



MCIS Meets the “Transition to Postsecondary Education and Employment Plan” Requirements

Planning for student’s successful transition to postsecondary and employment legislation requires all students, beginning no later than grade 9, to have a Personal Learning Plan that includes several key elements. This plan should be looked at as a life plan that includes academic scheduling, career exploration, career and employment-related skills, community partnerships, college access, all forms of postsecondary training and experiential learning opportunities.

Statute 120B.125

Planning for Student’s Successful Transition to Postsecondary Education and Employment

Personal Learning Plans

(a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school district, 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 smooth and successful transition to postsecondary education or employment. All students’ plans must:

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;
 - The Minnesota Career Information System (MCIS) provides sustainable portfolios for students to create individualized education plans that include pathway requirements and four year course plans based on students’ interests and career and college research. Checklists (called the PLP plan in MCIS 360) of activities for each grade level to help students manage career and college planning activities and encourages parent involvement to review activities to see if their child is involved and on track. MCIS includes comprehensive career development curriculum.
 - Many of the 173 career development curriculum activities found in MCIS incorporate team work, collaboration and use of good work habits. All activities are cross-walked to the Common Core State Standards for English and Mathematical Practice, American School Counselor Association Standards and the National Career Development Guidelines (the top 60 activities were transferred to MCIS 360 and are interactive).

2. Emphasize academic rigor and high expectations and inform the student and the student's parents or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - MCIS offers optional academic practice tests for college entrance exams and online courses to prepare for these tests. Results help students identify areas that need improvement. These results, MCA and other related test scores can be recorded in a student's Personal Learning Plan.
3. Help students identify interests, aptitudes, aspirations and personal learning styles that may affect their career and college-ready goals, postsecondary education and employment choices;
 - MCIS offers several self-surveys ranging from interest to identifying skills to help students make informed decisions.
4. Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 - The activities encourage students to set and update career, academic and personal goals and create an action plan to achieve these goals.
5. Help student's access education and career options;
 - MCIS offers extensive information on occupations, career fields and career clusters, programs of study, postsecondary schools (both Minnesota and national) and military information. MCIS also includes information on financial aid, scholarships and how to pay for postsecondary education.
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;
 - All occupations, career clusters and programs of study, refer students to helpful high school coursework, college requirements and graduation standards. This enables students to make more informed decisions when choosing a career path and setting up their course plans. All career development curriculum activities are cross-walked to the Common Core State Standards, American School Counselor Association Standards and the National Career Development Guidelines.
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 scholarships;
 - Within the student portfolio, students maintain a list of their support networks. MCIS allows for parent or guardian involvement in a variety of ways. Parents or guardians will be able to view the students Personal Learning Plan at any time and assist their child. Students and parents or guardians together can research college costs, financial aid information and how to pay for college using MCIS. MCIS also provides links to the Free Application for Federal Student Aid (FAFSA) and other tools.

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;
 - MCIS offers resources on planning and preparing for experiential learning. The MCIS portfolio/Personal Learning Plan allows students to record experiential learning opportunities, volunteer and community service projects. The Application Tracker (called Track Schools/Test Scores/Scholarships in MCIS 360) allows students to record and manage all the steps for applying to postsecondary schools. The MCIS Checklists/PLP plan can be customized by school to support these activities.
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.
 - MCIS portfolio/ Personal Learning Plan allows staff and parents and guardians full access to the students' Personal Learning Plan which can be viewed electronically or printed.

(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 a related job training.

- MCIS provides customizable Checklists/PLP plans for each grade that help guide a student through a series of career exploration and planning activities. The system also includes a large variety of instructional activities.

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

- MCIS provides free in-person and virtual training workshops, as well as support videos and printed materials to assist staff in becoming proficient users of MCIS products and materials.

(d) 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.

(e) If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components of this section, the IEP satisfies the requirement and no additional transitioning plan is needed.

(f) Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of section 120A.20, subdivision 1, paragraph (c). A student's plan under this section shall continue while the student is enrolled.

- MCIS's Personal Learning Plan allows for students to record their MCA and other related test scores. These test scores should be discussed with school personnel, the student and parent or guardian.

Other Items to Consider

- MCIS portfolios are fully sustainable after high school graduation. Portfolios can easily be transferred from school to school. Students can maintain their portfolio after graduating from high school or transfer to the college or program if that school is a current MCIS subscriber.
- MCIS is a comprehensive career development system, continually updated to bring students the most current information available. The administration side of MCIS allows schools to manage the portfolios and use the information for advising purposes. MCIS serves students from junior high through adults. MCIS offers free, hands-on training in-person and virtually.

For more information, please contact [MCIS](mailto:mcis.team@state.mn.us) (mcis.team@state.mn.us).