS, SAT, ACT, ACCUPLACER, individual college placement tests, etc.). Minnesota needs to determine a process for establishing an equal-opportunity system of college and career ready anchor assessments for all Minnesota students.
3. **Design Policy for a Minnesota Early Indicator and Response System (MEIRS).** Not all students will consistently stay "on track" to college and career readiness. Minnesota needs a dashboard of early indicators to identify students who are off track to college and career readiness. Additionally, the system should provide on-ramp strategies, interventions, and programs for those students who do get off track. Minnesota can build on existing initiatives to make the Minnesota Early Indicator and Response System an integral part of all district and school operations statewide.
4. **Redesign Minnesota's Dual Credit Policies to Become National Leading and World Competing.** Minnesota has one of the oldest dual credit policies in the nation, and has not kept up with the advance of dual credit policy systems nationwide. Through CCRPI, Minnesota will revise its policies to support all students, engage an increasing number of students every year, and support students from groups with traditionally low academic achievement -- all while maintaining and exceeding achievement levels of previous years. Additionally, improved policies will provide for smoother articulation of credit from K-12 to higher education.
5. **Create a systemic and sustainable policy set for the effective use of the data and fulfill the completion of the data set by ensuring collection of the last 3 of 10 longitudinal elements.** Minnesota has been building a strong and robust data system for tracking general trends in Minnesota education populations that can assist in making informed and strategic policy. The CCRPI process will assist Minnesota in executing its plans to implement the final three data elements, and improve the analysis and use of data at the state and local levels.