

SENATE
STATE OF MINNESOTA
EIGHTY-SEVENTH LEGISLATURE **S.F. No. 1073**

(SENATE AUTHORS: NELSON, Harrington, Rosen and Koch)

DATE	D-PG	OFFICIAL STATUS
03/31/2011	1122	Introduction and first reading Referred to Education
05/02/2011	1580 1604 3599	Comm report: To pass Second reading Rule 47, returned to Education
02/13/2012	3791 3793	Comm report: To pass Second reading
02/16/2012	3838a	General Orders: To pass as amended
02/20/2012	3864	Calendar: Third reading Passed
04/18/2012	5912 5912 5912	Returned from House with amendment Senate concurred and repassed bill Third reading Presentment date 04/19/12
04/24/2012	6194 6194	Governor's action Approval 04/23/12 Secretary of State Chapter 207 04/23/12 Effective date Sec. 1 04/24/12; Sec. 2 08/01/12

A bill for an act

relating to education; proposing a transitions plan for high school students to successfully pursue postsecondary education and employment; amending Minnesota Statutes 2010, section 120B.125; proposing coding for new law in Minnesota Statutes, chapter 121A.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2010, section 120B.125, is amended to read:

120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY CAREER TRACKING PROHIBITED.

(a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 125A.08, and other related sections, school districts are strongly encouraged to assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:

(1) provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team work, collaboration, and good work habits;

(2) emphasize academic rigor and high expectations;

(3) help students identify personal learning styles that may affect their postsecondary education and employment choices;

(4) help students succeed at gaining access to postsecondary education and career options;

2.1 (5) integrate strong academic content into career-focused courses and integrate
2.2 relevant career-focused courses into strong academic content;

2.3 (6) help students and families identify and gain access to appropriate counseling
2.4 and other supports and assistance that enable students to complete required coursework,
2.5 prepare for postsecondary education and careers, and obtain information about
2.6 postsecondary education costs and eligibility for financial aid and scholarship;

2.7 (7) help students and families identify collaborative partnerships of kindergarten
2.8 through grade 12 schools, postsecondary institutions, economic development agencies, and
2.9 employers that support students' transition to postsecondary education and employment
2.10 and provide students with experiential learning opportunities; and

2.11 (8) be reviewed and revised at least annually by the student, the student's parent or
2.12 guardian, and the school or district to ensure that the student's course-taking schedule
2.13 keeps the student "on track" to meet state and local high school graduation requirements
2.14 and with a reasonable chance to succeed with employment or postsecondary education
2.15 without the need to first complete remedial course work.

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

2.20 (c) School districts are encouraged to seek and use revenue and in-kind contributions
2.21 from nonstate sources and to seek administrative cost savings through innovative local
2.22 funding arrangements, such as the Collaboration Among Rochester Educators (CARE)
2.23 model for funding postsecondary enrollment options, among other sources, for purposes
2.24 of implementing this section.

2.25 **EFFECTIVE DATE.** This section is effective the day following final enactment
2.26 and applies to students graduating in the 2013-2014 school year and later.

2.27 **Sec. 2. [121A.39] SCHOOL COUNSELORS.**

2.28 A school district is strongly encouraged to have an adequate student-to-counselor
2.29 ratio for its students beginning in the 2015-2016 school year and later.