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Overview

Proposes to clarify key elements of Minnesota's career pathways and technical education system, consistent with the recommendations of the career pathways task force report.

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- 1** **Definitions.** (a) Amends the definition of "instruction" under the World's Best Work Force law to include applied and experiential learning.

(d) Defines "experiential learning" to mean learning for students that includes career exploration through a specific class or course or through work-based experiences.

Makes this section effective for the 2015-2016 school year and later.
- 2** **Performance measures.** Makes a technical change.
- 3** **Regional centers of excellence.** (a) Allows the regional centers to assist districts and schools with common principles of effective practice that includes implementing evidence-based practices such as applied and experiential learning, contextualized learning, competency-based curricula and assessments, and other nontraditional learning opportunities, among other evidence-based practices.

(b) Directs the education department to assist regional centers to establish a coherent statewide system of regional support to implement secondary and postsecondary career pathways and technical education.
- 4** **Planning for students' successful transition to post secondary education and**

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employment; personal learning plans. Directs school districts to assist students to explore their educational, college, and career interests, aptitudes, and aspirations and develop a transition plan to post secondary education or employment. Requires plans to: prepare students to complete a career and college ready curriculum by meeting state academic standards and developing career and employment related skills; help students identify their interests, aptitudes, aspirations, and personal learning styles that may affect their career and college ready goals; set appropriate career and college ready goals and time lines for achieving the goals; and integrate strong academic content into applied and experiential learning opportunities as well as the reverse, among other requirements.

Makes this section effective immediately.

- 5 **Statewide testing.** (k) For purposes of statewide testing and reporting, defines “career and college ready” to mean a high school graduate has the knowledge, skills, and competencies needed to pursue a career pathway including post secondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Defines students who are career and college ready as able to successfully complete credit-bearing coursework at a two- or four-year college or university without need for remediation.
- 6 **Effective staff development activities.** Requires staff development activities to provide opportunities for staff to learn about current workforce trends and the connections between such trends and post secondary education and training options, including career and technical education options.
- 7 **Contents of a plan.** Requires a staff development plan to maintain a strong subject matter focus on student learning goals, consistent with students’ transition plan to post secondary education and employment.
- 8 **Staff development outcomes.** Makes improving student achievement in all areas of the curriculum, including areas of regular academic and applied and experiential learning, a staff development goal.
- 9 **Career pathways and technical education; key elements; stakeholder collaboration.** (a) Directs the P-20 partnership to work with major education stakeholders, groups and constituencies to recommend to the legislature ways to identify policy, administrative, and statutory changes affecting the World's Best Work Force, students’ transition plan to post secondary education and employment, teacher and administrator licensing, and staff development, among other statutory provisions in order to effect and, if appropriate, revise a P-20 education system premised on students’ individual career and college readiness plans and goals. Directs the P-20 partnership to consider how to: provide students access to knowledgeable individuals and reliable information to pursue career and technical education and other options; engage students in developing and reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning to help them realize their goals; and identify and apply measures of student progress and program efficacy that can accommodate students’ prior education-related experiences and applied and experiential learning.

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(b) Directs the P-20 partnership to develop recommendations on organizing and implementing a framework of the foundational knowledge and skills and career fields, clusters and pathways for students enrolled in a secondary school, post secondary institution, or work-based program. Lists the key elements of these programs of study.

(c) Directs education stakeholders to examine redesigning teacher and school administrator licenses and make recommendations to the board of teaching and the board of school administrators to create specialized licenses, credentials, and other endorsement forms to increase students' participation in career and college-ready opportunities. Also directs the education stakeholders to examine how to restructure staff development and training opportunities.

(d) Directs the P-20 partnership to recommend to affected state agencies and post secondary institutions and systems how to create a mobile, Web-based hub for students and their families that centralizes existing resources on career and employment trends and the needed educational pathways.

Makes this section effective immediately.