

**RESPONSE TO
SENATE RESOLUTION NO. 153
OF THE 2014 REGULAR SESSION
OF THE LOUISIANA LEGISLATURE
BY SENATOR BEN NEVERS**

**LOUISIANA BOARD OF REGENTS
LOUISIANA DEPARTMENT OF EDUCATION**



DECEMBER 2014

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BACKGROUND & INTRODUCTION

Louisiana is rich with natural resources. This coupled with unprecedented business expansion and a job outlook and forecast that are especially promising and bright, the state teems with opportunity for its people to enjoy prosperous lives.

Billions of dollars have been invested in the state's economy and workforce opportunities continue to expand and grow. Specifically, with more than \$60 billion of plant expansions and new plants announced in Louisiana – and the very real prospect of more projects on the way – Louisiana faces an industry demand for more than 86,000 new crafts workers through 2016.

While most Louisiana jobs do not require a four-year college degree, the majority of jobs do require advanced credentials beyond high school. They require fundamental academic skills coupled with technical/career preparation for the workplace. Today, however, one quarter of Louisiana students do not graduate from high school in four years. Of those who do graduate from high school, 77 percent achieve the university-preparatory diploma. But only 20 percent of high school students attain a university degree.

Missing from this picture has been a different choice for students and families: a state-of-the-art system of career and technical education. By offering *experiences* tailored to students' interests, the system could motivate students to succeed. By offering *credentials* that give graduates a leg up in the Louisiana job force and economy of today, the system could prepare more graduates for a productive adulthood. Historically, an unfortunate stigma has often discouraged parents and students from pursuing a career technical path, with just one percent of graduates in Louisiana earning a Career Diploma. During the 2014 Regular Session, the Louisiana Legislature approved a revised set of Career Diploma requirements that culminate with a ***Jump Start*** credential. The new Jump Start program and policy, which involved higher education, economic and workforce development, business and industry, local education agencies (LEA's) and other educational stakeholders in its development encourages school districts, colleges, and businesses in each region of the state to

collaborate in providing career courses and workplace experiences to high school students, while seeking to end the long-standing stigma against career education. The result is the Jump Start Career Diploma Pathway, the state's new graduation pathway for Louisiana's students. Working through regional Jump Start teams, postsecondary institutions, business and industry have formed partnerships with LEAs to offer high quality courses and experiences to high school students to ready them for a productive life after high school. The Jump Start vision is simple: *students of all interests and capabilities will graduate high school by earning credentials that provide a pathway to prosperity for a successful adulthood.*

Because Jump Start credentials offer meaningful workplace opportunities for students on any diploma path, the state merged the Basic Diploma with the Career Diploma, starting with the cohort entering high school in 2014. No student who plans to graduate in 2014, 2015, 2016, or 2017 will be forced to vacate his/her path to a Basic Diploma, but beginning in 2017-2018, the state will not award a Basic Diploma. Students pursuing a Basic Diploma through spring 2017 can either achieve a Jump Start credential or complete an Area of Concentration to meet graduation requirements. However, through spring 2017, Area of Concentration options for this diploma remain in place.

State-of-the-art career and technical education facilities, equipment and instruction are necessary elements for Jump Start success. The Department of Education, the State Board of Elementary and Secondary Education and the Board of Regents support greater use of TOPS-Tech Early Start funds for high school students seeking Jump Start credentials via community and technical colleges, or in nonpublic post-secondary and private training providers outside of the traditional high school which lead to valuable educational experiences and workplace skills; and will ultimately culminate after high school completion with the TOPS-Tech Award.

To demonstrate their support to schools and districts, the 2014-2015 MFP Task Force and BESE proposed and the Legislature approved and adopted two proposals regarding career education by: 1) doubling the career education funding weight for courses in high wage, high growth fields aligned to the Statewide Industry-Based Credential (IBC) list; and 2) providing a subsidy for districts

enrolling high school students in approved career courses and college credit courses outside of their high school course work. Ideally, for students, by completing a statewide or regional Jump Start pathway they will also be prepared to continue their postsecondary education and training and earn advanced credentials utilizing a TOPS Tech award.

THE RESOLUTION

During the 2014 Regular Session of the Legislature, the Senate, through Senate Resolution 153 (SR 153) offered by Senator Ben Nevers, urged and requested the Department of Education and the Board of Regents to jointly study how to appropriately align the Career Diploma requirements and qualifying for a TOPS Tech award (Appendix A).

THE PROCESS

To address SR 153 specifically, the Board of Regents and the Department of Education met to determine if there were any internal policies, rules or practices which may stifle progress. Finding none, the two agencies jointly hosted meetings of a SR 153 Study Group to review and evaluate how to appropriately align the new Jump Start Diploma Pathway (Career Diploma) requirements and qualifying for a TOPS Tech award. The Study Group consisted of representatives from the Board of Regents (BOR), Department of Education (DOE), the Louisiana Community and Technical College System (LCTCS), Louisiana Economic Development (LED), Louisiana Office of Student Financial Assistance (LOSFA), the Louisiana Workforce Commission (LWC), and the Workforce Investment Council (WIC).

Philosophically, the Study Group agreed that the Jump Start Career Diploma course work and TOPS Tech should be aligned in order to provide students with an additional option and pathway to postsecondary education and the job market. The first task was to evaluate the current TOPS Tech Core and compare it with the new Jump Start Career Diploma Curriculum. The second was to review the other qualifying requirements to obtain the award.

FINDINGS

The current TOPS Tech (TT) Core Curriculum requires **4 units of English; 3 units each of Math, Science and Social Studies**; and one of two Options for electives, one with 4 units and one with 6 units. The specific courses that are detailed in law for TOPS Tech are listed in Table 1 below.

TABLE 1: TOPS Tech Core Curriculum

<p>English: 4 units</p> <ul style="list-style-type: none"> • English I • English II • English III • English IV or Business English
<p>Math: 3 units</p> <ul style="list-style-type: none"> • Algebra I (one unit); or both Algebra I, Part 1 and Algebra I, Part 2; or both Applied Mathematics I and Applied Mathematics II. • Choose 2 from the following: <ul style="list-style-type: none"> ○ Geometry ○ Applied Mathematics III ○ Algebra II ○ Financial Mathematics ○ Advanced Mathematics I ○ Advanced Mathematics II ○ Discrete Mathematics ○ Probability and Statistics. <p>May substitute Integrated Mathematics I, II, and III for Algebra I, Geometry, and Algebra II.</p>
<p>Science: 3 units</p> <ul style="list-style-type: none"> • Biology • Choose 2 from the following: <ul style="list-style-type: none"> ○ Earth Science ○ Environmental Science ○ Agriscience I and II (both for one unit) ○ Physical Science ○ Chemistry or Applied Chemistry ○ Integrated Science ○ Biology II ○ Chemistry II ○ Physics ○ Physics II ○ Physics for Technology
<p>Social Studies: 3 units</p> <ul style="list-style-type: none"> • American History • World History, Western Civilization, or World Geography • Civics and Free Enterprise (one unit) or Civics (nonpublic)
<p>Elective Options</p> <p>Option 1 (4 units)</p> <ul style="list-style-type: none"> • One Fine Arts Survey <ul style="list-style-type: none"> ○ (or applicable substitutions) • Two units from: Foreign Language, Technical Writing, Speech I or Speech II • One unit of computer education program of studies
<p>Option 2 (6 units)</p> <ul style="list-style-type: none"> • 4 units in a career major comprised of a sequence of related specialty courses • 2 units in related or technical fields, including credit in a basic computer course

The Jump Start (JS) curriculum requires **4 units of English and Math**; and **2 units each of Science & Social Studies**; and **9 CTE elective credits** in Jump Start course sequence. The specific courses for the new Jump Start Curriculum are detailed in Table 2.

TABLE 2: Jump Start Career (Career Options) Curriculum

<p>English: 4 units</p> <ul style="list-style-type: none"> • English I • English II • Choose 2 from the following: <ul style="list-style-type: none"> ○ English III ○ English IV ○ AP or IB English courses ○ Business English ○ Technical Writing ○ Comparable LTC courses offered by Jump Start regional teams
<p>Math: 4 units</p> <ul style="list-style-type: none"> • Algebra I (one unit); or both Algebra I, Part 1 and Algebra I, Part 2, or an applied or hybrid algebra course • 3 from the following: <ul style="list-style-type: none"> ○ Geometry ○ Algebra II ○ Math Essentials ○ Financial Literacy ○ Business Math ○ Algebra III ○ Advanced Math – Functions and Statistics ○ Advanced Math – Pre-calculus ○ Pre-Calculus ○ Comparable LTC courses offered by Jump Start regional teams
<p>Science: 2 units</p> <ul style="list-style-type: none"> • Biology • 2 units from the following: <ul style="list-style-type: none"> ○ Chemistry I ○ Earth Science ○ Environmental Science ○ Agriscience I and II (both for one unit) ○ Physical Science ○ Any AP or IB science
<p>Social Studies: 2 units</p> <ul style="list-style-type: none"> • U.S. History, AP U.S. History, or IB U.S. History • One-half credit from the following: <ul style="list-style-type: none"> ○ Government ○ AP U.S. Government and Politics: Comparative ○ AP U.S. Government and Politics: United States • One-half credit from the following: <ul style="list-style-type: none"> ○ Economics ○ AP Macroeconomics ○ AP Microeconomics <p>May substitute one unit of civics for any two of the ½ credit courses</p>
<p>CTE Jump Start Credits</p> <ul style="list-style-type: none"> • 9 credits in Jump Start course sequences, workplace experiences, and credentials

The current curricular misalignment is in three areas: In Science there are **3 TT units** required vs. **2 JS units**; in Math there are **4 JS units** required vs. **3 TT units**; and in Social Studies there are also **3 TT units** required vs. **2 JS units**. Additionally, the Social Studies credits should be aligned with the University Diploma Pathway so flexible transferability among diploma pathways can be achieved. Therefore, it is recommended that the Legislature adopt the following changes in the social studies requirements for TOPS Tech:

Social Studies: 2 units

- *One credit from the following: U.S. History, AP U.S. History, or IB U.S. History*
- *One credit from the following: Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics*

Beyond the curriculum, there are other qualifying elements that are required in order for a TOPS Tech award to be granted. Specifically, in addition to successful completion of the TOPS Tech Core Curriculum, the student must maintain a 2.5 GPA computed on core courses only; and make a 17 or higher ACT composite score (or SAT equivalent) or achieve a Silver Certificate Level on the WorkKeys Core Assessments.

It is important to note that students in the graduating class of 2018 that meet the current Career Diploma Requirements as outlined in existing statute will FAIL to meet the TOPS Tech standard eligibility requirement and NOT be eligible for an award.

CONCLUSION

In accordance with SR 153, the Department of Education and the Board of Regents jointly studied how to appropriately align the new Jump Start requirements (Career Diploma requirements) and qualifying for a TOPS-Tech award. The collaborating agencies (BOR, DOE, LED, LOSFA, LWC and the WIC) reviewed the current curricular and other qualifying elements to determine how to best merge, blend and/or align the Jump Start Career Diploma and the TOPS Tech programs. In

order to achieve this goal, the Board of Regents, the Louisiana Department of Education and the other agencies represented in the SR 153 Study Group have unanimously agreed that the simplest alignment strategy is to delete the current TOPS Tech Core Curriculum, including Options 1 and 2 as it is listed in the current statute (ACT No. 737), and replace it with the new Jump Start Career Diploma Curriculum that was approved through ACT No. 643 of the Regular Session of the 2014 Louisiana Legislature with the one modification for Social Studies.

RECOMMENDATIONS

To this end, the SR 153 Study Group offers the following recommendations to the Louisiana Legislature:

- 1. Replace the current TOPS Tech Core Curriculum, including Options 1 and 2 as it is listed in the current statute (ACT No. 737) with the new Jump Start Career Diploma Curriculum that was approved through ACT No. 643 during the Regular Session of the 2014 Louisiana Legislature.**
- 2. Align the Social Studies credits for the Jump Start Career Diploma Curriculum with the University Diploma Pathway so flexible transferability among diploma pathways can be achieved. Thus, social studies:**

Social Studies: 2 units

- One credit from the following: U.S. History, AP U.S. History, or IB U.S. History**
 - One credit from the following: Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics**
- 3. Maintain the current TOPS Opportunity, Performance and Honors Awards criteria as viable paths to the TOPS Tech award.**
 - 4. Urge the Department of Education, LEAs, Regional Jump Start Teams, higher education and other education and workforce partners as part of the information exchange to promote the new TOPS Tech Curriculum, to pay attention to strategic initiatives to attract large numbers of talented students to high wage, high demand fields including marketing protocols to attract diverse underrepresented groups.**

APPENDIX A

SENATE RESOLUTION NO. 153
BY SENATOR BEN NEVERS

APPENDIX A

ENROLLED

Regular Session, 2014

SENATE RESOLUTION NO. 153

BY SENATOR NEVERS

A RESOLUTION

To urge and request the Department of Education and the Board of Regents to jointly study how to appropriately align the Career Diploma requirements and qualifying for a TOPS-Tech award.

WHEREAS, only twenty-eight percent of Louisiana high school students achieve a two-year or four-year degree; and

WHEREAS, while most Louisiana jobs do not require a four-year college degree, the majority of jobs do require advanced credentials that come with an education after high school; and

WHEREAS, too few young adults in Louisiana have the skills and credentials to assume the high-wage jobs offered in today's economy; and

WHEREAS, Louisiana needs a state-of-the-art system of career and technical education provided by high schools, community colleges, and employers themselves in order to provide the skilled work force demanded by Louisiana businesses; and

WHEREAS, just one percent of high school graduates in Louisiana earn a Career Diploma, largely due to a stigma resulting from fundamental misconceptions about career education; and

WHEREAS, the Jump Start program encourages school districts, colleges, and businesses to collaborate in providing career courses and workplace experiences to high school students, while seeking to end the long-standing stigma against career education; and

WHEREAS, the 2014-2015 MFP Task Force issued two proposals regarding career education by seeking to double the career education funding weight for courses in high wage, high growth fields, and providing a subsidy for districts enrolling high school students in approved career courses and college credit course outside of their high school course work; and

WHEREAS, the Department of Education and the State Board of Elementary and Secondary Education support the greater use of TOPS-Tech and TOPS-Tech Early Start funds for students seeking Jump Start credentials in community and technical college settings, or in other settings outside of the traditional high school; and

WHEREAS, increased coordination between the Department of Education and the Board of Regents would assist with the implementation of these goals.

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Department of Education and the Board of Regents to jointly study how to appropriately align the Career Diploma requirements and qualifying for a TOPS-Tech award.

BE IT FURTHER RESOLVED that a written report of their findings be submitted to the Senate Committee on Education no later than February 1, 2015.

BE IT FURTHER RESOLVED that a copy of this Resolution be sent to the president of the State Board of Elementary and Secondary Education, the superintendent of education, the commissioner of higher education, and the chairman of the Board of Regents.

PRESIDENT OF THE SENATE

APPENDIX B

HOUSE CONCURRENT RESOLUTION NO. 173
BY REPRESENTATIVE KENNY COX

APPENDIX B

ENROLLED

Regular Session, 2014

HOUSE CONCURRENT RESOLUTION NO. 173

BY REPRESENTATIVE COX

A CONCURRENT RESOLUTION

To urge and request the Board of Regents and the State Board of Elementary and Secondary Education (BESE), in collaboration with the Patrick F. Taylor Foundation, the Louisiana Office of Student Financial Assistance, each public postsecondary education management board, the Louisiana Association of Independent Colleges and Universities, the Louisiana Department of Economic Development, the Louisiana Workforce Commission, the Louisiana Association of Business and Industry, the Council for a Better Louisiana, the Louisiana School Counselors Association, the Louisiana Association of School Superintendents, the Louisiana Association of Educators, the Louisiana Federation of Teachers, the Associated Professional Educators of Louisiana, the Louisiana School Boards Association, Stand for Children-Louisiana, the Louisiana Black Alliance for Educational Options, the parent of a high school student selected by the president of BESE, the parent of a college student selected by the chairman of the Board of Regents, and any other person or entity the Board of Regents and BESE deem appropriate, to study certain issues relative to the Taylor Opportunity Program for Students (TOPS) and to submit a written report of findings and conclusions, including any recommendations for related legislation, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2015 Regular Session of the Legislature of Louisiana.

WHEREAS, current law provides for the Taylor Opportunity Program for Students (TOPS) as a program of merit scholarships for students attending certain postsecondary education institutions who meet a specific grade point average, ACT score, and core curriculum requirements and certain other qualifications; and

WHEREAS, there is a need to create a better alignment between the abilities of college graduates and the needs of business and industry; and

WHEREAS, there is some concern that many students are not equipped with the knowledge they need in terms of qualifying for initial TOPS eligibility, maintaining such eligibility throughout college, and pursuing courses of study that will best enable them to have successful careers in Louisiana; and

WHEREAS, sustaining a well-educated, highly skilled, and productive workforce is critical to the economic growth of this state; and

WHEREAS, every effort must be made to address the current and future workforce needs of the state and to empower TOPS recipients to succeed both in college and in the workforce.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents and the State Board of Elementary and Secondary Education (BESE), in collaboration with the Patrick F. Taylor Foundation, the Louisiana Office of Student Financial Assistance, each public postsecondary education management board, the Louisiana Association of Independent Colleges and Universities, the Louisiana Department of Economic Development, the Louisiana Workforce Commission, the Louisiana Association of Business and Industry, the Council for a Better Louisiana, the Louisiana School Counselors Association, the Louisiana Association of School Superintendents, the Louisiana Association of Educators, the Louisiana Federation of Teachers, the Associated Professional Educators of Louisiana, the Louisiana School Boards Association, Stand for Children-Louisiana, the Louisiana Black Alliance for Educational Options, the parent of a high school student selected by the president of BESE, the parent of a college student selected by the chairman of the Board of Regents, and any other person or entity the Board of Regents and BESE deem appropriate, to study certain issues relative to the Taylor Opportunity Program for Students (TOPS), which shall include but need not be limited to the following:

(1) Measures that may be taken in order to align the granting of TOPS awards with the meeting of Louisiana's workforce needs.

(2) Facilitating the efforts of guidance counselors with respect to counseling students about TOPS before they enter high school and while they are in high school.

(3) Establishing a "Total Louisiana" workforce counseling program in which each high school student receives personalized guidance counseling on how his skills and aptitudes, as indicated by standardized tests and any other evaluation tool, best align with Louisiana employment opportunities, as indicated by the Louisiana Workforce Commission's evaluation of areas of economic growth, and a career plan is developed for the student such that the TOPS scholarship can be invested in an education path that meets the needs of Louisiana's economy and leads to lifelong employment and residency in Louisiana.

(4) The cost of TOPS thus far and projected future costs, degrees obtained by TOPS recipients, the number of TOPS recipients who lose their awards, and the number of TOPS recipients who do not graduate.

(5) Relative to TOPS-Tech, the feasibility of lowering the minimum ACT score required for initial eligibility and eliminating chemistry courses from the core curriculum required for initial eligibility.

(6) Relative to TOPS-Tech, the feasibility of allowing certain individuals who have received a general equivalency diploma to qualify for the award.

BE IT FURTHER RESOLVED that the Board of Regents and BESE shall submit jointly a written report of findings and conclusions, including any recommendations for related legislation, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2015 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that a suitable copy of this Resolution be transmitted to the chairman of the Board of Regents, the president of the State Board of Elementary and Secondary Education, the commissioner of higher education, Phyllis M. Taylor, the executive director of the Louisiana Office of Student Financial Assistance, the chairman of each public postsecondary education management board, the president of the Louisiana Association of Independent Colleges and Universities, the secretary of the Louisiana Department of Economic Development, the executive director of the Louisiana Workforce Commission, and the respective presidents of the Louisiana Association of Business and Industry, the Council for a Better Louisiana, the Louisiana School Counselors Association, the Louisiana Association of School Superintendents, the Louisiana Association of

HCR NO. 173

ENROLLED

Educators, the Louisiana Federation of Teachers, the Associated Professional Educators of Louisiana, the Louisiana School Boards Association, Stand for Children-Louisiana, and the Louisiana Black Alliance for Educational Options.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

APPENDIX C

ACT NO. 643 (HOUSE BILL 944)
BY REPRESENTATIVE JAMES R. FANNIN

APPENDIX C

ENROLLED

Regular Session, 2014

ACT No. 643

HOUSE BILL NO. 944

BY REPRESENTATIVES FANNIN, ADAMS, ANDERS, BADON, BARRAS, BERTHELOT, BILLIOT, WESLEY BISHOP, BROADWATER, BROWN, BURFORD, HENRY BURNS, TIM BURNS, BURRELL, CARMODY, CARTER, CHAMPAGNE, CHANEY, COX, DANAHAY, DIXON, DOVE, EDWARDS, GAROFALO, GISCLAIR, GULLORY, GUNN, HARRIS, HARRISON, HAVARD, HILL, HOFFMANN, HOWARD, HUVAL, IVEY, JEFFERSON, JONES, KLECKLEY, LEGER, LEOPOLD, LOPINTO, LORUSSO, MILLER, MONTOUCET, JAY MORRIS, POPE, PRICE, PYLANT, REYNOLDS, RICHARD, RITCHIE, SCHEXNAYDER, SHADOIN, SMITH, ST. GERMAIN, STOKES, THIBAUT, THIERRY, WHITNEY, PATRICK WILLIAMS, AND WOODRUFF AND SENATORS KOSTELKA, LONG, NEVERS, AND WALSWORTH

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AN ACT

To amend and reenact R.S. 17:183.1(A) and (C)(2), 183.2, 183.3(A)(2), (B), (C), and (D), and 2925 and to enact R.S. 17:183.1(D), relative to the high school career option program; to provide relative to requirements for a career major and related course work; to provide that a career diploma be considered and recognized by all public postsecondary education institutions and given the same status as a regular diploma for purposes of the school and district accountability system; to provide relative to conditions to be met by a student pursuing a career major curriculum; to delete the requirement for parental consent for a student to pursue such curriculum; to delete certain requirements relative to pupil progression plans; to provide relative to requirements for Individual Graduation Plans for students; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:183.1(A) and (C)(2), 183.2, 183.3(A)(2), (B), (C), and (D), and 2925 are hereby amended and reenacted and R.S. 17:183.1(D) is hereby enacted to read as follows:

§183.1. Purpose

A. The purpose of this Subpart is to create a career option in Louisiana's high schools which shall consist of ~~an academic major comprised of college preparatory~~

CODING: Words in ~~struck through~~ type are deletions from existing law; words underlined are additions.

1 ~~courses and a career major comprised of challenging academic courses and modern~~
 2 ~~vocational career and technical studies.~~

3 * * *

4 C.

5 * * *

6 (2) A career diploma earned through a career major program and issued by
 7 the State Board of Elementary and Secondary Education shall be considered a
 8 regular standard diploma and shall be recognized by all Louisiana public
 9 postsecondary education institutions under the management and supervision of the
 10 Board of Supervisors of Community and Technical Colleges.

11 D. Except as provided in R.S. 17:183.3(B)(3), a career diploma issued to a
 12 student pursuant to this Subpart shall be given the same status and recognition for
 13 purposes of calculations made pursuant to the school and district accountability
 14 system required by R.S. 17:10.1, as is given a regular standard diploma issued by the
 15 State Board of Elementary and Secondary Education. A school or school system
 16 shall not be penalized in any manner for students who are issued a career diploma.

17 §183.2. Career option description

18 A. To prepare students for choosing a career option at the high school level,
 19 in grades six through eight, ~~teachers~~ schools shall incorporate activities which expose
 20 students to career and technical and academic fields of study. Such activities may
 21 include field trips, guest speakers, community services, and other activities ~~such as~~
 22 ~~word processing, desktop production, computer-assisted drafting and graphics, and~~
 23 ~~other uses of technology~~ designed to introduce students to occupations in demand in
 24 Louisiana. At least six activities shall be conducted at each grade level during each
 25 school year. Each teacher of grades six through eight shall maintain records of such
 26 activities:

27 ~~B.(1) By the end of the eighth grade, each student shall develop, with the~~
 28 ~~input of his family, a Five-Year Individual Graduation Plan. Such a plan shall~~
 29 ~~include a sequence of courses which is consistent with the student's stated goals for~~
 30 ~~one year after graduation. Each student's Five-Year Individual Graduation Plan shall~~

CODING: Words in ~~struck through~~ type are deletions from existing law; words underscored are additions.

1 ~~be reviewed annually thereafter by the student, parents, and school advisor and~~
 2 ~~revised as needed.~~

3 ~~(2) School guidance counselors or others designated by the school principal,~~
 4 ~~or both, shall be responsible for the completion of the Five-Year Individual~~
 5 ~~Graduation Plan of each eighth grade student. The guidance counselors and others~~
 6 ~~shall counsel each student with regard to high school graduation requirements and~~
 7 ~~shall assist the student in developing his plan. The guidance counselors and others~~
 8 ~~shall forward such plans to the appropriate high schools where such students shall~~
 9 ~~attend.~~

10 ~~B.~~ Throughout high school, each student shall pursue the ~~rigorous~~
 11 curriculum required for his chosen major by his school ~~as~~ and approved by the State
 12 Board of Elementary and Secondary Education.

13 ~~B.~~ Students shall be able to change from one major to ~~the other~~ another
 14 at the end of any school year ~~semester.~~

15 §183.3. Career major; description; curriculum and graduation requirements:

16 A.
 17 * * *

18 (2)(a) Each city, parish, and other local public school system shall develop
 19 and offer one or more career major programs aligned to state and regional workforce
 20 demands, pursuant to policies adopted ~~subject to approval~~ by the State Board of
 21 Elementary and Secondary Education. ~~However, any such school system may be~~
 22 ~~granted a waiver from this requirement by the State Board of Elementary and~~
 23 ~~Secondary Education for good cause.~~

24 (b) Schools, in partnership with local business and industry leaders, local
 25 economic development agencies, and postsecondary education leaders, shall review
 26 majors offered each year and expand offerings as appropriate, including courses
 27 offered through articulation, dual enrollment, ~~correspondence,~~ industry training
 28 programs, and ~~technological methods such as distance learning through the Internet~~
 29 ~~and compressed video~~ digital learning opportunities.

1 B.(1) Students in a career major program shall complete an academic core
2 of courses and a career and technical sequence of courses or approved training
3 programs that lead to an approved industry-based credential.

4 (2) The course requirements for the career major shall consist of the
5 following:

6 (a) At least four English credits, including English I, English II, and two
7 additional courses from among the following: English III, English IV, AP or IB
8 English courses, Business English, Technical Writing, or comparable Louisiana
9 Technical College comparable or identical to English courses offered by the
10 Louisiana Technical College; Jump Start regional teams as approved by the State
11 Board of Elementary and Secondary Education.

12 (b) At least four mathematics credits, including Algebra I, Algebra I Part
13 One, and Algebra I Part Two, or an applied or hybrid Algebra course, and three
14 additional applied or hybrid mathematics courses from among the following:
15 Geometry, Math Essentials, Financial Literacy, Business Math, Algebra II, Algebra
16 III, Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-
17 Calculus, or comparable Louisiana Technical College comparable or identical to
18 courses offered by the Louisiana Technical College as needed to fulfill the
19 mathematics course requirements; Jump Start regional teams as approved by the State
20 Board of Elementary and Secondary Education. Integrated Mathematics I, II, and
21 III may be substituted for Algebra I, Geometry, and Algebra II, and shall equal three
22 mathematics credits.

23 (c) At least three two science credits, including one unit credit of Biology
24 and two additional courses one additional course selected from a list of science
25 courses related to the student's chosen career major as approved by the State Board
26 of Elementary and Secondary Education among the following: Chemistry I, Earth
27 Science, Environmental Science, Physical Science, Agriscience I and Agriscience
28 II (one credit combined), or AP or IB Science courses.

29 (d) At least three two social studies credits, including one credit from among
30 the following: U.S. History, AP U.S. History, or IB U.S. History; one-half credit

1 from among the following: Government, AP U.S. Government and Politics;
2 Comparative, or AP U.S. Government and Politics: United States; and one-half credit
3 from among the following: Economics, AP Macroeconomics, or AP
4 Microeconomics. One credit of Civics may be substituted for any two of the one-
5 half credit courses specified in this Subparagraph unit of American History and one
6 additional course selected from a list of social studies courses approved by the State
7 Board of Elementary and Secondary Education. Each student shall successfully
8 complete coursework in Civics and Free Enterprise, as provided in R.S. 17:274.1.

9 (e) At least two credits in Health and Physical Education, including one
10 credit of Physical Education I, one-half credit from among the following: Physical
11 Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams;
12 and one-half credit of Health Education.

13 (f) At least ~~seven~~ nine credits in career and technical education courses with
14 end-of-course testing as appropriate and approved by the State Board of Elementary
15 and Secondary Education, including at least one-half credit in a career readiness
16 course and one credit in a computer applications course. Courses shall be selected
17 to prepare a student for postsecondary education or a career. Jump Start course
18 sequences, workplace experiences, and credentials. A student shall complete a
19 regionally designed series of Career and Technical Education Jump Start coursework
20 and workplace-based learning experiences leading to a statewide or regional Jump
21 Start credential. This shall include courses and workplace experiences specific to the
22 credential, courses related to foundational career skills requirements in Jump Start,
23 and other courses, including career electives, that the Jump Start regional team
24 determines are appropriate for the career major.

25 (g) Additional electives or career and technical education courses required
26 by the city, parish, or other local public school board as approved by the State Board
27 of Elementary and Secondary Education.

28 ~~(3) The questions included in any end-of-course examination administered~~
29 ~~to students pursuing a career major program and curriculum as provided in this~~
30 ~~Section, the passage of which is required for high school graduation, shall be~~

1 ~~constructed in a manner that reflects course design and content and the method of~~
2 ~~instruction employed for the course.~~

3 (3) A student pursuing a career diploma shall take the American College
4 Test and may choose to take the WorkKeys test. The State Board of Elementary and
5 Secondary Education shall develop a system of equivalent scores for the American
6 College Test and the WorkKeys test and shall use a student's highest score achieved
7 on such test or tests for purposes of the school and district accountability system
8 required by R.S. 17:10.1.

9 C. Each city, parish, and other local public school board ~~seeking to establish~~
10 ~~a career major~~ shall submit a proposed curriculum to the State Board of Elementary
11 and Secondary Education for approval. Such curriculum shall comply with the
12 provisions of Subsection B of this Section and the provisions of R.S. 17:261 through
13 280.

14 D.~~(1)~~ A student who seeks to pursue a career major curriculum ~~must~~ shall
15 meet one of the following conditions:

16 ~~(a)(1) The student has~~ Has fulfilled all of the requirements established by the
17 State Board of Elementary and Secondary Education and the city, parish, or other
18 local public school board where the student is enrolled for promotion to ~~the ninth~~
19 grade high school.

20 ~~(b)(i) The student is at least fifteen years of age, or will attain the age of~~
21 ~~fifteen during the next school year, scored at least at the approaching basic level on~~
22 ~~either the English/Language Arts or Mathematics component of the eighth grade~~
23 ~~Louisiana Educational Assessment Program test, and meets the objective criteria~~
24 ~~established by the pupil progression plan of the city, parish, or other local public~~
25 ~~school system where the student is enrolled to enter the ninth grade for the purpose~~
26 ~~of pursuing a career major curriculum.~~

27 ~~(ii) Prior to entering the ninth grade, such student must complete a summer~~
28 ~~remediation program in the subject area of any component of the eighth grade~~
29 ~~Louisiana Educational Assessment Program test on which the student scored at the~~
30 ~~unsatisfactory level, as established by the State Board of Elementary and Secondary~~

1 §2925. ~~Individual graduation plans~~ Graduation Plan

2 A.(1) ~~In accordance with the provisions of R.S. 17:183.2, by~~ By the end of
3 the eighth grade, every student, with the assistance of his parent or other legal
4 ~~guardian custodian and school guidance personnel; counselor,~~ shall begin to develop
5 ~~an individual graduation plan to~~ Individual Graduation Plan to guide the next
6 ~~academic year's course work and to assist them the student~~ in exploring educational
7 ~~and career possibilities and in making appropriate secondary and postsecondary~~
8 ~~education decisions as part of an overall career postsecondary plan. The plan shall~~
9 ~~be based on the student's talents and interests and shall consider high school~~
10 ~~graduation requirements relevant to the student's chosen major and postsecondary~~
11 ~~entrance requirements:~~

12 (2) ~~By the end of the eighth grade, each student's Individual Graduation Plan~~
13 ~~shall list the required core courses to be taken through the tenth grade and shall~~
14 ~~identify the courses to be taken in the first year of high school. Students who fail to~~
15 ~~meet the standard for promotion to the ninth grade, pursuant to policies adopted by~~
16 ~~the State Board of Elementary and Secondary Education, shall have any necessary~~
17 ~~remedial courses included in their Individual Graduation Plan. The plan shall be~~
18 ~~reviewed annually and updated as necessary to identify the courses to be taken each~~
19 ~~year until all required core courses are completed.~~

20 (3) ~~By the end of the tenth grade, each student's Individual Graduation Plan,~~
21 ~~based on the student's academic record, talents and interests, shall outline high~~
22 ~~school graduation requirements relevant to the student's chosen postsecondary goals.~~
23 Each student, with the assistance of his parent or other legal ~~guardian custodian and~~
24 school ~~guidance personnel; counselor~~ shall be allowed to choose the high school
25 curriculum framework and related graduation requirements that best meets his
26 postsecondary goals. Each student's ~~individual graduation plan~~ Individual
27 Graduation Plan shall include the recommended sequence of courses for successful
28 ~~completion of his chosen major a standard diploma that aligns with postsecondary~~
29 ~~education, training, and the workforce and shall be reviewed annually and updated~~
30 ~~or revised as needed.~~

1 ~~(3)(4)~~ The Individual Graduation Plan ~~Individual graduation plans~~ shall be
 2 sufficiently flexible to allow ~~students~~ the student to change ~~their~~ his program of
 3 study, yet be sufficiently structured to ensure that ~~a~~ the student will meet the high
 4 school graduation requirements for his chosen major and be qualified for admission
 5 to a postsecondary education institution or to enter the workforce.

6 ~~(4)(5)~~ Each student's ~~individual graduation plan~~ Individual Graduation Plan
 7 shall be signed by the student, ~~and his parent or other legal guardian~~ custodian, and
 8 the school counselor.

9 B. To provide a foundation for the development of ~~individual graduation~~
 10 ~~plans~~ the Individual Graduation Plan, schools shall provide career awareness and
 11 exploration activities to all students in grades six through eight that create linkages
 12 between what a student does in school and what he wants to achieve in life. Such
 13 activities shall include career interest inventories and information to assist them in
 14 the career ~~decisionmaking~~ decision making process and may include job shadowing,
 15 job mentoring, and job internships.

 SPEAKER OF THE HOUSE OF REPRESENTATIVES

 PRESIDENT OF THE SENATE

 GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____