

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: LOUISIANA

Eligible Agency Submitting Plan on Behalf of State:

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

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Type of State Plan Submission (check one):

☒ 5-Year Full Plan – FY 2008 – FY 2013

☐ 1-Year Transition Plan – FY 2007-2008

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☐ Unified - Postsecondary Only

☒ Title I only (*All Title II funds have been consolidated under Title I*)

☐ Title I and Title II

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**2008-2013 STATE PLAN FOR IMPLEMENTATION OF THE
PERKINS CTE IMPROVEMENT ACT OF 2006**

STATE OF LOUISIANA

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Part A: State Plan Narrative

Executive Summary

The Louisiana Community and Technical College System (LCTCS), partnering with the Louisiana Department of Education (LDE) and other state agencies, is committed to preparing a high quality workforce that will meet the needs of existing and new businesses in Louisiana.

Career and Technical Education (CTE) is one of Louisiana's most important assets to help create the opportunities for excellent education and training -- efforts that will contribute to dynamic economic environment to benefit all Louisianans. This document is the Five-Year State Plan, jointly adopted by LCTCS and LDE that will guide the development and expansion of CTE during program years 2008-2013. More specifically, the Five-Year State Plan provides details about how Louisiana will carry out the provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

Skills Acquisition – Academic, Technical and Employability

Through the efforts in CTE, academic and technical skills training delivered to youth and adults through the dedicated efforts of talented teachers, faculty and administrators at the school district and community/technical colleges, Louisiana's program completers will acquire the core academic learning skills they need to be lifelong learners, adapting effectively to the changing needs of the workplace. They will possess specific technical (or occupational) skills in the career field for which they have been prepared.

Just as important, our program completers will understand the value that employers place on hard work, respect, individual responsibility, and teamwork.

This plan for CTE is designed to: (a) ensure that we instill all three components into our students (learning skills, technical skills and knowledge, and workplace employability skills); (b) give individuals the best opportunity for workplace success in high-skill, high-wage, high-demand occupations; and (c) give Louisiana's employers the chance to strengthen and grow their businesses in Louisiana.

Secondary to Postsecondary Connections

To reach these outcomes, we are working to improve the quality of every CTE course and program, and to connect high school programs with college-level programs so students can make a seamless transition from one to the other.

Almost all skilled, high-wage employment requires some level of education and training at the postsecondary level – whether it is in a community/technical college degree, diploma or certificate program, a registered apprenticeship program, or a bachelor's degree program. These seamless connections of courses from secondary to postsecondary education are called Louisiana Career

Pathways (LCPs). Over the past few years, the LCTCS and LDE have been jointly developing over 62 LCPs that link community and technical college programs, offering over 150 degrees and many Industry-Based Credentials (IBCs) at the State's 10 community and technical colleges, 6 university-based two-year CTE programs, and 70 secondary school districts.

Louisiana Career Pathways

Using the Louisiana Career Pathway (LCP) models, qualified high school students can earn a significant number of college credits while still enrolled in high school. These programs accelerate student progress toward a college degree or industry-based credential, and can save thousands of dollars in tuition, loans and grants.

Louisiana has identified seven LCPs critical to the economic growth and success of Louisiana's workforce and the State's needs. By giving programs within these pathways a pre-approved status, secondary and postsecondary eligible recipients are to use Perkins funding to further develop and implement pathways for the targeted areas. The pathways encompass 33 program concentrations at the secondary level and dozens of postsecondary credentials. The pathways are targeted for further development and implementation in Louisiana.

They are:

- Automotive;
- Construction;
- Education (i.e. Students Teaching and Reaching);
- Healthcare;
- Hospitality & Tourism;
- Information Technology, and
- Manufacturing (including Advanced Manufacturing)

LCTCS may approve the use of Perkins funds for other programs that fall outside of these pathways. To receive approval, the eligible recipient will need to make a substantive case, based upon credible data and other information, that there is or will be a significant workforce need in the region of the state served by the school district or college that the program will address.

This new CTE plan for 2008-2013 will help the community and technical college system, as it takes on the important responsibility of delivering workforce training and providing a skilled Louisiana workforce.

LCPs are designed for high school students to make seamless transitions. Similar planning and awareness tools will also help adults to enter the workforce or to learn new skills that will enhance their economic viability. Adult LCPs are important to the training of those adults not currently in a program to earn a credential (certificate of technical skills, technical diploma, associate degree, and IBCs earned within a program).

Accountability for Results

Through this new CTE plan, funding is directly tied to results. Each school district and college sets performance targets for a variety of indicators such as student learning, program completion (earning a credential-technical skills certificate, diploma, associate degree), and successful transition to employment, further learning, and military service. Each program is accountable for continuously improving results on those indicators. If the district or college falls short of its performance targets, the State works with the local recipient to implement improvement plans. Ultimately, the State has the authority to sanction programs if they show no improvement over time.

This plan will strengthen partnerships of CTE programs at community and technical colleges with businesses to focus the State's programs on "shortage areas." In fact, under the first two years of this plan, and in the foreseeable future, federal Perkins funds for local programs can only be used for launching and/or improving LCP programs in seven core areas of need for the State (listed on the previous page). LCTCS and LDE may approve the use of Perkins funds for other *regional specific* programs that fall outside of these pathways.

The work of CTE programs will be closely coordinated with other partner state agencies to make sure that the appropriate focus on priority programs is maintained. Federal funds for CTE should also be closely coordinated with any new sources of funding that are appropriated for economic development and start-up of new programs for workforce training and preparation.

Industry-Standards and Credentials

This Perkins State plan will continue to build upon Louisiana's use of IBCs in CTE programs at the secondary and postsecondary levels. In fulfilling the new Perkins requirement that each State must assess technical skill attainment using assessment methods that are valid and reliable (such as the IBC) Louisiana's CTE programs will demonstrate that CTE students are prepared for skilled employment. The technical skill assessments will also serve as an accountability measure to demonstrate how well CTE programs are preparing students using up-to-date industry standards, and to help teachers and program administrators know where further program improvement is needed.

Support for Professional Growth of Teachers and Faculty

Louisiana will continue to invest in the professional growth of its teachers so they are fully qualified to teach industry-based content in their respective CTE fields, understand how to integrate challenging and rigorous academic skills into their CTE programs, and are equipped with knowledge and skills needed to address a wide variety of student needs.

Through all the policies and strategies laid out in this State plan for implementation of the Perkins Act of 2006, Louisiana's CTE educators at the secondary and postsecondary levels will be supported in the challenge to build a more highly-skilled and well-prepared workforce that can address the needs of Louisiana's businesses.

Equitable Access for Special Population Students

This plan also lays out Louisiana's continued commitment to helping all its students succeed at the secondary and postsecondary levels, including those students with significant barriers to educational success that the Perkins Act refers to as "special populations." Louisiana's initiative ensures non-discrimination and open access to programs, as well as active strategies to ensure that student learning is supported throughout the learning environment.

Regional Partnerships (2012 Revisions)

In order to better target industry needs in Louisiana and to ensure that Perkins funds are focused on getting the greatest outcome for all stakeholders, Louisiana is emphasizing regional focused planning for CTE. Louisiana will continue to require that all eligible recipients (at the both the secondary and post-secondary level) enter regional partnerships for the purposes of promoting regional planning and funding of programs leading to high-skill, high-wage, and high-demand occupations. Partnerships will be between local educational agencies (LEAs), postsecondary institutions and will be defined by the state based on social, economic and geographical regions. **The partnership workgroups must include regional business and industry participation.**

Members of a regional partnership must meet, in person or through the use of technology, at least three times per year to cooperatively plan for the upcoming year. Regional partnership members are expected to collaborate on local application plans so that funds are spent on up to three of the same occupational cluster areas in a given year. LCTCS and LDE may grant waivers to this requirement if justified by workforce investment data or if exceptional circumstances exist.

Through the regional partnerships, secondary and postsecondary partners can ensure that resources are being used in the most beneficial ways and that the skills being taught to CTE students are in line with each region's workforce needs.

SECTION I. Planning, Coordination, and Collaboration Prior to Plan Submission

A. Statutory Requirements

1. Public Hearings [Section 122(a)(3)]

The Louisiana Community and Technical College System (LCTCS) (eligible agency) and the Louisiana Department of Education (LDE) conducted two public hearings on February 7, 2008 in Shreveport, Louisiana and February 8, 2008 in Baton Rouge, Louisiana. Public notices were posted around the State in the major newspapers: Baton Rouge Advocate, Alexandria Town Talk, The Advertiser-Lafayette, The Shreveport Times, Daily World-Opelousas, News Start-Monroe, The Courier-Houma, Daily Comet-Thibodaux, American Press-Lake Charles, and The Times-Picayune-New Orleans. Notices regarding the public hearings were e-mailed to stakeholders around the State providing notification of the hearings and requesting their input. Media advisories were sent electronically around the state to stakeholders regarding the public hearings. The public hearings provided key stakeholders with the opportunity to make comments and suggestions on the plan, prior to submission of the plan to the Board of Supervisors of the Louisiana Community and Technical College System. Both the public hearing notices and the letters of invitation contained the link to log on to the LCTCS website to review. Written comments were gathered at the meetings or sent via e-mail.

2. Summary of Hearings and Agency Response [Section 122(a)(3)]

Comments received were evaluated and incorporated into the development of the State Plan as appropriate. Appendix A contains the comments, questions and responses from the public hearings.

3. Consultation in Development of State Plan [Section 122(b)(1)(A)-(B)]

The Louisiana Five-year State Plan was developed in consultation with teachers, eligible recipients, parents, students, and interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State.

A Louisiana Perkins State Plan Steering Committee was organized to develop the 1-Year Transition Plan and subsequently the Five-Year State Plan. Membership included representatives from the Louisiana Community and Technical College System (LCTCS) Office including the senior level executives for the System, Louisiana Department of Education (LDE), Louisiana Board of Regents (BoR), local parish CTE supervisors, representatives from the technical college and community colleges. The Steering Committee contributed a great deal of their time and contributed much effort in the development of both the transition plan and the five-year state plan. The State Director made presentations regarding the components of Louisiana's plan to the LCTCS Board of Supervisors and to the Governor's Office of the Workforce Commission. Additionally, various updates were made to other stakeholders by the senior LCTCS management and CTE personnel at the LDE.

Perkins Forums were held around the State in November 2007. The purpose of the forums was to give regional stakeholders an opportunity to provide their thoughts regarding what should be included in the plan. The LCTCS and the LDE are gathering input from teachers/faculty, parents, students, administrators, the business community, and other members of the general public about how to improve the quality of Career and Technical Education (CTE) services to students, at both the high school and community and technical college levels. CTE programs are designed to provide relevant career-related skills as well as core academic skills so students can enter postsecondary education (community colleges, technical colleges, or universities) or are prepared to enter a high-skilled employment area, and have obtained the necessary skills which will allow them to continue to learn and upgrade their skills over the course of their work-lives. In an informal facilitated discussion format, participants had an opportunity to contribute to the development of the five-year State plan. These information gathering sessions were part of the process to involve as many stakeholders as possible in the preparation of Louisiana's five-year state plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Forum Meeting Dates and Locations:

Day/Date	Time	Area	Forum Location
November 7, 2007	9:00 a.m. to 11:00 a.m.	Shreveport/Bossier	Bossier Parish Community College Room 215, Building D 6220 East Texas, Bossier City, LA
November 7, 2007	2:00 p.m. to 4:00 p.m.	Monroe/West Monroe	West Monroe Convention Center Ouachita Room, 901 Ridge Avenue, West Monroe, LA
November 8, 2007	9:00 a.m. to 11:00 a.m.	Alexandria	Learning Center for Rapides Parish The Regent Room, 1410 Neel Kearby Blvd., Alexandria, LA
November 8, 2007	3:00 p.m. to 5:00 p.m.	Lake Charles	Sowela Technical Community College The Library, Bldg. 3850 3820 J. Bennett Johnston Avenue Lake Charles, LA
November 9, 2007	9:00 a.m. to 11:00 a.m.	Lafayette	South Louisiana Community College Auditorium, 320 Devalcourt Lafayette, LA
November 9, 2007	2:00 p.m. to 4:00 p.m.	Baton Rouge/New Orleans	State Office Building—Auditorium 150 3rd Street (corner of 3rd & Convention) Baton Rouge, LA

4. Procedures for Participation in Plan Development [Section 122(b)(2)]

In accordance with Section 122(b)(2) of Perkins IV, Louisiana developed activities and procedures, including access to information needed to use such procedures, to allow stakeholders to participate in State and local decisions that relate to development of the State plan. Planning meetings and a public hearing were announced electronically and in print. Sharing of stakeholder

mailing lists also helped ensure that all individuals described in the previous section had full information to participate in decisions that related to development of the State plan.

All meetings of groups associated with developing Louisiana's State plan, including the State Plan Steering Committee, were open to the public. The dates, times, and places of these meetings were made public and were posted on the LCTCS website.

5. Coordination of State Plan with Other Agencies [Section 122(e)(3)]

LCTCS and LDE closely coordinated development of the Perkins State Plan with other state agencies through the coordination of the Louisiana Workforce Commission, which is “charged with the coordination, improvement and oversight of a comprehensive workforce development system that is accessible to all users and customers of the workforce system.” LCTCS and LDE are members of the Workforce Commission, as are the Louisiana Department of Labor (LDOL), the Louisiana Department of Economic Development, and the Louisiana Department of Social Services (DSS).

6. State Plan Revisions

Since the development of the state plan, Louisiana continued to work towards achieving a greater outcome for career and technical education (CTE) in the state with its Perkins investment. As part of this initiative, Louisiana is focused on promoting regional collaboration between secondary and postsecondary eligible recipients. Although, Louisiana has been successful in promoting dual enrollment opportunities and articulation agreements throughout the state, Louisiana determined that CTE students and industry would benefit even more through regional planning and funding of activities leading to high-skill, high-wage, and high-demand occupations. Accordingly, in the winter of 2012, LCTCS and LDE undertook a joint effort to promote such regional planning through state plan revisions that emphasized this new focus.

In compliance with statutory requirements, the revisions to the state plan were developed with consultation from secondary and postsecondary stakeholders as well as from the community. Secondary and postsecondary stakeholders participated in a webinar outlining the proposed changes. Both secondary and postsecondary stakeholders were asked to review the proposed revisions in summary form online. The link to the online document was emailed to all stakeholders and provided in the webinar. Comments and suggestions were provided and used to develop the state plan revisions prior to drafting the revisions and making the state plan available to the public. The community was invited to participate and comment on the state plan revisions during the public hearing process.

LCTCS and LDE conducted seven public hearings on February 27 through March 1, 2012 in Lake Charles, Lafayette, Walker, Bossier City, New Orleans, West Monroe and Alexandria, Louisiana. Public notices were posted around the state in the major newspapers: Baton Rouge Advocate, Alexandria Town Talk, The Advertiser-Lafayette, The Shreveport Times, News Start-Monroe, American Press-Lake Charles, The Times-Picayune-New Orleans, and the Daily Review – Morgan City. Notices regarding the public hearings were e-mailed to stakeholders around the state providing notification of the hearings and requesting their input. Media advisories were sent

electronically around the state to stakeholders regarding the public hearings. The public hearings provided key stakeholders with the opportunity to make comments and suggestions on the plan revisions prior to submission to the Board of Supervisors of the Louisiana Community and Technical College System. Written comments were gathered at the meetings or sent via e-mail. Comments were evaluated and incorporated into the development of the State Plan revisions as appropriate. Appendix B contains the comments, questions and responses from the public hearings regarding the State Plan revisions.

Section II. Program Administration

A. Statutory Requirements

1. *Submission of the Plan [Section 122(a)(1)]*

The Louisiana Community and Technical College System (LCTCS) is the sole state agency responsible for the administration of the Carl D. Perkins Career and Technical Education funds. The LCTCS Board of Supervisors is responsible for approving the State Plan and State Plan revisions. The LCTCS, through a Memorandum of Understanding (MOU), has delegated responsibility for the administration of Perkins activities at the secondary level to the LDE. The staffs of the two agencies work closely together to ensure consistent programmatic coordination between the secondary and postsecondary programs.

The State of Louisiana is submitting a five-year plan for activities to be carried out under P.L. 109-270, the Carl D. Perkins Career and Technical Education Act of 2006.

2. *CTE Activities*

The State of Louisiana will use federal Perkins funds to support the nine required uses of funds, and focus activities on helping foster student success so eligible recipients and the State meets or exceeds the State adjusted levels of performance. The initiatives to be conducted by the State of Louisiana will include (a) the development of programs of study (LCPs), (b) curriculum and technology development, (c) professional development, (d) technical assistance throughout the life of the Perkins legislation, and (e) educational and career planning.

(a) *Programs of Study/LCPs [Section 122(c)(1)(A)]*

Louisiana is creating and implementing Programs of Study (also known as Louisiana Career Pathways, or “LCPs”) that will help students engage in rigorous and relevant learning at the both the secondary and postsecondary levels by offering a program of study that connects challenging academic coursework with relevant career and technical coursework. Each LCP will offer the student a clear pathway to postsecondary studies and skilled employment. LCPs will also assist adults in re-entering the workforce or obtain new skills. Adult LCPs are important to the training of those adults not currently in a program to earn a credential (certificate, diploma, or associates degree).

LCPs are built upon Programs of Study initiated by the LDE. With the advent of the Perkins 2006, postsecondary will further develop LCP’s to extend the pathways beyond high school into

postsecondary education and training, offering smooth transitions to postsecondary programs and, ultimately, to skilled employment.

It is Louisiana's intent that LCPs provide secondary and postsecondary students (including adults) with a vehicle to pursue and complete their career technical education. The proposed activities under the Carl D. Perkins IV Act of 2006 will provide for the development and enhancement of LCPs by secondary and postsecondary eligible recipients. Information regarding the appropriate LCPs developed will be provided to secondary and postsecondary students and (as appropriate) to parents. This strategy will empower all students to attain the education necessary to enter high-skill, high-wage, and/or high-demand careers; advance in those careers; and obtain wage increases associated with this advancement.

Secondary and postsecondary education elements

The LCTCS, LDE and BoR will continue to collaborate through the state level committee Success through Articulation (STArt). The purpose of the collaboration is to align secondary and postsecondary courses into clearly defined pathways from secondary to postsecondary education in order to assist students with completion of the related postsecondary IBC, certificate, diploma, and/or degree programs. Curriculum alignment efforts will utilize industry standards.

Content that is coherent, rigorous, aligned, non-duplicative

Each LCP includes a full complement of academic and CTE content to demonstrate to the students how they may complete the secondary portion of the program, be prepared for college-level work, and entry into skilled employment. Each LCP recommends the "default curriculum" that is recommended by the Louisiana High School Redesign Commission (starting in the fall of 2011, the Commission was renamed the College and Career Readiness Commission), as well as the career and technical content needed to advance to postsecondary training. The content of the culminating CTE courses is articulated with the entry-level courses at the postsecondary level to create a seamless transition for the student while avoiding unnecessary duplication of content.

Opportunity for postsecondary credits leading to postsecondary credentials, certificates and/or degrees

The Governor's Office of the Workforce Commission established the Louisiana Industry-Based Certification (IBC) Council to create and maintain an official focus list of IBCs. All occupational training programs in the State have agreed to institute the practice that training programs: (a) align career and technical programs with nationally recognized, industry-based skill standards and certifications as the basis for developing competency-based learning objectives, curricula, instructional methods, teaching materials and classroom/worksite activities; (b) prepare students to satisfy employer knowledge and skill requirements assessed by related examinations; and (c) support initiatives that will enable educational institutions to provide students with the opportunity to take these exams and receive certifications corresponding with their program of study. Both the LCTCS and LDE are active members of this Council. This assists in aligning secondary and postsecondary LCPs.

LCPs are designed to include adequate preparation for the achievement of industry-recognized credentials, certificate of technical studies, or the achievement of an associate's degree in a CTE program area. Secondary and postsecondary curriculum must prepare students to earn a postsecondary credential (IBC and a certificate, diploma, or degree) as a positive outcome. Through dual enrollment and articulation, secondary CTE students will also have the opportunity to earn college credit prior to graduation.

(b) Development and implementation of Programs of Study [Section 122(c)(1)(B)]

Louisiana has identified seven career pathways critical to the economic growth and success of Louisiana's workforce and the State's needs. All secondary and postsecondary eligible recipients are to use Perkins funding to further develop and implement pathways for the designated areas. The pathways encompass 33 areas of concentration at the secondary level, and dozens of postsecondary credentials. The following seven pathways have been targeted for development and implementation:

- Advanced Manufacturing,
- Automotive,
- Construction,
- Education (i.e. Students Teaching and Reaching),
- Healthcare,
- Hospitality & Tourism; and,
- Information Technology.

As the program evolves, pathways will be updated to focus on emerging high-skill, high-wage, high-demand occupations. The list of career clusters and areas of concentration for secondary schools as of May 2011 is included in Appendix C and postsecondary list is included in Appendix D.

On November 1-2, 2007, a meeting jointly sponsored by LCTCS and LDE was held to provide training on career pathways to secondary and postsecondary educators. Approximately 200 educators participated in the two-day session, which was led by nationally recognized experts Larry Warford and Ann Benson. Participants learned about the research which supports the formation of programs of study and the process to assure that meaningful and operational linkages between secondary and postsecondary are developed. Participants also met with subject matter experts from secondary and postsecondary and collaborated to establish statewide LCPs for the 20 approved statewide articulation agreements.

As such, local funds for Perkins awards should be used to support the development or improvement of activities related to these seven pathways. LCTCS may approve the use of Perkins funds for other programs that fall outside of these pathways. To receive approval, the eligible recipient will need to make a substantive case, based upon credible data and other information, that there is or will be significant workforce need in the region of the state served by the school district or college that the program will address. LCTCS will consider requests from technical colleges, technical community colleges, and universities, as well as school districts.

Program Approval

The Louisiana Department of Education (LDE) previously established a comprehensive list of Programs of Study (see Appendix C) which outline approved courses students can select. Local education agencies submit proposed Programs of Study and/or revisions to existing Programs of Study on an annual basis. At the secondary level, a review committee meets each year to recommend approval or non-approval of proposed Programs of Study and/or revisions submitted. The Board of Elementary and Secondary Education (BESE) approves Programs of Study and/or revisions recommended by the review committee. An emphasis has been placed on the identification of secondary courses/programs that align with postsecondary LCPs.

On the postsecondary level, institutions must follow the process for program approval required by their management boards and the Louisiana Board of Regents (BoR). Eligible institutions submit a copy of approvals for new or revised programs to the Perkins state office. The BoR retains the final approval authority for all postsecondary degree programs (applied and transfer associate degree programs) while the LCTCS retains approval authority for those credentials below the associate degree level (i.e. technical certificate, technical diploma, technical competency area, etc.). Drafts of CTE Louisiana Career Pathways will be submitted to the LCTCS and the committee of academic vice chancellors for review. A list of postsecondary programs by Career Clusters is included in Appendix D.

Under the 2008-2013 Perkins plan:

Beginning in the 2008 program year and for the foreseeable future, LCTCS and LDE will limit the use of Perkins funding to the development and improvement of career pathway concentrations that fall within the seven career pathways identified during the Transition Plan. With adequate support and justification, a region can request to spend funds on a pathway which is significantly necessary to the development of a well-trained workforce in a particular occupation. The program must support a high-skill, high-wage, high demand occupation and must lead to earning of an IBC and a certificate, diploma, or associate degree.

The LCTCS and LDE staff will provide technical assistance to eligible secondary and postsecondary recipients in the development and implementation of career and technical Louisiana Career Pathways (LCPs).

State-approved LCPs will be continued and new LCPs will be developed to train students for high skill, high-wage, high-demand employment to meet current and emerging workforce needs in the State of Louisiana. Secondary areas of concentration will be matched to postsecondary fields of study, postsecondary educational offerings, and/or employment through formalized career pathways initiatives.

All LCPs indicate the postsecondary opportunities available, and many of the career pathways offer students the opportunity for dual enrollment. As implementation of the career pathways progresses, the effort will build developments in the Dual Enrollment Pilot Project, described in Section 2 (B)(k). The Dual Enrollment Pilot Project is designed to systematize and expand dual

enrollment opportunities across the State, so there is a consistent approach among academic, CTE and enrichment courses

As described in Section 2(8), professional development activities which focus on the development and implementation of career pathways will be an ongoing emphasis.

(c) Support for Articulation Agreements [Section 122(c)(1)(C)]

As a result of collaboration at the local and regional level, a multitude of local and regional articulation and dual enrollment agreements have been endorsed. The listing of these agreements has been compiled by the LDE with both local secondary and postsecondary partners signing off to validate the agreements. Regional partnership members are encouraged to offer dual enrollment within the partnership; however, dual enrollment may also occur between members of different partnerships.

The criteria for the selection of courses for articulation states that a course must have a minimum of 500 secondary students enrolled statewide in order to be included in the statewide agreement development process. Courses with less than 500 secondary students enrolled, but identified as “High Demand/High Wage” by the Louisiana Occupational Forecasting Conference (within the identified sectors), may also be included.

The recommendations proposed by the High School Redesign Commission¹ (See Section 2, Subsection 7) provide incentives by way of the Louisiana High School Accountability System for local school systems to support articulation and dual enrollment.

Through the work of the STArt Committee (Success Through Articulation), the State is considering the development of criteria and a uniform process to document and award college credit and transcription for identified high school courses (including the transcription of that credit and the awarding of the earned credit).

In October 2006, LCTCS and LDE sponsored a statewide Secondary-to-Postsecondary Summit during which a statewide Framework was utilized in helping to align 40 courses of study (see Appendix C) being pursued by secondary students to those postsecondary courses of study available to students. Through this work, 20 statewide articulation agreements, which encompass about 50 program concentrations, were jointly signed by secondary school districts and community/technical colleges, and approved by LCTCS, LDE and the BoR. **LCTCS will continue to support and promote articulation agreements throughout the State.**

Under the 2008-2013 Perkins Plan

College and Career Transition Coordinators

Louisiana made the decision to merge its Tech Prep funding into the Basic Grant program. This merger of funds is intended as an opportunity to strengthen the connection of secondary and postsecondary CTE programs, particularly with implementation of Louisiana Career Pathways.

¹ Starting in the fall of 2011, the Commission was renamed the College and Career Readiness Commission.

Under the new arrangement, there will be an intensive focus on outreach activities and recruitment. To coordinate these outreach and recruitment activities, the State has designated Career Tech Facilitators located around the State. In 2010, Career Tech Facilitators were renamed College and Career Transitions Coordinators or CCTCs. The role of the CCTCs will be to work with professional staff from the colleges and school districts, providing knowledge and resources, in order to enhance the knowledge of students, parents, teachers and administrators about all CTE opportunities available to secondary students at the postsecondary Level. Other focus areas will include: dual enrollment, professional development, career awareness, and collaboration and communication.

In cooperation and collaboration with regional, state, and local entities the CCTCs will:

- Assist in promoting linkages between secondary and postsecondary CTE programs;
- Facilitate professional development opportunities for CTE teachers, postsecondary faculty and counselors related to CTE;
- Facilitate increased information sharing to counselors, teachers, students, and parents regarding opportunities at the postsecondary level;
- Place a greater emphasis on career guidance and planning;
- Help staff members from colleges, schools and community organizations expose students to information about high-skill, high-wage, high-demand occupations; and
- Enhance and build partnerships with business and industry to support the development of programs of study in high-skill, high-wage, and high-demand occupations.

The key outcomes that the CCTCs will focus on are:

- To increase the number of students dually enrolled;
- To increase CTE enrollment at the postsecondary level in all areas of the State;
- To better inform counselors, teachers, faculty and staff regarding CTE opportunities;
- To increase involvement of business and industry in the development of high-skill, high-wage, and high-demand programs of study.

In 2011, the key priorities areas were updated to include:

- Increasing the number of high school seniors making application to postsecondary institutions;
- Increasing the number of high school seniors making application to federal financial assistance;
- Increasing the number of high school seniors enrolling in postsecondary institutions;
- Increasing the number of high school seniors receiving federal financial assistance;
- Increasing the number of high school students participating in dual enrollment programs;
- Increasing the number of implemented Programs of Study/Career Pathways.

In 2016, the key priorities areas were updated to include:

- Increasing the number of high school seniors making application to postsecondary institutions;
- Increasing the number of high school seniors making application to federal financial assistance;
- Increasing the number of high school students participating in CTE dual enrollment programs;
- Increasing the number of high school students participating in CTE articulated credit opportunities;
- Increasing the number of implemented CTE Programs of Study/Career Pathways that align with current industry standards.

Additionally, CCTCs assist in the expansion, updating, or development of at least one Program of Study/ Career Pathway each program year that leads to an industry recognized credential, certificate, diploma, or a degree in a high-skill, high-wage, or high-demand occupational area. Note: The CCTC will work with business and industry to ensure alignment of Programs of Study/Career Pathways with current industry standards.

Articulation and Dual Enrollment Agreements

Statewide articulation agreements will build on existing agreements, dual enrollment policies and appropriate secondary to postsecondary transition practices to achieve uniform statewide secondary to postsecondary articulation agreements. Local and regional articulation efforts and flexibility in responding to new and emerging areas are encouraged, provided they do not conflict with the statewide agreements.

STArt Committee has adopted a State articulation goal “to assist in creating a more coordinated and coherent secondary-to-postsecondary transition process reducing duplication of instructional efforts and cost associated with student mobility.” Among other thrusts, this committee focuses on academic and technical curriculum alignment to promote more extensive articulation and dual enrollment.

The STArt Committee is encouraging the development of a uniform process by which postsecondary institutions will be notified when secondary students are enrolled in courses which lead to articulated credit courses and/or programs at the postsecondary level. This activity will be documented through the development and use of a form such as: the Intent to Articulate form—which would be sent from the high school (or school system office) to the postsecondary institution(s).

The STArt Committee will continue to monitor these guidelines and all relevant and related articulation activities. The committee will also conduct an annual review and monitor the consistency of the process to implement statewide articulation agreements.

Curriculum Alignment

Beginning in 2006 and continuing on an annual basis, the curriculum alignment committees are determining the levels of course content/competency across secondary and postsecondary instructional settings. These committees typically consist of three to five experienced high school teachers, three to five experienced two-year postsecondary faculty members from the content field, and where applicable, three to five experienced four-year postsecondary faculty members from the content field, one curriculum specialist representing postsecondary institutions, and one content consultant from the LDE. Subject matter experts from industry are also included where IBCs are involved.

(d) Share Information about Programs of Study [Section 122(c)(1)(D)]

The successful implementation of LCPs requires a mechanism for students to learn about the programs, employment opportunities, and postsecondary options. To accomplish this, Louisiana will build upon current requirements and resources for education and career awareness development.

Community and technical colleges, utilizing the CCTCs around the State will provide information to secondary partners about regional program offerings. The colleges will place a greater emphasis on career awareness activities.

Under current guidance from BESE, each Louisiana secondary student will complete a 5-year education plan, called an Individual Graduation Plan, based on the LCPs offered at his/her school with the input of the counselors and the student's parent(s). Schools are expected to help students review their 5-year plan and if necessary, revise it on an annual basis with input from the student's parent(s) and counselors.

Career Cluster recruitment brochures that have been developed collaboratively by the LDE, BoR, LCTCS and the Department of Labor are provided to inform both secondary and postsecondary career/guidance counselors, teachers, parents and students. These brochures explain the LCPs as well as the opportunities available upon completing the high school program of study. The brochures can be accessed at the DOL website: http://www.laworks.net/Downloads/Downloads_LMI.asp#Brochures

The BoR, in partnership with other state agency stakeholders, has developed and launched the first phase of the new Louisiana Lifelong Learning Education Portal: Secondary to Postsecondary and Beyond (LA ePortal). The LA ePortal is an innovative tool that has been developed to allow a student to plan and monitor his/ her academic progress from middle school through postsecondary education and into the workforce. The LA ePortal will facilitate academic and career pursuits to assist citizens in the many transitions they will encounter as they navigate the lifelong learning continuum.

The site can be accessed at: <https://www.laeportal.com/main.aspx>.

Starting in 2011, LA ePortal was updated and replaced with LouisianaConnect. The site can be accessed at <https://www.louisianaconnect.org> LouisianaConnect performs the same functions as

the ePortal but is more user-friendly. As of March 2012 a number of students had signed up on LouisianaConnect and training on the new program is happening across the state.

Under the 2008-2013 Perkins Plan

Using the resources developed, such as the LCP information and the career planning LA ePortal (discussed in section II (A)(2)(h) of this plan), high school counselors will work closely with students to ensure they are aware of LCP options available at the high school level to prepare them for postsecondary education.

LCTCS will provide ongoing professional development to counselors, teachers and faculty at both the secondary and postsecondary levels to strengthen their understanding of LCP resources and the use of the LA ePortal. Professional development will also focus on improving coordination at the site level between guidance and counseling and the CTE classroom instructor.

(e) Secondary and Postsecondary Programs and Technology Improvements [Section 122(c)(1)(E)]

Determination of program offerings are established by local needs assessments and must relate to high-skill, high-wage, high-demand occupations as identified by workforce investment data. A focus will be to bring programs up to levels of nationally recognized industry certification. To this end, Louisiana recognizes the dire need for eligible agencies to develop, improve, and expand access to quality, state-of-the-art technology in Career and Technical Education (CTE) programs.

The effective use of technology in the classroom and the use of on-line instruction will continue to be included in professional development offerings funded by State leadership funds. New technology and equipment purchase guidelines will be established for postsecondary funding with requirements related to business and industry standards and for use in high-skill, high-wage, and high-demand program areas.

LCTCS has been laser-focused upon supporting Local Application Plans (LAPs) which emphasizes equipment and technology modernization for CTE instructional programs. This emphasis to improve and expand the use of technology will continue in order to provide students with state-of-the-art technology. Innovative technology has been infused into the curricula to ensure efficient and effective program improvement along with updated, integrated academic and career content. This work will be accelerated.

Over the past several years, the LCTCS, LDE, and BoR have all provided core leadership for the expansion of electronic learning. In coordination with the Teaching in Higher Education (THE) conference (which emphasizes teaching via electronic means) the three agencies have sponsored annual Universal Design for Learning (UDL) day-long conferences. These conferences expose participants to new and adaptive learning technologies (for instruction and learning) each year. These agencies also provide leadership for Louisiana's participation in the international MERLOT (Multimedia Educational Resource for Learning and Online Teaching) organization. Learning modules (electronic repositories) are currently under development in the CTE/Workforce areas of Allied Health, Criminal Justice, Fire Safety, and Employability Skills.

Postsecondary faculty have been engaged in six month training sessions focusing upon the delivery of instruction through distance learning technology (i.e. supported by BoR awards). Secondary faculty continues to be engaged in intensive training to upgrade technology skills including the utilization of web-based curriculum.

(f) Approval Criteria [Section 122(c)(1)(F)]

Promote continuous improvement in academic achievement

Eligible recipients will identify activities they will use to promote continuous improvement in academic achievement including, but not limited to, the following: applied academics, basic skills instruction, classroom aids in CTE classes, contextual learning, curriculum alignment, early identification of problem learners, job-embedded professional development, integration of academics and CTE, interdisciplinary team teaching, model course guidelines, student portfolios, tutors, utilization of standards, and utilization of tutorial software.

Promote continuous improvement of technical skill attainment

Eligible recipients will identify activities they will use to promote continuous improvement of technical skill attainment including but not limited to the following: career assessment, employability skills, enrichment resource materials, job-embedded professional development, model course guidelines, national and state IBCs of programs, national and state IBCs of teachers, state-of-the-art equipment, and WorkKeys®.

To further promote continuous improvement of career and technical education, a regional partnership/recipient should not continue to spend funds on a specific activity within a program for more than three consecutive years, unless new additions and improvements are continuing to be made to the program.

Identify and address current or emerging occupational opportunities

As a resource, eligible secondary and postsecondary recipients will use the LDOL Occupational Forecasting Conference Information, O-Net, Louisiana Department of Economic Development information, and the IBCs Council list. Using the list, they will decide which LCPs should be offered regionally and statewide based on demand and future growth. Training will be provided to familiarize faculty, administrators, counselors and staff with all facets of these resources. Identification of the current and/or emerging occupational opportunities within a region will provide the rationale for the selection of the program of study to be developed or enhance during the program year.

In addition, through the implementation of the regional partnership model, beginning with the local application plan that will be submitted in the spring of 2012, partners will be required to focus funding on current and/or emerging occupational areas by region.

Local Plan Approval (LAP)

To strengthen the quality of local Perkins plans that are submitted to LCTCS and LDE for approval, the agencies initiated an ongoing statewide training process. The training will include all participants involved in the development of LAP. The training session will include presentations on the following areas:

- Perkins IV Legislation
- Core Indicators
- State Initiatives
- Use of Funds (required and permissive)
- Local Plan Requirements
- LCP (Programs of Study)/Areas of Concentrations

LAPs for CTE will also require recipients to describe their process for developing new and updating of existing programs. The local plan requires that Perkins recipients identify LCPs to be developed. Initially, the programs of study to be developed and/or aligned with postsecondary will come under the following Pathways: Construction, Advanced Manufacturing, Hospitality and Tourism, Healthcare, Information Technology, Automotive, and Education (i.e. Students Teaching

and Reaching). In the future, pathways will be updated as high-skill, high-wage, high-demand occupations evolve within the state.

Perkins funds will be used to implement new technology-based programs, update existing programs and better align school and work-based learning to meet labor market needs. Funds may also be used to meet national program accreditation standards.

LAP – 2012 State Plan Revisions

Starting with the LAP that is due in the spring of 2012, Louisiana will require that all eligible recipients enter regional partnerships. The regional partnerships will be comprised of secondary and postsecondary eligible recipients within geographic regions defined by the state. Members of a regional partnership must meet, in person or through conference call or other type of technology, at least three times each year to cooperatively plan for the upcoming year. The meetings should be documented through sign-in sheets and meeting minutes, which should be sent to all meeting participants after each meeting.

While each individual partnership member must submit an individual LAP, partners of a regional partnership must work cooperatively to create LAPs that support the same three cluster areas within the region **based on the Louisiana Workforce Commission regional workforce data**. At the first regional partnership meeting in each new year, the regional partnership members will determine which postsecondary member(s) will take the lead in organizing partnership meetings and other partnership business.

This will help ensure that regional partners are in compliance with regional partnership requirements. Regional partners may request an exception to the three cluster area requirement from LCTCS, providing industry-based justification for the exception, or evidence of exceptional circumstances, and proof that the required number of regional partnership meetings occurred. The regional partners must receive written approval from LCTCS in order for partners to spend funds on more than three cluster areas or to spend funds on different cluster areas. LAPs must be submitted and approved by each partnership member before any of the partnership members will receive final approval.

Criteria for Funding

Once the three cluster areas have been determined by the regional partnerships, eligible recipients, in collaboration with other regional partners **(must include business and industry partners)**, are provided the flexibility of determining which program(s) within a cluster area to address. The Eligible recipient must provide appropriate and adequate information to ascertain those programs selected for receipt of funds meet the established criteria. In the development of the LAP, eligible recipients must be aware that they will be required to develop at least “one program of study” in order to be funded.

Eligible recipients for funds under Perkins IV must submit a LAP describing in detail their plans for utilizing Perkins funds to improve CTE programs within their systems. The LAP must provide a description of how the eligible applicant will focus on high-skill, high-wage, high-demand program areas, described in Section II (A)(2)(b). Eligible recipients will tie funding for program

improvement to meeting the established levels of performance that have been set for each of the core indicators mandated by Perkins legislation. The LAP will also contain written assurances that CTE programs, services, and activities approved by the State agency will be conducted in accordance with provisions of the Louisiana State Plan under the Act, the Louisiana Handbook for School Administrators (Bulletin 741), the Louisiana Administrative Code, Volume 18, Title 28, EDGAR, and the appropriate OMB Circulars.

Note: In certain limited circumstances Perkins may fund the fee for a student's technical skill assessment that is aligned with industry-recognized standards. In addition to the following guidance from USDOE, Louisiana requires that only credentials on the LA IBC Focus List be considered for funding. The credentials must be aligned with the regional clusters supported by workforce data included in the LAP.

U.S. Department of Education Office of Career, Technical, and Adult Education Division of Academic and Technical Education-Questions and Answers Regarding the Implementation of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). (Version 4.0-released March 17, 2015)

D.46 May an eligible recipient use funds awarded under Perkins IV to pay the fee for a student's technical skill assessment that is aligned with industry-recognized standards and that is related to the student's CTE coursework?

“Yes, in certain limited circumstances. If the eligible recipient uses the technical assessment results to report performance data to the State as required by section 113 of Perkins IV, 10 U.S.C. §2323(c), an eligible recipient may use funds awarded under Perkins IV to pay the fee for a student's technical skill assessment that is aligned with industry-recognized standards. A technical skills assessment that is aligned with industry-recognized standards is, for example, one that is recognized by a third-party association such as the American National Standards Institute. Section 135(c)(20) of Perkins IV, 20 U.S.C. §2355(c)(20), allows an eligible recipient to support career and technical education activities that are consistent with the purpose of Perkins IV. Additionally, section 135(c)(19)(D) of Perkins IV 20 U.S.D. §2355(c)(19)(D), specifically allows two or more eligible recipients to pool funds for innovative initiatives which may include implementing technical skills assessments, and thus such activities meet the intent of section 135(c)(20) of Perkins IV, 20 U.S.C. §2355(c)(20).

Nevertheless, the eligible recipient also must consider whether paying for students' technical skill assessments would be an efficient use of limited Perkins IV funds and whether the costs would be reasonable and necessary. See former *OMB Circular A-87*, as codified in the 2013 edition of the CFR, 2 CFR Part 225, Appendix A, C.1.a., and former *OMB Circular A-21*, as codified in the 2013 edition of the CFR, 2 CFR Part 220, Appendix A, C.2. Further, the use of funds for technical skill assessments would be subject to supplanting prohibition in section 311(a) of Perkins IV, 20 U.S.C. §2391(a). Finally, an eligible recipient must fund only a career and technical education program that is of sufficient size, scope, and quality to bring about improvement. See section 134(a)(6) of Perkins IV, 10 U.S.C. §2354(a)(6).”

Q&A Period/Local Plan Development

During a specified period of time, eligible recipients will write and compile the various portions of their local plans in collaboration with their regional partners. LCTCS liaisons are available to answer questions and provide technical assistance as regional partnerships decide upon their priorities for the upcoming year.

Local Plan Review

Local Plans are due from secondary and postsecondary eligible recipients on a specified date. Each plan should include:

- Narrative, including complete answers to all questions, citing examples as appropriate
- Description of the Program of Study
- Proposed budget and corresponding budget narrative
- Professional development plan
- List of participants in the plan development
- Signature page

Local Plan Review – 2012 State Plan Revisions

For the local application plan that is due in the spring of 2012, all local application plans will be submitted using the same methods as in the past (secondary will submit LAPs in electronic form and postsecondary will submit LAPs through the paper process). However, starting with the local application that will be due in the spring of 2013, all plans (including plans for both school districts and postsecondary institutions) will be submitted electronically using the current web-based system employed by LDE.

Once local plans submitted by an eligible recipient and accepted by the web-based system, the recipient will receive notice that the local application is “substantially approvable”, meaning that the recipient may begin to obligate funds.² However, the grant funds will not be issued until the local application plan has received final approval. Any obligations incurred by a recipient that are determined to be outside of the approved budget may not be reimbursed with Perkins funds. Local application plans must be submitted and approved for each partnership member before any of the partnership members will receive final approval.

² 34 C.F.R. § 76.708.

³ Once LCTCS has moved to the web-based system, notifications will be delivered through that system.

(g) Secondary Preparation for Graduation [Section 122(c)(1)(G)]

The LDE, under the guidance of the High School Redesign Commission⁴, and in coordination with local secondary schools, is working to assure there is a dramatic increase in the number and percentage of Louisiana CTE students, including special populations, who graduate from a secondary school with a diploma. There are several strategies in place to help all students, including CTE students, to complete high school while earning a high school diploma.

The State has conducted a pilot test and begun statewide implementation of a web-based Early Warning System to identify students who are behind in literacy or math in the middle or early grades as early as possible. Approximately two-thirds of the State's districts are participating. The system targets schools needing improvement, and helps provide extra instruction and support to the identified students to accelerate their learning and "catch-up" to grade level.

To aid in the selection of appropriate, research-based, proven-effective materials and strategies to use in these courses, the LDE commissioned a review by nationally recognized adolescent reading and math experts. The selected experts identified strategies that have proven effective in accelerating the development of math skills and preparing students for success in Algebra I. The strategies that were identified are being shared with all secondary schools throughout Louisiana.

LDE is developing initiatives that will provide young people with a broader, more flexible set of "second chance" options and increased support to complete the requirements for earning a high school diploma. Despite early intervention efforts, some students will still fall behind in credits or learning after they get to high school—either for educational reasons or personal reasons. In 2007, BESE developed a new credit recovery policy to permit alternative mechanisms for recovery of credit that hold the standard constant but require less seat time than the previous policy (which required students who fail a course in high school to retake the full course).

Under the 2008-2013 Perkins Plan:

In their local plan, eligible secondary recipients will identify how they will prepare CTE students, including students from special populations, to graduate from high school with a diploma. Services described in the plan will include, but not be limited to, support services, needs assessment, and tutoring.

Eligible recipients will be expected to incorporate the State's accountability system, particularly the performance indicators for academic skill attainment and high school graduation, into their evaluation of and planning for improvement of CTE programs. With better academic preparation, students enrolled in CTE will have a better opportunity to be successful in either higher education or the workplace.

LDE secondary CTE staff will continue to work with the LDE Special Populations Section to help local high school systems provide skills training opportunities for students at all levels.

⁴ Starting in the fall of 2011, the Commission was renamed the College and Career Readiness Commission.

(h) Preparation for Postsecondary Education and Career Entry [Section 122(c)(1)(H)]

Preparation Through Academic Alignment

Eligible recipients have the responsibility of conducting Career and Technical Education (CTE) programs that provide all students with: a) a solid foundation of academic skills and the ability to apply those skills in advanced education, training, and/or employment; b) workplace skills, including work ethic, employability skills, and higher-order thinking skills; c) technical competencies, including computer proficiencies; and d) a high school diploma and/or other industrial credentials and certificates.

At present, Louisiana is one of five states being exemplified as a “leader” state within the National Governor’s Association’s ACHIEVE initiative. The content standards of high school courses being offered with English and mathematics, particularly those offered to students in their graduation year, have now been aligned with those content standards necessary for success in postsecondary settings. These alignments will assist the State, in a variety of ways, to establish commonly agreed upon competency levels and will assist in crafting more uniformly agreed upon preparatory coursework and metrics for measurement.

Under the 5-year state plan, community and technical colleges, and universities have an opportunity to place more emphasis on career awareness and the provision of activities that will inform secondary students about technical skill opportunities in high-skill, high-wage, and high-demand careers. Within the LAP, eligible recipients can describe the activities that are planned to enhance secondary to postsecondary transitions. Basic grant coordinators and CCTCs will work collaboratively to provide information and plan educational and career activities designed to inform secondary students about the CTE programs available in a particular region.

Under the 2008-2013 Perkins Plan

As mentioned in Section II (A)(2)(8), LCTCS and LDE will provide eligible recipients with technical assistance and guidance in using the data collected from the state level to assist teachers in developing teaching strategies that are more contextual and relevant to technical studies. Professional development topics will also include employability skills, work ethics, and higher-order thinking skills.

The State’s Perkins accountability assessments will identify and support the needs of the system to provide appropriate alternative programs that offer career and technical instruction and address the educational needs of students, including those who meet the definition of special populations.

The curriculum will emphasize “all aspects of an industry,” thus enabling a deeper level of career preparation for CTE students.

To strengthen the connection between changing labor market conditions and course and program offerings at secondary and postsecondary schools, LCTCS and LDE will improve the alignment of program offerings with the state and regional labor market projections developed by the

LDOL. Through this alignment, Perkins funding will be targeted to programs that prepare students for high-skill, high-wage, and high-demand occupations.

All eligible recipients at both the secondary and postsecondary levels will implement research-based practices to assure that all CTE students, including special populations, are prepared, such as:

- Developing and offering LCPs that lead to postsecondary educational opportunities or entry into high-skill, high-wage, high-demand jobs in emerging occupations;
- Creating “intent to transfer” policies and processes for students will better prepare students for non-duplicative movement among educational entities;
- Strengthening internships and cooperative programs that link work and school to include all aspects of an industry, as well as opportunities for achieving entry into current and emerging occupations that offer greater financial recognition;
- Providing applied courses and tutors, support services, flexible scheduling, alternative testing formats, special assessments, focus groups, and personal counseling;
- Identifying how participating students will be made aware of opportunities including, but not limited to, career counseling.

Education and Career Planning

The State realizes that a key aspect of preparing students for entry into postsecondary education and employment is a comprehensive education and career planning system. More emphasis will be placed on providing effective and efficient career guidance that will assist students and adults to acquire new skills and move through LCPs. Therefore, Louisiana is developing the components of such a system on behalf of all students, particularly CTE students and adults. Louisiana’s education and career planning system is based upon and adapted from nationally adopted standards for guidance and advisement systems, such as described in the ERIC Digest (www.ericdigests.org/1992-5/career.htm).

Five-Year Educational Plan/ Individual Graduation Plan

At the end of their eighth grade year, students are required, by the State’s Career Options Law, to complete a Five Year Educational Plan, called an Individual Graduation Plan (Act 1124 of the 1997 Regular Louisiana Legislative Session). The plan is completed for grades 9 through 13 (one year after high school) based on the student’s area of interest. Each year the student, along with a parent and the guidance counselor/advisor, review the plan and make changes if appropriate. The plan is designed to help students create a focus and develop a plan for what they may want to do in their future beyond high school. Emphasis will be placed on “key junctures” for students moving from their secondary courses into their first postsecondary courses to include, but not limited to, counseling experiences, junior/senior years of high school, and Dual Enrollment/Early and Middle College opportunities.

As part of the guidance and counseling process, secondary school counselors are also responsible for making students aware of the eligibility requirements for secondary and postsecondary awards and recognition such as the Tuition Opportunity Program for Students (TOPs), and the TOPs Tech

Early Start Award. Information on the TOPs program can be found at: <http://www.osfa.state.la.us/schgrt6.htm>.

To monitor implementation of the Five-Year Plan and ensure that students are receiving meaningful guidance and counseling experiences, the LDE regularly pulls a random sample of student files and inspects the Five-Year Plans for these students. Through these random samples, LDE can determine if a school and district is implementing the Five-Year Plan requirement adequately. If a school or district is not fulfilling the requirement, corrective action is taken.

The BoR, in partnership with other State agency stakeholders, has developed and launched the (first phase) new Louisiana Lifelong Learning Education Portal: Secondary to Postsecondary and Beyond (ePortal).⁵ The ePortal is an innovative tool that has been developed to provide a means by which a student can plan and monitor his/her academic progress from middle school through postsecondary education and into the workforce. The web-based interface, which will serve as an educational and career planning tool, has the potential to improve student access, foster re-engagement for out-of-school students, and empower students to take proprietary interest in and responsibility for their academic progress. The ePortal will facilitate academic and career pursuits to assist citizens in the many transitions they will encounter as they navigate the lifelong learning continuum.

Under the 2008-2013 Perkins Plan

Through the LAP and professional development activities, LCTCS will encourage eligible postsecondary recipients to place more emphasis on career guidance and counseling and the provision of related career awareness building activities. These activities, encouraged by the State, are an allowable use of local Perkins funds, will help LCTCS students (both young adults and older career-transitioning adults) to better understand the career opportunities that exist in various regions of the State, the time required for program completion, the academic readiness needed for the programs, the wages and job-demand the student can expect upon completion, and the additional career ladder opportunities that may exist once the student has entered the career field. The regional CCTCs will provide ongoing support to the parishes and community/technical colleges to support development of high quality career planning/awareness services. Ultimately, LCTCS believes that developing a more robust career planning infrastructure at the State's community and technical colleges is essential to more effectively preparing Louisiana's citizens for high-skill, high-wage, and high-demand employment.

LDE will support the continued work of the Guidance and Counseling Task Force, which will prepare a set of recommendations for improving guidance and counseling for consideration by the Louisiana High School Redesign Commission.⁶ These recommendations will likely be finalized sometime during 2008.

⁵ In 2011, the ePortal system was replaced with LouisianaConnects.

⁶ Starting in the fall of 2011, the Commission was renamed the College and Career Readiness Commission.

LCTCS and LDE will:

- Continue to provide career guidance publications to students and their families;
- Place more emphasis upon providing effective and efficient career guidance that will assist students and adults to acquire new skills and move through career transitions/pathways;
- Create standards to determine the effectiveness of current career guidance practices to ensure consistency and uniformity, and
- Conduct joint regional meetings between secondary and postsecondary guidance counselors for the purpose of information sharing and relationship building.

School counselors, CCTCs, and Perkins basic grant postsecondary personnel will collaborate to increase student awareness and knowledge of the opportunities available for postsecondary education and entry into high-skill, high-wage, or high-demand occupations. Some of the tools available to the school counselor in the development of Five-Year Plans will include published brochures and other career awareness informational.

(i) Improvement and Development of CTE Courses [Section 122(c)(1)(I)]

Secondary courses that are aligned with rigorous and challenging academic content standards

The Board of Elementary and Secondary Education (BESE) has adopted, and posted on the LDE website, rigorous and challenging academic content standards for each grade level (Grade Level Expectations). BESE requires that all CTE courses are aligned with academic standards and benchmarks, and as a continuous improvement activity, reviews one or more CTE programs every year over a Five-Year Review cycle. The next step is to align CTE programs to the established Grade Level Expectations (GLEs), because the GLEs are more specific to grade levels and courses than the general content standards and benchmarks, which tend to be broad and may span across several grade levels. Because they are more specific, GLE's are more useful for teacher application than the standards and benchmarks adopted by BESE policy.

Under the 2008-2013 Perkins Plan

LCTCS, in partnership with LDE will continue the process that began in late 2007, of aligning CTE courses with academic Grade Level Expectations to strengthen the integration of academic and CTE content, so that over a five-year cycle, every CTE program will be reviewed and updated at least once.

Eligible recipients will continue to work collaboratively with LCTCS to improve or develop new CTE courses.

At the secondary level, eligible recipients will seek assistance from LDE staff members to assure that programs developed align with state content standards, benchmarks, and occupational skill standards.

Postsecondary programs that are relevant and challenging;

Business and industry involvement in program development will be required to ensure that programs on the postsecondary level (new or improved) are relevant, challenging, meet national program accreditation standards, and meet regional employability needs. Their participation and input will provide a level of confidence that LCPs are aligned with the training needs of the region.

Under the 2008-2013 Perkins Plan

- Students will be encouraged to take exams for industry based certifications if such certifications are appropriate and available for the program.
- Programs developed will align with program approval standards required by the BoR and the appropriate governing board(s).
- Funds will also be used to provide professional development programs and activities designed to continue to enhance and further development the technical skills of faculty teaching CTE courses.
- Programs must be identified as high-skill, high-wage or high-demand in order to be eligible for funding either to develop a new program or to improve an existing program.
- Funds will be used for career guidance activities including professional development for faculty and staff. In an effort to provide enhanced career guidance to postsecondary students, seed funds will be made available to initiate career guidance particularly at the postsecondary level.
- The Occupational Forecasting Report for Louisiana will be utilized to help determine state, regional, and local LCPs that lead to employment in high-skill, high-wage, and high-demand occupations. Other tools such as the regional forecasting reports from EMSI may also be used.
- High-skill, high-wage, high-demand occupational programs, including those LCPs targeted for initial development under the plan, will address the employability of students upon completion. The program must also recognize the needs of students for more than job-entry skills. Compatible skills of math, sciences, communication, decision-making, learning to learn, personal and occupational responsibility, all aspects of the industry, and linking secondary and postsecondary are important.

(j) Communication of Best Practices Between Title I and Tech Prep [Section 122(c)(1)(J)]

Louisiana consolidated the Tech Prep program funds available under Title II into the Basic Grant. As such, this provision does not apply.

(k) Link Secondary and Postsecondary CTE [Section 122(c)(1)(K)]

Local and Regional Collaboration

As explained more fully below, Louisiana is moving toward a regional partnership model. Through this model, regional partners at the secondary and postsecondary level will meet a number of times each year to determine how to most effectively spend CTE resources within a region. In

addition to promoting streamlining of resources, this collaboration process will also strengthen links between secondary and postsecondary throughout the region.

In addition to the collaboration occurring through the regional partnership model, a multitude of local and regional articulation and dual enrollment agreements have been endorsed both within and outside of partnerships. The listing of these agreements has been compiled by the LDE with both local secondary and postsecondary partners signing off to validate the agreements on an annual basis.

As indicated in Section II (A)(2)(i) of this plan, additional recommendations proposed by the High School Redesign Commission⁷ also provide incentives via the Louisiana High School Accountability System for local school systems to support articulation and dual enrollment.

Regional Partnerships

Starting in program year 2012-2013, Louisiana will require that all eligible recipients under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins or the Act) enter regional partnerships for the purpose of promoting regional planning and funding of programs leading to high-skill, high-wage, and high-demand jobs. Partnerships will be between local educational agencies (LEAs) and postsecondary institutions within geographic regions defined by the state. A list of regional partnerships can be found in Appendix E. Partnerships will be formalized through memorandums of understanding (MOUs) that will define the responsibilities of all partners.

Members of a regional partnership must meet, in person or through conference call or other type of technology, at least three times per year to cooperatively plan for the upcoming year. Such meetings should be documented through sign-in sheets and meeting minutes, which should be sent to all meeting participants after each meeting.

Each individual partnership member, as an eligible recipient, must submit an individual local application plan. However, partners of a regional membership should work cooperatively to create local plans that support the same career cluster areas within the region. When reviewing and approving local application plans, LCTCS and LDE will work together to ensure that regional partners are in compliance with this requirement.

Regional partners may only spend funds on up to three of the same cluster areas in a given year. Regional partners may request an exception to this rule from LCTCS/LDE to spend funds on more than three career cluster areas, or to spend funds on different career cluster areas. To receive such an exception, partners must provide (1) justification that there is or will be significant workforce needs in the region of the state served by the partnership that the additional program(s) will address, (2) proof (i.e. meeting minutes and/or sign in sheets) that the required regional partnership meetings occurred, and (3) if partners are requesting to spend funds on different career cluster areas, proof of exceptional circumstances that exist to support this need. The regional partners must receive written approval from LCTCS/LDE in order for partners to spend funds on more than three cluster areas or to spend funds on different cluster areas.

⁷ Starting in the fall of 2011, the Commission was renamed the College and Career Readiness Commission.

Each year, the local application plan documentation will include an updated list of career clusters approved by the Louisiana Board of Regents as high-skill, high-wage, or high-demand occupational areas. Under each cluster, a number of approved programs of study/career pathways are listed. If a partnership would like to use funds for a program not provided for in the list of career clusters, the partnership must provide justification in the local application plan that the program is a high-skill, high-wage, or high-demand occupation in the local workforce investment area that the partnership is serving. Partnerships must use local workforce investment area data to justify programs that may not be on the approved list in the local application plan. Lack of sufficient justification will lead to a denial of funding for the desired program.

To ensure that regional partners continue to work collaboratively even after the LAP is submitted, a partner must send out a notification to the other partnership members whenever a budget modification is being requested. LCTCS and LDE will require that recipients indicate that the notification was sent on the budget modification request form.

While dual enrollment and articulation agreements between secondary and postsecondary regional partners is encouraged, eligible recipients are also encouraged to maintain dual enrollment programs and articulation agreements that currently exist between non-partners, as well as initiate such programs and agreements between non-partners if beneficial to a recipient's CTE students.

Clearly, under this model eligible recipients will have to work more closely and collaboratively than ever before. LCTCS and LDE recognize that eligible recipients within a partnership may come to the table with different priorities and business practices and that this may present some challenges. While LCTCS and LDE will be available to provide technical assistance to regional partnerships working through such challenges, LCTCS and LDE want to provide regional partnerships with as much flexibility as possible. Accordingly, at the initial regional partnership meeting in advance of each new program year, the regional partners will be expected to determine which postsecondary partner will take the lead in managing partnership business. Partnership business includes, among other things, organizing meetings, maintaining sign-in sheets and meeting minutes, and following up with members to ensure documentation is timely submitted. In addition, at the initial regional partnership meeting, partners will be expected to determine a process for handling disputes that may arise between partners. The default will be that the postsecondary member assigned as the lead will have the authority to make final decisions for the partnership. All partnership members will include a certification in their LAP that they have agreed to the lead partner designation.

In order to measure the success of the regional partnership initiative and the state's investment in Perkins career and technical education, Louisiana will establish yearly goals, which will be reviewed at the end of program year. For the 2012-2013 program year, Louisiana has established the following goals:

- Develop a heightened partnership between LCTCS and LDE at the state and local levels. This will be measured based on the success of regional partnerships in creating aligning LAPs.

- Enable eligible recipients to provide career and technical education services that best respond to the needs of businesses and industry in a region. This will be measured by local workforce investment data by region.
- Establish a state-wide web-based grants management system through which administrative activities can be streamlined and the need for paperwork can be reduced.

At the end of the 2012-2013 program year, LCTCS and LDE will review progress made on each goal, which will be used in planning for the next program year.

Dual Enrollment Opportunities

To address the area of dual enrollment, the Louisiana Legislature made available funds for the creation of a statewide Dual Enrollment Pilot Program managed by the BoR with an initial appropriation of \$5 million. The goal of the program is to substantially increase the participation and completion of high school students in dual enrollment courses so there are up to 10,000 participants during the 2007-2008 school year. Initial progress on the pilot has been favorable, with a doubling of student participation from 2006-2007 to 2007-2008. The pilot funds tuition costs for eligible high school students (11th and 12th grade) who enroll in college courses and earn college and high school credit simultaneously. Students can participate in three levels of dual enrollment courses:

- Advanced – to meet the needs of academically prepared students;
- Work Skills (Career and Technical Education) – to provide technical training and industry recognized certification in high demand fields; and
- Enrichment – to provide enrichment for high school students who are likely to need developmental courses when they enroll in college thereby reducing time to degree and dollars spent on remedial course-taking in college.

More information about the Dual Enrollment Pilot can be found through the BoR at www.Regents.state.la.gov/planning/research/.

Promising Early College projects (Baton Rouge Community College and the East Baton Rouge School System) and Middle College (SOWELA Technical Community College and the surrounding parish school systems of Southwest Louisiana) have already been established and additional efforts are being explored.

The Louisiana Office of Student Financial Aid (LOFSA) offers (a) TOPS Tech Award to graduating seniors that have met the eligibility requirements to enter a postsecondary institution. These requirements include, but are not limited to, a student completing an area of concentration comprised of a sequence or related specialty courses (Career Options) approved by BESE; and (b) TOPs Early Start Award to junior and seniors meeting the eligibility requirements and opportunity to take up to six credit hours per semester at a postsecondary institution. Both awards are merit-based.

Under the 2008-2013 Perkins Plan

- Secondary and postsecondary eligible recipients will form regional partnerships which will promote regional planning and collaboration.
- LCTCS and LDE will collaborate with eligible schools and postsecondary institutions to convene curriculum committee groups to develop statewide articulation agreements, support the implementation of national and State IBCs via training teachers to be better prepared to teach students the necessary industry skills, build linkages with the business and industry and trade organizations, and promote distance learning and dual enrollment.
- At the state level, development and continual updating of the CTE curriculum will help to ensure that both the academic and technical standards are up-to-date. As CTE curriculum is updated, the connection to postsecondary opportunities and to industry certifications will be emphasized in an effort to make students, teachers, counselors and administrators aware of the opportunities available following high school.
- The State will use the Perkins Reserve Fund to support the CCT program and activities that will assist in linking academic and CTE at the secondary and postsecondary level. These activities will facilitate the transition of students from secondary to postsecondary and beyond. These funds have been reserved in accordance with Section 112(a)(1) of Perkins IV to support this initiative.
- Eligible secondary recipients will be required to budget a minimum of 5% of their allocation to support linkages between secondary and postsecondary.
- Through STArt, the participating agencies (BoR and LDE) will annually monitor the number of students enrolled in courses associated with statewide articulation agreements, their progress toward graduation, and their transfer to postsecondary institutions within one year of high school graduation. In 2003, the Louisiana Legislature enacted legislation, Act 383 that requires BoR and BESE, and LCTCS to jointly report annually on progress being made in secondary-to-postsecondary articulation.

(I) Integration of Academic and CTE Content [Section 122(c)(1)(L)]

The LDE has made the integration of academic and CTE content a priority, particularly in CTE courses. As mentioned earlier, the LDE implements an ongoing program review and updating process to ensure that specific academic content is appropriately reflected in CTE course guidelines. It is the responsibility of local school systems to teach the curriculum content that has been established, which includes the integrated academics.

As part of LDE's ongoing monitoring process, staff inspects course guidelines to see if academic content is included in day to day lesson plans. If a school or program is not adequately following the state program guidance on academic/CTE integration, the LDE may issue a program finding and will follow up with the school district until the situation has been resolved.

During the 2008-2013 Perkins Plan

- LDE will continue to implement its five-year cycle for program review and updating, with a focus on integrating academic and CTE content.
- LDE will continue to monitor local programs to ensure that program guidelines on

academic/CTE integration are being properly implemented.

- The LDE will conduct analysis of student academic attainment scores in English/language arts and mathematics which is directly tied to Louisiana high stakes Graduate Exit Exam. In this report, the LDE will provide a comparative analysis of CTE concentrators performance as first-time test-takers of the Graduate Exit Exam(GEE)⁸ in comparison to the entire student population (which includes CTE Concentrators), and the population of students that are non-CTE Concentrators. This report will give a correlational indication of the academic preparation of CTE concentrators, although it will not directly indicate the level of academic/CTE integration that is occurring in the State's CTE classes.

3. Comprehensive Professional Development [Section 122(c)(2)(A)-(G)]

Louisiana understands that Perkins IV articulates the need for professional development that is “high-quality, sustained, intensive, and classroom-focused,” as stated in Section 124 (b)(3)(B). Louisiana is taking action to reform and strengthen the culture of professional development for teachers, faculty, staff and administrators. Louisiana’s plan for professional development will include activities consistent with the Perkins legislation. Professional development activities are designed to enhance the skills and understanding of secondary and postsecondary CTE personnel. Secondary and postsecondary educators involved in the direct delivery of instruction to students enrolled in CTE courses, guidance, and administrative personnel will be encouraged to actively participate in statewide professional development programs. Particular emphasis for professional development will be placed upon those areas of workforce shortage.

As evidenced in the requirements of this section, effective CTE teachers and faculty possess a powerful mix of content knowledge and teaching skills, including: ability to integrate academic content with CTE content; classroom management skills; ability to collaborate effectively with fellow teachers and faculty members; understanding how to analyze and apply data; earning necessary certifications and industry-based credentials; maintaining expert knowledge of the CTE field; and possessing strong academic skills.

As this knowledge and these skills are recognized as necessary for success in teaching and leading, Louisiana is making important strides in building a systematic approach to professional growth for its CTE teachers, faculty, staff (including guidance personnel) and administrators.

⁸ The LDE is currently moving to replace the Graduate Exit Exam with a series of end-of-course tests. The exact implementation timeline has yet to be specified, but it is possible that near the end of implementation of this 5-Year Plan, new assessment instruments for reading and mathematics could be put in place, after an appropriate period for development, pilot testing and benchmarking of the assessments.

Each summer, LDE offers the Super Summer Institute, a statewide, intensive professional development experience. Unlike a conference with a random assortment of 1- or 2- hour workshops, the institute is comprised of multiple tracks of coherent and intensive professional

learning experiences, each lasting for one to five days. LDE may also offers this type of professional development on a regional basis. These professional learning experiences help teachers implement new or updated curriculum, strengthen their teaching and classroom management skills, and understand new trends in industry and in education accountability and school improvement.

The Super Summer Institute was originally launched by LDE in 2003, and in the summer of 2007, CTE faculty from Louisiana's community and technical colleges participated in the institute for the first time.

In secondary and postsecondary programs that offer an industry-based credential, faculty members have already earned the IBC in order to teach the course or earn and maintain the program's credentialing. In such cases, the district or college must indicate how it will support professional development so its teachers or faculty earn the required certifications and/or to maintain/renew their certifications.

LCTCS has also placed an intensive emphasis on professional development to strengthen services to students from special populations groups. This professional development activity was first sponsored in program year 2002. In June 26-28, 2006, LCTCS sponsored a Non-Traditional Training and Equity Conference titled "Challenging Traditional Career Notions." In 2007 the conference focused on "ADA (Americans with the Disabilities Act) Compliance, Disability, Access and Inclusion." Participants included Perkins coordinators, the then Tech Prep Coordinators, student services staff, instructors, chief academic officers, dean, career counselors, and staff working with student organizations.

LCTCS also holds an annual system meeting designed for community and technical college faculty and administrators. The purpose of the meeting is to support improved counseling, program development and teaching skills.

In 2007, for the first time, the LCTCS adopted a system-wide Rank and Promotion Policy. The policy indicates that "levels of academic and technical rank recognize progressive levels of achievement and stature within the teaching profession. Advanced ranks are recognition of quality and depth of performance and achievement rather than length of service." For the technical ranks, three levels were established: Instructor, Senior Instructor and Master Instructor. Each rank has a corresponding description of the expected educational degree, as well as expectations about level of performance. LCTCS anticipates this system-wide policy will strengthen the quality and consistency of teaching quality among faculty at the LCTCS schools.

To strengthen the development of relevant and effective state initiated professional development at the postsecondary level, a Professional Development Task Force will be organized to recommend policies and practices that will support the improvement of instruction and statewide professional development activities. The work of the group will culminate in a written plan for professional development that will follow through the life of the 5-year plan. State postsecondary staff along with local college staff, including faculty, staff, and administrators, will be invited to assist with the taskforce.

Under the 2008-2013 Perkins Plan

- LDE and LCTCS will continue to conduct the Super Summer Institute or similar opportunities, encouraging CTE secondary teachers and postsecondary faculty to participate. This will be the primary state-led professional development experience for CTE teachers and faculty.
- LCTCS and LDE will continue to sponsor joint professional development activities for both Secondary and Postsecondary levels that provide more direction in the development of LCPs. This will be provided to teachers, faculty, and instructional administrators. Informational documents will be provided to counselors (secondary and postsecondary) and students regarding dual enrollment and how students can make better use of their junior and senior years through dual enrollment.
- As indicated through the LAPs, eligible recipients will plan professional development on the effective teaching of applied academics, contextual learning, the integration of academic career/technical education, and interdisciplinary team teaching.
- Formal in-service professional development programs will be made available to teachers, faculty, career guidance counselors, and administrators in order to ensure that teaching personnel, professional and appropriate support staff are technically and programmatically up-to-date and skilled in teaching and implementing CTE programs.
- Louisiana will explore the feasibility of developing and implementing a professional growth concept known as the “Community of Practice.” A “Community of Practice” is a group of interested teachers/faculty, administrators and counselors that come together during a fixed length of time to focus activity and learning around a particular challenge or promising practice. Communities of Practice, supported by state or local funds, could play a role in helping identify promising practices in academic/CTE integration, strengthening program quality through business/industry involvement, improving school and college performance in one specific performance target for the accountability indicators, or improving services to students from special populations. These may be issues common to only postsecondary, or common to only secondary, or issues faced on both levels.

In terms of coordinating professional development with those activities funded through the Elementary and Secondary Education Act and the Higher Education Act, staff from LCTCS and LDE, respectively, meet on an ongoing basis with their peers responsible for professional development under other federal programs.

4. Recruitment and Retention of CTE Teachers [Sec. 122(c)(3)(A)-(B)]

In Louisiana, there are approximately 2200 secondary CTE teachers and approximately 2000 postsecondary CTE faculty at the State’s community and technical colleges and universities offering two-year CTE associate degree programs. Building and maintaining Louisiana CTE teaching force may be one of the biggest challenges facing the State and its school districts and colleges.

Teach Louisiana is the LDE’s online clearinghouse for educators and provides recruitment, teacher preparation and professional development resources to improve teacher quality throughout the State. In addition to new alternate certification programs, the *Teach Louisiana*

website (www.teachlouisiana.net) provides a new electronic Certification and Recruitment Center that facilitates the hiring of certified personnel in Louisiana schools.

The *Teach Louisiana* resource has been primarily used to help fill elementary education positions, and critical shortages in mathematics and special education. LDE will begin using the resource to address CTE teaching issues, where appropriate.

One of the first challenges in addressing the recruitment and retention issue is to have a clear understanding of the challenge and options for action.

Under the 2008-2013 Perkins Plan

- LCTCS and LDE will encourage and support statewide efforts to examine the issue of teacher supply and retention. This will include:
 - Reviewing data to address a variety of issues about the supply of Louisiana's CTE teachers, and recommend strategies for replenishing the current teaching workforce as retirements and departures take effect;
 - Examining the possible relationship between two-year CTE programs and university teacher preparation programs as a means to build a more direct teacher pipeline;
 - Exploring the role of education LCPs and school-based teacher career academies, as well as awareness activities among the Career Technology Student Organizations to encourage more youths to enter the CTE teaching profession;
 - Considering the role of certifications and highly qualified teacher requirements of the *No Child Left Behind Act* in allowing CTE courses to count for core academic credit; and
- Examining the role of differential pay and loan forgiveness options to help recruit teachers for hard-to-fill CTE jobs. LDE will explore how it may structure its efforts regarding recruitment and retention of CTE Teachers to align with the ongoing work of the *Teach Louisiana* initiative.

5. Transitions, Sub baccalaureate to Baccalaureate [Section 122(c)(4)]

Given the need to help more community and technical college CTE students make a successful transition to a baccalaureate degree program, there are several courses of action that Louisiana will take to encourage the completion of transition from sub-baccalaureate CTE programs to baccalaureate programs.

Under the 2008-2013 Perkins Plan

- The STArt Committee will evaluate the possibility of standardized processes for dual-enrollment and dual-credit that would allow more high school students to earn a transcribed college credit during high school, and increase their access to postsecondary CTE.

- In the development of LCPs, each Cluster/Pathway team will identify the appropriate bachelor degree programs related to that LCP, and at what institutions the programs are offered, either within the State or in contiguous states.
- For each LCP in which an articulated associate degree program leading to a baccalaureate degree may be feasible, LCTCS will coordinate a meeting with appropriate university representatives to discuss formalizing the articulation connection.
- Within each LCP, any Associate Degree programs which can lead to a baccalaureate program will be identified as such.
- In each LCP, secondary and postsecondary instructors will be given resources and professional development describing the need to discuss baccalaureate level program options with their students.

6. Involvement of Stakeholders in CTE Programs [Section 122(c)(5)]

The state of Louisiana is committed to maintaining a consultative and cooperative environment for the development, implementation and evaluation of quality CTE programs. Secondary and postsecondary CTE programs are required to organize and utilize advisory groups to gather input on the quality and structure of programs. This requirement is reinforced through several sections of the LAP.

The LAP for both secondary and postsecondary requires that eligible recipients describe how they involved external stakeholders in the planning process. A detailed list of the members that sit on the advisory council must be included. Every CTE program is required to have an active advisory council. If the application does not meet this requirement, it is sent back to the applicant for revision.

The LCTCS utilizes various methods to obtain input from external stakeholders from advisory groups to holding meetings around the State (similar to focus groups) dependent upon the programmatic needs. Statewide, there are numerous industry-specific advisory groups representing the automotive industry, healthcare, process technology, building and construction, and filmmaking that consult with secondary and postsecondary programs regarding curriculum, technology and student placement.

For quality curriculum development and revision, the State will strongly encourage that colleges include regional or statewide business and industry representatives on their curriculum teams. Relevant external stakeholders are key to program quality that meets the workforce training needs of business and industry. The BoR requires that programs meet business and industry standards prior to seeking program approval.

The State Superintendent of Education convenes a business and industry roundtable that meets monthly, to discuss issues of the State's secondary education system and how it relates to workforce needs experienced by business and industry.

Bulletin 741 from the LDE lays out the current requirement of "Procedures for Program Approval" in Section 3115. This indicates that "each local educational governing authority should establish

and maintain a local advisory council for CTE” and that the membership should include “representatives of the general public, including at least a representative of business, industry, and labor with appropriate representation of both sexes and racial and ethnical minorities found in the program areas, schools, community, or region that the local advisory council services.” The advisory board is charged with advising on: “current job needs,” and “the relevancy of programs (courses) being offered to meet the current job needs.”

7. Improving Academic and Technical Skills, All Aspects of Industry, Taught to Challenging Proficiencies [Section 122(c)(7)(A)-(C)]

In order to ensure student learning in academic and technical skills, Perkins IV requires states to report on performance metrics that measure academic and technical skill attainment. This encourages continuous improvement in CTE programs leading to a strengthening of the academic and technical component of the programs through integration of academics and CTE.

Academic skills attainment

Secondary—Challenging Academic Standards: All secondary CTE model course guidelines are aligned with the State’s core academic standards and Grade Level Expectations (GLEs are available on the web at www.louisianaschools.net) for high school students to ensure coherent and rigorous academic content. These standards identify what a student should know and be able to do in each core content area. The GLEs identify what a student should know and be able to do by grade level in each core content area including English, language arts, mathematics, science, and social studies. The model course guidelines will be used to assist in the development of LCPs by eligible recipients.

More Rigorous High School Graduation Requirements: Additionally, reform by LDE will benefit all students. The Louisiana High School Redesign Commission⁹ has proposed a more rigorous high school graduation requirement which includes a default curriculum composed of four English, four mathematics, four social studies, and four sciences. All students, including CTE students, are expected to meet the more rigorous high school graduation requirements.

Students who go beyond the standard diploma to pursue a Career Technical Endorsement may take appropriate CTE courses in substitution for advanced academic courses.

Louisiana Department of Education provides incentives via the Louisiana High School Accountability System for local school systems to support IBCs and dual enrollment.

⁹ Starting in the fall of 2011, the Commission was renamed the College and Career Readiness Commission.

High School Accountability Recommendations: Graduation Index

<u>Student Result</u>	<u>Points</u>
<u>Diploma plus:</u> <u>AP (3+) or IB (4+)</u>	<u>150</u>
<u>Diploma plus:</u> <u>BESE-approved IBC, Dual Enrollment, AP (1-2), or IB (1-3)</u>	<u>110</u>
<u>Diploma</u>	<u>100</u>
<u>5th Year Graduate</u>	<u>75</u>
<u>HiSET</u>	<u>25</u>
<u>Dropout</u>	<u>0</u>

Technical skills attainment

The new law requires new measurements for technical skill attainment, using assessment instruments that are valid and reliable, based upon industry-recognized standards, where they are available. This assessment of CTE skills, described in Section IV(B)(2) of this plan, will provide additional accountability to support program improvement and learning in CTE courses and LCPs.

All Aspects of Industry: In regard to providing students with strong experience in and comprehensive understanding of all aspects of an industry an individual is preparing to enter (Sec. 3(2). Definitions), the Louisiana Standards and Guidelines for Secondary CTE require that instruction shall be based on an analysis of skills and knowledge required in the occupation.

Providing students with strong experience in and understanding of all aspects of the industry they are preparing to enter is central to Perkins IV. All aspects of the industry include:

- Planning- at the industry level and at the firm level, various forms of ownership, including cooperatives and worker ownership, relationship of the industry to economic, political, and social context;
- Management- methods typically used to manage enterprises overtime; methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions;
- Finance- ongoing accounting and financial decisions, different methods for raising capital to start or expand enterprises;
- Technical and Production skills- specific techniques, alternative methods for organizing the production work, including methods which diversify and rotate workers' jobs;
- Underlying Principle of Technology- integrated study across the curriculum of the mathematical, scientific, social and economic principles that underlie the technology;
- Community Issues- the impact of the enterprise and the industry on the community and the community's impact on and involvement with the enterprise;
- Health, Safety, and Environmental Issues- how it impacts both the workers and the larger community;

All aspects of industry will be included in the LCPs and will require a cooperative work learning experience. There are many levels of employment within a career cluster. Students will be

exposed to various industries through interaction with business and industry at selected events such as career fairs, CTSO skill competitions, and practice job interviews with resume review by industry. They may also have a project mentor which includes sites visits or matching with a tutor/or electronically.

8. Technical Assistance [Section 122(c)(15)]

Technical assistance will be provided to all eligible recipients in the State through a variety of activities. There will be joint technical assistance activities, as well as, those geared specifically to either secondary or postsecondary. The Perkins Guide will be updated to include the Perkins IV information as well as operational procedures. All eligible recipients will be provided with copies.

LDE will provide technical assistance to LEAs, CTE schools and eligible institutions by:

- providing professional development to facilitate the integration of academics within CTE;
- assisting schools with implementation of related high school redesign components;
- meeting with business and industry to assist with specific industry program activities;
- encouraging programs such as student organizations, cooperative education, internship, school-based enterprises, and apprenticeships;
- assisting schools to incorporate the State content standards and GLEs into CTE courses; and
- assisting in analyzing, understanding and using data provided by core indicators.

The LCTCS will provide technical assistance to the postsecondary eligible institutions (technical colleges, community colleges, technical community colleges and universities through:

- monitoring visits to local recipients;
- conferences designed to enhance their ability to meet or exceed performance indicators;
- regional and statewide technical assistance meetings held quarterly;
- local application plan writing workshops;
- informational updates regarding the development of the five-year State plan; and
- seminars to provide a mechanism for Basic Grant Coordinators to share best practices.

9. CTE Relevance to Occupational Opportunities [Section 122(c)(16)]

Louisiana's strategy for relating CTE with the specific occupational opportunities of the State and region is based on the information from the Louisiana Department of Labor Occupational Forecasting Conference, O-Net, Louisiana Department of Economic Development, and the IBCs Council list to decide which LCPs should be offered regionally and statewide based on demand and future growth. Based on this data, seven LCPs were identified as priority areas during the Transition Year:

- Advanced Manufacturing (Advanced Manufacturing);
- Automotive;
- Architecture and Construction;
- Education (i.e. Students Teaching and Reaching);
- Healthcare;

- Hospitality & Tourism; and
- Information Technology.

Under the 2008-2013 Perkins Plan

Eligible recipients will be required to use their Perkins Funds allocations to support one or more of the LCPs that were identified as priority areas during the Transition Year and the first year of the Multi-Year Plan.

If a regional partnership and/or eligible recipient wants to use Perkins funds for the start up or improvement of a program that is not one of the established priority LCPs for funding, the recipient must include a description of the project and justification for the project in the local plan. The description must be based on other workforce and economic data that would demonstrate a need for the program. The list of priority LCPs eligible for Perkins funding will be revised on a year-to-year basis, based on data assembled by LCTCS and LDE.

2012 State Plan Revision

The 2012 state plan revisions target industry needs and current and emerging occupational opportunities in a region through the use of the regional partnership model. Under the regional partnership model, regional partners must collaborate to ensure that funds are being focused on providing CTE students with the skills needed to take advantage of occupational opportunities within a region and focus on high-skill, high-wage, high-demand occupational areas in the region which the partnership serves.

10. Joint Planning and Coordination [Section 122(c)(17)]

Louisiana has general provisions to coordinate activities to prevent unnecessary duplication of services within the State. In addition to the regional partnership planning process, each local application and grant proposal for funds must include a description of coordination of services with other eligible service providers at the local level.

At the State level, the federal secondary education programs are all part of the scope of work of the LDE. Because of this close physical proximity, program coordinators regularly meet both formally and informally to coordinate planning and information collection and to prevent duplication whenever possible.

Federal postsecondary programs are under the purview of the BoR and LCTCS.

The eligible agency which administer Perkins IV-LCTCS and LDE (through an MOU), will coordinate activities under Perkins IV with the work and goals from other similar federal programs such as:

- Workforce Investment Act, Title I, One-Stop Centers
- Workforce Investment Act, Title I, Youth Services
- Workforce Investment Act, Title II, Adult Education and Family Literacy Act
- Workforce Investment Act, Rehabilitation Act of 1973

- ESEA Title I, (No Child Left Behind Act)
- ESEA Title II, Professional Development
- ESEA, Title III - Program
- ESEA Title IV - Safe and Drug Free Schools
- ESEA Title VI - Innovative Education Program
- ESEA, English Language Learners
- Title IX - Indian Education
- Individuals with Disabilities Education Act
- Higher Education Act, Talent Search
- Higher Education Act, Gear Up

All of the above programs are coordinated throughout the State of Louisiana by different state agencies. For each program, LCTCS and LDE will meet with their counterparts that manage the referenced programs and provide a briefing on how the Perkins Act is being implemented. To coordinate services to these populations, staff will develop a summary of overlapping target populations and, similar activities, including joint professional development activities. This summary will be reviewed and updated with face to face meetings on an annual basis.

11. Coordination and Non-duplication [Section 122(c)(20)]

Louisiana will ensure that there is coordination of non-duplication among programs listed in Section 112(b)(8)(A) of the Workforce Investment Act of 1998 by including representatives of secondary and postsecondary CTE on the Workforce Investment Board. One of the responsibilities of Louisiana's Workforce Investment Board is to ensure that there is no duplication among the programs listed in Section 112(b)(8)(A) of the Workforce Investment Act of 1998. These programs will present regular reports to the Workforce Investment Board to ensure that they are coordinating and not duplicating efforts.

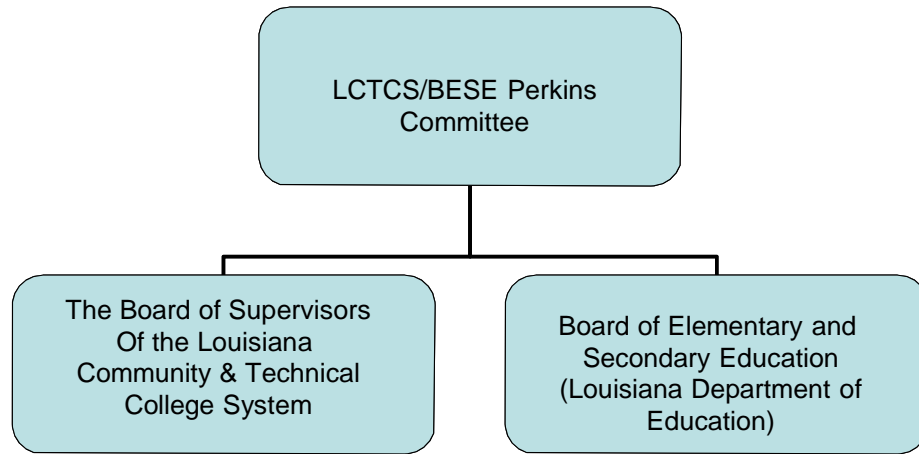
B. Other Departmental Requirements

1. Local Applications

The secondary and postsecondary local application plans are located in Appendix F.

2. State Governance Structure for CTE

LCTCS is the sole state agency responsible for the management and coordination of the Carl D. Perkins Career and Technical Education Act of 2006. The LCTCS Board of Supervisors also serves as the State Board for CTE. There is a Joint Perkins Committee composed of three board members each from the LCTCS Board of Supervisors and the Board of Elementary and Secondary Education (see Figure 1 below).



SECTION III. Provision of Services for Special Populations

A. Statutory Requirements

1. Program Strategies for Special Populations [Section 122(c)(9)(A)-(C)]

Equal access to activities

Although the needs of special populations may be more demanding than the regular population, every effort will be made to offer programs that encourage confidence and independence.

Equal access requirements for special populations will be fulfilled through the development of state and local plans that are responsive to the special needs of the students. The needs of special populations will be assessed by eligible recipients, and technical assistance will be provided as needed to assist them in the development of program strategies to serve special populations.

LCTCS and LDE will actively seek to ensure that activities and strategies designed to assist special populations will meet or exceed the State's performance levels.

Technical assistance will be provided in:

- Reviewing data submitted by eligible recipient relative to outcomes and status of services and activities.
- Targeting assistance to specific areas or populations where access and student achievement are not achieving stated level of performance.
- Implementing improvement plans that promote continuous progress.
- Working with other state agencies such as the Louisiana Department of Education, the State's Vocational Rehabilitation agency, and the Department of Labor to promote and encourage greater utilization of resources. Attention will be given to those IDEA special population students as they move from the PK-12 system to the postsecondary system; as

these students progress from secondary to postsecondary they also move from the provisions of IDEA to ADA and Vocational Rehabilitation provisions.

- Beginning with the transition year and continuing through the life of Perkins IV, both LCTCS and LDE will work to inform eligible recipients of the need to see that “transition plans” are completed for these students during the 10th grade year.

Non-discrimination

State staff conducts Office of Civil Rights (OCR)—Methods of Administration (MOA) site visits annually to a predetermined percentage of eligible recipients. The assurance of nondiscrimination is required of eligible recipients through the development and submission of their LAP.

Eligible recipients will ensure equal opportunities to members of special populations to participate in CTE programs. LAPs will describe proposed outcomes as well as strategies for meeting the needs of individuals identified as special populations and provide a description of projects and activities that will assist in diminishing the barriers to equitable participation. LCTCS will provide technical assistance to eligible recipients as needed to ensure equal access for students who are members of special populations.

Postsecondary eligible recipients will be encouraged to provide outreach services to Career Solution Centers (One Stop Centers) and to local Adult Education programs where they can disseminate information to encourage participation of nontraditional students and members of special populations as well as information of services that may be available.

Programs to Meet or Exceed Performance Levels

Special populations will be offered services to ensure equitable participation to include special population coordinators at the local level, peer tutoring, computer aided instructional programs, after school programs, and parenting programs. These services will be offered to ensure equitable representation of special populations in those programs that constitute high-skill, high-wage or high-demand occupations and will assist the members of special populations to earn a livable wage. Strategies to ensure access and success in CTE programs for special population students include:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities in high-skill, high-wage, or high-demand programs.
- Providing in-service activities for career and technical teachers, faculty, career guidance counselors and administrators.
- Planning and coordinating supplemental services for special population students enrolled in CTE programs.
- Providing access to comprehensive career guidance and counseling to enable special population students to prepare for and enroll in nontraditional programs that are high-skill, high-wage, or high-demand.

The LAP requires that eligible recipients specify strategies and services available to meet the needs of the special populations in CTE programs. Eligible recipients will ensure that strategies and services for members of special populations in CTE programs are appropriate.

2. Alternative Education Programs [Section 122(c)(14)]

In December 2000, BESE adopted policy mandating that all school districts in Louisiana provide the Pre-GED/Skills Option Program for their students. The concept of a Pre-GED academic program, paired with workplace skills (CTE) instruction for students who are at risk of dropping out of high school, offers these students an avenue for achieving academically and for ultimately earning industry-recognized credentials that will make it possible for them to exit high school and to enter postsecondary education and/or the workforce. The technical skills component of the program helps prepare these students to work competently in specific occupations and to function as successful members of their community. Ultimately, if a student cannot meet the requirement for accumulated school credits or cannot make the required score on the State's high school exit exams, this initiative still offers the student the possibility of earning a GED and/or a Certificate of Skills Completion.

The pre-GED/Skills Option Program is implemented in conjunction with local businesses to improve the chances of job placement. The program also includes an intensive counseling structure, to encourage students to achieve at as high a level as possible, and not just opt for GED completion or entry-level employment.

In the 2008-2013 Perkins Plan

- LDE will continue to provide guidance and support to local implementation of the Pre-GED/Skills Option Program.

3. Promote High-Skill, High-Wage, High-Demand and Non-Traditional Fields [Section 122(c)(18)]

As discussed in Section II (A)(3) of this plan, the LCTCS has conducted two conferences aimed at improving services to special populations so that they have better access to high-skill, high-wage, and high-demand occupations. One of these conferences specifically focused on non-traditional gender roles in CTE.

Additionally, the Super Summer Institute and other professional development discussed in Section II (A)(8) provide ongoing information to teachers about career options in non-traditional fields.

As discussed in Section II (A)(2)(d) of this plan, Louisiana has developed a series of career clusters brochures, and the LA ePortal electronic career planning resource.

In the 2008-2013 Perkins Plan

- LCTCS and LDE will continue to implement ongoing activities to ensure that all CTE students receive high-quality career guidance and counseling services. All of these

activities will continue to promote career opportunities in high-skill, high-wage, and high-demand occupations with an appropriate emphasis on non-traditional career options.

- LCTCS and LDE will actively gather and share promising practices in career guidance and counseling, including activities with an emphasis on non-traditional career options.
- LCTCS and LDE will utilize information from national organizations to enhance local programs and encourage local colleges to participate on the national level. These organizations will include the National Alliance for Partnerships in Equity, Inc. (NAPE) and Women Work! The National Network for Women's Employment.
- A percentage of State Perkins Leadership Funds are allocated to promoting non-traditional career options.

4. State Correctional Institution Services [Section 122(c)(19)]

As prescribed in the Perkins 2006 legislation, the State will annually set aside an allocation of 1% of leadership funds for postsecondary training in correctional institutions. There are currently 11 facilities where the technical and community colleges conduct CTE training. Funds expended are based on local/regional assessments of training needs and are used for technical training and equipment upgrade.

The technical and community colleges submit an application for funding prior to the start of the fiscal year. The information provided describes the programmatic needs and the plans for providing technical training during the fiscal year. Training is targeted toward the inmates nearing the end of their incarceration (within a year of release).

5. Equitable Access (Section 427(b) of the General Education Provisions Act)

Section 427 is a new provision of the General Education Provisions Act (described in OMB Control No. 1890-0007, <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>) that affects all local uses of federal education funds.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants' discretion in developing the required description.

In the 2008-2013 Perkins Plan

- The State LCTCS and LDE will work to determine the most appropriate and least burdensome procedure whereby local applicants for Perkins funds will describe the steps they propose to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- Since Section 427 applies to all federally-assisted programs, it may be possible to develop an agency-wide solution as an appropriate way to reduce the burden in preparing each Perkins funding application.

- In accordance with federal guidance, local applicants will be encouraged to address the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. LCTCS and LDE will ask applicants to determine, based on local circumstances, whether these or other barriers may prevent students, teachers, etc. from such access or participation in, the Federally-funded project or activity.

SECTION IV. Accountability and Evaluation

A. Statutory Requirements

1. Obtaining Input on Measurement Definitions and Approaches [Section 113(b)(1)(A)-(B), Section 113(b)(2)(A)-(C)]

For the Perkins IV indicators that are similar to Perkins III indicators, prior year data will be adjusted to provide estimates to performance. Where modifications will be required, LCTCS will communicate with the local CTE supervisors, postsecondary Perkins Coordinators, and postsecondary institutional research officers to establish and/or revise these measurement definitions and approaches. Where new indicators are required, the State will consult with teachers and faculty from the staff of eligible recipients on a program by program basis to determine what assessment methods are already in place, and where new assessment mechanisms might be appropriate. As the State is deciding upon the most appropriate or effective technical assessment system, it will invite teachers and faculty to participate in planning activities to determine improvements to the accountability and assessment systems.

2. Obtaining Input on State Adjusted Levels of Performance [Section 122(c)(10)(A), Section 113(b)(3)(B)]

LCTCS will review data provided by eligible recipients during previous years to develop a state-adjusted level of performance for each of the core indicators of performance for CTE students at the secondary/postsecondary levels. Additional data will be retrieved from the eligible recipients as needed for the core indicators for which the State has not previously collected information.

On the postsecondary level, measurement methods are so very similar to those used under Perkins III, baseline data averaged from the most recent program years will be used to determine postsecondary performance targets. The one exceptions are the “technical skills attainment” (1P1) and the “retention and transfer” (3P1) indicators which will require newly developed baseline information that will be determined once the methodology has been confirmed. Currently, postsecondary uses concentrator completion data as the measurement data for a similar Perkins III indicator (1A1 and 1P1). The use of this measurement approach will be used for the first reporting period (December 2010, program year 2009-2010) in which the state and the postsecondary institutions are required to report on this indicator.

Baseline data for “retention and transfer (3P1/3A1)” performance indicator is contained on FAUPL. The data includes fall to fall retention data only. The period prior to the first reporting period will be use to gather more data for “transfer.” Additional data required to move forward to the Gold Standard will also be collected. The first full reporting period for Perkins IV is December

2010, program year 2009-2010. Data included in this period will include students that earned a licensure credential that can be verified (this includes licensed practical nursing, registered nurses, and cosmetology).

3. Valid and Reliable Measurement Definitions – Technical Assessment [Section 113(b)(2)(A)-(B)]

Under the 2008-2013 Perkins Plan

LCTCS and LDE will use the following definitions of CTE Participants and Concentrators:

Secondary Level

- CTE Participant: A secondary student who has earned one (1) or more credits in any CTE program area.
- CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services) is recognized by the State and/or its local eligible recipients.

Postsecondary Level

- CTE Participant: A postsecondary/~~adult~~ student who has earned one (1) or more credits in any CTE program area.
- CTE Concentrator: A postsecondary/~~adult~~ student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.

Measurement Definitions – Validity and Reliability

The Louisiana Department of Education developed an Electronic Data system that uses a web-based model. LDE has the capability to pull the data from the CATE data system. The data pulled at the state level is then sent to the local parishes to verify the information.

1S1 Academic Attainment – Reading/Language Arts

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under ESEA, is presumed to be valid and reliable.

1S2 Academic Attainment – Mathematics

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under ESEA, is presumed to be valid and reliable.

2S1 Technical Skill Attainment

The Governor's Office of the Workforce Commission established the Louisiana IBCs Council to create and maintain an official IBC focus list of certifications. LDE has already established the use of IBCs in all of the seven LCP focus-areas that are authorized for the use of Perkins funds. Using IBC's as a basis, the LDE has created an "IBC Matrix" that is approved for use in each of the State's secondary CTE programs. For each CTE program area, a "certifying

agency” is identified and the measurement approach is offered. The Matrix is attached to this Plan as Appendix G.

For programs that use IBCs or standards-based assessment, there is a high level of confidence that these assessments are valid and reliable.

As described in Section IV (B)(2), the LDE will also explore the use of dual enrollment and articulated credits to count as measure for technical skill attainment in those programs for which an industry-based certificate is not available or appropriate.

3S1 Secondary School Completion

Louisiana is using definitions provided in U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable.

4S1 Student Graduation Rates

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under ESEA, is presumed to be valid and reliable. LDE will use the same graduation rate calculation approved in its ESEA state plan.

5S1 Secondary Placement

Louisiana is using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and gathering data from each school district to determine secondary placement. Follow-up placement data will be gathered using a survey method that is consistent across all Louisiana districts.

6S1 Nontraditional Participation

Louisiana is using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine nontraditional participation. LDE will cross-match USDE identified non-traditional occupations/fields with data collected through the State’s data system.

6S2 Nontraditional Completion

Louisiana is using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine nontraditional completion. LDE will cross-match USDE identified non-traditional occupations/fields with data collected through the State’s data system.

Postsecondary

The state of Louisiana does not have a central data system for postsecondary institutions. The State has relied on the postsecondary institutions to provide the required data for the required performance indicators. The Louisiana State Legislature awarded LCTCS \$10 million from the FY 07-08 budget to begin the process of acquiring a statewide student data system. It is expected that the Legislature will pass legislation providing additional funding (\$20 million) for the student data system. As this development of the statewide data system will take some time to develop, a simple web-based system is being developed in which the colleges will upload their data using text files to report the Perkins performance data.

LCTCS moved to utilizing the BANNER statewide data system to collect data for all indicators, with the exception of Placement data.

Beginning with Fiscal Year 2017, Louisiana will discontinue the collection of Adult Student Performance Indicator data. All student data will be collected as Postsecondary Performance Indicator data.

~~1A1~~/1P1 Technical Skill Assessment

Numerator: Number of CTE concentrators who attain a passing grade on a minimum of 75% of their occupational courses during the reporting year.

Denominator: Distinct Number of CTE concentrators with a minimum of one (1) CTE course during the reporting year.

~~2A1~~/2P1 Completion

Numerator: The number of CTE concentrators who left postsecondary during the reporting year, and received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: The number of CTE concentrators who left postsecondary education during the reporting year.

~~3A1~~/3P1 Student Retention or Transfer

Louisiana is using the measurement definitions provided in the U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable.

~~4A1~~/4P1 Placement

Louisiana is using the measurement definitions provided in the U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable.

~~5A1~~/5P1 Participation for Nontraditional

Louisiana is using the measurement definitions provided in the U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable.

Louisiana uses nontraditional gender indicators by CIP code as identified by National Alliance for Partners in Equity (NAPE). CIP codes identified by the colleges are validated against CIP codes for similar program throughout the State. If a CIP code is found to be inaccurate, and therefore does not accurately reflect the nontraditional indicator, an alternate CIP code is used and the justification is documented.

~~5A2~~/5P2 Completion for Nontraditional

Louisiana is using the measurement definitions provided in the U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable.

4. Alignment of Indicators of Performance [Section 113(b)(2)(F)]

Secondary

Measurement of attainment of academic skills is determined using the statewide assessment program – The Louisiana Graduate Exit Exams (GEE) which are standards-based criterion – referenced tests. They are specifically linked to and aligned with the Louisiana Comprehensive Curriculum as it is implemented through content standards and grade-level expectations.

Evaluation of the GEE tests by US Department of Education using the peer review process has established that the exams do meet the No Child Left Behind (NCLB) requirements.

Louisiana will report a longitudinal graduation rate that complies with the specifications outlined in the National Governors Association compact. Louisiana has assimilated student-level data into a format that allows for the calculation of a cohort graduation rate. Rates have been calculated for the graduating classes of 2001, 2002, 2003, 2004, 2005, and 2006. The initial step identifies the first time ninth grade students.

Postsecondary

Core indicators of performance will be aligned to the greatest extent possible with data gathered from the eligible recipients and other state agencies. Postsecondary core indicators will utilize information gathered by the eligible recipients for submission to the BoR such as the graduation/completer information to provide the data for attainment of certificate or degree. The State will make use of the UI wage records data available to through the Louisiana Department of Labor (LDOL) to identify those placed in employment.

5. Accountability Forms [Section 113(b)(3)(A)(i)-(ii)]

The performance levels for all of the secondary and postsecondary indicators are detailed on the Accountabilities Forms in Part C. The Postsecondary (1P1-5P2) indicators are representative of the community colleges, technical community colleges and participating universities with two-year programs. The Adult (1A1-5A2) indicators are representative of the technical college campuses.

Measure for Challenging Academic Content Standards

Section 113(b)(2)(A)(i) of the Perkins Act requires the State to use measurements for reading/language arts and mathematics established under sections 1111(b)(1) and section 1111(b)(3) of the Elementary and Secondary Education Act of 1965 (as amended by the No Child Left Behind Act of 2001).

The Perkins Act further requires a state use its academic assessments to measure CTE students' attainment of these state standards. Thus, two of a state's core indicators must be Career and Technical Education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA.

Under the 2008-2013 Perkins Plan

- Pursuant to Bulletin 111 §703, it is Louisiana’s intent to use the exact information, processes and reporting procedures currently used for NCLB purposes. As required in the Elementary and Secondary Education Act (as amended by the No Child Left Behind Act of 2001), the Annual Measurable Objectives (AMOs) have been established based on the baseline percent proficient score (proficient = CRT level of basic, mastery, or advanced) in English-language arts (ELA) and mathematics in the 20th percentile school, using the 2002 CRT test scores in ELA and mathematics for grade 10.

The AMOs for ELA and math are listed in Section IV (B)(1)(b).

A 99% confidence interval shall be used when evaluating whether subgroups within a school have attained the AMO. A confidence interval is a statistic that creates a range of scores. Subgroups with a 95 percent participation rate that attain a percent proficient score within or above the confidence interval range for the AMO shall be considered as having passed the subgroup component. Confidence interval ranges are affected by subgroup size. Smaller subgroups will have a wider range and larger subgroups will have a narrower range.

Student Graduation Rates

Section 113(b)(2)(A)(iv) of the Perkins Act requires a state to identify a core indicator to measure for its CTE students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, Louisiana must report the number or percent of its CTE students whom the State includes as graduated in its graduation rate described under the ESEA.

In the 2008-2013 Perkins Plan

- In the 2005 graduating class there were a total of 26,807 CTE students in the cohort. Fifty-three percent of the CTE students graduated. In the 2006 graduating class there were a total of 25,232 CTE students in the cohort. Fifty-two percent of the CTE students graduated.
- Pursuant to Bulletin 111 §709, beginning in 2007 for schools with a 12th grade class, earned a sufficient graduation rate as described in §708 or improved the graduation rate by at least 0.1 percent.

6. Agreement on Local Adjusted Levels of Performance [Section 113(b)(4)(A)(i); Section 122(c)(10)(B)]

The secondary and postsecondary eligible recipients will be given the opportunity to accept the State’s agreed upon levels of performance. Recipients already performing above the State’s agreed upon levels of performance cannot accept the State level of performance. In that case, the State will accept a level which is determined to be higher. Postsecondary recipients cannot opt to set their performance level lower than the State’s agreed upon level. A secondary recipient whose baseline average is lower than the State’s agreed upon level may opt to accept the State’s adjusted

levels of performance or to establish an improvement plan to bring their levels up to the State's adjusted levels of performance. Further refinement of this process will take place during the transition year.

The local agreed upon levels of performance will be negotiated every two years during the life of the Perkins legislation. Increases in performance levels will be negotiated based on actual performance in the two previous years.

7. Procedures to Request Revised Local Adjusted Levels of Performance [Section 113(b)(4)(A)(vi)]

Eligible recipients may only request revisions to the local adjusted levels of performance based on major unanticipated circumstances, such as major disasters; significant losses in student population, or school closures/closure of CTE programs resulting in major decreases in student populations which will affect the calculation of the performance indicator. Also, an unanticipated circumstance that can be documented that impacts the performance levels of the students may be accepted.

Requests for changes should be made in writing at the same time as the annual LAP is submitted. This time period is usually May 1 through June 30. It is the recipient's responsibility to provide documentation (data) showing that the event actually resulted in a decrease in the agreed upon level of performance.

8. Data Reporting Processes Section 122(c)(13); Section 205].

The LCTCS and LDE will ensure that the data reported by the Perkins eligible recipients (both secondary and postsecondary) is complete, accurate, and reliable by providing clear definitions of terms and data collection training. The LCTCS and LDE will continue to refine the process to meet the Perkins IV data requirements.

All eligible recipients are accountable for performance on the measures in their annual plan. The community and technical community colleges and universities will continue to develop reliable methods of collecting data that is not currently being collected consistently across the state (i.e. the awarding of industry credentials).

9. Consortium Agreements and Performance Levels [Section 204(e)(1)]

Each eligible recipient that is part of a consortium due to not meeting the funding threshold (secondary-\$15,000 and postsecondary-\$50,000) will be responsible for negotiating their own performance indicators.

Regional Technical Centers of the LTC will be funded as a consortium and the main hub will act as the fiscal agent and be responsible for negotiating the local levels of performance for their regional center. The data will be aggregated and the Regional Technical Center will be considered as a single recipient.

10. Evaluation of Program Effectiveness [Section. 122(c)(8)]

Staff will conduct on-site reviews of all recipients of Perkins IV funds.

Secondary

To meet the statutory requirements of the Carl Perkins federal legislation, staff in the LDE conducts on-site monitoring visits annually to one fifth of the eligible Perkins IV recipients.

- The team leader and team meet with the district's superintendent and his/her staff to introduce the monitoring team members and provide the purpose of the monitoring process. The LDE team performs compliance and performance reviews using the district and school checklists. After the monitoring takes place, the team leader provides feedback to the superintendent and his/her staff relative to the LDE visit.
- The Local Education Agency is required to address each area of noncompliance. A plan of action must be submitted to the LDE within 30 working days after receipt of this notification. After an LDE review of the plan of action, the LDE will issue a letter of compliance for plans approved or a letter of non-compliance for plans not approved.
- Closure letters must address the findings. Once the district supplies adequate documentation to address issues of non-compliance to the appropriate program, the LDE program consultant will send the district's superintendent a closure letter indicating that the district's response to the requested corrective action is adequate. The letter must include the date of monitoring, date of response from LEA, and whether the monitoring is considered closed or not.

Postsecondary

To meet the requirements of the Perkins Act, monitoring visits will be conducted annually on fifty percent of the eligible Perkins IV recipients. All recipients will complete and submit quarterly reports.

- When a postsecondary institution has been identified for an on-site review, a letter and a copy of the on-site evaluation/monitoring instrument will be sent to the Chancellor, Regional Director and the Perkins Coordinator approximately two to four weeks prior to the review. During the on-site review, the program evaluator/monitor will meet with appropriate staff to determine if the institution is meeting the goals and objectives identified in the approved LAP.
- An exit interview will be conducted if the review team identifies significant findings. A formal letter will be sent to the Chancellor or Regional Director following the on-site review. If there are findings, the Perkins recipient will submit a corrective action plan. If the plan is deemed sufficient, a closure letter will then be issued.

B. Other Department Requirements

1. Data Accountability Forms

(a) The student definitions

Definitions: (Source: Non-Regulatory Guidance, March 13, 2007, US DOE Office of Vocational and Adult Education)

Secondary Level

- CTE Participant: A secondary student who has earned one (1) or more credits in any Career and Technical Education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services) at the secondary level is recognized by the State and/or its local eligible agency.

Postsecondary/Adult Level

- CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
- CTE Concentrator: A postsecondary/adult student who completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.

(b) Baseline data for the core indicators of performance

Measurement of attainment of academic skills is determined using the statewide assessment program – The Louisiana Graduate Exit Exams (GEE) which are standards-based criterion – referenced tests. They are specifically linked to and aligned with the Louisiana Comprehensive Curriculum as it is implemented through content standards and grade-level expectations. Evaluation of the GEE tests by US Department of Education using the peer review process has established that the exams do meet the No Child Left Behind (NCLB) requirements.

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9%	30.1%
2003-2004	36.9%	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9%	53.5%
2008-2009	57.9%	53.5%
2009-2010	57.9%	53.5%
2010-2011	68.4%	65.2%

2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%

(c) Proposed performance levels.

Louisiana will report a longitudinal graduation rate that complies with the specifications outlined in the National Governors Association compact. Louisiana has assimilated student-level data into a format that allows for the calculation of a cohort graduation rate. Rates have been calculated for the graduating classes of 2001, 2002, 2003, 2004, 2005, and 2006. The initial step identifies the first time ninth grade students.

2005 Graduating Class				
CTE concentrators (with 3 or more credits in primary courses)				
Exit Category	Count of Students	Percent	TOTAL COHORT	CTE/COHORT
ATTENDER	1266	4.7%		
COMPLETER	39	0.1%		
DROPOUT	57	0.2%		
GRADUATE	25445	94.9%	32925	77.3%
Total C&T Students in Cohort	26807	100.0%	50614	53.0%

2006 Graduating Class				
CTE concentrators (with 3 or more credits in primary courses)				
Exit Category	Count of Students	Percent		
ATTENDER	1420	5.6%		
COMPLETER	81	0.3%		
DROPOUT	63	0.2%		
GRADUATE	23668	93.8%	30354	78.0%
Total C&T Students in Cohort	25232	100.0%	48540	52.0%

2. Programs with Technical Skill Assessments

This section of the plan will describe current efforts to development and promote the use of industry-based credentials in Louisiana, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.

IBCs

The Governor's Office of the Workforce Commission established the Louisiana IBCs Council to create and maintain an official IBC focus list of certifications. All occupational training programs in the State have agreed to institute the practice that training programs:

- (a) align career and technical programs with nationally recognized, industry-based skill standards and certifications as the basis for developing competency-based learning objectives, curricula, instructional methods, teaching materials and classroom/worksite activities;

(b) prepare students to satisfy employer knowledge and skill requirements assessed by related examinations; and

(c) support initiatives that will enable educational institutions to provide students with the opportunity to take these exams and receive certifications corresponding with their program of study.

Both the LCTCS and LDE are active members of this Council. This assists in aligning secondary and postsecondary CTE LCPs.

Measurement of Secondary Technical Skill Assessment

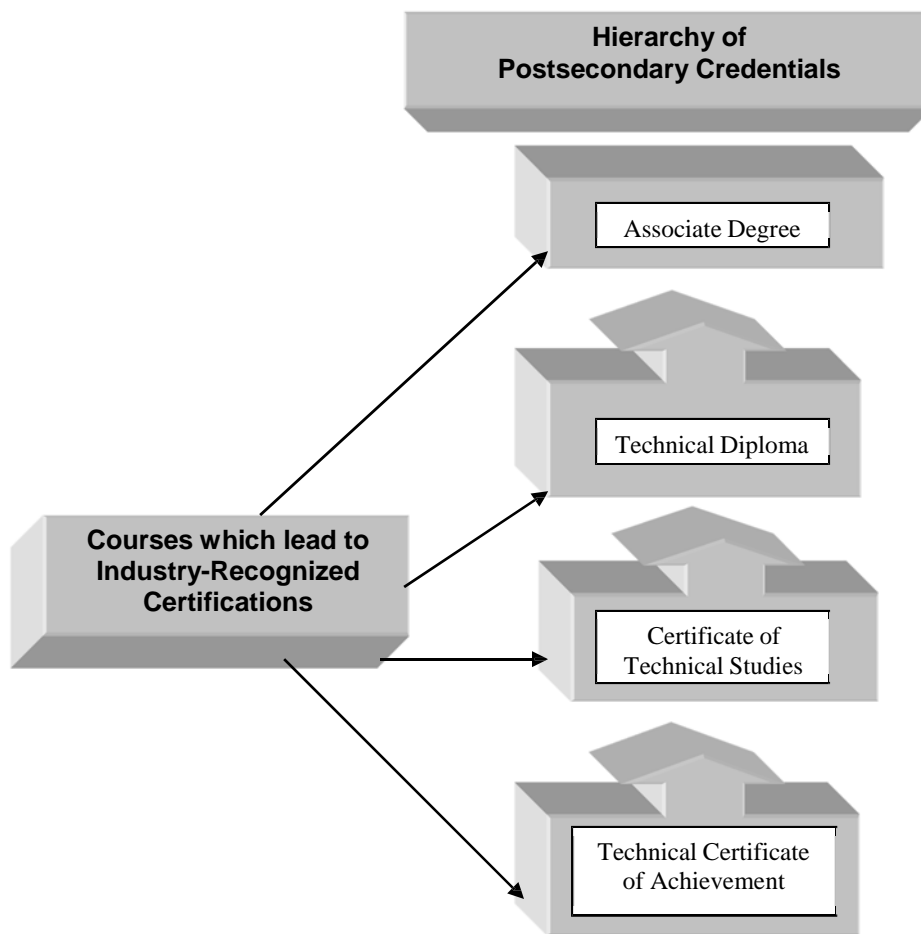
LDE has already established the use of IBCs in all of the seven focus-area LCPs that have been established for authorized use of Perkins funds. Using IBC's as a basis, the LDE has created an "IBC Matrix" that is approved for use in each of the State's secondary CTE programs. For each CTE program area, a "certifying agency" is identified and the measurement approach is offered. The Matrix is attached to this Plan as Appendix G.

For programs that use IBCs or standards-based assessment, there is a high level of confidence that these assessments are valid and reliable. For programs that do not currently offer an IBC or use externally-developed standards-based assessments, LDE is exploring alternative means to measure Technical Skill Attainment that will be valid and reliable.

LDE will evaluate the possibility of counting the awarding of dual enrollment credit and articulated credits in CTE courses as an alternative measure of technical skill proficiency. Dual enrollment courses and articulated credits are based upon industry-standards, and the acquisition of technical skills is recognized by postsecondary education in the awarding of postsecondary credit. Therefore, this measure will meet a minimum standard of validity and reliability.

Measurement of Postsecondary Technical Skill Attainment

Through the CTE programs offered through LCTCS programs, students have an opportunity to earn a Technical Certificate of Achievement, Certificate of Technical Studies, Diploma or an Associate degree as part of the effort to support Career and Technical Education. These credentials better allow CTE adults and students to move in and out of the school and/or work continuum as the credentials listed build upon each other. These credentials offer students the opportunity to acquire IBCs (See Figure below).



LCTCS has already established the use of IBCs in many of the seven focus-area LCPs that have been established for authorized use of Perkins funds. For programs that use IBCs or standards-based assessments, there is a high level of confidence that these assessments are valid and reliable.

LCTCS is working to determine strategies to increase the percentage of CTE programs in which results from IBCs and standardized assessments can be obtained by the State and entered into the accountability system. In this strategy, LCTCS will work directly with the industry organizations, foundations, and companies that sponsor IBCs that are widely used across a variety of CTE programs.

In working with providers of IBCs, LCTCS will evaluate the possible use of a “release form” that would be signed by an adult community college student which would allow the release of the student’s IBC scores to the college or to LCTCS to input into the accountability system. The option of a voluntary data release form would be reviewed as a possible means to satisfy the confidentiality requirements of the Federal Education Rights and Privacy Act.

SECTION V. Financial Requirements

A. Statutory Requirements

1. Allocation of Funds [Section 122(c)(6)(A); Section 202(c)]

Funds made available under Title I, Section 111 of the Act, including funds consolidated under Section 202(a) of the Perkins Act will be allocated to both secondary and postsecondary eligible recipients. Of the funds available under Section 112(a)(1) approximately 10% will be used for the reserve fund as specified in Section 112(c). The remaining funds available under Section 112(a)(1) will be allocated as follows: 56% to the secondary eligible recipients and 44% to postsecondary eligible recipients.

Louisiana has used a 56%/44% (secondary/postsecondary) split since 1976. The LCTCS (eligible agency) Board of Supervisors approved the continuation of this split for the Five-year Plan (July 1, 2008 – June 30, 2013). The rationale for this split of the funds was based on statistical data used by the LDE prior to July 1, 1999.

2. Specific Dollar Allocations [Section 131(g)]

Section	Allocation	Distribution Criteria
131(a)	\$9,014,368	As stated in the Perkins Act of 2006, Section 131(a)(1-2)
131(b)	n/a	Louisiana will not request a waiver for a more equitable distribution
131(c)	n/a	Section 131(a)(1-2); Waivers will be granted on a case-by-case basis
131(d)	n/a	Louisiana does not have limited jurisdiction agencies
131(e)	n/a	Not applicable for Louisiana

3. Specific Dollar Allocations [Section 122(c)(6)(A), Section 202(c)]

Section	Allocation	Distribution Criteria
132(a)	\$7,082,718	The postsecondary allocation will be distributed to eligible recipients based on the number current year PELL grant recipients enrolled in CTE programs. Louisiana will also request a waiver for an alternative funding formula that will factor in the number of recipients supported with WIA funds. The alternate funding formula creates a more equitable distribution of funds to postsecondary eligible recipients.

4. Allocation of Funds to Consortia [Section 122(c)(6)(B), Section 202(c)]

Secondary schools that do not qualify for the \$15,000 minimum will be encouraged to form or join a consortium with another local education agency that meets the requirements of section 135 in order to receive Perkins IV funds. The consortium will serve as the structure to provide services to all participating LEAs. The consortia members determine which institution will serve as the fiscal agent. The fiscal agent has the responsibility for submitting the LAP that addresses the consortium, and developing a plan that will meet the educational objectives, and planning the accompanying activities to reach the objectives. The fiscal agent is also responsible for all payments of invoices, payroll, and other financial activities.

5. Allocation to Postsecondary Consortia [Section 122(c)(6)(B), Section 202(c)]

Postsecondary eligible recipients whose allocation does not equal the required \$50,000 minimum will be encouraged to form or join a consortium with another local education agency that meets the requirements to receive Perkins IV funds. The consortium will serve as the structure to provide services to all participating institutions. The fiscal agent has the responsibility for submitting the LAP that address the consortium, and developing a plan that will meet the educational objectives, and planning the accompanying activities to reach the objectives. The fiscal agent is also responsible for all payments of invoices, payroll and other financial activities. Each member is responsible for submitting their own accountability data at the required time.

6. Adjustment of Allocations if District Boundaries Change [Section 131(a)(3)]

In collaboration with LDE, the LCTCS will adjust the data used to make allocations to reflect changes in school districts that may have occurred since the population and/or enrollment data were collected. School population and census data will be used to adjust the data. Approved charter schools with CTE programs that make application for funding will be treated the same as other schools within the district.

7. Proposed Alternative Allocation Formula(s) [Section 131(b) or 132(b)]

Postsecondary Formula Waiver

Louisiana elects to seek a waiver for allocating Carl Perkins funds at the postsecondary level. The request for a waiver creates a more equitable distribution of funds to postsecondary institutions located in small rural communities and those who award a small amount of PELL grants. Louisiana has a high level of poverty—the state average is approximately 30%. Louisiana’s waiver request formula includes a count of CTE students who are recipients of WIA training vouchers received in addition to the PELL grant awards per eligible institution and/or region. Appendix H contains the proposed waiver request and the actual distribution of funds using the waiver.

B. Other Department Requirements

1. Detailed Project Budget

The Perkins IV Budget Table for Program Year 1 (July 1, 2008 to June 30, 2009) is included in Part B. The budget allocations for both Title I and Title II are based on estimated allocations received from the US DOE-OVAE for program year 2008-2009.

Pursuant to Sections 112(a)(1)-(a)(3), 112(b) and 112(c), LCTCS will reserve funds and provide match as shown in PART B, Perkins IV Budget Table—Program Year 2.

2. Listing of Allocations [Sections 112(a) and (c)]

Consortiums formed in order to receive Perkins funding are formed at a later date. Based on the funding year 2008, below is a listing of allocations made to consortia.

<u>Consortium-Secondary</u>	<u>Allocation</u>
-----------------------------	-------------------

During this fiscal year thirty LEAs were eligible to form or join a consortium as their allocations for program year were less than \$15,000.

<u>Consortium-Postsecondary</u>	<u>Allocation</u>
Delgado CC and Region I	1,842,827
Fletcher Technical Community College and Southeastern Louisiana University	320,382

3. Secondary and Postsecondary Formulas [Section 112(a), Section 131(a), 132(a)]

Secondary Formula

Thirty percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act, will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.

Seventy percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State and are from families below the poverty level for the preceding fiscal year.

Postsecondary Formula

Funds reserved under Section 112(a) for distribution to postsecondary education programs under Section 132(a) will be allocated based upon the total number of individuals who are Pell Grant recipients and recipients of assistance from the Workforce Investment Act (WIA) who are enrolled in state funded CTE programs in the State. Louisiana will use the data from the most current fiscal year (i.e. for Perkins IV, Year 1, data from 2006-2007 will be used in the formula).

4. Competitive Basis or Formula for Allocating Reserve Funds [Section 112(c)]

Funds reserved under Section 112(c) will be made available to recipients to fund the CCT program. The reserve funds are divided evenly among the regions to carry out activities under this program. The reserve funds are allocated to each region separate from the basic grant funds, but review of the application for these funds and award of the funds occur at the same time as for the basic grant funds.

5. Procedures for Ranking Eligible Recipients [Section 112(c)]

Funds reserved under Section 112(c) of the Act will be distributed equally to the eligible recipients (fiscal agents—all postsecondary).

6. Procedures to Determine Rural and Sparsely Populated Areas [Sections 131(c)(2), 132(a)(4)]

The LCTCS in consultation with LDE will waive the \$15,000 minimum if a secondary school in a rural sparsely populated area, or a charter LEA operating approved CTE programs is unable to enter a local or regional consortium.

SECTION VII. EDGAR Certifications and Other Assurances

A. EDGAR Certifications

Louisiana's One-Year Transition Plan was approved by the Louisiana Community and Technical College System Board of Supervisors during the March 12, 2008 Board meeting.

In accordance with **34CFR 76.104** of the Education Department General Administrative Regulations

(EDGAR), the Louisiana Community and Technical College System (LCTCS) assures that:

- (a). The LCTCS is eligible to submit the One-Year Transition Plan for Career and Technical Education. The LCTCS is the eligible agency as designated by State legislation. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The state officer, Patricia "Trish" Felder, State Perkins Director, has authority under State law to receive, hold, and disburse Federal funds made under the plan. [34 CFR 76.104(a)(5)]
6. The designated state officer, Patricia "Trish" Felder, State Perkins Director, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The Louisiana Community and Technical College System Board of Supervisors has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
Note: Louisiana's Five-Year Plan was approved by the LCTCS Board of Supervisors on Wednesday, March 12, 2008 at the Board's March meeting. The Board of Elementary and Secondary Education approved the State Plan at their February 2008 Board Meeting.
8. The Plan is the basis for State operation and administration of the program. [34 CFR 76.104(8)]

**LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM BOARD OF
SUPERVISORS**

Norwood “Woody” Oge`, Chair
LCTCS Board of Supervisors

Date

Dr. Monty Sullivan, President
Louisiana Community & Technical College System

Date

David Helveston , Vice President for Workforce Solutions
Louisiana Community & Technical College System

B. Other Assurances

1. The eligible agency must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

LOUISIANA DOES NOT HAVE A STATE INTERGOVERNMENTAL REVIEW

PROCESS The Louisiana Community and Technical College System:

- a) Will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
- b) Assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
- c) The State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
- d) The State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
- e) The State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]x
- f) Provides assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
- g) Assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and

technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Norwood “Woody” Oge`, Chair
LCTCS Board of Supervisors

Date

Dr. Monty Sullivan, President
Louisiana Community & Technical College System

Date

David Helveston, Vice President for Workforce Solutions
Louisiana Community & Technical College System

Date

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM	One-Year Transition Plan, Carl D. Perkins Career & Technical Education Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE <u>Monty Sullivan</u>, Ed.D, President, Louisiana Community and Technical College System	
SIGNATURE	DATE

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327- 333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) relating to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470) EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE
		President
APPLICANT ORGANIZATION		DATE SUBMITTED
Louisiana Community and Technical College System		

Part B: Budget Forms

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 (For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ <u>21,041,943</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>2,188,456</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>23,230,399</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ <u>19,745,839</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u>1,974,584</u>
a. Secondary Programs (% of <i>Line D</i>)	\$ <u>00.00</u>
b. Postsecondary Programs (_% of <i>Line D</i>)	\$ <u>1,974,584</u>
2. Available for formula allocations (<i>Line D minus Line D.</i>)	\$ <u>17,771,155</u>
a. Secondary Programs (<u>56%</u> of <i>Line D.2</i>)	\$ <u>9,951,903</u>
b. Postsecondary Programs (<u>44%</u> of <i>Line D.2</i>)	\$ <u>7,819,352</u>
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$ <u>2,323,040</u>
a. Nontraditional Training and Employment (\$ <u>100,000</u>)	
b. Corrections or Institutions (\$ <u>232,304</u>)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$ <u>1,161,520</u>
G. State Match (<i>from non-federal funds</i>) ¹⁰	\$ <u>1,161,520</u>

¹⁰ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 2,188,456
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ 2,188,456
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ 0.00
- D. Tech-Prep Funds Earmarked for Consortia \$ 0.00
1. Percent for Consortia
(*Line D divided by Line C*) [_____%]
2. Number of Consortia 0
3. Method of Distribution (*check one*):
- a. Formula
- b. Competitive
- E. Tech-Prep Administration \$ 0
1. Percent for Administration
(*Line E divided by Line C*) [_____%]

PERKINS IV BUDGET TABLE
(For Federal Funds to Become Available Beginning on July 1, 2016)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ <u>21,041,943</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>21,041,943</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ <u>17,885,652</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u>1,788,565</u>
a. Secondary Programs (% of <i>Line D</i>)	\$ <u>00.00</u>
b. Postsecondary Programs (_ % of <i>Line D</i>)	\$ <u>1,788,565</u>
2. Available for formula allocations (<i>Line D minus Line D.</i>)	\$ <u>16,097,087</u>
a. Secondary Programs (<u>56%</u> of <i>Line D.2</i>)	\$ <u>9,014,368</u>
b. Postsecondary Programs (<u>44%</u> of <i>Line D.2</i>)	\$ <u>7,082,719</u>
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$ <u>1,793,775</u>
a. Nontraditional Training and Employment (\$ <u>100,000</u>)	
b. Corrections or Institutions (\$ <u>210,419</u>)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$ <u>1,052,097</u>
G. State Match (<i>from non-federal funds</i>) ¹⁰	\$ <u>1,052,097</u>

¹⁰ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

Part C: Accountability Forms and Definitions

I. STUDENT DEFINITIONS

A. Secondary Level

Participants –

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators –

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services) is recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

Participants –

A postsecondary/~~adult~~ student who has earned one (1) or more credits in any CTE program area.

Concentrators –

A postsecondary/~~adult~~ student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS

(FAUPL) A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	2005-2006 B:47%	L: 47% A:	L: 47% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	2005-2006 B: 42%	L: 42% A:	L: 42% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	National, State and Local Administrative Record	<p>Avg. of the last 3 years</p> <p>B: 53%</p>	<p>L: 0%</p> <p>A:</p>	<p>L: 53%</p> <p>A:</p>
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State and Local Administrative Record	<p>Avg. of the last 3-years</p> <p>B: 45%</p>	<p>L: 0%</p> <p>A:</p>	<p>L: 45%</p> <p>A:</p>

<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State and Local Administrative Records</p>	<p>2005 & 2006 B: 52.5%</p>	<p>L: 52.5% A:</p>	<p>L: 52.5% A:</p>
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>State and Local Administrative Record</p>	<p>Avg of last three years B: 88%</p>	<p>L: A:</p>	<p>L: 88% A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Records	<p>Avg of last three years</p> <p>B: 16%</p>	<p>L:</p> <p>A:</p>	<p>L: 16%</p> <p>A:</p>
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Records	<p>Avg. of last three years</p> <p>B: 23%</p>	<p>L:</p> <p>A:</p>	<p>L: 23%</p> <p>A:</p>

POSTSECONDARY/ADULT LEVEL

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline 2006-2007	Column 5 Year One 7/1/07- 6/30/08	Column 6 Year Two 7/1/08- 6/30/09
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of CTE concentrators who attain a passing grade on a minimum of 75% of their occupations courses during the reporting year.</p> <p>Denominator: Distinct Number of CTE concentrators with a minimum of one (1) CTE course during the reporting year.</p>	State and Local Records	B: 38.31%	<p>L:</p> <p>A:</p>	<p>L: 38.31%</p> <p>A:</p>
2A1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of CTE concentrators who receive and industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: number of CTE concentrators who left postsecondary education during the reporting year.</p>	State and Local Records	B: 38.31%	<p>L:</p> <p>A:</p>	<p>L: 38.31%</p> <p>A:</p>
3A1 Student Retention or Transfer 113(n)(2)(B)(iii)	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4 year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	State and Local Records	B: 72.53%	<p>L:</p> <p>A:</p>	<p>L: 72.53%</p> <p>A:</p>

<p>4A1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007)</p> <p>Denominator: number of CTE concentrators who left postsecondary during the reporting year.</p>	<p>State and Local Records</p>	<p>B: 88.44%</p>	<p>L: A</p>	<p>L: 88.44% A:</p>
<p>5A1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Records</p>	<p>B: 9.02%</p>	<p>L: A</p>	<p>L: 9.52% A:</p>
<p>5A2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Records</p>	<p>B: 8.43%</p>	<p>L: A</p>	<p>L: 9.00% A:</p>

POSTSECONDARY LEVEL

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline 2006-2007	Column 5 Year One 7/1/07- 6/30/08	Column 6 Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who attain a passing grade on a minimum of 75% of their occupations courses during the reporting year. Denominator: Distinct Number of CTE concentrators with a minimum of one (1) CTE course during the reporting year.	State and Local Records	B: 38.31%	L: A:	L: 38.31% A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who receive and industry-recognized credential, a certificate, or a degree during the reporting year. Denominator: number of CTE concentrators who left postsecondary education during the reporting year.	State and Local Records	B: 38.31%	L: A:	L: 38.31% A:
3P1 Student Retention or Transfer 113(n)(2)(B)(iii)	Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	State and Local Records	B: 72.53%	L: A	L: 72.53% A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30,	State and Local Records	B: 88.44%	L: A	L: 88.44% A:

	2007 would be assessed between October 1, 2007 and December 31, 2007) Denominator: number of CTE concentrators who left postsecondary during the reporting year.				
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and Local Records	B: 9.02%	L: A	L: 9.52% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	State and Local Records	B: 8.43%	L: A	L: 9.00% A:

Appendix A

Summary of Public Comments and Responses

Summary of Comments and Responses on the Multi-year State Plan of the Carl D. Perkins Career and Technical Education Improvement Act of 2006
Prepared by the Louisiana Community and Technical College System

Public Hearing #1, Shreveport, February 7, 2008

1. Regional Coordination: One participant asked about the definition of "region" as applies to the new requirements for CTE programs in a region to coordinate joint advisory committees among business advisory committees.

Response: The purpose of the new provision is to improve the quality of CTE program and improve coordination among individual programs (colleges and among high school programs). These advisory groups will be organized on a regional basis, using the 7 regions that have been established by LCTCS for its colleges.

2. Career Pathway Focus: A number of participants discussed the new provision that focused the use of Perkins funds on 7 career pathways: Advanced Manufacturing, Automotive; Construction; Education; Healthcare; Hospitality and Tourism; and Information Technology.

One participant from secondary education said a large portion of funds used in the parish are dedicated to keeping the parish's business computer labs up to date. While the information technology pathway is allowable, there are business administration courses that may not completely fall within the IT pathway. The parish has a strong alliance with the local technical college with dual enrollment courses, but if the district's computer labs are not able to be updated on a regular basis, the district is going to not be able to keep its programs at a level comparable to what the college is expecting.

A participant noted that family/consumer science programs do not all fall within the hospitality and tourism pathway, but may lead up to those courses. The participant expressed concern that focusing funds on the designated pathways will do away with courses at the secondary level that prepare students of the technical college.

A participant from a secondary CTE program expressed similar concerns about only being allowed to spend Perkins funds among the seven areas. The participant said there are many more areas that our students need to be prepared in, that might be covered in the "cyber Command" that is coming to the Shreveport region of the state. The participant said that school districts need to be able to spend money that will make a difference for our students going into postsecondary education. The participant said that business programs cover a broad area of need within the state and therefore should be included in the presumed allowable programs.

One participant notes that Appendix B lists all the Career Clusters and Career Majors that are recognized as CTE programs, and recommended that all of these programs be considered as allowable uses of Perkins funds without need a waiver. The participant suggested that, by

allowing funds to be used for all the programs listed in the Appendix, individual colleges and districts could then focus on the ones that best meet the needs of our students, rather than have to write for a waiver. At this point, the fastest growing program in the district is family and consumer sciences, which could not be funded without a waiver.

One participant said that the many students coming out of family and consumer science programs from the high school are entering the college's culinary arts program, under the Hospitality and Tourism pathway. Even though the programs are linked, the secondary portion might not be eligible for Perkins funding without a funding waiver.

Another participant noted that child development courses are a very popular aspect of many FCS programs, but falls under Human Services pathway, ineligible for funding without special approval.

- One participant said that Family and Consumer Science programs emphasize broad, transferable skills that are necessary for success in life and work, and as such should be pre-approved for funding.

Response: Following the devastation and disruption of Hurricanes Katrina and Rita in 2005, several agencies jointly identified the key areas of economic competitiveness and growth that the state would pursue. These include: Automotive; Construction; Education (i.e. Students Teaching and Reaching); Healthcare; Hospitality & Tourism; Information Technology, and Manufacturing.

Under the inter-agency focus, it was agreed that program funds from each agency would be focused on these priorities, to the extent feasible. Thus, LCTCS and LDE agreed to focus Perkins funds on starting, expanding and improving CTE programs. Programs offered within the seven pathways are considered to have a "pre-approved status."

LCTCS and LDE strongly believe that focus within CTE program is necessary and that programs need to be aligned to the workforce and economic developments needs of the State. This notion is strongly reinforced throughout the Perkins Act of 2006 with its emphasis on supporting programs that are "high-wage, high-skill or high-demand."

Given the need for a tighter focus in the use of Perkins funds, the State has also made allowances for regional workforce priorities. In the State plan, LCTCS and LDE have created a mechanism for allowing Perkins funds to be applied to programs outside of the seven targeted pathways based on regional needs. There is an allowance for eligible recipients (school districts or an eligible college) to request the use of funds for other programs. LCTCS and LDE may approve the use of Perkins funds for other programs that fall outside of these pathways.

The final state plan has been modified to clarify the approval criteria. The plan now indicates the following "to receive approval, the eligible recipient will need to make a substantive case, based upon credible data and other information, that there is or will be a significant workforce need in the region of the state served by the school district or college that the program will address. LCTCS will consider requests from community and technical colleges, and LDE will consider requests from school districts.

The alternative approval process was not referenced in the executive summary of the draft state plan, which may have contributed to some confusion about how local needs can be targeted. The

executive summary now references the alternate approval process for programs that do not fall within the seven targeted career pathways.

3. Regional coordination: A participant representing a postsecondary institution noted that the targeted areas do not list business, if you're talking about pathways, at the technical college, businesses is not always offered. In some colleges, business programs (focus on administrative assistant positions) are being phased out. Those programs you have at the high school level, business computer applications, would articulate to the technical college but it might be targeted to an IT program at the community college. The participant suggested that more conversation at the secondary-postsecondary levels for the development of pathways.

Response: We agree with the participant that more conversation is needed to facilitate the development of career pathways between secondary and postsecondary. The new state plan requires eligible recipients at the postsecondary and secondary levels to meet together at least once a year to review program coordination and program articulation. The new state plan also strongly encourages the development of regional advisory boards among business to coordinate with secondary and postsecondary career pathway programs.

4. Decisions re: Alternative Funding: A participant asked if the decision about funding for non-priority programs will be made by LCTCS only.

Response: in considering these requests, LCTCS will make decisions relating to community and technical colleges, and the LDE will make decisions relating to school districts.

5. A postsecondary participants asked about the use of Perkins funds related to career pathways, and whether those funds could be expended for non-credit courses.

Response: This question is not directly addressed in the Perkins State Plan, but is an administrative matter. The Perkins Act defines career and technical education as "organized educational activities that...offer a sequence of courses that...provides technical skills proficiency, an industry-recognized credential, a certificate, or an associate degree."

Given the definition as a sequence of courses that leads to proficiency, a credential, a certificate, or an associate degree, LCTCS has determined that non-credit courses offered at the community or technical college level do not meet the federal definition of career and technical education, and therefore are not eligible for the use of Perkins federal funds. Other state and local funds can be used to support non-credit courses.

6. Technical Skill Attainment. One participant expressed concern about the plan's indication that it will seek cooperation from test vendors to, with a voluntary student authorization, share the student's test scores on industry-based certifications either with the school or the appropriate state agency (LCTCS or LDE). The participant noted first-hand knowledge that one vendor which handles JC3 and Adobe exams has definitively indicated it will not share the data on student tests with a school or state agency.

Another participant from a postsecondary institution noted that at the college's testing center, the information on student test be gathered immediately. They will get the information for every student that uses the testing center. The student gets the results immediately, so the data can be gathered on site.

Response: LCTCS and LDE recognize that it will be a challenge to gain approval and cooperation from vendors to provide student test data. In cases where the student takes the test at a college testing center, it may be possible to develop procedures to gather information of student attainment on-site.

7. **Additional comments on career pathways:** One participant suggested there is a distinction between the CTE program areas and the seven career pathways identified by the state. This may contribute to some confusion about the state's policy of pre-approving programs within the seven career pathways.

Another participant wanted to clarify that one school district (parish) will not be required to fund all seven pathways, just the pathways that are appropriate in that region of the state. Another participant reminded others that the Perkins Act and the State Plan talks about high-wage, high-skill, high demand occupations. Even within the pre-approved career pathways, colleges and school systems should determine if there is a clear local need for a particular program.

Response: LCTCS and LDE will work closely with eligible recipients to explain the funding approval process, and work to strengthen targeting of programs to regional needs.

8. A secondary participant said that education programs need to emphasize the soft skills that students are not necessarily getting in other social settings.

Response: LCTCS and LDE believe that employability skills are valuable for all students, and should not be isolated only to a limited number of CTE programs. Career clusters and pathways anticipate that foundational skills and knowledge will be built into every CTE program.

9. A postsecondary participant indicated that there should be more clarity in state guidance about what constitutes a program of study under the Perkins Act.

Response: LCTCS and LDE conducted a statewide workshop in November 2007 to introduce the programs of study concept. We recognize that ongoing technical assistance will be necessary to help colleges and schools work together to develop high quality programs of study.

10. A participant who was a former recruiter for technical college and the Job Corps expressed concern about the duplication of programs between technical college and job corps setting. He said that technical colleges sometimes are offering programs that students do not want, and that colleges should provide students what they want and what the industry needs. He also expressed concern about motivating students to work hard, and that the technical colleges do not receive appropriate respect from other institutions of higher education.

Response: All aspects of the state's five year plan for implementation of the Perkins Act are intended to address many concerns expressed by the participants, such as providing programs that are targeted to the state's economic priorities, and raising the quality of programs and services within Louisiana's community and technical colleges, so the system is viewed as a high-value partner in addressing the state's workforce needs.

Appendix B
2012 Revisions
Summary of Public Comments and Responses

Summary of Comments and Responses on the Multi-Year State Plan
Technical Addendum to the State Plan of the Carl D. Perkins Career and Technical Education
Improvement Act of 2006
Prepared by the Louisiana Community & Technical College System

Public Hearing #1 – Lake Charles, Louisiana: February 27, 2012

1. **Observation/ Compliment:** One participant stated this was a move “in the right direction.”

Response: Appreciation for this note of support was expressed.

Appendix C

Louisiana Career Clusters and Career Majors for Secondary Schools

The Louisiana Career Majors are developed by local school systems. Each year the LEAs review their Career Major offerings and, if needed, submit new Career Majors for BESE approval. CTE funds cannot be expended in the Areas of Concentration that are marked with an asterisk.

Agriculture, Food and Natural Resources

Agriculture Production/ Management/Entrepreneurship
Animal Science
Forestry and Conservation
Horticulture

Architecture and Construction

Air Conditioning and Refrigeration, Heating & Ventilation
Architecture
Cabinetmaking
Carpentry and Construction
Drafting
Electrical/Electronics
Masonry
Plumbing

Arts, A/V Technology, and Communication

Commercial Arts
Entertainment Production
Graphic Arts
Interiors and Furnishings
Journalism*
Liberal Arts*
Mass Communications*
Performing Arts*
Photography
Printing Technology

Business, Management and Administration

Administrative Support
Business Administration

Education and Training

Advanced Studies*
Education
General Studies

Finance

Banking and Finance (NAF Academy)
Economics

Government and Public Administration

JROTC*

Health Science

Dental
Emergency Health Care
Health Professional
Nursing
Nutrition and Food
Pharmacy
Sports Medicine

Hospitality and Tourism

Culinary Arts
Tourism and Lodging

Human Services

Child Development Services
Management of Family Resources

Personal Care Services (Cosmetology & Barbering)
Social Services*

Information Technology

AOIT (NAF Information Technology Academy)
Computer Electronics
Computer Engineering Systems
Computer Science
Information Systems
Network Service & Operations

Law, Public Safety and Security

Law Enforcement Services
Legal Services

Manufacturing

Industrial Operations
Jewelry Manufacturing
Lab Technology
Petrochemical
Welding

Marketing, Sales and Services

Clothing and Textiles
Entrepreneurship
Marketing and Sales Management
Upholstery

Science, Technology, Engineering and Mathematics

Biotechnology Research and Development
Drafting
Engineering

Transportation, Distribution and Logistics

Automotive Technology
Collision Repair Technology
Diesel Mechanics
Marine Operations
Power Mechanics
Transportation Operations

Skilled Craft

Boilermaker
Carpentry
Concrete Finisher
Crane Operator
Electrical
Electric Line
Technician
Heavy Equipment
Instrumentation Technician
Insulation
Ironwork
Millwright
Painter
Pipefitter
Pipelayer
Scaffolding
Sheet Metal
Welding

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Appendix D

Louisiana Career Clusters and Programs of Study (Majors) for Postsecondary Schools

The following postsecondary CTE Programs of Study are approved by the Board of Regents and organized under the sixteen Career Clusters. Each year the College and Universities review their approved Programs of Study to provide the most up-to-date list of programs on an annual basis.

AGRICULTURE, FOOD AND NATURAL RESOURCES

TECHNICAL COLLEGE PROGRAMS

Forest Technology
Horticulture/Landscape
Horticulture
Veterinary Assistant

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Environmental Studies
Horticulture Technology
Veterinarian Technology

ARCHITECTURE & CONSTRUCTION

Visual Communications

TECHNICAL COLLEGE PROGRAMS

A/C And Refrigeration
Air Conditioning & Refrigeration
Building Technology Specialist
Cabinet and Furniture Construction
Carpentry
Electric Line Technician
Electrician
Industrial Maintenance Technology
Major Appliance Repair

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

A/C AND REFRIGERATION
Building Technology Specialist
Carpentry
Construction Technology
Electrical Technology

ARTS, A/V TECHNOLOGY & COMMUNICATION

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Entertainment Technologies
Film & Production Technician
Fine Arts
Graphics Designer
Graphics and Editing Assistant
Interior Design
Liberal Arts
Music
Performance and Media Arts
Photo Assistant
Telecommunications
Theatre

BUSINESS, MANAGEMENT & ADMINISTRATION

TECHNICAL COLLEGE PROGRAM

Accounting
Accounting Technology
Computer Specialist
Office Systems Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

ACCOUNTING
Accounting Technology
Administrative Office Technology
Business
Business & Management

Electrician
Heating, Ventilation and Air Conditioning
Industrial Control Systems
Construction Engineering Tech-Construction Management

ARTS, A/V TECHNOLOGY & COMMUNICATION

TECHNICAL COLLEGE PROGRAMS

Entertainment Technician
Entertainment Technologies
Graphics

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Commercial Art

HEALTH SCIENCE

HUMAN SERVICES

TECHNICAL COLLEGE PROGRAMS

Clinical Laboratory Technician
EMT/Paramedic
Medical Assistant
Medical Office Assistant
Patient Care Technician
Pharmacy Technician
Practical Nursing
Surgical Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Dietetics Technician
EMT
Health Information Technology
Health Services Office Management
Assistant
Medical Billing and Coding
Medical Laboratory Technician
Medical Office Assistant
Medical Office Specialist
Nursing
Occupational Therapy Assistant
Ophthalmic Medical Assisting
Paramedic
Patient Care Technician
Pharmacy Technician
Phlebotomy
Physical Therapy Assistant
Practical Nursing

Business Administration
Business Technology
Computer Information Technology
Funeral Service Education
Logistics Technology
Office Assistant
Office Systems Technology

EDUCATION & TRAINING

TECHNICAL COLLEGE PROGRAMS

Occupational Education

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Teaching (Gr 1-5)

TECHNICAL COLLEGE PROGRAMS

Cosmetology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

American Sign Language
Barber-Styling
Care & Development Young Children
Cosmetology
Massage Therapy

INFORMATION TECHNOLOGY

TECHNICAL COLLEGE PROGRAMS

Basic Digital Electronics
Basic Industrial Electronics Medical
Biomedical Equipment Technician
Biomedical Equipment Technology
Computer Electronics
Consumer Electronics Technician
Digital Audio Video
Graphics
Graphics Communication/Desktop Publishing
ICT
Industrial Electronics Technician
Industrial Electronics Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Applications Development Specialist
Basic Electronic Technician

Procedural Medical Coding
Radiologic Technology
Respiratory Care Technology
Respiratory Therapy
Respiratory Therapy Technology
Surgical Technology

HOSPITALITY & TOURISM

TECHNICAL COLLEGE PROGRAMS

Culinary Arts
Culinary Arts & Occupations
Hospitality and Tourism

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Culinary Arts
Culinary Arts & Occupations
Culinary Management
Foodservice Production & Management
Hospitality and Tourism
Production Cook
Hospitality Management
Pastry Arts

HUMAN SERVICES

TECHNICAL COLLEGE PROGRAMS

Barber-Styling
Care/Development of Young Children

MANUFACTURING

TECHNICAL COLLEGE PROGRAMS

Custom Sewing
Jewelry Technician
Machine Tool Technology
Pipefitting
Welding
Upholstery

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Construction Management
Construction Management Technology
Lathe Operator

Basic Industrial Electronics Tech
Computer Information Systems
Computer Network Technology
Computer Programmer
Computer Specialist
Computer Technology
Computer Electronics Service Technology
Electrical Service Technician
Electrical Service Technology
Electronics Technology
Industrial Electronics Technology
Information Network Security
Information Network Specialist
Information Programmer Analyst
Information Systems Administration Specialist
Networking Specialist
Web Analyst Programmer
Web Site Designer

LAW, PUBLIC SAFETY & SECURITY

TECHNICAL COLLEGE PROGRAMS

Correctional Security Officer
Criminal Justice
Legal Office Assistant

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Criminal Justice
Emergency Management
Fire Science
Paralegal Studies

TRANSPORTATION, DISTRIBUTION & LOGISTICS

TECHNICAL COLLEGE PROGRAMS

Automotive Technology
Automotive Maintenance Technician
Automotive Maintenance Technology
Aviation Maintenance Technology
Collision Repair Technology
Commercial Diving
Diesel Engine Technician
Diesel Power Equipment Technology
Heavy Construction Vehicle Operator
Outdoor Power Equipment Technology

Machinist
Mill Operator
Machine Tool Technology
Sheet Metal
Welding

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

TECHNICAL COLLEGE PROGRAMS

Civil Survey Map Technology
Civil Engineering Assistant
Draft/Design Technology
Drafting
Industrial Instrumentation
Nondestructive Test Technician
Process Technology
Survey Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Architectural/Design Construction Technology
Civil Construction Technology
Computer Aided Design and Drafting
Drafting and Design Technology
Drafting
General Science
Industrial Electronics Technology
Industrial Instrumentation Technology
Industrial Technology
Process Technology
Safety & Health Technician
Safety & Health Technology
Science Technologies

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Airframe
Automotive Technology
Automotive Refinisher
Aviation Maintenance Technology
Seamanship
Collision Repair Technology
Commercial Diving
Diesel Engine Mechanic
Diesel Engine Technician
Diesel Powered Equipment Technology
Marine Operations
Motor Vehicle Technology
Nautical Science
Power Plant
Structural Repair Person
Technical Studies – Transportation Technician

Skilled Craft

TECHNICAL COLLEGE PROGRAMS

Boilermaker
Carpentry
Concrete Finisher
Crane Operator
Electrical
HVAC
Heavy Equipment
Instrumentation Technician
Insulation
Ironwork
Millwright
Painter
Pipefitter
Pipelayer
Scaffolding
Sheet Metal
Welding

Appendix E Regional

Partnerships

CARL PERKINS PARTNERSHIPS									
Zone A	Zone B	Zone C	Zone D	Zone E	Zone F, East	Zone F, West	Zone G	Zone H	Zone I
Postsecondary Partners									
Acadiana Technical College	Baton Rouge Community College	Bossier Parish Community College	Central Louisiana Technical College	Delgado Community College	River Parishes Community College	Fletcher Technical Community College (Incl. Nicholls State University)	Louisiana Delta Community College	Northshore Technical Community College	SOWELA Technical Community College
LSU - Eunice	Capital Area Technical College	Northwest Louisiana Technical College	LSU - Alexandria	Nunez Community College	South Central Louisiana Technical College, Reserve Campus	South Central Louisiana Technical College	Northeast Louisiana Technical College (Incl. Louisiana Tech University)		
South Louisiana Community College		Northwestern State University							
		Southern University-Shreveport							

Secondary Partners

Acadia Parish	East Baton Rouge Parish	Bienville Parish		Orleans Parish	Ascension Parish	Lafourche Parish	Caldwell Parish	City of Bogalusa Schools	Allen Parish
Evangeline Parish	Iberville Parish	Bossier Parish	Avoyelles Parish	Jefferson Parish	Assumption Parish	St. Mary Parish	City of Monroe Schools	Livingston Parish	Beauregard Parish
Iberia Parish	Pointe Coupee Parish	Caddo Parish	Catahoula Parish	Plaquemine s Parish	St. James Parish	Terrebonne Parish	East Carroll Parish	St. Helena Parish	Calcasieu Parish
Lafayette Parish	West Baton Rouge Parish	Claiborne Parish	Concordia Parish	St. Bernard Parish	St. John the Baptist Parish		Franklin Parish	St. Tammany Parish	Cameron Parish
St. Landry Parish	City of Baker School	DeSoto Parish	Grant Parish	St. Charles Parish			Lincoln Parish	Tangipahoa Parish	Jefferson Davis Parish
St. Martin Parish	Zachary Community Schools	Natchitoches Parish	Lasalle Parish	Recovery School District			Madison Parish	Washington Parish	
Vermilion Parish	Central Community Schools	Red River Parish	Rapides Parish				Morehouse Parish		
	East Feliciana Parish	Sabine Parish	Vernon Parish				Ouachita Parish		
	West Feliciana Parish	Webster Parish	Winn Parish				Richland Parish		
							Tensas Parish		
							Union Parish		

							West Carroll Parish		
							Jackson Parish		

Justification for updates:

Zone D and Zone I

Secondary partner, Allen Parish, requested to be moved to Zone I. This request is due to the new LDE Jump Start initiative. Jump Start requires regional teams. Allen Parish is in Zone I for Jump Start. Moving to Zone I for Perkins will prevent duplication of effort for the Allen Parish team members.

Zone F

Zone F has been divided into two (2) regions based on the area labor market demands. The new zones have labor market demands that are unique to their geographical location. South Central LA Technical College, Reserve Camps is located on the east bank of the MS River, and will continue to partner with Zone F, East.

Appendix F

Local Application Plan

**Program Year
2016-2017**

**Postsecondary and Secondary Eligible
Recipients**

Section II (Postsecondary –Note: Secondary LAP contains modifications specific to secondary, i.e. Performance Indicators, etc.)

LOCAL APPLICATION PLAN 2016-17 (Cover Sheet)

for

**Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)
Public Law 109-270**

Submitted to
Louisiana Community & Technical College System

ELIGIBLE RECIPIENT:

Contact Person Responsible for:

Area of Responsibility	Name and Position	Telephone	Email
Basic Grant Narrative			
College & Career Transitions			
Programs of Study (Chief Academic Officer)			
Financial Issues			
Data Collection			

Line 1: _____
CHANCELLOR/REGIONAL DIRECTOR/PRESIDENT (Print Name) Signature Date

Line 2: _____
CHIEF FINANCE OFFICER (Print Name) Signature Date

Line 3: _____
CERTIFIED PERKINS REPRESENTATIVE (Print Name) Signature Date

Line 4: _____
PERKINS COORDINATOR (Print Name) Signature Date

SUBMISSION CHECKLIST

- ☐ Local Application Plan (LAP) - Section II (see time-line for submission information)
 - ☐ Cover Sheet (with contact information)
 - ☐ Basic Grant Narrative
 - ☐ Program Inventory
 - ☐ Performance Evaluation
 - ☐ Required Uses of Funds Checklist
 - ☐ Basic Grant Budget Narrative
 - ☐ College & Career Transitions Narrative
 - ☐ CCT Budget Narrative
- ☐ Signature Forms - Section III
 - ☐ Cover Sheet (with signatures)
 - ☐ Basic Grant Budget Summary Sheet
 - ☐ CCT Budget Summary Sheet
 - ☐ Statement of Assurances 2015-16 (Basic Grant)
 - ☐ Statement of Assurances 2015-16 (CCTC)
 - ☐ Certification Fiscal Year 2015-16
 - ☐ Summary & Attestation of Partnership with Secondary
- ☐ Other forms:
 - ☐ Consortium Agreement (if required)
 - ☐ Improvement Plan (if required)

BASIC GRANT NARRATIVE

The application must address, at a minimum, each of the items listed below in narrative form:

1. Provide a summary of how Perkins IV funds will be used. Outline the recipient's goals and objectives for the next three years, including desired outcomes. **[Sec.134(b)(1)]**
2. What activities will the recipient conduct to achieve the goals and desired outcomes described above? How will these activities enable the recipient to meet the adjusted levels of performance for each core indicator as outlined in the chart on page 6 of this application? **[Sec.134(b)(2)]**
3. Describe how the recipient will –
 - a. develop, adopt, implement, and enhance programs of study that prepare students for high-skill, high-wage, or high-demand occupations as documented by Local Workforce Investment Area (LWIA) data;
 - b. improve the academic and technical skills of students through the integration of coherent and rigorous content aligned with challenging academic and relevant technical standards;
 - c. provide students with strong experience in, and understanding of, all aspects of an industry; and
 - d. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. **[Sec134(b)(3)(A-D)]**
4. Describe how comprehensive (lasting longer than one day) professional development activities that promote the integration of coherent and rigorous content aligned with challenging academic and relevant technical standards will be provided for faculty, guidance, support, and administrative personnel. **[Sec.134(b)(4)]**
5. Describe how the recipient will obtain input, support, and participation from stakeholders (students, parents, CTE and academic faculty, administrators, CCTCs, LWIA representatives, business and industry, labor organizations, representatives of special populations, secondary partners, and other interested individuals) in your service delivery area. **[Sec.134(b)(5)]**
6. Describe the process that the recipient will use to annually evaluate and continuously improve the quality and performance of programs. **[Sec.134(b)(7)]**
7. Describe how the recipient will:
 - a. review programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - b. provide programs that are designed to enable the special populations to meet the local adjusted levels of performance;
 - c. provide activities to prepare special populations for **high-wage, high-demand, or high-skill occupations** that will lead to self-sufficiency. **[Sec.134(b)(8)]**
8. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. **[Sec.134(b)(9)]**

9. Describe how funds will be used to promote preparation for nontraditional fields. **[Sec.134(b)(10)]**
10. Describe how career counseling will be provided to students, including linkages to future education and training opportunities. **[Sec.134(b)(11)]**
11. Describe efforts to improve:
 - a. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - b. the transition to teaching from business and industry. **[Sec.134(b)(12)]**

PROGRAM INVENTORY

A significant change in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is the requirement that eligible recipients include specific elements in at least one program of study as shown in the table below. Please list all approved programs currently offered or planned and indicate the status for each element:

Status Codes:

- PLANNING (P) (Pre-development stage)
- DEVELOPED (D) (Established, but not implemented)
- IMPLEMENTED (I) (Program currently contains this element)

CIP Code (6 digit)	Program Name	Articulation Agreement with Secondary	Integrated, Aligned, Non- duplicative Sequence of Courses	Dual Enrollment Opportunities	Industry- Recognized Credentials, Certifications

FINAL AGREED-UPON PERFORMANCE LEVELS

Core Indicator	Measurement Definition	Louisiana Technical Colleges Performance Goals 2015-16	Louisiana Technical Colleges Performance Goals 2016-17*	Community Colleges & Universities Performance Goals 2015-16	Community Colleges & Universities Performance Goals 2016-17*
1A1/1P1 Technical Skill Attainment	Numerator: Number of <u>CTE concentrators</u> who attained a passing grade on a minimum of 75% of their occupational courses during the reporting year.* Denominator: Number of <u>CTE concentrators</u> with a minimum of one (1) CTE course during the reporting year.*	47	47	33	33
2A1/2P1 Credential, Certificate, or Degree (Completion)	Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or degree during the reporting year. Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	54	54	31	31
3A1/3P1 Retention and Transfer	Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	71	71	64	64
4A1/4P1 Placement	Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2013 would be assessed between October 1, 2013 and December 31, 2013). Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	47	47	38	38
5A1/5P1 Participation Nontraditional Training	Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	11	11	19	19

Core Indicator	Measurement Definition	Louisiana Technical Colleges Performance Goals 2015-16	Louisiana Technical Colleges Performance Goals 2016-17*	Community Colleges & Universities Performance Goals 2015-16	Community Colleges & Universities Performance Goals 2016-17*
5A2/5P2 Completion Nontraditional Training	Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	1	10	16	16

*DRAFT: PENDING APPROVAL FROM THE USDOE-OVAE FOR 2015-16 PERFORMANCE LEVELS.

PERFORMANCE EVALUATION

Core Indicator of Performance	2015-16 Required Performance Level (Page 6)	2015-16 Actual Performance Level	2016-17 Strategies or Activities (planned to improve performance levels)
1A1/1P1 Technical Skill Attainment			
2A1/2P1 Credential, Certificate, or Degree (Completion)			
3A1/3P1 Retention and Transfer			
4A1/4P1 Placement			
5A1/5P1 Participation Nontraditional Training			

Core Indicator of Performance	2015-16 Required Performance Level (Page 6)	2015-16 Actual Performance Level	2016-17 Strategies or Activities (planned to improve performance levels)
5A2/5P2 Completion Nontraditional Training			

It is important to note that the authorized signatures on the coversheet of the local application plan indicate that the recipient will accept the state's agreed upon level of performance for the 2016-17 program year.

REQUIRED USES OF FUNDS CHECKLIST

Permissive Uses of Funds are allowable provided the grant recipient can meet its obligation for *Required Uses of Funds*, in compliance with Title I, Section 135(b) of Perkins IV. Check the appropriate block in the table below to indicate whether Perkins dollars or other dollars are used to support the activities. If other sources are used, indicate if they are state, private, or other federal dollars. *If sources of funds other than Perkins are used, list the source in the column provided (see page 8 in Section I for abbreviations for source funds list).*

Required Uses	Source of Funds	
	Perkins	Other (list)
1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses.		
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study.		
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.		
4. Develop, improve, or expand the use of technology in career and technical education, which may include— (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.		
5. Provide professional development programs, including— (A) in-service and pre-service training on — (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; (iv) effective use of scientifically based research and data to improve instruction; (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.		
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.		
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.		
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.		
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.		

BASIC GRANT BUDGET NARRATIVE 2016-17

Description of Activity/Program/Service to be Funded Use Perkins Terminology	Amount Budgeted for Expenditure Estimated	Expected Outcomes of Proposed Expenditure Stated Goals/Objectives	Indicate Core Indicators addressed 1A1, 5A2, etc.	Indicate Use of Funds as described in Section 135 (b): Required Uses of Funds 1-9	Indicate Use of Funds as described in Section 135 (c): Permissive Uses of Funds 1-20

COLLEGE & CAREER TRANSITIONS (10% RESERVE)

The Louisiana College & Career Transitions Program is funded by Louisiana Perkins Reserve Funds. It is a statewide effort designed to help ease student transitions to college and/or careers through implementation of strategies including articulation, dual enrollment, career awareness, career pathways, and business and industry partnerships. The program is organized around 16 partnerships statewide consisting of high schools, postsecondary institutions, and business and industry representatives at a minimum. The coordination of these partnerships exists through a minimum of quarterly meetings of its members to discuss implementation of strategic initiatives that support successful student transitions through collaborative efforts. **The College & Career Transitions portion of this application should complement the Basic Grant initiatives.**

Six Key Priorities* for College & Career Transitions Coordinators:

1. Increase the number of high school seniors making application to postsecondary institutions;
2. Increase the number of high school seniors making application to federal financial assistance;
3. Increase the number of high school seniors enrolling in postsecondary institutions;
4. Increase the number of high school seniors receiving federal financial assistance;
5. Increase the number of high school students participating in dual enrollment programs;
6. Increase the number of implemented programs of study/career pathways.

*During 2015-16 decisions will be made regarding data collection and establishing baselines for the above priorities. Eligible recipients in each region shall meet to discuss strategies for meeting the six key priorities.

Note: Colleges served by the College and Career Transition Coordinators will attest to time and effort served. This will be achieved via the CCTC quarterly report or similar function.

Coordinators and regional workgroups will assist in the development of at least one Program of Study/Career Pathway each program year that leads to an industry-recognized credential, certificate, diploma, or a degree in a high-skill, high-wage, or high-demand occupational area as outlined in Sections I and II of the LAP.

Quarterly meetings with the regional workgroup/partnership will be required including documented agendas, sign-in sheets, and minutes. Regional workgroups/partnerships will include the College & Career Transitions Coordinator, Certified Perkins Representative, Perkins Coordinator, all secondary CTE supervisors, postsecondary basic grant coordinators, secondary and postsecondary administrators, business and industry partners, and other essential stakeholders.

Strategies for the following questions concerning College & Career Transitions may include but are not limited to: agreements/activities promoting articulated credit and dual enrollment, career coaching, financial aid workshops, collaboration with 2-year and 4-year colleges/universities, linkages with trade consortiums, career guidance

materials/software, joint secondary/postsecondary activities, state, regional, or national level conferences, career fairs, guest speakers, and preparation for national and state industry-based certifications.

COLLEGE & CAREER TRANSITIONS NARRATIVE

1. Describe in detail the recipient's overall plan to focus the College & Career Transitions program on the Six Key Priorities.
2. Describe the College & Career Transitions Coordinator's role in developing, implementing, and marketing the programs of study outlined in the Program Inventory section of the LAP.
3. Describe the mechanisms that will be used to facilitate articulation and dual enrollment efforts on a regional level by maintaining relations with secondary and postsecondary school administrators to align regional initiatives with local and state initiatives. How will these activities support the key priorities?
4. Describe the processes that will be used to ensure that counselors, teachers, parents, and students are informed of and encouraged to take advantage of articulation or dual enrollment opportunities. How will these activities support the key priorities?
5. Describe how information will be provided to secondary students, parents, postsecondary students, and other interested stakeholders regarding career awareness, educational planning, financial aid, and career opportunities at the postsecondary level. Include outreach activities that encourage positive college and career transitions. How will these activities support the key priorities?
6. Describe the process used to develop and implement professional development activities for administrators, counselors, faculty, and staff that support the key priorities and which are focused on college and career transitions.
7. Describe how data pertaining to the six key priorities will be collected. Will this require additional technical assistance from the state office?

CCT BUDGET NARRATIVE

2016-17

Description of Activity/Program/Service to be Funded Use Perkins Terminology	Amount Budgeted for Expenditure Estimated	Expected Outcomes of Proposed Expenditure Stated Goals/Objectives	Indicate Core Indicators addressed 1A1, 5A2, etc.	Indicate Use of Funds as described in Section 135 (b): Required Uses of Funds 1-9	Indicate Use of Funds as described in Section 135 (c): Permissive Uses of Funds 1-20

Description of Activity/Program/Service to be Funded Use Perkins Terminology	Amount Budgeted for Expenditure Estimated	Expected Outcomes of Proposed Expenditure Stated Goals/Objectives	Indicate Core Indicators addressed 1A1, 5A2, etc.	Indicate Use of Funds as described in Section 135 (b): Required Uses of Funds 1-9	Indicate Use of Funds as described in Section 135 (c): Permissive Uses of Funds 1-20

Appendix G

Industry Based Credential Matrix, Secondary CTE

http://www.laworks.net/Downloads/PR/WIC/IBC_StateFocusList_20151215.pdf

Appendix H

Postsecondary Formula Waiver Request (including tentative allocations for 2016-2017)

Louisiana Community and Technical College System					Effective July 1, 2016	
Carl D. Perkins Act Career and Technical Act of 2006						
POSTSECONDARY BASIC GRANTS						
FY 2016-2017 Post Secondary Distribution - 44% \$7,082,719						
Colleges and Universities	WIA	Pell	Total (Pell + WIA)	Basic Grant Allocation 100%	Eligible recipients can only request reimbursement for 25% of allocation from 7/1/15 to 9/30/15	Under \$50,000?
Baton Rouge Community College	3	2196	2,199	\$ 774,176.00	\$ 193,544.00	NO
Bossier Parish Community College	12	2,810	2,822	\$ 993,510.00	\$ 248,377.50	NO
Central Louisiana Technical College	3	473	476	\$ 167,580.00	\$ 41,895.00	NO
Delgado Community College	0	4,728	4,728	\$ 1,664,534.00	\$ 416,133.50	NO
Fletcher Technical Community College	1	472	473	\$ 166,524.00	\$ 41,631.00	NO
Louisiana Delta Community College	56	889	945	\$ 332,696.00	\$ 83,174.00	NO
LSU - Alexandria	1	246	247	\$ 86,959.00	\$ 21,739.75	NO
LSU - Eunice	2	655	657	\$ 231,303.00	\$ 57,825.75	NO
Louisiana Tech University	1	93	94	\$ 33,094.00	\$ 8,273.50	YES
Nicholls State University	0	31	31	\$ 10,914.00	\$ 2,728.50	YES
Northshore Technical Community College	5	937	942	\$ 331,639.00	\$ 82,909.75	NO
Northwest Louisiana Technical College	53	971	1,024	\$ 360,508.00	\$ 90,127.00	NO
Northwestern State University	2	209	211	\$ 74,284.00	\$ 18,571.00	NO
Nunez Community College	16	697	713	\$ 251,018.00	\$ 62,754.50	NO
River Parishes Community College	9	228	237	\$ 83,438.00	\$ 20,859.50	NO
South Central Louisiana Technical College	5	526	531	\$ 186,943.00	\$ 46,735.75	NO
South Louisiana Community College	5	1446	1,451	\$ 510,837.00	\$ 127,709.25	NO
Southern University-Shreveport	10	1,366	1,376	\$ 484,433.00	\$ 121,108.25	NO
SOWELA Technical Community College	4	957	961	\$ 338,329.00	\$ 84,582.25	NO
Grand Totals			20,118	\$ 7,082,719.00	\$ 1,770,679.75	

Note: Colleges and consortia are required to maintain one budget per award. (In previous years some colleges were comprised of campuses with individual budgets totaling one overall budget). It is the responsibility of each college or consortia to allocate Carl Perkins funds within respective campuses (per colleges) or colleges (per consortia).

Louisiana Community and Technical College System	
Carl D. Perkins Act Career and Technical Act of 2006	
<i>Effective July 1, 2016</i>	
POSTSECONDARY COLLEGE & CAREER TRANSITION COORDINATORS GRANT	
Fiscal Year 2015-2016 Allocation	
FY 2016-2017 Post Secondary Distribution:	\$1,788,565
Colleges and Universities	CCTC Allocation
Baton Rouge Community College - East	\$ 111,785.00
Baton Rouge Community College - West	\$ 111,785.00
Central Louisiana Technical Community College - East	\$ 111,785.00
Central Louisiana Technical Community College - West	\$ 111,785.00
Delgado Community College	\$ 111,786.00
Fletcher Technical Community College & South Central Louisiana Technical C	\$ 111,786.00
Louisiana Delta Community College - East	\$ 111,785.00
Louisiana Delta Community College - West	\$ 111,785.00
Northshore Technical Community College	\$ 111,786.00
Northwest Louisiana Technical College - North	\$ 111,785.00
Northwest Louisiana Technical College - South	\$ 111,785.00
Nunez Community College	\$ 111,786.00
River Parishes Community College	\$ 111,786.00
South Louisiana Community College - North	\$ 111,785.00
South Louisiana Community College - South	\$ 111,785.00
SOWELA Technical Community College	\$ 111,785.00
Grand Totals	\$ 1,788,565.00