



2025 Annual Report to the Governor and State Legislature

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This report was prepared with support from the Minnesota P-20 Education Partnership's Executive Committee: Chair Stephanie Graff (Deputy Commissioner, Minnesota Department of Education), Vice Chair Dr. Satasha Green-Stephen (Senior Vice Chancellor of Academic and Student Affairs, Minnesota State Colleges and Universities), Dennis Olson (Commissioner, Minnesota Office of Higher Education), and Dr. Raj Singh (Vice Provost and Dean of Undergraduate Education, University of Minnesota-Twin Cities). Additional input was provided by Minnesota P-20 Education Partnership Deputy Director Mandy Janssen and members of the partnership.

About the Minnesota P-20 Education Partnership

The Minnesota P-20 Education Partnership collaborates across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

The partnership is a multi-sector, independent coalition of leaders representing early childhood, K-12, higher education, nonprofit organizations, workforce development, and government. Partnership members collaborate to influence change, foster innovation, and advocate for policies affecting learner success and outcomes from birth through workforce.

In 2009, legislation was first enacted to formally create the Minnesota P-20 Education Partnership by bringing together major statewide educational groups and other organizations with a stated interest in P-20 education. Today the partnership totals 28 voting member organizations, agencies, institutions, and legislators.

About This Report

This is a legislative-mandated report, written in accordance with Minnesota Statute section 127A.70. Additionally, as required to be reported by Minnesota Statute section 3.197, this report cost approximately \$2,094.00 to prepare, including staff time.

Minnesota P-20 Education Partnership

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Introduction

The Minnesota P-20 Education Partnership (MNP20) is pleased to provide this annual report to the legislature, governor, and the public to highlight our progress and accomplishments over the past twelve months. MNP20 continues to advance our mission¹ to collaborate across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

For 16 years the partnership has served as a hub to bring together education leaders, organizations, and legislators invested in this work² to address priority issues in education and workforce development. In the past year we have continued to build on recent efforts to move forward in our work with increased clarity, purpose, and focus. MNP20 facilitates its work across the seams of public and private educational organizations, state agencies, institutions, systems, workforce partners, and legislative bodies, as well as across all stages of learning, from birth through higher education and workforce development. It is with this clear sense of purpose that the partnership has found its niche in the Minnesota educational ecosystem, serving as a valuable keystone organization to connect, convene, and strengthen collaborative efforts on behalf of all of Minnesota's learners.

Over the course of 2025 the partnership has assumed leadership of several major initiatives that will lead to legislative recommendations in 2026 and 2027, advanced our infrastructure, and taken significant steps toward establishing clear priorities for the next five years. Throughout our conversations with MNP20 members and other invested parties, it has become abundantly clear that the partnership is uniquely positioned to fill a continued need in Minnesota's education policy community for structured and supported interorganizational collaboration, priority setting, connection-making, and policy advisement. We believe that our ongoing efforts will continue to benefit Minnesota's education ecosystem and the students it serves through our holistic and integrated approach.

Overview of 2025 Accomplishments

In 2025 the partnership advanced ongoing efforts from the previous year, as well as tackled several new major initiatives. We also continued to work toward greater stability and continuity for the partnership, ensuring sufficient resources and structure to support our critical work.

In addition to this year's accomplishments that are outlined in the following pages, MNP20 also continued its regular leadership transition cycle of its Executive Committee members, with Minnesota Office of Higher Education (OHE) Commissioner Dennis Olson completing his two-year term as chair of the partnership on June 30, and vice chair Deputy Commissioner Stephanie Graff, Minnesota Department of Education (MDE), assuming the role of chair on July 1. Chair Graff will serve a two-year term through June 30, 2027, with Executive

¹ See Appendix A for the MNP20 "Mission, Vision, and Commitments" statement

² See Appendix B for the MNP20 member list

Committee member Dr. Satasha Green Stephen, Minnesota State Colleges & Universities, serving as vice chair over the same timeframe. MNP20 is grateful to these members, as well as to Executive Committee member Dr. Raj Singh, University of Minnesota – Twin Cities, for their leadership, time, and ongoing dedication to the work of the partnership.

Major Philanthropic Support

In February, MNP20 announced that it had received nearly a half-million dollars in private philanthropic funding to advance its work. Thanks to grants of \$224,125 from The Joyce Foundation and \$248,600 from the ECMC Foundation, the partnership has increased its sustainability and ability to move forward with increased intentionality. Both grants are being dispersed over a two-year period.

These funds are being used to support the development of MNP20's first-ever strategic plan, which will identify the partnership's priorities for strengthening education and outcomes across the learner lifespan as well as the specific activities in which the partnership will engage to support these priorities between 2026 and 2031. In addition, the grant funds have been used to hire a second staff member for the partnership, Deputy Director Mandy Janssen, in part to help ensure the necessary staffing to develop and launch the strategic plan successfully.

"There is a tremendous opportunity and imperative to ensure that young people in Minnesota succeed in college and the workforce," Joyce Foundation Senior Program Officer Chibuzo Ezeigbo said. "For more than five years, the Joyce Foundation has been proud to support MNP20's equity-focused work to make progress on this goal. We look forward to the strategic plan and value our shared focus on racial equity, economic mobility, and cross-systems partnerships to improve outcomes for Minnesota's next generation."

"ECMC Foundation is dedicated to fostering postsecondary educational equity and innovation," ECMC Foundation Program Officer Laura Boche said. "Our partnership with MNP20 and the Minnesota Office of Higher Education exemplifies our commitment to these values. We are working to create a brighter future for Minnesota's students and communities by supporting MNP20 in building infrastructure, developing a strategic plan, and contributing to the next generation of the state's education attainment goal. Through our collaboration, we aim to inspire similar initiatives nationwide, contributing to a more equitable and innovative postsecondary educational landscape."

MNP20 exists to enhance lifelong learning opportunities and improve outcomes for each and every Minnesotan. These funds will ensure the partnership's ability to develop a robust set of strategies to do just that. The funding will also provide the necessary resources to deliver tangible results—not just aspirational goals—in collaboration with MNP20 members, working together to create impactful and innovative educational outcomes for all our state's learners.

Educator Workforce

Late last year, MNP20 members identified the educator workforce as an area of priority for the partnership. Strengthening the state's ability to recruit and retain great, diverse teachers is an issue of importance across

early childhood education, K-12 education, and higher education. To that end, MNP20 Executive Director (ED) Josiah Litant and Minnesota Governor's Workforce Development Board (GWDB) Director Katie McClelland began discussing what a joint effort between MNP20 and GWDB focused on educator workforce could look like.

In March of this year the partnership held an informational meeting to provide a deeper dive into the work that is already taking place in the educator workforce space, including highlights from staff at the Minnesota Department of Education and from Dr. Rose Chu of the statewide Elevate Teaching initiative. On April 22 the partnership additionally held a lunchtime seminar for MNP20 members on the early education and care workforce, presented by the co-chairs of the Transforming Minnesota's Early Childhood Education Workforce group.

In the late spring, MNP20 and the GWDB launched a joint task force on educator workforce. This group was also formed in partnership with Governor Walz and Lieutenant Governor Flanagan's Interagency Workforce Alignment (IWA) effort, which is focused on propelling interagency efforts to support the career areas in Minnesota's "Drive for Five" efforts in order to prepare more Minnesotans for high-demand jobs in five occupational categories (education, caring professions, manufacturing, technology, and the trades). The joint MNP20-GWDB-IWA task force was charged with making recommendations focused on alignment, communication, and metrics to further strengthen the state's ability to attract and retain great educators across the four stages of the educator journey ("explore, become, grow, and thrive"—language developed in the Minnesota Education Equity Partnership's #MNTeach2020 campaign).

The joint task force includes representation from the following state agencies:

- Department of Children, Youth, and Families
- Department of Education
- Department of Employment and Economic Development
- Department of Human Services
- Department of Labor and Industry
- Office of Higher Education

In addition to these agencies, four of which serve as voting members of the P-20 Education Partnership, seven additional MNP20 members volunteered to serve as part of the committee. Education organizations from MNP20 that are represented include Education Minnesota, Minnesota State Colleges & Universities, University of Minnesota, Minnesota Private College Council, Minnesota Education Equity Partnership, and Minnesota Association of Colleges for Teacher Education. The committee also includes GWBD members as well as representatives of additional organizations. These organizations include the Lakes County Service Cooperative, the Minnesota Professional Education Licensing and Standards Board (PELSB), the Coalition to Increase Teachers of Color and American Indian Teachers, ServeMinnesota, Minnesota Coalition for Alternative Teacher Preparation, Kiddie School of Maple Grove, and Minnesota American Federation of Labor and Congress of Industrial Organizations (AFL-CIO).

Over the course of the fall, the committee worked in small workgroups to begin to identify its initial recommendations. The workgroups are organized into the stages of the educator journey, to ensure attention is paid to prospective educators (“explore”), emerging educators (“become”), and practicing educators (“grow/thrive”). Each workgroup has now established an outline of its preliminary recommendations and is working to begin the task of fleshing out each recommendation with a more comprehensive proposal. These proposals will highlight details such as if recommendations require legislative changes, funding, or administrative policy changes, as well as other important considerations.

Recommendations will be rolled out throughout the course of 2026, with the first recommendations anticipated to move forward from workgroups to the full task force early in the first quarter of 2026. Recommendations will first move from the workgroups to the full task force and, if/when they receive full task force endorsement, they will be forwarded to the IWA, GWDB, and MNP20 for their review, consideration, and next steps.

State Educational Attainment Goal

In 2015, the Minnesota Legislature adopted a “higher education attainment goal” (Minn. Stat. 135A.012) which set a statewide target for the attainment of postsecondary education credentials by Minnesota residents³. This goal called for the number of Minnesota residents ages 25 to 44 years old who’ve earned at least one of these postsecondary credentials to increase to “at least 70 percent by 2025.”

The results of the past decade of work tell a story of real progress, but also of remaining opportunities and challenges:

- In aggregate, the state has moved from 57.5% attainment to 63.5% attainment in the target age group as of October 2025 reporting⁴—a 6.0% increase in statewide higher education attainment.
- To reach the 70% goal the state would need an additional 99,514 adults aged 24-44 to complete a credential.
- The original attainment goal recognized that meeting and maintaining the goal of 70 percent also required “achieving attainment rates that are comparable across all race and ethnicity groups.” To that end, the attainment goal statute required the Minnesota Office of Higher Education to report on “benchmarks of 30 percent or higher and 50 percent or higher” regarding “progress by race and ethnicity groups toward meeting the educational attainment rate goal of 70 percent,” [Minn. Stat. 135A.012, Subd. 5(b)]. Despite positive growth, gaps continue to persist, and significant racial and ethnic disparities in attainment remain (as detailed in the Minnesota Office of Higher Education’s annual reporting). White-identifying Minnesotans have a 69.7% attainment rate, with Asian (63.8%) and multiracial (54.6%) communities exceeding the 50% benchmark. Other racial and ethnic communities remain well below the target: The American Indian community is at 29.4%, the Black/African American

³ The statute was revised in 2023 to also include industry-recognized credentials in addition to postsecondary credentials.

⁴ See *Educating for the Future: 2025 Update*, October 2025 report from the Minnesota Office of Higher Education

community is 41.1%, and the Hispanic/Latino community is at 36.8% as of 2025 reporting. Ultimately, while completion rates increased across all racial and ethnic communities, the achievement gaps that existed ten years ago are still present and the gaps themselves are largely unchanged.

With the expiration of the existing goal, the Minnesota Legislature has the opportunity to revisit and revise the state's aspirations for postsecondary attainment. Through conversations in the latter part of 2024, MNP20 leadership affirmed its support for seeing Minnesota adopt a new attainment goal, and for MNP20 to be a key partner in that work. MNP20 continued these conversations after the 2025 legislative session, during which no specific action was taken by the legislature to extend, renew, or revise the expiring goal. MNP20 leadership believes that the attainment goal has been an important framework and tool for promoting and expanding postsecondary completion in our state, and MNP20 leadership strongly encourages the legislature to consider the development of a new goal during the 2026 legislative session.

While the development of a new goal should include a re-analysis of the many facets of the goal, MNP20 leadership would recommend the addition of two additional opportunities to a new goal:

1. The reframing of the “higher education attainment goal” as an “educational attainment goal,” one that explicitly recognizes the necessity of meeting key success benchmarks throughout a student’s journey toward postsecondary attainment. We recommend doing this through the establishment of subgoals in early childhood education and K-12 education, in addition to the postsecondary attainment goal itself.
2. The establishment of MNP20 as a connector and convener of key agencies and other MNP20 partners throughout the duration of the goal, specifically to focus on progress towards the new goal. MNP20 would be charged with implementing an intentional structure to support ongoing communication and coordination of the attainment work, and to bring together the various stakeholders— including state agencies —working in this space to jointly share updates, monitor progress, and strategize together. There is an opportunity here to harness MNP20’s structure, relationships, purview, and capacity as a value-add to bring additional intentionality to the process of moving Minnesota closer to our aspirational educational attainment goal.

MNP20 looks forward to supporting any process towards the development of a new state attainment goal, and to continuing our collective efforts to advance educational attainment across Minnesota.

Strategic Planning

In the 16 years of its existence, MNP20 has never had a formal strategic plan to identify multi-year priorities for the partnership’s work. In our 2023 annual report (released January 2024), we identified the need for the partnership to establish a strategic plan and to complete the pre-work necessary to prepare for such an endeavor. At that time, we stated:

A key step taken by MNP20 over 2023 was to engage in planning for the future. Since 2019, the partnership has been in a multi-year renewal phase, reestablishing its priorities and setting a path for growth in our work. Collaboration with the Education Strategy Group in 2020 and 2021 led to the creation of key focus areas for the partnership’s work,

establishment of a set of goals, and the decision to hire an Executive Director. Now with significant advancement in each of those efforts, the partnership delved into planning for what comes next.

In our 2024 annual report (released January 2025), we reported on the progress that we had made to complete the necessary activities that would pave the way towards strategic planning:

In last year's report, we identified the need to lay groundwork to launch a strategic planning effort in 2025 (and to be concluded by early 2026). To that end, we completed the mission, vision, commitments, and theory of change work that was described earlier in this report, and that will serve as the foundation for us to build our priorities, activities, and related metrics for the coming 3-5 years.

In addition to this necessary preparatory work, the partnership began critical conversations about how our strategic plan will align with existing state agency initiatives and statewide priorities, including those of our member organizations. Our goal is not only to develop a multi-year action plan for the partnership, but to ensure its alignment with the work happening across the education landscape in Minnesota.

Discussions about alignment led to deeper conversation about the state's legislatively-adopted postsecondary attainment goal, signed into law in 2015 (Minn. Stat. 135A.012). With this ten-year goal expiring in 2025, the partnership's ED and Executive Committee see an opportunity to co-develop our strategic plan in direct relationship to any new attainment goal that may be written and adopted by the state.

With this foundational work completed in 2023 and 2024, the partnership was ready to begin the development of our strategic plan this year. With the philanthropic support we announced in January, MNP20 had the necessary funds to hire a consultant to support the partnership in its planning work. Over the spring and early summer MNP20 conducted a request for proposal (RFP) process to select a consultant. We were thrilled to receive 33 responses to our RFP, indicating great enthusiasm and interest from consultants across the country. MNP20 ultimately selected The Improve Group of Saint Paul, Minnesota as our strategic planning consultant, and work on the strategic plan began in full in September.

MNP20 will spend the first half of 2026 completing our strategic plan, with the support of a task force of MNP20 members working in collaboration with The Improve Group, MNP20 staff, and the MNP20 Executive Committee. The final draft plan will be presented to the full partnership for input and will ultimately be adopted by early fall by the MNP20 Executive Committee. The strategic plan will identify the key priority areas of focus for the partnership over the next five years, as well as the specific activities the partnership will facilitate related to those priorities. Existing areas of work that the partnership has been focused on will also be incorporated into the plan. The strategic plan will additionally identify the key metrics that the partnership will track relative to the priorities and activities, to monitor progress and success. One of the partnership's top priorities for this plan is to ensure that MNP20 is engaged in efforts across the P-20 spectrum, including in early childhood education and

workforce development —two critical areas which have been underdeveloped in MNP20’s previous work.

The strategic plan will be a living document, with the ability to adapt in real time in response to the state and national environment over the five-year course of the plan. This effort will take the conceptual and planning work of the past several years and, from those efforts, create a specific and focused strategy built on our unique value proposition. This will ensure our ability to move our work forward with purpose towards our ultimate goal, increasing social and economic mobility for each and every Minnesotan. An overview of the plan will be shared and made publicly available in fall 2026.

“Next Phase of Dual Enrollment Policy” National Initiative

Dual enrollment has been a key area of MNP20’s work over the past several years and is a prime space for MNP20’s focus. Given that dual enrollment exists as a bridge between high school and postsecondary education, as well as the number of K-12 and higher education stakeholders with investment in this work, MNP20 is uniquely qualified to serve as a connector and convener to advance dual enrollment related efforts in our state. Dual enrollment is a broad set of academic opportunities for high school students to enroll in college or university courses for both high school and college credit simultaneously. In Minnesota this includes dual enrollment courses that take place at a high school (concurrent enrollment) as well as dual enrollment courses that happen at a college or university, either on campus or online (postsecondary enrollment options, or PSEO).

In December 2024, we learned that MNP20 had been selected as one of seven states⁵ to participate in the College in High School Alliance (CHSA) facilitated “Next Phase of Dual Enrollment Policy” national cohort. Stemming from the CHSA’s November 2023 report, “The Next Phase of Dual Enrollment Policy: A Vision for the Field,” this cohort is receiving tailored technical assistance and funding to work alongside national experts to develop and implement action plans aimed at enhancing dual enrollment policies.

Specifically, the states involved in this work are focusing on three deliverables as recommended as priority areas of focus in the 2023 CHSA report:

1. Setting a **statewide vision** for dual enrollment
2. Expanding dual enrollment access for **rural students** and one other student population of the state’s choice (Minnesota is focused on **students of color and indigenous students** as our additional population set)
3. Creating more intentional dual enrollment pathways and programs

Part of what made the opportunity to participate in this project so appealing was that it aligns closely with conversations MNP20 has engaged in over the course of our recent work in dual enrollment. It is clear that, like so many states, Minnesota suffers from not having an articulated, shared vision for dual enrollment. Without a stated vision, it is difficult to recommend policy, budget, or program innovations because the “why” behind such

⁵ Other selected states include New Mexico, Ohio, Oregon, Tennessee, Virginia, and Washington

proposals has not been explicitly stated. This project not only provided us with a vehicle to develop such a vision—based on broad input—but then to develop tactical proposals focused on access, success, and intentionality; all priority focus areas that MNP20 has been discussing through our work over the past several years.

For this project, MNP20 is acting as the lead organization coordinating the effort, and a planning team was established to support the management of the project. In addition to MNP20 Executive Director Josiah Litant and Deputy Director Mandy Janssen, the planning team includes Jessica Espinosa, Minnesota State Colleges and Universities; Emily Hanson, University of Minnesota – Twin Cities, Nicauris Heredia-Rosario, Office of Governor Tim Walz and Lt. Governor Peggy Flanagan; Sally Reynolds, Minnesota Department of Education; and Dr. Wendy Robinson, Minnesota Office of Higher Education. The planning team is responsible for the facilitation of this effort, and for synthesizing findings and recommendations that are being generated through this process. MNP20 has committed to broad and ongoing stakeholder participation over the course of this project, to ensure that the final recommendations that will be presented to the partnership are steeped in research, best practices, and significant input from educational practitioners, educational leaders, students, families, and other invested parties.

The national project kicked off early in 2025 and will continue through the summer of 2026. The work is focused on the entire ecosystem of dual enrollment, including both concurrent enrollment and PSEO. The selected states have each been assigned coaches to support their work. In addition, the seven state cohorts have met together with regularity through an online community of practice as well as day-long, in-person convenings that happened in February and October of this past year. Participating states received \$20,000 to support our work, including funding our participation in the in-person convenings.

To date, the following work has been completed:

- **Stakeholder survey:** A stakeholder survey was deployed with a focus on K-12 and higher education teachers, staff, and administrators, and including representation from government and non-governmental organizations. 1,014 responses were completed, with great distribution across K-12 (687 responses) and higher education (258 responses), and with additional contributions from government, non-governmental organizations, and other sectors (69 responses). Survey responses also included a diverse distribution across individual roles within each of these sectors. Additionally, there was diverse representation across all regions of the state—a critical factor in understanding this work across Minnesota’s distinct communities. The survey asked questions about perceptions of dual enrollment policy, structure, and programs, and provided valuable insights, particularly as they relate to similarities and differences in opinion across sectors. A summary of the survey findings can be found on the MNP20 website⁶.

⁶ <https://ohe.mn.gov/p20/meetings-reports>

- **Student survey:** A survey for current Minnesota high school students was deployed and completed in December 2025 and received 2,168 responses from students across the state. This survey was intended to learn more about student experiences with and perspectives on dual enrollment.
- **Parent/guardian survey:** A survey for parents/guardians of current Minnesota high school students was deployed and completed in December 2025, receiving 712 responses from parents/guardians across the state. This survey was intended to learn more about family experiences with and perspectives on dual enrollment.
- **Draft vision:** A vision for dual enrollment in Minnesota has been drafted, based on priorities established through MNP20's work of the past several years and based on the feedback received through our stakeholder survey. The draft vision was shared with MNP20 members at the partnership's November meeting, has been further edited based on their feedback, and will additionally be reviewed for further changes after student and parent/guardian survey analysis has been completed. A revised version of the vision will be shared out more broadly for additional stakeholder input in the first quarter of 2026.
- **Policy and practice recommendations:** The planning group conducted a landscape review of research-based best practices and current strategies being employed in dual enrollment across the country. This review was combined with ideas generated through our survey processes and through previous work MNP20 has conducted, resulting in a robust list of potential policy and practice recommendations. These recommendations—which include both legislative policy and institutional practice—are aligned with the project's focus areas to advance dual enrollment intentionality and access and success for rural students, students of color, and indigenous students. These recommendations will be vetted for broad input in the first half of 2026, including with MNP20 members and through roundtable discussions with students and key stakeholder groups.

Next steps in 2026 include:

- **Roundtable conversations:** Roundtable conversations with students are currently being planned for early 2026. Additional roundtables will potentially take place throughout the early months of the year with other key stakeholder groups as well.
- **Finalizing of recommendations:** Policy and practice recommendations will be honed and finalized based on multiple rounds of feedback. The final product will likely include both recommendations for legislative adoption as well as recommendations that could be implemented at the secondary or postsecondary institutional level. There will likely also be recommendations for ongoing projects or initiatives that MNP20 could carry forward as a continuance of these efforts at the conclusion of the national cohort.

This project will continue through summer of 2026, with a final, publicly available report of recommendations being presented to the full partnership in the latter half of 2026 for consideration. In alignment with the statute governing MNP20, the partnership may choose to endorse proposals in the final report as formal recommendations to the legislature and/or the governor's office and state agencies.

Integrated Data Use and Capacity

MNP20's data-focused committee continued its work this year under the leadership of committee co-chairs Dr. Nancy Floyd (Minnesota State Colleges & Universities) and Joe Munnich (Generation Next/Education Partnerships Coalition). The committee includes 18 members representing state education agencies, K-12 schools, higher education institutions, affinity and advocacy organizations, and philanthropy. The committee continued to work within its core focus areas of championing data use, advising on statewide data strategy, identifying data trends, and providing expert insights on data-related MNP20 work.

This year the word "integrated" was added to the committee's name, to more accurately capture the group's focus not just on the effective use of data but specifically on the effective use of integrated data. The Integrated Data Use and Capacity (IDUC) committee sees opportunity for greater integration of data across educational siloes, with hopes that such integration can support greater collective action. The committee serves not only to advance MNP20's work, but also as a community of practice. IDUC brings together educational data leaders to consider structures, policies, and collaborations that will help catalyze our state's capacity to move, where possible, toward greater data integration and collective, data-driven action across the education ecosystem.

IDUC's areas of work and focus over the past year included:

- Ongoing discussions about how to advance the integrated data landscape in Minnesota, with case studies and informational presentations. Discussions and presentations covered topics such as the Minnesota Career Information System (MCIS), Bloomington Public Schools' workforce development information system, Minnesota Management and Budget's impact evaluation team and their work on integrated data use and barriers, and highlights from regional or statewide projects utilizing data from the Statewide Longitudinal Education Data System (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS).
- A presentation and discussion with Actionable Intelligence for Social Policy (AISP—an organization that works with state and local governments on collaboration to responsibly use data to improve lives) on the impact of federal cuts and changes on state and national data systems.
- Participation in the Constellation Fund/Co-Lab's annual "Evidence to Action Forum," which this year was focused on "Advancing Public Good Through the Strategic Use of Data." Several IDUC members, MNP20 members, and ED Litant were also involved in helping to inform the planning of this cross-organizational convening.
- A subcommittee of IDUC members has been working with Deputy Director Janssen to develop a set of impact measures that demonstrate MNP20's ability to impact our mission and vision in tangible, measurable ways. This tool will be used to help MNP20 and our members articulate our unique value proposition to key stakeholders, and to concretely measure and illustrate what MNP20 is accomplishing. The impact measures will be launched in the first quarter of 2026, and we anticipate sharing it publicly as well.
- IDUC has used its convenings as a space for member organizations to discuss problems of practice and to identify opportunities for collective problem solving as they relate to data integration strategy. The

emergence of a collaborative data community at this table has been an important and valuable asset to advancing this work.

- As MNP20 began strategic planning this past fall, IDUC was assigned responsibility for supporting the development of metrics in the final plan. Between February and May 2026, IDUC will work closely with MNP20 staff and The Improve Group to identify top level metrics attached to the strategic plan's priorities—the measures that MNP20 will be focused on over the duration of the plan. This work will be a natural evolution of the efforts IDUC led several years ago through its "Learner Lifespan Workgroup," which identified dozens of key datapoints across the learner lifespan, from birth through higher education and career. This work will help MNP20 to sharpen its focus on the key data points that will demonstrate progress on our strategic goals and will be utilized by IDUC to further inform its focused work in 2026 and beyond.

IDUC co-chair Nancy Floyd retired from her role at Minnesota State in December and concurrently ended her dedicated service as co-chair of this committee. MNP20 was pleased to welcome Carrie Schneider, Research Director at OHE, as its new co-chair, alongside Joe Munnich, at the end of last year. MNP20 leadership is extraordinarily grateful to Dr. Floyd for her persistent work as co-chair of IDUC over the past number of years. Her contributions were many, and they have helped set up IDUC for ongoing success in the years to come.

FAFSA Supports Landscape Review

At the end of 2024, MNP20's Financial Aid and Literacy (FAL) committee decided to tackle a focused project that would address a major need identified through the group's previous work: a full understanding or accounting of the resources available to support students and families in pursuing higher education financial aid in Minnesota. Given challenges with the Free Application for Federal Student Aid (FAFSA) over multiple application cycles, as well as Minnesota's existing unmet FAFSA completion goal⁷, the FAL committee decided to conduct a landscape analysis of current and promising practices related to promoting FAFSA completion in Minnesota. Within this project, the FAL committee would identify possible opportunities for Minnesota to adopt, enhance, or expand efforts to increase FAFSA awareness, confidence, and completion. The specific deliverables from this project were identified as:

- Completing an overview of current FAFSA landscape in Minnesota including completion rates, known FAFSA outreach efforts, identified barriers, and challenges.
- Completing an overview of past FAFSA completion efforts in Minnesota that were either unsuccessful or not sustained to determine if there are lessons learned.
- Completing an overview of FAFSA completion efforts in states with higher completion rates than Minnesota, and identifying what is driving success of those efforts.
- Identifying recommendations for emerging or promising practices, including current research and existing national strategies.

⁷ For more information about the goal, see https://www.ohe.state.mn.us/sPages/FAFSA_Filing_Goal.cfm

- Identifying recommendations for possible legislative, system level, or school level strategies for strengthening FAFSA completion rates in Minnesota.

The FAL committee began its work in January, under the leadership of new co-chairs Dr. Wendy Robinson (OHE) and Krystle Igbo-Ogbanna (Minnesota State Colleges & Universities), gathering existing resources and conducting additional research. As the new federal administration came into office, however, the environment began to shift rapidly. With President Trump's stated intent of eliminating the U.S. Department of Education, as well as the pausing and/or withdrawal of a multitude of federal funds, it was unclear what the landscape around FAFSA and federal aid would be. As a result, the committee leadership, in consultation with ED Litant and the MNP20 Executive Committee, decided to pause this project until there was more clarity surrounding federal changes that could affect this work. It was determined that it was in MNP20's best interest to wait and ensure that the scope of this project would remain relevant and timely in a rapidly changing landscape.

In September, committee leadership revisited this project and determined that there was sufficient stability with regard to federal student aid and FAFSA to restart the effort, and that the general parameters of the work were still relevant and timely. The project timeline was adapted, with a goal to complete the project by the end of August 2026. The committee is currently working in subgroups to complete their landscape review and to develop the recommendations that will be shared with the full partnership at the conclusion of the project. From there, the partnership will decide on further action based on the project's findings.

Statewide Longitudinal Data Systems

The state's longitudinal data systems (Minnesota Statewide Longitudinal Data System, SLEDS, and Minnesota Early Childhood Longitudinal Data System, ECLDS) fall under the statutory purview of MNP20. As such, it is fitting to provide updates on key accomplishments for these two data systems within this report as well.

In September 2023, Minnesota was awarded a \$4 million grant from the U.S. Department of Education and the Institute of Education Sciences (IES) to implement the proposed project, "Expanding Access to Student-Centered Learning to Improve Pathways to Educational and Career Attainment," which aims to increase understanding of students' progression from high school to postsecondary and workforce participation. By the end of the grant period on August 31, 2027, the project team intends to achieve its core objectives via the following related initiatives:

- Expand collection, reporting, and analysis of data on learner-centered education programs and outcomes in K-12 education
- Enhance overall knowledge of non-traditional education pathways and outcomes through expanded SLEDS public and secure reporting
- Widen the scope of postsecondary education and employment information available through public reports
- Explore pathways to graduation, workforce participation, and a family-sustaining wage, with a focus on the early care and education (ECE) workforce
- Update and implement privacy and security plans to ensure the confidentiality of data

- Create a sustainability plan to ensure grant projects can continue as needed beyond the life of the grant

While much of the work for this grant taking place through MDE has been internally focused on data governance, progress to date on the grant overall has also included exploring noncredit credentials of value in Minnesota, resulting in the “Non-Degree Credentials of Value in Minnesota” report produced by OHE⁸.

In addition to the federal grant, SLEDS and ECLDS were awarded over \$955,000 in a one-year technology modernization funds grant from Minnesota IT services (MNIT). These funds will be used for security updates and to move reports to a more sustainable software interface. While most of this work will be invisible to users, it allows for the end of an expensive software license and, instead, the use of a no-cost open-source software supported by in-house expertise.

SLEDS and ECLDS recently received high marks in Strada Foundation’s “State Opportunity Index”⁹. The index rates state data systems along five criteria. Minnesota was seen as leading or advanced along many of its dimensions.

The ECLDS+SLEDS Regional Coaching Network continues to work with schools and districts throughout the state to better understand the data available through ECLDS and SLEDS public reports. Network coaches assist users in navigating the reports to pull out data most useful to them, and in turn share back that user experience information to help improve ECLDS and SLEDS resources. The Network came together for a two-day conference in spring 2025 to share best practices and work collectively to improve outreach to their local communities. In addition, the network meets twice monthly for training and sharing information.

ECLDS Highlights

The ECLDS team worked with a national Early Childhood Integrated Data System (ECIDS) expert and a small academic team from George Mason University to conduct an evaluation of ECLDS in 2024, funded by the federal preschool development grant. The past year has been focused on addressing the evaluation’s identified findings and recommendations, which fell into four categories:

1. Current reporting
2. Data governance
3. Internal research capacity
4. Technology and infrastructure

Existing ECLDS reports available on eclds.mn.gov were re-examined to ensure that they continue to address relevant and ongoing policy questions about Minnesota’s youngest children and their families. ECLDS’s data governance structure and membership were reviewed with a particular eye toward decision-making responsibility and authority, resulting in a proposal for a slightly modified structure and refreshed membership.

⁸ <https://ohe.mn.gov/reports/non-degree-credentials-value-minnesota-0>

⁹ <https://www.strada.org/state-opportunity-index>

Levels of access to ECLDS data were also proposed for revision and modernization to accommodate increased need for state agency data partners' internal analysis and reporting. The evaluation also identified needed updates to ECLDS's technology stack and infrastructure to become more agile and responsive. This work and more fed into a data strategy spanning fiscal years 2026-2030 that maps goals and activities to build a more useable, nimble, and modern state data system.

The ECLDS team's segment of the IES grant project is evaluating the pathways taken by the current ECE workforce with a historic perspective, identifying the pathways and programs that they used to get where they are today. To advance this work in 2025, the ECLDS team completed its catalog of available and unavailable ECE workforce data, crafted a research plan, and received approval to access relevant SLEDS data for the analysis in 2026. Additionally, with preschool development grant funding, ECLDS staff will participate in a national cohort facilitated by ECDataLab. ECLDS staff will, in collaboration with integrated data system (IDS) staff from other states, establish a plan to integrate additional ECE workforce data sources into their IDS. For Minnesota, this fuller breadth of ECE workforce data will enable more informed analysis and research of workforce pathways, and ultimately be shared through an accessible data story. Through ECDataLab, the ECLDS team will work with an embedded research fellow who will assist with early childhood data cleaning, organizing, analysis, and research.

SLEDS Highlights

SLEDS has completed a new master agreement ("memorandum of understanding") with all of its data partners. In the past, each partner has had a separate agreement with OHE, which houses SLEDS. The new arrangement allows for more transparency and easier tracking as all members will now share the same agreement structure and the same expiration date.

Recent updates to the SLEDS website include the addition of state legislative districts as filters for all of the public high school graduate reports. This addition allows users to view the reported outcomes based on the legislative district of the high school.

SLEDS continues to receive national attention. This past year, SLEDS Director Dr. Nora Morris presented at the national SLEDS Best Practices conference in Washington D.C., as well as serving as a panelist for multiple webinars. In addition, she has presented locally to the Minnesota School Board Association leadership conference and hosted a table at the Minnesota Association of School Administrators Conference. SLEDS has also been represented at the Minnesota Rural Education Association annual meeting and at the Association for Institutional Researchers Upper Midwest.

MNP20 Deputy Director

Thanks to the grant funds received from ECMC Foundation and The Joyce Foundation, MNP20 was able to post a search in summer 2025 to hire a second staff member, a Deputy Director (currently a two-year, limited term, grant-funded position). There was tremendous interest in the position, with MNP20 ultimately receiving 110 applications for consideration. In September, MNP20 announced the hiring of Mandy Janssen as its inaugural Deputy Director. In this role, Deputy Director Janssen is responsible for supporting the planning, direction,

coordination, and day-to-day operations of MNP20. She serves as a key part of the MNP20 leadership team, collaborating closely with the Executive Director on the partnership's strategic, tactical, and logistical efforts.

Prior to joining MNP20, Deputy Director Janssen served in a range of statewide roles centered on cross-sector innovation, talent development, and learner-focused design. She most recently led equity driven work-based learning strategy and program development for GPS Education Partners, coordinating efforts across industry, philanthropy, and secondary and postsecondary systems. Her previous leadership experience spans workforce development, youth education, nonprofit management, and secondary and postsecondary instruction, including roles in community-based organizations, regional chambers, and higher education. The Deputy Director brings international experience leading student support programming in London and earlier served as an instructional coach and K-12 educator in California. Deputy Director Janssen holds an M.A. in teaching with certification in cross-cultural language and academic development from Chapman University and a B.S. in social work from Winona State University.

The hiring of Deputy Director Janssen has measurably strengthened MNP20's ability to deliver on its mission, adding capacity, depth, and expertise to the MNP20 leadership team.

Other Projects and Initiatives

There were many additional projects and initiatives that MNP20 led and participated in throughout the year, as well as other progress that the partnership made over the course of the past twelve months, including:

- **New member organizations:** The Minnesota Department of Children, Youth, and Families (DCYF) and the Education Partnerships Coalition (EPC) were approved by a vote of the partnership as new members at the end of 2024, and joined the partnership as of its January 2025 meeting. The Minnesota Rural Education Association (MREA) and Minnesota School Boards Association (MSBA) were also approved by a vote of the partnership as new members in April 2025, and joined the partnership as of its May 2025 meeting, deepening the representation of key stakeholders within the MNP20 coalition. In addition, ECLDS and SLEDS were officially added to the partnership as non-voting, ex-officio members, structurally ensuring ongoing input and participation from these two state data systems (both of which are governed under the MNP20 legislative statute, hence their non-voting status).
- **Career-connected learning:** ED Litant has been working closely with EPC Director John Fanning and Greater Twin Cities United Way's Career Pathways team Liz Williams and Der Yang to explore opportunities for greater statewide collaboration to strengthen and support career-connected learning across Minnesota. This has been an iterative process that will result in ongoing collaboration, convening, and ideation with statewide stakeholders in 2026.
- **Place-based partnership and state-level collaborations:** The EPC is part of a multi-state initiative to support place-based partnerships in growing their intentional collaboration and strategy development with state agencies and other statewide-focused partners. This work is being co-led by Strive Together (all nine EPC organizations are part of the Strive Together network) in collaboration with Harvard University's EdRedesign Lab. ED Litant was asked to join the team as a key partner in this work, and

participated in learning community gatherings throughout the year, as well as at an in-person national convening this past fall.

- **Lunch and learns:** MNP20 continued to host expanded professional learning opportunities for its members in the form of “Lunch and Learn” workshops throughout the year. This year’s sessions focused on topics including: Education and the Minnesota Department of Corrections, the Minnesota Inclusive Higher Education Consortium, and transforming Minnesota’s early childhood education workforce.
- **“Advancing Postsecondary Success for Justice-Impacted Students” community of practice:** Minnesota State Colleges & Universities was selected this year to participate in a community of practice through the State Higher Education Executive Officers Association (SHEEO) and the Vera Institute of Justice, “Advancing Postsecondary Success for Justice-Impact Students.” MNP20, OHE, and the Minnesota Department of Corrections (DOC) joined Minnesota State as members of the state team engaged in this work and focusing on advancing our collaborative efforts on behalf of the state correctional and education systems. This work continues into 2026.
- **Transforming Minnesota’s Early Childhood Education Workforce (TMECEW):** ED Litant continued to sit on the TMECEW coalition, and beginning in July stepped into a one-year role supporting the group in assessing its work to date and developing a new strategic plan for its efforts over the next several years in the early childhood education and care space.
- **Outreach and communications strategy:** Deputy Director Janssen developed a communications strategy for MNP20 to implement beginning in 2026. This effort reflects a desire from MNP20 leadership to increase its intentionality in messaging to key stakeholders including partnership members, legislators, external partners, and others interested in education policy across the state. This strategy is being rolled out in the first quarter of 2026 and includes targeted communications across a variety of key partners and interested groups.
- **Minnesota Inclusive Higher Education Consortium (MIHEC):** MNP20 continues its involvement and support of MIHEC through collaboration and participation in MIHEC events, and, in January 2025, ED Litant began serving a two-year term as a member of the MIHEC technical assistance center advisory board.
- **Quality credentials planning team:** With the sunsetting of MNP20’s Credentials of Value committee in 2024 following the completion of their work, a smaller group of stakeholders that were involved in the project continued meeting to stay connected and collaborate around statewide efforts related to quality credentials of value. The team—which includes MNP20, Minnesota State Colleges & Universities, Minnesota Department of Employment and Economic Development, and OHE—was also involved in an advisory capacity in OHE’s aforementioned “Non-Degree Credentials of Value in Minnesota” report.
- **STEM education pilot:** ED Litant continued to participate as a member of the advisory team for Minnesota State University Mankato’s pilot project to expand STEM education access and opportunity through a vertically integrated industry, higher education, and K-12 robotics program with First Robotics’ XRP platform. MNP20 is advising on strategy for scaling and supporting possible statewide implementation, and is helping with efforts to facilitate conversation around this work across relevant state agencies and other key partners.
- **Presentations:** ED Litant was invited to present at plenaries and on panels throughout the course of the year. These presentations were both focused on highlights of the partnership’s work as well as providing

expert perspective on key topics from a cross-organizational education policy lens. These opportunities included presentations at:

- Generation Next's annual convening;
- Minnesota Association of College Admissions Counselors' (MACAC) annual convening;
- Elevate Teaching's annual convening;
- EdAllies' "State of Education 2025: What's Next for Minnesota's Kids" convening;
- State Higher Education Executive Officers' (SHEEO) national conference;
- Education Partnerships Coalition's (EPC) annual retreat;
- and more.

- **Connections to state and national work:** As always, MNP20 staff works with intentionality to stay connected to broader efforts that align with our priorities. In addition to the many state, regional, and national partners already mentioned in this report, MNP20 had purposeful new connections and/or new areas of focused conversation with many other organizations, including but not limited to:
 - Minnesota-based organizations:
 - Educators for Excellence
 - International Institute of Minnesota
 - Minneapolis Foundation
 - Minnesota Alliance with Youth
 - Minnesota College Attainment Network (MNCAN)
 - Minnesota Concurrent Enrollment Partnerships (MnCEP)
 - People for PSEO
 - ServeMinnesota
 - Regional/national organizations:
 - America Achieves
 - Complete College America
 - Connected for Kids
 - Education Commission of the States
 - Education First
 - Family Policy Lab
 - Foundation for California Community Colleges
 - Lumina Foundation
 - Midwest Higher Education Compact

2026 Priorities

With MNP20 in the midst of strategic planning, this will be a transitional year for the partnership's work. Some projects will come to a natural end, some will be embedded in the new plan, and a new slate of priorities will also be established. Bearing in mind that these priorities will be announced in the fall upon the conclusion of the strategic plan writing, what follows is a list of other existing priorities for the partnership's work in 2026:

- **Policy recommendations:** MNP20 anticipates making and supporting several sets of policy recommendations across the 2026 and 2027 legislative sessions, the result of a number of projects and partnerships that are already underway and will continue throughout this coming year. These policy areas may include, but are not limited to: the state educational attainment goal, educator workforce growth and sustainment strategies, dual enrollment policy and practice recommendations, and strategies for increasing support for FAFSA completion statewide.
- **Strategic plan implementation:** Certainly, completing the strategic plan is a major priority for 2026, but additionally important is the implementation of that plan. An execution roadmap for the strategic plan will be developed and launched in the latter half of 2026 to move the plan forward with purpose.
- **Career-connected learning:** The ongoing evolution of this project with EPC and Greater Twin Cities United Way's Career Academies will include bringing key partners to the table to identify the ways and means to provide greater statewide resources, support, and strategy for career-connected learning, and to identify who can and should provide coordination for such efforts at both the programmatic and policy levels.
- **Funding:** MNP20's operational funding is not yet stable. The Executive Director's salary, benefits, and minimal operational costs are currently being supported by the four organizations comprising the MNP20 Executive Committee, though that commitment is not indefinite. The Deputy Director's salary and benefits are being funded by philanthropic grants through September 2027. The Executive Committee, MNP20 staff, and funding partners have been engaged in the development of a fiscal roadmap to identify pathways to longer-term funding, and will continue to build on their efforts to secure future resources. These funds could potentially include appropriations, funded collaborative efforts between MNP20 and other organizations or state agencies, grants, private philanthropy, support from the business community, and more.
- **National cradle-to-career strategy:** In the last year, MNP20 engaged in conversations about P-20/cradle-to-career statewide strategies with a number of organizations including Complete College America, Education Commission of the States, Education Strategy Group, Harvard EdRedesign, and Strive Together. MNP20 sees value in continuing to participate in and contribute to such national conversations, as growing interest in supporting state efforts that connect cross-organizationally from birth through workforce continue to evolve. Such conversations could prove beneficial in helping MNP20 to strengthen its work, and MNP20's ongoing partnership and relationships with seven other states' P-20 organizations is also a tremendous asset to this end.
- **Incubate, accelerate, and amplify:** This is a realm of MNP20's work that has been new and evolving over the past several years. In 2026, with the implementation of a strategic plan, MNP20 anticipates

continuing to support the incubation, acceleration, and amplification of emerging education efforts in the state, specifically where such efforts help to advance MNP20's strategic plan priorities, and as capacity allows.

- **Outreach and communications:** The launching of MNP20's new communications plan in 2026 will help ensure that our priorities, strategies, and messaging reach key audiences with consistency and intentionality.

Conclusion

As we close the books on 2025 and look forward to the work of this new year, there are several important final acknowledgements to be made:

- While current members of the partnership are listed in the following appendices, there is always transition throughout the year as people come and go from their positions. We would like to thank all of the members—both current and former—who served on the partnership throughout 2025. We'd also like to thank and acknowledge the members of our subcommittees and task forces over the course of 2025. Their contributions remain vital to the success of our work.
- Great thanks are due to OHE Commissioner Dennis Olson for his stewardship of MNP20 as its chair from July 2023 through June 2025. His advocacy, support, advisement, and belief in MNP20 has been a critical element of our success over these past two years. Thanks are also due to MDE Deputy Commissioner Stephanie Graff for now stepping into the role of chair, and continuing MNP20's legacy of leadership as an outstanding advocate and champion for this coalition, its partners, and the work we do.
- We'd like to recognize and thank Dr. Raj Singh, Vice Provost and Dean of Undergraduate Education at the University of Minnesota – Twin Cities, for his service as a member of the MNP20 Executive Committee (June 2024 through December 2025). As Dr. Singh returns to his faculty role at the university, his passion, commitment, and thoughtful contributions to MNP20's work will be missed, and we are grateful for his support over these past two years.

The Minnesota P-20 Education Partnership is at a seminal moment in its history. With a renewed and clear understanding of its purpose, value, and impact, a strategic plan forthcoming, and a number of major projects and initiatives underway, MNP20 is actively in the process of building on its growth efforts of the past six years in new and meaningful ways. 2026 will be a year of significant steps forward, as MNP20 continues its focus on strengthening educational, social, and economic outcomes for each and every one of Minnesota's learners.

Appendix A: Minnesota P-20 Education Partnership Mission, Vision, and Commitments

Mission: Why does MNP20 exist?

We collaborate across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

Vision: What must MNP20 become in order to achieve its mission?

We will influence change, foster innovation, and advocate for policies and practices that address priority issues in education and workforce development.

Commitments: How will MNP20 accomplish its mission and vision?

We aim to fulfill our mission and vision through the following commitments in our work:

Collaboration

- Facilitating cross-organizational, cross-agency, and cross-sector convening, planning, and strategy development.
- Supporting the incubation, acceleration, and amplification of promising practices across the state.
- Building and maintaining structures that strengthen collaboration and mutual accountability among partnership members.
- Providing ongoing education and communication between members to strengthen a shared base of knowledge.
- Engaging additional voices to provide expert insights, guidance, and direction in the partnership's work.

Advocacy

- Prioritizing key issues, particularly those affecting educational disparities and the transitions between critical stages of a student's educational experience.
- Recommending actions, strategies, and policies that advance shared priorities across Minnesota's learning and workforce development landscape.
- Advocating to remove structural barriers and inequities for learners and those who support them
- Identifying and influencing priorities across education and workforce development, with an emphasis on innovative, holistic, learner-centered strategies and resources.

Equity

- Prioritizing and embedding efforts to strengthen equitable systems and outcomes across learning environments, in actionable and measurable ways.

- Advocating for education and workforce development solutions that center historically excluded and marginalized populations.

Data-Proven Practice

- Championing the use of integrated quantitative and qualitative data to drive, inform, and evaluate organizational and policy priorities.
- Developing, tracking, and reporting key metrics through state longitudinal data systems (SLEDS and ECLDS) and other data sources related to the impact and outcomes of the partnership's work.

Appendix B: Minnesota P-20 Education Partnership Voting Member List

Voting Members (As of the Date of This Report)

Member Organizations	Representatives
Association of Metropolitan School Districts	Voting member: Scott Croonquist, Executive Director
Education Minnesota	Voting member: Monica Byron, President Designee member: Carrie Lucking, Executive Director
Education Partnerships Coalition	Voting member: John Fanning, Director, EPC Designee member: Jeremiah Ellis, Director of Partnerships, Generation Next
Greater Twin Cities United Way	Voting member: Liz Williams, Associate Director of Innovation
MINNDEPENDENT	Voting member: Tim Benz, President
Minnesota Association for the Education of Young Children	Voting member: Brittany Clausell, Board Member
Minnesota Association of Charter Schools	Voting member: Joey Cienian, Executive Director
Minnesota Association of Colleges for Teacher Education	Voting member: Caroline Maguire, Executive Director
Minnesota Association of School Administrators	Voting member: Deb Henton, Executive Director
Minnesota Association of Secondary School Principals	Voting member: Bob Driver, Executive Director
Minnesota Business Partnership	Voting member: Kurt Zellers, CEO Designee member: Abby Loesch, Senior Policy Director
Minnesota Chamber of Commerce	Voting member: Lauryn Schothorst, Director of Workplace Management and Workforce Development Policy
Minnesota Department of Children, Youth, and Families	Voting member: Tikki Brown, Commissioner Designee member: Dianne Haulcy, Assistant Commissioner
Minnesota Department of Education	Voting member: Willie Jett, Commissioner Designee members: Stephanie Graff, Deputy Commissioner; Daron Korte, Assistant Commissioner; Angela Mansfield, Assistant Commissioner
Minnesota Department of Employment and Economic Development	Voting member: Matt Varilek, Commissioner Designee member: Katie McClelland, Executive

Member Organizations	Representatives
	Director of Governor's Workforce Development Board
Minnesota Early Childhood Longitudinal Data System- ECLDS (<i>non-voting member</i>)	Non-Voting Member: Jennifer Verbrugge, ECLDS Lead
Minnesota Education Equity Partnership	Voting member: Carlos Mariani Rosa, Executive Director Designee members: Leiataua Jon Peterson, Senior Policy Fellow; Tami Williams, Director of College Race Equity
Minnesota Elementary School Principals Association	Voting member: Michelle Krell, Executive Director
Minnesota House of Representatives	Voting members: Rep. Patricia Mueller, Member of the MN House of Representatives; Rep. Bianca Virnig, Member of the MN House of Representatives
Minnesota P-20 Education Partnership (<i>non-voting member</i>)	Non-voting member: Josiah S. Litant, Executive Director
Minnesota Office of Higher Education	Voting member: Dennis W. Olson Jr., Commissioner Designee members: Winnie Sullivan, Deputy Commissioner; Wendy Robinson, Assistant Commissioner
Minnesota Private College Council	Voting member: Paul Cerkvenik, President Designee members: Alison Groebner, Director of Government & Community Relations; Megan Rozowski, Director of Research & Policy Development
Minnesota PTA	Voting member: Rachel Coleman, President
Minnesota Rural Education Association	Voting member: Fred Nolan, Interim Executive Director
Minnesota School Boards Association	Voting member: Kirk Schneidawind, Executive Director
Minnesota Senate	Voting members: Sen. Clare Oumou Verbeten, Member of the MN Senate; additional seat vacant (no appointment was made by the Republican Senate delegation during legislative session 2025)
Minnesota State Colleges and Universities	Voting member: Scott Olson, Chancellor Designee members: Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs; Jesse Mason, Associate Vice Chancellor of Academic Affairs

Member Organizations	Representatives
Minnesota Statewide Longitudinal Education Data System-SLEDS (<i>non-voting member</i>)	Non-voting member: Nora Morris, SLEDS Director
Tribal Nations Education Committee	Voting member: Jennifer Murray, TNEC member
University of Minnesota	Voting member: Rebecca Cunningham, President Designee members: Raj Singh, Vice Provost and Dean of Undergraduate Education; Jennifer Kunze, Director of Ramp up to Readiness



P-20 EDUCATION
PARTNERSHIP

2026