

1.1 moves to amend H.F. No. 3650, the first engrossment, as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. **[127A.71] STUDENT CAREER PATHWAYS FRAMEWORK.**

1.4 Subdivision 1. **Legislative intent.** The legislature finds that improving alignment between
1.5 Minnesota's education and workforce systems is critical to expanding access to
1.6 career-connected learning opportunities and increasing attainment of postsecondary
1.7 credentials with labor market value. The legislature intends that the framework established
1.8 under this section:

1.9 (1) strengthen coordination across education, workforce, and employer partners;

1.10 (2) support local innovation in career exploration and experiential learning; and

1.11 (3) improve alignment of existing education and workforce data systems to better support
1.12 student transitions into postsecondary education and employment.

1.13 Subd. 2. **Establishment.** A student career pathways framework is established to improve
1.14 student access to high-quality, employer-connected career experiences by removing barriers
1.15 and strengthening coordination among education, workforce, and postsecondary systems.
1.16 The legislature intends to support local innovation and flexibility in implementing
1.17 personalized learning plans and career pathway exploration.

1.18 Subd. 3. **Student career pathways framework.** (a) The Minnesota P-20 Education
1.19 Partnership must develop and maintain a statewide student career pathways framework to
1.20 support alignment among personalized learning plans, career and technical education,
1.21 employer-connected experiential learning, and postsecondary exploration.

2.1 (b) The commissioners of education, employment and economic development, labor
2.2 and industry, and higher education, and the Minnesota service cooperatives, must support
2.3 the partnership through coordination and technical assistance using existing resources.

2.4 (c) Activities under this section must focus on alignment of existing initiatives and must
2.5 not require the creation of new programs.

2.6 (d) Participation in the framework is voluntary for school districts and charter schools.
2.7 Nothing in this section creates a mandate for schools.

2.8 (e) The framework must focus on:

2.9 (1) aligning strategies and goals across secondary, postsecondary, and workforce systems
2.10 related to student career exploration and employer engagement;

2.11 (2) supporting coordinated approaches to student career experiences that integrate
2.12 personalized learning plans, counseling, and career and technical education pathways;

2.13 (3) supporting the use of personalized learning plans as a student-centered framework
2.14 for career exploration, postsecondary planning, and experiential learning, including voluntary
2.15 guidance that promotes consistency across districts while allowing for local adaptation to
2.16 community needs;

2.17 (4) improving coordination of employer engagement to reduce duplication and increase
2.18 access to high-quality experiences for students;

2.19 (5) encouraging alignment of tools, practices, and data systems, including use of existing
2.20 systems, to support student transitions from high school to postsecondary education and
2.21 careers; and

2.22 (6) advancing statewide educational attainment goals by supporting student progress
2.23 toward postsecondary credentials with labor market value, and by encouraging the use of
2.24 aligned indicators to measure participation, persistence, completion, and transitions across
2.25 secondary, postsecondary, and workforce systems.

2.26 Subd. 4. **P-20 Education Partnership; report.** (a) The P-20 Education Partnership
2.27 must identify evidence-based best practices for student career pathways, including but not
2.28 limited to:

2.29 (1) alignment of strategies across secondary education, postsecondary education, and
2.30 workforce development systems related to student career exploration;

2.31 (2) coordination of personalized learning plans, counseling, career and technical education
2.32 pathways, and employer-connected experiential learning opportunities;

- 3.1 (3) expanded access to high-quality career-connected learning experiences for students;
 3.2 (4) engagement with employers and industry to strengthen connections between student
 3.3 career exploration and Minnesota workforce needs;
 3.4 (5) alignment of existing tools, practices, and data systems that support student transitions
 3.5 from high school to postsecondary education and employment; and
 3.6 (6) progress toward statewide educational attainment goals by supporting student
 3.7 participation in programs leading to postsecondary credentials with labor market value.

3.8 (b) By January 15, 2027, the P-20 Education Partnership must report to commissioners
 3.9 of education, employment and economic development, labor and industry, and higher
 3.10 education, and the legislative committees with jurisdiction over education and workforce
 3.11 policy. The report must include:

- 3.12 (1) examination of evidence-based practices;
 3.13 (2) actions that can be taken to clarify state-level barriers to career-connected learning;
 3.14 (3) progress toward improved coordination of statewide education and workforce data;
 3.15 and
 3.16 (4) recommendations for further alignment using existing resources.

3.17 Subd. 5. **Commissioner responsibilities; establishment of framework.** Based on the
 3.18 recommendations of the P-20 Education Partnership report under subdivision 4, the
 3.19 commissioners of education, employment and economic development, labor and industry,
 3.20 and higher education must collaborate to establish the student career pathways framework.
 3.21 The framework must be established by January 15, 2028.

3.22 Subd. 6. **Resources.** The commissioners of education, employment and economic
 3.23 development, labor and industry, and higher education must jointly develop and maintain
 3.24 centralized resources, using existing staff and systems to support local implementation,
 3.25 including but not limited to:

- 3.26 (1) planning tools and guidance that strengthen the use of personalized learning plans
 3.27 as a foundation for career exploration and postsecondary readiness, including optional
 3.28 templates that promote consistency while allowing for local adaptation to community needs;
 3.29 (2) model practices for expanding career exploration and career-connected learning,
 3.30 including strategies for integrating rigorous coursework, dual enrollment, and
 3.31 employer-connected experiences into student planning and personalized learning plans in
 3.32 a manner that aligns with individual goals and local workforce needs;

4.1 (3) resources to support equitable access to career-connected learning opportunities,
 4.2 including approaches that help schools expand participation among historically underserved
 4.3 students, including students from low-income families, students of color, and students in
 4.4 rural communities; and

4.5 (4) optional tools and templates to support tracking, evaluation, and continuous
 4.6 improvement of student career experiences, including transitions from high school into
 4.7 postsecondary education and training.

4.8 Subd. 7. **Identification of barriers.** The commissioners of education, employment and
 4.9 economic development, labor and industry, and higher education must review state statutes,
 4.10 rules, and guidance related to the federal Workforce Innovation and Opportunity Act and
 4.11 the federal Carl D. Perkins Career and Technical Education Act to identify opportunities
 4.12 to clarify, streamline, or better coordinate existing programs supporting career pathways
 4.13 and work-based learning. Within existing resources, the commissioners may update or
 4.14 consolidate existing guidance to clarify how current state and federal funding streams may
 4.15 support the purposes of this section.

4.16 Subd. 8. **Data coordination and alignment.** In consultation with the commissioners of
 4.17 education, employment and economic development, labor and industry, and higher education,
 4.18 the Minnesota P-20 Education Partnership must identify opportunities to improve alignment
 4.19 and responsible use of existing statewide education and workforce data systems to support
 4.20 evaluation of student transitions from secondary education into postsecondary education
 4.21 and employment. This work may include coordination with existing statewide data initiatives
 4.22 and systems used to evaluate educational attainment, workforce participation, and career
 4.23 pathway outcomes.

4.24 Sec. 2. Minnesota Statutes 2024, section 135A.012, is amended to read:

4.25 **135A.012 HIGHER EDUCATION EDUCATIONAL ATTAINMENT GOAL.**

4.26 Subdivision 1. **Purpose.** This section sets a goal for postsecondary education and
 4.27 workforce training credential attainment for Minnesota residents.

4.28 Subd. 2. **Postsecondary credentials.** The number of Minnesota residents ages ~~25 to 44~~
 4.29 24 to 55 years who hold postsecondary or industry-recognized credentials should be increased
 4.30 to at least ~~70~~ 75 percent by ~~2025~~ the end of the 2040 calendar year, with subgoals for critical
 4.31 educational benchmarks in early childhood and kindergarten through grade 12 education
 4.32 to be established under subdivision 6.

5.1 Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion
5.2 of any other goals and does not confer a right or create a claim for any person.

5.3 Subd. 4. **Data development and analyses.** The Office of Higher Education shall work
5.4 with the state demographer's office to measure progress towards the attainment of the goal
5.5 specified in subdivision 2. The United States Census Bureau data shall be used to calculate
5.6 the number of individuals in the state who hold a postsecondary degree. The Office of
5.7 Higher Education, and the state demographer's office, the Department of Employment and
5.8 Economic Development, and the Department of Labor and Industry shall develop a
5.9 methodology to estimate the number of individuals that hold a credential awarded by a
5.10 postsecondary institution or recognized by an industry authority as their highest credential
5.11 using data available at the time that the analysis is completed.

5.12 Subd. 5. **Reporting.** (a) Beginning in 2016 and every year thereafter, the Office of
5.13 Higher Education, in collaboration with the state demographer's office, the Department of
5.14 Children, Youth, and Families, and the Department of Education, shall, by October 15,
5.15 report to the chairs and ranking minority members of the legislative committees with primary
5.16 jurisdiction over higher education policy and finance on the progress towards meeting or
5.17 exceeding the goal and subgoals of this section.

5.18 (b) Meeting and maintaining the goal of ~~70~~ 75 percent of Minnesota residents ages ~~25~~
5.19 ~~to 44~~ 24 to 55 years holding a postsecondary or industry-recognized credential will likely
5.20 be difficult without achieving attainment rates that are comparable across all race and
5.21 ethnicity groups and regions of the state, using existing statewide economic development
5.22 regions, and by gender. The Office of Higher Education shall utilize benchmarks of ~~30~~ 50
5.23 percent ~~or higher~~ and ~~50~~ 75 percent ~~or higher~~ to report progress by ~~race and ethnicity groups~~
5.24 these subpopulations toward meeting the educational attainment rate goal of ~~70~~ 75 percent.
5.25 The Office of Higher Education will additionally report on interim progress of these
5.26 subpopulations toward the 75 percent goal in 2031 and 2036.

5.27 Subd. 6. **Implementation and coordination.** The Office of Higher Education, in
5.28 collaboration with the Minnesota P-20 Education Partnership, shall jointly implement,
5.29 monitor, assess, and report on progress toward meeting the attainment goal established
5.30 under subdivision 2. Activities under this subdivision include but are not limited to:

5.31 (1) ongoing consultation with relevant stakeholders;

5.32 (2) development of a strategic plan that identifies key metrics and initiatives that ensure
5.33 all Minnesotans have the academic preparation and access necessary to ultimately attain a
5.34 postsecondary or industry-recognized credential;

6.1 (3) collaborating with other state agencies and additional key stakeholders to ensure
6.2 alignment with other statewide goals and priorities; and

6.3 (4) identifying subgoals for critical benchmarks in early childhood and kindergarten
6.4 through grade 12 education that assist in reaching the attainment goal."

6.5 Amend the title accordingly