

## Revised Recommendations of the Career Pathways and Technical Education Advisory Task Force with Options Listed

Level of support (out of 8 respondents)	<b>Recommendation 1:</b> Utilize the World’s Best Workforce initiative to strengthen the implementation of statutory requirements for a comprehensive individual student plan that incorporates assessment data [M.S. § 120B.125] and clarify the process for review and revision of that plan.
75%-100%	Specify/recommend strongly that the Minnesota’s Career Fields, Clusters and Pathway Framework document be utilized as a tool to assist students, families and staff during the development of a student’s career plan and postsecondary planning activities.
75%-100%	Specify that plan documents should, at a minimum, include students’ course taking and achievement record, career assessment information showing interests and aspirations, post-secondary plans aligned to career goals, financial planning strategies for post-secondary education and training, and documentation of the college and career readiness skills the student has developed to-date.
75%-100%	Develop a statewide definition of college and career readiness that recognizes academic proficiency, technical proficiency and 21 <sup>st</sup> century employment skills.
75%-100%	Clarify the language in the World’s Best Workforce to make it clear that the “plan” is both a process and a document
75%-100%	Specify that plan documents must be electronic, portable and universally designed to ensure accessibility for all students, including those with disabilities. Plan documents should be accessible by schools, students and families. (MDE or an appropriate task force should establish technical specifications that define what makes plans “portable.” School districts may adopt technologies and delivery platforms that meet the guidelines established by MDE.)
75%-100%	Leverage the legislation requiring individual college and career plans to make such plans useful, portable tools that lead to student success.
75%-100%	Students with disabilities who have Individualized Education Programs (IEPs) should also have a comprehensive life plan and participate in planning related activities. The two plans are complementary to each other and should be coordinated.
50-74%	Provide an accountability mechanism and reporting requirement for the review and revision process. (i.e. The percent of students meeting the standards developed by MDE will be weighted in MMR ratings)
50-74%	Provide a uniform set of standards for the annual review and revision requirement of the legislation.

Level of support (out of 8 respondents)	<b>Recommendation 2:</b> To enhance the learning process and the development of a student's life plan, all students should have regular and frequent access to multiple individuals within the school community who have reliable and accurate information/resources about postsecondary education, career and technical education, and training options.
75%-100%	Schools should be required to engage students in planning activities regularly and continually review their Plan and reflect on how academic and experiential learning activities contribute to their overall development
75%-100%	Robust career and postsecondary options utilizing school counselors should be offered no later than ninth grade.
75%-100%	By year 2016, secondary schools should work toward the goal of staffing one school counselor for every 350 students in order to help lead and facilitate college and career readiness programs and required staff development training activities.
50-74%	Minnesota special education staff should be given capacity building training on career development, commonly used individualized planning tools, strategies for having an ILP and IEP work together, and effective practices in involving families in the planning process.
50-74%	Require that the implementation of the development of comprehensive life plans for every student be a school-wide endeavor in which all staff are engaged in the implementation of and are provided staff development to ensure successful implementation strategies.

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Level of support (out of 8 respondents)	<b>Recommendation 3:</b> All Minnesota families, including families of youth with disabilities, families experiencing socio-economic challenges, those with first-generation college bound students, and multicultural families, will have the opportunity to engage in students' planning activities and will have access to training and resources so they may help their youth make appropriate career planning and education choices.
75%-100%	Plan documents should be accessible to family members and should be a central component in student-led parent-teacher conferences.
75%-100%	The Minnesota Department of Education should collaborate with a community partner to create a parent information guide and parent training workshops that will assist families of youth with disabilities, multicultural families, and families experiencing socio-economic challenges better understand how they can help their youth effectively plan for a career.
75%-100%	Districts should be given access to resources so commonly used planning tools can be translated, and so translators can be utilized to make sure non-English speaking families and students understand the planning purpose and process.
75%-100%	Districts should offer materials describing plans, regular parent information meetings related to understanding planning tools and activities, and identified resource staff who can field questions from families as they arise.

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Level of support (out of 8 respondents)	<b>Recommendation 4:</b> Create a standardized process for experiential learning required for students for high school graduation that includes career exploration through a specific class or as work-based experiences embedded within classes such as job shadowing, mentoring, entrepreneurship, service learning, internships/cooperative work experience, or youth apprenticeship.
75%-100%	Adopt a uniform and standard definition for experiential learning such as the following: <u>To include but not be limited to work site tours, job shadowing, rotations, mentor relationships, entrepreneurship, service learning, internships/co-ops, apprenticeship and employment</u> (Comment: <i>should we take this definition to the legislature or should it be tightened.</i> ) Note: This would give under performing students an opportunity to earn credit while also developing job skills. Pre-approved “on the job” experiences could take place during the school year or summer and if used with PLAN and Explore data be individualized to meet student needs.
50-74%	Build a career pathway experiential learning dashboard that includes information about the Common Course catalogue, dual credit options.
50-74%	Revise Minnesota statute 120B.024 CREDITS to require a minimum amount of credits in <u>experiential learning</u> for graduation from high school. This requirement cannot preclude the possibility of students earning credit for learning in a non-classroom based learning experience. (Comment: Allow granting of online credit based on standards completion. Value 80 hours of experiential learning as a single credit but making sure that the added credit requirement be part of total elective credits, and not reduce the number of required (core) academic subject credits.)

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Level of support (out of 8 respondents)	<b>Recommendation 5:</b> Require districts to expand opportunities for students designed around career clusters and strategies for postsecondary preparation that may include course offerings, options for on-line credit, dual-credit, or credentialing.
75%-100%	Implement credit-for-prior-learning processes in all state higher education institutions.
75%-100%	Implement models that grant educational credit for attainment of recognized industry credentials.
75%-100%	Reduce the costs on school districts for student participation in postsecondary enrollment options. Establish a standard fee for contracted services associated with postsecondary enrollment options including fees for mentor relationships with college faculty.
75%-100%	Modify participation guidelines to offer a broader array of program opportunities and to allow participation by a wider segment of the student population.
75%-100%	Partner with postsecondary partners to expand access via blended and virtual learning opportunities and other means.
75%-100%	Address barriers for participation in PSEO by students with disabilities or other learning challenges.
75%-100%	Schools should be supported for transportation costs associated with student access to career and technical programs during the school day.
75%-100%	Allow districts to develop pre-approved apprenticeship programs or other work based learning options that provide credit for work based learning that is clear and meaningful:
50-74%	Postsecondary institutions in Minnesota should develop and here to a standardized credentialing process for secondary instructors to teach concurrent courses in the high school.
50-74%	Provide flexibility in credits earned for various work experiences.

Level of support (out of 8 respondents)	<b>Recommendation 6:</b> Develop and explore new roles for education professionals by allowing for flexibility in licensure while maintaining high standards, and expand professional development experiences in order to support and assist students and their families in developing individual life plans, incorporating career development, utilizing experiential learning, and accessing early college opportunities.
75%-100%	Amend Minnesota Statutes section 122A.60 STAFF DEVELOPMENT PROGRAM -Subd. 1a by adding a new class of permitted activities: (8) provide opportunities for staff to learn about current workforce trends and the links between those trends, as well as post-secondary education and training options; including career and technical education options.
75%-100%	Revise continuing education requirements for teachers in grades 6-12 to include a requirement for work based learning experience by amending Minnesota statutes section 122A.09 DUTIES [Board of Teaching] Subd.4 adding: (o) <i>The board must adopt rules that require all licensed teachers teaching in a secondary school who are renewing their continuing license to include in their renewal requirements a reflective statement of professional accomplishment and the applicant's own assessment of professional growth resulting from a <u>work-based learning experience</u>. Work based learning experience definition: Experiential learning which uses workplaces to structure learning experiences that contribute to the intellectual, social, academic, and career development of students. Ideally these experiences are supplemented with school activities that apply, reinforce, refine, or extend the learning that occurs at a work site.</i>
75%-100%	Schools and education sites serving students beginning in grades 6 must adopt, as part of their school improvement plan a plan for staff development, which at a minimum, specifies how the staff will be trained on current workforce trends, the types of post-secondary degrees and certifications offered that align with those workforce trends as well as best practices about how to advise students about these options.
75%-100%	Require experiential learning/career planning training as part of teacher training programs.
75%-100%	Require teachers to participate in workplace-related experiences as part of continuing education unit (CEU) requirements.
50-74%	Incentives should be provided to encourage Master's degrees in subject content areas, i.e., math, English, science, etc.
50-74%	Licensure flexibility should be provided so that postsecondary career and technical education instructors can give direct instruction.
50-74%	Make available financial incentives that create opportunities for high-school teachers and counselors to receive short-term (2-4 week) experiences directly within local business and industry settings to become more familiar with business/industry standards, requirements, and employment opportunities.

Level of support (out of 8 respondents)	<b>Recommendation 7:</b> Provide flexible governance structures that allow schools/districts to have the capacity and opportunity to modify/alter current practices to meet the learning needs of students and ensure smooth transitions among educational levels or into the workforce.
75%-100%	Examine credentialing requirements for secondary teachers to deliver college courses, particularly in technical courses, recognizing the balance between program quality and access.
75%-100%	Set up schools or programs in districts (in collaboration with a higher education institution) that are called "upper early career or college" schools (programs), with the following features:
50-74%	Structural modifications should be considered transformational, not as minor adjustments to current practice. A common organizational structure, such as the framework of career fields/clusters/pathways used for career and technical education, should guide system alignment.
50-74%	Develop policies to establish norms for all students and schools/postsecondary programs that would include the following: <ul style="list-style-type: none"> <li>• A move to competency based education versus Carnegie units and the use of industry recognized certification for experiential programs;</li> <li>• Advisory programs for all students no later than grade 6 that feature learning activities to help students develop 21st century skills and create learners who are responsible and self-directed, as well as civic-minded;</li> <li>• Generally desired employability skills that include problem solving, decision-making, critical and creative thinking, communication;</li> <li>• Leadership skills, volunteerism and citizenship skills;</li> <li>• General academic knowledge in core areas, skills in problem solving and decision-making, critical and creative thinking, communication;</li> <li>• Provision of staff development for educators for successful implementation;</li> <li>• The requirement of at least one work-based learning opportunity for every student prior to leaving high school;</li> <li>• Rethinking of credit requirements and time that may exist for those in 12th grade who desire to remain in the high school that may include community partnerships that provide opportunities for students;</li> <li>• Allowing the use of open resource materials to be a venue to demonstrate competency;</li> <li>• Provide greater flexibility to districts to bells, schedules, calendars, setting and seat time in schools.</li> <li>• Revitalization of instructor credentialing and teacher licensure;</li> <li>• Incorporating experiential learning to enhance teaching and learning;</li> <li>• Provision of greater flexibility for the teacher/instructor to educate across systems;</li> <li>• Provision of flexibility for districts and colleges to develop innovative programming and services for students;</li> <li>• Fully integrating modern technologies into programs and delivery models.</li> </ul>
50-74%	Expand the Minnesota Virtual Academy to include career clusters as well as strategies for post-secondary options. ( <u>Comment:</u> This format is easily accessible to Minnesota families and schools and would supply a strong resource base from which schools could differentiate programs (including granting on-line credit for high school diplomas).
50-74%	Allow for the creation of virtual countywide education districts throughout the state to address the following needs of students: (Similar to Northside Achievement Zone)

Level of support (out of 8 respondents)	<b>Recommendation 8:</b> MDE in collaboration with the Department of Employment and Economic Development and post-secondary systems utilize technology to implement a state-led focus as a resource for students and families that profiles careers and employment trends and outlines the educational paths necessary for success in these fields.
75%-100%	Establish a college and careers website at the Minnesota Department of Education.
75%-100%	Provide tools for schools to assess career interests and aptitudes of all students beginning in late elementary.
75%-100%	Align all agencies and organizations providing services related to this task force initiative.
50-74%	Ensure that college and career assessments are compatible with movement toward competency-based educational models.
50-74%	Develop a series of online modules for grades 6-12, based on standards and competencies on career awareness, exploration, development, and planning for postsecondary and careers.
50-74%	Expand the promotion and use of Minnesota's ISEEK system to promote students' career awareness and exploration, college and career planning, and exploration of the state's job market.
50-74%	Use the Regional Centers of Excellence (RCE), funded through the separate World's Best Workforce (WBWF) legislation, for promoting regional workforce trends and opportunities for experiential learning. Additionally, when developing a partnership between MDE RCES and DEED regional workforce centers, include experiential learning in that partnership discussion. Investigate if the added functionality requires or is enhanced only with a legislative change does MDE have the statutory power to include experiential learning within the RCEs.
50-74%	MDE, in collaboration with DEED and other appropriate state agencies and the business community will develop sample experiential learning programs of excellence which showcase the variety of ways students may demonstrate mastery of the adopted standards. At a minimum these programs must include a: classroom-based model; work-based model; service-learning model. Other aspects of sample experiential learning programs are: the providing a co-mentoring of the student in the experiential education opportunity. That is, pair the student with a teacher-mentor as well as a work-place mentor to supplement the experience. Also, provide the student a school based "counselor"/someone to talk with, if needed, during the experience. The experiential learning experience: should have clear expectations of what is anticipated, expected, and provided by the business and the school.
50-74%	Any adopted K-12 standards must take into consideration (i) academic (ii) technical and (iii) employability skills development embedded within the experiential learning process. Also, they must take the whole six-year experience from 9 <sup>th</sup> grade to at least the second year of the post-secondary (for example the program of study model under the federal Carl D. Perkins Legislation), including an experiential learning component that is embedded into other curricula and integrated the now-required student career and college plans, and providing opportunities to industry-based certifications.
50-74%	Annually, MDE, in consultation with other appropriate state agencies, will provide a report to schools on current workforce trends and the educational demand produced by these trends to assist schools in the implementation of their staff development plans.
50-74%	Academic standards pertaining to career development should be developed and implemented through appropriate coursework through the middle and high school experience.

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50-74%	Establish a resource list of Minnesota businesses the state level to support field experiences and internships. ( <u>Comment:</u> This master list, based on business and industry needs, would help guide not only student choices, but also create critical data for post-secondary institutions as they develop programs to meet workforce needs. The alternative is to create lists at the individual district level but that is time consuming.)

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	<b>Recommendation 9:</b> Promote board levels of collaboration among public, private and non-profit entities with establish strategies that increase opportunities for students to gain knowledge and experience in career fields by working with business/employers focused on future career and college participation. This collaboration should involve employers, labor unions and community-based organizations.
75%-100%	Improve student demand for career and technical education:
50-74%	Review and revise as necessary regulations governing work-based learning opportunities across the spectrum from short-term exploratory activities through apprenticeships.
50-74%	Schools should build stronger connections with WorkForce Center partners and access their expertise in regional and statewide labor market needs.
50-74%	Schools should work with community and technical colleges to provide career exploration experiences for students within those higher education institutions.
50-74%	Structural alignment must be viewed not only from secondary education through postsecondary education to employment, but also from alternative educational pathways such as adult basic education through postsecondary education to employment.
50-74%	Secondary and postsecondary systems should communicate the alignment between educational programs and employer needs.

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