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Title 28 EDUCATION

Part CLXIII. Bulletin 138—Jump Start Program

Chapter 1. General Provisions

§101. Overview

A. Louisiana's dynamic economy will increasingly demand young adults who are literate and numerate problem solvers capable of lifelong learning. To effectively prepare Louisiana public school students to graduate high school with the knowledge and skills required for employment in this economy, the Louisiana Department of Education (LDE) shall administer locally-developed comprehensive career and technical education (CTE) programs, hereinafter referred to as Jump Start.

B. Jump Start programs shall fulfill and replace CTE areas of concentration required in Bulletin 741, Section 2319, by prescribing the academic preparation and CTE courses and training experiences by which students will meet the requirements to attain a high school diploma and earn industry credentials certifying their readiness to participate in key job sectors.

C. Jump start programs shall prepare students to earn statewide industry-based certifications (IBCs) aligned with high-growth, high-wage job sectors as approved by Louisiana's Workforce Investment Council (WIC) pursuant to R.S. 23:2065. Pathways preparing students to earn statewide IBCs shall be augmented by regionally-relevant CTE programs, hereinafter referred to as regional CTE pathways, jointly developed by local stakeholders and approved by BESE. BESE shall annually authorize regional CTE pathways pursuant to a review and a favorable recommendation by the state superintendent of education.

D. Jump start programs shall prepare participating students to participate in high-growth, high-wage and regionally-relevant job sectors while also enabling them to continue their post-secondary education and career development.

E. Courses and training provided through approved jump start programs shall be offered to all high school students regardless of chosen diploma pathway, including as elective credit for students pursuing a college diploma; however, students must complete an approved jump start program in order to receive a career diploma, pursuant to Bulletin 741, Section 2319.

F. Jump start programs shall be developed jointly by regional teams consisting of LEAs, technical and community colleges, business and industry leaders, and economic and workforce development experts, pursuant to rules adopted by BESE and guidelines set forth by the LDE.

G. LEAs shall receive technical assistance from the LDE in developing jump start programs, may receive funds

through the Minimum Foundation Program formula to support the launch and implementation of such programs, and shall receive points in the school and district accountability system for successful student outcomes, as provided in Bulletin 111.

H. This bulletin sets forth the rules and regulations governing the development, approval, implementation, review, and reauthorization of jump start programs and student participation in jump start programs. Nothing herein shall be construed to relieve LEAs of complying with policies contained in other bulletins unless specifically authorized.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:183.2, R.S. 17:2930, and R.S. 23:2065;

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1325 (July 2014).

Chapter 2. Jump Start Regional Teams and Program Authorization

§201. Jump Start Program Authorization

A. Jump Start regional teams shall consist of:

1. partnering LEAs, including local school systems that shall make every reasonable attempt to partner with charter school LEAs in the region;

2. one or more public postsecondary education institutions, with priority consideration given to the state's technical and community colleges; and

3. one or more of the following:

a. local business and industry leaders, including industry association leaders; or

b. local and regional economic development or workforce development experts.

B. The state superintendent of education shall recommend for the board's approval a framework and timeline for the submission and evaluation of jump start program proposals that may include, but not be limited to, the following:

1. a list of the stakeholders on the regional team, including a description of how the regional team has engaged all LEAs in the region, including charter school LEAs, in an effort to address student and school needs;

2. a vision statement of what the regional team hopes to achieve; describing targeted student outcomes; instructional partners and resources required to achieve the targeted student outcomes across the region; the team of stakeholders committed to working collaboratively to achieve targeted student career outcomes; and the types of

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course offerings and career readiness experiences that regional stakeholders plan to deliver to achieve the targeted student career outcomes;

3. indications of regional job demand by targeted industry sector, provided by the Louisiana Workforce Commission (LWC), a Louisiana post-secondary institution, or an equivalently-credible source;

4. descriptions of the competencies and skills that leading local industries desire in entry-level hires;

5. descriptions of targeted student learning outcomes by CTE pathway, including sequences of courses, testing, and workplace experiences or certifications necessary to document positive student outcomes;

6. plans for implementing a career readiness course;

7. descriptions of appropriate education and training providers, such as industry, other LEAs or schools, or technical colleges, that can provide effective work-based learning opportunities for students;

8. plans to support students at all levels of academic preparation master core academic content early in high school so that less remediation time is required;

9. identification of logistical challenges of students being educated or trained at different campuses or worksites, as well as solutions to these challenges;

10. plans for a formalized process whereby school counselors and staff can provide high-quality career awareness education and counseling beginning in middle school and throughout high school;

11. preliminary budgetary and implementation plans to successfully launch, fund and sustain regional CTE pathways, including logistics and counseling needs and the utilization of any state financial support for career and technical education;

12. description of how the proposed regional CTE pathways will be accessible to all students; and

13. plans for evaluation and continuous improvement for each proposed regional CTE pathway, including indications of how critical data will be compiled and analyzed.

C. Approved regional CTE pathways shall adhere to the same academic requirements as statewide IBC pathways, enabling students to continue their education post-high school graduation.

D. The LDE shall collaborate with the LWC and the Louisiana Department of Economic Development (LED) to evaluate proposed regional CTE pathways and Jump Start regional team proposals. The evaluation process may include but will not necessarily be limited to assessments of:

1. the depth and commitment of each regional team;

2. the appropriateness and rigor of each proposed regional CTE graduation pathway;

3. the implementation readiness of each regional team; and

4. the quality of proposed student outcomes.

E. Following the evaluation of each proposed regional CTE pathway and the review of the entire Jump Start program proposal, the state superintendent of education shall recommend BESE's approval of all proposals receiving a favorable evaluation. The state superintendent may recommend approval of all, some, or none of the proposed regional CTE pathways based on the evaluation process described in this section.

F. The LDE shall regularly evaluate all approved regional CTE pathways to determine the extent to which they are producing positive student outcomes. The LDE shall incorporate into its evaluations factors that may include but will not necessarily be limited to:

1. student graduation rates, including comparative graduation rates between students in a regionally-relevant CTE programs and other students enrolled in participating LEAs;

2. formal and informal feedback from regional employers on the skill levels and work-readiness of graduates from each approved regional CTE pathway;

3. assessment results by cohorts in each regional CTE graduation pathway; and

4. other relevant factors discussed and reviewed with the LEAs implementing these regional CTE graduation pathways.

G. The state superintendent of education shall not recommend any previously approved regional CTE pathway that does not receive a favorable recommendation for continued approval, unless the LEA has submitted a satisfactory improvement plan to address the program's weaknesses.

H. The LDE shall maintain an inventory of all approved regional CTE pathways and associated application materials, making all materials available for review by regional teams throughout the state as a way of promoting best practices and replicating high-quality regional CTE pathways.

I. The LDE shall provide technical assistance to each jump start regional team, which may include:

1. examples of jump start regional teams' vision statements to guide creation of vision statements and Jump Start proposals;

2. identification of target industry sectors for each region, supported by documented regional job opportunities;

3. sample graduation pathways for each targeted job sector, specifying course progressions (by course title and content) and industry testing or certification requirements;

4. identification and confirmation of instructional capacity to teach required courses in targeted career pathways;

5. identification of required inventory of authentic workplace experiences, such as job shadowing, day-at-work, and internships for each CTE pathway, indicating locations and participating industry partners. This will include workplace visitation agreements, work shadowing agreements and apprenticeship agreements, as well as regional plans for developing a sustainable portfolio of authentic workplace experiences;

6. identification of student career counseling models and supports;

7. identification of instructional assessment methodologies and implementation of quality assurance and quality control methods and metrics;

8. development of operational plans for any pilot programs to be implemented as early as the 2014-2015 school year and thereafter;

9. articulation agreements with post-secondary education institutions;

10. CTE pathway evaluation plans, including data collection and analysis plans;

11. regional team meeting participation and/or facilitation; and

12. assistance in developing components of Jump Start proposals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:183.2, and R.S. 17:2930.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1326 (July 2014).

Chapter 3. Jump Start Program Requirements

§301. General Provisions

A. All academic and technical training experiences, student services, and student activities associated with approved Jump Start programs must be in compliance with all applicable state and federal laws, rules, and regulations.

B. Approved jump start programs shall maintain the following quality components:

1. strategic budgeting that covers annual expenses and invests strategically in long-term capacity;

2. formal and informal collaborations, contractual arrangements and affiliations with local employers and post-secondary education institutions;

3. adequate staffing and facilities capacity required to implement high-quality CTE pathways;

4. a plan for recruiting and training instructors needed to deliver approved courses and training to students; and

5. a program evaluation plan that includes and prioritizes student outcome data.

C. LEAs shall serve students with exceptionalities participating in jump start programs in accordance with their

individualized education plan. Students entitled to special education services shall receive such services through the LEA in which they are enrolled.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:183.2, and R.S. 17:2930.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1327 (July 2014).

§303. Jump Start Instructional Staff

A. City, parish, and other local public school board instructors of approved jump start programs must meet the minimum requirements set forth in *Bulletin 746—Louisiana Standards for State Certification of School Personnel*, or be in compliance with the reciprocal instructor certification policy for instructors who reside in other states but who are employed by authorized course providers to satisfy the state certification requirements pursuant to state law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S.17.1 and R.S. 17:4002.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1327 (July 2014).

§305. Student Participation in Jump Start Programs

A. Each LEA participating in a regional team shall establish policies and procedures for students participating in an approved jump start program. Such policies and procedures shall include, but not be limited to the following:

1. credits earned through approved jump start program courses and training experiences shall appear on each such student's official transcript and shall satisfy graduation requirements as applicable;

2. assessments required pursuant to Bulletin 118 shall be administered to each such student;

3. all services to which each such student attending public school would be entitled if attending the school in which he is enrolled full-time for all courses, including but not limited to special education services pursuant to the student's individualized education plan, shall be provided; and

4. each LEA that provides transportation for students within its jurisdiction shall also provide students participating in Jump Start transportation services within the same jurisdiction.

B.1. Each LEA participating in a regional team shall make available to all students the courses and training experiences included in approved Jump Start programs in order to meet career diploma graduation requirements or to satisfy elective credit requirements.

2. Jump Start programs shall include a required career readiness course to teach students the employability skills needed to succeed in a high-performance work organization, including workplace, interpersonal, communication, leadership, and basic soft skills. The focus of career readiness courses shall be to teach students transferable skills necessary to succeed in the ever-changing workplace through teamwork, problem solving, communication, and self-management.

C. Enrollment of students in courses offered by approved course or training providers shall satisfy the requirements of Louisiana's compulsory attendance laws.

D. Each LEA participating in a regional team shall assure that all students enrolled in grades nine through twelve, including transitional ninth grade, are afforded the opportunity to participate in and benefit from approved Jump Start programs. Students who have not yet completed required core academic content may participate in Jump Start programs if deemed appropriate by the LEA, in order to assist them in:

1. facilitating the transition from middle school or junior high school to high school;
2. improving study skills;
3. building self-esteem and social skills;
4. developing critical thinking and problem-solving strategies;
5. acquiring employment skills;
6. promoting self-reflection and self-advocacy skills;
7. increasing school attendance;
8. improving attitudes toward school;
9. avoiding dropping out of school; and
10. establishing life and career goals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:183.2, and R.S. 17:2930.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:1327 (July 2014).

Chapter 5. TOPS Tech Early Start Training Providers

§501. General Provisions

A. Pursuant to R.S. 17:3048.5, by January 31 annually, BESE shall determine approval of training program providers eligible to receive funds through TOPS Tech Early Start for the academic year that begins in the fall of that year.

B. For the 2014-2015 school year, the number of training program providers approved by BESE shall be limited to five.

C. BESE approval for training program providers shall be for a term of three years, starting from the school year the training provider is first authorized to provide training as part of the TOPS Tech Early Start program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:183.2, R.S. 17:2930 and R.S. 17:3048.5.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:371 (February 2015).

§503. Training Provider Selection Process

A. The LDE shall annually release a request for applications to solicit applications from training program providers interested in delivering technical or applied career and technical education courses.

1. Applications shall include, but not be limited to, provider background, capabilities, and financial structure.

2. The LDE will review each draft application submitted by the draft application deadline and provide comments in time for the submitting organization to revise and resubmit their application prior to the final deadline.

B. Applicants selected by the LDE shall participate in interviews with the LDE selection committee to evaluate the quality of the instruction and ability to fulfill training obligations.

C. By January 31 annually, the LDE shall recommend training program providers for approval to BESE to begin offering courses during the academic year that begins in the fall of that year.

D. All applicants submitted to BESE for approval shall be approved by Workforce Investment Council and meet the requirements in R.S. 17:3048.5.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:183.2, R.S. 17:2930 and R.S. 17:3048.5.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:372 (February 2015).