SLS 20RS-561 REENGROSSED

2020 Regular Session

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SENATE BILL NO. 365

BY SENATORS CLOUD, ABRAHAM, BARROW, BERNARD, CARTER, CATHEY, CORTEZ, FESI, FOIL, HEWITT, JACKSON, JOHNS, MCMATH, MILLIGAN, FRED MILLS, ROBERT MILLS, MIZELL, PEACOCK, REESE, SMITH, TALBOT, TARVER, WARD, WHITE AND WOMACK

STUDENTS. Requires that information be provided to students about high-demand, high-wage jobs during the development and revision of their individual graduation plans. (gov sig)

AN ACT

2	To amend and reenact the introductory paragraph of R.S. 17:221.6(D), 2926(B), and 3006,
3	and R.S. 23:76(C)(8), and to enact R.S. 17:2925(C), 2926(A)(3), and 2930(D),
4	relative to individual graduation plans; to require that certain information relative to
5	high-demand, high-wage jobs be provided to students; and to provide for related
6	matters.
7	Be it enacted by the Legislature of Louisiana:
8	Section 1. The introductory paragraph of R.S. 17:221.6(D), 2926(B), and 3006 are
9	hereby amended and reenacted, and R.S. 17:2925(C), 2926(A)(3), and 2930(D) are hereby
10	enacted to read as follows:
11	§221.6. Louisiana School Dropout Recovery Program
12	* * *
13	D. Each eligible student enrolled in a dropout recovery program shall have
14	an individual graduation plan developed by the student's assigned academic coach.
15	The plan shall comply with the provisions of R.S. 17:2925 and include the
16	following elements:
17	* * *

1	§2925. Individual graduation plans
2	* * *
3	C.(1) When developing and reviewing his Individual Graduation Plan,
4	the student shall be provided information developed by the Louisiana
5	Workforce Commission regarding the top twenty high-demand jobs, in the state
6	and in the student's region, with the highest typical annual salary.
7	(2) The student shall be shown how to access information on Louisiana
8	Workforce Commission's website for the listed jobs and other high-demand,
9	high-wage jobs and shown how to find educational programs offered in
10	Louisiana that qualify the student for such jobs.
11	* * *
12	§2926. Student guidance and counseling; training and professional development
13	A. The State Board of Elementary and Secondary Education shall develop a
14	guidance and advisement policy for the middle and high school grades that local
15	school districts can use to equip school guidance personnel with the skills and
16	information needed to:
17	* * *
18	(3) Ensure that students know about high-demand, high-wage jobs in the
19	state and in their region and know how to access the Louisiana Workforce
20	Commission's information on high-demand, high-wage jobs.
21	B.(1) The Department of Education shall provide professional development
22	and in-service training opportunities to school guidance personnel regarding
23	development of individual graduation plans.
24	(2) Such activities shall provide information:
25	(a) Information relative to high-demand, high-skill, high-wage job
26	opportunities that require a certification, or postsecondary associate or baccalaureate
27	degree and how a combination of rigorous academic and career-technical education
28	courses can prepare students for these fields.
29	(b) A demonstration on how to access information on the Louisiana

1	Workforce Commission's website that allows students to search for
2	high-demand, high-wage jobs, and information regarding the postsecondary
3	education training provided in Louisiana relative to such jobs.
4	* * *
5	§2930. Collaboration with business and industry; coordination with workforce needs
6	* * *
7	D.(1) The Louisiana Workforce Commission shall update its website, at
8	least annually, to include information on high-demand, high-wage jobs pursuant
9	to R.S. 23:76(C)(8)(b) and shall provide a link to the updated information to the
10	state Department of Education.
11	(2) The state Department of Education shall prominently display the link
12	to the information on its website and shall disseminate the link to each city,
13	parish, and other local public school board.
14	(3) Each city, parish, and other local public school board shall require
15	each public middle school and high school under its jurisdiction to prominently
16	display the link on its website.
17	* * *
18	§3006. School guidance counselors; academic profiles; public high schools; required
19	A. Each school guidance counselor, or the counselor's qualified designee,
20	employed in a public high school shall complete an academic profile for each student
21	in the ninth grade using <del>LA ePortal</del> , or any other <u>an</u> appropriate web-based student
22	guidance system.
23	$\underline{\mathbf{B}}$ . The profile shall include but not be limited to the student's academic and
24	personal goals, planning for college, exploring careers, participation in
25	extracurricular activities, and other skills and interests.
26	$\underline{\mathbf{C}}$ . All information contained in the profile also shall be included in the
27	student's individual graduation plan developed pursuant to R.S. 17:183.2 and 2925.
28	$\underline{\mathbf{D.(1)}}$ The counselor shall involve the student and the student's parent or legal
29	guardian in completing the student's profile and shall meet with the student and his

1 parent or legal guardian to review and revise the profile accordingly each year that 2 the student is enrolled in the school. 3 (2) During the meeting, the counselor shall demonstrate how to access 4 the Louisiana Workforce Commission's website information on high-demand, high-wage jobs, provide the link to the website, and provide the student a 5 printed copy of the listing of the appropriate region's top twenty high-demand, 6 7 high-wage jobs. 8 Section 2. R.S. 23:76(C)(8) is hereby amended and reenacted to read as follows: 9 §76. Forecasting C. 10 11 (8)(a) A final report of the top future growth and demand jobs, statewide and 12 by region, and the skills necessary to fill such jobs shall be made available for access 13 on the Internet and noted in the Louisiana Register as available on the Internet. Such report shall also be available for purchase by private parties for the costs of 14 15 reproduction. The conference, in coordination with the council, should determine a 16 strategy for promoting and disseminating the final report to the appropriate stakeholder groups as determined by the council. 17 18 (b)(i) A list of the top twenty high-demand jobs with the highest typical 19 annual wage, statewide and by region, and the skills necessary to fill such jobs 20 shall be made available for access on the Internet. 21 (ii) For each job listed, the following information shall be provided: 22 (aa) Occupational title. 23 (bb) Number of current job openings. (cc) A short-term and long-term forecast of the number of job openings. 24 25 (dd) Entry-level salary. 26 (ee) Typical salary. 27 (ff) Educational requirements. 28 (gg) Estimated costs of the certificate or degree program. 29 (hh) Information provided to the Louisiana Workforce Commission

from each of the state's public postsecondary education boards on the educational and training programs offered through their member institutions relative to the listed jobs.

4 \* \* \*

Section 3. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Cheryl Serrett.

## DIGEST 2020 Regular Session

SB 365 Reengrossed

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<u>Present law</u> provides that, beginning in eighth grade and each year thereafter, students must have individual graduation plans.

<u>Proposed law</u> retains <u>present law</u> and additionally requires that each student be provided information from the Louisiana Workforce Commission (LWC) about high-demand, high-wage jobs that are available statewide and in the student's region when the student is developing and revising their individual graduation plan. Further requires the student to be shown how to access the LWC's website for high-demand, high-wage jobs.

<u>Present law</u> requires the State Board of Elementary and Secondary Education to develop a guidance policy for middle and high school grades that local school districts can use to equip guidance personnel with needed skills.

<u>Proposed law</u> retains <u>present law</u> and additionally requires that guidance personnel be provided skills to ensure that students know about high-demand, high-wage jobs and that students be given a demonstration on how to access the LWC website that allows students to search for such jobs.

<u>Present law</u> requires the LWC to post a final report on its website relative to forecasting future growth and demand jobs, statewide and by region, and the skills necessary to fill such jobs.

<u>Proposed law</u> retains <u>present law</u> and additionally requires the LWC to update its website, at least annually, to include information on high-demand, high-wage jobs and to provide a link to this information to the state Department of Education (LDOE). Further requires the LDOE to prominently display the link on its website and disseminate the link to each city, parish, and other local school board. Requires each public middle school and high school to prominently display the LWC link on its website.

<u>Present law</u> requires school guidance counselors to complete an academic profile for each student in the ninth grade using an appropriate web-based guidance system and to meet with the student and his parent or legal guardian to review and revise the profile each year that the student is in school.

<u>Proposed law</u> retains <u>present law</u> and additionally requires the guidance counselor to demonstrate how to access the LWC website during the meeting with the student and the student's parent or legal guardian. Further requires the counselor to provide the student with a printed copy of the region's top twenty high-demand, high-wage jobs listed on the LWC website. Additionally provides that a qualified designee of the counselor may conduct the meeting and prepare the academic profile.

<u>Present law</u> requires the LWC to produce a final report of the top future growth and demand jobs, statewide and by region, and the skills necessary to fill such jobs. Further requires that the report be posted on the Internet.

<u>Proposed law</u> retains <u>present law</u> and additionally requires the LWC to produce a list of the top twenty high-demand, high-wage jobs, statewide and by region, and specifies the information to be provided for each of those jobs.

Effective upon signature of the governor or lapse of time for gubernatorial action.

(Amends R.S. 17:221.6(D)(intro para), 2926(B), and 3006, and R.S. 23:76(C)(8); adds R.S. 17:2925(C), 2926(A)(3), and 2930(D))

## Summary of Amendments Adopted by Senate

## Senate Floor Amendments to engrossed bill

- 1. Clarifies which information regarding high-demand, high-wage jobs will be provided to students.
- 2. Specifies how the information will be disseminated to students.
- 3. Authorizes a guidance counselor's qualified designee to develop a student's academic profile.
- 4. Removes outdated language regarding the web-based guidance system.