

# Personal Learning Plans

## Pathways to Postsecondary 2.0 Summits 2014-15

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# Success in the New Economy



[vimeo.com/67277269](https://vimeo.com/67277269)

# “World’s Best Workforce” Legislation (Section 120B.11)

- All students meet school readiness goals
- All third-grade students achieve grade-level literacy (3<sup>rd</sup> grade)
- All students graduate from high school
- **All students attain career and college preparedness**
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.

# “World’s Best Workforce” Legislation (Section 120B.11)

## Key Components:

- Aligning district initiatives to ensure college and career preparedness for all students
- Explore possibilities to align existing district programs to its World’s Best Workforce (WBWF) strategic plan
- Develop a plan that is locally designed and owned by, and accountable to stakeholders

# Definition of “Career and College Ready”

For purposes of statewide accountability, "career and college ready" means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

Source: 2014 Minnesota Session Laws, Chapter 272 – House File 2397, Section 8

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125): *Personal Learning Plans*

- a) School Districts, beginning in the 2013-2014 school year, must assist all students by no later than grade 9 to explore their *educational*, college and career interests, *aptitudes*, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

*NOTE: The new 2014 Legislative Language is indicated with red italicized font.*

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125): *Personal Learning Plans*

- 1) provide a comprehensive plan *to prepare for and complete* a *career and college-ready* curriculum *by* meeting state and local academic standards and developing *career and employment-related* skills such as team work, collaboration, *creativity, communication, critical thinking* and good work habits;
- 2) emphasize academic rigor and high expectations;
- 3) help students identify *interests, aptitudes, aspirations and* personal learning styles that may affect their *career and college-ready goals and* postsecondary education and employment choices;

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125): *Personal Learning Plans*

- 4) *set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;*
- 5) help students access education and career options;
- 6) integrate strong academic content into career-focused courses *and applied and experiential learning opportunities* and integrate relevant career-focused courses and *applied and experiential learning opportunities* into strong academic content

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125): *Personal Learning Plans*

- 7) help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
- 8) help identify collaborative partnerships *among prekindergarten* through grade 12 schools, postsecondary institutions, economic development agencies, and *local and regional* employers that support students' transition to postsecondary education and employment and provide students with *applied and* experiential learning opportunities; and

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

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- b) A school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select *or pursue* a career, career interest, employment goals, or related job training.
- c) *When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.*

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125): *Personal Learning Plans*

*Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career- and college-ready.*

# What is Experiential Learning?

6) integrate strong academic content into career-focused courses *and applied and experiential learning opportunities* and integrate relevant career-focused courses and *applied and experiential learning opportunities* into strong academic content

Experiential Learning is learning for students or job seekers that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

# Types of Experiential Learning

Work Based Learning

Job Shadowing

Tours

Informational Interviews

Service Learning

Mentoring

Internships

Youth Apprenticeships

# Suggestions for Personal Learning Plans

- Document *and* a Process
- System of documentation
- School-wide, not just counselors
- Students use regularly
- Leverage community partnerships and opportunities
- Connect academics and enhanced learning activities
- Career Exploration and Development

# Career and Technical Education Programs

- Career Exploration & Development
- Leadership Development via Student Organizations
- Experiential Learning via Job Shadowing, Mentorship, Internship, Work Based Learning, Apprenticeship, and Entrepreneurship

# Career and Technical Education Programs

- **Agriculture, Food and Natural Resources**  
Minnesota FFA Association; PAS (Post Secondary Agriculture Students)
- **Business and Marketing**  
Business Professional of America (BPA); DECA
- **Health Sciences**  
HOSA; Future Health Professionals
- **Family and Consumers Sciences (FACS)**  
Family Career and Community Leaders of America
- **Industrial Technology**  
Skills USA

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125)

## Examples of Planning Steps:

- Create a Transition Plan Leadership Committee.
- Analyze the key elements of the legislation.
- Develop a plan to identify what is already in place within one's district as well as in which class(es).
- Using a rubric format, enter where and how items are implemented.
- Taking the MDE Toolkit, identify from each element what might be the best approach to incorporate the elements.

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## Examples of Planning Steps (continued):

- Identify a recording method that can be accessed by all students, teachers and parents.
- Establish a school-wide training session around what the committee has identified.
- Decide what evaluation process will be utilized.
- [Example: "How-to Guide"](#) (National Collaborative on Workforce and Disability)  
<http://www.ncwd-youth.info/ilp/how-to-guide>

# Planning for Students' Successful Transition to Postsecondary and Employment (120b.125)

## Toolkit:

- Includes ideas for strategies, resources and possible partnerships for each element of 120b.125 legislation.
- Compiled by practitioners from secondary, postsecondary and workforce development
- Frequently updated
- Located on [Career and Technical Program page](#) (and other locations) on MDE website.  
<http://education.state.mn.us/MDE/SchSup/CareerEdAdmin/index.html>

# The Bottom Line

**State agencies and local districts need effective...**

Collaboration

Communication

Accountability

**. . . across ALL systems to ALL students  
transitioning into adulthood**

# Contact Information

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