

1.1 moves to amend H.F. No. 2776 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2013 Supplement, section 120B.11, subdivision 1,
1.4 is amended to read:

1.5 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10,
1.6 the following terms have the meanings given them.

1.7 (a) "Instruction" means methods of providing learning experiences that enable
1.8 a student to meet state and district academic standards and graduation requirements
1.9 including applied and experiential learning.

1.10 (b) "Curriculum" means district or school adopted programs and written plans for
1.11 providing students with learning experiences that lead to expected knowledge and skills
1.12 and career and college readiness.

1.13 (c) "World's best workforce" means striving to: meet school readiness goals; have
1.14 all third grade students achieve grade-level literacy; close the academic achievement gap
1.15 among all racial and ethnic groups of students and between students living in poverty and
1.16 students not living in poverty; have all students attain career and college readiness before
1.17 graduating from high school; and have all students graduate from high school.

1.18 (d) "Experiential learning" means learning for students that includes career
1.19 exploration through a specific class or course or through work-based experiences such as
1.20 job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships,
1.21 or other cooperative work experience, youth apprenticeship, or employment.

1.22 Sec. 2. Minnesota Statutes 2013 Supplement, section 120B.11, subdivision 1a, is
1.23 amended to read:

1.24 Subd. 1a. **Performance measures.** Measures to determine school district and
1.25 school site progress in striving to create the world's best workforce must include at least:

- 2.1 (1) student performance on the National ~~Association~~ Assessment of Education
- 2.2 Progress where applicable;
- 2.3 (2) the size of the academic achievement gap by student subgroup;
- 2.4 (3) student performance on the Minnesota Comprehensive Assessments;
- 2.5 (4) high school graduation rates; and
- 2.6 (5) career and college readiness under section 120B.30, subdivision 1.

2.7 Sec. 3. Minnesota Statutes 2013 Supplement, section 120B.115, is amended to read:

2.8 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

2.9 (a) Regional centers of excellence are established to assist and support school

2.10 boards, school districts, school sites, and charter schools in implementing research-based

2.11 interventions and practices to increase the students' achievement within a region.

2.12 The centers must develop partnerships with local and regional service cooperatives,

2.13 postsecondary institutions, integrated school districts, the department, children's mental

2.14 health providers, or other local or regional entities interested in providing a cohesive

2.15 and consistent regional delivery system that serves all schools equitably. Centers must

2.16 assist school districts, school sites, and charter schools in developing similar partnerships.

2.17 Center support may include assisting school districts, school sites, and charter schools

2.18 with common principles of effective practice, including:

- 2.19 (1) defining measurable education goals under section 120B.11, subdivision 2;
- 2.20 (2) implementing evidence-based practices including applied and experiential
- 2.21 learning, contextualized learning, competency-based curricula and assessments, and other
- 2.22 nontraditional learning opportunities, among other practices;
- 2.23 (3) engaging in data-driven decision-making;
- 2.24 (4) providing multilayered levels of support;
- 2.25 (5) supporting culturally responsive teaching and learning aligning state and local
- 2.26 academic standards and career and college readiness benchmarks; and
- 2.27 (6) engaging parents, families, youth, and local community members in programs
- 2.28 and activities at the school district, school site, or charter school.

2.29 Centers must work with school site leadership teams to build capacity to implement

2.30 programs that close the achievement gap, increase students' progress and growth toward

2.31 career and college readiness, and increase student graduation rates.

2.32 (b) The department must assist the regional centers of excellence to meet staff,

2.33 facilities, and technical needs, provide the centers with programmatic support, and work

2.34 with the centers to establish a coherent statewide system of regional support, including

2.35 consulting, training, and technical support, to help school boards, school districts, school

3.1 sites, and charter schools effectively and efficiently implement the world's best workforce
 3.2 goals under section 120B.11 and other state and federal education initiatives, including
 3.3 secondary and postsecondary career pathways and technical education.

3.4 Sec. 4. Minnesota Statutes 2013 Supplement, section 120B.125, is amended to read:

3.5 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
 3.6 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; ~~INVOLUNTARY~~**
 3.7 **~~CAREER TRACKING PROHIBITED~~ PERSONAL LEARNING PLANS.**

3.8 (a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14,
 3.9 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections,
 3.10 school districts, beginning in the 2013-2014 school year, must assist all students by no
 3.11 later than grade 9 to explore their educational, college, and career interests, aptitudes, and
 3.12 aspirations and develop a plan for a smooth and successful transition to postsecondary
 3.13 education or employment. All students' plans must be designed to:

3.14 (1) provide a comprehensive ~~academic plan for completing~~ to prepare for and
 3.15 complete a college and career-ready career and college-ready curriculum premised on
 3.16 by meeting state and local academic standards and developing 21st-century career and
 3.17 employment-related skills such as team work, collaboration, and good work habits;

3.18 (2) emphasize academic rigor and high expectations;

3.19 (3) help students identify interests, aptitudes, aspirations, and personal learning
 3.20 styles that may affect their career and college-ready goals and postsecondary education
 3.21 and employment choices;

3.22 (4) set appropriate career and college-ready goals with timelines that identify
 3.23 effective means for achieving those goals;

3.24 ~~(4)~~ (5) help students ~~gain access to postsecondary~~ education and career options;

3.25 ~~(5)~~ (6) integrate strong academic content into career-focused courses and applied
 3.26 and experiential learning opportunities and integrate relevant career-focused courses and
 3.27 applied and experiential learning opportunities into strong academic content;

3.28 ~~(6)~~ (7) help ~~students and families~~ identify and ~~gain access to~~ appropriate counseling
 3.29 and other supports and assistance that enable students to complete required coursework,
 3.30 prepare for postsecondary education and careers, and obtain information about
 3.31 postsecondary education costs and eligibility for financial aid and scholarship;

3.32 ~~(7)~~ (8) help ~~students and families~~ identify collaborative partnerships ~~of~~ among
 3.33 kindergarten through grade 12 schools, postsecondary institutions, economic development
 3.34 agencies, and local and regional employers that support students' transition to

4.1 postsecondary education and employment and provide students with applied and
4.2 experiential learning opportunities; and

4.3 ~~(8)~~ (9) be reviewed and revised at least annually by the student, the student's parent or
4.4 guardian, and the school or district to ensure that the student's course-taking schedule keeps
4.5 the student making adequate progress to meet state and local academic standards and high
4.6 school graduation requirements and with a reasonable chance to succeed with employment
4.7 or postsecondary education without the need to first complete remedial course work.

4.8 (b) A school district may develop grade-level curricula or provide instruction that
4.9 introduces students to various careers, but must not require any curriculum, instruction,
4.10 or employment-related activity that obligates an elementary or secondary student to
4.11 involuntarily select or pursue a career, career interest, employment goals, or related job
4.12 training.

4.13 **EFFECTIVE DATE.** This section is effective the day following final enactment.

4.14 Sec. 5. Minnesota Statutes 2013 Supplement, section 120B.30, subdivision 1, is
4.15 amended to read:

4.16 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts
4.17 with appropriate technical qualifications and experience and stakeholders, consistent
4.18 with subdivision 1a, shall include in the comprehensive assessment system, for each
4.19 grade level to be tested, state-constructed tests developed as computer-adaptive reading
4.20 and mathematics assessments for students that are aligned with the state's required
4.21 academic standards under section 120B.021, include multiple choice questions, and are
4.22 administered annually to all students in grades 3 through 7. Reading and mathematics
4.23 assessments for all students in grade 8 must be aligned with the state's required reading and
4.24 mathematics standards, be administered annually, and include multiple choice questions.
4.25 State-developed high school tests aligned with the state's required academic standards
4.26 under section 120B.021 and administered to all high school students in a subject other than
4.27 writing must include multiple choice questions. The commissioner shall establish one or
4.28 more months during which schools shall administer the tests to students each school year.

4.29 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible
4.30 to be assessed under (i) the graduation-required assessment for diploma in reading,
4.31 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,
4.32 paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii)
4.33 the Compass college placement test, (iv) the ACT assessment for college admission, or (v)
4.34 a nationally recognized armed services vocational aptitude test.

5.1 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are
5.2 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,
5.3 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision
5.4 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the
5.5 Compass college placement test, (iv) the ACT assessment for college admission, or (v) a
5.6 nationally recognized armed services vocational aptitude test.

5.7 (3) For students under clause (1) or (2), a school district may substitute a score from
5.8 an alternative, equivalent assessment to satisfy the requirements of this paragraph.

5.9 (b) The state assessment system must be aligned to the most recent revision of
5.10 academic standards as described in section 120B.023 in the following manner:

5.11 (1) mathematics;

5.12 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

5.13 (ii) high school level beginning in the 2013-2014 school year;

5.14 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
5.15 school year; and

5.16 (3) language arts and reading; grades 3 through 8 and high school level beginning in
5.17 the 2012-2013 school year.

5.18 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
5.19 state graduation requirements, based on a longitudinal, systematic approach to student
5.20 education and career planning, assessment, instructional support, and evaluation, include
5.21 the following:

5.22 (1) demonstrate understanding of required academic standards on a nationally
5.23 normed college entrance exam;

5.24 (2) achievement and career and college readiness tests in mathematics, reading, and
5.25 writing, consistent with paragraph (e) and to the extent available, to monitor students'
5.26 continuous development of and growth in requisite knowledge and skills; analyze
5.27 students' progress and performance levels, identifying students' academic strengths and
5.28 diagnosing areas where students require curriculum or instructional adjustments, targeted
5.29 interventions, or remediation; and, based on analysis of students' progress and performance
5.30 data, determine students' learning and instructional needs and the instructional tools and
5.31 best practices that support academic rigor for the student; and

5.32 (3) consistent with this paragraph and section 120B.125, age-appropriate exploration
5.33 and planning activities and career assessments to encourage students to identify personally
5.34 relevant career interests and aptitudes and help students and their families develop a
5.35 regularly reexamined transition plan for postsecondary education or employment without
5.36 need for postsecondary remediation.

6.1 Based on appropriate state guidelines, students with an individualized education program
6.2 may satisfy state graduation requirements by achieving an individual score on the
6.3 state-identified alternative assessments.

6.4 Expectations of schools, districts, and the state for career or college readiness under
6.5 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
6.6 completion. A student under clause (2) must receive targeted, relevant, academically
6.7 rigorous, and resourced instruction, which may include a targeted instruction and
6.8 intervention plan focused on improving the student's knowledge and skills in core subjects
6.9 so that the student has a reasonable chance to succeed in a career or college without need
6.10 for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091,
6.11 124D.49, and related sections, an enrolling school or district must actively encourage a
6.12 student in grade 11 or 12 who is identified as academically ready for a career or college
6.13 to participate in courses and programs awarding college credit to high school students.
6.14 Students are not required to achieve a specified score or level of proficiency on an
6.15 assessment under this subdivision to graduate from high school.

6.16 (d) To improve the secondary and postsecondary outcomes of all students, the
6.17 alignment between secondary and postsecondary education programs and Minnesota's
6.18 workforce needs, and the efficiency and cost-effectiveness of secondary and postsecondary
6.19 programs, the commissioner, after consulting with the chancellor of the Minnesota State
6.20 Colleges and Universities and using a request for proposal process, shall contract for
6.21 a series of assessments that are consistent with this subdivision, aligned with state
6.22 academic standards, and include career and college readiness benchmarks. Mathematics,
6.23 reading, and writing assessments for students in grades 8 and 10 must be predictive of a
6.24 nationally normed assessment for career and college readiness. This nationally recognized
6.25 assessment must be a college entrance exam and given to students in grade 11. This
6.26 series of assessments must include a college placement diagnostic exam and contain
6.27 career exploration elements. The commissioner and the chancellor of the Minnesota State
6.28 Colleges and Universities must collaborate in aligning instruction and assessments for
6.29 adult basic education students to provide the students with diagnostic information about
6.30 any targeted interventions they need so that they may seek postsecondary education or
6.31 employment without need for postsecondary remediation.

6.32 (1) Districts and schools, on an annual basis, must use the career exploration
6.33 elements in these assessments to help students, beginning no later than grade 9, and their
6.34 families explore and plan for postsecondary education or careers based on the students'
6.35 interests, aptitudes, and aspirations. Districts and schools must use timely regional labor
6.36 market information and partnerships, among other resources, to help students and their

7.1 families successfully develop, pursue, review, and revise an individualized plan for
7.2 postsecondary education or a career. This process must help increase students' engagement
7.3 in and connection to school, improve students' knowledge and skills, and deepen students'
7.4 understanding of career pathways as a sequence of academic and career courses that lead
7.5 to an industry-recognized credential, an associate's degree, or a bachelor's degree and are
7.6 available to all students, whatever their interests and career goals.

7.7 (2) Students in grade 10 or 11 not yet academically ready for a career or college based
7.8 on their growth in academic achievement between grades 8 and 10 must take the college
7.9 placement diagnostic exam before taking the college entrance exam under clause (3).
7.10 Students, their families, the school, and the district can then use the results of the college
7.11 placement diagnostic exam for targeted instruction, intervention, or remediation and
7.12 improve students' knowledge and skills in core subjects sufficient for a student to graduate
7.13 and have a reasonable chance to succeed in a career or college without remediation.

7.14 (3) All students except those eligible for alternative assessments must be given the
7.15 college entrance part of these assessments in grade 11. A student under this clause who
7.16 demonstrates attainment of required state academic standards, which include career and
7.17 college readiness benchmarks, on these assessments is academically ready for a career or
7.18 college and is encouraged to participate in courses awarding college credit to high school
7.19 students. Such courses and programs may include sequential courses of study within
7.20 broad career areas and technical skill assessments that extend beyond course grades.

7.21 (4) As appropriate, students through grade 12 must continue to participate in targeted
7.22 instruction, intervention, or remediation and be encouraged to participate in courses
7.23 awarding college credit to high school students.

7.24 (5) A study to determine the alignment between these assessments and state
7.25 academic standards under this chapter must be conducted. Where alignment exists, the
7.26 commissioner must seek federal approval to, and immediately upon receiving approval,
7.27 replace the federally required assessments referenced under subdivision 1a and section
7.28 120B.35, subdivision 2, with assessments under this paragraph.

7.29 (e) In developing, supporting, and improving students' academic readiness for a
7.30 career or college, schools, districts, and the state must have a continuum of empirically
7.31 derived, clearly defined benchmarks focused on students' attainment of knowledge and
7.32 skills so that students, their parents, and teachers know how well students must perform to
7.33 have a reasonable chance to succeed in a career or college without need for postsecondary
7.34 remediation. The commissioner, in consultation with local school officials and educators,
7.35 and Minnesota's public postsecondary institutions must ensure that the foundational
7.36 knowledge and skills for students' successful performance in postsecondary employment

8.1 or education and an articulated series of possible targeted interventions are clearly
8.2 identified and satisfy Minnesota's postsecondary admissions requirements.

8.3 (f) For students in grade 8 in the 2012-2013 school year and later, a school, district,
8.4 or charter school must record on the high school transcript a student's progress toward
8.5 career and college readiness, and for other students as soon as practicable.

8.6 (g) The school board granting students their diplomas may formally decide to
8.7 include a notation of high achievement on the high school diplomas of those graduating
8.8 seniors who, according to established school board criteria, demonstrate exemplary
8.9 academic achievement during high school.

8.10 (h) The 3rd through 7th grade computer-adaptive assessment results and grade 8
8.11 and high school test results shall be available to districts for diagnostic purposes affecting
8.12 student learning and district instruction and curriculum, and for establishing educational
8.13 accountability. The commissioner must establish empirically derived benchmarks on
8.14 adaptive assessments in grades 3 through 7 that reveal a trajectory toward career and
8.15 college readiness. The commissioner must disseminate to the public the computer-adaptive
8.16 assessments, grade 8, and high school test results upon receiving those results.

8.17 (i) The grades 3 through 7 computer-adaptive assessments and grade 8 and high
8.18 school tests must be aligned with state academic standards. The commissioner shall
8.19 determine the testing process and the order of administration. The statewide results shall
8.20 be aggregated at the site and district level, consistent with subdivision 1a.

8.21 (j) The commissioner shall include the following components in the statewide
8.22 public reporting system:

8.23 (1) uniform statewide computer-adaptive assessments of all students in grades 3
8.24 through 7 and testing at the grade 8 and high school levels that provides appropriate,
8.25 technically sound accommodations or alternate assessments;

8.26 (2) educational indicators that can be aggregated and compared across school
8.27 districts and across time on a statewide basis, including average daily attendance, high
8.28 school graduation rates, and high school drop-out rates by age and grade level;

8.29 (3) state results on the American College Test; and

8.30 (4) state results from participation in the National Assessment of Educational
8.31 Progress so that the state can benchmark its performance against the nation and other
8.32 states, and, where possible, against other countries, and contribute to the national effort
8.33 to monitor achievement.

8.34 (k) For purposes of statewide testing and reporting, "career and college ready"
8.35 means a high school graduate has the knowledge, skills, and competencies to successfully
8.36 pursue a career pathway including postsecondary credit leading to a degree, diploma,

9.1 certificate, or industry-recognized credential and employment. Students who are career
9.2 and college ready are able to successfully complete credit-bearing coursework at a two- or
9.3 four-year college or university without need for remediation.

9.4 Sec. 6. Minnesota Statutes 2012, section 122A.60, subdivision 1a, is amended to read:

9.5 Subd. 1a. **Effective staff development activities.** (a) Staff development activities
9.6 must:

9.7 (1) focus on the school classroom and research-based strategies that improve student
9.8 learning;

9.9 (2) provide opportunities for teachers to practice and improve their instructional
9.10 skills over time;

9.11 (3) provide opportunities for teachers to use student data as part of their daily work
9.12 to increase student achievement;

9.13 (4) enhance teacher content knowledge and instructional skills, including to
9.14 accommodate the delivery of digital and blended learning and curriculum and engage
9.15 students with technology;

9.16 (5) align with state and local academic standards;

9.17 (6) provide opportunities to build professional relationships, foster collaboration
9.18 among principals and staff who provide instruction, and provide opportunities for
9.19 teacher-to-teacher mentoring; ~~and~~

9.20 (7) align with the plan of the district or site for an alternative teacher professional
9.21 pay system; and

9.22 (8) provide opportunities for staff to learn about current workforce trends and the
9.23 connections between workforce trends and postsecondary education and training options,
9.24 including career and technical education options.

9.25 Staff development activities may include curriculum development and curriculum training
9.26 programs, and activities that provide teachers and other members of site-based teams
9.27 training to enhance team performance. The school district also may implement other
9.28 staff development activities required by law and activities associated with professional
9.29 teacher compensation models.

9.30 (b) Release time provided for teachers to supervise students on field trips and school
9.31 activities, or independent tasks not associated with enhancing the teacher's knowledge
9.32 and instructional skills, such as preparing report cards, calculating grades, or organizing
9.33 classroom materials, may not be counted as staff development time that is financed with
9.34 staff development reserved revenue under section 122A.61.

10.1 Sec. 7. Minnesota Statutes 2012, section 122A.60, subdivision 2, is amended to read:

10.2 Subd. 2. **Contents of plan.** The plan must include the staff development outcomes
10.3 under subdivision 3, the means to achieve the outcomes, and procedures for evaluating
10.4 progress at each school site toward meeting education outcomes, consistent with
10.5 relicensure requirements under section 122A.18, subdivision 4. The plan also must:

10.6 (1) support stable and productive professional communities achieved through
10.7 ongoing and schoolwide progress and growth in teaching practice;

10.8 (2) emphasize coaching, professional learning communities, classroom action
10.9 research, and other job-embedded models;

10.10 (3) maintain a strong subject matter focus premised on students' learning goals,
10.11 consistent with section 120B.125;

10.12 (4) ensure specialized preparation and learning about issues related to teaching
10.13 English learners and students with special needs; and

10.14 (5) reinforce national and state standards of effective teaching practice.

10.15 Sec. 8. Minnesota Statutes 2012, section 122A.60, subdivision 3, is amended to read:

10.16 Subd. 3. **Staff development outcomes.** The advisory staff development committee
10.17 must adopt a staff development plan for improving student achievement. The plan must
10.18 be consistent with education outcomes that the school board determines. The plan
10.19 must include ongoing staff development activities that contribute toward continuous
10.20 improvement in achievement of the following goals:

10.21 (1) improve student achievement of state and local education standards in all areas of
10.22 the curriculum, including areas of regular academic and applied and experiential learning,
10.23 by using best practices methods;

10.24 (2) effectively meet the needs of a diverse student population, including at-risk
10.25 children, children with disabilities, and gifted children, within the regular classroom,
10.26 applied and experiential learning settings, and other settings;

10.27 (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse
10.28 student population that is consistent with the state education diversity rule and the district's
10.29 education diversity plan;

10.30 (4) improve staff collaboration and develop mentoring and peer coaching programs
10.31 for teachers new to the school or district;

10.32 (5) effectively teach and model violence prevention policy and curriculum that
10.33 address early intervention alternatives, issues of harassment, and teach nonviolent
10.34 alternatives for conflict resolution;

11.1 (6) effectively deliver digital and blended learning and curriculum and engage
11.2 students with technology; and

11.3 (7) provide teachers and other members of site-based management teams with
11.4 appropriate management and financial management skills.

11.5 Sec. 9. Minnesota Statutes 2012, section 127A.70, is amended by adding a subdivision
11.6 to read:

11.7 Subd. 2a. **Career pathways and technical education; key elements; stakeholder**
11.8 **collaboration.** (a) The partnership must work with representatives of the Department of
11.9 Education, the Department of Employment and Economic Development, the Department
11.10 of Labor, the Board of Teaching, the Board of School Administrators, trade associations,
11.11 local and regional employers, local school boards, adult basic education program providers,
11.12 postsecondary institutions, parents, other interested and affected education stakeholders,
11.13 and other major statewide educational groups and constituencies to recommend to the
11.14 legislature ways to identify specific policy, administrative, and statutory changes needed
11.15 under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 122A.60, among
11.16 other statutory provisions, to effect and if appropriate revise, a comprehensive, effective,
11.17 and publicly accountable P-20 education system premised on developing, implementing,
11.18 and realizing students' individual career and college readiness plans and goals. In
11.19 developing its recommendations, the partnership must consider how best to:

11.20 (1) provide students regular and frequent access to multiple qualified individuals
11.21 within the school and local and regional community who have access to reliable and
11.22 accurate information, resources, and technology the students need to successfully pursue
11.23 career and technical education, other postsecondary education, or work-based training
11.24 options;

11.25 (2) regularly engage students in planning and continually reviewing their own
11.26 career and college readiness plans and goals and in pursuing academic and applied and
11.27 experiential learning that helps them realize their goals; and

11.28 (3) identify and apply valid and reliable measures of student progress and
11.29 program efficacy that, among other requirements, can accommodate students' prior
11.30 education-related experiences and applied and experiential learning that students acquire
11.31 via contextualized projects and other recognized learning opportunities.

11.32 (b) The partnership must recommend to the commissioner of education and
11.33 representatives of secondary and postsecondary institutions and programs how to organize
11.34 and implement a framework of the foundational knowledge and skills and career fields,
11.35 clusters, and pathways for students enrolled in a secondary school, postsecondary

12.1 institution, or work-based program. The key elements of these programs of study for
12.2 students pursuing postsecondary workforce training or other education must include:

12.3 (1) competency-based curricula aligned with industry expectations and skill
12.4 standards;

12.5 (2) sequential course offerings that gradually build students' skills, enabling students
12.6 to graduate from high school and complete postsecondary programs;

12.7 (3) flexible and segmented course and program formats to accommodate students'
12.8 interests and needs;

12.9 (4) course portability to allow students to seamlessly progress in the students'
12.10 education and career; and

12.11 (5) effective and sufficiently strong P-20 connections to facilitate students'
12.12 uninterrupted skill building, provide students with career opportunities, and align
12.13 academic credentials with opportunities for advancement in high-skill, high-wage, and
12.14 high-demand occupations.

12.15 (c) Stakeholders under this paragraph must examine possibilities for redesigning
12.16 teacher and school administrator licensure requirements, and make recommendations to
12.17 the Board of Teaching and the Board of School Administrators, respectively, to create
12.18 specialized licenses, credentials, and other endorsement forms to increase students'
12.19 participation in language immersion programs, world language instruction, career
12.20 development opportunities, work-based learning, early college courses and careers, career
12.21 and technical education programs, Montessori schools, and project and place-based
12.22 learning, among other career and college-ready opportunities. Consistent with the
12.23 possibilities for redesigning educators' licenses, the stakeholders also must examine how
12.24 to restructure staff development and training opportunities under sections 120B.125 and
12.25 122A.60 to realize the goals of this subdivision.

12.26 (d) The partnership must recommend to the Department of Education, the
12.27 Department of Employment and Economic Development, and postsecondary institutions
12.28 and systems how best to create a mobile, Web-based hub for students and their families
12.29 that centralizes existing resources on careers and employment trends and the educational
12.30 pathways required to attain such careers and employment.

12.31 **EFFECTIVE DATE.** This section is effective the day following final enactment."

12.32 Amend the title accordingly