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**SENATE COMMITTEE AMENDMENTS**

2026 Regular Session

Substitute for Original Senate Bill No. 520 by Senator Reese as proposed by Senate Committee on Education.

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**This document reflects the content of a substitute bill but is not in a bill form; page numbers in this document DO NOT correspond to page numbers in the substitute bill itself.**

To enact Subpart A-4 of Part III of Chapter 1 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:189.1 through 189.20, and to repeal R.S. 17:183.1 through 183.5, relative to high school career option; to provide for a high-quality K-12 career and technical education pathway system; to provide for definitions; to provide for governance and authority of a membership collaborative; to provide for a statewide priority list identifying the industry sectors in the state; to provide for a four-stage developmental framework for K-12 career and technical education; to provide for each student to have an individual career and academic plan beginning in the seventh grade; to provide for career counseling and career coaching standards; to provide for a career major program in each authorized K-12 Jump Start pathway that constitutes the core academic and technical coursework sequence through which a student pursues a Career Diploma and the nine-credit Jump Start career and technical education course sequence; to provide for work-based learning quality continuum; to provide access to rural education agencies; to provide for an effective date; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. Subpart A-4 of Part III of Chapter 1 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:189.1 through 189.20, is hereby enacted to read as follows:

**SUBPART A-4. LOUISIANA JUMP START MODERNIZATION ACT**

**189.1. Legislative findings; purpose**

**A. Legislative findings.**

**The legislature hereby finds and declares all of the following:**

**(1) Career and technical education is foundational to Louisiana's workforce development, economic competitiveness, and educational goals, and a coherent, high-quality career and technical education system is essential to**

connecting Louisiana students to priority careers and to meeting regional and statewide employer demand.

(2) Louisiana's long-term economic competitiveness depends on a system that is responsive to labor market demand, supported by cross-agency coordination, and grounded in transparent outcome data.

(3) Louisiana's students, families, and employers are best served by a Jump Start program grounded in strong governance accountability, rigorous program quality standards, public data reporting, and durable industry alignment mechanisms, and this Act establishes the statutory framework necessary to ensure the program delivers lasting, measurable value across administrations and budget cycles.

B. Statement of purpose.

The purposes of this Subpart are to accomplish all of the following:

(1) To establish a coherent, high-quality K-12 Jump Start pathway system organized around a clearly defined framework.

(2) To strengthen the governance, quality, and accountability of the Jump Start program by creating a collaborative overseen and facilitated by the Louisiana Workforce Investment Council with defined composition and authority; establishing cross-agency coordination among the state Department of Education, Louisiana Works, the Board of Regents, and the Louisiana Community and Technical Colleges; ensuring that authorized Jump Start pathways lead to viable, high-wage, high-demand occupations; and establishing statute criteria on transparent public data reporting.

(3) To ensure that every Louisiana student has access to, and can complete, rigorous Jump Start pathways by establishing differentiated provisions, guaranteeing postsecondary articulation credit opportunities for Career Diploma completers, and providing that no student's geographic location shall determine the quality or availability of Jump Start pathways available to that student.

C. Program designation; short title.

(1) The career and technical education program established by this Subpart shall be known and may be cited as the "Louisiana Jump Start Career Diploma Program".

(2) This Subpart may be cited as the "Louisiana Jump Start Modernization Act".

(3) Nothing in this Subpart shall be construed to alter the program designation established in Paragraph (1) of this Subsection, or to limit the authority of the State Board of Elementary and Secondary Education to develop program materials, adopt administrative rules, and communicate with the public regarding this Subpart using the program name established by this Subsection. Any rules, bulletins, or guidance documents adopted by the State Board of Elementary and Secondary Education pursuant to this Subpart shall reference the program by its statutory designation.

#### §189.2. Definitions

The definitions set forth in this Section shall govern the interpretation of every Section of this Subpart. As used in this Subpart, the following terms shall have the following meanings:

(1) "Career and technical education" or "CTE". This term shall be interpreted consistent with, and shall not be construed more narrowly than, the definition established in the Carl D. Perkins Career and Technical Education Act of 2006, as amended, 20 U.S.C. 2302(5).

(2) "Career Diploma". A secondary school diploma issued by the State Board of Elementary and Secondary Education to a student who has successfully completed all requirements of an approved Louisiana Jump Start career pathway under this Subpart. A Career Diploma shall be recognized by all Louisiana public postsecondary education institutions.

(3) "Career coach" or "qualified career coach". A person who is not a licensed school counselor but who is authorized by a public school governing authority to provide individualized student career planning and advising services pursuant to R.S. 17:2926, the requirements of this Subpart, and who meets the qualifications pursuant to R.S. 17:189.8. Nothing in this definition

shall be construed to authorize a career coach to perform duties reserved by law to a licensed school counselor, except as specifically provided by this Subpart.

(4) "CTE concentrator". A secondary student who has completed at least two credits in a single approved Jump Start pathway.

(5) "CTE completer". A secondary student who has satisfied all requirements of an approved Jump Start pathway under this Subpart, including the nine-credit Jump Start course sequence established in R.S. 17:189.10, and who has earned at least one credential as required for Career Diploma completion. The term includes both students who earn a Career Diploma and students who complete all pathway requirements but do not elect to receive a Career Diploma.

(6) "Career major program". A structured sequence of academic core and career and technical education courses constituting the curriculum of an authorized Jump Start pathway through which a student satisfies the requirements for a Louisiana Career Diploma.

(7) "Enhanced wage record" or "EWR". A quarterly wage record submitted by an employer to Louisiana Works that may include, in addition to the elements required for standard unemployment insurance wage reporting under Title 23 of the Louisiana Revised Statutes of 1950, the following job-level data elements for each employee during the reporting period:

(a) Occupation code consistent with the Standard Occupational Classification (SOC) system.

(b) Total hours worked.

(c) Primary work location.

(d) Hourly wage equivalent.

(e) Job start and end dates.

Enhanced wage record data shall serve as the primary wage and employment outcome tracking mechanism for career and technical education pathway completers pursuant to R.S. 17:189.18.

(8) "Individual Career and Academic Plan" or "ICAP". Longitudinal career development and academic planning document required for each student

under R.S 17:189.7 that identifies the student's career interests, academic strengths, and preliminary career pathway goals. An ICAP shall be initiated no later than the beginning of grade seven, reviewed, and updated annually through grade twelve. The ICAP shall serve as the primary planning instrument connecting the K-12 career awareness and exploration framework to approved Jump Start pathway selection and enrollment, as established in R.S. 17:189.7.

(9) "Individual Graduation Plan" or "IGP". The individualized graduation plan required for each student pursuant to R.S. 17:2925 that sets forth the student's selected course of study, chosen diploma pathway, and postsecondary goals. The IGP shall be aligned with the student's Individual Career and Academic Plan as provided in R.S. 17:189.7, shall be developed, reviewed annually, and revised with the assistance of a school counselor or career coach as provided in R.S. 17:2925, and shall, for a student pursuing a Career Diploma under this Subpart, identify the approved Jump Start pathway selected by the student.

(10) "Individualized Education Program" or "IEP". Written educational plan required for each eligible student with a disability under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq., and as the term applies to students with exceptionalities as defined in R.S. 17:1942. For purposes of this Subpart, an IEP shall be coordinated with the student's Individual Career and Academic Plan and Individual Graduation Plan to ensure meaningful access to appropriate career and technical education pathways consistent with the student's educational goals and all applicable requirements under IDEA, the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, and R.S. 44:1 et seq.

(11) "Industry credential". An independent, third-party credential that:

(a) Reflects a specific set of competencies related to a particular industry sector or occupation.

(b) Is recognized and accepted by employers in the relevant labor market as evidence of workplace readiness.

(c) Is portable across employers and geographic areas.

(d) Provides a valid and reliable measure of an individual's technical knowledge and skills.

(e) Takes the form of a diploma, certification, certificate, or occupational license. For purposes of this Subpart, a credential must be approved by the Louisiana Workforce Investment Council pursuant to R.S. 23:206.

(12) "K-12 Jump Start pathway" or "Jump Start pathway". An approved, structured sequence of career and technical education courses, work-based learning experiences, and credentials organized around a defined career field within a recognized career cluster and authorized by the State Board of Elementary and Secondary Education following a recommendation by the collaborative. The term includes both statewide pathways and regional pathways as defined in this Section, and shall not be construed to include any sequence of courses that does not satisfy the minimum standards pursuant to R.S. 17:189.10.

(13) "Louisiana Community and Technical Colleges" or "LCTC". The public postsecondary education system charged with the administration, management, and supervision of the community colleges, technical colleges, and affiliated institutions within the state.

(14) "Louisiana Workforce Investment Council" or "WIC". The state workforce development board created within Louisiana Works pursuant to R.S. 23:2042 et seq., and placed within the executive office of the secretary of Louisiana Works. The council serves as the state's workforce development board for the purposes of meeting the requirements of the federal Workforce Innovation and Opportunity Act of 2014, 29 U.S.C. 3101 et seq., and is responsible for directing the Occupational Forecasting Conference in determining official information necessary for workforce development planning and budgeting.

(15) "Louisiana Works" or "LA Works". State agency established pursuant to R.S. 23:2061 et seq., that administers Louisiana's workforce development programs, unemployment insurance system, and labor market information services. Louisiana Works shall serve as a data and coordination

partner for career and technical education outcome tracking and industry alignment review pursuant to R.S. 17:189.18.

(16) "Local education agency". A public board of education or other public authority legally constituted within Louisiana for the administrative control and direction of, or to perform a service function for, public elementary or secondary schools in a city, parish, or other local public school district, consistent with the definition established in R.S. 17:1942. The term includes each city, parish, and other local public school board responsible for implementing a career and technical education program under this Subpart, and each local school system participating in a regional team pursuant to R.S. 17:189.9.

(17) "Priority occupation". An occupation that has been formally designated by the Workforce Investment Council based on current and projected regional or statewide labor market demand data from Louisiana Works, the Bureau of Labor Statistics, as a priority occupation for career and technical education pathway development and public investment. A priority occupation designation is distinct from the viable occupation standard in Paragraph (22) of this Section in that it reflects an affirmative policy designation for pathway development, not the minimum threshold for pathway authorization.

(18) "Regional pathway". A Jump Start pathway developed by a regional team and authorized by the State Board of Elementary and Secondary Education for delivery within a defined geographic region of the state, which may be tailored to address regionally specific labor market demands, local industry partner capacity, and regional workforce priorities within that region. A regional pathway shall satisfy all minimum pathway authorization requirements pursuant to R.S. 17:189.13 and shall adhere to the same academic requirements as statewide pathways to enable students to continue postsecondary education following high school graduation.

(19) "Regional team". A multi-agency, multi-sector body under the leadership of LCTC, aligning state and regional workforce priorities with

Louisiana Works' strategic goals and federal requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Regional teams will include representatives of public community and technical colleges, local education agencies, and business and industry.

(20) "Rural local education agency" or "rural LEA". A local education agency that meets the population density, school enrollment, and geographic criteria established in R.S. 17:189.14 and that is therefore eligible for:

(a) Differentiated pathway authorization thresholds that account for limited local industry partner pools and small student enrollment sizes.

(b) Inter-district consortium pathway authorization allowing multiple rural LEAs to jointly develop and deliver a single pathway.

(c) Rural-specific program delivery provisions pursuant to R.S. 17:189.14.

(21) "Statewide pathway". A Jump Start pathway authorized by the State Board of Elementary and Secondary Education for delivery statewide, anchored to one or more credentials approved by the Louisiana Workforce Investment Council pursuant to R.S. 23:2065, and meeting all pathway authorization requirements pursuant to R.S. 17:189.13.

(22) "Viable occupation". An occupation that meets the minimum wage and demand standards established by Louisiana Works. The viable occupation standard constitutes the minimum authorization floor for pathway approval and is distinct from a priority occupation designation under Paragraph (17) of this Section.

(23) "Work-based learning". A structured, supervised learning activity that integrates classroom instruction with employer-directed workplace experience through progressively intensive levels of engagement, organized as a tiered quality continuum as established in R.S. 17:189.11. The term includes both school-supervised and employer-supervised placements as categorized in R.S. 17:189.11.

### §189.3. Collaborative board; governance; duties

#### A. Governance; authority.

(1) There is hereby created a multi-agency collaborative, sometimes hereinafter referred to as the "collaborative". The Louisiana Workforce Investment Council within Louisiana Works shall oversee and facilitate the multi-agency collaborative. The collaborative shall include the following members:

(a) The secretary of Louisiana Works, or his designee.

(b) The state Superintendent of Education, or his designee.

(c) The commissioner of Higher Education, or his designee.

(d) The president of the Louisiana Community and Technical Colleges, or his designee.

(e) The chairman of the Workforce Investment Council, or his designee.

(2) Representatives of industry sectors designated as priority industries by the Louisiana Workforce Investment Council and presidents or senior staff representing statewide business or industry associations headquartered in Louisiana shall also serve as members of the established collaborative.

(a) No more than seven industry members shall serve at any one time, and no more than two of the seven industry members shall represent the same priority industry sector. Each such member shall be a current owner, officer, or senior employee of a Louisiana domiciled business.

(b) No more than three presidents or senior staff representing statewide business or industry associations headquartered in Louisiana shall serve at any one time.

(c) The industry representative members described in this Paragraph shall be appointed by the chairman of the Louisiana Workforce Investment Council.

(3) The chairman of the Louisiana Workforce Investment Council shall determine the operational placement of the collaborative within Louisiana Works in consultation with the secretary of Louisiana Works.

(4) Members of the collaborative shall serve as voting members and shall adhere to all meeting and quorum requirements as established by the Louisiana Workforce Investment Council.

(5) The collaborative shall be subject to the Open Meetings Law, pursuant to R.S. 42:11 et seq., the Public Records Law, pursuant to R.S. 44:1 et seq., and the Code of Governmental Ethics, pursuant to R.S. 42:1101 et seq., as applicable to its operations.

(6) The collaborative shall elect a chairman by majority vote of its members. The chairman shall be selected from the industry representative members serving pursuant to Paragraph (2) of this Subsection.

**B. Meeting requirements; frequency; public access; record-keeping.**

(1) The collaborative shall meet not fewer than four times per calendar year.

(2) All meetings of the collaborative shall be open to the public and conducted in compliance with the Open Meeting Law pursuant to R.S. 42:11 et seq. Written notice of each regular meeting shall be provided not fewer than five business days in advance through the publicly accessible website maintained pursuant to Paragraph (3) of this Subsection. Emergency meetings shall be convened only in compliance with R.S. 42:19.

(3) All records, including meeting minutes, official correspondence, written recommendations, and agency responses, shall constitute public records subject to R.S. 44:1 et seq.

**C. Duties and responsibilities.**

The collaborative shall have the following duties and responsibilities:

(1) To review each of the following categories of proposed decisions and to issue written recommendations to the State Board of Elementary and Secondary Education thereon, prior to and as a condition of board action:

(a) Authorization of any new statewide or regional Jump Start pathway pursuant to R.S. 17:189.9.

(b) Significant modification of any currently authorized statewide or regional pathway, defined as any change to a pathway identified credential, required Jump Start career and technical education course sequence, or the work-based learning tier requirement.

(c) Sunset, discontinuation, or deauthorization of any currently authorized statewide or regional pathway pursuant to R.S. 17:189.13.

(d) Reclassification of any credential from one tier to another under the approved credential tier list established pursuant to R.S. 17:189.12, including elevation to a higher tier, demotion to a lower tier, or removal from the approved list.

(e) Adoption or significant revision of the statewide standards applicable to all Jump Start pathway designation proposals under R.S. 17:189.9.

(2) To establish and maintain an inter-agency shared performance framework for the Louisiana Jump Start Career Diploma Program. The shared performance framework shall be binding on each member agency for purposes of annual reporting and shall be reviewed and updated by the collaborative not less than every two years. The framework shall include at minimum:

(a) Student Jump Start pathway completion rates, disaggregated by race, income, disability status, and geographic region.

(b) Credential attainment rates by pathway, disaggregated by credential tier established under R.S. 17:189.12.

(c) Post-graduation employment rates and median wages for Career Diploma holders, measured at one year and three years after graduation using enhanced wage record data as defined in R.S. 17:189.2.

(d) Postsecondary continuation rates for Career Diploma holders at Louisiana public postsecondary institutions.

(e) Advanced work-based learning participation rates, defined as Level 3 or above under R.S. 17:189.11.

(f) Pathway-level return on investment metrics pursuant to R.S. 17:3138.13.

(3) To implement and maintain the shared performance framework established pursuant to Paragraph (2) of this Subsection in a manner that is consistent and coordinated with any existing or future legislation addressing K-12, postsecondary, or workforce data collection, performance metrics, accountability reporting, or data transparency. In conducting each biennial

review and update of the shared performance framework under Paragraph (2) of this Subsection, the collaborative shall assess the framework's consistency with any such legislation enacted or amended since the prior review and shall revise the framework as necessary to avoid duplication, ensure compatibility, and leverage data resources and reporting obligations established by such legislation.

(4) To review and issue written recommendations to the State Board of Elementary and Secondary Education on the designation, reclassification, elevation, demotion, or removal of credentials from the approved credential tier list pursuant to R.S. 17:189.12.

(5) To prepare and publish an annual performance report on Jump Start program outcomes, submitted to the legislature and posted publicly not later than December first of each year. The annual report shall present data measured under the shared performance framework established pursuant to Paragraph (2) of this Subsection.

(6) To establish an inter-agency Memorandum of Understanding (MOU) specifying each member agency's obligations under the shared performance framework, annual reporting deadline, and data sharing responsibilities pursuant to R.S. 17:189.18.

**D. Collaborative authority; scope and limits.**

(1) The authority of the collaborative is limited to the powers expressly granted by this Subpart. No provision of this Subpart shall be construed to expand the collaborative's authority beyond those expressly granted powers, nor shall this Subpart be construed to limit the rulemaking authority of the State Board of Elementary and Secondary Education under R.S. 17:7, except as expressly provided in Subsection F of this Section.

(2) The collaborative's written recommendations issued pursuant to Subsection F of this Section are advisory in legal character; they create a procedural prerequisite to The State Board of Elementary and Secondary Education action on specified decisions and impose transparency obligations when The State Board of Elementary and Secondary Education departs from

such recommendations, but they do not in themselves constitute final agency action and shall not be subject to judicial review as final orders.

E. State Board of Elementary and Secondary Education-collaborative jurisdictional boundary; decisionmaking hierarchy

(1) Notwithstanding any other provision of this Subpart or of R.S. 17:7, the State Board of Elementary and Secondary Education shall not take formal action on any of the following categories of decisions without first receiving a written recommendation from the collaborative pursuant to Paragraph (2) of this Subsection:

(a) Authorization of any new statewide or regional Jump Start pathway pursuant to R.S. 17:189.9.

(b) Significant modification of any currently authorized statewide or regional Jump Start pathway, defined for purposes of this Subsection as any change to one or more of the following elements of an authorized pathway:

(i) Pathway identified credential or credential tier.

(ii) The required career and technical education course sequence.

(iii) Work-based learning tier requirement.

(c) Sunset, discontinuation, or deauthorization of any currently authorized statewide or regional pathway pursuant to R.S. 17:189.13.

(d) Reclassification of any credential from one tier to another under the approved credential tier list established pursuant to R.S. 17:189.12, including elevation to a higher tier, demotion to a lower tier, or removal from the approved list.

(e) Adoption or significant revision of the statewide standards applicable to all Jump Start pathway authorization proposals under R.S. 17:189.9.

(2) When The State Board of Elementary and Secondary Education proposes to take action on a decision enumerated in Paragraph (1) of this Subsection, the following process shall govern:

(a) The state Department of Education shall transmit to the collaborative a written notice of the proposed decision, a complete description of the proposed action, and all supporting documentation material to the decision.

**(b) The collaborative shall issue its written recommendation. The written recommendation shall include:**

**(i) The collaborative's specific recommendation, stated as a recommendation to approve, approve with conditions, deny, or defer the proposed action.**

**(ii) The collaborative's written findings supporting the recommendation.**

**(c) If the collaborative fails to issue a written recommendation, the State Board of Elementary and Secondary Education may proceed with the proposed action without a recommendation. The State Board of Elementary and Secondary Education action record shall document that the collaborative did not issue a timely recommendation.**

**(3) If the State Board of Elementary and Secondary Education takes action contrary to a written recommendation issued by the collaborative pursuant to Paragraph (2) of this Subsection, the following requirements shall apply:**

**(a) The State Board of Elementary and Secondary Education shall adopt, at the same meeting at which it takes the action that departs from the collaborative's recommendation, written findings stating specifically:**

**(i) The collaborative's recommendation and the basis stated in its written findings.**

**(ii) The reasons for departing from the collaborative's recommendation.**

**(iii) The specific factual and policy basis for the action.**

**(4) Nothing in this Subsection shall be construed to require the State Board of Elementary and Secondary Education to follow a recommendation or to limit the Board's final rulemaking authority under R.S. 17:7. The collaborative recommendation process required by this Subsection is a procedural prerequisite to final action by the State Board of Elementary and Secondary Education on the enumerated decision categories, not a limitation on the State Board of Elementary and Secondary Education's substantive authority. Compliance with this Subsection does not itself constitute compliance**

with any other requirement of law applicable to the State Board of Elementary and Secondary Education's rulemaking or decisionmaking processes.

**F. Funding authorization; administrative support.**

**(1) There are hereby authorized to be appropriated from the state general fund such sums as may be necessary for the collaborative to carry out its duties and responsibilities under this Subpart. The collaborative's funding authorization shall be a continuing authorization subject to annual legislative appropriation.**

**(2) Members of the collaborative shall serve without compensation. Each industry and association representative shall be entitled to reimbursement for necessary and reasonable travel expenses and per diem incurred in the performance of official collaborative duties, at the rates established by law for state officials and employees.**

**(3) The Louisiana Workforce Investment Council within Louisiana Works shall provide administrative and staff support to the collaborative, including staff resources necessary for maintaining minutes and records, coordinating meeting logistics, operating the publicly accessible website on which collaborative documents are posted, and preparing reports as required under this Subpart.**

**§189.4. Industry sector prioritization; priority occupation determination**

**A. Statewide priority industry list; establishment and maintenance; priority industry alignment process.**

**(1) The collaborative shall establish, maintain, and update a Statewide Priority Industry List, sometimes hereinafter referred to as the "Priority List", identifying the industry sectors in Louisiana designated as priority industries for purposes of K-12 Jump Start pathway development and credential tier classification pursuant to R.S. 17:189.12 in alignment with the priorities of the Board of Regents, Louisiana Community and Technical Colleges, and the Workforce Investment Council's statewide strategic workforce plan. The collaborative may identify an established Louisiana council, committee, or agency to support the development and maintenance of the Priority List.**

(2) An initial Priority List shall be acknowledged by the collaborative not later than one hundred eighty calendar days after the effective date of this Subpart, following the data-driven process specified in Subsection B of this Section, and shall be published on the publicly accessible website maintained pursuant to R.S. 17:189.3.

(3) No Jump Start pathway shall be authorized under this Subpart unless the pathway is aligned to an occupation within an industry sector included on the Priority List or, for regional pathways, the applicable Regional Priority Industry List established under Subsection F of this Section. Inclusion of an industry sector on the Priority List shall not constitute pathway authorization; all pathways must separately satisfy the requirements of R.S. 17:189.9.

(4) All collaborative determinations under this Section shall be based on documented analysis of current, publicly available labor market and wage data.

B. Biennial industry-level priority review; distinct from five-year pathway cycle.

(1) The collaborative shall conduct a comprehensive review of the Statewide Priority Industry List established under Subsection A of this Section not less frequently than once every two years. The first Biennial Priority Review shall be completed not later than twenty-four months after the initial Priority List is established pursuant to Paragraph (A)(2) of this Section. Subsequent Biennial Priority Reviews shall be completed not later than twenty-four months after the completion of the preceding review.

(2) The Biennial Priority Review is a distinct and independent process from the five-year pathway reauthorization cycle established in R.S. 17:189.13. Neither process satisfies nor substitutes for the other.

(3) Following each Biennial Priority Review, the collaborative shall:

(a) Issue a written Priority Review Report summarizing all findings, data sources, and determinations.

(b) Post the Priority Review Report on the publicly accessible website maintained pursuant to R.S. 17:189.3, not later than thirty calendar days following the meeting at which the review was completed.

(c) Notify each local education agency and each regional team of any additions to, removals from, or modifications to the Priority List, including the effective date of such changes and the data basis for each change.

(d) Transmit the Priority Review Report to the chair of the House Committee on Education and the chair of the Senate Committee on Education, consistent with the collaborative's annual reporting obligations under R.S. 17:189.3.

(4) Where the collaborative's Biennial Priority Review results in the removal of an industry sector from the Priority List, Jump Start pathways aligned to occupations within that sector that were authorized before the removal shall not be automatically deauthorized. Such pathways shall remain authorized until their next scheduled reauthorization review under R.S. 17:189.13.

C. Regional priority industry lists.

(1) In addition to the Statewide Priority Industry List established under Subsection A of this Section, each region and regional team, established pursuant to R.S. 17:189.9 shall develop a Regional Priority Industry List, sometimes hereinafter referred to as the "Regional List", identifying the priority industry sectors of the region served by that regional team. Regional Lists shall reflect the specific labor market conditions of the relevant region.

(2) Regional Lists shall be developed and approved through the following process:

(a) Each regional team shall develop a proposed Regional List, drawing on the regional labor market data.

(b) The regional team shall submit its proposed Regional List to the collaborative, accompanied by:

(i) All supporting regional labor market data.

(ii) Where sectors not on the Statewide Priority Industry List are proposed for regional inclusion, employer demand documentation.

(c) The collaborative shall review each proposed Regional List and shall approve, approve with modifications, or return the proposed list to the regional

team with written findings. A Regional List approved under this Subparagraph shall take effect upon collaborative approval and shall be published on the publicly accessible website maintained pursuant to R.S. 17:189.3 (H)(3).

(3) A Regional List shall be updated by its regional team within six months following the collaborative's completion of each Biennial Priority Review. A regional team may propose an interim update to its Regional List at any time, prior to the conclusion of a Biennial Priority Review cycle, if documented changes in regional labor market conditions published by Louisiana Works or reported by local and regional workforce development boards warrant a revision.

(4) No Jump Start pathway shall be authorized under this Subpart for an occupation within an industry sector that is not included on an applicable Regional Priority Industry List for the workforce development region in which the pathway would be delivered. Alignment with a Regional List is a necessary but not sufficient condition for regional pathway authorization; all regional pathways must separately satisfy the full requirements of R.S. 17:189.9.

§189.5. Louisiana Career Diploma; equal status

A. Career Diploma.

(1) There is hereby established within the Louisiana Jump Start Career Diploma Program a credential to be known as the "Louisiana Career Diploma", which shall be issued by the State Board of Elementary and Secondary Education to any student who successfully completes all requirements of an approved Louisiana Jump Start pathway under this Subpart, as defined in R.S. 17:189.2(12).

(2) All provisions of this Subpart shall be administered to support and accurately measure Career Diploma attainment.

(3) The state Board of Elementary and Secondary Education shall establish and maintain, in administrative rules adopted consistent with R.S. 17:7, all requirements for the award of the Louisiana Career Diploma, consistent with the standards established in this Subpart.

B. Standard diploma.

(1) A Louisiana Career Diploma issued pursuant to this Subpart shall be a standard diploma for all purposes under Louisiana law.

(2) For purposes of Paragraph (1) of this Subsection, "all purposes under Louisiana law" includes but is not limited to:

(a) Employment by state agencies, state departments, political subdivisions, and other state entities that require a high school diploma or equivalent as a minimum qualification.

(b) Eligibility for admission to Louisiana public postsecondary education institutions under the circumstances provided in Subsection C of this Section.

(c) Eligibility for state financial aid programs that require a high school diploma as a qualifying criterion.

C. Postsecondary nonrestriction.

(1) A Career Diploma issued to a student pursuant to this Subpart shall not limit a graduate's right to pursue postsecondary education for which the graduate is otherwise eligible.

(2) All Louisiana public postsecondary institutions shall recognize the Louisiana Career Diploma as equivalent to a standard diploma.

(3) Nothing in this Subsection shall be construed to require any postsecondary institution to admit a graduate who does not otherwise meet the institution's published admissions standards.

(4) The Board of Regents shall, not later than one year after the effective date of this Subpart and annually thereafter, certify to the legislature and to the Louisiana Jump Start Collaborative that no Louisiana public postsecondary institution under its jurisdiction has adopted or maintained a policy inconsistent with Paragraph (2) of this Subsection.

§189.6. K-12 Jump Start pathway framework

A. Four-stage framework established.

(1) There is hereby established within the Louisiana Jump Start Career Diploma Program a four-stage developmental framework for K-12 career and technical education, to be known as the "Louisiana K-12 Jump Start Pathway Framework", which shall constitute the organizing structure for all career

awareness, exploration, concentration, and completion activities within the Jump Start program. The four stages of the framework are designated as Stage I Career Awareness, grades kindergarten through six; Stage II Career Exploration, grades seven through eight; Stage III Career Concentration, grades nine through ten; and Stage IV Career Completion, grades eleven through twelve, as further described in Subsections B through E of this Section.

(2) The purpose of the four-stage framework is to ensure that student participation in the Louisiana Jump Start Career Diploma Program is the result of a longitudinal, developmentally appropriate progression beginning in elementary school. The State Board of Elementary and Secondary Education shall incorporate the framework into all administrative rules and bulletins governing the Jump Start program.

(3) All stage-level activities and requirements under this Section shall be designed to support Louisiana's compliance with all applicable reporting and performance obligations under the Carl D. Perkins Career and Technical Education Act of 2006, as amended, 20 U.S.C. 2301 et seq.

(4) The Louisiana Jump Start Collaborative shall, in conducting the shared performance framework review required under R.S. 17:189.3, include in its assessment findings on stage-level implementation in the annual joint performance report required under R.S. 17:189.3.

**B. Stage I: Career awareness grades kindergarten through six.**

(1) Stage I shall encompass grades kindergarten through six and shall be designed to build foundational career awareness in students through age-appropriate, structured activities that introduce students to the concept of careers, connect academic learning to workplace applications, and provide exposure to the range of career clusters and industry sectors reflected in the Statewide Priority Industry List established pursuant to R.S. 17:189.4.

(2) Stage I activities shall be incorporated into the instructional program for all students in grades kindergarten through six in public schools statewide. Each local education agency shall ensure that Stage I activities are provided to all students at each applicable grade level during each school year.

**(3) Stage I activities may include but are not limited to the following:**

**(a) Career awareness lessons integrated into core academic subjects.**

**(b) Guest presentations or virtual career exploration experiences featuring individuals working in priority industry sectors.**

**(c) School-wide career fairs, career field days, or similar structured career activities.**

**(d) Age-appropriate exposure to the relationship between educational choices and career pathways.**

**(e) Introduction to career interest and aptitude inventory tools adapted for elementary grade levels.**

**(4) The state Department of Education, in consultation with the Louisiana Community and Technical Colleges, shall make available to each local education agency resources identifying age-appropriate activities aligned with the priority industry sectors designated pursuant to R.S. 17:189.4.**

**C. Stage II: Career exploration grades seven through eight.**

**(1) Stage II shall encompass grades seven and eight and shall be designed to deepen student career exploration through structured activities that connect student career interests to specific industries, identified pathways, and associated educational options. Stage II shall provide each student with the foundational experience and information necessary to make an informed pathway selection decision and to develop an Individual Career and Academic Plan (ICAP) consistent with R.S. 17:189.7.**

**(2) Stage II activities shall be incorporated into the instructional and advisory program for all students in grades seven and eight in public schools statewide. Each local education agency shall ensure that Stage II activities are provided to all students at each applicable grade level during each school year.**

**(3) Stage II activities shall include but not be limited to the following:**

**(a) Formal career interest and aptitude assessment activities conducted with each student not later than the end of grade seven and reviewed with each student not later than the end of grade eight.**

(b) Information provided to each student and the student's parent or legal guardian regarding available Jump Start pathways along with corresponding occupational outcomes and credential requirements associated with each pathway.

(c) Initiation of each student's ICAP consistent with the requirements of R.S. 17:189.7.

(d)(i) At least one work-based learning activity at Level 1 under the tiered work-based learning quality continuum established in R.S. 17:189.11 per school year in each of grades seven and eight that provides students with first-hand exposure to occupations within one or more priority industry sectors.

(ii) Activities shall be provided with the involvement of school-based administrators, support staff, and local education agency administration.

D. Stage III: Career concentration grades nine through ten.

(1) Stage III shall encompass grades nine and ten and shall be designed to transition students from career exploration to focused career concentration for students who are seeking a Career Diploma.

(2) During Stage III, each student who has elected to pursue a Career Diploma shall:

(a) With the assistance of a school counselor or career coach, finalize the student's Individual Graduation Plan pursuant to R.S. 17:2925 designating the Jump Start pathway as the student's chosen program of study.

(b)(i) Participate in at least one work-based learning activity at Level 2 or above under the tiered work-based learning quality continuum established in R.S. 17:189.11.

(ii) Activities shall be provided with the involvement of school-based administrators, support staff, and local education agency administration.

(3) Nothing in this Subsection shall limit the ability of a student, who has not selected a Jump Start pathway in grades nine and ten, or relocated to a new school or local education agency that does not offer an already selected Jump Start pathway, to elect a Jump Start pathway in grade eleven or twelve,

consistent with the student's ability to complete all pathway requirements before graduation.

E. Stage IV: Career completion grades eleven through twelve.

(1) Stage IV shall encompass grades eleven and twelve and shall be designed to support each Jump Start pathway student in completing the requirements for a Career Diploma, including the nine-credit Jump Start course sequence, the required work-based learning activities, and the attainment of an industry-based credential.

(2) During Stage IV, each student pursuing a Career Diploma shall:

(a) Complete the remaining credits of the nine credit Jump Start course sequence required for Career Diploma completion under R.S. 17:189.10.

(b)(i) Participate in at least one work-based learning activity at Level 3 or above under the tiered work-based learning quality continuum established in R.S. 17:189.11 for the student's designated pathway.

(ii) Activities shall be provided with the involvement of school-based administrators, support staff, and local education agency administration.

(c) Prepare for and attempt to attain one or more credentials where identified within an approved Jump Start pathway as established pursuant to R.S. 17:189.12.

(3) Nothing in this Subsection shall limit the ability of a student, who has relocated to a new school or local education agency that does not offer an already selected Jump Start pathway, to elect a Jump Start pathway in grade eleven or twelve, consistent with the student's ability to complete all pathway requirements before graduation.

§189.7. Individual career and academic plans; graduation plans

A. Individual career and academic plan requirement, grade seven initiation.

(1) Each student enrolled in a Louisiana public school shall have an Individual Career and Academic Plan (ICAP), as defined in R.S. 17:189.2(8), initiated not later than the beginning of grade seven. The ICAP shall serve as the primary longitudinal career planning instrument connecting a student's

activities under Stage II of the Louisiana K-12 Jump Start Pathway Framework established in R.S. 17:189.6 to the student's selection of an approved K-12 Jump Start pathway.

(2) An ICAP shall be initiated with the active involvement of the student, the student's parent or legal guardian, and a school counselor or career coach as provided in R.S. 17:189.8 and consistent with Subsection D of this Section.

B. Annual review and update.

(1) Each student's Individual Career and Academic Plan shall be reviewed and updated annually throughout grades seven through twelve. The annual review shall occur in connection with the scheduling of courses for the following academic year and shall be completed not later than sixty calendar days before the end of the applicable academic year.

(2) The annual review shall be conducted with the involvement of the student, the student's parent or legal guardian, and a school counselor or career coach as provided in Subsection D of this Section. The annual review shall address the following:

(a) Whether the student's identified career interests and pathway goals remain current or require updating.

(b) Whether the student's course selections for the upcoming academic year align with the student's pathway goals and graduation requirements.

(c) Students and parents shall have the opportunity to select Course Choice offerings to meet course scheduling requirements.

(d) Whether the student's ICAP needs revision to reflect changes.

(3) The school counselor or career coach shall document each annual review including the date on which the review occurred consistent with the documentation requirements of Subsection D of this Section and the reporting requirements of R.S. 17:189.8.

C. Connection to Authorized Jump Start Pathways.

(1) Each student's Individual Career and Academic Plan shall identify, beginning not later than the end of grade eight, one or more Jump Start pathways that align with the student's stated career interests and/or aptitude

assessment results. The identification of pathways in the ICAP shall not constitute a student's enrollment in a pathway or a binding commitment to a specific pathway but shall serve as the basis for future pathway selection.

(2) The state Department of Education shall make publicly available to each local education agency a current list of approved Jump Start pathways, including the required course sequence in a format suitable for use and discussion during ICAP development and review activities with students and their parents or legal guardians pursuant to R.S. 17:189.6.

(3) In all ICAP development and review activities, school counselors or career coaches shall present to students and their parents or legal guardians with available Jump Start pathways along with corresponding occupational outcomes and credential requirements associated with each pathway.

D. Counselor involvement; documentation requirement.

(1) Each Individual Career and Academic Plan shall be developed, annually reviewed, and revised with the active involvement of a school counselor or career coach.

(2) A school counselor or career coach shall meet individually with each student and their parents or legal guardians. Such individual meetings may occur in person or virtually and shall include discussion of the student's career interests, academic progress, Jump Start pathway options, and any recommended revisions to the student's ICAP.

(3) The school counselor or career coach shall document the meeting to include the following:

(a) Date of meeting.

(b) School counselor's or career coach's name.

(c) Name of student served.

(d) Names of parents or legal guardians in attendance.

(e) Any revisions made to the student's ICAP.

Such documentation shall be maintained as part of each student's educational record consistent with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and R.S. 44:1 et seq.

**E. Parent or legal guardian notification and approval.**

**(1) A student's parent or legal guardian shall be notified of and provided an opportunity to participate in the initiation of the student's Individual Career and Academic Plan and in each required annual review throughout grades seven through twelve.**

**(2) Prior to formally revising a student's ICAP, the assigned school counselor or career coach shall communicate with the student's parents or legal guardians, in person or virtually, the rationale for any proposed revisions and any potential impact on the student's graduation requirements and postsecondary education goals. Any revision that changes the student's identified pathway or postsecondary goals shall be approved by signature or in writing by the student's parents or legal guardians.**

**(3) Nothing in this Subsection shall be construed to require parental approval for an annual review that makes no substantive change to the student's identified pathway or postsecondary goals, provided the parent or legal guardian received notice of the review and an opportunity to participate.**

**(4) Each local education agency shall establish a formal communications procedure for parental or guardian notification and for ICAP approval under this Subsection.**

**F. Coordination with individual graduation plans.**

**(1) The state Department of Education shall assess the overlap of the state requirement of the Individual Graduation Plan under R.S. 17:2925 for students pursuing a Career Diploma and already engaged in an Individual Career and Academic Plan. The assessment and recommendations shall be submitted to the State Board of Elementary and Secondary Education and to the chair of the House Committee on Education and the chair of the Senate Committee on Education for consideration to administrative rules and statute changes.**

**G. Student change of Jump Start Pathway; flexibility; parental approval.**

**(1) A student's Individual Career and Academic Plan shall be flexible enough to permit a student to change their identified Jump Start pathway or**

career goal during grades seven through twelve, consistent with Subsection E of this Section.

(2) A school counselor or career coach shall not deny a student the opportunity to change their Jump Start pathway designation in the student's ICAP solely on the basis that the student has already enrolled in or begun a course sequence associated with a different Jump Start pathway, but shall advise the student and the student's parents or legal guardians of any course and credit implications and graduation requirement implications of the proposed change prior to formally approving the revision.

(3) A student who changes their Jump Start pathway designation after beginning the nine credit Jump Start course sequence shall not be penalized in the student's ICAP for credits already earned in the prior pathway, except as necessary to ensure that the student meets the graduation requirements.

§189.8. Career counseling and career coaching standards

A. Minimum counselor-to-student ratio for Jump Start Pathway and ICAP advising.

(1) Each local education agency shall ensure that school counselors providing Jump Start pathway advising under this Subpart maintain an advising caseload that allows them to fulfill the Individual Career and Academic Plan requirements of R.S. 17:189.7 for every enrolled student in grades seven through twelve.

(2) The State Board of Elementary and Secondary Education shall, not later than one year after the effective date of this Subpart, adopt administrative rules establishing:

(a) A maximum caseload ratio for school counselors providing ICAP advising to students in grades seven through twelve.

(b) A method by which combined caseloads of school counselors and career coaches at a school may be aggregated to determine compliance with the maximum ratio.

(c) A reporting requirement by which each local education agency annually certifies to the state Department of Education, the school counselor

and career coach staffing levels at each school and whether the advising caseload ratio for each school complies with the maximum ratio established under this Subsection.

(3) Nothing in this Subsection shall be construed to require any local education agency to employ a school counselor if the local education agency meets advising requirements.

B. ICAP and Jump Start pathway-specific counselor training requirements.

(1) Each school counselor assigned Jump Start pathway advising responsibilities, including Individual Career and Academic Plan development and review under R.S.17:189.7, shall complete career and technical education-specific training as described in this Subsection within eighteen months of the effective date of this Subpart, or within eighteen months of initial assignment to ICAP or Jump Start pathway advising responsibilities, whichever is later.

(2) Counselor training shall include, at a minimum, the following:

(a) An overview of the Louisiana Jump Start Career Diploma Program, including the four-stage developmental framework established in R.S. 17:189.6, the pathway authorization and approval process under R.S. 17:189.9 and R.S. 17:189.13, the work-based learning quality standards under R.S. 17:189.11 and the tiered credential system under R.S. 17:189.12.

(b) Applied training in labor market data interpretation, including how to use Louisiana Workforce Commission occupational forecasting data and the priority occupation framework established in R.S. 17:189.4, to support student pathway selection decisionmaking.

(c) Applied training in ICAP development, review, and documentation under R.S. 17:189.7.

(d) Training on the postsecondary articulation agreements established pursuant to R.S. 17:189.15 and on how to communicate postsecondary credit transfer opportunities to students and their parents or legal guardians.

(e) An overview of the Course Choice Program.

**(3) The Louisiana Community and Technical Colleges, in consultation with the state Department of Education, shall publish a list of qualified training curriculum vendors for local education agencies and school counselors. The training curriculum shall be:**

**(a) Procured by the local education agency and provided at no cost to school counselors employed by that local education agency.**

**(b) Available in online, hybrid, and in-person formats to accommodate the professional development needs of school counselors.**

**(4) Each local education agency shall provide assurance annually to the state Department of Education on the number of school counselors who completed the training required by this Subsection.**

**C. Career Coach Authorization; ICAP and Jump Start Pathway-Specific Training Requirements.**

**(1) Each local education agency may provide for Individual Career and Academic Plan services required under R.S. 17:189.7 through the use of school counselors, career coaches, or a combination of school counselors and career coaches, subject to the limitations and requirements of this Section.**

**(2) A career coach authorized pursuant to this Subsection may perform the following functions under this Subpart:**

**(a) Develop, review, and revise ICAPs with students and their parents or legal guardians pursuant to R.S. 17:189.7.**

**(b) Provide career exploration, career awareness, and Jump Start pathway advising services to students in grades seven through twelve.**

**(d) Participate in the Stage II and Stage III activities established in R.S. 17:189.6.**

**(3) An authorized career coach shall not:**

**(a) Perform any duty that is by law reserved exclusively to a licensed school counselor, except as expressly authorized by this Subpart.**

**(b) Provide mental health counseling, crisis counseling, or any other clinical counseling service.**

(c) Satisfy any statutory or administrative requirement that specifically mandates a licensed school counselor, without explicit authorization or another applicable law to satisfy the requirement.

(4) To be authorized as a career coach under this Subpart, a person shall meet the qualification standards established in Paragraph (5) of this Subsection. A local education agency shall not authorize any person as a career coach for purposes of this Subpart unless the person has been determined to meet the qualification standards established under Paragraph (5) of this Subsection or has received explicit permission from the state Department of Education or its designee.

(5) Career coach training shall include, at a minimum, the following:

(a) An overview of the Louisiana Jump Start Career Diploma Program, including the four-stage developmental framework established in R.S. 17:189.6, the pathway authorization and approval process under R.S. 17:189.9 and R.S. 17:189.13, the work-based learning quality standards under R.S. 17:189.11, and the tiered credential system under R.S. 17:189.12.

(b) Applied training in labor market data interpretation, including how to use Louisiana Workforce Commission occupational forecasting data and the priority occupation framework established in R.S. 17:189.4, to support student pathway selection decisionmaking.

(c) Applied training in ICAP development, review, and documentation under R.S. 17:189.7, including training on the coordination of ICAPs with Individual Graduation Plans under R.S. 17:2925.

(d) Training on the postsecondary articulation agreements established pursuant to R.S. 17:189.15 and on how to communicate postsecondary credit transfer opportunities to students and their parents or legal guardians.

(e) An overview of the Course Choice Program.

(f) Such other qualifications as deemed necessary to ensure that career coaches can provide high-quality, accurate career and pathway advising.

**(6) The state Department of Education shall publish a list of qualified training curriculum vendors for local education agencies and career coaches.**

**The training curriculum shall be:**

**(a) Procured by the local education agency and provided at no cost to school counselors employed by that local education agency.**

**(b) Available in online, hybrid, and in-person formats to accommodate the professional development needs of career coaches.**

**D. Regional consortia for school counselor and career coach training.**

**(1) Two or more local education agencies may form a regional consortium for the purpose of jointly contracting training curriculum vendors, sharing career coach personnel, or coordinating the delivery of services across multiple local education agencies in a region. A regional consortium formed pursuant to this Subsection may operate through an intergovernmental agreement consistent with R.S. 33:1324 or such other legal mechanism as permitted.**

**(2) A regional consortium formed pursuant to this Subsection shall ensure that each participating local education agency satisfies the ICAP development and review requirements of R.S. 17:189.7 for all enrolled students in grades seven through twelve.**

**(3) A regional consortium formed pursuant to this Subsection may take advantage of group purchasing, regional contracting, and other economies of scale to reduce the cost of services consistent with applicable state procurement law.**

**E. Reporting requirements; counseling activity documentation.**

**(1) Each local education agency shall provide annually to the state Department of Education documentation on the following information for the prior academic year:**

**(a) The number of school counselors and career coaches employed or contracted by the LEA who provided Jump Start pathway and ICAP advising services, disaggregated by school.**

(b) The number of students in grades seven through twelve who received an ICAP initiation, review, or update meeting with a school counselor or career coach for the prior academic year, disaggregated by school and grade level.

(c) Any schools that were not able to meet the ICAP maintenance obligation pursuant to R.S. 17:189.7, including the number of students without a current ICAP.

(2) The state Department of Education shall make available on its publicly accessible website, not later than December first of each year, a summary of Jump Start pathway and ICAP advising services reports submitted by all local education agencies for the prior academic year.

§189.9. Jump Start pathway structure; designation; components; regional teams

A. Pathway framework established.

(1) There is hereby established within the Louisiana Jump Start Career Diploma Program "Louisiana K-12 Jump Start Pathway Authorization Framework", through which Jump Start pathways shall be proposed, reviewed, authorized, and reauthorized. All K-12 Jump Start pathways shall operate within the framework.

(2) All K-12 Jump Start pathways authorized under this Subpart shall be designated as either statewide pathways or regional pathways, and shall satisfy the minimum pathway components established in Subsection E of this Section and the authorization criteria established in R.S. 17:189.13.

(3) No local education agency shall offer or deliver a Jump Start pathway for purposes of awarding a Career Diploma unless that pathway has been authorized.

(4) The Louisiana K-12 Jump Start Pathway Authorization Framework shall be administered by the collaborative consistent with the jurisdictional boundaries established in R.S. 17:189.3.

B. Statewide pathways; requirements.

(1) A statewide pathway shall be available for delivery by any local education agency in Louisiana that satisfies the conditions of Jump Start pathway authorization established in R.S. 17:189.13.

(2) To be eligible for designation as a statewide Jump Start pathway, a proposed pathway shall:

(a) Be aligned to one or more occupations within an industry sector included on the Statewide Priority Industry List established pursuant to R.S. 17:189.4.

(b) Be anchored to one or more credentials approved by the Louisiana Workforce Investment Council pursuant to R.S. 23:2065 or R.S. 17:189.12.

(c) Include a structured nine-credit Jump Start course sequence meeting the requirements of R.S. 17:189.10.

(d) Incorporate a work-based learning component meeting the minimum tier and quality standards established in R.S. 17:189.11.

(e) Demonstrate alignment with documented statewide employer demand for the occupations served by the Jump Start pathway, using the data sources specified in R.S. 17:189.4.

(f) Satisfy all required Jump Start pathway components established in Subsection E of this Section.

(3) The state Department of Education shall maintain and publish a current list of all authorized statewide Jump Start pathways, including the industry sector, credentials, and occupational outcomes associated with each pathway, updated within thirty calendar days of any pathway authorization, modification, reauthorization, or deauthorization.

C. Regional pathways; requirements.

(1) A regional pathway, as defined in R.S. 17:189.2(18), shall be developed by a regional team as described in Subsection F of this Section and shall be available for delivery only within a local or regional workforce development designated area.

(2) To be eligible for designation as a regional Jump Start pathway, a proposed pathway shall:

(a) Be aligned to one or more occupations within an industry sector included on the applicable Regional Priority Industry List established pursuant to R.S. 17:189.4.

(b) Be anchored to one or more industry-based credentials approved by the Louisiana Workforce Investment Council pursuant to R.S. 23:2065 or R.S. 17:189.12.

(c) Include a structured nine-credit Jump Start course sequence meeting the requirements of R.S. 17:189.10.

(d) Incorporate a work-based learning component meeting the minimum tier and quality standards established in R.S. 17:189.11.

(e) Demonstrate alignment with documented regional employer demand for the occupations served by the Jump Start pathway.

(f) Satisfy all required Jump Start pathway components established in Subsection E of this Section.

(3) A regional Jump Start pathway shall adhere to the same academic credit requirements as statewide pathways, consistent with R.S. 17:189.10.

(4) The collaborative shall not recommend authorization of a regional pathway for an occupation within an industry sector that is not included on the applicable Regional Priority Industry List for the local or regional workforce development region in which the pathway would be delivered, consistent with R.S. 17:189.4.

(5) The state Department of Education shall maintain and publish a current list of all authorized regional Jump Start pathways, including the industry sector, credentials, and occupational outcomes associated with each pathway, updated within thirty calendar days of any pathway authorization, modification, reauthorization, or deauthorization.

D. Pathway tiers; designation criteria.

(1) The collaborative shall establish and maintain a tiered designation system for authorized Jump Start pathways, assigning each pathway to tiers based on industry alignment, credential value, and postsecondary and occupational outcomes.

(2) The collaborative shall assign each authorized pathway a tier designation at the time of initial authorization and shall reassess tier designation at each reauthorization under R.S. 17:189.13 and at any time when changes in credential tier status under R.S. 17:189.12 occur that affect the pathway's tier eligibility.

E. Required pathway components minimum elements.

(1) Each K-12 Jump Start pathway authorized under this Subpart, whether statewide or regional, shall at a minimum include all of the following components:

(a) A structured, sequential career and technical education course of study organized around a defined career field within a recognized career cluster, consisting of not fewer than nine credits as required by R.S. 17:189.10.

(b) A work-based learning component meeting the minimum tier and quality standards established in R.S. 17:189.11.

(c) One or more credentials pursuant to R.S. 17:189.12 that are aligned to the occupational outcomes of the pathway.

(d) A documented connection to one or more priority occupations, as defined in R.S. 17:189.2(17), in an industry sector on the Statewide Priority Industry List or a Regional Priority Industry List, consistent with the requirements of R.S. 17:189.4.

(e) An articulation agreement with at least one Louisiana public postsecondary institution, with priority given to Louisiana community and technical colleges, specifying the credit transfer terms applicable to students who complete the pathway, consistent with the requirements of R.S. 17:189.15.

(f) A career counseling and career coaching plan satisfying the requirements of R.S. 17:189.8, as incorporated into the local education agency's pupil progression plan pursuant to R.S. 17:189.8(G).

(2) No Jump Start pathway shall be authorized or reauthorized unless all components in Paragraph (1) of this Subsection are documented in the pathway authorization proposal under R.S. 17:189.13 and are maintained throughout the pathway's authorization period.

**(3) The State Board of Elementary and Secondary Education shall, by rule adopted pursuant to the Administrative Procedure Act, R.S. 49:950 et seq., establish additional minimum standards for each required pathway component where necessary to ensure consistent Jump Start pathway quality across the state. Any such additional pathway standards shall not be less rigorous than the standards established by this Section and by R.S. 17:189.10 through R.S. 17:189.15.**

**F. Regional team structure; composition; responsibilities.**

**(1) The collaborative, in consultation with Louisiana Works, Louisiana Economic Development, and the Board of Regents, shall establish regional areas. Each region of Louisiana shall have a regional team responsible for regional Jump Start pathway development and oversight as provided in this Subsection.**

**(2) Each regional team shall be led or facilitated by an institution that falls under Louisiana Community and Technical Colleges and shall be composed of, at minimum, all of the following members:**

**(a) Representatives of not fewer than two local education agencies operating within the workforce development region.**

**(b) A representative from not fewer than one Louisiana public postsecondary institution operating within or adjacent to the workforce development region.**

**(c) Not fewer than three representatives from business and industry operating within the workforce development region, of which at least two shall be representatives of businesses in priority industry sectors designated pursuant to R.S. 17:189.4 for the region.**

**(3) Each regional team shall:**

**(a) Develop and submit to the collaborative a proposed Regional Priority Industry List and update that list as required by R.S. 17:189.4.**

**(b) Identify regional workforce development needs and propose regional Jump Start pathways for authorization under R.S. 17:189.13 that are aligned to the region's documented labor market demand.**

(c) Coordinate with local education agencies within the region to support the development, delivery, and continuous improvement of authorized regional Jump Start pathways.

(d) Recruit and establish employer partnerships for work-based learning placements consistent with R.S. 17:189.11.

(e) Participate in mid-cycle Jump Start pathway reviews as required.

(f) Prepare and submit to the collaborative an annual regional report documenting regional Jump Start pathway data, consistent with data elements required by R.S. 17:189.18.

(4) The Louisiana Community and Technical Colleges shall establish regional team operational procedures for:

(a) The selection and rotation of regional team members.

(b) Regional team decisionmaking, proposal submissions, and reporting obligations.

G. Partnering authority; cross-district enrollment; program sharing.

(1) A local education agency that does not have sufficient capacity to independently deliver an authorized Jump Start pathway may fulfill its obligations through one or more of the following arrangements:

(a) A formal partnership with one or more other local education agencies within a workforce development region to jointly deliver a Jump Start pathway, as authorized by applicable Louisiana law governing cooperative endeavors and intergovernmental agreements.

(b) A partnership with a Louisiana community and technical college, consistent with R.S. 17:189.17.

(2) Any partnering arrangement under this Subsection shall be memorialized in a written Memorandum of Understanding (MOU) and submitted to the collaborative as part of any pathway authorization or reauthorization proposal under R.S. 17:189.13.

(3) No student shall be assessed a fee for participation in a Jump Start pathway offered through a partnering arrangement under this Subsection. All pathway-related costs incurred in connection with a partnering arrangement

shall be funded through available local, state, and federal career and technical education funds, or other lawfully available appropriations.

(4) A local education agency that participates in a partnering arrangement under this Subsection remains responsible for ensuring that the enrolled students receive ICAP services required under R.S. 17:189.7 and R.S. 17:189.8, regardless of the site at which instruction is delivered.

§189.10. Career Major Program; general requirements

A. Career Major Program.

(1) Each authorized K-12 Jump Start pathway under this Subpart shall include a Career Major Program that constitutes the core academic and technical coursework sequence through which a student pursues a Career Diploma and the nine-credit Jump Start career and technical education course sequence established in Subsection C of this Section.

(2) A Career Major Program shall be developed in alignment with the career cluster and occupational focus of an authorized Jump Start pathway and shall reflect the credential standards required for pathway completion.

(3) The collaborative, or its designee, shall maintain Career Major Program frameworks for each authorized statewide Jump Start pathway. For regional Jump Start pathways, a regional team shall submit a Career Major Program proposal as part of its pathway authorization submission under R.S. 17:189.13.

(4) Each Career Major Program framework shall identify:

(a) Required academic core courses and credit hours.

(b) Required career and technical education course sequence and credit hours.

(c) Assessment requirements under Subsection D of this Section.

(d) Required credential or credentials.

(e) Work-based learning requirements applicable to the pathway.

(f) Any dual enrollment or early postsecondary access opportunities available within the pathway under Subsection G of this Section.

B. Academic core credit requirements.

**(1) Students pursuing a Career Diploma through an authorized Jump Start pathway shall satisfy the academic core credit requirements established by the State Board of Elementary and Secondary Education pursuant to R.S. 17:7 and this Subpart. Academic core credit requirements for Career Diploma students shall be equivalent in rigor and content coverage to those required for a standard diploma.**

**(2) Nothing in this Subsection shall preclude the State Board of Elementary and Secondary Education from establishing equivalent but differentiated elective course options for students pursuing a Career Diploma that replace nonrequired elective courses in the standard diploma track, provided that the differentiated options are aligned to the student's ICAP and Career Major Program.**

**(3) Academic core credits earned through approved dual enrollment courses pursuant to Subsection G of this Section shall count toward the academic core credit requirements of this Subsection, consistent with R.S. 17:2930 and the provisions of R.S. 17:189.15.**

**C. Career and technical education course sequence; Jump Start credits.**

**(1) To earn a Career Diploma, a student shall complete a structured career and technical education course sequence within an authorized Jump Start pathway, consisting of not fewer than nine credits, hereinafter "the nine-credit Jump Start course sequence". The nine-credit Jump Start course sequence shall be composed of courses that are:**

**(a) Organized sequentially to build progressively on technical knowledge and skills from introductory through advanced levels of pathway-specific competencies.**

**(b) Aligned to the standards required for a credential or credentials associated with a pathway.**

**(c) Delivered by instructors who meet the qualification standards established under R.S. 17:189.17.**

**(d) Approved by the collaborative as part of the Career Major Program framework for the pathway pursuant to Subsection A of this Section.**

(2) Of the nine required Jump Start credits, not fewer than two credits shall be earned through courses that include a work-based learning component at or above Level 3 of the tiered quality continuum established in R.S. 17:189.11.

(3) Any credit earned through examination or dual enrollment course aligned to the Jump Start pathway may count toward the nine-credit Jump Start course sequence as part of the Career Major Program framework and consistent with the early postsecondary access provisions of Subsection G of this Section and R.S. 17:2930.

D. Assessment requirements.

(1) Students pursuing a Career Diploma shall, during the course of the nine-credit Jump Start course sequence, complete all assessments required as a condition of the credential or credentials associated with a Jump Start pathway.

(2) Credential assessment results shall be reported as part of the collaborative's annual report, disaggregated by pathway, local education agency, and other categories specified in R.S. 17:189.18.

(3) Nothing in this Subsection shall limit the authority of the State Board of Elementary and Secondary Education to require state-administered assessments for students pursuing a Career Diploma.

E. Career major program access criteria.

(1) Each local education agency operating an authorized Jump Start pathway shall ensure that the Career Major Program courses associated with the pathway are accessible to all students who have selected the pathway as part of their ICAP process.

(2) No admission criteria for a Career Major Program shall be developed unless the collaborative determines, upon documented evidence, that such criteria are necessary for a specific pathway due to technical prerequisite knowledge or by applicable occupational licensing requirements. Any such performance-based access criteria shall be included in the Jump Start pathway authorization proposal submitted under R.S. 17:189.13.

(3) Enrollment management procedures may be developed by a local education agency for a Career Major Program where the number of students seeking enrollment exceeds program capacity. Procedures shall ensure that students and their parents or legal guardians receive ICAP counseling and alternative Jump Start pathway options if they are unable to enroll in their first-choice Jump Start pathway consistent with R.S. 17:189.8.

(4) Students with disabilities shall have access to Career Major Programs consistent with their Individualized Education Programs (IEP) and applicable federal and state special education laws.

F. Local education agency curriculum submission and approval.

(1) A local education agency shall not offer a Career Major Program curriculum that has not been approved by the collaborative. Any material modification to an approved Career Major Program curriculum shall require resubmission. A modification is material if it changes:

(a) One or more courses in the nine-credit Jump Start course sequence.

(b) The required credential or credential tier.

(c) The work-based learning component.

(2) Each local education agency shall communicate annually to the parents or legal guardians of a student enrolled in, or considering enrollment in, an authorized Jump Start pathway. This communication shall be incorporated into the notification obligations of R.S. 17:189.7 and shall occur not later than thirty calendar days before a course selection period for the upcoming academic year.

G. Dual enrollment; early postsecondary access.

(1) Students enrolled in an authorized Jump Start pathway are encouraged to pursue early postsecondary credit opportunities through courses that include accelerated credit such as Advanced Placement (AP) and International Baccalaureate (IB), credit by examination such as College-Level Examination Program (CLEP), and Fast Forward dual enrollment opportunities in postsecondary courses aligned to their pathway, consistent with

R.S. 17:2930 and the postsecondary articulation agreements required under R.S. 17:189.15.

(2) Each Career Major Program framework developed pursuant to Subsection A of this Section shall identify, where available, approved early postsecondary credit opportunities that:

(a) Are aligned to the standards of the Jump Start pathway.

(b) Count toward the nine-credit Jump Start course sequence.

(c) For dual enrollment courses, are offered through a Louisiana public postsecondary institution that has executed an articulation agreement with the local education agency or regional team pursuant to R.S. 17:189.15.

(3) No student enrolled in a local education agency shall be charged tuition or fees for dual enrollment course approved as part of a Career Major Program framework, to the extent permitted by applicable state law governing funds for career development and dual enrollment programs.

H. Students with exceptionalities; alternative graduation pathway.

Nothing in this Section shall be construed to preclude a student with an exceptionality, as defined in R.S. 17:1942, from accessing, enrolling in, or receiving a Career Diploma through an authorized K-12 Jump Start pathway. Each local education agency shall ensure that the Career Major Program requirements of this Section are implemented in a manner consistent with each eligible student's Individualized Education Program (IEP), applicable provisions of the Individuals with Disabilities Education Act, 20 U.S.C. 1401 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.

§189.11. Work-based learning; quality standards and tiered requirements

A. Work-based learning quality continuum; four-level tiered framework.

(1) There is hereby established the "Louisiana Jump Start Work-Based Learning Quality Continuum". The continuum shall consist of four levels organized from least to most intensive as set forth in Paragraphs (2) through (5) of this Subsection. All work-based learning activities for Jump Start pathway purposes shall be classified at one of the four continuum levels.

**(2) Level 1: Career awareness activities. Level 1 of the continuum includes structured career awareness experiences that introduce students to occupational roles and workplace environments without a direct employer-supervised placement component.**

**(a) Level 1 activities include, but are not limited to:**

**(i) Employer-in-classroom presentations.**

**(ii) Virtual career tours.**

**(iii) Career fairs with organized student interaction with industry representatives.**

**(iv) Informational classroom-based activities connecting academic content to career contexts within a priority industry sector.**

**(b) Level 1 activities qualify under Stage I and Stage II of the four-stage framework established in R.S. 17:189.6 ; but, Level 1 activities do not satisfy the minimum work-based learning requirement for Jump Start credit under Subsection B of this Section.**

**(3) Level 2: Career exploration activities. Level 2 of the continuum includes structured employer engagement activities that provide students with direct, supervised observation of workplace operations and occupational roles.**

**(a) Level 2 activities include but are not limited to:**

**(i) Job shadowing experiences.**

**(ii) Employer site visits organized for career exploration purposes.**

**(iii) Structured career mentoring sessions in which a student works individually with an industry professional to explore career options and workplace expectations.**

**(b) Level 2 activities must not be less than four hours in duration, must include a structured reflection component, and must be documented by the supervising school counselor, career coach, or CTE instructor consistent with Subsection D of this Section.**

**(4) Level 3: Project-based, school-based enterprises, and cooperative education experiences. Level 3 of the continuum includes structured learning**

experiences in which students apply pathway-specific technical knowledge and skills in an employer-led context.

(a) Level 3 activities include but are not limited to:

(i) Project-based learning experiences conducted in partnership with an employer.

(ii) Supervised cooperative education placements with an employer not in a priority industry sector.

(iii) School-based enterprise programs with documented employer advisory involvement.

(b) Level 3 activities must include a documented employer partnership consistent with Subsection C of this Section and a student performance evaluation by the employer or employer representative, and must be supervised by a qualified CTE instructor or other authorized professional.

(c) Completion of a Level 3 activity must not be fewer than the required hours set by the state Department of Education for the activity.

(d) To the extent permitted under applicable local, state, and federal laws and available funds, students shall be compensated during the duration of their Level 3 activities.

(5) Level 4: Youth apprenticeship and internship programs. Level 4 of the continuum includes extended structured employer-supervised work experiences that provide students with direct on-the-job training based on pathway-specific technical knowledge and skills.

(a) Level 4 activities align to rules and requirements set forth by Louisiana Works for Youth Apprenticeships and the State Board of Elementary and Secondary Education for Internships.

B. Employer partnership requirements.

(1) Each local education agency operating an authorized Jump Start pathway shall maintain documented employer partnerships sufficient to provide Level 3 or above work-based learning placements for all students enrolled in the pathway at Stage III or Stage IV of the four-stage framework established in R.S. 17:189.6.

**(2) A documented employer partnership for purposes of this Section shall consist of a written agreement between the local education agency and the employer that specifies:**

**(a) The nature of the work-based learning activities to be provided, including the WBL tier level under Subsection A of this Section.**

**(b) The number of students the employer will accept for WBL placements during the applicable school year.**

**(c) The employer's responsibilities for student supervision, performance evaluation, and documentation.**

**(d) The local education agency's responsibilities for student supervision, performance evaluation, and documentation.**

**(e) The agreed compensation arrangement, if applicable, including compliance with local, state, and federal laws governing student work arrangements.**

**(f) The process for the local education agency to conduct site visits consistent with Subsection D of this Section.**

**(3) An employer participating in a WBL partnership under this Section shall designate a qualified workplace supervisor for each student placed with the employer. The workplace supervisor shall be responsible for:**

**(a) Providing day-to-day supervision and technical guidance to the student.**

**(b) Completing the student performance evaluation required under Subsection D of this Section.**

**(c) Communicating with the local education agency regarding student progress and placement conditions.**

**(4) Regional teams shall facilitate employer partnership development for regional pathways within their workforce development region, consistent with R.S. 17:189.9, and shall maintain a current directory of employers within the region who have executed or expressed interest in executing WBL partnership agreements.**

**C. Documentation, quality assurance, and site oversight.**

(1) Each local education agency shall maintain documentation of all work-based learning activities conducted for purposes of satisfying Jump Start pathway requirements. Such documentation shall be maintained as part of the student's educational record consistent with FERPA, 20 U.S.C. 1232g, and R.S. 44:1 et seq., and shall include:

- (a) The WBL tier level of the activity.
- (b) The employer partner's name and contact information.
- (c) The start and end dates of the WBL activity.
- (d) The total hours completed by the student for the WBL activity.
- (e) The employer's written performance evaluation of the student for Level 3 and Level 4 WBL activities.
- (f) The supervising CTE instructor's or other authorized professional's assessment of the student's work-based learning engagement and experience.

(2) Each local education agency shall conduct at least one oversight site visit per academic year to each employer partner providing Level 3 and Level 4 WBL placements. The site visit shall be conducted by a qualified CTE instructor or other authorized professional, and shall:

- (a) Confirm that the employer is fulfilling the obligations specified in the employer partnership agreement under Subsection B of this Section.
- (b) Confirm that student placement conditions comply with applicable state and federal health, safety, and labor laws.
- (c) Document any concerns or deficiencies observed and the corrective action taken or planned.
- (d) Obtain the employer's completed performance evaluation of each student placed with the employer.

(3) Data reporting obligations for work-based learning activities including student participation and completion rates by WBL tier level; employer partnership counts; and oversight site visit records, shall be governed by R.S. 17:189.18.

§189.12. Credentials; tiered classification system; accountability interation

A. Credential authority and integration.

(1) The review, approval, and tier classification of credentials shall be governed by the Louisiana Workforce Investment Council in coordination with the Board of Regents, and the Louisiana Community and Technical Colleges, agencies representing industry-based credentials, postsecondary credentials, and professional licenses.

(2) The Louisiana Workforce Investment Council shall maintain and publish a current online registry of all credentials designated for use in authorized Jump Start pathways under this Subpart, organized by credential name, issuing body, and tier classification under Subsection B of this Section. The online registry shall be updated within thirty calendar days of any addition, modification, or removal of a credential.

B. Tiered credential classification system.

The system shall classify all approved or designated credentials in tiers reflecting the degree to which the credential is associated with priority occupations under R.S. 17:189.2(17) and occupational outcomes in Louisiana's workforce.

C. Credential review.

(1) The collaborative, or its designee, shall conduct a review of each credential included on the registry maintained under Subsection A of this Section as part of each Biennial Priority Review under R.S. 17:189.4 and at any time the collaborative receives information that a credential may no longer satisfy the classification criteria applicable to its current tier designation or the credential may be misplaced in a tier.

(2) Upon documented analysis, the collaborative may recommend to the Louisiana Workforce Investment Council the reclassification of a credential to a different tier or remove a credential from the registry.

§189.13. Jump Start pathway authorization; review and reauthorization

A. Application process for Jump Start pathway authorization.

(1) A local education agency or regional team seeking to establish an authorized Jump Start pathway shall submit a proposal to the collaborative. Following the proposal review, the collaborative shall submit a written

recommendation to the State Board of Elementary and Secondary Education regarding authorization.

(2) A Jump Start pathway authorization proposal shall include, at minimum, all of the following:

(a) A description of the proposed pathway, including the career cluster, occupational focus, and workforce development region or regions for which authorization is sought.

(b) Documentation of alignment between the proposed pathway and the applicable Statewide Priority Industry List or Regional Priority Industry List under R.S. 17:189.4, including the data sources on which the alignment determination is based.

(c) A wage analysis documenting the expected wage premium associated with the credential.

(d) The Career Major Program framework required under R.S. 17:189.10, including the nine-credit Jump Start course sequence and academic core credit requirements.

(e) Documentation of the credential or credentials required for pathway completion, including the tier classification of each credential under R.S. 17:189.12, if applicable.

(f) A work-based learning plan describing the employer partnership structure, the required tier level, and documentation and oversight procedures consistent with R.S. 17:189.11.

(g) Evidence of the postsecondary articulation agreement required under R.S. 17:189.15, or a documented timeline for where an agreement has not yet been finalized at the time of proposal submission.

(h) Identification of the pathway tier designation sought under R.S. 17:189.9.

(i) A counseling and career coaching plan describing how the LEA will satisfy the ICAP and advising requirements of R.S. 17:189.7 and R.S. 17:189.8.

(j) For regional pathways, a copy of any partnering agreement under R.S. 17:189.9 and documentation from the regional team supporting the proposal.

(k) Such additional information as the collaborative may require.

(3) The collaborative shall publish and maintain a pathway authorization proposal form updated not less than annually.

B. Jump Start pathway authorization criteria.

(1) The collaborative shall recommend authorization of a proposed Jump Start pathway to the State Board of Elementary and Secondary Education upon concluding the proposal satisfies all of the following:

(a) The pathway is aligned to an occupation within an industry sector on the applicable Priority Industry List, consistent with the requirements of R.S. 17:189.4.

(b) The pathway includes all required pathway components established in R.S. 17:189.9.

(c) The Career Major Program curriculum meets the standards of R.S. 17:189.10.

(d) The work-based learning component meets the standards of R.S. 17:189.11.

(e) The required credential satisfies the threshold of R.S. 17:189.12.

(f) The postsecondary articulation agreement required by R.S. 17:189.15 has been executed or a documented timeline has been approved.

(g) The proposing local education agency or regional team has demonstrated, through a recently submitted annual counseling activity report under R.S. 17:189.8, that the counseling and career coaching infrastructure is appropriate.

(h) The wage premium analysis submitted under Subsection A of this Section documents a positive expected wage premium associated with the identified pathway credential.

(2) The collaborative shall transmit its written recommendation, including the appropriate tier for a credential and whether Louisiana Works

deems the credential to be of high value, to the State Board of Elementary and Secondary Education not later than sixty calendar days after receipt of a complete pathway authorization proposal.

(3) The State Board of Elementary and Secondary Education shall act on the collaborative's written recommendation not later than sixty calendar days after receipt. If the board does not act within sixty calendar days of receipt, the collaborative's recommendation shall be deemed approved.

C. Jump Start pathway authorization conditions.

(1) Each Jump Start pathway authorization issued under this Section shall be subject to the following conditions, which must be satisfied at the time of authorization and maintained throughout the pathway's authorization period:

(a) The pathway remains aligned to an occupation within an industry sector on the applicable Priority Industry List, consistent with R.S. 17:189.4.

(b) The pathway's credential remains approved or designated under R.S. 17:189.12.

(c) The Career Major Program curriculum and nine-credit Jump Start course sequence remain materially consistent with the approved curriculum submitted under R.S. 17:189.10.

(d) The work-based learning component provides Level 3 or Level 4 placements for enrolled students, consistent with R.S. 17:189.11.

(e) The postsecondary articulation agreement under R.S. 17:189.15 remains in effect.

(f) The local education agency maintains the counseling and career coaching standards required by R.S. 17:189.8 for students enrolled in the pathway.

(g) The local education agency annually reports pathway data consistent with the requirements of R.S. 17:189.18.

(2) Any change to an authorized pathway that affects a condition listed in Paragraph (1) of this Subsection shall be reported by the local education

agency or regional team in writing to the collaborative within thirty calendar days of the change.

**D. Five-year Jump Start pathway authorization cycle.**

(1) Each authorized Jump Start pathway shall be subject to a reauthorization review not less frequently than once every five years from the date of initial authorization or most recent reauthorization, as applicable. No pathway shall continue to operate as an authorized Jump Start pathway beyond the five-year authorization period without reauthorization.

(2) The collaborative shall maintain and publish a schedule of upcoming pathway reauthorization reviews, updated not less than annually, identifying each authorized pathway, the date of initial authorization or last reauthorization, and the next scheduled reauthorization date.

(3) If the collaborative's reauthorization review process for a Jump Start pathway is not completed before the expiration of the pathway's five-year authorization period, the pathway's authorization shall be extended on a holdover basis for not more than one academic year while the reauthorization review is completed.

(4) The five-year pathway authorization cycle is distinct from and independent of the biennial priority review under R.S. 17:189.4; neither satisfies nor substitutes for the other.

**E. Jump Start pathway mid-cycle review triggers.**

(1) An authorized Jump Start pathway shall be subject to a mid-cycle review upon the occurrence of any of the following triggering events:

(a) The Louisiana Jump Start Collaborative removes from the Statewide Priority Industry List or applicable Regional Priority Industry List the industry sector to which the pathway is aligned.

(b) The required credential for the pathway is reclassified or removed in a manner that affects the pathway's tier compliance.

(c) The collaborative identifies that a pathway's credential attainment rate has fallen below fifty percent for two consecutive academic years.

(d) The postsecondary articulation agreement required for the pathway under R.S. 17:189.15 expires or is terminated without replacement.

(e) The collaborative, by a vote of not fewer than two thirds voting members, determines that material changes in regional or statewide labor market conditions warrant an earlier review.

(2) Upon the occurrence of a triggering event under Paragraph (1) of this Subsection, the collaborative shall:

(a) Notify the affected local education agency or regional team of a mid-cycle review.

(b) Complete the mid-cycle review within ninety calendar days of notification.

(c) Transmit a written recommendation to the State Board of Elementary and Secondary Education regarding continuation, modification, or conclusion of the pathway's authorization.

F. Pathway modification; suspension; sunset provisions.

(1) A local education agency operating an authorized Jump Start pathway may propose a material modification to the pathway by submitting a pathway modification proposal to the collaborative. A modification is material if it affects any of the authorization conditions established in Subsection C of this Section.

(a) Nonmaterial changes may be implemented by a local education agency or regional team with notification to the collaborative.

(2) The collaborative may recommend suspension of a Jump Start pathway's authorization when the local education agency or regional team has failed to maintain one or more authorization conditions under Subsection C of this Section and has not remediated the deficiency or a mid-cycle review under Subsection E of this Section and identifies conditions that present an immediate risk to enrolled students.

(3) Suspension of a Jump Start pathway's authorization may not take effect until the State Board of Elementary and Secondary Education has acted on the collaborative's suspension recommendation.

(4) A Jump Start pathway whose authorization has been suspended shall not enroll new students in the pathway during the suspension period. Students already enrolled in a suspended pathway shall be permitted to complete the pathway if the suspension is expected to be resolved before the students' expected graduation date or offered alternative pathway options by the local education agency if the suspension cannot be resolved within a timeframe that allows the student to complete the pathway before graduation.

(5) A Jump Start pathway that has been discontinued, or whose authorization has not been renewed, shall be formally sunset. The local education agency or regional team shall give enrolled students not less than one full academic year's advance notice of a planned sunset and shall identify alternative pathway options for affected students.

§189.14. Rural LEA access; differentiated provisions and thresholds

A. Rural LEA classification.

(1) For purposes of this Subpart, a local education agency shall be classified as a "rural local education agency" upon meeting one or more of the following criteria:

(a) The local education agency is located in a parish where the population density, as determined from the most recently published federal decennial census data, is fewer than one hundred persons per square mile.

(b) The local education agency's total public K-12 student enrollment, as reported in the most recently published annual enrollment data of the state Department of Education, is fewer than four thousand students.

(c) The local education agency's primary service area has been classified as a rural locale under the National Center for Education Statistics, NCES, locale classification framework maintained by the United States Department of Education, specifically as Locale Code 41 Rural Fringe, 42 Rural Distant, or 43 Rural Remote, under the most recently published NCES locale classification data.

(2) In addition to the criteria established in Paragraph (1) of this Subsection, the collaborative may, upon written request by a local education

agency, certify it as a rural local education agency for purposes of this Section upon finding the local education agency faces structural access barriers established by the collaborative.

(3) The collaborative shall review and reconfirm rural LEA classifications under this Section not less frequently than once every five years, coordinated with the five-year pathway reauthorization cycle under R.S. 17:189.13. A local education agency that no longer meets any criterion in Paragraph (1) of the Subsection or any basis for certification under Paragraph (2) of this Subsection shall be transitioned to standard pathway authorization requirements.

**B. Differentiated pathway authorization thresholds for rural LEAs.**

(1) Notwithstanding R.S. 17:189.9 and R.S. 17:189.13, a rural local education agency classified under Subsection A of this Section shall be subject to differentiated thresholds established by the collaborative.

(2) A rural local education agency whose Jump Start pathway has been authorized under this Section shall submit to the collaborative an annual rural pathway progress report not later than December first of each year, covering the immediately preceding academic year and containing:

(a) Current enrollment in the authorized pathway, disaggregated by grade level.

(b) The current status of all employer partnerships, including new employer partnerships established during the reporting year and any employer partnerships discontinued.

(c) The tier level of work-based learning placements provided to enrolled students during the reporting year, and documentation of progress toward the WBL minimum tier level required by R.S. 17:189.11, where a Work-Based Learning Development Plan is in effect.

(d) Any material changes to pathway delivery that may affect compliance with the pathway authorization conditions of R.S. 17:189.13.

(e) Any transportation challenges experienced during the reporting year and steps the local education agency has taken or plans to take to address them,

consistent with the transportation access plan required under Subsection D of this Section.

C. Consortium pathway authorization; small districts.

(1) Two or more rural local education agencies classified under Subsection A of this Section may jointly submit a Jump Start pathway authorization proposal as a consortium. A consortium established under this Subsection shall be treated as a single proposing party for purposes of the R.S. 17:189.13 pathway authorization process.

(2) A consortium Jump Start pathway proposal shall include, in addition to all elements required under R.S. 17:189.13, the following:

(a) The identity of each participating rural local education agency and the designation of one participating local education agency as lead, which shall serve as the primary administrative party responsible for all communications with the collaborative, for enrollment coordination across participating local education agencies.

(b) A signed consortium agreement executed by the authorized representative of each participating local education agency, specifying:

(i) The responsibilities of each participating local education agency for curriculum delivery, instructor staffing, work-based learning coordination, credentialing support, and student advising and ICAP services under R.S. 17:189.7 and R.S. 17:189.8.

(ii) The site or sites at which Jump Start pathway instruction will be delivered, and the transportation arrangements each participating local education agency will use to ensure enrolled students have access to each delivery site, consistent with the requirements of Subsection D of this Section.

(iii) A plan for shared allocation of pathway enrollment capacity among participating local education agencies, including enrollment targets and procedures for addressing over- or under-enrollment at any participating local education agency.

(iv) The process for admitting additional rural LEAs to the consortium, consistent with Paragraph (5) of this Subsection.

(v) Dispute resolution procedures for inter-LEA disagreements arising from the consortium's delivery of the authorized pathway.

(c) Documentation of the combined total K-12 student enrollment of all participating local education agencies, which shall constitute the enrollment basis for all collaborative assessments of pathway viability for the consortium.

(d) Where applicable, documentation of any existing partnering arrangements under R.S. 17:189.9 on which the consortium intends to rely for pathway delivery, together with a description of how those arrangements are incorporated into the consortium's delivery model.

(3) For purposes of Jump Start pathway authorization, reauthorization, and all related assessments under R.S. 17:189.13, the combined student enrollment of all participating local education agencies shall be aggregated and treated as a single local education agency enrollment figure. The employer-demand documentation thresholds applicable under Subsection B of this Section shall apply to the consortium as a whole.

(4) The lead LEA is primarily responsible for compliance with R.S. 17:189.13 authorization conditions.

(5) A local education agency that is not classified as a rural local education agency under Subsection A of this Section but operates in a geographic area contiguous to the service area of one or more participating rural local education agencies in a consortium may petition the collaborative for inclusion in the consortium upon demonstrating that the local education agency faces documented access barriers comparable to those qualifying rural local education agencies. The collaborative may approve inclusion upon a written finding that the applying local education agency's participation would strengthen the consortium's ability to deliver a pathway consistent with the standards of this Subpart and that inclusion does not circumvent the rural access purpose of this Section.

D. Transportation support requirements.

(1) A local education agency delivering a Jump Start pathway at a site outside enrolled students' school of attendance, whether independently or

through a consortium, shall ensure enrolled students have meaningful access to transportation to and from the instructional site. Transportation provided under this Section shall comply with all applicable Louisiana laws governing the transportation of public school students.

(2) Each rural LEA that delivers, or proposes to deliver, a pathway at a shared or off-campus site shall include in its pathway authorization proposal, under R.S. 17:189.13, a Transportation Access Plan specifying:

(a) Each delivery site at which pathway instruction will be conducted and the estimated distance from the home school of each participating local education agency's students.

(b) The estimated number of students for whom transportation will be necessary.

(c) The mechanism or mechanisms through which the local education agency will provide or facilitate student access to each instruction site, which may include:

(i) Physical arrangements including school bus and third-party shuttle bus.

(ii) Technology-aided or hybrid instruction arrangements, consistent with R.S. 17:189.18, to supplement in-person delivery for pathway components that can be effectively delivered remotely, thereby reducing required student travel.

(d) The estimated annual cost of the transportation access mechanism identified under Subparagraph (c) of this Paragraph and the available funding source or sources from which those costs will be funded.

(e) A written assurance that no enrolled student will be denied access to the Jump Start pathway solely because of the student's inability to arrange transportation to the instructional site.

(3) The failure of a rural local education agency to submit and maintain its Transportation Access Plan required under Paragraph (2) of this Subsection, or to implement the plan in a manner that ensures enrolled students are not

denied access to the Jump Start pathway, shall constitute a failure to maintain pathway authorization conditions under R.S. 17:189.13.

E. Rural access monitoring.

(1) The collaborative shall monitor and publicly report on rural local education agencies access to authorized Jump Start pathways as provided in this Subsection, in coordination with its annual reporting obligations under R.S. 17:189.3 and the data requirements of R.S. 17:189.18.

(2) Nothing in this Section shall require a rural local education agency to offer any specific Jump Start pathway or limit its authority to determine, consistent with local governance responsibilities and the pathway authorization requirements of this Subpart, which pathways, if any, to propose for authorization.

§189.15. Postsecondary articulation and transfer credit agreements

A. Articulation agreement; condition of Jump Start pathway authorization.

(1) As a condition of Jump Start pathway authorization under R.S. 17:189.13, each local education agency shall maintain at least one postsecondary articulation agreement with at least one Louisiana public postsecondary institution, with priority given to community and technical colleges. The agreement shall be submitted as evidence of compliance in the Jump Start pathway authorization proposal under R.S. 17:189.13. If an executed agreement is not in place at the time of proposal submission, the local education agency shall submit a compliance timeline under Subsection D of this Section.

(2) A postsecondary articulation agreement required under this Subsection shall:

(a) Be signed by authorized representatives of all parties.

(b) Specify the Jump Start pathway or pathways to which the agreement applies and the academic year from which the credit transfer terms are effective.

(c) Set forth minimum credit transfer terms for qualifying Jump Start pathway completers accepted at the institution, consistent with Subsection B of this Section.

(d) Specify an effective period of not fewer than five years or the pathway's authorization period under R.S. 17:189.13, whichever is longer, subject to annual review under Subsection F of this Section.

(e) Include a process for resolving disputes between a qualifying student, the local education agency, and the contracting institution regarding a student's eligibility for credit transfer.

(3) A local education agency's failure to maintain an active postsecondary articulation agreement satisfying the requirements of this Section shall constitute a failure to maintain a Jump Start pathway in good standing and shall trigger the mid-cycle review process under R.S. 17:189.13.

B. Minimum agreement terms; credit transfer standards.

(1) A postsecondary articulation agreement required under Subsection A of this Section shall, at a minimum, provide all of the following:

(a) A defined transfer pathway entitling students to postsecondary course credit or equivalency recognition at the contracting postsecondary institution in an aligned subject area.

(b) A minimum transfer value of three postsecondary credit hours, or one postsecondary course equivalent, in the relevant subject area or occupational domain, applied toward the student's program upon enrollment.

(c) The pathway completion requirements for credit transfer eligibility, including completion of the approved nine-credit Jump Start course sequence under R.S. 17:189.10, attainment of the required credential under R.S. 17:189.12, or both; eligibility conditions shall not conflict with R.S. 17:189.5.

(d) The procedure by which an eligible student shall document pathway completion and request credit transfer evaluation by the contracting postsecondary institution.

(e) An annual review process consistent with Subsection F of this Section.

(2) An articulation agreement required under this Section shall not:

(a) Condition credit transfer eligibility solely on a student's enrollment in a specific program of study at the contracting postsecondary institution, except to the extent the transferred credit is applicable only within a defined postsecondary program aligned to the pathway.

(b) Require a student to repeat or retake coursework that is substantially equivalent in content to the Jump Start pathway coursework for which the credit transfer is sought.

(c) Include terms that, in practical effect, render credit transfer inaccessible.

(3) Nothing in this Section prevents a postsecondary articulation agreement from providing credit transfer terms more favorable than the minimums required by Paragraph (1) of this Subsection, including stacked credit applicable to multiple postsecondary programs, advanced-standing placement, or equivalencies exceeding Subparagraph (1)(b) of this Subsection.

C. Board of Regents coordination; common course numbering framework.

(1) The Board of Regents, in coordination with the collaborative, shall develop a common course numbering framework for Jump Start pathway courses that facilitates consistent transfer credit evaluation by Louisiana public postsecondary institutions. The framework shall:

(a) Assign to each authorized Jump Start pathway, or to defined clusters of pathway course sequences, a standardized course identifier that Louisiana public postsecondary education institutions may use to assess transfer credit eligibility consistent with their institutional articulation policies and with the minimum agreement terms required by Subsection B of this Section.

(b) Be organized by career cluster and industry sector, consistent with the Statewide Priority Industry List established under R.S. 17:189.4, and updated to reflect additions to and removals from the Priority Industry List as part of each Biennial Priority Review under R.S. 17:189.4.

(c) Serve as a shared reference system for all articulation agreements executed under this Section and for the statewide articulation framework developed under Paragraph (2) of this Subsection.

(2) The Board of Regents shall, not later than two years after the effective date of this Subpart and in coordination with the Louisiana Jump Start Collaborative, develop and publish a statewide articulation framework establishing minimum transfer credit terms applicable to all Louisiana public postsecondary education institutions for Jump Start pathway course sequences identified in the common course numbering framework under Paragraph (1) of this Subsection. The statewide articulation framework shall:

(a) Establish minimum credit transfer terms applicable to completers of authorized Jump Start pathways aligned to each industry sector on the Statewide Priority Industry List.

(b) Identify the postsecondary degree programs, technical certificate programs, and workforce certificate programs to which Jump Start pathway course credit may be applied, consistent with the Board of Regents' program approval and articulation authority under R.S. 17:3138 et seq.

(c) Be reviewed and updated by the Board of Regents, in coordination with the collaborative, not less frequently than once every three academic years, to reflect updates to the common course numbering framework and any changes to the Statewide Priority Industry List.

D. Statutory timeline for establishment of articulation agreement.

(1) For Jump Start pathway proposals seeking initial authorization under R.S. 17:189.13, the following requirements govern submission of the articulation agreement:

(a) A proposal that has an executed postsecondary articulation agreement meeting Subsection B of this Section at the time of proposal submission under R.S. 17:189.13 shall submit the agreement with the authorization proposal.

(b) A proposal that does not yet have a fully executed postsecondary articulation agreement at the time of proposal submission shall, in lieu of an

executed agreement, submit a documented compliance timeline as part of the proposal specifying:

(i) The name of each Louisiana public postsecondary institution with which the local education agency has been or is actively engaged in negotiations toward execution of an articulation agreement.

(ii) The credit transfer terms tentatively agreed upon or under active discussion, to the extent determinable.

(iii) A date by which a fully executed articulation agreement will be submitted to the Louisiana Jump Start Collaborative, which shall not be later than eighteen months following the date on which the Jump Start pathway is authorized.

(2) An authorized Jump Start pathway operating under an approved compliance timeline under Paragraph (1) of this Subsection shall not be subject to R.S. 17:189.13 authorization condition failure solely because no agreement has yet been executed, provided the local education agency is actively pursuing execution of the postsecondary articulation agreement and submits an agreement to the collaborative by the timeline's specified date.

(3) A Jump Start pathway shall not receive reauthorization under R.S. 17:189.13, and shall not be approved or maintained at Tier 2 or Tier 3 pathway designation under R.S. 17:189.9, unless a fully executed articulation agreement is in place at the time of the pathway's reauthorization review.

E. Compliance mechanism; consequences of noncompliance.

(1) An authorized Jump Start pathway whose articulation agreement expires or is terminated without simultaneous execution of a replacement agreement shall undergo a mid-cycle review by the collaborative, or its designee, under R.S. 17:189.13.

(2) An authorized Jump Start pathway that fails to maintain an active articulation agreement for a continuous period exceeding twenty-four months or without an approved compliance plan shall be subject to pathway suspension under R.S. 17:189.13 until a compliant agreement is executed and submitted to the collaborative.

**(3) Nothing in this Section requires deauthorization of a Jump Start pathway solely because a postsecondary institution failed to execute or maintain a required agreement, where the local education agency has documented good-faith efforts with at least two Louisiana public postsecondary institutions and demonstrated that no geographically accessible institution has agreed. In such circumstances, the collaborative may continue the pathway authorization with a written finding of institutional noncooperation, reported to the Board of Regents and legislature under this Section.**

**F. Annual review and update of articulation agreements.**

**(1) Each postsecondary articulation agreement required under this Section shall include a provision for annual review by all parties by June first of each year to assess whether the agreement accurately reflects the pathway's current curriculum, credentials, and postsecondary program alignments, and whether modifications are needed to maintain compliance with Subsection B of this Section.**

**(2) A local education agency operating an authorized pathway shall notify the collaborative within thirty calendar days of any of the following events:**

**(a) Execution of a new articulation agreement or renewal of an existing agreement covering the authorized pathway.**

**(b) A material modification to the credit transfer terms of an existing articulation agreement.**

**(c) Expiration of an articulation agreement without simultaneous execution of a renewal or replacement agreement.**

**(d) Termination or cancellation of an existing articulation agreement prior to its stated expiration date.**

**§189.16. Access to Jump Start pathways; partnering authority**

**A. All public high schools; access obligation.**

**(1) Each local education agency operating a public high school shall provide each enrolled student access to career and technical education courses, including authorized Jump Start pathways offered pursuant to this Subpart.**

**(2) Such access obligation includes:**

**(a) Ensure that at least one authorized Jump Start pathway is available to students enrolled in grades nine through twelve in each public high school operated by the local education agency, except as provided in Subsection C of this Section.**

**(b) Inform enrolled students and their parents or legal guardians of available Jump Start pathway options during ICAP development, review, and revision as required under R.S. 17:189.7.**

**(c) Ensure that the full nine-credit Jump Start course sequence required for Career Diploma completion under R.S. 17:189.10 is accessible to students enrolled in an authorized Jump Start pathway, either through direct course delivery by the local education agency or through a partnering agreement established under Subsection B of this Section.**

**(3) Nothing in this Section shall be construed to require a local education agency to offer a Jump Start pathway in an industry sector not included on the Statewide Priority Industry List or applicable Regional Priority Industry List maintained pursuant to R.S. 17:189.4.**

**B. Partnering authority; agreements with other schools and institutions.**

**(1) If a local education agency cannot directly provide career and technical education courses or an authorized Jump Start pathway, the local education agency may enter into a written partnering agreement with one or more of the following entities to provide such courses or pathway access to its enrolled students:**

**(a) A separate local education agency in the state.**

**(b) A Louisiana public community or technical college.**

**(c) A nonprofit proprietary school approved by the State Board of Elementary and Secondary Education.**

**(d) A Course Choice provider approved by the State Board of Elementary and Secondary Education, consistent with R.S. 17:4002.1 et seq.**

**(2) A partnering agreement entered into under this Subsection shall:**

(a) Be in writing and executed by authorized representatives of all parties.

(b) Specify the career and technical education courses or Jump Start pathways to which the agreement applies and the terms under which enrolled students will access the agreed instruction.

(c) Address liability, transportation responsibilities, and any cost-sharing arrangements between the parties.

(d) Be submitted to the collaborative as part of any Jump Start pathway authorization proposal or reauthorization proposal under R.S. 17:189.13.

(3) A partnering agreement under this Subsection may support the delivery of one or more components of an authorized Jump Start pathway, but it shall not substitute for the local education agency's obligation to ensure that enrolled students receive all required academic core courses, individual career planning, and counseling services consistent with R.S. 17:189.8 and R.S. 17:189.10.

(4) When a local education agency enters into an arrangement to share facilities, materials, equipment, or instructors with a Louisiana public community or technical college:

(a) The local education agency shall be responsible for the cost of transporting such students to the partnering institution.

(b) Other expenses and issues, including liability, involved in sharing resources shall be the responsibility of the local education agency.

(5) A regional team formed pursuant to R.S. 17:189.9 shall coordinate Jump Start pathway and course delivery across local education agency boundaries and may establish cross-district enrollment agreements and program-sharing arrangements consistent with R.S. 17:189.9 to support the goals of this Section.

(6) For rural local education agencies classified under R.S. 17:189.14, the partnering authority provided by this Subsection is subject to the provisions of R.S. 17:189.14, including consortium pathway arrangements available to multiple rural local education agencies under R.S. 17:189.14.

**C. Mission-based waiver; the State Board of Elementary and Secondary Education authority.**

**(1) If the approved mission or curriculum model of a public high school does not align with providing career and technical education courses or an authorized Jump Start pathway, the governing authority of the school may request a waiver from the State Board of Elementary and Secondary Education of the access obligation established in Subsection A of this Section. Nothing in this Section shall be interpreted to supersede R.S. 17:4002.1 et seq.**

**(2) A waiver request submitted under Paragraph (1) of this Subsection shall:**

**(a) Describe the school's approved mission or curriculum model and the basis on which it does not align with providing career and technical education courses or authorized Jump Start pathways.**

**(b) Identify any alternative means through which students enrolled at the waiver-requesting school may access career and technical education courses consistent with Subsection A of this Section, including through partnering agreements under Subsection B of this Section.**

**(3) A waiver granted under this Subsection shall be reviewed by the State Board of Elementary and Secondary Education not less frequently than once every five years to assess whether the mission or curriculum basis for the waiver remains valid.**

**§189.17. Program delivery methods; instructor qualifications and professional development**

**A. Methods of program development and curriculum design options.**

**(1) To develop and implement a Career Major Program, a local education agency may use any of the following program development methods:**

**(a) System-wide development, in which the local education agency develops a uniform career major program across all schools under the agency's jurisdiction.**

**(b) Consortium development, in which the local education agency collaborates with one or more other local education agencies or a regional team**

formed pursuant to R.S. 17:189.9 to jointly develop and deliver a Career Major Program.

(2) The following curriculum design options are available for authorized Career Major Programs:

(a) Block scheduling arrangements that allow a student to accumulate Carnegie units in alignment with the nine-credit Jump Start course sequence established in R.S. 17:189.10.

(b) Coordination of available elective credits into a coherent, sequenced Career Major Program aligned with an authorized pathway.

(c) State Board of Elementary and Secondary Education-approved new courses developed to meet the requirements of an authorized Jump Start pathway.

(d) Sharing of facilities, materials, equipment, and instructors with community and technical colleges consistent with R.S. 17:189.17.

(e) Organization and sequencing of new courses in accordance with the appropriate Statewide Priority Industry List or Regional Priority List established under R.S. 17:189.4.

(f) Arrangements for students to complete work-based learning activities consistent with the work-based learning quality standards and tiered requirements established in R.S. 17:189.11.

(3) Each local education agency shall submit proposed Career Major Programs to the State Board of Elementary and Secondary Education for approval in accordance with R.S. 17:189.10.

B. Career and technical instructor qualifications.

(1) An instructor assigned to teach a career and technical education course within an authorized Jump Start pathway shall meet at least one of the following qualification standards:

(a) Hold a valid teaching certificate issued in accordance with state standards for certification of school personnel, in the applicable career and technical education subject area.

(b) Be in compliance with the reciprocal instructor certification policy established by the State Board of Elementary and Secondary Education for instructors who reside in other states but are employed by authorized providers and satisfy applicable state certification requirements pursuant to state law.

(2) In addition to Paragraph (1) of this Subsection, the state Department of Education, in consultation with the collaborative, shall, in coordination with the State Board of Elementary and Secondary Education, establish or affirm minimum industry-experience standards for instructors assigned to career and technical education courses in Jump Start pathways aligned to priority occupations under R.S. 17:189.4. Such standards shall:

(a) Require, at a minimum, that instructors assigned to designated Jump Start pathway career and technical education courses hold, or demonstrate the ability to obtain, the industry-based credentials required for student completion of the applicable pathway under R.S. 17:189.12.

(b) Recognize demonstrated industry experience in the relevant career field as a qualification pathway for alternative certification or provisional authorization, consistent with alternative certification procedures established by the State Board of Elementary and Secondary Education.

(c) Be established not later than one hundred eighty calendar days following the effective date of this Subpart and updated as necessary to reflect changes in priority occupation requirements and industry-based credential standards.

(4) A local education agency unable to identify a qualified instructor under Paragraph (1) or (2) of this Subsection for a specific career and technical education course within an authorized Jump Start pathway may, upon written acknowledgment from the state Department of Education:

(a) Contract with an approved postsecondary institution, community college, technical college, or other provider authorized under R.S. 17:189.17 to deliver the affected course through a formal instructional partnership agreement.

**(b) Deliver the affected course through technology-aided instruction consistent with Subsection D of this Section.**

**C. Staff development and professional development standards.**

**(1) Each instructor assigned to teach a career and technical education course within an authorized Jump Start pathway shall receive staff development and in-service training addressing both the technical content of the applicable career field and effective instructional strategies for career and technical education course delivery, aligned with the Career Major Program requirements.**

**(2) Any instructor assigned to teach a career and technical education course who was not previously certified or trained in the applicable content area shall receive appropriate staff development and in-service training before assuming sole instructional responsibility for the course, or shall be supervised by a qualified instructor until such training is completed.**

**(3) Local education agencies shall document professional development activities completed by each instructor assigned to a career and technical education course within an authorized pathway and shall make such records available upon request as part of Jump Start pathway oversight under R.S. 17:189.3.**

**D. Alternative delivery; technology-aided instruction.**

**(1) An authorized Jump Start pathway course may be delivered through technology-aided instruction, including virtual, online, or blended delivery methods, in any of the following circumstances:**

**(a) A qualified instructor meeting the standards of Subsection B of this Section is unavailable to provide direct instruction for the course.**

**(b) The local education agency determines that technology-aided instruction represents the most practicable means of providing pathway access to students in rural or geographically remote locations, consistent with the rural access provisions of R.S. 17:189.14.**

**(c) Technology-aided instruction supplements and supports classroom instruction, including through digital learning tools, simulations, or virtual**

work-based learning components endorsed by the applicable regional team and consistent with the work-based learning standards of R.S. 17:189.11.

(2) Technology-aided instruction alone shall not substitute for the work-based learning experiences required under R.S. 17:189.11. For Jump Start pathways delivered primarily or substantially through technology-aided instruction, local education agencies shall maintain active employer partnerships under R.S. 17:189.11 to ensure that students have access to required work-based learning experiences at the minimum tier level required by R.S. 17:189.11.

**§189.18. Data collection; reporting; transparency**

**A. Annual public Jump Start data report; mandate and publication deadline.**

(1) The collaborative shall publish annually a comprehensive public report hereby established as the "Jump Start Annual Data Report". The report shall be publicly available not later than March first of each year, covering data from the prior academic year.

(2) The collaborative shall transmit the Jump Start Annual Data Report to each of the following recipients not later than the publication deadline established in Paragraph (1) of this Subsection:

(a) The State Board of Elementary and Secondary Education.

(b) The chair of the House Committee on Education and the chair of the Senate Committee on Education of the Louisiana Legislature.

(c) The governor.

(d) Member agencies of the collaborative.

(3) Each Jump Start Annual Data Report shall be published in a format and at a level of detail sufficient to allow members of the public and policymakers to assess the performance, quality, and workforce alignment of Jump Start at the statewide, regional pathway, and local education agency levels.

**B. Required data elements.**

**(1) Each Jump Start Annual Data Report shall include, at a minimum, all of the following data elements and all pathway-level performance metrics reported under this Subsection shall use the standardized metrics established and updated by the collaborative pursuant to R.S. 17:189.3, ensuring consistency between the internal shared performance framework and the public report:**

**(a) The number of career and technical education concentrators, as defined in R.S. 17:189.2, enrolled in each authorized Jump Start pathway, disaggregated by pathway, industry sector, workforce development region, student subgroup, and grade level.**

**(b) The number of career and technical education completers, as defined in R.S. 17:189.2, including both those who earned a Career Diploma under R.S. 17:189.5 and those who completed all Jump Start pathway requirements without electing a Career Diploma, disaggregated by pathway, industry sector, workforce development region, student subgroup, and grade level.**

**(c) Credential attainment rates, including the percentage of career and technical education concentrators and career and technical education completers who earned at least one credential, disaggregated by Jump Start pathway, credential name, credential tier as established under R.S. 17:189.12, student subgroup, and grade level.**

**(d) Work-based learning participation rates, including the percentage of career and technical education concentrators and career and technical education completers participating in work-based learning activities and the tier of participation consistent with the tiered work-based learning requirements of R.S. 17:189.11 disaggregated by Jump Start pathway, industry sector, workforce development region, student subgroup, and grade level.**

**(e) Early postsecondary credit participation rates, including dual enrollment participation rates, and articulated credit participation rates, each reported by Jump Start pathway, consistent with the postsecondary articulation framework of R.S. 17:189.15 disaggregated by Jump Start pathway, course, workforce development region, student subgroup, and grade level.**

(f) Post-graduation transitions and outcomes measured using enhanced wage record data described under Subsection E of this Section and collected at the intervals specified in Subsection D of this Section:

(i) Postsecondary enrollment rates for Career Diploma graduates within four quarters of graduation, disaggregated by type of postsecondary institution enrolled program and student subgroup.

(ii) Employment rates and median wages for Career Diploma graduates within four quarters of graduation disaggregated by industry sector or occupation and by subgroup.

(iii) Employment rates and median wages for Career Diploma graduates at the second quarter after graduation disaggregated by industry sector or occupation and by subgroup.

(g) A summary of career and technical education instructors, disaggregated by local education agency, pathway, and workforce development region, as required under R.S. 17:189.18.

(2) Nothing in this Subsection shall be construed to prevent the collaborative from including additional data elements in the Jump Start Annual Data Report beyond the minimum floor established in Paragraph (1) of this Subsection, provided that all additional elements are consistent with the privacy protections established in Subsection G of this Section.

C. Student subgroup disaggregation; statutory obligation.

(1) All data elements reported in the Jump Start Annual Data Report under Subsection B of this Section shall be disaggregated, to the extent data are available and the aggregate reporting thresholds established in Subsection G of this Section permit, by all of the following student subgroup categories:

(a) Race or ethnicity.

(b) Gender.

(c) Economic disadvantage status.

(d) Rural or urban geographic classification of the student's enrolled school, using the rural local education agency designation criteria established in R.S. 17:189.14.

(e) Disability status, including students with disabilities receiving services under an Individualized Education Program (IEP) pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.

(f) English learner status.

(2) The student disaggregation requirement established in this Subsection is a standalone statutory obligation applicable to the Jump Start Annual Data Report published under Subsection A of this Section. This obligation is independent of, and supplementary to, any disaggregation requirements applicable to the shared performance framework under R.S. 17:189.3.

D. Cross-agency data sharing agreement

(1) As put forth in R.S. 17:189.3, agency members of the Louisiana Jump Start collaborative shall enter into a written, formal Memorandum of Understanding that includes cross-agency data sharing for the purpose of shared performance framework and the transmission of the Jump Start Annual Data Report.

(2) Nothing in this Subsection shall be construed to require the sharing of individually identifiable student data with the public. All data made publicly available in the Jump Start Annual Data Report shall be subject to the aggregate reporting thresholds and privacy protections established in Subsection G of this Section.

E. Privacy protections; aggregate reporting requirements.

(1) All data published in the Jump Start Annual Data Report shall be presented in aggregate form only. No individually identifiable student data shall be disclosed in any public report published under this Section.

(2) For purposes of disaggregation required by Subsection C of this Section and any other disaggregated data element included in the Jump Start Annual Data Report, the collaborative shall apply aggregate reporting thresholds to prevent the identification of individual students from publicly reported data.

(3) The data privacy protections established in this Subsection shall be consistent with and no less protective than the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g (FERPA), and any applicable Louisiana statutes governing the privacy of student records.

(4) Enhanced wage record data shall be subject to the confidentiality protections applicable to Louisiana Works wage records under Title 23 of the Louisiana Revised Statutes of 1950 and shall not be used for any purpose other than the production of the aggregate outcome data required by this Section.

#### §189.19. Applicability

The requirements of this Subpart shall not apply to any of the following:

(1) Any student who, as of the effective date of this Subpart, is enrolled in a Career Major Program under the provisions of R.S. 17:183.1 through R.S. 17:183.5 as they existed prior to enactment of this Act shall be entitled to complete that program and earn a Career Diploma under the requirements applicable at the time of the student's initial enrollment in the career major program.

(2) Each Jump Start pathway, Career Major Program, or credential-bearing program that was authorized by the State Board of Elementary and Secondary Education under R.S. 17:183.1 through R.S. 17:183.5 as of the effective date of this Subpart shall continue in effect for a transitional period of not less than eighteen months following the effective date of this Subpart.

(3) An Individual Graduation Plan established for a student under R.S. 17:2925 prior to the effective date of this Subpart shall remain in effect and shall be honored for purposes of that student's graduation requirements, subject to the student's rights under Paragraph (1) of this Subsection. Nothing in this Subpart shall require a student to revise a prior Individual Graduation Plan solely as a result of the enactment of this Act.

(4) No credential earned by a student under the provisions of R.S. 17:183.1 through R.S. 17:183.5 prior to the effective date of this Subpart shall be invalidated, reclassified downward, or reduced in value for purposes of that

**student's diploma requirements solely by reason of the enactment of this Act or the credential tier framework established in R.S. 17:189.12.**

**§189.20. Severability clause**

**If any provision or item of this Act, or the application thereof, is held invalid, such invalidity shall not affect other provisions, items, or applications of the Act which can be given effect without the invalid provision, item, or application and to this end the provisions of this Act are hereby declared severable.**

Section 2. R.S. 17:183.1 through 183.5 are hereby repealed.

Section 3. The provisions of this Act shall be implemented in Phases as outlined:

Phase I: Shall be known as the "Foundation Phase" which shall take effect not later than ninety calendar days following the effective date of this Act; and under this Phase the Louisiana Workforce Investment Council within Louisiana Works shall establish the administrative and staff support infrastructure required to support the collaborative operations. Phase II: Shall be known as the "Initial Operational Readiness Phase" which shall take effect not later than one hundred eighty calendar days following the effective date of this Act; and under this Phase the Louisiana Jump Start collaborative shall hold its organizational meeting and adopt operating procedures; the collaborative shall establish the initial Statewide Priority Industry List; the agency members of the collaborative shall execute the Memorandum of Understanding (MOU); and the State Board of Elementary and Secondary Education and the state Department of Education shall publish the initial approved career coaching vendor list. Phase III: Shall be known as the "Pathway Authorization Cycle Phase" which shall take effect not later than one year following the effective date of this Act; and under this phase the collaborative shall begin accepting pathway authorization proposals and each local education agency shall initiate the ICAP process for incoming seventh grade students beginning with the first academic year commencing after the effective date of this Act. Phase IV: Shall be known as the "Full Program Architecture Implementation Phase" which shall take effect not later than two years following the effective date of this Act; under this Phase the Board of Regents shall, in coordination with the collaborative, develop and publish the statewide articulation framework establishing minimum transfer credit terms; the collaborative shall complete the

initial tier designation review for all Jump Start pathways authorized under the new framework; and regional teams shall submit updated Regional Priority Industry Lists following the collaborative's completion of the first Biennial Priority Review. Phase V: Shall be known as the "Steady-State Operation Phase" which shall take effect by the beginning of the fourth academic year following the effective date of this Act; under this Phase all authorized Jump Start pathways shall have been reviewed by the collaborative and shall have received a tier designation; the first cohort of students with ICAPs shall be completing their high school careers under the four-stage framework; and the annual Jump Start Data Report shall have been published for the third consecutive year.

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The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Senate Legislative Services. The keyword, summary, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

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#### DIGEST

SB Original 2026 Regular Session

Proposed law provides for the creation of the Louisiana Jump Start Modernization Act, which may be cited as the Louisiana Jump Start Career Diploma Program.

Proposed law provides for legislative findings and purposes.

Proposed law provides for definitions.

Proposed law provides for the creation of a membership collaborative to include: The secretary of Louisiana Works, or his designee; the state Superintendent of Education, or his designee; the commissioner of Higher Education, or his designee; the president of the Louisiana Community and Technical Colleges, or his designee; the chairman of the Workforce Investment Council, or his designee; and representatives of industry sectors designated as priority industries by the Louisiana Workforce Investment Council and presidents or senior staff representing statewide business or industry associations headquartered in Louisiana.

Proposed law provides for the collaborative to review proposed decisions and to issue written recommendations to the State Board of Elementary and Secondary Education prior to and as a condition of BESE's action.

Proposed law provides for the collaborative to establish, maintain, and update a statewide priority industry list identifying industry sectors in the state designated as priority industries for purposes of K-12 Jump Start pathway development and credential tier classification.

Proposed law establishes the Louisiana Jump Start Career Diploma Program which is to be known as the "Louisiana Career Diploma" which will be issued by BESE to any student who successfully completes all requirements of an approved Louisiana Jump Start pathway.

Proposed law provides for a four-stage developmental framework for K-12 career and technical education. The four stages are Stage I: Career Awareness (grades K-Six); Stage II: Career Exploration (grades Seven-Eight); Stage III: Career Concentration (grades Nine-10); and Stage IV: Career Completion (grades 11-12).

Proposed law requires each student to have an individual career and academic plan beginning in the seventh grade. This will serve as the primary longitudinal career planning

instrument connecting a student's activities to the student's selection of an approved K-12 Jump Start pathway.

Proposed law provides for career counseling and career coaching standards.

Proposed law establishes pathway frameworks that must be maintained by the state Department of Education who must also publish a current list of all authorized Jump Start pathways.

Proposed law provides for pathway tiers the collaborative must establish and maintain for authorized Jump Start pathways, assigning each pathway to tiers based on industry alignment, credential value, and postsecondary and occupational outcomes.

Proposed law provides for a career major program in each authorized K-12 Jump Start pathway that constitutes the core academic and technical coursework sequence through which a student pursues a Career Diploma and the nine-credit Jump Start career and technical education course sequence.

Proposed law provides for a work-based learning quality continuum, consisting of four levels organized from least to most intensive.

Proposed law provides for the Jump Start pathway authorization application process which requires the LEA or regional team to submit a proposal to the collaborative seeking to establish an authorized Jump Start pathway. The authorization proposal mandates minimum requirements.

Proposed law provides that rural local education agencies access when they are officially classified as a rural education agency by meeting one or more of the following criteria:

- (1) The local education agency is located in a parish where the population density, as determined from the most recently published federal decennial census data, is fewer than 100 persons per square mile.
- (2) The local education agency's total public K-12 student enrollment, as reported in the most recently published annual enrollment data of the state Department of Education, is fewer than 4,000 students.
- (3) The local education agency's primary service area has been classified as a rural locale under the National Center for Education Statistics, NCES, locale classification framework maintained by the United States Department of Education, specifically as Locale Code 41 Rural Fringe, 42 Rural Distant, or 43 Rural Remote, under the most recently published NCES locale classification data.

Proposed law provides as a condition of Jump Start pathway authorization each local education agency shall maintain at least one postsecondary articulation agreement with at least one Louisiana public postsecondary institution, with priority given to community and technical colleges. The agreement shall be submitted as evidence of compliance in the Jump Start pathway authorization proposal. If an executed agreement is not in place at time of proposal submission, the local education agency shall submit a compliance timeline under proposed law.

Proposed law requires each local education agency operating a public high school to provide each enrolled student access to career and technical education courses, including authorized Jump Start pathways offered pursuant to proposed law.

Proposed law provides to develop and implement a Career Major Program, a local education agency can use the following program development methods:

- (1) System-wide development, in which the local education agency develops a uniform career major program across all schools under the agency's jurisdiction.

- (2) Consortium development, in which the local education agency collaborates with one or more other local education agencies or a regional team formed to jointly develop and deliver a Career Major Program.

Proposed law requires the Jump Start Annual Data Report to be publicly available by March first of each year covering data from the prior academic year.

Proposed law does not apply to the following:

- (1) Any student who, as of the effective date of this Subpart, is enrolled in a Career Major Program under the provisions of present law ( R.S. 17:183.1-R.S. 17:183.5) shall be entitled to complete that program and earn a Career Diploma under the requirements applicable at the time of the student's initial enrollment in the career major program.
- (2) Each Jump Start pathway, Career Major Program, or credential-bearing program that was authorized by the State Board of Elementary and Secondary Education under present law (R.S. 17:183.1-R.S. 17:183.5) shall continue in effect for a transitional period of not less than 18 months following the effective date of proposed law.
- (3) An Individual Graduation Plan established for a student under present law (R.S. 17:2925) shall remain in effect and shall be honored for purposes of that student's graduation requirements, subject to the student's rights under proposed law. Nothing in proposed law must require a student to revise a prior Individual Graduation Plan solely as a result of the enactment of proposed law.
- (4) No credential earned by a student under present law (R.S. 17:183.1-R.S. 17:183.5) shall be invalidated, reclassified downward, or reduced in value for purposes of that student's diploma requirements solely by reason of the enactment of proposed law or the credential tier framework established in proposed law.

Effective August 1, 2026.

(Adds R.S. 17:189.1-189.20; repeals R.S. 17:183.1-183.5)