



SENATE BILL 193: Career Dev. Plans/Study Indiv. Grad. Plans.

2023-2024 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Rules, Calendar, and Operations of the House	Date:	July 12, 2023
Introduced by:	Sens. Galey, Lee	Prepared by:	Kara McCraw
Analysis of:	PCS to First Edition S193-CSTC-53		Staff Attorney

OVERVIEW: *SB 193 would require middle and high school students to complete career development plans. The Proposed Committee Substitute (PCS) for SB 193 would also require the Department of Public Instruction (DPI) to study the creation of individual gradation plans for students.*

BILL ANALYSIS:

Sections 1 and 2: Career Development Plans

The PCS for SB 193 would require, beginning with the 2024-2025 school year, all middle and high school students in a local school administrative unit (LEA) to complete a career development plan (CDP) by the end of 7th grade and revise the plan by the end of 10th grade. Charter schools would be encouraged to have students complete career development plans.

Local boards of education would be required to ensure that CDPs are easily accessible to students and parents, including written notice to parents on the creation of the CDP and how to access it.

The State Board of Education (SBE) would be required to adopt rules to establish the minimum requirements for CDPs and designate the electronic application that would be used to access CDPs. At a minimum, the CDPs would have to include the following:

- A self-assessment of the student's career interests and skills.
- An exploration and identification of career pathways aligned with the student's self-assessment that include information on education and training, most cost-efficient path to entry, and school opportunities to explore and prepare for the career.
- An alignment of academic courses and extracurricular activities with the student's identified career interests, including an inventory of aligned courses in middle and high school and a record of the student's completed dual-enrollment courses, extracurricular activities, and awards and recognition.
- Creation of a career portfolio for the student, which may include items such as the students' resume, documentation of postsecondary plans, completion of the Free Application for Federal Student Aid (FAFSA), and occupational outlook for identified career interests.

For the 2023-2024 school year, the SBE would be required to establish a pilot of at least 20 LEAs to develop the plan requirements and professional development necessary for successful statewide implementation of CDPs in the 2024-2025 school year. The Department of Public Instruction would be required to develop and provide a CDP electronic application no later than the 2024-2025 school year to

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provide access for all students and parents to the student's CDP and integrate with career information available through other State agencies.

Section 3: Study for the Creation of Individual Graduation Plans

DPI would be directed to study and recommend how to develop individual graduation plans for all students beginning in 8th grade in order for the students to graduate career and college ready. DPI may examine and consider other models of individual graduation plans that have been implemented in other states such as Louisiana. The following must be considered in the study:

- Resources needed for guidance counselors or other qualified school personnel to assist students in creating and updating individual graduation plans on an annual basis to ensure students are selecting courses needed to fulfill graduation requirements and electives that align with post-secondary goals.
- Means of effectively engaging and involving all parents in developing of individual graduation plans.
- Technology needed to ensure that a student's individual graduation plan is readily and easily accessible to both the student and that student's parent.
- Means of integration of career development planning as a fundamental component of the individual graduation plan.
- Means of assistance for post-secondary educational planning, including completion of a free application for federal student aid.
- Means of identification of students entering ninth grade and annually thereafter who need remedial assistance in English and mathematics, and inclusion of appropriate and timely remediation as a part of the student's individual graduation plan.
- Consideration of application of individual graduation plans to only local school administrative units or to all public school units.

DPI must report on the results of the study to the Joint Legislative Education Oversight Committee no later than January 15, 2024 and include recommended legislation to implement individual graduation plans and high school remediation programs, and parameters for a pilot program to implement individual graduation plans and high school remediation programs in at least 15 public school units beginning with the 2024-2025 school year.

EFFECTIVE DATE: Section 1 would become effective when it becomes law and apply beginning with the 2024-2025 school year. The remainder of the act would become effective when it becomes law.