

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

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Creating Futures

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TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Chris Broadwater
Vice President of Workforce Policy

FROM: Patricia "Trish" Felder
State Director Career Technical & Adult Education

DATE: January 30, 2019

SUBJECT: Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) Transition State Plan Approval

APPROVED
LCTCS BOARD OF SUPERVISORS
2/13/19

FOR BOARD ACTION

Recommendation: Staff recommends that the Board authorize LCTCS President, Dr. Monty Sullivan, to review and approve the Perkins V Transition State Plan upon its completion on or before March 15, 2019.

Background: The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law July 31, 2018. This bipartisan measure authorizes the Carl D. Perkins Career and Technical Education Act, which provides roughly \$1.3 billion annually in Federal funding for career and technical education (CTE). LCTCS is the fiscal agent for the \$21,041,943 grant to Louisiana. As such, LCTCS is charged with leading the development of the LA Transition State Plan, as well as the submission of the plan to the Office of Career, Technical & Adult Education (OCTAE), a division of USDOE. The plan has been in development through a collaborative effort of LCTCS, La DOE, Governor's Office, LWC, LED, Board of Regents and La Dept. of Corrections. The final draft of the plan will be completed by this team and submitted to the Governor's Office on March 15, 2019 for his review and approval. The plan must then be submitted to OCTAE by April 30, 2019 for approval and implementation on July 1, 2019.

Fiscal Impact: \$21,041,943

History of Prior Actions: Approved

Benefits to the System: Provides funding to expand and support CTE programs to meet regional needs for high-demand, high-skill, and high-wage occupations.

Approved for Recommendation to the Board
Dr. Monty Sullivan

2-13-19
Date

Perkins V:

Transforming the student experience – growing skilled workers to meet the needs of Louisiana’s business, industry and citizens.

The Dates:

- July 31, 2018 – Act signed into law
- July 1, 2019 – Perkins V goes into effect

What’s Generally the Same?

- Focus on high quality CTE programs that lead to high-wage, high-skill and in-demand occupations
- Focus in integrated academic and technical skills through applied learning
- Focus on partnerships with educators and business/industry
- Focus on equity and meeting needs of special population students
- General process of application, progress reports, accountability and annual reporting
- Local funding formulas remain same

What’s Different?

- Introduction of a comprehensive local needs assessment requiring data driven decision making on local spending, involves significant stakeholder consultation and must be updated at least every two years
- More robust and formal definition of Program of Study
- Lifts restriction on spending funds below 7th grade and allows career exploration in grades 5-8
- Significant changes in program accountability including:
 - Definition of CTE Concentrator
 - The two nontraditional indicators collapsed into one
 - Elimination of technical skill assessment indicator
 - Program quality measure added at secondary level
- Focus on disaggregation of data by special population and for each core indicator by career cluster for use to address gaps in performance
- Expands the list of special population students

What’s Our Plan?

Date	What
October 2018	State Director met with Governor Core Team identified and began meeting
December 2018	Perkins Leadership Meeting Drafting plan components
January 2019	Meeting with Regional Teams Presentation to Chancellors Jump Start Convention Meeting with State Institution Leadership
February 2019	Stakeholder Engagement Meeting Presentation of Transition Plan for approval to LCTCS Board of Supervisors Meeting with Regional Teams
March 2019	Local Application Technical Assistance
April 2019	Presentation of Transition for approval to Governor Edwards Preliminary local allocations available Submission of Transition Plan to USDOE

Vision:

With a lens focused on equity and diversity, Louisiana is committed to providing rigorous education and training opportunities that lead to high-wage, high-skill and in-demand occupations in order to enhance the state and local economic competitiveness and productivity for all citizens.

Goals:

The Louisiana System of Career and Technical Education will:

1. Support alignment of career and technical programs with workforce demands and emerging and changing dynamics in the regional and local economy.
2. Serve the needs of special populations including but not limited to, nontraditional students, justice-involved, under-resourced, and priority populations to support equity and diversity in all CTE pathways.
3. Incorporate a continuum of work-based learning and workforce preparation opportunities in all CTE pathways.
4. Collaborate with stakeholders as identified in Perkins V to develop and enhance career pathways, with clear transitions from secondary to postsecondary to sustainable employment
5. Support and expand Essential Workplace Skills for workforce readiness.
6. Support targeted, coordinated and blended professional development for secondary, postsecondary and corrections instructors, support staff and leaders to provide access to relevant education and workplace training and credentialing.

Strategies:

1. Strong regional consortia based on regional labor market regions and grounded with effective and supported leadership and engaged participants interested in advancing the economic interests of their students and their communities.
2. High quality CTE programs of study exist in every school, college and corrections facility that ensure students have a clear pathway to a high-skill, high-wage, or in-demand occupation.
3. Highly effective educators are developed through effective recruitment and retention strategies and through ongoing peer-to-peer collaboration.
4. Partnerships at the state and local level are leveraged to ensure all students and communities have access to a pathway toward economic self-sufficiency.

For More Information

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Patricia Felder
State Director of Career, Technical & Adult Education
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**PERKINS 1 YEAR
TRANSITION PLAN
2019-2020**

LOUISIANA

To Be Submitted April 2019

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: LOUISIANA
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: PATRICIA FELDER
2. Official Position Title: State Director of Adult and Career Technical Education
3. Agency: Louisiana Community and Technical College System
4. Telephone: (225) 922-2809 5. Email: patriciafelder@lctcs.edu
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only)
- State Plan (FY 2019-23)

F. Type of Perkins V State Plan Submission - Subsequent Years (*Check one*): **NA**

- State Plan (FY 2020-23)
- State Plan Revisions, FY 2020
- State Plan Revisions, FY 2021
- State Plan Revisions, FY 2022
- State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (*Check one*): **NA**

- WIOA Combined State Plan - *Secondary and Postsecondary*
- WIOA Combined State Plan - *Postsecondary Only*

H. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*):

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

Introduction

Through the efforts in CTE, academic and technical skills training delivered to youth and adults through the dedicated efforts of talented literate, numerate and qualified teachers, faculty and administrators at the school district and postsecondary institutions, 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 essential employability skills such as the ability to:

- Communicate
- Manage Information Responsibly
- Think and Solve Problems
- Demonstrate a Positive Attitude
- Work with Others
- Assume Personal Responsibility; and
- Resiliency.

This plan for CTE is designed to: (a) ensure students are provided academic skills such as literacy and numeracy, technical skills and knowledge, and essential employability skills via all CTE programs of study; (b) give individuals the best opportunity for workplace success in high-skill, high-wage, emerging, high-demand occupations; and (c) strengthen and expand existing businesses as well as attract new employers to Louisiana.

To reach these outcomes, Louisiana is working to improve the quality of every CTE course and program, and to align secondary programs and college-level programs, to ensure a seamless transition from one level to the next, to provide sequenced and non-duplicative coursework, and articulated credit where possible. All Perkins funded programs will meet the definition of a Program of Study.

Perkins V Implementation Core Planning Team Members

Donna Brant	Louisiana Community and Technical College System
Chris Broadwater	Louisiana Community and Technical College System
Andrea Buttross	Louisiana Department of Corrections
Randall Domingue	Louisiana Workforce Commission
Patricia Felder	Louisiana Community and Technical College System
Lisa French	Louisiana Department of Education
Casandra Large	Louisiana Workforce Commission
Martha Moore	Louisiana Department of Education
Susana Schowen	LED FastStart
Donald Songy	Office of the Governor
Kellie Taylor-White	Louisiana Workforce Investment Council
Jessica Vallelungo	Louisiana Department of Education
Lisa Vosper	Louisiana Board of Regents

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. *Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V and as provided in Text Box 1 on the following page.*

For the Transition Year, the Perkins V Implementation Core Team (Core Team) was formed and met on three occasions to provide input and direction into the creation of this Transition Plan. While not required, early on the decision was made to address as many of the required elements for the final plan as possible, with an aim toward completing a framework for the final plan in the next submission year (Spring 2020).

The following timeline reflects the development process used:

Date	What	Purpose
October 22	State Director met with Governor	Discuss priorities and direction
October 29-31	Core Team attended Advance CTE Planning Meeting in Atlanta	Gain understanding of law Set vision, goals and priorities
November 27	Core Team Meeting	Continue discussion
December 12	Statewide Perkins secondary and postsecondary leader meeting	Gain input on vision and goals Present Local Needs Assessment Gain input
January 8	Presentation to LCTCS Chancellors	Information and discussion
January 9	Core Team Meeting	Finalize discussion and plan drafting
January 29	Presentation to Secondary CTE Supervisors	Information and discussion
January 30	Corrections Official Meeting	Finalize corrections draft plan
February 6	Statewide Stakeholder Engagement Meeting	Gain input on draft plan from required stakeholders
February 13	Presentation for Approval to LCTCS Board of Supervisors	Presentation for approval
March 26	Presentation to Postsecondary CTE Coordinators	Information and discussion
April 1	Submission to Governor for Approval	For approval
April 30	Submission of Transition Plan to USDOE	For approval

2. *Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)*

For the transition plan, a formal public comment period was not held. For the final plan this section will be complete.

3. *Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d) (14) of Perkins V)*

For the transition plan, a formal public comment period was not held. For the final plan this section will be complete.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. *Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)*

Louisiana is committed to a robust partnership and collaboration to ensure education systems align and support the development of a resilient and capable workforce. Below are some of the many workforce development activities currently provided through these partnerships:

Higher Education = Hire Education: This initiative aims to increase degree and certification production in high demand fields at all levels in order to narrow the gaps that stifle economic security and development. The focus of this initiative is to:

- guide students into higher education programs that will lead to productive employment;
- partner closely with business and industry to more appropriately align career and college programs to meet industry need; and
- create seamless transitions from education to careers

Work-Based Learning Initiative: The Louisiana Board of Regents maintains a list of business and industry partners willing to host students for work-based learning activities.

Taylor Opportunity Program for Students (TOPS): Louisiana's comprehensive program of state scholarships and one of the most innovative and progressive student assistance programs in the nation. TOPS has four award components: TOPS Tech Award, TOPS Opportunity, TOPS Performance, and TOPS Honors Awards. The TOPS Tech Award was created by the Louisiana Legislature with the sole intention of promoting a skilled workforce in Louisiana. TOPS Tech Award is offered to qualified high school graduates and provides up to two years of skill or occupational training to be pursued at an accredited Louisiana postsecondary institution that offers a vocational or technical education certificate/diploma.

Enhancing College Apprenticeship: Over the past year, the Director of Workforce Alignment at LCTCS worked with the colleges to enhance apprenticeship opportunities for students. The group met to define a continuum of work-based learning experiences that would connect school experiences with real-life work. Apprenticeship was identified as one form of work-based learning. This project

opened the door for discussion on how to increase and enhance these opportunities for students while ensuring sustainable funding to continue.

CIP-SOC Initiative: Using labor market information and aligning instructional programs is a key to improved economic development activities. The State CIP-SOC Workgroup was formed to review National Center for Education Statistics (NCES) CIP-SOC crosswalk to create a Louisiana-specific CIP-SOC crosswalk to aid in addressing workforce gaps. The workgroup includes representatives from the two- and four-year education institutions, Louisiana Economic Development, Louisiana Workforce Commission and the Board of Regents.

Louisiana Economic Development (LED) is the state agency responsible for cultivating jobs in Louisiana. LED recognizes workforce development as a key driver of its economic development strategy, deployed through LED FastStart. FastStart delivers customized workforce solutions as part of the state's incentive packages, analyzes the state's workforce landscape to identify critical areas of undersupply, and partners with education and training providers to address these gaps. Business Facilities magazine has recognized FastStart as the nation's #1 state workforce development program for nine consecutive years.

The Governor's Office 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 and/or State 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 LDOE are active members of the IBC Council. This assists in aligning secondary and postsecondary CTE programs.

Implementing a Regional Approach:

To better target the needs of industry, including small and medium-sized enterprise, in Louisiana and to ensure that Perkins funds are focused on getting the most positive outcomes for all stakeholders, Louisiana has and will continue to emphasize regional focused planning for CTE. Secondary and postsecondary regional representatives have included workforce partners in their planning groups to better align with current and emerging need.

- b. *Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)*

Vision:

With a lens focused on equity and diversity, Louisiana is committed to providing rigorous education and training opportunities that lead to high-wage, in-demand and high skill occupations in order to enhance the state and local economic competitiveness and productivity for all citizens.

Goals:

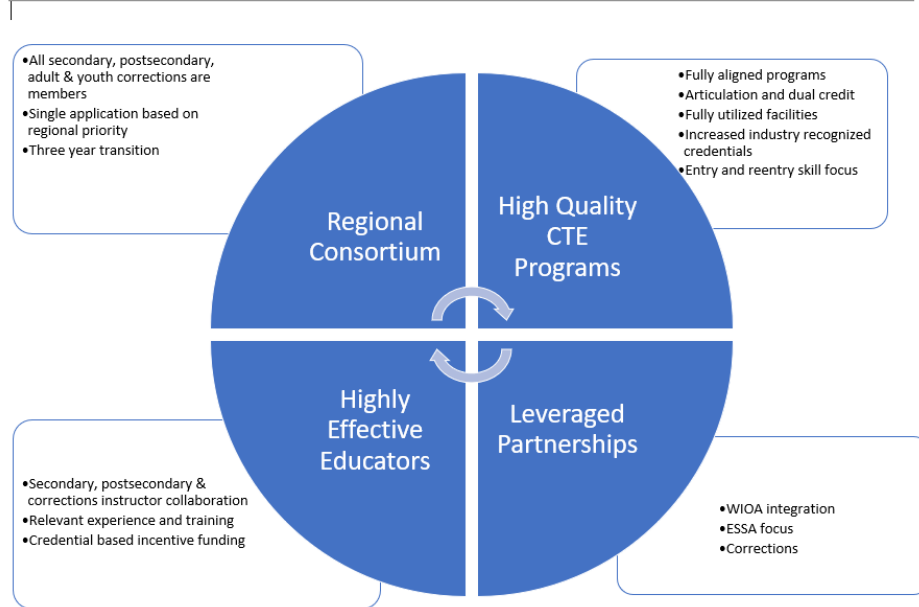
The Louisiana System of Career and Technical Education will:

1. Support alignment of career and technical programs with workforce demands, and emerging and changing dynamics in the regional and local economy.
2. Serve the needs of special populations including but not limited to, nontraditional students, justice-involved, under resourced, and priority populations to support equity and diversity in all CTE pathways.
3. Incorporate a continuum of work-based learning and workforce preparation opportunities in all CTE pathways.
4. Collaborate with stakeholders as identified in Perkins V to develop and enhance career pathways, with clear transitions from secondary to post-secondary to sustainable employment.
5. Support and expand Essential Workplace Skills for workforce readiness.
6. Support targeted, coordinated and blended professional development for secondary, postsecondary and corrections instructors, support staff and leaders to provide access to relevant education and workplace training and credentialing.

Strategies:

To achieve these bold goals, the following strategies will be the cornerstone of the Perkins Transition Plan.

1. Strong regional consortia based on regional labor market regions and grounded with effective and supported leadership and engaged participants interested in advancing the economic interests of their students and their communities.
2. High quality CTE programs of study exist in every school, college and corrections facility that ensure students have a clear pathway to a high-skill, high-wage, or in-demand occupation.
3. Highly effective educators are developed through effective recruitment and retention strategies and through ongoing peer-to-peer collaboration, training and professional development opportunities.
4. Partnerships at the state and local level are leveraged to ensure all students and communities have access to a pathway toward economic self-sufficiency.



c. *Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)*

Prior to the passage of Perkins V, Louisiana has had a strong history of working to provide a system of supports for citizens as they progress through the education system and emerge into the workforce. The Workforce Cabinet partners include: The Board of Regents, Louisiana Community and Technical College System, Louisiana Department of Education, Louisiana Economic Development/LED Fast Start and the Louisiana Workforce Commission.

Louisiana Department of Education’s (LDOE) Jump Start Summers program is a scaffolded, multiyear summer training program in public school facilities and on employer worksites that help students prepare for college, career, and life success. Key components of the program include work-based learning, job shadowing, and/or internships experiences related to the student’s area of career interest.

Work Ready U (Title II WIOA) and Perkins funds have been leveraged to provide “Introduction to Contextual Teaching and Learning.” This project brings CTE and adult education teachers together to learn and to design instruction together. The desire is to build integrated education and training (IET) module in each career pathway. The pilot project includes the integration of Health Care and Welding with core adult learning courses. At the conclusion of the year, instructors will have integrated lesson plans as well as instructors certified to provide NCCER Core and American Red Cross First Aid industry-based credentials.

- d. *Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)*

The state of Louisiana will use federal Leadership funds provided via the Strengthening Career and Technical Education for the 21st Century Act, to further CTE program outcomes and focus on activities to foster student success.

Required Set Asides:

Individuals in State Institutions

For Perkins V, a more direct service model will be employed for Career and Technical Education. LCTCS will grant funds directly to the Department of Public Safety and Corrections (adult corrections), the Office of Juvenile Justice (youth corrections) and to the Louisiana School for the Deaf and Visually Impaired.

LDOE and LCTCS staff will facilitate the formation of stakeholder groups for each of the three entities to conduct a needs assessment, modify the local application to fit the setting and to create a five-year plan. LDOE and LCTCS will be partners in the oversight and evaluation of these projects during the transition year.

During the transition year, the following process and procedure will be used:

- DPSC, OJJ and LSDVI will be the eligible recipient of and fiscal agent for the allocated funds.
- By May 2019, each will conduct a needs assessment and submit a modified local application to LCTCS.
- By February 2020, the stakeholder group will create and submit a five-year plan to LCTCS.

Preparation for Non-Traditional fields

LCTCS and LDOE have promoted many activities to address preparation of students for careers in nontraditional fields. Through the transition year the following activities will be explored and/or initiated:

- Men in Nursing;
- Women in STEM, Manufacturing and Construction;

- NAPE professional development;
- Marketing and outreach.

Recruitment of Special Populations to Enroll

During the transition year of the Perkins plan, LDOE and LCTCS staff will work with LSDVI to develop career guidance and counseling materials to use for recruiting deaf and visually impaired students to CTE programs that may be available in local high schools and community colleges.

2. Implementing Career and Technical Education Programs and Programs of Study

- Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*

Louisiana does not have State developed programs or programs of study. Instead frameworks are provided for local and regional use and implementation and the LCTCS and LDOE support the development and monitor the implementation of these programs.

Jump Start is Louisiana’s innovative career and technical education program for secondary students. Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high wage career sectors. Students are required to attain industry-promulgate, industry-valued credentials to graduate with a Career Diploma. Jump Start programs vary from a career pathway exploratory nature to specific and intensive programs of study. While all Jump Start programs provide students with a valuable learning experience, by the 2021 school year, Jump Start pathways must meet the criteria for an approved program of study and align to the regionally identified clusters in order to be eligible for Perkins funding.

Similar planning and awareness tools will also assist adults entering postsecondary education and training programs and/or the workforce. There are multiple pathways available for the adult learner. The adult population may seek an equivalency diploma, via the WorkReady U (WRU) adult education program, enter directly into a CTE program or program of study, participate in an Integrated Education and Training (IET) opportunity, or a combination of multiple opportunities. As with Jump Start, these programs address a wide variety of need, but only those postsecondary programs that meet the criteria as an approved program of study by the 2021 school year will be eligible for Perkins funds.

Now-2020

Using the Comprehensive Local Needs Assessment and other evaluation tools, the regional teams will focus will on evaluating current programs for not only size, scope and quality, but will also

evaluate academic integration, alignment between secondary and postsecondary institutions, alignment with local, regional and statewide industry need, and available credentials. The regional teams, in partnership with LCTCS and LDOE, will develop an action plan to bring those programs seeking Perkins funding into compliance by the 2021-2022 Perkins grant cycle.

LCTCS and LDOE will continue to work with the Core Team to develop the state approval process for CTE programs of study to become Perkins eligible. This will include details of what will be included in the local application, data collection systems and reports.

2020-2021

Regional teams will convene stakeholders as needed to align programs to meet the definition of a program of study. This will likely result in secondary, postsecondary and corrections staff meeting together to discuss the scope of their programs as well as meeting with program industry partners to ensure the standards taught align with industry need.

Prior to the start of the 2021-2022 school year, CTE Programs and Programs of Study seeking Perkins funds will be evaluated and approved by regional teams and submitted through the process defined by the Core Team and approved at the State level.

2021-2022

Only state approved CTE programs of study will be eligible to receive Perkins funds.

As the stakeholder teams convene to work on the final state plan, the group will explore developing a manual and training to support the development of high-quality programs of study meeting the new definition.

- b. *Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—*
 - i. *promote continuous improvement in academic achievement and technical skill attainment;*

Integration of academic and technical skills is the foundation of all CTE programming. Research shows that learning academic or technical skills in isolation do not have the same impact as integrated, applied learning.

In the local application, eligible recipients will identify strategies such as:

- Basic skills instruction;
- Contextualized learning;
- Early and accurate identification of learners with diverse needs;
- Job imbedded professional development for instructors;
- Vertically aligned pathways
- Interdisciplinary team teaching; and
- Simulated, virtual or onsite work-based learning experiences.

As the stakeholder teams convene to work on the final state plan, exploration focused on ensuring employers and special population representatives are involved in creating integrated and applied learning activities are relevant and aligned to current business and industry practice.

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 of study for more than three consecutive years, unless new additions and improvements are continuing to be made to the program.

*ii. expand access to career and technical education for special populations;
and*

With the expanded definition of special populations, and the tendency to focus only on a few sub categories, a concerted effort to expand the understanding of subgroups will be launched by LCTCS and LDOE. Deliberate steps will be made to use examples and illustrations from a broad spectrum of special population students.

A priority for the governor is to provide additional career and technical education services to Louisiana's incarcerated adult and youth populations. The majority of the required set aside will be used to expand access to programs of study that will prepare learners with the technical and essential employability skills to earn a living wage and reduce rates of recidivism.

Eligible recipients will demonstrate their efforts to provide equal opportunities for members of special populations to participate in CTE programs through the local application. In the application, recipients 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 and program of study completion. LCTCS and LDOE will provide technical assistance to eligible recipients to ensure equal access for students who are members of special populations.

Postsecondary eligible recipients will be encouraged to provide outreach services to the Workforce Development Area and to local Adult Education programs to disseminate information to encourage participation of nontraditional students and members of special populations as well as information of services that may be available.

Special populations students 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/or parenting programs. These services will be offered to ensure equitable representation of special populations in those programs that constitute high-skill, high-wage or in-demand occupations.

Strategies to ensure access and success in CTE programs for special population students at all levels which may include, but are not limited to:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities in high-skill, high-wage, or in-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 multi-tiered plan for coordinated transitions for students with disabilities;
- Providing access to virtual or in person work-based learning experiences;
- Providing evidence-based multi-tiered system of support (MTSS) for struggling students; and
- 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 in-demand.

LCTCS and LODE 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;
- Educating counselors and special staff about career and technical education in order to increase referral and access to programs;
- 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 to promote and encourage greater utilization of resources; and
- Providing equal access.

The local application 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.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Goal five (5) in our Perkins State Plan is to Support and expand Essential Employability Skills for workforce readiness. The Core Team developed a list of these skills for use across all CTE programs.

Quest for Success (QFS) is LDOE’s new high school level career exploration course designed to prepare all Louisiana graduates for career and life success. The new course will help all students: develop essential 21st century workforce skills; explore new and exciting careers and industry sectors; and learn about themselves and their interests to successfully navigate high school, postsecondary education and careers.

The Louisiana Industry-Based Certification (IBC) Council was established to create and maintain an official Focus List of IBCs. All occupational training programs in the state have agreed to institute the practice that programs will strive to award credentials from the Focus List. CTE programs are designed to include preparation for the achievement of industry-recognized credentials, certificate of technical studies, a Technical Diploma, or the achievement of an associate degree in a CTE program area. Secondary and postsecondary curriculum must prepare students to earn a postsecondary credential (IBC, 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.

As the stakeholder teams convene to work on the final state plan, exploration focused on assessment and reporting of student attainment of Essential Employment Skills will be explored as well as an effective curriculum or delivery mechanism that makes training available to students throughout Louisiana.

c. *Describe how the eligible agency will—*

- i. *make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;*

Career and Technical Education opportunities information will be made available via:

Websites:

- Secondary institutions;
- Louisiana Department of Education;
- Postsecondary institutions;
- Louisiana Community and Technical College System;
- Louisiana Board of Regents;
- Louisiana Workforce Commission; and
- Other state and local partners.

Examples of additional outreach methods:

- Middle school outreach;
- Secondary institutions course schedule process;
- Secondary counselors;
- Social media;
- Brochures, flyers and other printed materials;
- Career Fairs;
- Postsecondary academic advisement staff;
- Kiosks placed in local one-stop centers; and
- Local Workforce Development Area office.

- ii. *facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*

Louisiana is focused on promoting regional collaboration between secondary and postsecondary eligible recipients. As the fiscal agent for Perkins V, LCTCS will utilize the LCTCS postsecondary recipients, as the lead institutions to coordinate the collaboration between secondary and postsecondary recipients. The collaborative efforts will focus on aligning secondary and postsecondary CTE programs, programs of study and career pathways to include a series of structured and connected education programs and support services that enable students to advance to higher levels of education and training leading to high-wage, in-demand, emerging, high-skill occupations. Each step will be designed explicitly to prepare students to progress to the next level of education and/or employment.

At a minimum all CTE programs, programs of study and career pathways should:

- lead to the attainment of academic and/or industry-based credentials;
- be designed in partnership with business and industry as well as regional economic development entities (in order to meet both current and future sector needs);
- have multiple entry and exit points, stackable and portable credentials and/or credits;
- include opportunities for acceleration, contextualization, work-based learning, virtual work-based learning concurrent/dual enrollment, and articulated credit;
- include a logical progression/sequence of courses that are applicable to the target credential; and
- integrate student support services.

- iii. *use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations*

identified by the State board, and to align career and technical education with such needs, as appropriate;

Louisiana requires collaboration with stakeholders to determine occupation needs based on the Louisiana Workforce Commission regional workforce data. The stakeholders analyze the data and determine the three career cluster areas that recipients will include in their local applications for Perkins. 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.

- iv. *ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;*

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

Data analysis conducted at LDOE and LCTCS will identify local recipients that have discrepancies and will monitor and provide technical assistance through the MOU and Perkins monitoring processes.

As the stakeholder teams convene to work on the final state plan, the group will explore systemic training and work experience/job shadowing for counselors and others that are gatekeepers to career and technical education for special population students.

- v. *coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;*

Perkins recipients work closely with the local Workforce Development Board members. Representatives from the Boards serve as stakeholders on the regional Perkins teams. These stakeholders are active in the development of programs of study and the inclusion of support services available via the Louisiana Workforce Commission.

- vi. *support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and*

All CTE secondary and postsecondary programs supported with Perkins funds are required to include an active business/industry advisory committee. One of the expectations of the advisory committee is to provide opportunities for students to engage in “real-world” industry specific activities. These activities may include, but are not limited to:

- Business/industry classroom guest speakers;
- Field trips to tour business/industry;
- Job shadowing;
- Virtual or in-person work-based learning; and
- Internships (paid and/or unpaid).

In addition to the advisory committees, CTE programs include classroom and laboratory experiences. The laboratory experiences include, but are not limited to:

- Hands-on training leading to special projects;
- Simulated work environments, including computer-based; and
- Industry credential evaluations resulting in industry-based credentials.

As the stakeholder teams convene to work on the final state plan, the group will explore;

- Identifying and reducing barriers that are perceived or that exist for employers;
- Developing a handbook for schools and employers that clearly communicates the opportunities to implement work-based learning;
- Developing wrap around systems to ensure all students are successful in the experience; and
- Exploring effective work-based learning systems for incarcerated youth and adults.

- vii. *improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)*

Through this transitional State plan, funding is directly tied to results. Each recipient sets performance targets for a variety of indicators such as high school graduation rates, academic proficiency, industry and postsecondary credentials, progression into advanced training, military service, Peace Corps, other service

programs and/or employment. Each program is accountable for continuously improving results on the performance targets described in the Strengthening Career and Technical Education for the 21st Century Act. If the recipient falls short of the performance targets, the State works with the local recipient to implement improvement plans. The improvement plan must include a Gap Analysis of each special population group with data below the performance target. The Analysis must include specific actions to address the performance gap. Ultimately, the State has the authority to sanction programs if they show no improvement over time.

This plan will strengthen partnerships of secondary and postsecondary CTE programs with business and industry to focus the State's programs on high-wage, high-demand, high-skill and emerging occupational areas. 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.

- d. *Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)*

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 agreements. Local and regional efforts and flexibility in responding to new and emerging areas are encouraged, provided they do not conflict with the statewide agreements.

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.

Louisiana has a unique opportunity for secondary schools in the form of the Supplemental Course Allocation (SCA). The SCA gives school systems and other public schools a Minimum Foundation Program (MFP) allocation related to the cost of high school credit courses. It is individualized to the needs of the secondary students and is provided outside the traditional secondary school.

Funds allocated through SCA will target the following types of courses for high school credit:

- Career and technical preparation;

- Academic work required to achieve TOPS (Taylor Opportunity Program for Students-*postsecondary scholarship program*);
 - Advanced coursework not available at the school due to limited resources;
 - Dual Enrollment; and
 - Intensive remediation for students struggling to stay on pace for graduation.
- e. *Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)*

Implementing a Regional Approach:

As stated in B1a, to better target the needs of industry, including small and medium-sized enterprise, in Louisiana and to ensure that Perkins funds are focused on getting the most positive outcomes for all stakeholders, Louisiana is emphasizing regional focused planning for CTE. Louisiana will require all eligible recipients (at both the secondary and post-secondary level) to enter regional partnerships for promoting regional planning and funding of programs leading to high-skill, high-wage, emerging and/or in-demand occupations.



In order to leverage the work of the initiatives mentioned above, the regions will be defined based on social, economic, and geographical regions and will align with the **Regional Labor Market Areas (RLMA)**.

The regional partnerships must include:

- Secondary funding recipients (local education agencies, eligible charter schools and/or eligible consortiums);
- Postsecondary funding recipients;
- Adult education staff;
- Louisiana Workforce Development Boards (LWDB);
- Regional economic development organizations (REDOs);
- Business, industry and labor;

- Representatives from local juvenile justice or adult corrections education programs;
- Community leaders, including regional service block grant recipients;
- Foundations and financial partners;
- Representatives of special populations, as defined in the Strengthening Career and Technical Education for the 21st Century Act;
- Representatives serving out-of-school youth, individuals in foster care, homeless children and youth, at-risk youth;
- Parents and/or students; and
- Others as appropriate.

All members of a regional partnership must meet, in person or using technological linkages, at least quarterly to cooperatively conduct the comprehensive local needs assessment, examine results, evaluate impact of regional programs and/or to set goals and plan for the upcoming year. Regional partnership committees are led by the post-secondary institution designated by LCTCS in consultation with LDOE.

Regional Needs, Goals, Evaluation:

Regional partnership members are expected to collaborate on local applications so that funds are spent to expand and enhance programming in the identified clusters. The regional partnership will use the results of the local needs assessment to identify up to three career clusters to focus activities and spending in order to maximize impact. LCTCS and LDOE may grant waivers to this requirement, if justified, based on workforce investment data or if exceptional circumstances exist to fund a fourth cluster. Secondary and postsecondary partners will submit attestations agreeing to the designated clusters and career pathways for expenditures. The attestations for both secondary and postsecondary applications will be included in the postsecondary application.

The group will analyze regional workforce data to determine the occupations meeting high-wage, high-demand and high-skill criteria. From the analysis the group will determine the three clusters that may be considered for funding in the fiscal year. The individual Perkins V recipients may then determine the specific programs of study considered for funding. The programs of study must meet the criteria for Perkins V funding.

The Perkins law specifies that expenditures may only be made to address needs identified in the Comprehensive Local Needs Assessment. This plan goes further to require that the needs must be identified and that the activities supported with Perkins funds must be within one of the three career clusters.

Quality Programs of Study:

With the implementation of Perkins V, Louisiana will need to begin intensive work on the CTE Program of Study¹ to ensure it is fully aligned to industry need and meets the legal definition. Currently, Louisiana's programs do not meet the legal definition of a

¹ Or Jump Start Pathways of Study

Program of study. Therefore, a second focus of the Regional Partnerships will be to convene the Advisory Committees for each funded cluster area. The advisory committee must include secondary and postsecondary teachers, instructors, industry advisors, and other appropriate stakeholders to develop CTE Programs of Study that align to the definition. Inclusion of any charter school, adult corrections or juvenile justice instructors is also required if there are programs in the region as defined by the RLMA.

This group will review career and technical programs of study at a minimum of every three years. The purpose of the review is to evaluate the size, scope and quality of the program of study. Programs of study with inadequate review results will not be eligible for Perkins funding until the program requirements can be met.

During the transition year, the Core Team in partnership with consortiums servicing schools in multiple RLMAs and schools servicing students in multiple RLMAs will meet to identify the appropriate regional team for participation.

Program of Study: A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging academic standards;
- Addresses both academic, technical and essential employability skills;
- Aligns with the workforce needs in the state, region or local area;
- Progresses in specificity beginning with a broad exploration and narrowing to occupation-specific instruction;
- Has multiple entry and exit points that incorporate credentialing; and that
- Culminates in the attainment of a recognized postsecondary credential.

By 2020-2021, Perkins funds will not be utilized for Programs of Study, Career Pathways or secondary Jump Start Pathways that are not included in the regionally identified clusters and do not meet the requirements of a program of study as defined in the law.

During the transition year, LCTCS and LDOE will evaluate existing programs and pathways to streamline, align and embed secondary and postsecondary programs and pathways to the career clusters as identified in the National Career Clusters Framework.

Regional Leadership:

For the transition year, the LCTCS postsecondary Perkins V recipient in the region shall be the regional leader. If multiple LCTCS postsecondary Perkins V recipients are in the same region, LCTCS will determine the regional leader. The regional leader general tasks and duties include, but are not limited to:

- Schedule, plan and conduct meetings;
- Follow an annual cycle to meet all program requirements – needs assessment, local application, annual report, etc. and maintain adequate records
- Build relationships with new and existing partners and invite all stakeholders to the meetings;

- Schedule presentation of workforce data from local Workforce Development Board specialists to ensure accurate and consistent interpretation of data.
- Facilitate program improvement through vertical peer-to-peer collaboration within clusters. (high school, college, industry, corrections instructors)
- Act as the point of contact for the region as well as LCTCS/LDOE.

As the stakeholder teams convene to work on the final state plan, the group will explore;

- Funding for a dedicated leader that will be selected in collaboration with the regional team members;
- How justice-involved and special school system students and staff can effectively interact with regional teams;
- Identifying support services for special population students in all regions.
- Developing a clear set of operating expectations and member roles; and
- The relationship between the work of Perkins regional teams and the local workforce investment councils in order to seek a possible streamlined and collaborative approach.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

Size:

Programs of Study** should strive to meet the industry needs of the region or state. The capacity should be maximized at the local level to meet student demand and to ensure equitable access by all students.

**Program of Study – a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging academic content
- Addresses academic and technical knowledge and skills including essential employability skills
- Is aligned with the needs of business and industry in the state or region
- Progresses in specificity
- Culminates in the attainment of a recognized postsecondary credential.

Scope:

As required in the definition of a Program of study, links must exist between secondary and postsecondary CTE programs with evidence of working agreements between secondary and postsecondary institutions. This may include, but not limited to, articulation agreements, dual credit opportunities or aligned curriculum.

Program scope also provides an opportunity to gain strong experience in and comprehensive understanding of the full breadth of the subject including:

- Occupations and careers that comprise an industry, from basic to advanced
- Principles of technology, labor and community issues, health and safety and environmental issues related to the industry
- Demonstrate knowledge of the planning, management, financial, technical and production skills for the industry related to the program
- Emphasis on developing essential workplace skills through applied academics.

Career and technical education programs should include traditional classroom experiences but should be defined by authentic hands on experiences for students.

Quality:

Through CTE programs, eligible recipients offer students the opportunity to participate in Program of Study that lead to high skill, high wage, emerging and in-demand occupations.

Louisiana defines a *high wage* career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Louisiana Employment Department. An in-demand industry is defined as an occupation in which state, local or regional market data shows that demand exceeds projected employment supply. High skill occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.

Secondary program must provide opportunity for dual credit, articulated credit and/or industry recognized credentials.

Postsecondary programs must offer students the opportunity to earn an industry recognized credential, license, associate or bachelor's degree.

3. Meeting the Needs of Special Populations

- a. *Describe its program strategies for special populations, including a description of how individuals who are members of special populations—*
 - i. *will be provided with equal access to activities assisted under this Act;*
 - ii. *will not be discriminated against on the basis of status as a member of a special population;*

- iii. *will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
- iv. *will be provided with appropriate accommodations; and*
- v. *will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)*

Louisiana has an ongoing commitment to helping all of its student succeed at the secondary and postsecondary levels, including those students with significant barriers to educational success that the Perkins V 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. The local application requires specific descriptions mirroring the information requested above. Student populations are afforded accommodations based on individual needs. Louisiana utilizes the Office for Civil Rights non-discrimination policies and procedures to ensure equal access for all students. A robust monitoring process is in place to ensure the policies and procedures are effective at the local level.

As the stakeholder teams convene to work on the final state plan, the group will explore including specific recommendations and accommodations for students in the Programs of study development handbook.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Louisiana will continue to invest in the professional growth of its teachers, so they are fully qualified to teach industry-based content in the 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.

There is a serious shortage of CTE teachers not only in Louisiana but throughout the United States. During the life of the five-year plan, a task force will be convened to explore CTE teacher recruitment and retention strategy. The task force will be charged with developing strategies and activities to increase the number of high-quality instructors

in all CTE programs. The use of online technologies to support new instructors will be enhanced in order to support and retain teachers that come to the classroom from industry.

CTE Leadership Academy is the LDOE new training program helping current and aspiring CTE leaders master essential policy and best practices. The first cohort has just finished and applicants for cohort two are now being accepted. The original cohort included only secondary leaders, the second cohort is open to secondary, postsecondary, private and charter school CTE leaders.

Louisiana has hosted an annual event entitled Super Summer Institutes to provide secondary and post-secondary educators with necessary training to improve instructional practices and program quality. This is a professional development and training opportunity for CTE teachers to obtain new credentials and/or renew credentials aligned to the Workforce Investment Council's state focused list. In the past it was jointly planned and delivered but in recent years has shifted solely to LDOE. Louisiana will return the Super Summer Institute to a co-hosted event beginning with the summer 2019.

Through the comprehensive local needs assessment, eligible recipients will examine hiring and onboarding practices as well as the effectiveness and need for professional development. The local plan will report on the findings and activities will be tailored to address the identified need.

As the stakeholder teams convene to work on the final state plan, the group will explore;

- Developing an induction and support program for industry professionals entering teaching;
- Specific instruction on culturally responsive practices, accommodations available for special needs students and effective classroom management and organization;
- Developing a training program for educators moving into a CTE assignment that includes extensive workplace learning and mentoring from an industry professional.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;

Secondary:

Postsecondary: CTE programs of study include academic requirements in the form of general education courses and/or integrated academic components within the CTE courses. Support services are made available for students struggling with the academic concepts.

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

Secondary and postsecondary students participating in Career and Technical Education Programs of Study and/or Career Pathways can earn Industry-Based Certifications (IBC). “An Industry-Based Certification is an independent third-party credential that is industry-accepted and results from a process whereby an individual’s knowledge and/or skill in a particular area is verified against a set of pre-determined standards.”

Within their program of study, postsecondary students have multiple entry and exit points to accommodate a variety of education needs. The exit points may include an IBC as well as a postsecondary certificate, diploma, or degree.

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Louisiana requires Perkins recipients to utilize the Louisiana Workforce Commission employment projections for high-wage, high-skill, and high-demand occupations to support Perkins expenditures. In addition, regional projections are utilized as well as input from business/industry partners, to address emerging occupations that may be too “new” for data inclusion in the employment projections data.

Both secondary and postsecondary applications will include a section where eligible recipients explain the results of each section of the needs assessment.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds will be allocated to secondary and postsecondary eligible recipients. Of the funds available under Section 112(a)(1) approximately 15% will be used for the reserve fund as specified in Section 112(c). The remaining funds under Section 112(a)(1) will be allocated as follows: TBD% to the secondary eligible recipients and TBD% to postsecondary eligible recipients.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Secondary eligible recipients 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 131 in order to receive Perkins V 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 local application 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. Each member is responsible for submitting their own accountability data at the required time.

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 V funds. The consortium will serve as the structure to provide services to all participating institutions. The fiscal agent has the responsibility for submitting the local application 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.

Funds allocated to a consortium formed to meet the requirements shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under Perkins V. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one (1) member of the consortium.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V) **LDOE Response Needed**

Section	Allocation	Distribution Criteria
131(a)	\$ TBD	As stated in the Strengthening Career and Technical Education for the 21 st Century, Section 131(a) (1-3)
131(b)	n	Louisiana will not request a waiver for a more equitable distribution
131(c)	n	Section 131(a) (1-2); Waivers will be granted on a case-by-case basis
131(d)	n	Louisiana does not have limited jurisdiction agencies
131(e)	n	Not applicable for Louisiana

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Section	Allocation	Distribution Criteria
132(a)	\$ TBD	LCTCS will request a waiver to include students receiving assistance from WIOA in the postsecondary allocation. The postsecondary allocation will be distributed to eligible recipients based on the number current year PELL grant recipients enrolled in CTE programs.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

In collaboration with LODE, 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. **Verify the charter school process with LDE.**

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
N/A
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)
N/A

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- a. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
- b. include a proposal for such an alternative formula; and
- c. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Under Perkins IV, a waiver was gained to include not only PELL students, but also WIOA recipients in the formula. By including adult learners in the allocation process, a raised awareness and inclusion of adult learners is facilitated. Louisiana will request this waiver for the 2019-2020 school year.

7. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)
TBD

IV. BUDGET

Budget Form

State Name: LOUISIANA

Fiscal Year (FY): **FY2019**

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation		\$21,041,943
2	State Administration	5%	1,052,097
3	State Leadership	10%	2,104,194
4	• Individuals in State Institutions	2%	420,838
4a	– Correctional Institutions		
4b	– Juvenile Justice Facilities		
4c	– Institutions that Serve Individuals with Disabilities		
5	• Nontraditional Training and Employment		87,000
6	• Special Populations Recruitment	.1%	2104
7	Local Formula Distribution		\$17,885,652
8	• Reserve	15%	2,682,847
9	– Secondary Recipients		
10	– Postsecondary Recipients		
11	• Allocation to Eligible Recipients	85%	\$15,202804
12	– Secondary Recipients		
13	– Postsecondary Recipients		
14	State Match (from non-federal funds)		1,052,097




GLOSSARY

Term	Definition
Alignment	The term 'alignment' means curriculum laid out in a sequence of non-duplicated skills across the secondary-postsecondary continuum
All Aspects of Industry	The term 'all aspects of an industry' means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter
Articulation	The term 'articulation' means the alignment and comparability of coursework between secondary and postsecondary providing a comparable learning experience for which credit can be awarded by the postsecondary institution
Career Pathway	The term 'Career Pathway' means a series of structured and connected education programs and support. services that enable students, often while they are working, to advance over time to better. jobs and higher levels of education and training.
Career and Technical Education	The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.
Essential Employability Skills	The term 'Essential Employability Skills' means the transferrable skills needed by an individual to make them employable. A group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is necessary for success in the modern workplace.
High Skill Occupation	The term 'high skill occupations' is an occupation that requires an industry recognized certificate, credential, postsecondary training, apprenticeship or degree.
High Wage Career	The term 'high wage career' is one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Louisiana Employment Department
In Demand Industry	The term 'in demand industry' is defined as an occupation in which state, local or regional labor market data show that demand exceeds projected employment supply.
Justice Involved Person	The term 'justice involved person' means a person currently or formerly incarcerated in the justice system.

Nonduplicative sequence	A sequence of academic and technical course content that extends across secondary and postsecondary institutions and culminates in a certificate, degree or Industry Based Credential.
Non-Traditional Fields	The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work
Priority Population	The term ‘priority population’ is used in the Workforce Innovation and Opportunity Act. Individuals must be given priority to receive services if they are recipients of public assistance, low-income individuals or individuals who are basic skills deficient.
Program of Study	The term 'Program of Study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that: <ul style="list-style-type: none"> • Incorporates challenging academic content • Addresses academic and technical knowledge and skills including essential employability skills • Is aligned with the needs of business and industry in the state or region • Progresses in specificity • Culminates in the attainment of a recognized postsecondary credential.
Quality	<p>The term 'quality' means Through CTE programs, eligible recipients offer students the opportunity to participate in Program of Study that lead to high skill, high wage and in demand occupations.</p> <p>Louisiana defines a high wage career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Louisiana Employment Department. An in- demand industry is defined as an occupation in which state, local or regional market data shows that demand exceeds projected employment supply. High skill occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.</p> <p>Secondary program must provide opportunity for dual credit, articulated credit and/or industry recognized credentials.</p> <p>Postsecondary programs must offer students the opportunity to earn an industry recognized credential, license, associate or bachelor’s degree.</p>
Recognized Postsecondary Credential	The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Scope	<p>The term 'scope' means As required in the definition of a Program of study, links must exist between secondary and postsecondary CTE programs with evidence of working agreements between secondary and postsecondary institutions. This may include, but not limited to, articulation agreements, dual credit opportunities or aligned curriculum.</p> <p>Program scope also provides an opportunity to gain strong experience in and comprehensive understanding of the full breadth of the subject including:</p> <ul style="list-style-type: none"> • Occupations and careers that comprise an industry, from basic to advanced • Principles of technology, labor and community issues, health and safety and environmental issues related to the industry • Demonstrate knowledge of the planning, management, financial, technical and production skills for the industry related to the program • Emphasis on developing essential workplace skills through applied academics. <p>Career and technical education programs should include traditional classroom experiences but should be defined by authentic hands on experiences for students.</p>
Size	<p>The term 'size' means that Programs of Study should strive to meet the industry needs of the region or state. The capacity should be maximized at the local level to meet student demand and to ensure equitable access by all students.</p>
Special Population	<p>“special populations” means—</p> <p>(A) individuals with disabilities;</p> <p>(B) individuals from economically disadvantaged families, including low income youth and adults;</p> <p>(C) individuals preparing for nontraditional fields;</p> <p>(D) single parents, including single pregnant women;</p> <p>(E) out-of-workforce individuals;</p> <p>(F) English learners;</p> <p>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</p> <p>(H) Justice involved individuals;</p> <p>(I) youth who are in, or have aged out of, the foster care system; and</p> <p>(J) youth with a parent who—</p> <p style="padding-left: 40px;">(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</p> <p style="padding-left: 40px;">(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).</p>
Under Resourced Person	<p>The term 'under resourced person' refers to a person with insufficient resources</p>
Work Based Learning	<p>The term 'work-based learning' means sustained interactions with industry or community professionals in real workplace settings to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.</p>

APPENDIX

Essential Workplace Skills	 Essential Employability Skills.†
Comprehensive Local Needs Assessment Guide	 LA 2018 Needs Assessment Guide.p
Draft – Local Application Narrative	 Perkins V Application Draft.pc

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