The state empowers all students to access and complete equally rigorous pathways that enable exploration of career interests while gaining the knowledge and skills necessary for success in postsecondary and the workforce. Opportunities such as work-based learning, internships, Career and Technical Education (CTE) pathways, college in high school programs and service-based learning experiences are paired with supports to address opportunity and achievement gaps and ensure that every student can advance to deeper levels of mastery regardless of their starting place.

**EXPLORATION**

**THE GOAL**
The state has incentivized and invested in the creation of student learning pathways that enable learners to explore their interests and career aspirations and has begun to build a pipeline of educators and partners with the expertise to create and implement pathway opportunities.

**SUPPORTING ACTIONS**
» The state audits available courses and pathways to identify gaps in access across the state and partners with districts to explore funding opportunities to address those gaps, including funding provided under the Elementary and Secondary Education Act (ESEA) and the Perkins Career and Technical Education Act.

» The state enacts policies, including improvements to graduation requirements, accountability systems and educator development, to incentivize the creation of pathways and aligned supports to ensure students can explore interests from elementary to secondary school and successfully transition to postsecondary and career.

**STRATEGIC QUESTION**
*What partnerships can the state cultivate to allow local leaders to create learning pathways that enable students to develop critical knowledge and skills in engaging and relevant ways?*

**REPLICATION**

**THE GOAL**
The state has established policies and processes to ensure student learning pathways are high-quality and equally rigorous, focusing specifically on strategies to address opportunity and achievement gaps and increase participation and completion of students from underrepresented groups.
SUPPORTING ACTIONS

» The state establishes a goal and interim benchmarks to increase historically underserved students’ participation, performance, and completion of pathway opportunities and prioritizes state and federal resources, including ESEA and CTE funding, to advance this goal.

» The state adjusts existing policies and systems, including improving its accountability and reporting systems, to ensure pathway options are equally rigorous, incentivize deeper levels of mastery, and align to postsecondary and career expectations.

STRATEGIC QUESTION

*How can the state ensure equitable student access to rigorous pathways that are aligned to current and future workforce needs?*

STATEWIDE TRANSFORMATION

THE GOAL

The state and its districts ensure all students can access and master high-quality learning pathways aligned to their postsecondary and career interests, and districts have set rigorous goals to close gaps in student access and completion.

SUPPORTING ACTIONS

» All school districts establish equity-focused goals and interim benchmarks to close gaps in pathway participation or completion and partner with community organizations and businesses to ensure students benefit from pathways aligned to their interests.

» The state dedicates funding to ensure that all K-12 students can access, move between, and complete high-quality pathways aligned to their interests and postsecondary and career goals, and partners with districts and community partners on a continuous improvement process to uphold rigor, target student supports, and ensure all students advance to deeper levels of mastery.

STRATEGIC QUESTION

*How can the state empower local communities to build and sustain a network of high-quality learning pathways that close opportunity and achievement gaps and increase student ownership of learning?*

EARLY ADOPTER

To incentivize growth and mastery of fundamental skills, Louisiana created a Strength of Diploma indicator in its accountability system. This indicator awards increasing points when students graduate with a high school diploma and postsecondary credit or credentials, including completing an associate degree, passing an Advanced Placement, International Baccalaureate or College-Level Examination Program exam; or earning an industry credential.