



**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
2020-2023**

LOUISIANA

Introduction

Through the efforts in Career and Technical Education (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 geographical and charter Local Education Agencies (LEAs) and postsecondary institutions, Louisiana's program completers will acquire the core academic and technical learning skills they need to be lifelong learners, readily adapting to the changing needs of the workplace. They will possess specific technical (or occupational) skills in the career field for which they are 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
- Portray Resiliency.

This Plan for CTE is designed to:

- Ensure students are provided academic skills such as literacy and numeracy, technical skills and knowledge, and essential employability skills via all Perkins Eligible CTE Programs of Study;
- Give individuals the best opportunity for workplace success in high-skill, high-wage, in-demand or emerging occupations; and
- Partner with business and industry to strengthen and expand existing businesses as well as attract new employers to Louisiana with a highly skilled workforce.

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

Perkins V Implementation Core Team Members

Adrienne Fontenot	Louisiana Community and Technical College System
Andrea Buttross	Louisiana Department of Corrections
David LaFargue	Louisiana Board of Regents
Debbie Cruz	Louisiana Community and Technical College System
Catherine Pozniak	Louisiana Department of Education
Chris Broadwater	Louisiana Community and Technical College System
Donald Songy	Office of the Governor
Jessica Vallelungo	Louisiana Department of Education
Lisa Vosper	Louisiana Board of Regents

Kellie Taylor-White
Ken Bradford
Patricia Felder
Susana Schowen

Louisiana Workforce Investment Council
Louisiana Department of Education
Louisiana Community and Technical College System
Louisiana Economic Development Fast Start

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 four occasions to provide input and direction into the creation of the Transition Plan. Additionally, a wider group of stakeholders were engaged on three occasions to provide a broader perspective. While not required, the decision was made to address as many of the required elements early on in the transition and fine-tune the Plan for submission in Spring 2020.

For the Plan, the Core Team consented to serve as the cornerstone of development and met on multiple occasions to perfect each section of the plan, based on subcommittee recommendations. Eight regional meetings were held soliciting input from the list of required participants in each of the regions (See Appendix L). In addition, a statewide stakeholder group was engaged to discuss and refine all elements of the final Plan. These meetings allowed participants to provide feedback on parts of the Plan via written and verbal comments. Finally, an email address was set up for participants to provide further input to the Plan.

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)*

No objections submitted by other State agencies.

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

In addition to providing opportunities for input to the Plan through Regional Coalition meetings, a public comment period was held. The 60-day public comment period for the State Determined Levels of Performance began on November 26, 2019, the 30-day public comment period for the complete Plan began on December 16, 2019. Both of these comment periods ended on January 31, 2020.

The announcement for the public comment period for Levels of Performance was posted November 26, 2019 and December 16, 2019 for the full Plan. The announcements included the details for five (5) regional public comment meetings.

The LCTCS staff and the Core Team reviewed the public comments as they were received and provided responses. Comments and responses are included in Appendix A.

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 robust partnerships and collaborations to ensure education systems align and support the development of a resilient and capable workforce. The following are examples of the extensive partnerships supporting career and technical education throughout the state:

BOR-Board of Regents is the statewide entity that coordinates all public higher education agencies throughout the state.

LCTCS-Louisiana Community and Technical College System manages the twelve (12) public two-year institutions in Louisiana along with the State's adult education program, WorkReadyU.

LED-Louisiana Economic Development is the state agency responsible for cultivating economic advancement in Louisiana.

LDOE-Louisiana Department of Education is the state agency entrusted with the educational development of students from birth to grade twelve (12).

LWC-Louisiana Workforce Commission is the state agency responsible for ensuring a well-trained workforce in Louisiana.

Below are some of the many workforce development activities currently provided through these partnerships:

Work-Based Learning Initiatives: The Core Team recognizes the importance of a broad spectrum of work-based learning programs to foster career exploration, the development of competencies highly valued in the economy and opportunities to earn to learn. These programs may include registered apprenticeships, internships, co-ops, project-based curricula and many more similar opportunities.

The importance of registered apprenticeships is appreciated by the Core Team and reflected in targeted initiatives specifically focused on these programs, described later in this document.

The following are examples of various agency work-based opportunities available throughout the state:

- BOR – The Board of Regents maintains a list of business and industry partners willing to participate in work-based learning activities. During the 2019 Regular Session, the legislature passed Senate Concurrent Resolution 42 (SCR 42), which charged the Board of Regents in conjunction with a variety of workforce partners and stakeholders to develop a framework and policy agenda including recommendations to legislature and policy makers leading to the expansion, improvement, and better coordination of work-based learning programs and activities in the State. This partnership is already effectively leveraging the disparate expertise of the agencies involved to create a more nuanced understanding of the issues to be addressed.
- LCTCS - Over the past year, the 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. This project opened the door for discussion on how to increase and enhance these opportunities for students while ensuring sustainable funding to continue. In addition, the adult education programs are designed to provide services/activities in collaboration with employers and/or employee organizations to improve productivity of the workforce through improvement of literacy skills.
- LDOE – The LDOE Jump Start Summer program is a scaffolded, multi-year 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 internship experiences related to the student’s area of career interest.

- LED Faststart (LFS) – LFS is developing new capacities to build work-based learning programs for its client companies. LFS will work with the LWC to identify the best model for its programs and with LCTCS to deliver the work-based learning programs. LFS will support these programs through its extensive instructional design and curriculum resources. LFS is also leveraging its online platforms to connect jobseekers and employers to relevant registered apprenticeship and other work-based learning programs. LFS will also build work-based learning models into its higher education grant programs and enhance partner efforts through curriculum development, policy support and, where feasible, resourcing.
- LWC – LWC oversees multiple work-based learning initiatives including, but not limited to, Jobs for America’s Graduates (JAG), WIOA Core Programs, Pre-Apprenticeship/Registered Apprenticeship Partnerships and Industry-Specific 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.

Career and Technical Education Scholarship Opportunities:

- **Taylor Opportunity Program for Students (TOPS):** Louisiana’s comprehensive program of state scholarships is 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. The 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 career and technical education certificate/diploma.
- **Adult Education Scholarships through LCTCS:**
 - Five for Six Scholarship (5 for 6) – This scholarship is awarded to individuals without a high school diploma or equivalency who wish to enroll at a Louisiana Community or Technical College. The amount of the scholarship will equal the tuition charged for six credit hours. Colleges set aside 5% of tuition increases to cover the cost associated with taking six credit hours. This scholarship provides an avenue to

student eligibility for PELL Grant opportunities.

- Next Steps Scholarships – This scholarship provides assistance for WRU (Adult Education) graduates to enroll in a LCTCS college. Awards are available for four consecutive semesters based on eligibility. Additional information is provided at: <https://www.lctcs.edu/workready-u>.

Louisiana Rehabilitation Service (LRS) – LRS provides Pre-Employment Transition Services (Pre-ETS). Pre-ETS are coordinated activities, for a student with a disability, designed within an outcome-oriented process that promotes movement from school to post-school activities leading to competitive integrated employment. Counselors must make these services available to students with disabilities receiving services under an Individualized Education Plan (IEP) or an individual with a disability for purposes of Section 504 of the Rehabilitation Act (IAP).

Pre-ETS required by WIOA include:

- Job exploration counseling;
- Work-Based Learning experiences;
- Counseling or opportunities for enrollment in comprehensive transition and postsecondary educational programs at institutions of higher education;
- Workplace Readiness Training; and
- Instruction in Self-Advocacy.

LWC Registered Apprenticeship: LWC is working to expand pre-apprenticeship and Registered Apprenticeship throughout the state, in both traditional and non-traditional occupations. Registered Apprenticeship is a proven workforce development strategy that combines hands-on training with classroom learning so that individuals can put their knowledge to practice. Pre-apprenticeship provides the building blocks to prepare individuals for a Registered Apprenticeship program. It has proven very successful in high schools, providing youth a broader sense of available career pathways. Registered Apprenticeship is applicable to several industries including, but not limited to, construction trades, healthcare, and information technology, with over one thousand (1,000) apprentice supported occupations. LWC strives to create new programs while serving to assist in the expansion of existing programs.

Labor Market Information (LMI) Initiative: Using labor market information and aligning instructional programs is key to improved economic development activities. The State Workforce Board (WIC-Workforce Investment Council) in collaboration with the Occupations Forecast Conference, and the Board of Regents, works to ensure that accurate and timely information on projected demands is provided to align instructional programs to the forecasted needs of the workforce in Louisiana.

Louisiana Industry-Based Certification (IBC) Council: The Governor’s Office through the Workforce Investment Council established the IBC Council to create and maintain an official statewide 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 exams and receive certifications corresponding with their Perkins Eligible CTE Program of Study.

The Core Team entities are active members of the IBC Council. This assists in aligning secondary and postsecondary CTE programs.

Classification of Instructional Programs (CIP)- Standard Occupational Classification (SOC)- Initiative:

The State's occupational forecast projects short- and long-term employer demand for detailed occupations at the regional level. The improvements made to the occupational forecast over the last seven years have generated strong interest in using the forecast as a planning tool for education and training providers. However, the lack of a definitive guide linking instructional programs to occupations limits the ability to develop systematic benchmarks from the employment forecast.

The solution to these problems is in the development of a crosswalk between instructional programs and occupations. Instructional programs are tracked using CIP and occupations are tracked using the SOC system, and the connection is commonly called a CIP-SOC crosswalk. The National Center for Education Statistics (NCES) publishes a CIP-SOC crosswalk, but it has limitations that prevent it from being actionable for policy planning purposes. Work is needed to develop a Louisiana-specific CIP-SOC crosswalk with a data-driven link between programs and occupations accounting for the likelihood of an easy job match.

The State CIP-SOC Workgroup, comprised of representatives from the four Systems (LCTCS, LSU, SU and ULS), Louisiana Economic Development, Louisiana Workforce Commission and the Board of Regents meet jointly to advance this initiative and create a Louisiana-specific CIP-SOC crosswalk to aid in addressing the state's workforce gap.

Implementing a Regional Approach: To continue leveraging robust partnerships, regional teams will be central to the Plan to better target the needs of industry, including small and medium-sized enterprises in Louisiana, and to ensure that Perkins funds are focused on achieving the most positive outcomes for all stakeholders. To that end, the LWC Comprehensive American Job Centers will be an integral partner to assist with identifying and providing support services for CTE students, supporting partnerships with business/industry and many more

activities, geared toward collaborative efforts to align and implement the Perkins V and WIOA State Plans.

A Perkins Regional Coalition has been formed in each region, aligned with the Regional Labor Market Areas, to help assess and inform CTE programming. The Perkins Regional Coalition members will utilize the Needs Assessment and employment data, such as the Louisiana Occupation Forecast to support planning and decisions.

- 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:

Louisiana's network of Career and Technical Education, through the effort of all core team members will:

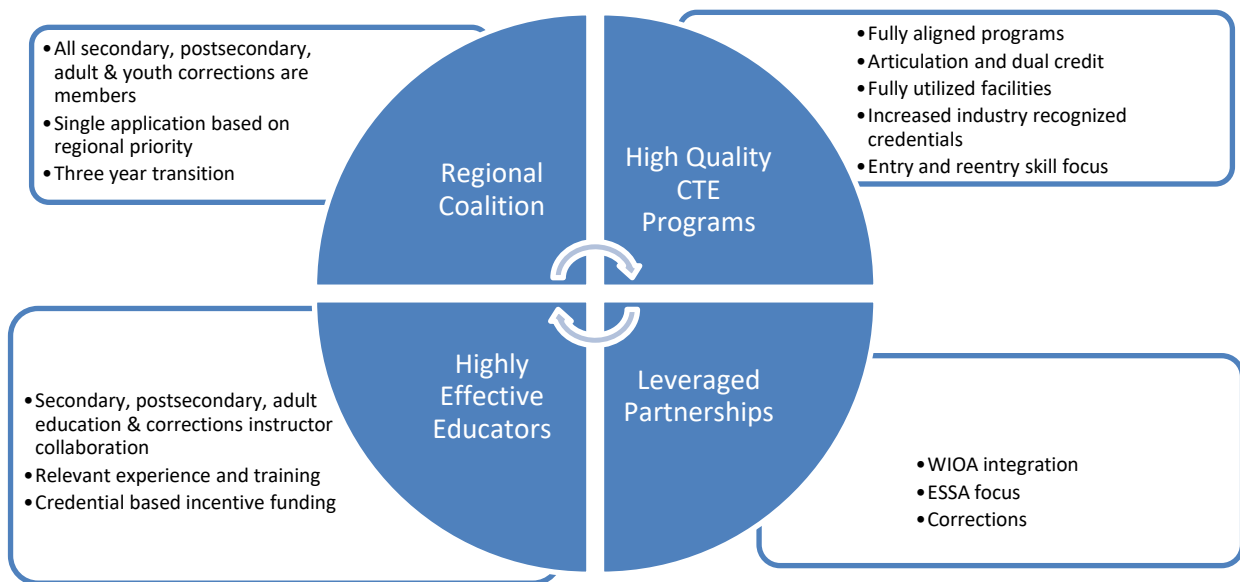
1. Support alignment of career and technical programs with workforce demands, and emerging and changing dynamics of the regional and local economy.
2. Serve the needs of special populations, including but not limited to, nontraditional students, justice-involved, under-resourced, and priority populations,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

Strategies:

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

1. Strong regional consortia based on regional labor market regions and grounded with effective and supported leadership and actively engaged participants advancing the economic interests of their students and their communities.
2. High-quality Perkins Eligible CTE Programs of Study exist in every school, college and corrections facility that ensure students have a clear educational, training pathway program to a high-skill, high-wage, in-demand or emerging 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.

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



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 maintained a strong history of working to provide a system of support for citizens as they progress through the education system and emerge into the workforce. The Workforce 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 Super App- One application that allows all geographical and charter LEAs to plan for their local needs, access their formula funds and apply for competitive funds on one timeline. School systems build a planning team responsible for developing and submitting the Super App. The team should have decision-making authority and expertise in the following areas: workforce talent, diverse student populations, federal grant programs, budgeting and finance.

WIOA Core Programs- The alignment of the Perkins V State Plan with the WIOA Combined State Plan will ensure the achievement of the established state goals as follows:

- **Goal 1:** Establish Career Pathways as a mode for skill, credential, and degree attainment for Louisiana citizens to ensure jobs that provide opportunities for economic independence and family stability.
- **Goal 2:** Expand career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and the expansion of bridge programs.

Louisiana has undertaken a three-step process of coordination of efforts which is detailed within the Louisiana Combined State Plan under WIOA. This three part process includes: (1) gathering all the information about the job at hand (intelligence); (2) choosing a strategy seeking out all viable options to successfully address the challenge and selecting those that best fit Louisiana’s mission and goals; and (3) deciding the tactics and determining how we are going to get it done.

This approach allows the state to maximize opportunities and outcomes for Louisiana citizens being served at various points of contact and engagement in the workforce/education/training system.

Jobs for America’s Graduates (JAG)- Louisiana (JAG-LA) serves in-school students 7th – 12th grade and out-of-school youth in which they were not successful in the regular education setting. JAG-LA students are guided onto a successful path towards receiving a high school diploma or high school equivalency diploma. Its core program is dedicated to providing opportunities for students challenged with life hurdles, including academic, social, behavioral and economic. Students work on career readiness skills (job skills, leadership,

communication and career exploration) and academic remediation. The program vigilantly tracks and responds to measurable, documented performance outcomes. The focus is on assisting students toward education after graduation or helping them find a family-sustaining career. Students are supported with twelve (12) months of follow-up services after completion of the program.

State as a Model Employer- Louisiana Governor's initiative that is designed to enhance the diversity of the public workforce, lead the business community and highlight the State's position as a leader in the protection of civil rights for individuals living with disabilities. Under the State as a Model Employer Executive Order, each agency is required to submit an agency plan designed to expand the recruitment, hiring, retention and promotion of individuals with disabilities.

LCTCS WorkReady U (WRU)- WRU is Louisiana's Adult Education Program and a core partner in the Louisiana WIOA State Plan. "Workforce Preparation programs shall be designed to include activities/services to individuals needing to acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills. Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment." *WIOA Final Rules Subpart D, §463.34*

WRU and Perkins funds have been leveraged to provide "Introduction to Contextual Teaching and Learning." This project brings CTE and WRU instructors together to learn and to design instruction. The desire is to build an integrated education and training (IET) module in each Perkins Eligible CTE Program of Study. The pilot project includes the integration of Health Care and Welding with core adult learning courses. At the conclusion of the 2019-2020 fiscal 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. The project will continue to grow and provide additional industry-based credential (IBC) opportunities for adult education students. The IBCs selected for implementation will reflect the outcomes of the Regional Perkins Needs Assessment.

LaSTEM Advisory Council - Under the auspices of the Board of Regents, the LaSTEM Advisory Council is tasked to do the following:

- Coordinate and oversee the creation, delivery, and promotion of STEM education programs;
- Increase student interest and achievement in the fields of STEM;
- Ensure the alignment of education, economic development, industry, and workforce needs; and

- Increase the number of women who graduate from a postsecondary institution with a STEM degree or credential.
- 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 (DPS&C), the LDOE will provide funding to the Office of Juvenile Justice (OJJ) and to the Louisiana School for the Deaf and Visually Impaired (LSDVI).

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 four-year plan. LDOE and LCTCS will provide oversight and evaluation of these projects during the transition year and beyond as needed.

During the transition year, the following processes and procedures were utilized:

- DPS&C will be the eligible recipient of and fiscal agent for the allocated funds.
- DPS&C conducted a needs assessment and submitted a modified local application to LCTCS; OJJ and LSDVI conducted a needs assessment and submitted a modified local application to LDOE.
- DPS&C created a Carl Perkins Corrections Statewide Coordinator position to lead the Corrections stakeholder work. DPS&C have actively engaged the stakeholder group throughout the Perkins Transition Plan timeframe and will continue the work to complete and submit the four-year plan. For LSDVI, the four-year plan will be developed based on the three-year strategic plan for the Special School District (SSD).

Preparation for Non-Traditional Fields

LCTCS and LDOE continue to promote many activities to address the preparation of students for careers in nontraditional fields. The following are examples of statewide activities:

- Men in Nursing;
- Women in STEM, Manufacturing, and Construction;
- Sisters in the Brotherhood;

- Professional development; and
- Marketing and outreach.

Recruitment of Special Populations to Enroll

During the transition year of the Perkins plan, LDOE staff worked with LSDVI to develop a plan for utilizing virtual learning, summer months, career guidance and counseling materials for recruitment of deaf and visually impaired students into CTE programs that may be available in local high schools and community colleges. LSDVI is expanding their programming to more broadly include CTE programs and assistive technology. Career events and informational documents geared to Deaf and Visually Impaired students in the Special School district and within the regional communities will provide the opportunity for students to gain support for their transition from high school to work. Services can include transcribing existing documents into braille and interpreting support for informational sessions.

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

- a. 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)*

In Louisiana, there are well developed pathways to graduation and postsecondary certification at both the secondary and postsecondary level. It is the intent that beginning July 1, 2021 only Perkins Eligible CTE Programs of Study will be supported through Perkins V funding. The State will employ the following strategies to support, develop, and improve current and emerging programs to meet the Perkins definition of a Perkins Eligible CTE Programs of Study.

2019-2020

- Yearlong – Provided professional development to a small leadership team from each of the eight Perkins Coalition regions to build capacity for leading work at the regional level.
- Fall - Developed criteria and evaluation tool for Perkins Eligible CTE Programs of Study that are of sufficient size, scope, and quality.
- Winter - Developed models for Perkins Eligible CTE Programs of Study that can be adopted and modified by other regions.
- Winter – Developed and implemented a state approval process for programs to become Perkins Eligible CTE Programs of Study.
- Spring – Published written guidance including criteria, evaluation, models, and approval process.
- Spring – Developed an action plan for those programs seeking the Perkins Eligible CTE Program of Study designation in collaboration with Perkins Regional Coalition Coordinators, secondary school designees and local instructors.

- Summer – Begin regional industry and instructor collaboration for vertical, non-duplicative alignment of programs.

2020-2021

- Summer – Continue implementation of action plan for each program.
- Summer – Designate Perkins Eligible CTE Programs of Study for funding for 2021-2022 school year.
- Fall – Develop a process for new and emerging programs to gain designation.
- Winter – Review and update criteria, evaluation and approval process contained in written guidance documents.

2021-Beyond

- Ongoing – Utilize the written guidelines to develop Perkins Eligible CTE Programs of Study for approval.
- Fall – Ensure data collection systems are realigned with Perkins Eligible CTE Programs of Study designation.
- Winter – Implement approval process for new programs seeking Perkins Eligible CTE Programs of Study designation.
- Winter – Develop process for Perkins Eligible CTE Programs of Study renewal. The renewal process will ensure programs continue to be of sufficient size, scope, and quality in order to maintain eligibility.

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;

For FY 2020-2021, programs operating within the regionally identified three clusters will continue to be eligible for Perkins funding. As described above, there is a plan to develop the criteria and process and guidance to approve locally developed programs. During this time, eligible recipients will be required to assess programs using the Needs Assessment that requires applicants to assess and describe:

- Student performance;
- Perkins Eligible CTE Programs of Study alignment to industry and economic demand;
- Progress toward implementation of Perkins Eligible CTE Programs of Study;
- Education retention and improvement; and
- Equitable access and opportunities to high quality CTE programs for all students.

LCTCS and LDOE staff will evaluate the plans as described in the fiscal section to ensure these items are addressed.

To further promote continuous improvement of career and technical education, an eligible recipient should not continue to spend Perkins funds on a specific activity within a Perkins Eligible CTE Program of Study for more than three consecutive years, unless program improvement and/or program expansion is evident within the Perkins Eligible CTE Program of Study or the eligible recipient provides evidence that discontinuation would adversely affect program size, scope, and quality and a plan to transition support, for the activity, to other funds. To ensure a renewed focus on this expectation, the first of the three years will begin with the 2021-2022 school year.

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

With the expanded definition of special populations, LCTCS and LDOE will launch a concerted effort to expand the understanding of subpopulations and emphasize the necessity to provide access and equity across and with CTE programs broadly and Perkins Eligible Programs of Study specifically. 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. Most of the required set aside will be used to expand access to Perkins Eligible CTE 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 Perkins Eligible CTE Programs of Study through the local application. In the application, eligible 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 Perkins Eligible CTE Programs of Study completion. LCTCS and LDOE will provide technical assistance to recipients to ensure equitable 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 encouraging participation of nontraditional students and members of special populations as well as information about services that may be available.

The following are examples of available services: special population coordinators at the geographical and charter LEAs and postsecondary

campuses, 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, in-demand or emerging occupations. Strategies to ensure access and success in Perkins Eligible CTE Programs of Study for special population students at all levels may include, but are not limited to:

- Promoting and providing outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities in high-skill, high-wage, in-demand or emerging 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 Perkins Eligible CTE Programs of Study;
- Providing a multi-tiered plan for coordinated transitions for students with disabilities;
- Providing access to virtual and/or in-person work-based learning experiences;
- Providing an 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, in-demand or emerging.

Eligible recipients, via the Regional Coalition, will partner with the LWC American Job Centers to provide support services for the students. Perkins Regional Coalition Coordinators (PRCCs) in collaboration with American Job Center leaders will provide professional development for all eligible recipients, to ensure a working knowledge of the LWC American Job Center services. This professional development will be provided at a minimum once per year.

LCTCS and LDOE will actively seek to ensure that activities and strategies designed to assist special populations will support special populations with increasing performance with the goal of meeting or exceeding the State's performance levels.

Technical assistance will be provided in:

- Reviewing data submitted by recipient relative to outcomes and status of services and activities;
- Educating counselors and staff about career and technical education in order to increase referral and access to Perkins Eligible CTE Programs of Study;
- Targeting assistance to specific areas, eligible recipients, or populations

where access and student achievement have not achieved the 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 equitable access.

As required in Section 427 of the Department of Education's General Education Provisions Act (GEPA), each applicant must provide a description of the agency's process to ensure equitable access to and participation in, the Perkins Eligible CTE Programs of Study for students, teachers, and other program beneficiaries with special needs. This information will be collected in the local application. LCTCS and LDOE have approved state policies that provide for equal opportunity for all persons without regard to disability in the recruitment of, admission to, accessibility to, participation in, treatment in or employment in the programs and activities operated and sponsored by the Louisiana Community and Technical College System and the Louisiana Department of Education.

- 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 Perkins Eligible CTE Programs of Study (Appendix D).

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.

Career and Technical Student Organizations, through local chapters/affiliates, integrate career readiness and exploration, team building, networking, and leadership development into instructional programs and activities. These student-led organizations provide secondary and postsecondary students with opportunities to hone their communication, collaborative and leadership skills. As competitors in local, state, and national events, being resilient is an integral part of their success.

WRU Workforce Preparation programs are designed to include activities/services for individuals needing to acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills. Workforce preparation activities also lead to employability

skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment (*WIOA Final Rules Subpart D, §463.34*).

The Louisiana Industry-Based Certification (IBC) Council was established to create and maintain an official statewide 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 statewide Focus List. Perkins Eligible CTE Programs of Study are designed to include preparation for the achievement of industry-recognized credentials, career and technical certificate, certificate of technical studies, a technical diploma, or the achievement of an associate degree in a CTE Program area. The secondary and postsecondary curriculum must prepare students to earn a postsecondary credential (IBC, certificate, diploma, or degree) as a positive outcome. Through dual enrollment and articulation, secondary CTE students can earn college credit prior to graduation.

- 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;*

Information regarding Career and Technical Education opportunities 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:

Jump Start Convention (LDOE);
Counselor Institutes (LDOE);
Super Summer Institute Instructor Training Series (LDOE);
Teacher Leader Summits (LDOE);
LCTCS and LDOE updates at quarterly Perkins regional meetings;

Middle school outreach and recruitment;
Secondary institutions course scheduling process;
Secondary counselors' awareness and training;
Social media campaigns;
Brochures, flyers and other printed materials;
Career Fairs and Open Houses;
Postsecondary academic advisement staff training;
LCTCS annual conference;
LCTCS sponsored professional development such as Master Teacher,
Workforce Developer and the Leadership Academy;
LCTCS Advisory Committees;
Kiosks placed in local American Job Centers; and
Local Workforce Development Area office collaborations.

- 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 Perkins Eligible CTE Programs of Study 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, high-skill, and emerging 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 Perkins Eligible CTE Programs of Study should:

- Lead to the attainment of a recognized postsecondary certificate, credential and/or degree;
- 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;
- Include opportunities to attain postsecondary credit for prior learning; and
- Integrate student support services.

The criteria for a Perkins Eligible CTE Program of Study will include a description of how that program will allow for multiple entry and exit points for students, as well as include the process by which students will be able to:

- Exit the Perkins Eligible CTE Program of Study and enter the workforce;
- Re-enter the program to obtain additional education and a more advanced credential; and when applicable
- Transfer from a program that awards a postsecondary credential or a secondary K16 STEM or pre-educator pathway into an aligned baccalaureate program.

- iii. *use State, regional, or local labor market data to determine the 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 regional partners to determine occupation needs based on the Louisiana Workforce Commission regional occupational data or other data sets provided by regional or state economic development agencies. The partners analyze the data and determine the three career clusters that recipients will include in their local applications for Perkins. Regional partners may request an exception to the three-cluster requirement from LCTCS. Regional partners must provide an industry-based justification for the exception or evidence of unique circumstances. The requested exception will be granted by LCTCS in consultation with LDOE.

The criteria for Perkins Eligible CTE Programs of Study will include a description of how that program will reflect state, regional and/or local economic need. Eligible recipients will provide in-demand or emerging occupation data to demonstrate the program is aligned with the Comprehensive Local Needs Assessment.

- 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 unique 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.

Perkins performance data analysis conducted at LDOE and LCTCS will identify local recipients that have discrepancies. LDOE and/or LCTCS will monitor and provide technical assistance as needed.

The criteria for a Perkins Eligible CTE Program of Study will include a description of how that program will be inclusive of special population students. Programs will:

- Describe the recruitment process to attract and support students from special populations, especially those that have been traditionally underrepresented.
- Describe supportive services such as tutoring, transportation and other assistance provided to ensure all students have the opportunity to achieve success in the Perkins Eligible CTE Program of Study.

- 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;*

Representation of the local Workforce Development Board is a required member of the Coalition described on pages 27-28. Each Coalition is responsible for conducting the Regional Comprehensive Needs Assessment (updated a minimum of every two years) and evaluating Perkins Eligible CTE Program of Study size, scope and quality. Individual Perkins recipients in the region may personalize the Regional Needs Assessment to reflect the needs of the recipient's local area. This assessment will be utilized as the Comprehensive Local Needs Assessment. Additionally, representatives from the local Workforce Development Board, along with other partners representing economic development, business, industry, labor and trade, will be invited to participate in the development, evaluation and review of regional Perkins Eligible CTE Programs of Study. At the state level, the Louisiana Workforce Commission is represented on the Core Team which is responsible for the development of this Plan.

- 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*

In Louisiana, both secondary and postsecondary career and technical education Programs of Study are required to have advisory committees to ensure Perkins Eligible CTE Programs of Study align with industry's needs. At the regional or local level, advisory committees are expected to meet a minimum of twice per year, and are required to retain copies of agendas, sign in sheets, and minutes to document those meetings for compliance and Program monitoring purposes. The advisory committees should include secondary, postsecondary and

corrections instructors. Local employers are expected to be well-represented and hold the majority of the committee seats as well the committee's leadership roles. Additional members may include other business and industry representatives (chamber leaders, workforce board or industry sector representatives or union representatives), other education members (administrators, program directors, counselors, educators), and other community representatives (parents and current/former students).

The role of the advisory committee is to collaborate to:

- Provide student opportunities;
- Assist with Program resources;
- Provide connections between the Perkins Eligible CTE Programs of Study and the larger community;
- Assist with supporting and recruiting new instructors;
- Ensure CTE programs include criteria for approval as a Perkins Eligible CTE Program of Study; and
- Advocate for the Program.

For additional information, refer to Appendix F to review the *Advisory Committee Handbook*, provided by LCTCS.

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:

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

In addition to the advisory committees, Perkins Eligible CTE Programs of Study 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.

The criteria for a Perkins Eligible CTE Program of Study will include a description of how that program will support collaboration between the middle-secondary-postsecondary education continuum and employers. Programs will describe:

- The formalized, structured approach to coordinating the employer-led advisory board;
 - Employer involvement in program delivery; and
 - The employers' availability in providing in-person and/or virtual work-based learning experiences for secondary and postsecondary learners.
- 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)*

Eligible recipients will be expected to focus on gaps in student/program performance, student participation and completion. Each recipient evaluates its 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 eligible recipient is accountable for reviewing its Perkins Eligible CTE Programs of Study to ensure they are 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, LCTCS or LDOE works with the eligible recipient to implement improvement plans. The Improvement Plan must include a data gap analysis for each special population group that falls below the performance target. The analysis must include specific actions to address the performance gap. Ultimately, the State has the authority to sanction recipients if there is no improvement over time.

This Plan will strengthen partnerships of secondary and postsecondary Perkins Eligible CTE Programs of Study with business and industry to focus the State's Programs on high-wage, in-demand, high-skill or emerging occupational areas. The work of Perkins Eligible CTE Programs of Study will be closely coordinated with other partner state agencies to make sure that the appropriate focus on high-wage, in-demand, high-skill or emerging occupational areas is maintained. Perkins funds should also be closely coordinated with any new sources of funding that are appropriated for economic development and start-up of new Programs of Study for workforce training and preparation. For LDOE and secondary eligible recipients, this work is coordinated through the Super App process.

- 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)*

The criteria for a Perkins Eligible CTE Program of Study will include a description of how that program will support secondary students obtaining postsecondary credit. Programs will:

- Document all types of credentials included in the Perkins Eligible CTE Programs of Study;
- Document all postsecondary credits available to the student while enrolled in high school and upon completion of the high school portion of the Program as prior learning credit; and
- Describe the process to access dual enrollment and articulated postsecondary credit.

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 maintaining existing programs and responding to new and emerging areas are encouraged, provided they do not conflict with the statewide policies.

- 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)*

Perkins Regional Coalition:

As stated in previous sections, to better target the needs of industry, including small and medium-sized enterprises, and to ensure that Perkins funds are focused on getting the most positive outcomes for all citizens, Louisiana is emphasizing regional focused planning for Perkins. Louisiana will require all Perkins eligible recipients (at both the secondary and post-secondary level) to enter regional partnerships based on the Regional Labor Market Areas identified by the Louisiana Workforce Commission in collaboration with the US Department of Labor. By doing this, the Perkins Regional Coalition, will align with the regions identified in the Workforce Innovation and Opportunity Act (WIOA). There are a number of regional initiatives taking place and the Core Team believes that this strategy has the greatest potential to reduce redundancy of effort and to leverage resources for maximum impact.

The Perkins Regional Coalition, led by the Perkins Regional Coalition Coordinator (PRCC) designated by LCTCS, will complete the five requirements of the Perkins V legislation:

- Provide input on an annual basis to the comprehensive local needs assessment in order to assist in the identification of goals, priorities and investments;

- Provide regional economic data, on an annual basis, for the purpose of selecting regional clusters;
- Ensure Perkins Eligible CTE Programs of Study are responsive to the community needs and priorities that are based on regional labor market information;
- Identify and encourage opportunities for work-based learning; and
- Ensure Perkins funding is used in a coordinated manner with other state and regional resources.

Below is a list of required members of the Perkins Regional Coalition. Most are required by Perkins V legislation. Those marked with an asterisk (**) were added by the Core Team and confirmed through public input and comment:

- Representatives of CTE programs in LEAs, including teachers, career guidance and academic counselors, principals and other school leaders, administrators and specialized instructional support personnel and paraprofessionals;
- Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of state boards, local workforce development boards and a range of local or regional businesses, industries, and/or **labor;
- Parents and students;
- Representatives of special populations;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- Representatives of Indian Tribes and Tribal organizations, where applicable;
- Other stakeholders required**
 - Adult education staff;
 - Regional economic development organizations (REDO);
 - Representatives from local juvenile justice and/or adult corrections education programs;
 - Foundation and financial partners;
 - Community leaders; and
 - Representatives of organizations focused on equity.

The Perkins Regional Coalition must meet a minimum of twice per year to cooperatively conduct the Comprehensive Local Needs Assessment (as needed but at a minimum of every two years), examine results, evaluate the impact of regional Perkins Eligible CTE Programs of Study and/or to set goals and plan for the upcoming year, which includes determining the three clusters for Perkins funding. Subcommittees may be formed to work on needs identified by the Perkins Regional Coalition, supported by the Comprehensive Local Needs Assessment, and may meet more frequently as determined by the members. The Comprehensive Local Needs Assessment (CLNA) will be utilized by each of the regional postsecondary and

secondary eligible recipients. Each eligible recipient is not required to complete independent CLNAs. Biennially, secondary agencies must also use the Super App process to complete the Comprehensive Local Needs Assessment.

Fiscal year 2020-21 will begin the biennial cycle of the first CLNA.

Regional Needs, Goals, Evaluation:

Regional partnership members are expected to collaborate on local applications so that funds are expended to expand and enhance programming in the identified clusters. The regional partnership will use the results of the Needs Assessment to identify up to three career clusters to focus on activities and expenditure of funds in order to maximize impact. LCTCS and LDOE may grant waivers to this requirement, if justified, based on workforce data or if exceptional circumstances exist to fund the fourth cluster. Secondary and postsecondary partners will submit attestations agreeing to the designated clusters and Perkins Eligible CTE Programs of Study for expenditures. The attestations for both secondary and postsecondary applications will be submitted, via email, to LCTCS prior to the submission of Perkins applications to LDOE or LCTCS.

The regional partnership members will analyze regional workforce data to determine the occupations meeting high-wage, in-demand, high-skill, emerging criteria. From the analysis, the partnership members will determine the three clusters that may be considered for funding in the fiscal year. The individual recipients may then determine the specific Perkins Eligible CTE Programs of Study considered for funding. The Perkins Eligible CTE Programs of Study must meet the criteria provided in this Plan.

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 (or fourth if approved).

A second focus of the Coalition 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 and/or expand Perkin Eligible CTE Programs of Study that align with the definition. Inclusion of any geographic LEA, charter LEA, consortium fiscal agent, third party contracted consortia, adult education WorkReady U partners, adult corrections, or juvenile justice instructors is also required if there are Programs in the region as defined by the Regional Labor Market Area (RLMA).

This group will review Perkins Eligible CTE Programs of Study at a minimum every three years. The purpose of the review is to evaluate the size, scope, and quality of the Perkins Eligible CTE Programs of Study. Programs of Study with inadequate review results will not be eligible for Perkins funding until the standard can be met.

Beginning in fiscal year 2021-2022, Perkins funds will only be utilized for Perkins Eligible CTE Programs of Study included in the regionally identified clusters. Louisiana will continue to allow for career exploration and professional development activities to be funded regardless of the CTE cluster alignment. Louisiana will also continue to allow reallocated carryover funds to be spent outside of the three clusters for Perkins Eligible CTE Programs of Study.

Perkins Regional Coalition Coordinator (PRCC):

LCTCS will designate the PRCC in each of the eight RLMA's. The PRCC represents the interest of the region and all members of the Regional Coalition. They support the combined work of the Coalition. The PRCC's general tasks and duties include, but are not limited to:

- Providing leadership to the Coalition by scheduling, planning and facilitating meetings;
- Leading an annual cycle to meet all program requirements such as:
 - Conducting the regional needs assessment;
 - Leading regional goal setting;
 - Collecting information and submitting the annual report;
 - Facilitating Perkins Eligible CTE Programs of Study approval; and
 - Keeping accurate records.
- Building and maintaining relationships with new and existing partners and inviting members of the Regional Coalition to meetings;
- Scheduling presentations of workforce data with the Louisiana Workforce Commission specialists to ensure accurate and consistent interpretation of data;
- Facilitating Perkins Eligible CTE Programs of Study improvement through vertical peer-to-peer collaboration within clusters;
- Planning and conducting regional grant activities;
- Acting as point of contact for the region; and
- Participating in PRCC training and professional development.

LDOE has additional measures to ensure appropriate stakeholders are involved and consulted in the planning, development, implementation, and evaluation of its career and technical education programs. The Super App is one application that allows all geographical and charter LEAs to plan for their local needs, access their formula funds, and apply for competitive funds on one timeline. School systems build a planning team responsible for developing and submitting the Super App. This process requires cross-team collaboration instead of separate plans with separate budgets being created in siloes. School system leadership creates a planning team responsible for completing the Super App. This planning team should have decision-making authority and expertise in the following areas: academic content, assessment, high school programming, workforce talent, diverse student populations, federal grant programs, budgeting and finance. This process:

- Unifies school systems’ priorities—The School System Planning Framework establishes a uniform set of priorities to help school systems create one plan;
- Creates efficient processes—The Super App is one application for formula and competitive dollars; and
- Streamlines and accelerates timelines—The Super App is submitted and approved on one timeline and provides school systems with federal formula and competitive allocations before the fiscal year begins.

In addition to the system-wide planning through the Super App, local schools participate in school-wide planning activities. These activities align to the Super App requirements. School level planning includes the leadership team (principal, assistant principal, dean, counselor, instructional specialists) plus a teacher and parent.

- 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. Appendices H and I.*
- 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. Appendix K.*
- 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:

Perkins Eligible CTE Programs of Study** should strive to meet the industry needs of the region and/or state. The capacity should balance labor market and student demand to ensure equitable access by all students.

**Perkins Eligible CTE Programs 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; and
- Culminates in the attainment of a recognized postsecondary credential.

Note: See page 22 of the Plan for expanded details.

Scope:

As required in the definition of the Perkins Eligible CTE Programs of Study, links must exist between secondary and postsecondary CTE Programs evidenced by working agreements. This may include, but not limited to, articulation agreements, dual credit opportunities, prior learning credit and/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 Employability Skills*; and
- Participation in rigorous work-based learning that incorporates applied and contextualized learning.

Perkins Eligible CTE Programs of Study should include traditional classroom experiences as well as authentic hands-on student experiences.

Quality:

Eligible recipients offer students the opportunity to participate in Perkins Eligible CTE Programs of Study that lead to high skill, high wage, in-demand or emerging occupations.

The Louisiana Workforce Investment Council and the Louisiana Workforce Commission 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 Workforce Commission. An in-demand industry is defined as an occupation in which state, local or regional market data shows that demand exceeds projected employment supply to such a level that the occupation is rated with 3, 4, or 5 stars on the Occupational Forecast Conference, LWC Star Jobs Rating. High skill occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or postsecondary degree.

The secondary Perkins Eligible CTE Programs of Study must provide an opportunity for dual credit, articulated credit, and/or industry-recognized credentials.

All postsecondary Perkins Eligible CTE Programs of Study must offer students the opportunity to earn an industry-recognized credential, license, technical degree, associate or bachelor’s degree via dual enrollment, articulated credit, and/or traditional enrollment.

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 with 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 its students succeed at the secondary and postsecondary level, 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.

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 Perkins V State 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 Perkins Eligible CTE Programs of Study. 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 original cohort included only Louisiana educators. Subsequent cohorts have included educators from other states.

Louisiana has hosted an annual event entitled Super Summer Institute to provide secondary and post-secondary educators with the 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. Beginning in the summer/fall of 2020 LDOE will consult with LCTCS on the planning of Super Summer Institute to address the need for vertical alignment for Perkins Eligible CTE Programs of Study.

Through the *Comprehensive Local Needs Assessment* and the Super Ap process for secondary, 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; activities will be tailored to address the identified need(s).

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: Jump Start (LDOE's branding for Career and Technical Education) includes academic and/or integrated academic components within the CTE courses and graduation requirements for the career diploma. Support services include evidence-based multi-tiered system of support for struggling students.

Postsecondary: Perkins Eligible 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 academic and technical skill 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 Perkins Eligible CTE Programs of Study may earn Industry-Based Certifications (IBCs). "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 pre-determined standards.” LDOE requires that students seeking the Jump Start career diploma earn an industry-based certification as part of graduation requirements.

Within their Perkins Eligible CTE Programs of Study, 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 educational needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)*

The local application is the main tool for both LDOE and LCTCS to ensure eligible recipients have demonstrated each of the above requirements. The local application allows eligible recipients to discuss:

- The results of the local needs assessment including:
 - An evaluation of student performance;
 - A description of Programs of Perkins Eligible CTE Programs of Study that are of sufficient size, scope and quality designed to meet the local economic or educational need;
 - Progress toward implementing Perkins Eligible CTE Programs of Study;
 - CTE educator recruitment and retention efforts; and
 - Access and equity.
- How course offerings and activities align to the Needs Assessment;
- New programs planned;
- Collaboration with workforce partners;
- How academic and technical skills will be improved;
- Activities to address the needs of special populations;
- A description of work-based learning opportunities;
- Postsecondary credit options for secondary students;
- Recruitment of highly effective educators;
- Gaps and disparities in performance that will be addressed; and
- Occupational forecast for the region.

During the review process, staff will review the results of the Needs Assessment, evaluate the responses to the questions, and ensure the budget aligns to the needs Assessment results. If any revisions are needed, staff will work with local applicants to ensure requirements are met.

- d. *Louisiana requirement: each eligible recipient will demonstrate knowledge of federal fiscal requirements.*

Louisiana has a long tradition of ensuring grant recipients understand their fiscal duties as subrecipients. In order to be a grant recipient, the program and fiscal

manager should demonstrate proficiency. This is not the sole responsibility of any one district, institution or agency, but is a joint venture to ensure high quality fiscal stewardship. There are a variety of methods to obtain training and demonstrate proficiency. LDOE and LCTCS will partner to ensure opportunities are made available, at a minimum, annually. After demonstrating proficiency, recipients are not required to re-test annually. If major changes occur in the law and/or guidance, professional development will be provided, and recipients are expected to re-test. Additionally, demonstrated proficiency by the program and fiscal manager will be included in the monitoring risk assessment.

This tradition has been recognized as a ‘best practice’ and will continue through the life of the Perkins V legislation.

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 13% will be used for the reserve fund as specified in Section 112(c).

Reserve Funds: For the next three to five (fiscal years, a portion of the Reserve Funds will be utilized to support the work of the Perkins Regional Coalitions (PRC). There are eight regional coalitions mirroring the LWC, Regional Labor Market Areas. The funds are directed to the postsecondary institution selected as the PRC lead. The selection of the lead institution is determined by LCTCS. Each region is led by the PRCC. The purpose of the regional approach is to better target the needs of industry, including small and medium-sized enterprises, and to ensure that Perkins funds are focused on achieving the greatest outcomes. The total amount dedicated to the Regional Coalition work will vary from year-to-year and is dependent upon the tasks to support the regional work. Examples of expenditures are: development of the Regional Needs Assessment, development of Perkins Eligible CTE Programs of Study, professional development, travel, stipends, PRCC salary and other expenditures for the direct support of the Perkins Regional Coalitions.

The balance of the Reserve Funds will be utilized to expand and support Perkins Eligible CTE Programs of Study dual enrollment opportunities throughout the rural areas of the state, emerging occupations via Perkins Eligible CTE Programs of Study, and other projects meeting the guidelines for Reserve Fund expenditures. Projects may vary annually, based on the needs of the regions.

The responsibility for the administration of the Reserve Funds will be fulfilled by LCTCS.

The remaining funds under Section 112(a)(1) will be allocated as follows: 56% to the secondary eligible recipients and 44% to the postsecondary eligible recipients.

In order for Louisiana to continue a sustained maintenance of effort, the current funding distribution of secondary 56% and postsecondary 44% will remain in place for the foreseeable future. The funding split will be subject to potential review no more than annually.

- 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 who do not qualify for the \$15,000 minimum or cannot sustain a program of sufficient size, scope and quality per section 131, will be encouraged to form or join a consortium with another local education agency meeting 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 Local Education Agencies (LEAs). The consortium members determine which eligible recipient will serve as the fiscal agent. The fiscal agent has the responsibility for submitting the local application that addresses the consortium, 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. In some cases, the fiscal agent may contract with a third party to perform the aforementioned duties. Each member is responsible for submitting their own accountability data at the required time. A consortia agreement will be signed by each member outlining the agreement to the above decisions.

Postsecondary eligible recipients whose allocation does not equal the required \$50,000 minimum will be encouraged to form or join a consortium with another LEA that meets the requirements to receive Perkins V funds. The consortium will serve as the structure to provide services to all participating institutions. The eligible recipient acting as 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. Each member will sign a consortium agreement supporting the above decisions.

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.

- 1) *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)*

Please see allocation documents in the Appendices B and C. Allocations are calculated using the formula under Section 131 a-e and distributed to eligible recipients through the electronic grants management system.

- 2) *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.*

Please see allocation documents in the Appendices B and C. A waiver request is included below to modify the allocation formula for postsecondary recipients. The postsecondary allocation will be distributed to eligible recipients through the eGrants system.

- 3) *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)*

LDOE will adjust the data used to make allocations to reflect changes in school systems 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 LEAs with CTE programs that make application for funding will be treated the same as other LEAs. For existing LEAs, prior year October 1, five to seventeen-year-old total enrollment and economically disadvantaged counts as provided in SIS (Student Information System). For new and significantly expanded charter LEAs, allocation will consider current year October 1 counts.

- 4) *If the eligible agency will apply for a waiver to the secondary allocation formula described in section 131(a)—*
 - a. *include a proposal for such an alternative formula; and*
 - 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)*

A secondary waiver to the allocation formula will not be requested at this time.

Louisiana will engage LEAs and relevant stakeholders in developing an alternative formula to more equitably serve the needs of students attending LEAs in Orleans Parish and to account for LEA grade configurations that might prohibit otherwise eligible students from participating in Perkins-funded programming. The alternative formula will be submitted to OCTAE for approval via a State Plan revision.

- 5) *If the eligible agency will apply for a waiver to the postsecondary allocation formula described in section 132(a)-*
- a) Include a proposal for such an alternative formula; and*
 - b) 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)*

LCTCS requests a waiver to the allocation formula described in section 132(b) of Perkins V. This formula will continue to distribute funds to the eligible institutions or consortia that have the highest numbers of economically disadvantaged individuals and will incentivize the development of effective CTE programs for adult learners in the Work Ready U program.

The proposed LCTCS allocation formula will be based on a duplicated count of students in CTE programs that:

- Receive PELL assistance = 1.0
- Receive WIOA assistance = 1.0
- Participates in an approved Integrated Education and Training (IET) model that is part of an approved Perkins Eligible CTE Programs of Study, through the WorkReady U program = .25
- Completes an approved Integrated Education and Training (IET) model that is part of an approved Perkins Eligible CTE Programs of Study, through the Work ReadyU program = 1.0

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).

In prior years, LCTCS received a waiver to include WIOA in the funding allocation. This waiver request is modified to include the participation and completion of an IET in the adult education program.

- 6) *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)*

The new baseline for Maintenance of Effort beginning with the Perkins Transition Plan was set at \$181,239,414. This represented a 5% reduction as allowed in Section 211.

C. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - (a) the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
 - (b) the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - (c) the percentage of CTE concentrators graduating from high school having participated in work-based learning.

Include any other measure(s) of student success in career and technical education that are statewide, valid, reliable and comparable across the State.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

<u>Measurement Definition</u>	<u>Indicator Codes</u>	<u>Indicator Names</u>
Secondary Level		
<p>The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section § 101 of the Elementary and Secondary Education Act (ESEA) of 1965.)</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 1212(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 Consolidated Accountability Plan pursuant to Section 1212(b)(2)(C)(vi) of the ESEA.</p>	1S1	Four-Year Graduation Rate
<p>(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by the extended-year adjusted cohort graduation rate defining in such section § 101.</p> <p>Numerator: Number of 5th and 6th year CTE concentrators who, in the reporting year, graduated from high school, as measured by the extended-year adjusted cohort graduation rate.</p> <p>Denominator: Number of 5th and 6th year concentrators who, in the reporting year, were included in the State’s</p>	1S2	Extended Graduation Rate

<p>computation of its extended graduation rate, as measured by extended-year adjusted graduation rate.</p>		
<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</p> <p>Numerator: Number of CTE concentrators who are proficient in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act, students scoring mastery and above on LEAP 2025 English I and English II assessment or good and above on End of Course (EOC) English III assessment.</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 Adequate Yearly Progress (AYP) and who, in the reporting year, left secondary education.</p>	<p>2S1</p>	<p>Academic Proficiency in Reading/Language Arts</p>
<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</p> <p>Numerator: Number of CTE concentrators who are proficient in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act, students scoring mastery and above on LEAP 2025 Algebra I or Geometry assessments.</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, left secondary education.</p>	<p>2S2</p>	<p>Academic Proficiency in Mathematics</p>

<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</p> <p>Numerator: Number of CTE concentrators who are proficient in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in Science as described in section 1111(b)(2) of such Act, students scoring mastery and above on LEAP 2025 Biology assessment or good or above on EOC Biology assessment.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in Biology whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	2S3	Academic Proficiency in Science
<p>The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p> <p>Numerator: Number of CTE concentrators who in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, in the military service or a service program that receives assistance under Title I of the National Community Service Act of 1990 (42 U.S.C. 2504(a)) or are employed.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the school year.</p>	3S1	Postsecondary Placement
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p> <p>Numerator: Number of CTE concentrators from underrepresented gender groups in career and technical programs and programs of study that lead to employment in</p>	4S1	Non-traditional Program Enrollment

<p>non-traditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>		
<p><i>The eligible agency must include at least one program quality indicator—5S1, 5S2 or 5S3—and may include other quality measure that is statewide, valid, reliable and comparable across the State, 5S4.</i></p>		
<p>The percentage of CTE concentrator’s graduation from high school having attained a recognized postsecondary credential.</p> <p>Numerator: Number of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p>Denominator: Number of CTE concentrators who graduated during the reporting year.</p>	<p>5S1</p>	<p>Program Quality— Attained Recognized Postsecondary Credential</p>
<p>The percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education program or program of study earned through dual or concurrent enrollment or another credit transfer agreement.</p> <p>Numerator: Number of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.</p> <p>Denominator: Number of CTE concentrators who graduated during the reporting year.</p>	<p>5S2</p>	<p>Program Quality— Attained Recognized Postsecondary Credits</p>
<p>The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p> <p>Numerator: Number of CTE concentrators graduating from high school having participated in work-based learning programs.</p> <p>Denominator: Number of CTE concentrators who graduated during the reporting year.</p>	<p>5S3</p>	<p>Program Quality— Participated in Work- Based Learning</p>
<p>The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, reliable and comparable across the State. Please identify.</p>	<p>5S4</p>	<p>Program Quality— Other</p>

<u>Measurement Definition</u>	<u>Indicator Codes</u>	<u>Indicator Names</u>
Postsecondary Level		
<p>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</p> <p>Numerator: The distinct number of CTE concentrators who completed a CTE program and meet one of the following criteria (the student can only be counted once, if they meet multiple criteria) after the second quarter of program completion:</p> <ol style="list-style-type: none"> 1. The distinct number of CTE concentrators who remained enrolled in postsecondary education from the previous academic year; or 2. Received an award (graduated) during the previous academic year where the student’s placement in advanced training, military services or a service program that receives assistance under the National Community Service Act; or 3. Place or retained employment. <p>Denominator: The distinct number of CTE concentrators who completed a CTE program.</p>	1P1	Postsecondary Retention and Placement
<p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. *</p> <p>Numerator: The distinct number of CTE concentrators who completed a recognized post-secondary credential during the program participation year (that academic year); or returned to complete a recognized postsecondary credential within a year.</p> <p>Denominator: The distinct number of CTE concentrators who completed a recognized post-secondary credential during the program participation year (that academic year); or the previous year. And, the distinct number of CTE concentrators who left without completing a recognized</p>	2P1	Earned Recognized Postsecondary Credential

<p>post-secondary credential or enrolled in another postsecondary institution.</p>		
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p> <p>Numerator: The distinct number of CTE concentrators who completed a program of study in a non-traditional field during the program participation year (academic year). These students must be in a program of study that is nontraditional for males or nontraditional for females to be counted in this measure. If the student completed more than one program of study that is considered nontraditional relative to their gender, they can only be counted once.</p> <p>Denominator: The distinct number of CTE concentrators who are enrolled and completed a program of study in a non-traditional field during the program participation year (academic year). These students must be in a program of study that is nontraditional for males or nontraditional for females to be counted in this measure. If the student is enrolled in or completed more than one program of study that is considered nontraditional relative to their gender, they can only be counted once.</p>	<p>3P1</p>	<p>Non-traditional Program Enrollment</p>

*This means that a student is counted under this indicator whether the student obtains the credential during the participation or within 1 year of completion. The USDOE interprets “within 1 year of completion” which has the Plan meaning: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

2. State Determined Performance Levels (SDPL) Form

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	86.71%	87.37%	88.03%	88.69%	89.35%
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts	51%	53.5%	56%	58.5%	61%
2S2: Academic Proficiency in Mathematics	44%	46.5%	49%	51.5%	54%
2S3: Academic Proficiency in Science	60.54%	63.04%	65.54%	65.54%	70.54%
3S1: Post-Program Placement	58.36%	59.42%	60.49%	61.55%	62.61%
4S1: Non-traditional Program Concentration	18.88%	18.96%	19.03%	19.11%	19.18%
5S1: Program Quality-Attained Recognized Postsecondary Credential	30.04%	32.54%	35.04%	37.54%	40.04%
5S2: Program Quality-Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality-Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4-Program Quality-Other	N/A	N/A	N/A	N/A	N/A
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	64%	66%	68%	70%	72%
2P1: Earned Recognized Postsecondary Credential	56%	58%	60%	62%	64%
3P1: Non-traditional Program Enrollment	20%	20.5%	21%	21.5%	22%

CTE Concentrator:

Secondary Level: A student served by an eligible recipient who has completed at least two courses in a single career and technical education program or Perkins Eligible CTE Program of Study.

Postsecondary Level: A student enrolled in an eligible recipient institution who has:

- (i) Earned at least 12 credits within a career and technical education program or Perkins Eligible CTE Program of Study; or
- (ii) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include:

- i. a description of the process for public comment under section 113(b)(3)(B) of Perkins as part of the development of the State determined levels of performance;

The State determined levels of performance for secondary and postsecondary were made available for the required sixty (60) days of public comment. Opportunities for written public comment were provided via the LCTCS website. A Perkins public comment email address was provided as a means to provide electronic comments. In addition, the LCTCS mailing address was provided for submission of written comments.

To provide additional means of submitting comments, public meetings were held in five (5) locations across the state. Meeting details were published in newspapers statewide, LCTCS website as well as via the Perkins Regional Coalitions. Electronic input opportunities were included in all public meeting details. The results of the public comment feedback are included in Appendix K.

- ii. an explanation for the State determined levels of performance that meet each of the statutory requirements:

Secondary:

Louisiana uses a consistent averaging method across all schools, and the performance indicators are disaggregated by subgroup. Louisiana will continue with its minimum “n” of ten students for reporting subgroups of students, as has been the practice in Louisiana historically and has been long approved per Louisiana’s accountability workbook and Louisiana’s ESEA waiver. An n-size of 10 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

Louisiana continues its implementation of more rigorous academic content standards, enhances support for struggling students and schools, and transitions to new expectations for high school graduation.

The levels of performance:

1S1: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. The growth per year is .66 percentage points. This allows for the Every Student Succeeds Act (ESSA) long term (2025) graduation rate goal of 90 percentage points to be applied to CTE students.

1S2: Louisiana does not include an extended year cohort graduation rate in its accountability system and long-term goals. Instead, Louisiana rewards schools for students who graduate in five or six years through the Strength of Diploma Index in high school accountability.

2S1 and 2S2 mirror the growth to meet the long-term goals (2025) set forth in the Louisiana state ESSA plan. The prior two years of performance are lower than the baseline. This accounts for Louisiana's adoption of standards that are more challenging and a more ambitious proficiency definition.

2S3: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. Yearly growth was established using the prescribed 2.5 percentage points average annual growth for ELA and Math.

3S1: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. The expected annual improvement factors in the prior two expected annual improvement targets (4.5 percentage point improvement for 2011-2012 and 4 percentage point improvement for 2016-2017). Using the average of 4.25 percentage point improvement for 2023, the yearly target to meet the long-term target of 62.61 percentage point is established at 1.2 percentage points per year.

4S1: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. The expected annual improvement factors in the prior two expected annual improvement targets (.25 percentage point improvement for 2011-2012 and .35 percentage point improvement for 2016-2017). Using the median of .30 percentage point improvement for 2023, the yearly target to meet the long-term target of 19.18 percentage point is established at .08 percentage points per year.

5S1: Over the prior three years, the attainment of post-secondary credentials rate increased by approximately 20 percentage points due to a number of aggressive steps taken by Louisiana educators to overhaul CTE programming through the

inclusion of attainment of an industry-based credential as part of the career diploma graduation requirement. With consideration of the above mentioned, the baseline is set at the prior year's performance which is higher than the average of the prior two years performance. The annual improvement is set at 2.5 percentage points to mirror the rigor required for academic performance indicators.

Postsecondary

The Institutional Research (IR) Department at LCTCS, utilized the postsecondary descriptions for the required performance targets, to develop the “rules” needed for retrieval of the required data sets. The LCTCS Perkins eligible recipients utilized the information provided by IR to run performance target reports. LCTCS provided the data “rules” to other Perkins eligible postsecondary institutions, for implementation through each respective IR Department. A Perkins V data report was submitted by each postsecondary eligible recipient. The data was compared to the three most recent years of Perkins IV Performance Target data. Baseline data was determined utilizing the outcome of the Perkins IV and V comparison. The goal was to establish baseline data targets that are achievable and conducive to measuring future growth.

4. Provide a written response; include a description of any changes made to the State determined performance levels as a result of stakeholder feedback. Appendix A
5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V).

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor and Pension (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

The LDOE is committed to assisting local school systems in meeting long-term goals for career and technical education students. The submission of CTE student data is automated through various Student Information Systems to LDOE’s centralized systems. Annual reporting of CTE data, to eligible recipients, includes all CTE concentrators and disaggregation of data across subpopulations and clusters. Eligible recipients are provided a timeline to review and correct data submissions prior to reporting. As part of the Perkins local application submission, eligible recipients are

required to review performance data. Analysis of the performance data is required as part of the Super App process (as described in prior sections). The analysis of disparities and gaps in sub population as compared to all CTE concentrators is a required component of the Super App process and Perkins local application. In order to further assist schools in addressing disparities and gaps across not only CTE subpopulation performance, but all performance measures set forth in ESSA, LDE provides differentiated assistance through Network staff. The Networks' supports are tailored to meet the individual needs of superintendents, principals and teachers. Supports include: Diagnosing LEAs' specific needs by analyzing student performance results and conducting school visits; helping districts and schools set goals, plan and revise their plans based on particular gaps and trends; providing individualized coaching to district staff and school staff; connecting district and school staff with additional resources, tools and professional development that meet their needs; and monitoring progress towards differentiated goals and priorities. In addition to differentiated support through network outreach, eligible recipients with performance disparities in subpopulations will be required to address efforts to increase student performance in the Super App submission.

Each eligible recipient, with targets not met in a fiscal year, is required to submit an action plan to address the deficit. The action plan must include a gap analysis by ethnicity and special population categories. Each gap must be individually addressed to support the distinctiveness of each category.

If the eligible recipient does not demonstrate meaningful improvement, the State will provide intense professional development and technical assistance. The State will utilize evidence-based reports such as the Louisiana Workforce Commission's "Louisiana Labor Force Diversity Data, 2018" and the Louisiana Board of Regents' "Louisiana Prospers: Driving Our Talent Imperative," to guide professional development opportunities and to support focused technical assistance. As part of the technical assistance, there will be a mentor program established utilizing eligible recipients with solid progress in addressing disparities or gaps in performance. Ultimately, the State has the authority to sanction programs if they show no improvement over time.

If targets are not met on a State level, the State office will develop an action plan that includes the same elements as the individual eligible recipients. The action plan will be implemented statewide.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

✓ The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

- ✓ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
 1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- ✓ The eligible agency certifies and assures compliance with the following enclosed forms:
 1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

Budget Form

State Name: LOUISIANA

Fiscal Year (FY): 2020-2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation		\$22,412,549
2	State Administration	5%	1,120,627
3	State Leadership (prior to set aside)	10%	2,241,255
4	• Individuals in State Institutions	~1.65%	364,932
4a	– Correctional Institutions		358,979
4b	– Juvenile Justice Facilities		3,476
4c	– Institutions that Serve Individuals with Disabilities		2,477
5	• Nontraditional Training and Employment and Equity		150,000
6	• Special Populations Recruitment	.1%	2,242
7	Local Formula Distribution		\$19,050,667
8	• Reserve	15%	2,710,201
9	– Secondary Recipients		
10	– Postsecondary Recipients		
11	• Allocation to Eligible Recipients	85%	\$16,340,466
12	– Secondary Recipients	56%	9,150,661
13	– Postsecondary Recipients	44%	7,189,805
14	State Match (from non-federal funds)		1,120,627

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	<p>The term “Career and Technical Education” means organized educational activities that –</p> <p>A) Offer a sequence of courses that—</p> <ul style="list-style-type: none"> • Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level aligned with the challenging State academic standards adopted under ESSA; • Provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and • May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph. <p>B) Includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation - specific skills and knowledge of all aspects of an industry, including entrepreneurship, of an individual;</p> <p>C) To the extent practicable, coordinate between secondary and postsecondary education programs through Programs of Study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and</p> <p>D) May include career exploration at the high school level or as early as the middle grades (5-8) as defined in <i>Every Student Succeeds Act</i> (ESSA).</p>
Eligible Recipient	<p>The term “eligible recipient” means:</p> <ol style="list-style-type: none"> a) A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency, or a consortium, eligible to receive assistance under section 131; or b) An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

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 occupation” is an occupation that requires an industry-recognized certificate, credential, postsecondary training, apprenticeship or postsecondary 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	The term “nonduplicative sequence” means 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.
Perkins Eligible CTE Programs of Study	The term “Perkins Eligible CTE Programs 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; and • Culminates in the attainment of a recognized postsecondary credential.

Quality	<p>The term “quality” means eligible recipients offer students the opportunity to participate in Perkins Eligible CTE Programs of Study that lead to high skill, high wage, emerging and in-demand occupations.</p> <p>Louisiana defines a <i>high wage</i> career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations within the region as reported by the Louisiana Workforce Council. High skill occupations require an industry-recognized credential, postsecondary training, apprenticeship, or postsecondary degree.</p> <p>The secondary Perkins Eligible CTE Programs of Study must provide an opportunity for dual credit, articulated credit, and/or industry-recognized credentials.</p> <p>All postsecondary Perkins Eligible CTE Programs of Study must offer students the opportunity to earn an industry-recognized credential, license, associate or bachelor’s degree via dual enrollment, articulated credit and/or traditional enrollment.</p>
Recognized Postsecondary Credential	<p>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 and/or Federal Government, or an associate or baccalaureate degree.</p>
Scope	<p>The term “scope” requires a connection to exist between secondary and postsecondary CTE Programs evidenced by working agreements. 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; and • Participation in rigorous work-based learning that incorporates applied and contextualized learning. <p>Career and technical education Programs of Study 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>The term “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 non-traditional 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 is aligned to curriculum and instruction.</p>

Appendix Guide

Appendix A	Public Comments and Responses
Appendix B	Secondary Allocation FY 2019-2020
Appendix C	Postsecondary Allocation FY 2019-2020
Appendix D	Essential Employability Skills
Appendix E	Progress of CTE Programs in LA
Appendix F	Advisory Committee Handbook
Appendix G	Needs Assessment Guide
Appendix H	Postsecondary Perkins Local Application
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Appendix J	Sample-Perkins Eligible CTE Program of Study
Appendix K	Sample-Needs Assessment Worksheet

Appendix A

Public Comments and Responses

Appendix A—Public Comment and Responses

The opportunity to provide public comment was provided through electronic review and five face-to-face meetings. The electronic review was posted on the LCTCS website with a dedicated email address. The face-to-face meetings were located in five locations throughout the state. The following comments and responses are grouped by location and date.

Face-to-Face Meetings:

January 7, 2020- Monroe, LA

Comments were provided in reference to Program Administration and Implementation, Workforce Development Activities.

Comments:

- Need to provide an IBC list relevant to secondary and postsecondary.
- Need to provide CIP-SOC for secondary and postsecondary.
- Need better coordination between postsecondary and WIOA.

Response:

- Secondary and postsecondary currently maintains separate lists for IBCs. During the development process for Perkins Eligible CTE Programs of Study, the consolidation of the IBC lists will be addressed.
- CIP-SOC is the Classification of Instructional Programs -Standard Occupational Classification Initiative. One of the outcomes of the initiative was the development of a crosswalk between instructional programs and occupations. Louisiana is addressing the development of a Louisiana-specific CIP-SOC crosswalk with a data-driven link between programs and occupations. Through the design of the Perkins Eligible CTE Programs of Study, the secondary to postsecondary link will be identified.
- Louisiana elected not to submit a combined State Plan with WIOA and Perkins. The Perkins State Plan includes many references to WIOA and the many partnerships. Special emphasis is placed on providing Adult Education students with postsecondary opportunities, that include, but are not limited to, scholarships, IET integration with Perkins Eligible CTE Programs of Study, joint instructor training with secondary, and education/training for Adult Education instructors to deliver some foundational IBC opportunities.

Additionally, LA is requesting a continuation of the waiver, for the postsecondary funding allocation, to include CTE students receiving WIOA assistance. LA is also requesting an additional funding allocation waiver request to include Adult Education IET students. See page 39 of the Plan for additional details.

January 8, 2020- Alexandria, LA

Comments were provided in reference to Implementing CTE Programs and Programs of Study, making program of study or career pathways information available to students.

Comment:

- Engage middle school students with clubs or summer projects, similar to 4-H. Perhaps attach recruitment to a pipeline with 4-H programs.

Response:

- Refer to page 20 of the State Plan. “Career and Technical Student Organizations, through local chapters/affiliates, integrate career readiness and exploration, team building, networking, and leadership development into instructional programs and activities. These student-led organizations provide secondary and postsecondary students with opportunities to hone their communication, collaborative and leadership skills. As competitors in local, state, and national events, being resilient is an integral part of their success.”
- Refer to page 7 of the State Plan. “The LDOE Jump Start Summer program is a scaffolded, multi-year 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 internship experiences related to the student’s area of career interest.”
- Refer to Appendix F in the State Plan. “Exploring Interests and Careers in Middle School”

Comments were provided in reference to Meeting the Needs of Special Populations, program strategies for special populations.

- Need more engagement with women offenders. This would meet two goals: educating special populations and gender bias. Women offenders will benefit from high demand non-traditional careers. They would likely be hired quicker and be able to live economically sufficient lives upon reentry.

Response:

- As stated in this plan, DPS&C created a Carl Perkins Corrections Statewide Coordinator position to lead the Corrections stakeholder work. DPS&C have actively engaged the stakeholder group throughout the Perkins Transition Plan timeframe and will continue the work to complete and submit the four-year plan. For LSDVI, the four-year plan will be developed based on the three-year strategic plan for the Special School District (SSD).
 - The plan mentioned above will include re-entry strategies for all offenders.
 - LA is requiring the inclusion of a Corrections representative on every regional team. Additionally, LA is requiring the inclusion of re-entry opportunities for further education and training in Perkins Eligible CTE Programs of Study. Each program of study must include support strategies for special population students.

January 9, 2020-Baton Rouge, LA-No comments provided

January 16, 2020-New Orleans

Comments were provided in reference to Preparing Teachers and Faculty, recruitment and preparation.

Comment:

- A plan must be developed to train instructors to teach CTE core competencies on site at secondary institutions.

Responses:

- The following information is included in this Plan: “Louisiana has hosted an annual event entitled Super Summer Institute to provide secondary and post-secondary educators with the 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. Beginning in the summer/fall of 2020 LDOE will consult with LCTCS on the planning of Super Summer Institute to address the need for vertical alignment for Perkins Eligible CTE Programs of Study.”

- Louisiana will continue providing the summer training, as regional professional development opportunities for all CTE instructors, i.e., secondary, postsecondary, Corrections and adult education.

January 21, 2020-Lake Charles, LA- No comments

Email Comments:

December 20, 2019

Comment:

I write to you today as an employer. We appreciate the continued development of technical trade programs to narrow the skills gap we are experiencing in the state. We have read the State of Louisiana Perkins V State Plan and fully endorse and support the plan as written for 2020-23 FY. Thank you for the opportunity to review and comment on your state plan.

Response:

- Louisiana is committed to collaborating with business and industry partners to align programs of study with the needs of business and industry. Business and industry partners are valuable partners in the Regional Coalition work.

January 15, 2020

Comment:

I thought I would share a few of my concerns regarding the regional consortium and regional planning for Perkins V in the 2020-2021 school year.

1. As a smaller district, we don’t have enough personnel to keep up with all the strict various requirements for aligning the 3 pathways selected in the consortium to transition from secondary to post-secondary.
2. The funds received are not proportionate to the strict and accountability requirements based on lack of personnel in our district.
3. Lack of personnel to keep up with the requirement changes in Jump Start & CTE as aligned with Perkins.

Please don’t think we are complaining about the requirements, but we just wanted you to know our concerns and/or the burden that this puts on smaller districts.

Response:

During the development of this State Plan, the decision to create a Perkins Regional Coalition (PRC) included thoughtful deliberation for the smaller districts’ challenges. The PRC is charged with gathering student performance target data, occupation forecast information, and all other elements required to complete the Regional Needs Assessment. This takes the burden of the majority of the

work from the individual Perkins recipient. Once the Regional Needs Assessment is complete, individual recipients may edit the assessment to reflect the recipient's unique requirements. The Needs Assessment work is spearheaded by the Perkins Regional Coalition Coordinator (PRCC).

In regard to the Perkins Eligible Programs of Study (PEPoS), the PRCC will also lead this work. The PRCC will gather information from all the eligible recipients and begin the development of the PEPoS. This work is a joint effort and should assist districts with keeping up with all the changes.

LCTCS appreciates the amount of work each Perkins eligible recipient completes. One of the goals of the PRC is to lighten the load for each recipient and provide opportunities for expanded career and technical education across the region.

January 28, 2020:

Comment:

Louisiana has already shown a commitment to comprehensive career exploration through *Quest for Success*, the Louisiana Department of Education's new high school level career exploration course designed to prepare all Louisiana graduates for career and life success. We hope you will now take advantage of this opportunity to fortify and expand your career exploration programming to younger grades with federal Perkins funding.

We thank you in advance for your consideration of these recommendations and would welcome the opportunity to provide testimony at future hearings related to your Perkins plans, or to discuss these issues in further detail at your convenience. Please do not hesitate to contact me for more information.

Response:

- Louisiana will consider the suggestion to include lower grades in the expansion of career exploration. This plan does not include expenditure of funds for career exploration in grades lower than middle school. The Core Perkins Plan development team will continue to meet throughout the year, to discuss and determine revisions to the Plan. The suggestion to include lower grades for career exploration activities will be an agenda item.

January 31, 2020

Comment:

Housing affordability can address economy stability for a state and create more jobs and resources for students graduating out of CTE programs. If New Orleans renters were able to pay an amount they could afford on housing, they would have an extra \$7,200 per household to spend in their communities each year. Not only would this have a tremendous impact on economic development, but it would also help students with books, childcare, transportation, etc. When students are able to live in a stable situation, they are better able to study and focus on finishing their program. Programs that will help them excel and move forward in life to better opportunities. We hope that you use this opportunity of designing our state plan to address the affordable housing crisis and its impact on opportunity youth and special populations in New Orleans and across the state.

Response:

The need for affordable housing, transportation and other basic needs is an on-going challenge for Louisiana's citizens. There are resources to assist with securing basic needs; unfortunately, the resources do not always meet the demand.

Perkins V is not a resource that may be used to meet the basic needs of CTE students. The purpose of the Act is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary students enrolled in CTE programs of study, primarily by:

- Building on the efforts of states and localities to develop challenging academic and technical standards;
- Promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating CTE students;
- Increasing state and local flexibility in providing services and activities designed to develop, implement and improve CTE;
- Disseminating national research, and providing professional development and technical assistance, that will improve CTE programs of study, services and activities;
- Conducting technical assistance that promotes leadership and professional development to improve the quality of CTE teachers, faculty, administrators and counselors;
- Supporting partnerships among secondary schools, postsecondary institutions, area CTE schools, local workforce investment boards, business and industry and intermediaries;
- Providing individuals with the skills to keep the United States competitive; and
- Increasing the employment opportunities for special populations.

Appendix B

Secondary Allocations FY 2019-2020

Appendix B Secondary Allocations FY 19-20

LOUISIANA DEPARTMENT OF EDUCATION
2019-2020 SECONDARY CARL PERKINS ALLOCATIONS

Sponsor Code	LEA Name	2019-2020 Allocations	Preliminary Allocations (90%)
001	Acadia Parish	\$ 129,044	\$ 116,139
002	Allen Parish	\$ 54,083	\$ 48,675
003	Ascension Parish	\$ 245,593	\$ 221,034
004	Assumption Parish	\$ 42,551	\$ 38,296
005	Avoyelles Parish	\$ 78,503	\$ 70,653
006	Beauregard Parish	\$ 71,851	\$ 64,666
007	Bienville Parish	\$ 29,275	\$ 26,348
008	Bossier Parish	\$ 252,738	\$ 227,464
009	Caddo Parish	\$ 513,707	\$ 462,336
010	Calcasieu Parish	\$ 391,157	\$ 352,041
011	Caldwell Parish	\$ 21,717	\$ 19,545
012	Cameron Parish	\$ 14,361	\$ 12,925
013	Catahoula Parish	\$ 17,197	\$ 15,477
014	Claiborne Parish	\$ 24,988	\$ 22,489
015	Concordia Parish	\$ 50,545	\$ 45,491
016	DeSoto Parish	\$ 60,066	\$ 54,059
017	East Baton Rouge Parish	\$ 608,500	\$ 547,650
018	East Carroll Parish	\$ 15,787	\$ 14,208
019	East Feliciana Parish	\$ 25,366	\$ 22,829
020	Evangeline Parish	\$ 78,527	\$ 70,674
021	Franklin Parish	\$ 45,566	\$ 41,009
022	Grant Parish	\$ 38,807	\$ 34,926
023	Iberia Parish	\$ 172,056	\$ 154,850
024	Iberville Parish	\$ 63,760	\$ 57,384
025	Jackson Parish	\$ 30,884	\$ 27,796
026	Jefferson Parish	\$ 713,825	\$ 642,443
027	Jefferson Davis Parish	\$ 70,161	\$ 63,145
028	Lafayette Parish	\$ 384,403	\$ 345,963
029	Lafourche Parish	\$ 186,994	\$ 168,295
030	LaSalle Parish	\$ 30,552	\$ 27,497
031	Lincoln Parish	\$ 72,737	\$ 65,463
032	Livingston Parish	\$ 271,956	\$ 244,760
033	Madison Parish	\$ 21,055	\$ 18,950
034	Morehouse Parish	\$ 56,861	\$ 51,175
035	Natchitoches Parish	\$ 80,695	\$ 72,626
037	Ouachita Parish	\$243,739	\$219,365
038	Plaquemines Parish	\$ 52,686	\$ 47,417
039	Pointe Coupee Parish	\$ 37,839	\$ 34,055
040	Rapides Parish	\$310,921	\$279,829

041	Red River Parish	\$ 21,756	\$ 19,580
042	Richland Parish	\$ 41,119	\$ 37,007
043	Sabine Parish	\$ 59,995	\$ 53,996
044	St. Bernard Parish	\$ 110,089	\$ 99,080
045	St. Charles Parish	\$ 112,768	\$ 101,491
046	St. Helena Parish	\$ 20,327	\$ 18,294
047	St. James Parish	\$ 42,352	\$ 38,117
048	St. John the Baptist Parish	\$ 84,283	\$ 75,855
049	St. Landry Parish	\$187,779	\$ 169,001
050	St. Martin Parish	\$103,857	\$ 93,471
051	St. Mary Parish	\$122,256	\$ 110,030
052	St. Tammany Parish	\$421,408	\$ 379,267
053	Tangipahoa Parish	\$264,933	\$ 238,440
054	Tensas Parish	\$ 7,292	\$ 6,563
055	Terrebonne Parish	\$234,854	\$ 211,369
056	Union Parish	\$ 29,557	\$ 26,601
057	Vermilion Parish	\$ 114,407	\$ 102,966
058	Vernon Parish	\$ 105,429	\$ 94,886
059	Washington Parish	\$ 68,918	\$ 62,026
060	Webster Parish	\$ 80,343	\$ 72,309
061	West Baton Rouge Parish	\$ 48,371	\$ 43,534
062	West Carroll Parish	\$ 26,262	\$ 23,636
063	West Feliciana Parish	\$ 22,187	\$ 19,968
064	Winn Parish	\$ 29,335	\$ 26,402
065	City of Monroe School District	\$ 120,625	\$108,563
066	City of Bogalusa School District	\$ 33,521	\$ 30,169
067	Zachary Community School District	\$ 59,637	\$ 53,673
068	City of Baker School District	\$ 20,480	\$ 18,432
069	Central Community School District	\$ 48,973	\$ 44,076
WAG	Louisiana Virtual Charter Academy	\$ 33,246	\$ 29,921
345	University View Academy, Inc.	\$ 36,805	\$ 33,125
W62	Lord Beaconsfield Landry-Oliver	\$ 16,021	\$ 14,419
W31	Dr. Martin Luther King Charter Sc	\$ 16,056	\$ 14,450
341	D'Arbonne Woods Consortium	\$ 136,152	\$ 122,537
W1E	Orleans Parish Consortium	\$ 658,184	\$ 592,366

Appendix C

Postsecondary Allocations FY 19-20

Appendix C-Postsecondary Allocations FY 19-20

Louisiana Community and Technical College System									
Strengthening Career and Technical Education for the 21st Century Act (Perkins V)									
POSTSECONDARY BASIC GRANTS									
FY 2019-2020 Post Secondary Distribution - 44%							7,189,805.00		
Colleges and Universities			Total (Pell + WIA)	Basic Grant Allocation 100%	Under \$50,000?	Consortia Partner			Consortia Allocation
Baton Rouge Community College			810	\$ 518,726.47	NO				
Bossier Parish Community College			916	\$ 586,609.19	NO		\$ 586,609.19	\$ 48,030.23	\$ 634,639.42
Central Louisiana Technical College			858	\$ 549,465.81	NO		\$ 549,465.81	\$ 25,616.12	\$ 575,081.93
Delgado Community College			2,440	\$ 1,562,583.43	NO				
Fletcher Technical Community College			353	\$ 226,062.28	NO		\$ 226,062.28	\$ 19,852.49	\$ 245,914.77
Louisiana Delta Community College			1,112	\$ 712,128.19	NO		\$ 712,128.19	\$ 24,975.72	\$ 737,103.91
LSU - Alexandria			40	\$ 25,616.12	YES	CLTCC			
LSU - Eunice			143	\$ 91,577.64	NO				
Louisiana Tech University			39	\$ 24,975.72	YES	LDCC			
Nicholls State University			31	\$ 19,852.49	YES	Fletcher			
Northshore Technical Community College			876	\$ 560,993.07	NO				
Northwest Louisiana Technical College			505	\$ 323,403.54	NO				
Northwestern State University			75	\$ 48,030.23	YES	BPCC			
Nunez Community College			366	\$ 234,387.51	NO				
River Parishes Community College			413	\$ 264,486.46	NO				
South Louisiana Community College			1,295	\$ 829,321.94	NO				
Southern University-Shreveport			311	\$ 199,165.35	NO				
SOWELA Technical Community College			644	\$ 412,419.56	NO				
Grand Totals			11,282	\$ 7,189,805.00		per student	\$ 7,189,805.00	\$ 640.40	\$ -
<i>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). The total allocation amount is based on the initial award from USDOE for the fiscal year beginning July 1. If there is a difference in the allocation amount, included in the final Grant Award Notice from USDOE dated October 1, recipient allocations will</i>									

Appendix D

Essential Employability Skills

Essential Employability Skills

Definition:

Essential Employability Skills - 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.

Essential Employability Skills shall at a minimum include:

1. **Communicate** – It is important to remember effective workplace communication is not just how well you speak. According to this research, being able to effectively communicate employees need to be able to:
 - Read and understand information that is given;
 - Speak and write in ways that co-workers can understand;
 - Listen well and ask questions for clarification; and
 - Share information where appropriate.
2. **Manage Information Responsibly** – Employers suggest that managing information can take a combination of professional and personal focus. Employers suggest employees show strong skill when they:
 - Contribute to the team by sharing information and expertise where appropriate;
 - Learn workplace technologies that assist in gathering and organizing information;
 - Set goals and priorities in a way that provides a work-life balance; and
 - Plan and manage time to get daily tasks completed.
3. **Think and Solve Problem** –Employers suggest the most important skills for an employee to be able to use are thinking and problem solving. Employees demonstrate problem solving when they are able to:
 - Assess situations and identify potential problems;
 - Identify root causes of problems and be prepared to work through potential solutions; and
 - Be ok with conflict because sometimes conflict can lead to creative solutions that work.
4. **Demonstrate A Positive Attitude** –Here is a condensed list of what employers say demonstrates a positive attitude:
 - Feels good about self and shows confidence;
 - Handles job with honesty, integrity and professional and personal ethics;
 - Takes care of personal health;
 - Recognizes own efforts as well as the efforts of co-workers; and
 - Shows appropriate initiative and effort.

5. **Work with Others** – Skill around being an effective team member suggests you can:
 - Be Flexible;
 - Work within a group;
 - Show interest, motivation and effort;
 - Recognize and respect the diversity and the different perspectives of each individual team member; and
 - Provide feedback in a considerate, constructive manner.

6. **Personal Responsibility** – Demonstrating personal responsibility would include:
 - Showing up for work on time every day;
 - Maintaining a drug free lifestyle; and
 - Dressing appropriately for the specific work setting.

Appendix E

Progression of CTE Programs in Louisiana

Appendix E- Progression of CTE Programs in Louisiana

High Quality Perkins Eligible CTE Program of Study

- **Grade 9-16 sequence** of contextualized and hands-on courses with a minimum of 3 or more credits (secondary).
- **Industry approved** skill set; state focus list industry credential.
- **Career guidance** and support for success; Integrated pathway leading to 4 or 5 star occupations.
- **Regional** teams develop and evaluation POS every two years.
- **Instructor collaboration** at all levels to ensure alignment and participation in bi-monthly meetings.
- Identified in regional/local needs assessment.
- State and Local Funding; **Perkins Supplemental Funding**.

Perkins Eligible CTE Program of Study

- **Grade 9-16 sequence** of contextualized and hands-on courses – at least 2 credits (secondary).
- **Industry approved** skill set; **Regional** or **state focus** list industry credential.
- **Career guidance** and support for success; Integrated pathway leading to **4- or 5-star occupations**.
- **Regional** teams develop and evaluate Perkins Eligible CTE Programs of Study every two years.
- **Instructor collaboration** at all levels to ensure alignment.
- **Identified in Needs Assessment**.
- State and Local Funding; **Perkins Supplemental Funding**.

Exploring Interests and Careers in High School

- State requirement for the Career Diploma.
- Loose **collection of CTE** and other courses for students to gain knowledge of careers; **explore** skills; prepare for entry level jobs and/or further education.
- Culminates in a **regional** industry credential.
- Based on regional market demand and **career diploma requirements**.
- **State and Local Funds**.

Exploring Interests and Careers in Middle School

- **Interest based** activities and/or courses offered during or outside of school time.
- Based on teacher, student or community interest.
- State and Local Funds; Perkins **if** identified in the needs assessment.

Appendix F

CTE Advisory Committee Handbook



Advisory Committee Handbook – 2017



Louisiana's
Community & Technical Colleges

Acknowledgments

We are grateful to the following members of community colleges in Louisiana who helped to guide our efforts:

Brittney Baptiste Williams
Carl D. Perkins Basic Grant Coordinator
Baton Rouge Community College

Gayle Flowers
Vice Chancellor, Economic and
Workforce
Development
Bossier Parish Community College

Lynne Anne McCoy
Director of Academic Outreach
Bossier Parish Community College

Misty Dubois Slayter
Vice Chancellor of Workforce Enterprise
Services
Central Louisiana Community &
Technical
College

Lauren King
Interim Director Community & Economic
Development
Delgado Community College

Nicol Blanchard
Interim Executive Director of Institutional
Advancement/Community Relations/Basic
Perkins Coordinator
Fletcher Technical & Community College

Trish Felder
State Director Career, Technical and
Adult Education
Louisiana Community & Technical
College System

William M Seaman, III
Director of Workforce Alignment
Louisiana Community and Technical
College System

Mr. R Dean Baugh, Jr.
Director of Economic and Workforce
Development
Louisiana Delta Community College

Ernest Frazier
Director of Workforce Development
Nunez Community College

Anthony L Baham
Campus Dean
South Central Louisiana Technical
College

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Introduction

There is a great demand for people with technical skills in Louisiana. According to the National Skills Foundation, middle-skill jobs currently account for 57 percent of the labor market in the state, but only 46 percent of Louisiana workers are trained to that level. In addition, 54 percent of new jobs created through 2024 will be middle-skill jobs, further increasing the demand for workers with those needed skills.¹

In Louisiana and elsewhere, career and technical education (CTE) programs at the secondary and postsecondary levels are a popular path to gaining those in-demand skills. Each year, these programs work with tens of thousands of young people and adults, helping them learn the skills and earn the kinds of credentials that employers want to see in their workers.

But CTE programs can't do this work on their own: If they want to offer education aligned with the needs of employers, then those employers have to tell them what skills and knowledge workers need if they want to succeed. And that's where advisory committees come in.

Section at a Glance

There is a great demand in the workforce for people with technical skills, and career and technical education programs in Louisiana are working to address that need. In order to do that, they need employer input, and advisory committees are a proven channel for soliciting that input.

In addition to helping CTE programs align with industry needs, advisory committees benefit CTE programs by finding work-based learning opportunities for students and educators, locating needed resources, leveraging their networks to bring in additional support, helping to identify and interview new educators, and advocating for the program's work in the industry and in the community.

There are several initiatives and resources that can help program directors and committee leaders as they build and manage effective committees; some support comes from existing statewide, regional, and local entities, while other kinds of support comes from initiatives led by state education and workforce agencies.

Program leaders who work beyond the minimal requirements of LCTCS will find their advisory committees produce great benefits for their programs.

CTE programs form advisory committees as a way for employers to tell educators what they need; this helps program leaders fine-tune their programs so students receive the best possible preparation to enter their desired fields. But advisory committees offer so much more than that: A strong advisory committee can help find work-based learning opportunities for students, help hire and train teachers, provide resources and equipment, and advocate for your work with people who need to hear your message.

This handbook offers hands-on, practical guidance on building and managing an advisory committee that can do all that for you and more. For those willing to invest the time and effort needed, you'll find that the benefits to students, staff, and employer partners are outstanding.

Why have an Advisory Committee?

In the pages that follow, you'll learn all about the "how" of advisory committees: How they should be set up, how to find members, and how to run them effectively. But what about the "why?" Why should you invest the time to build a strong and active advisory

committee? There are actually several benefits to these bodies.

¹ <http://www.nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/Louisiana-MiddleSkills.pdf>

Help you focus on the right outcomes

One of the top goals of any CTE instructor or program director is relevance: Making sure that what they teach fully prepares students for the current needs of employers, which gives them the best possible chance of landing the job they want. While there are national standards, curriculum resources, and certification requirements available, there is no substitute for connecting with local companies to find out what knowledge and skills they want new employees to have. An advisory committee that includes representatives of key employers in your area can help you get that information firsthand; it can also give you an early understanding of industry trends and directions, allowing you to make changes in anticipation of changing industry needs.

Provide students with opportunities

For students in a CTE program, real-world experience, often gained through work-based learning, may be the most valuable part of their education. Your advisory committee members understand the value of these experiences and also see the importance of developing early relationships with your future graduates. For these reasons, you can expect an active committee to take a lead role in securing student opportunities such as guest speaking, job shadowing, site visits, internships, externships, and apprenticeships, making sure every student receives those needed experiences.

Finding program resources

Businesspeople do not feel much enthusiasm for donating resources to a program if they have no connection to it. However, program leaders have learned that once they're involved and feel like a true partner in your efforts, you'll see a great deal of support from these partners. In fact, many advisory committees include resource development, such as fundraising or securing materials or equipment, as part of their core mandate, and work together to make that happen.

Connect you with the larger community

It's often said that an advisory committee provides a window for your program into the community, and a window for the community into your program. While you may only have a handful of business partners on your advisory committee, their industry knowledge and experience is sufficient to give you a clear view into the needs of the industries you work with. What's more, as representatives not only of the business community but the community at large, their direct experience with your program will translate into greater awareness and understanding as they share their experiences within their circles.

Find new ways to support instructors

While many or all of your instructors may come from industry, the rate of change in the business world means that they'll need opportunities to regularly update their knowledge and skills in order to share current information with students. Your advisory committee members are well positioned to help by offering instructors opportunities such as site visits and summer externships, sharing materials from conferences and trade journals, and encouraging them to participate in staff training opportunities. You might even find advisory committees who will help in the instructor selection process, finding good teacher candidates and participating in interviews to find educators who are fully prepared to connect students to their industries.

"While there are national standards, curriculum resources, and certification requirements available, there is no substitute for connecting with local companies to find out what knowledge and skills they want new employees to have."

Advocate for your program

Your advisory committee members have connections and influence within their industries; some may have influence with the broader community, including with civic officials and public representatives. As full partners in your program, they are uniquely positioned to share their personal experiences and enthusiasm on your behalf, which may result in public and political support for your program.

Key CTE resources in Louisiana

The state secondary and postsecondary departments offer central hubs for resources related to secondary, postsecondary, and adult education in Louisiana. Program leaders and their advisory committee members should be aware of the following:

Our Louisiana 2020

<https://www.lctcs.edu/ourlouisiana2020/>

A major initiative from the Louisiana Community Technical College System (LCTCS) focused on doubling the number of graduates and their annual earnings, as well as greatly increasing the number of students served, boosting industry partnerships, and raising additional funds for the system's foundation.

Jump Start

<https://www.louisianabelieves.com/courses/all-things-jump-start>

Jump Start is the name for the Louisiana Department of Education's Career and Technical Education program. The website above offers information on graduation pathways, industry credentials, workplace internships, virtual workplace experiences, policy and program implementation and much more. This is an essential resource for programs in the K-12 field.

WorkReady-U

<https://www.lctcs.edu/workready-u/>

This adult education resource offers free online classes and other support to help students in Louisiana earn a high school equivalency diploma and transition to college and career pathways as well as resources for educators working in this field.

Organizations that can help

There are a large number of organizations in Louisiana that support strong education workforce connections. As you work to build a strong CTE program and advisory committee, take a look at what the organizations below have to offer, either statewide (links provided) or within your area.

Statewide/national organizations

- »» **Louisiana Community Technical College System** – <https://www.lctcs.edu> – hub for information on the state’s community colleges
- »» **Louisiana Workforce Commission** – <http://www.laworks.net/> – workforce projections
- »» **Council on Occupational Education** – <http://council.org/> – accreditation standards
- »» **Southern Association of Colleges and Schools** - <http://www.sacscoc.org/> –
- »» **Louisiana Economic Development**– <https://www.opportunitylouisiana.com/> – provides workforce development resources through the FastStart Workforce Development Program as well as links to local economic development agencies
- »» **Louisiana Rehabilitation Services** – http://www.laworks.net/workforcedev/lrs/lrs_main.asp/ – resources to help connect people with disabilities to the workforce
- »» **Society for Human Resource Management** – <https://www.shrm.org/> – chapters can connect you to hiring managers in your area

Organizations, or organization types, to find in your area

- »» **Parish and local governments – access to resources**
- »» **Staffing agencies** – access to information on workforce needs, employers
- »» **Trade, professional, and service associations** – industry information, connections to employers
- »» **Military** – connections to employer and volunteers
- »» **Chambers of Commerce** – access to employers, industry and economic data
- »» **Sector Partnership Groups** – detailed information on specific sectors, access to employers
- »» **Regional economic development organizations** – information on economic activities and strategy in the region

Current advisory committee requirements

In Louisiana, both secondary and postsecondary career and technical education programs are required to have advisory committees in order to ensure alignment with industry needs. At the program level, advisory committees are expected to meet a minimum of twice per year, and program directors are required to submit copies of agendas, sign-in sheets, and minutes to document those meetings. An informal expectation – one that may become official policy at some point – is that advisory committees are expected to include a majority membership (51%) of local employers; other members may include other business and industry representatives (chamber leaders, workforce board or industry sector representatives, union representatives), education members (administrators, program directors, counselors, educators), and other community representatives (parents and current/former students are popular additions).

Many of the rules and expectations around career and technical education come from the federal Carl D. Perkins Vocational and Technical Education Act of 2006; as of the time of this writing, US House and Senate members are discussing the reauthorization of the Act with language that is expected to increase rules and expectations around employer engagement and advisory committees in particular. Once the Perkins Act has been reauthorized, your secondary and postsecondary representatives will share guidance with you on what these changes mean to your program.

Functions and Activities of an Advisory Committee

In the last chapter, you learned what an advisory committee can do for you. But you still need to know how to build a committee that can help you realize those benefits. What does your committee actually do? How do you structure the committee? Who will lead it? How will you set the rules? This section answers all of these questions and more.

What does an advisory committee do?

There's no single list of responsibilities for your advisory committee: It all depends on your needs. And just as your needs change over time, the functions and goals of your advisory committee will change as well. In general, however, here are some of the most common functions of CTE advisory committees.

Industry analysis

One of an advisory committee's most important roles is to provide insights into the realities of a program's targeted industry. This is less about tracking the specific skill sets needed in specific occupations (covered in the next item) and more about understanding the economic landscape for the industry. This means keeping tabs on the health of the industry, looking at which companies are moving into the region and which are moving out, studying which companies are growing and which are downsizing, flagging major changes in accepted practices in the industry, reviewing new legislation affecting employers, and understanding the projected growth of the field.

Occupational analysis

Whereas industry analysis looked at the employers, occupational analysis focuses more specifically on the types of jobs for which they hire. Occupational analysis looks at the projected demand for specific jobs what entry-level people need in terms

of knowledge, skills, experience, and certifications; and what changes are taking place in the field, such as technological advances or changes in skill requirements, that will affect the preparation of these future employees.

Section at a Glance

Program leaders and their advisory committee chairs have a great deal of freedom in deciding what their committee does and how it is set up. Since each program faces different challenges, its leaders and partners need the flexibility to adjust to their unique circumstances.

There are core elements common to most programs, however. They are expected to gather and share information on the industries they serve and on the needs of employers; this helps the program to remain relevant and responsive. They also typically provide support in program reviews and in finding opportunities for students and staff to experience work firsthand.

Committees also typically appoint at least one leadership position - the committee chair - with some appointing additional positions, including vice chairs, secretaries and treasurers. Regardless of the number of positions, it is recommended that these roles be filled by employer partners, which ensures the committee represents the voice of industry.

Committees are also required to keep meeting minutes and attendee sign-up sheets from meetings, though the most active invest the time in creating charters and bylaws that govern what the committee does and how it operates.

Program review

The program review function takes that knowledge of industry trends and occupation requirements and uses it as a lens through which to look at your instructional strategy and make sure it connects with what's needed now and what will be needed in the future. Members of a program advisory committee can help you review the curriculum to make sure it's relevant and current, review program process and outcomes data, look at materials, equipment, and processes to see that they reflect industry standards, review your current facility setup, and help you design learning objectives and assessments so you can be sure you're focused on the right things – and achieving them.

"There's no single list of responsibilities for your advisory committee: It all depends on your needs. And just as your needs change over time, the functions and goals of your advisory committee will change as well."

Finding opportunities for students and staff

One of your committee's most important functions is to help you secure the resources you need in order to serve students and staff. First and foremost, this involves committing to support work-based learning opportunities for students, such as participating in job fairs, serving as guest speakers and project mentors, conducting mock interviews, and hosting students at their facilities for site visits, job shadows, internships and externships. Beyond that it involves providing equipment, materials, or funds needed by educators for instruction, and even providing opportunities and material support to educators to make sure they have the resources they need as well as multiple opportunities to stay current in their chosen field.

Advisory committee structure

There is no single best way to structure your advisory committee. A smaller program may have a single committee that only serves that program and handles all needed tasks, while a large program may decide to create several subcommittees, each dedicated to a specific function. In an urban setting, several programs may decide to share an advisory committee so that they're not all asking the same local employers to sit on multiple committees, while in a rural setting, secondary and postsecondary programs in the same field may decide to share a committee since there aren't enough local employers in the area to warrant separate groups. Your circumstances will determine the approach you feel is right.

The committee/subcommittee structure

If your committee is large enough, and you believe there are issues that deserve focused attention, then you may consider instituting subcommittees that will report to the chairperson on a regular basis and to the entire advisory committee during scheduled meetings. Some topics particularly appropriate to such an assignment would be key tasks such as curriculum review, gathering information on changes in the industry (such as employers moving in or out of the area or changes in technology), or collecting data on workforce requirements such as skills sets and certifications needed.

You'll need to decide if these subcommittees are temporary or permanent. A temporary committee would focus on completing a specific goal, such as a curriculum review, while an ongoing body would address issues that have no end point, like industry or workforce analysis.

Your subcommittee chairperson will have the power to recruit members to his or her group; these do not have to be members of the advisory committee itself unless you decide that to be appropriate. This person should have a written description of the role and should be tasked with regular reporting on the subcommittee's progress.

The shared committee

Whether in a rural or urban environment, a shared advisory committee can be very attractive to employers, and it allows them to work with several schools at once, rather than trying to choose between them or take the time to say the same things to multiple committees on a regular basis. It's an effective use of time for employers that can also benefit program leaders.

The model is not without its challenges, however. The first is the inevitable turf wars: Program leaders want direct relationships with employers, and in a shared committee environment, they may not each get the kind of "face time" or relationship development opportunities that they want. Careful consideration must be given to a power-sharing structure, such that each program director gets a fair amount of time with industry partners, and so that each program participating in the committee gets equal treatment when distributing opportunities for work-based learning, resource distribution, and teacher professional development.

The role of accrediting bodies	
While the requirements of state entities like LCTCS have been detailed here, these are not the only bodies with authority over CTE programs and advisory committees. Many programs are accredited by additional organizations like the Council on Occupational Education and/or industry representative groups in specialized fields,	and these groups often have additional requirements for program operations in general and advisory committees in particular. Check the requirements of each of the accrediting bodies associated with your program to make sure your advisory committee is fulfilling all of its requirements and submitting documentation as required.

Part of this can be done by putting each program director in a different leadership role, such as co-chairing different subcommittees, or ensuring a regular turnover – perhaps each year – in the role of the primary education contact for the committee. You may also want to look at setting up rules for the allocation of work-based learning and other opportunities to ensure every participating program gets roughly the same level of support from the committee.

Job descriptions: leaders and members

One of the first actions you should take as you set up your advisory committee is to decide how you want to structure your leadership, and how you will define each role. At a minimum, you should have a chairperson (a role which should be occupied by an industry representative); you may also decide on additional leadership functions, such as a vicechair, treasurer, and secretary, if you have a larger or particularly active committee.

- »» **Chairperson** – The advisory committee chairperson will directly work with you on the design and management of the committee; guide the committee in setting and accomplishing goals; represent your program with industry; recruit prospective members and business partners; and work with you to design meeting agendas and facilitate meetings. It is a critical role that should be filled with a senior industry representative.
- »» **Vice Chair** – Not every committee has a vice chair position, but for those that do, this person acts as a backup and support person for the person in the lead role. He or she will serve in the place of the chairperson when that person is not available,



and is often considered to be a “chairperson in training,” groomed to take over the top role when that person’s term ends.

- »» **Secretary** – The makes sure there is a complete and accurate record of the proceedings at each meeting by taking detailed notes and submitting minutes for members to review and approve. He or she also manages important documents, making sure they are stored somewhere members can access them, and sending copies to authoritative and accrediting bodies as requested.

- »» **Treasurer** – You should only have a Treasurer if your committee is directly involved in managing funds related to your program, such as a scholarship program or a fundraising effort to raise money for a new facility or new piece of equipment. You’ll want to define this person’s role and, more importantly, detail the processes that will allow for clear oversight and prevent financial mismanagement.

You should also consider having a written description of the role of the advisory committee member and, if you decide to have formal subcommittees, a role for the committee chair position as well. (There’s no need for a separate job description for each committee chair; a single blanket description of the role, without details on the subcommittee focus, should suffice.)

Essential paperwork

There are many reasons to document the processes and activities of your committee: In some cases, such as with agendas and minutes, this information is required by the state; such materials provide you with a “paper trail” of how decisions were made; and they provide a written history that can be very helpful to new leadership and new committee members. You should consider incorporating the following types of documents into your advisory committee activities. *Note: Templates for each are found in the appendix of this handbook.*

What the state requires

Local career and technical education bylaws are preferred and considered to be a best program recognized by LCTCS are required to practice, they currently do not have to be submitted meet at least two times per year, while regional to LCTCS. Perkins teams are expected to meet four times

All materials should be submitted to the per year. In order to document these meetings, program’s Perkins coordinator; in the near future, committee leaders are required to collect agendas, it will be possible to upload these directly to the sign-in sheets, and minutes from each meeting, state’s e-grant system. While other documents such as charters and

Charter and Bylaws

Your charter and bylaws (sometimes separate, sometimes combined into a single document) are founding documents for your advisory committee. A charter defines the group’s reason for existing, detailing the scope of activities your advisory committee is authorized to perform, such as providing input on industry hiring expectations and finding work-based learning opportunities for students. Your by-laws, on the other hand, explain the rules that your advisory committee will follow as it goes about its business. For example, your by-laws will spell out how often your committee will meet,

what leadership positions will be filled, the length of members' terms, and what happens when committee members fail to live up to their commitments. By putting these rules in writing, you remove the subjective nature of a less formal committee and reduce the potential for conflicts in the future.

Agendas

An agenda details your plan for an upcoming meeting. It is typically set collaboratively between your program director and your committee chair, and lays out what topics will be covered, the order in which they'll be covered, and how much time will be allotted to each. This gives committee members a chance to prepare (especially those assigned one or more items on the agenda), and lets members know that the meeting will be run efficiently.

Minutes

After a meeting is held, a committee member – often the secretary, but sometimes another member who has been assigned the task – will write up a detailed set of notes describing who attended the meeting, what was discussed, what decisions were made, and what assignments were given out. This written record provides a historic record that all members can refer to as needed (particularly new members when there has been a leadership change).

Correspondence

As an official body, the advisory committee should be documenting key decisions and actions, which includes providing a written record of contacts between committee leadership and others, including prospective and current members. A copy of all correspondence, such as welcome and termination letters, should be kept on hand for future reference.

Recruiting Advisory Committee Members

As any chef will tell you, a great meal requires that you use the best ingredients. An advisory committee is no different: Having a diverse mix of qualified and passionate professionals will serve as the foundation for a strong and effective committee. Identifying and recruiting those people won't be as hard as you think: Once you know what you're looking for, you'll be surprised by how many connections you have who will be willing to help you find good candidates, and how receptive they'll be to serving on your advisory committee.

The right mix of members

According to LCTCS, whether you're looking at a program-level, schoolwide, or regional advisory committee, you'll want to see a majority of the positions taken by employers in the region: Specifically, 51% or more of your advisory committee members should come from local employers, with additional business voices coming from organizations like chambers of commerce, workforce boards and the like. At the program level in particular, a best practice would be to have 75% of your members directly representing employers. When it comes to employer representatives, you'll of course want to bring in employers from some of the largest, most established businesses in the fields relevant to your programs; however, you should also look for participation from some of the smaller and more innovative employers in the region. As for the remainder of your committee, you should consider some or all of the following suggestions:

»» Within your school, in addition to the program director, consider representation from a dean or other top administrator as well as from your workforce development representative.

»» If you're operating at a postsecondary level, look for representation from relevant high school programs in the area, and vice versa.

Section at a Glance

Your advisory committee is only as good as its members: Their perspectives, experience, and willingness to lend their support will determine the quality of the information you receive and the type of support they're able to generate.

Given that your program is focused on career preparedness, you need the majority of your members to represent employers in your field.

Other types of members, including those from industry organizations, current and former students, and your education counterparts provide additional insights and support.

As you recruit members to your committee, let them know about your interest in making sure your students are fully prepared to meet their expectations. Given that shared interest, the only challenge lies in finding and connecting with those prospective committee members, and there are many in your circle who can help.

Once you've recruited new members, set them up for success by building an onboarding process that helps them acclimate to the focus and operations of your committee, and think also about retention strategies that will keep them engaged over the long haul. Keeping valuable members is critical to the success of your advisory committee and your program.

- »» A union leader if employment in one or more of your programs is heavily unionized
- »» A senior executive with extensive management experience, particularly to fill the oversight role
- »» Leaders from local business groups such as the chamber of commerce, workforce development board, sector group or economic development agency, who can not only advise you on industries you do not currently serve but can also help you make numerous connections in the business community
- »» Current or former students, or parents of current/former students, may also provide helpful perspective on the program from a user point of view. If you have a parent of a student or former student who also works in your designated industry sector, you've scored a double win.
- »» If you know of a major goal that would benefit from someone with a specialized skill set (example: you're launching a social media presence), look for someone with the needed skills and bring them into a committee role. They may be able to help directly, or at least help with vendor relations or quality control on the project.
- »» To solidify connections, include representatives from programs for younger students that feed into yours as well as programs your students could transition to upon graduation.

"As any chef will tell you, a great meal requires that you use the best ingredients. An advisory committee is no different: Having a diverse mix of qualified and passionate professionals will serve as the foundation for a strong and effective committee."

What to look for in a member

You've got a sense of the major groups you want represented on your advisory committee. But you still need to make sure the representatives from those areas are a good fit for your work. What personal characteristics should you look for in prospective committee members?

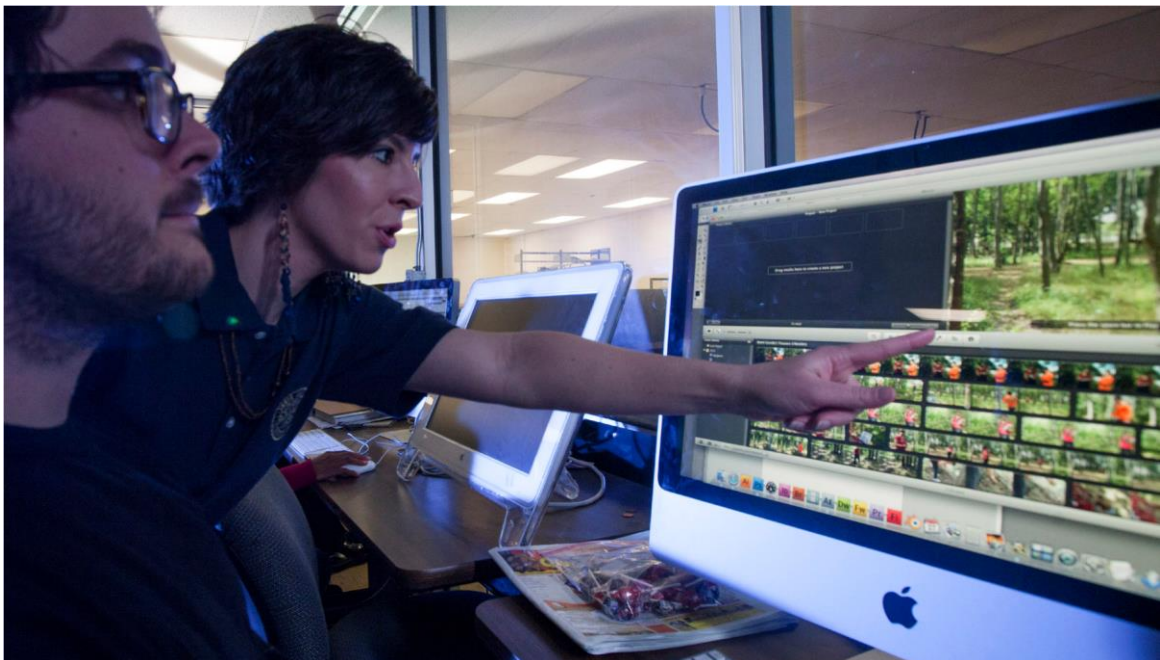
- »» **Industry experience** – Each of the industry representatives on your advisory committee should have a firsthand understanding of the core business and what the employer needs from new employees. You can decide on a minimum standard:

Some go with five years of experience in the industry, or at least two years in a hiring role.

- »» **Contacts** – Each of your business members represents dozens of additional potential contacts you can approach as needed. These connections are particularly valuable in identifying work-based learning opportunities for students.
- »» **Resources** - If committee members can locate funding, equipment, or materials, it becomes much easier for you to build and sustain a strong program. In many cases this is a requirement for members.
- »» **People skills** – While an advisory committee is not a social club, you will still benefit greatly by bringing together people who are collaborative, constructive, and more concerned about getting results than about getting credit.
- »» **Time** – We all know important businesspeople who would be great partners, but always claim to be too busy to talk or play a role in your work. It's best to avoid people who never have time and instead look for those who are willing to prioritize your committee and make the time to participate.

Recruiting members

For many program directors, building new industry relationships and inviting people to sit on your committee feels like one of the most challenging parts of your job. But if you tap into your many different networks, you can find ways to connect to the right people; and if you know how to focus on their interests, you'll find a very receptive audience as you ask them to join in your efforts.



Finding prospective members

You may have twenty years of experience in your program, or you may be brand new to the job. In either case, you probably feel that you don't have as many industry

relationships as you would like, and that your advisory committee is limited as a result. However, as you think about the many different types of networks you have at your disposal, you'll soon realize that with a little help, you can connect to an incredible number of prospective partners through the following channels:

Working through your school contacts

Every day, you're surrounded by your colleagues in education – but how many times have you called on these fellow professionals to help with your advisory committee? Not only might they have direct industry relationships through their own work, but they might have spouses, friends, neighbors, or other relations who might fit the bill. Be sure to put the word out among the following people:

»»Other CTE instructors

»»Instructors in other fields

»»Administrators

»»Support professionals: Workforce development, career services, etc.

»»Your secondary/postsecondary counterparts

»»Vendors – people who sell to you may sell to local employers

Leveraging your current business relationships

Odds are, you already have at least a handful of businesspeople serving as volunteers or mentors or working with your students in some work-based learning capacity. These people not only represent your best advisory committee prospects, but they have access to others in their companies and in their industries if you just talk with them to let them know your needs.

And what about industry associations and interest groups? If there are relevant business groups in your field, whether that's with the chamber of commerce, a union, a trade organization or a sector partnership, join and become active. Each provides powerful networking opportunities and a great platform to showcase your work through presentations and site visits.

Your customers: Parents and past students

Don't overlook parents of current students when you think about connecting with potential advisory committee members. Parents have a strong interest in your success on behalf of their children and may either be employed in your targeted industries or have contacts who are. Also, remember to keep in touch with your completers, as these young people may move into roles with the exact employers you wish to reach, and can either put you in touch with the right people or one day be the perfect committee members themselves.

Making the ask

When it comes to working with education, businesspeople are generally most interested in outcomes related to workforce preparedness and are far more interested in sharing their expertise than donating money or resources. Serving on a CTE advisory committee is a perfect fit with these interests; as a result, you'll find that your business partners are very receptive to your request, as long as you frame the opportunity in the right way.

The key, simply enough, is to focus on their needs. As you approach them, spend less time talking about yourself and more time talking about them. Learn as much as you can about their business, such as what they do, how they do it, what kinds of people they need, and what knowledge, skills, and credentials those people need in order to do their jobs well. The simplest – and most honest – introduction to the discussion is to note

"If you want a long-serving committee, it's important to set clear and specific expectations for new committee members: failure to do so can lead to a sense of disillusionment and a desire to back out of their commitments, neither of which is healthy for your committee."

that you're focused on preparing qualified people for the industry, and you need their guidance to make sure your program is focused on the right outcomes.

By focusing on their needs, you'll connect with both their desire to share expertise and their interest in a strong workforce pipeline. To strengthen your case, you should consider doing a site visit to their place of business (valuable whether or not they actually join the advisory committee) and bringing one of your industry partners, ideally the chair of your committee, with you.

Once you've established a sincere interest in getting their guidance, you're prepared to make the offer. Let them know of the importance of the committee role, the impact they can have on the lives of students, the support they'll be providing to local industry, and professional benefits

(such as networking and skill development) they'll receive. Be clear and specific about the responsibilities of the position and the expected length of service. If they're a good fit for your program, odds are good that you'll be welcoming a

new member in the near future

Setting expectations

If you want a long-serving committee, it's important to set clear and specific expectations for new committee members: failure to do so can lead to a sense of disillusionment and a desire to back out of their commitments, neither of which is healthy for your committee. It's smart to spell out the details of their committee service – in writing – and have both of you sign it, which ensures that your new member will come in understanding exactly what to expect. Consider detailing the following issues:



- »» **Term of Service** –Different committees set different lengths of time, often between one to three years; some allow for renewed terms, some permit delayed renewals (taking a one to three-year break between terms), and some don't allow for renewals at all.
- »» **Meeting Preparedness** – If you distribute materials prior to meetings, such as agendas or program performance data, let your new member know how far in advance he or she can expect them and how much review time you expect it will take to prepare.
- »» **Regular Meetings** – Let your new committee member know how often you meet, what day or days of the month, at what time of day, and typically for how long. If possible, include a calendar of the upcoming meetings for the next year.
- »» **Special Meetings** – Are there any annual strategic planning sessions or committee retreats in addition to the regularly-planned meetings? Make sure new members are informed up front about such commitment.
- »» **Other Commitments** – Are committee members expected to contribute funds, bring in a certain number of partners, or secure a number of work-based learning opportunities for students and staff? Highlight these other responsibilities out up front so committee members know what to expect.

Leadership roles will have additional responsibilities that should be spelled out and agreed to. As you describe the expectations for any new members – leaders or general

members – it's helpful to define those in the position's job description and share that with your prospective member.

The onboarding process

Setting expectations with new members is important, but it's not necessarily enough: If you don't have an onboarding plan, it could take your new members some time to learn how the committee works before they can start making a contribution. To reduce this learning curve, consider offering them additional support as they get up to speed.

Consider preparing a package of materials on the school, including brochures, past performance reports, success stories, and testimonials from students and employers so they get a real feel for the work you're doing. Couple that with copies of committee materials, including your official documents like charter and bylaws, as well as access to your archives, including past agendas and meeting minutes. Finally, think about pairing them with an experienced member, who can mentor your new member and explain firsthand what the committee does and any challenges or opportunities that might affect how the committee operates.

Member retention

Given the effort it takes to find qualified candidates and bring them up to speed, it makes sense to think about ways to ensure that they remain active and engaged over the long haul: Reducing turnover will reduce your workload and increase the impact of your committee. The best way to do that is to make sure your members are being adequately rewarded for their work.

Of course, you probably can't give them a financial reward, but think about the other kinds of rewards that they might value. If they joined due to their concerns about finding qualified workers, make sure that their company is finding ways to connect to your students. If your member makes contributions to the program, such as funds, equipment or materials, be sure to recognize that contribution, perhaps through media announcements or by making announcements at school and industry events, publishing a list of supporters in your materials, or providing permanent recognition in the form of a plaque or banner they can display at their place of business.

And most importantly, thank them personally for their support, and ask others (staff, students, committee leadership) to thank them as well. When people make a contribution, they want to feel appreciated: If you make an effort to regularly recognize them for the important work they're doing, you'll keep that committee member for a very long time.

Managing Your Advisory Committee

Once you've set the framework for your advisory committee and brought the right people to the table, you'll still need to work with your committee chair to actively manage the group to achieve your goals. This will take place primarily – though not entirely – through regularly scheduled advisory committee meetings.

In a broad sense, your committee meetings are intended to achieve four things:

»» First, your advisory committee meetings give you an opportunity to learn from your members so that your program is aligned the needs of industry.

»» They allow committee members to learn more about your work and your plans. This allows them to better understand how they can support your efforts, and

Section at a Glance

After you've addressed committee setup and recruiting, it's time to turn to effective meeting management in order to get the most out of your advisory group. Your committee will meet a minimum of two times per year - preferably more if you're attempting to reach one or more goals - with meetings taking place at times, dates, and locations that work best for your board members (with at least one taking place at the program site, allowing for members to tour the program firsthand).

Your agenda should be set jointly by the program director and the committee chair and should include plenty of opportunities for member feedback and discussion. You'll want to focus on program updates, progress towards goals, and challenges and opportunities, with an emphasis on industry input and support. Remember that members want to contribute, not just sit and listen.

Meetings should be set well in advance, with materials sent out at least two weeks in advance. Your industry-based chairperson should run the meeting and stick closely to the agenda in order to respect members' time. Be sure to have someone take good notes to form your meeting minutes and distribute those to all members shortly after the meeting.

ensures that they're representing your program accurately when they promote it to others in the field.

»» They provide a forum for problem-solving. You've appointed experienced professionals to your committee, and meetings are designed to tap into their expertise to explore and solve current challenges. (Don't shy away from sharing challenges, by the way; remember that your committee members are there to help, and they can't do that if you don't tell them what's going on.)

»» Finally, committee meetings give your members a chance to network, build stronger professional relationships, learn more about what's happening across their career field, and develop their sense of community leadership.

With those primary goals in mind, the rest of this section will look at how to set up and manage your advisory committee activities.

Meeting logistics

Since your advisory committee only meets a few times each year, you'll want to do everything you can to make it easy for people to attend and to get as much out of each meeting as possible. Consider the following as you plan

your upcoming meetings:

Meeting frequency

In Louisiana, program advisory committees are expected to meet a minimum of two times per year, while regional Perkins committees are expected to meet at least four times. That said, there are a lot of committees that meet more frequently, either because a program is still in the startup phase, the program is experiencing rapid change, or simply because committee leaders believe it allows them to accomplish more. (Two of the case studies in this book note more frequent meetings, including one that meets six times per year.) Talk with your committee chair about what you want to accomplish with this group, and how many times he or she feels you should meet in order to reach those goals.

Meeting location

Many advisory committees hold their meetings at or near the location of the program, which makes sense: It makes it easy for educators to attend, meeting space is typically free, and it gives the committee members a chance to tour the facilities and talk with students and staff. However, there's also something to be said for meeting off-site: If one of your committee members can host a meeting at their facility, for example, it gives you, your educators, and other committee members a chance to tour their business, and it provides that member with an opportunity to “show off” for the rest of the group. Consider having at least one meeting per year at your program, with others hosted by different committee members.



Days and times

Meeting dates and times should be scheduled according to the cycle of the industry in which you operate. Some prefer early morning meetings, which allow you to bring people together before they get to their offices and get consumed in some crisis that would prevent their attendance; others prefer lunchtime as a nice break to the day, while still others need to meet in the evening after they've closed out a full day of work. Similarly, the day of the week, and the time of the month, should be determined based on your member needs. As an example, one automotive industry advisory committee set

their meetings for the middle of the week in the middle of the month, which allowed them to work around the demands of month-end sales and beginning-of-the-month reporting, and prevented conflicts with preparing for, and recovering from, weekend sales events.

Scheduling

No matter when you decide to meet, your members will be grateful if you can give them meeting details well in advance so they can block that time off on their calendars. Many program directors schedule all of the year's meetings at once, so members can reserve those times and avoid conflicts with travel and other commitments.

Meeting preparation

Preparation is the key to a good meeting. Before each meeting, you should do the following:

- »» **Send the agenda well in advance.** Give people time to review the agenda, understand what role they will be playing in the meeting, and know what they are responsible for.
- »» **Make sure people can easily get to the site.** If you're meeting in an unfamiliar location, make sure people can find it, including providing a street address and possibly a map, and letting them know exactly where they can park and what building entrance to use. If the meeting room is not at the front entrance, post direction signs inside the front entrance and/or have someone posted at the entrance to greet participants.
- »» **Ask for RSVPs.** Ask people to confirm their attendance; that will encourage people to commit to coming, and you won't be tempted to hold the start of the meeting for someone who isn't going to show up.
- »» **Offer food and drink.** You should always offer some sort of food and beverages to meeting attendees. Even if you're not offering a full breakfast or lunch, your committee members will appreciate having water or coffee and some light snacks. Since this cannot be paid for using Perkins funds, ask your committee members to underwrite this cost, or ask your culinary program if they would be willing to cater the meeting.
- »» **Check the technology.** If you use a projector, make sure it works and that it connects to your computer. If using a conference phone for members calling in, send out the dial-in information well in advance. During the meeting, make sure the phone is positioned close to the committee members so the caller can hear the conversation.
- »» **Be prepared.** Don't assume that people will arrive fully prepared; have copies of the agenda and any needed support documents available for each member,

and consider also having some general meeting supplies, such as pens and pads of paper, for those who have forgotten them.

Planning the agenda

Your agenda dictates how you will use the limited time available to you when your members get together; this document should be developed jointly by the program director and the committee chair so that all of their important issues are covered during the meeting. Some of the items you should plan to address include:

School or program updates

Your committee members need to know about recent developments within your school or program, including staff changes, news regarding your programs (new courses of study, installation of new resources, breakdown of old resources, etc.), changes in enrollment, student achievements and the like. This should include updates on program metrics, like enrollments, completion rates, certifications earned, and any other gauges of program activity you collectively decide should be tracked.

Using technology

Technology can be a great addition to your or otherwise unable to attend in person. In most advisory efforts: It can bring people together for cases, a telephone conference line should be more frequent discussions, overcome distance sufficient; however, if you need to share documents issues (especially important in rural areas), and as part of a discussion, a web-based call may be provide instant access to information that you're the best solution. members need to do their work. There are also great technology based.

The most commonly used tools used for solutions for document management and storage. advisory committees include conference call and Programs like DropBox or Google Drive, which are web-based meeting services. Some of these are shared virtual storage areas, allow you to invite even free, making it easy for people to connect. all of your members to a folder where documents You can use them to schedule virtual meetings such as your charter and bylaws, agendas, and outside of the official advisory committee meetings, past minutes are kept. Some of these services also which is especially helpful for your subcommittees, allow you to work on documents simultaneously, and you can also use them to bring in members with members seeing changes made in real time to official meetings when they're traveling for work.

While time at these meetings is limited, you may also find it worthwhile to occasionally invite a student or staff member to present on a recent accomplishment or award. Committee members benefit greatly from hearing about your successes directly from those who accomplished them.

Industry/workforce reports

The purpose of the committee is to connect the program to the needs of industry; it therefore makes sense to spend time talking about what's happening in the field, what employers are reporting about their needs now and in the future, and what you're hearing about their experiences with your students. Given the limited amount of time available during committee meetings, consider sending out more detailed information in advance, and limit discussions during the meeting to an overview or essential points.

Progress reports

If you have dedicated subcommittees, or individuals tasked with specific activities, reserve time on your agenda for those individuals to share updates on their progress. If you make assignments but never require public status reports, it's much less likely that those targets will be hit.

Discussions

Remember that one of your committee's primary functions is problem-solving; that includes figuring out how to resolve problems and how to take advantage of opportunities. If you're having trouble finding the right person for a vacant position, throw it open to your advisory committee to identify candidates or decide on a search strategy; if there's a new employer in town, ask them to figure out how to make first contact. For your members, this is typically the most enjoyable and energizing part of the meeting: They want to make an active contribution, so find ways to let them do so.

Acknowledgements

Your committee members are there as industry leaders, and their opinions carry a great deal of weight. If your students or staff have achieved something, take the time for your committee members to acknowledge them. It's important to recognize hard work and high achievement and being praised by a group of accomplished industry professionals can mean a lot.

You don't have to cover each of these bases at every single meeting; limit your agenda items to those things you feel are important, and don't worry about doing things for form's sake. Remember that you and your committee members are there to get results and build your agenda accordingly.

Meeting management

You have a limited amount of time with your advisory committee members, so it's smart to make the most of it: That means running an efficient meeting, sticking to a schedule, and focusing on the outcomes you decided on prior to the meeting.

"You have a limited amount of time with your advisory committee members, so it's smart to make the most of it: That means running an efficient meeting, sticking to a schedule, and focusing on the outcomes you decided on prior to the meeting"

In terms of running the meeting, most effective advisory committees leave that to the committee chair or share responsibility jointly between the chair and the head of the program. Asking an industry leader to run the meeting sends the clear message that industry's voice is being heard, which sets a tone of much greater engagement on the part of your business members. Some committees report that having an independent, third party moderator run the meetings can be very effective as well, since that person may more actively manage the agenda and not allow things to get off track.

In terms of running the meeting, you and your members should decide how formally you want to operate. Some take a very formal approach, following Robert's Rules of Order, recognizing people to speak, and setting formal votes for every decision. Others are far less formal. As with other things, there's no one right approach; as long as you're able to be productive and accomplish what you set out to do, follow the will of your members. Be sure to have someone (usually the committee Secretary) prepared to record the proceedings of your meeting. Keeping minutes is not only required by LCTCS and most other accrediting bodies, it is the official record of your committee's activities, which is helpful in remembering what actions were taken or decided upon, and also helpful in bringing new members up to speed on the history of the group. You'll want to send minutes out to your members after the meeting, and also have them approved and entered into the official record at the next meeting.

If possible, leave some time before or after the meeting for socializing; remember that this is a great networking opportunity for your members, and it also allows staff and industry partners to get to know one another better. If you have a full agenda and have a hard stop time for your meetings, think about other opportunities, such as social events or the occasional dinner, to allow members and staff to bond in a more informal setting.

Goal Setting and Planning

Most of an advisory committee's work involves day-to-day operations: generating work-based learning opportunities for students, for example, or providing industry-based feedback to educators on their curricula or program structures, equipment, and facilities. While that work is critically important, there's another area in which advisory committees can contribute: Long-range planning.

Think about your program like a car: It requires day-to-day attention, like keeping the gas tank filled, but also periodic oil changes and regular maintenance to keep it running at peak efficiency. Just like that car, your program needs ongoing support but also periodic check-ins to make sure it's in good running order. Consider working with your advisory committee members to schedule a regular tune-up and keep your program running well.

Thinking about the big picture

To carry the car analogy forward a bit further, you need to know that your car's internal systems are running well, but you also need to be aware of your driving conditions: A perfectly tuned car

won't help you if there's a bridge out on the road ahead. To make sure your program is doing all it can for students, you need to make sure it's functioning well internally, but also that you're keenly aware of the market environment in which you're operating.

And that's what an annual review is designed to look at. You'll want a fresh set of eyes on program operations, but more importantly you'll want to take that 30,000-foot view to see whether the industries and communities you serve have changed in ways that you need to respond to. And this is one of the areas where your advisory committee members are uniquely qualified to help: With their industry and professional expertise, and their knowledge of developing trends and projections, they are perfectly positioned to provide you with the insights needed to keep your program tightly aligned with industry needs.

When thinking about the big picture, you might consider looking at the following elements to get a firm sense of your starting point:

»»Past performance: Over the past three years, how have we done in terms of the number of students we serve and their outcomes (completions, certifications earned, etc.)? Are we getting better, worse, or holding steady?

- »» Have we seen any major changes that have affected performance in some way, like new facilities or changes in graduation requirements? How have those affected our results?
- »» Have we set goals in the past, and have we met them? Why or why not?
- »» Are students, staff, parents, and industry partners satisfied with our program? Have we asked them? Can we ask?
- »» How have we done over the past three years with industry partnerships? Are we attracting more partners? Are we losing partners? Why?
- »» What challenges are we currently aware of: Will graduation or teacher certification requirements be changing? Are budgets expected to shrink?

Section at a Glance

An annual review and planning session gives you and your advisory committee members a chance to take stock of the past year and plan for the future. This takes a commitment to gathering program data as well as customer and employee data (student, industry, educator, and other stakeholder feedback) and a willingness to have honest conversations about where you've been and where you can and should go.

Plan your session at least two months in advance: it will give you time to collect needed data and allow your members to reserve that time on their calendars. You should send relevant information to committee members and other participants well in advance, so they have an opportunity to review, allowing for informed discussions on the day of the event.

Setting short- and long-term goals can be one of the most exciting and invigorating parts of the session, as it allows you to think about the potential for your program to serve students and industry partners. The best goals are specific:

They include completion dates and hard metrics, so you know whether or not you've hit the mark.

Market conditions

- »» How have our primary industries changed over the past three years? Have they shrunk or expanded? Are they innovating at a faster pace due to competition or automation?



- »» Is our regional industry footprint changing? Are more industries moving in or moving out? Are headcounts increasing or declining?
- »» What is the projected demand for the occupations we target? Are employers facing a major decline in workers (such as from the retirement of the Baby Boomers) or an expansion (from overseas worker programs or local retraining)?
- »» For the specific occupations we target, are hiring expectations changing? What about skill set requirements or technologies used?
- »» Is our industry the target of economic development efforts? Is it considered to be a “driver” going forward?

Planning and implementing an annual planning session

If you're going to prepare for an annual planning session, it's wise to start gathering information weeks, or even months, in advance in order to make sure you have what you need and you distribute it to your committee members for review and consideration. Much of the information you'll want will probably take some time to collect, whether it's readily available (requesting workforce projections from your local workforce development partner) or information you need to gather yourself (surveys of students, teachers, and parents). Since you'll probably be wanting to take a half or full day for the discussion, be sure to set the date at least a couple of months in advance so members can reserve the time on their calendars.

Think carefully about how many people you'll want to attend. There are positive and negative aspects to both small and large groups; in general, the larger the group you have the more diversity you'll get in terms of opinions and experiences, but the more difficult it will be to manage discussions. Good planning, using facilitators and breakout groups, can help.

Think also about who you want in the room. Do you only want your advisory committee members, or do you want additional voices like student and parent representatives? Do you want your entire staff there, and if so, do you want them as full participants or mostly to report out on certain topics? There are no right answers; it depends entirely on what you want to cover and what you think is the best way to do that.

In terms of facilities, an off-site meeting would be ideal: It offers a neutral setting, free from daily distractions like checking phone messages or being pulled into some new crisis. But for many this may not be realistic, both in terms of cost and time commitment. If you're meeting on-site, try to get a conference room or some other quiet and isolated space for your discussions, preferably with tools like white boards or pads on easels. And you should definitely plan on having snacks, food, and refreshments: Ask a partner to donate those for the event.

In terms of gathering data for the meeting, as noted, you'll want to gather information well in advance of the meeting, under the assumption that you'll be distributing materials (better yet, summaries and overviews of materials) to your committee members. The types of information you gather can be guided by the questions in the previous section, but the best plan is for your committee leadership to sit down with administrators and determine an agenda for the day. This agenda will focus on the issues that education and industry leaders feel is the most important and pressing given that you'll only have a limited amount of time to work together and won't be able to cover everything you'd like.

The day of the meeting

Some tips to make the review and planning meeting as productive as possible:

- »» Make sure that you're able to work in a comfortable environment, free of distractions to the extent possible. If you're meeting at the school, have plans in place for staff members not in the meeting to handle any emergencies that come up. And make snacks, beverages, and meals available throughout the day.
- »» Have helpful brainstorming supplies ready, including paper and pens, white boards, pads and easels, post-it notes and other materials.
- »» At the beginning of the day, have the chair go over the agenda and any ground rules you think will be helpful in keeping the meeting on track. Structure the agenda so that your most pressing issues are covered first; that way, if you run out of time or some people need to leave early, you will have gotten the greatest amount of feedback on the most important topics.

- »» In your agenda, schedule in breaks on a regular basis. You're doing thought intensive work, and people will need a bit of down time. Ideally, you'll have outside areas where people can get some fresh air and enjoy the sunshine.
- »» If you're planning on working with a larger group, bring in an independent facilitator to keep discussions on track, and be prepared for break-out sessions with separate working areas or separate rooms.
- »» Do your best to keep notes throughout the day. During full group sessions, ask at least one person to keep a record of what was discussed; if people are breaking off into smaller groups, ask one person to record key points and share notes with you afterward. Keep any workshop materials (post-it notes, scratch pads, etc.) for later review.
- »» Accept the fact that you may not get to everything you want to cover, and that you may not find resolution on some topics. The important point is that you've started exploring these issues, and at least may have identified the questions that need to be answered so you can go forward.
- »» After the strategy session, provide a summary report on the proceedings to all members, and remember to thank your committee members for their contribution: they have committed a significant amount of their time to you through their participation and should be rewarded in some way.

Setting annual and long-term goals

You may decide to tackle goal setting at your strategy meeting or, given the demands of a good review, you may decide to do it at another time as a follow-on activity. But based on the findings from your strategy session, and the priorities your committee and school leadership have set for the future, you'll want to identify some major goals for the committee to tackle over the coming year.

These goals and plans should be limited to the most pressing issues facing the program. Regardless of the topic, you will want to define the goal in very specific terms; state what need it meets; explain how it will be measured; identify who will be responsible for it; and determine how you will gauge progress going forward.

Some examples of advisory committee goals include:

- »» Over the next year we will develop a snapshot of our industry, profiling industries in the region, identifying major employers, understanding economic strategy, and predicting changes in the industry over the next three to five years.
- »» Over the next year we will create a snapshot of the key occupations we target. This will include listing in-demand positions with three- to five-year projections, identifying major employers hiring those workers, and listing recommended certifications and skill sets.

- »» Over the next year we will engage in a skills mapping exercise, holding focus groups of local employers to determine what they want from new employees in terms of academic, technical, and employability skills.
- »» Over the next year we will develop a formal work-based learning strategy, identifying the essential experiences each student should have, establishing metrics or quality standards, and determining who will be responsible for establishing those activities.
- »» Over the next year we will establish and implement a professional development strategy to keep instructors current on the state of the industry. This will include strategies for exposing them to the modern workplace, giving them access to trade materials and experiences, and looking for ways to otherwise incorporate them into current industry practices.

Yearly planning session template

Information to gather from employers prior to meeting:


Industry changes: What changes are happening within our industry in the region? Is our local industry base growing or shrinking? Are new employers moving in or old ones leaving? Is the vendor base changing?



Workforce changes: Within our industry, what positions are in greater demand and lesser demand? Have there been changes in entry requirements (certifications)?



Skill set changes: What skills are employees currently requiring for positions in this area? Are there any in particular demand? Are they reporting shortages in any skill sets?



Technology changes: What is the current Technology being used in the field? What kinds of equipment, software, or technical processes are being called for?



Information to gather from educators prior to meeting:

Program quality – Gather data on program statistics like enrollment and completion rates, student performance, and certifications/awards earned. Also collect satisfaction surveys of stakeholders as needed.

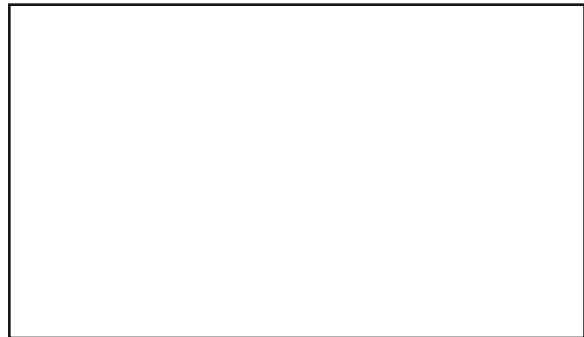


Community changes – have there been any changes in the community that may affect what we do?



Information to gather from the committee chair prior to meeting:

How has the advisory committee performed over the past year? How have we done in terms of member recruitment and retention? What areas for improvement do you see?



Steps:

- Share summarized data prior to meeting so everyone is prepared.
- During the meeting: Prioritize topics. Discuss key topics using data as much as possible.
- Break into groups as needed (depending on size) to analyze key issues and identify solutions.
- Action plans: What are the most urgent issues, and how will we address them?

Glossary

Key terms and concepts from this handbook are defined below:

- » **Accrediting bodies** – An association or other organization authorized to grant accreditation to programs that meet their standards.
- » **Advisory committee** – An unofficial body, made up primarily of representatives from the industry being served, that provides informal guidance, expertise, and support to a CTE program.
- » **Apprenticeship** – A program through which trainees learn a trade by hands-on experience while working with a skilled professional in the field.
- » **Career and technical education (CTE)** – A program of study that prepares students to be college- and career-ready by facilitating the development of core academic, technical, and employability skills.
- » **Carl D. Perkins Vocational and Technical Education Act of 2006** – The primary source of federal funding to state grantees for the improvement of secondary and postsecondary career and technical education programs across the nation.
- » **Certification** – Official notice that an individual has met the standards of a recognized institution, such as an school, college, or accrediting body.
- » **Externship** – A temporary work experience opportunity lasting between one day and two weeks.
- » **Internship** – A paid or unpaid temporary work experience opportunity, often built into the latter part of a program of study, that lasts for one or more months.
- » **Job shadowing** – A temporary work experience opportunity in which a student follows a professional through one or more days at their place of work.
- » **Middle-skill jobs** – Jobs requiring more education and training than a high school diploma but less than a four-year college degree.
 - » **Site visits** – A visit to a workplace to allow for a work-based learning experience.
 - » **Technical skills** – Knowledge and skills required to complete work-related tasks.
- » **Work-based learning** – An educational strategy that provides students with real-life work experiences where they can apply their knowledge and skills and develop their employability.

Case Studies

Nursing Occupational Craft Advisory Committee

South Central Louisiana Technical College; Beverly Henn, RN, SCLTC Young Memorial Department Head/Coordinator/Instructor

Given their extremely busy schedules, medical professionals can be some of the most challenging people to recruit to an advisory committee, and some of the hardest to keep engaged. But for Beverly Henn, who heads up the nursing occupations crafts program at the Young Memorial campus of South Central Louisiana Technical College, relationships developed during her time as head of a local hospital's nursing program have proved invaluable in attracting such people to her program's advisory committee.

Henn currently oversees two nursing programs at the main campus of SCLTC: A five-week Certified Nursing Assistant (CNA) program that serves 20 students at a time, and an 18-month Practical Nursing program supporting two classes of 30-40 students. Her advisory committee supports both programs.

The committee is small, including one physician and three nurses with varying specialties, but this works to the program's advantage: A smaller group has proven to be much more manageable, with a greatly reduced chance of scheduling conflicts. And as a smaller group, they have strengthened their longstanding relationships with one another, reinforcing their dedication to the programs and making it easy for them to work together to quickly cover the business at hand.

As a group, their work is focused but important. They meet twice per year, once with a longer meeting on campus in the spring, and then a shorter meeting in the fall which may be held on campus or at a facility convenient to her committee members. At their spring meeting, they do a review of all program data, including enrollments, completions, and certifications, as well as a review of syllabi for each of the courses in the programs. They even do an informal walk-through of the facilities, looking at labs and equipment as they make their way to the meeting area.

As a healthcare-focused advisory committee, they are subject to a range of accrediting bodies, with guidance given by the Louisiana State Board of Nurse Examiners, the Department of Health and Hospitals, and the Council on Occupational Education, though they are in the process of moving from the latter to SACS accreditation (Southern Association of Colleges and Schools). Their campus is also in the process of merging with South Louisiana Community College, which may impact their programs in a way that the advisory committee needs to consider.

Henn notes that she usually has 100% participation in her advisory committee meetings, which may be surprising given the demanding schedules of medical professionals. To make that happen, she checks several weeks prior to a meeting with the three nurses to see which days they all have available, then sends those selections to the physician for a final decision. She notes that Wednesdays have proven to be the best days for committee meetings, and that they're

usually held during lunchtime. (To make the events more attractive, and to keep costs down, she cooks and serves the lunches herself.) This also makes it possible for all nursing instructors to attend the meetings. She has also put a system of reminders in place, including an email and corresponding letter a few weeks prior to the meeting, reinforced by text messages as the date draws close. And she takes great pains to make sure the meetings are run as efficiently as possible, with meeting materials sent out beforehand as well as copies provided on site in the order determined by the agenda.

For those working with busy professionals in the healthcare arena, Henn shows that careful planning and preparation can maximize turnout and help committee members fulfill their roles in a quick, efficient, and thorough manner.

Process Technology Advisory Committee

Baton Rouge Community College; Dr. Brandy Tyson, Program Lead

In a state rich in energy production and manufacturing firms, process technology is an in-demand and high-paying field. The Process Technology (PTEC) program at Baton Rouge Community College prepares students to become refinery, chemical, and other industry related operators, serving around 250 students in all and producing around 50 industry-ready graduates per year. And according to Dr. Brandy Tyson, head of the PTEC program, they couldn't do that without their industry partners, such as those serving on the program's advisory committee.

Dr. Tyson joined the program in 2009; at the time, it had an active advisory committee in place. One of her volunteers, Mike Bledsoe with Formosa Plastics, stepped into a leadership role and continues to serve to this day as its chair. The committee gets together frequently, meeting four times per year for no more than an hour.

As a human resources professional and former process operator, Bledsoe took the lead on building the PTEC advisory committee by reaching out to HR specialists in their targeted industries, and quickly built an advisory committee with strong business representation. This strategy continues to work today and has allowed them to weather the regular turnover that many committees experience as people retire, change jobs, or have their job requirements revised.

Bledsoe and Tyson have worked closely since the start, producing the committee's by-laws together (he drafted, and she edited) and collaboratively producing agendas and running meetings. This seamless partnership has reinforced the idea that business and education needs to partner closely, and it has seen the advisory committee build a strong presence in both program support and in creating opportunities for students.

In terms of program support, the members regularly review syllabi and observe classes; they also recommend program improvements based on mock interviews with students, which helps them to identify gaps between what students know and what industry needs. And, when the PTEC program moved to a new facility two years ago, advisory committee member Freddie Blanchard oversaw the installation of a 40-foot glycol distillation unit.

The committee is very active in its work with students. Part of the program of study involves students interviewing for internships in their next-to-last semester and interning their final semester; committee members generally conduct those interviews and provide the intern slots. They also help with other work-based learning opportunities, participating in classes as expert speakers and offering job shadow opportunities as needed.

Committee members give a lot to the program in terms of time and resources, but they get a lot as well: According to Dr. Tyson, committee members are treated as full partners in the success of the program, understand that their voices are heard when they raise concerns or note opportunities, and benefit from having a chance to build early relationships with the exceptional students produced by the program. Committee membership is clearly a win-win proposition for both the educators and their business partners.



AYES Business & Education Advisory Council

Caddo Career & Technology Center; Dr. Gayle Flowers, Former Principal

Automotive technology is typically a popular program in high schools: There's always a demand for technicians in repair shops and dealerships, and the principles and skills learned through a program like these are widely transferrable to other fields. Caddo Career and Technology Center, located in Shreveport, is providing upwards of 120 students per year with an opportunity to explore this field and prepare to join it.

When Dr. Gayle Flowers, former principal of Caddo CTC, first joined the school in 1993, the program had relationships with only two dealerships. Today, there are twenty-two dealerships involved, serving on the advisory committee and also providing students with work-based learning opportunities. While she has since moved to a position as Vice Chancellor for Economic & Workforce Development at Bossier Parish Community College, Dr. Flowers is still an active participant with the committee, which has opened the door for Bossier Parish Community College to provide workforce services to support the success of automotive dealerships in northwest Louisiana.

How does an auto tech program grow from two dealership partners to twenty-two participating on an advisory committee? According to Dr. Flowers, leaders have to let educators know that they are expected to build relationships with industry and that they will be held accountable for doing so. But at the same time, leaders have to provide professional development, collaboration, mentoring, scripts, and handouts that educators need to do that job, so they feel fully supported in living up to that expectation.

In addition to a strong outreach among educators and school leaders, Dr. Flowers also worked to build confidence among businesspeople that the time they invested in the program was worthwhile. She pursued and received accreditation with the National Automotive Technicians Education Foundation (NATEF), then saw the program approved as an Automotive Youth Educational Systems (AYES) site. Both are respected within the field, which helped raise the program's visibility and credibility among dealers and others.

Flowers also made sure that industry had a strong voice in the program. Industry representatives occupy leadership roles on the committee, including the chair position, and that chair sets the agenda and runs each meeting. The committee also meets between five and six times per year, reflecting their active role in program oversight and support.

While industry is a primary voice at these committee meetings, several others are at the table as well, including representatives from independent automotive repair shops, vendors such as Snap-On and Hunter, and educators and administrators including auto tech teachers, counselors, the school-to-work coordinator, school principal, and the superintendent and assistant superintendent. Meetings are large, around 20 to 30 people, but are well-organized and productive.

Committee members are involved in making sure the program is closely aligned with

industry needs and expectations, with members reviewing curricula and facilities and providing input into budget requests. They are also heavily involved in providing students with work-based learning opportunities, including job shadows (their target is four per year), serving as guest speakers, interviewing students, underwriting costs for student events, and providing students with opportunities at the dealerships.

As Dr. Flowers notes, it takes leadership to build a strong program and a strong advisory committee: They need to hire the right people, make sure expectations around industry engagement are clear, and give the support those educators need to make it happen. And as the AYES Business & Education Advisory Council at Caddo CTC shows, this type of effort pays off handsomely in support for the program and its students.

Physical Therapist Assistant Program Advisory Committee

Bossier Parish Community College; Laura Bryant - MEd., PT, Program Director

When Laura Bryant helped to launch the Physical Therapist Assistant (PTA) Program at Bossier Parish Community College in 1996, she was swimming in somewhat uncharted waters: PTAs were not currently being utilized within the local physical therapy community, though there was a clear need as identified by surveys conducted by the college. The initial group of advisory committee members were committed to making sure the program met high quality standards, with all investing their time and some investing resources: in 1995 Willis-Knight Health System provided a 2,800 square foot building (formerly a physical therapy clinic) lease-free along with a \$200,000 contribution over 2 years to equip that lab with everything needed to start classes. Today, the PTA position is widely accepted and in-demand, and Bossier Parish's program produces stellar results year after year, with 100% of the most recent class earning licensure before walking the stage at graduation.

The program at Bossier Parish has attracted a lot of interest from students, given the high pay and good employment prospects in the field: In fact, an average of 300 students declare PTA to be their major each year, even though the program only accepts 20 per year through a rigorous process. For those students who are invited to join the program, participation in this two-year program means that they are going to be prepared for licensure, and will almost certainly get a job in the field. (The program boasts a nearly 100% pass rate on the licensure exam over the past five years, and 100% of those who pass the exam are employed in the field within six months.)

The program's advisory committee has been a strong source of support for this work. Members representing industry come from area hospitals and clinics and include both administrators and therapists. Industry representatives are invited based on their current knowledge of the field, which helps ensure that the program continues to be strictly aligned with current practices, and also based on their roles in hiring PTAs within their

practices or organizations. According to Bryant, the invitation to prospective board members is presented as an opportunity to tell program leaders and educators what they need – that it’s in their interests to make sure the program focuses on exactly the knowledge and skills that they want to see in prospective employees.

The board meets once per year for an hour-long lunchtime meeting, with food provided by Bryant and Kim Cox, MEd.,PT, the other full-time faculty member leading the program, and who also serves in an active role interpreting and implementing advisory committee guidance. BPC natural science faculty and college administrators are included in the meeting so they get unfiltered access to industry input. While Bryant’s annual presentation is filled with details on program activities and outcomes, these meetings are not “horse and pony” shows” The information is presented electronically, and detailed handouts are distributed to all members in advance for-review. The majority of the meeting involves group discussions on what has happened over the past year as well as what needs to happen going forward.

While committee members only meet officially once per year, there is an ongoing dialogue between program leaders and members throughout the year, with regular questions and requests going back and forth to make sure that the program continues to be strong, and that all students have opportunities for the internships they need as part of the program. Committee members are also ready to form ad-hoc subcommittees as needed, as they did recently to help the program respond to a need for an expanded focus on acute care.

For program leaders about to start a new program, Bryant suggests that they start networking to find out who’s doing great work in the field and make an effort to learn from the best. (Providing food at your meetings also works well from experience.) And after 21 years with the program, she looks forward to continuing to bring great industry representation to the table in order to keep the program as finely tuned as it is today.

Advisory Committee Forms

Note: The templates below have been adapted from the NC3T guide “Forms on File: Advisory Boards.” Thanks to Baton Rouge Community College for sharing charters and minutes that informed these templates.

Charter and Bylaws

In the nonprofit world, a charter is written to define the purpose or mission of an organization, while bylaws are created to set the rules as to how they operate. For many advisory committees, these functions are often combined into a single document.

While LCTCS does not require advisory committees to have a charter, many have found them to be valuable in making sure all parties understand why the committee exists and how it runs. This helps you to avoid future conflicts: For example, if your charter clearly states that members who miss a majority of meetings will be removed, you’ll be in a much better position to warn or remove absentee members if the need arises.

The following template highlights the key elements of a strong charter and bylaws document. You are encouraged to modify this as needed to fit your purpose and circumstances.

Charter and Bylaws: [NAME OF ADVISORY COMMITTEE]

Article I: Name

The name of this Committee will be [PROGRAM NAME] Advisory Committee.

Article II: Purpose

The purpose of this Advisory Committee will be to advise, assist, support and advocate for the [PROGRAM NAME] on matters that will strengthen instruction and expand learning opportunities for students. Specific purposes may include but are not necessarily limited to the following responsibilities:

- »» Assist in program evaluation, improvement, and quality control
- »» Assist in finding internships and other work-based learning opportunities for students to gain work experience related to their chosen major
- »» Determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations in the community
- »» Facilitate cooperation and communication between the program and the community
- »» Assist the program in setting priorities, including participating in ongoing planning activities of the program
- »» Assist in developing a seamless transition to the four-year institution for completion of a degree
- »» Encourage resource development through state/federal funding advocacy, internal campus budgeting, corporate relationships, and private gifts
- »»To recognize alumni and other supporters of the college
- »»To assist in publicity and public relations

Article III: Members

Section 1. Members will be selected and appointed by the Committee and/ or administration. The current Advisory Committee may suggest potential members.

Section 2. Members will represent a cross-section of the industry or occupation for which training is provided and the community which is served by the program. A majority (51%+) of members must be employers in the targeted industry; additional members may include representatives of business agencies (chambers, workforce development groups, sector

partnerships, etc.). There may be up to three educators or administrative representatives from the college.

Section 3. Member terms will be three years, with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the Committee.

Section 4. Membership terms will begin immediately following the final meeting of the school year.

Article IV: Officers

Section 1. Officers will be a chairperson, a vice chairperson, and a secretary. These officers will be the Executive Council for the Advisory Committee.

Section 2. The duties of officers will be those commonly ascribed to these offices.

Section 3. Officers will be elected to a one-year term by simple majority at the final meeting of the school year and will assume their offices immediately following the meeting. Officers may be re-elected.

Article V: Meetings

Section 1. The Advisory Committee will comply with state requirements for minimum number of meetings. Additional meetings will be scheduled as necessary to accomplish the Program of Work.

Section 2. The Advisory Committee will comply with state requirements for record-keeping, including keeping physical and digital copies of meeting agendas, sign-in sheets, and minutes.

Section 3. A quorum will consist of a simple majority of appointed members.

Section 4. Decisions will commonly be made by consensus. A formal vote will be taken when a decision is to be forwarded to the instructor or administration as a recommendation.

Article VI: Subcommittees

Section 1. Subcommittees will be appointed by the chairperson as needed to accomplish the program of work.

Section 2. Subcommittees will be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees will elect their own chairpersons.

Article VII: Parliamentary Authority

Except as otherwise provided in its bylaws and standing rules, the Advisory Committee will be governed in its proceedings by the current edition of Robert's Rules of Order, Newly Revised.

Article VIII: Amendment of Bylaws

These bylaws may be amended at any meeting of the Advisory Committee by a two-thirds (2/3) vote, provided that the amendment has been submitted

to Advisory Committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted [DATE]

Bylaws amended [DATE] (most recent amendment date)

Agenda

An agenda tells committee members what will be covered at an upcoming meeting, how long each topic will be addressed, and who is responsible for each of those items. This helps committee members get ready to make a solid contribution and participate in informed discussions, which is important for you to get the most out of each meeting. Agendas are typically set by the advisory committee chair and the program director, with each highlighting the topics they want to discuss and then working together to shape that into a plan for the meeting.

Advisory Committee Meeting: [NAME OF COMMITTEE]

[DATE]

[TIME]

[LOCATION]

I. WELCOME & INTRODUCTIONS/CALL TO ORDER

II. OLD BUSINESS

Approval of minutes from last meeting

Answers to questions raised at last meeting (data, etc.)

Delayed votes on previous issues raised

III. COMMITTEE UPDATES

Reports from standing committees as needed – progress towards goals, calls for action (ex: finding business partners for internships), updates on curriculum reviews, etc.

IV. NEW BUSINESS

New items being introduced to the committee: data reports (ex: enrollment, completions, certifications earned); needs and issues to be addressed; positive developments to share and/or capitalize on.

IV. NEXT MEETING DATE, TIME, AND LOCATION

V. ADJOURNMENT

Minutes

A written record of each meeting is not only required by LCTCS, but it also provides a paper trail of activity that allows current members to see what happened in previous meeting and allows new members to quickly get up to speed on the committee's activities.

Advisory Committee Minutes: [NAME OF COMMITTEE]

[DATE]

Members Present: List names of committee members present.

Members Absent: List names of committee members absent.

Others Present: List names of guests in attendance.

Call to Order: Identify the time that the committee was called to order and note the introductory remarks given by the chairperson.

Minutes: Minutes of the last meeting were approved as submitted.

Unfinished Business: If any unfinished business was left from the last meeting, identify how it was handled.

New Business: Include notes from any new business brought before the committee. If presentations were made or reports submitted, include copies.

Adjournment: Identify what time the meeting was adjourned.

Signature: Sign your name.

Letters

It's good practice to document all major member activities in writing; it provides a paper trail for what was said, and ensures that there are no miscommunications later (as compared with information shared by conversation, which can be misheard or misremembered). See below for samples of letters to be used at key points.

1. Invitation

[DATE] [NAME/ADDRESS]

Dear [NAME]:

It is a pleasure to invite you to serve on the [NAME OF ADVISORY

COMMITTEE]. You were recommended for this committee because of your considerable expertise in this field and your expressed interest in the CTE program. By accepting this invitation, you will play an integral part in shaping CTE curricula development at YOUR COLLEGE OR SCHOOL].

Each year, we meet [NUMBER OF TIMES] to provide industry input into [NAME OF PROGRAM], helping educators make sure students are prepared for the demands of area employers. You will be notified well in advance of meeting dates in order to give you time to adjust your schedule and to prepare materials.

I want to thank you for your interest in our work. I know that your schedule is often very demanding, and I appreciate your willingness to help the schools maintain, enhance, and expand the programs we offer the community.

Best wishes for a productive and challenging experience on the [NAME OF ADVISORY COMMITTEE].

Sincerely,
[YOUR NAME]
[YOUR TITLE]

2. Confirmation Letter

[DATE] [NAME/ADDRESS]

Dear [NAME]:

Thank you for your willingness to serve on the [NAME OF ADVISORY COMMITTEE]. This letter is to inform you that your appointment to the Advisory Committee is effective [DATE] through [DATE].

The next meeting of the advisory committee will be held at [PLACE] in [ROOM NUMBER] on [DATE] at [TIME] and is expected to last [AMOUNT OF TIME]. You will be sent meeting materials at least one week prior to the meeting to help you prepare.

We wish to thank you for accepting this appointment, and we appreciate your willingness to assist us in supporting opportunities for students in our community as we work together to build our industry's workforce.

Sincerely,

[NAME OF Administrator]
[TITLE OF Administrator]

[NAME OF Chairperson of Committee]
[TITLE OF Chairperson of Committee]

Note any enclosures, such as copies of the charter and bylaws, and add any specific information to your school such as parking, security, etc.

3. Resignation Letter

[DATE]
[COMMITTEE CHAIRPERSON]
[NAME OF ADVISORY COMMITTEE]
[COLLEGE/SCHOOL/DISTRICT]
[ADDRESS]

Dear [NAME OF COMMITTEE CHAIR]:

This letter is to inform you that I must resign as a member of the [PROGRAM NAME] Advisory Committee, effective immediately.

It has been my pleasure to serve on the committee for [TIME PERIOD]. However, I feel I have no choice but to step down due to [OPTIONAL EXPLANATION].

I wish the organization only the best for the future, and I regret any inconvenience my resignation may cause.

Sincerely,

[COMMITTEE MEMBER'S NAME] cc: [OTHER COMMITTEE MEMBERS]

4. Removal

[DATE]
[COMMITTEE MEMBER'S NAME/ADDRESS]

Dear [COMMITTEE MEMBER'S NAME]:

It is with considerable regret that I must inform you of the recent decision of the [ADVISORY COMMITTEE] to dismiss you from the committee as of [DATE]. As stated in our bylaws, [REASON FOR DISMISSAL, EX: all members are required to attend at least two meetings per year]. It has been noted by other committee members that you have not met that requirement. Thus, the committee considered and passed an action of removal at our [DATE] meeting.

We all appreciate your desire to assist with the work of helping our students and hope that you can find another way to make a contribution.

Sincerely,

[COMMITTEE CHAIR'S NAME] cc: [OTHER
COMMITTEE MEMBERS]



LCTCS
265 South Foster Drive
Baton Rouge, LA 70806
225-922-2809

<https://www.lctcs.edu/>

Appendix G

Comprehensive Local Needs Assessment Guide

Louisiana Perkins V:

Comprehensive Local Needs Assessment Guidebook

Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a Comprehensive Local Needs Assessment (CLNA) and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level-it drives your local application development and future spending decisions. It should be seen as a chance to take an in depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.¹

The comprehensive local needs assessment presents an unprecedented opportunity to:

- Create programs and opportunities to ensure access and success for each student that lead to high wage, high skill and in-demand occupations;
- Ensure programs of study are aligned to and validated by local workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of local CTE programs and systems.

This guidebook is intended to give Perkins V applicants a framework from which to structure their approach to the regional and local needs assessment efforts by translating the legal language into actionable steps that not only completes the requirements but also engages stakeholders in thoughtful program improvement. The guidebook is divided into the following sections:

- Introduction
- First Things First – Stakeholder Engagement
- Section One: Needs Assessment Framework
 - Part A: Evaluation of Student Performance
 - Part B: Evaluation of Program Quality
 - ✦ Size, Scope and Quality
 - ✦ Labor Market Alignment
 - Part C: Evaluation of CTE Programs and Programs of Study

¹ Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

- Part D: Evaluation of Recruitment, Retention and Training of CTE Educators
- Part E: Evaluation of Improving Equity and Access
- Section Two: Discussing and Recording Your Findings
- CLNA Worksheets
- Section Three: Merging Findings and Setting Priorities
- Section Four: Getting Ready for the Local Application
- Final Thoughts
- Appendixes

This guidebook has been created with a hefty assist from our national partners at Advance CTE and ACTE. We have borrowed liberally from their guidance documents. Anyone engaged in this process is encouraged to consult their work and other resources cited in Appendix A.

Finally, a huge acknowledgement of the guidance provided by our Louisiana Perkins V Core Implementation Team. This stakeholder group has been meeting to provide guidance and assist in setting priorities for our state.

First Things First – Stakeholder Engagement

The comprehensive local needs assessment under Perkins V requires consultation with a variety of stakeholders throughout the initial needs assessment process and then in an ongoing fashion. This is an expansion of what was required for Perkins IV regarding stakeholder involvement in the local application. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

1. Identify a Leadership Team

Consultation with a diverse body of stakeholders is required for the CLNA. As you review the list of minimum participants it will be important to assemble a leadership team to help guide the work, set priorities, and maintain priorities. The team should be kept small but must include people that can leverage systems to assist in the task ahead. Suggested participants on the leadership team should include secondary and postsecondary administrators and educators, local workforce agency staff, local economic development board members, and parents if appropriate.

TIP:

*One person should be given the responsibility to coordinate the work – **identify the wrangler**. This does not mean this individual does all of the work but serves more as project manager by coordinating meeting times, ensuring deadlines are met, and serving as a wrangler.*

2. Identify Required Stakeholder Participants

Perkins V requires, at a minimum, the following participants be engaged in the initial needs assessment, the local application development and in ongoing consultation:

- Representatives of CTE programs from **both** secondary and postsecondary institutions including:
 - Teachers, instructors and faculty
 - Career guidance and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board, local workforce development board, regional economic development organizations, and local business and industry
- Parents and students
- Representatives of special populations
- Representatives of local adult and youth correction education programs (Louisiana Requirement)
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable
- Any other stake holder required by the Louisiana Community and Technical College System (LCTCS), the Louisiana Department of Education (LDOE) or local decision.

Don't be afraid to think of consultation in a broad fashion. In Appendix B, there are resources provided from: [Public Participation Guide: Tools to Generate and Obtain Public Input](#). In addition to large group input sessions, the participation guide describes different tools to use with different sized groups and for different purposes. It also provides links to a variety of resources.

A worksheet is provided in Appendix C to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

Comprehensive Local Needs Assessment Framework

The comprehensive local needs assessment has six required elements including an evaluation of student performance, CTE program quality, alignment to industry need, progress toward being a full program of study, a description of recruitment and retention of staff, and finally equity issues around access to high quality CTE programs for all students. Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

Section One: Gathering Information

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find this information for each part:

- Brief description
- Suggested materials to gather and consult
- Suggested priority participants in the discussion
- Ideas for consultation
- Questions to consider

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, college or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.

TIP:

*The next tip is to **share the load**. To do this, assign two people to be responsible for each part of the CLNA. While it will take everyone working together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.*

PART A: Evaluation of Student Performance

The comprehensive local needs assessment shall include an evaluation of student performance including special populations and each subgroup. The CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators. While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

Section 134(c)(2)(A) states the needs assessment must include:

an evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA. (listed in table below)

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Perkins performance data for the past three years disaggregated by CTE program area and subpopulation groups including: <ul style="list-style-type: none"> ○ Gender ○ Race and ethnicity ○ Migrant status ○ Individuals with disabilities ○ Individuals from economically disadvantaged families including low-income youth and adults ○ Individuals preparing for nontraditional fields ○ Single parents including single pregnant women ○ Out of work individuals ○ English learners ○ Homeless individuals ○ Youth who are in or who have aged out of the foster care system ○ Youth with a parent who is on active duty military ○ <i>Pending approval, the Louisiana State Plan will add court involved students including those in youth and adult correctional facilities</i> • Comparison data for ‘all’ students – Secondary comparisons for graduation rates, academic performance and placement – Postsecondary comparisons for credential attainment and placement. • Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted 	<p>All stakeholders required by law particularly:</p> <ul style="list-style-type: none"> • Administrators • Secondary teachers • Postsecondary faculty • Academic and career advising professionals • Tribal organizations and representatives • Corrections education staff • Representatives of special populations • Data staff
<p>Suggested Strategies for Consultation</p>	
<ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, and representatives of special populations • Assemble educator groups by CTE career area to examine data 	

Questions to Ask

1. How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students?
2. How are students from special populations performing in each CTE programs?
3. How are students from different genders, races and ethnicities performing in each CTE program?
4. Which groups of students are struggling the most in CTE programs?
5. Where do the biggest gaps in performance exist between subgroups of students?
6. Which CTE programs overall have the highest outcomes and which have the lowest?
7. Are there certain CTE programs where special populations are performing above average? Below average?
8. Is there a trend across all CTE programs?
9. What are the potential root causes of inequities in performance in each CTE program?

PART B: Evaluation of Program Quality

This second part of the local comprehensive needs assessment examines CTE program quality. Participants will examine programs to describe how local CTE programs are:

- Sufficient in size, scope and quality to meet the needs of all students served;
- Aligned to State, regional, Tribal or local in-demand industry sectors identified by the State workforce development boards; and
- Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable and impactful programs. As we move forward with the Perkins V state plan development, these terms will be newly defined but will be based on the broad definitions below. If you plan to tackle this section of the LCNA prior to adoption of the state plan, please use this information to the review of local programs of study.

Size:

In general, size refers to the quantifiable evidence, physical parameters and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally, size will be defined by items such as the required number of programs, required class size, availability of facilities and equipment to ensure quality, equity and access.

Scope:

Program scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves the number of required courses, sequence, early postsecondary and work-based learning opportunities, the role of advisory committees and the role of Career Technical Student Organizations (CTSOs).

Quality:

Program quality provides expected outcomes and impact of each program and/or program of study including the ability to earn industry valued credentials, academic skills and access to high- skill, highwage and in-demand programs.

Section 134(c)(2)(B)(i) states the needs assessment must include:

A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.

Materials Needed		
<p>Size (capacity focus):</p> <ul style="list-style-type: none"> • Total number of programs and number of courses within each program • CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated. • Capacity of each program for the past three years 	<p>Scope (curricular focus):</p> <ul style="list-style-type: none"> • Documentation of CTE program course sequences from secondary to postsecondary including aligned curriculum • Credit transfer agreements for CTE programs • Data on student retention and transition from secondary to 	<p>Quality (outcome focus):</p> <ul style="list-style-type: none"> • Curriculum standards and frameworks showing alignment to industry need • Assessments leading to credential of value • Partnership communication and engagement activities • Safety requirements
<ul style="list-style-type: none"> • Number of students applying for the programs in the last three years, if applicable • Number of students on waiting lists, if applicable • Survey results assessing student interest in particular CTE programs 	<p>postsecondary within the CTE program of study</p> <ul style="list-style-type: none"> • Descriptions of dual/concurrent enrollment programs, and data on student participation • Data on student credential attainment in each program disaggregated by student demographic and value of credential • Curriculum standards showing depth and breadth of program • Opportunities for extended learning within and across CTE programs of study 	<ul style="list-style-type: none"> • Work based learning procedures • Career Technical Student Organization (CTSO) activities and alignment to curriculum • Data collection mechanisms • Program improvement processes • Placement in employment following program participation • Results of outside evaluation tools. Some examples are included in Appendix D

Suggested Stakeholders to Consult

All stakeholders required by law, particularly:

- Administrators, teachers and faculty
- Representatives of special populations
- Corrections education staff
- Tribal organizations and representative
- Parents and students
- Career guidance and advisory professionals
- Data staff

Suggested Strategies for Consultation

- Work group to examine data including educators, career guidance professionals, representatives of special populations, and employers.
- Face to face group of educators to examine data • Focus group, interview or survey of:
 - parents and students,
 - employers,
 - separate group for those representing special populations, corrections educations, and Tribal organization
 - guidance staff

Questions to Ask

1. Am I offering programs in which students are choosing to enroll?
2. Am I offering programs with too low an enrollment to justify the costs in offering those programs?
3. Am I offering a sufficient number of courses, and course sections, within programs?
4. Are there students who want to enroll in my programs but are unable to do so?
5. What populations of students are and are not accepted into my programs? What are some of the reasons?
6. Can a student complete each program of study at my institution?
7. Do some of my programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
8. Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in each program?
9. How do my programs compare to a set of quality standards developed by my state or by a relevant third party?
10. How do specific program areas compare in quality?
11. How do specific components of my programs, such as work-based learning or instruction compare in quality?

PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high wage, high skill or in demand occupations. In the local comprehensive needs assessment, eligible recipients will provide an analysis of how CTE programs are meeting workforce and economic development needs. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

Ultimately this and subsequent CLNAs will inform your four-year Perkins application but in the event there is an unforeseen situation regarding the labor market, LCTCS will be your partner and figure out a solution and way forward. The needs assessment is required to be performed every two years but can be done more often if necessary.

In the proposed Perkins State Plan, for the transition year 2019-2020, each eligible recipient will work collaboratively within their Regional Labor Market Area (RLMA) to create a single response to this part of the needs assessment.

Louisiana uses a Star Rating System to determine high wage, high skill and in demand occupations. The rating method looks at the long- and short-term hiring outlook, current job openings, and wages. Occupations that have plentiful openings but low wages cannot be rated higher than 2-star. In Appendix E, there is a copy of the methodology used to determine star ratings for your information.

Section 134(c)(2)(B)(ii) states the needs assessment must include:
A description of how career and technical education programs are aligned to State, regional, Tribal or local indemand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • State and Local Labor Market Information (LMI) current and projected employment • LMI long- and intermediate- term labor market needs • Data dashboards provided through CareerOutlook and DataUSA (two online search engines) • Results of any available gap analysis on educational outcomes and employment needs (check with local workforce board) • Input from local business and industry representatives, with reference to opportunities for special populations 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Administrators, teachers and faculty • Career guidance and advisement professionals • Business and community partners • Local workforce development and economic development boards • Former students • Data staff

<ul style="list-style-type: none"> • Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey • CTE Program of Study concentrator data for three years • Program size, scope and quality analysis 	
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, and workforce development staff. • Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Students and former students ○ Local agencies involved in workforce initiatives ○ Business, industry and community partners 	
Questions to Ask	
<ol style="list-style-type: none"> 1. What are the highest projected growth industries in my region? What occupations are part of that industry? 2. How are the CTE programs offered aligned to the demand? 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations and are programs available for students in those areas? 5. What skill needs have industry partners identified as lacking in my programs? 6. Which programs graduate employees that thrive in the workplace? Why? 7. What opportunities exist in my local labor market for student with disabilities, English learners or other special populations? 8. Am I offering CTE programs that are not aligned to demand? 	

PART C: Progress Toward Implementing CTE Programs/Programs of Study

Section 134(c)(2)(C) states the needs assessment must include:

An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Sec 3(41): *Program of Study*

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- *Incorporates challenging State academic standards;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*

- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporates credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

In Appendix F, you will find a graphic representation used to explain the different types of programs that are offered in Louisiana schools and institutions. They range from a loose collection of interest-based stand alone or loosely linked classes to a fully aligned and articulated CTE Program of Study that culminates in a statewide industry credential. All CTE Programs should strive to become High Quality CTE Programs of Study

Perkins funds can be used to support only those programs that meet (at a minimum) the Perkins Program of Study threshold and the middle school exploratory programs if identified in the CLNA.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Documentation of course sequences and aligned curriculum for each CTE program • Standards for academic, technical and employability skills taught per course • Credit transfer agreements for the program • Student retention and transfer trend data • Trend data on dual and concurrent enrollment in CTE programs • Definitions used for alignment, dual and concurrent enrollment, academic and technical standards • Trend data on student participation • Advisory committee notes/minutes • Data on credential attainment by type • Notes on industry participation 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Administrators, teachers and faculty • Career guidance and advisement professionals • Corrections education staff • Tribal organizations and representative • Business and community partners • Local workforce development and economic development boards • Students and former students • Representatives of special populations • Data staff

Suggested Strategies for Consultation

- Work group to examine data including educators, career guidance professionals, business and community leaders
- Focus group, interviews, study circle with:
 - Students and former students
 - Representatives of special populations
 - Corrections education staff
 - Tribal organizations and representatives
 - Business, industry and community partners

Questions to Ask

1. How fully are my programs aligned and articulated across secondary and postsecondary education?
2. Do my programs incorporate relevant academic, technical and employability skills at every learner level?
3. Do I have credit transfer agreements in place to help students earn and articulate credit?
4. Are students being retained in the same program of study?
5. Do students in the programs of study have multiple entry and exit points?
6. Are students in my programs earning recognized postsecondary credentials? Which credentials?
7. What is the role of secondary and postsecondary partners in current program of study design and delivery?
8. What is the role of business and industry partners in the current program of study development and delivery?

PART D: Recruitment, Retention and Training of CTE Educators

The comprehensive local needs assessment will also assess the educator workforce in your programs. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals and career guidance and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Section 134(c)(2)(D) states the needs assessment must include:

A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics • Student demographic data • Description of recruitment process • Description of retention process • Description of professional development, mentoring and externship opportunities • Data on educator participation in professional development, mentoring and externships • Findings from educator evaluations or other resources about impact of professional development, mentoring and externships • Survey or focus results conducted with educators regarding needs and preferences • Trend data on educator and staff shortage areas in terms of CTE area and demographics (at least past 5-10 years) • Trend data on educator and staff retention in terms of CTE area and demographics (at least past 5-10 years) 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Human Resource department members • Administrators, teachers and faculty • Career guidance and advisement professionals • Representatives of special populations • Corrections education staff • Tribal organizations and representatives • Data staff
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, and human resources staff • Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Veteran teachers ○ Developing teachers ○ Individuals charged with selecting, designing and implementing professional development ○ Human resource staff 	
Questions to Ask	
<ol style="list-style-type: none"> 1. How diverse is my staff? Does it reflect the demographic makeup of the student body? 2. What processes are in place to recruit new educators? 3. What onboarding processes are in place to bring new professionals into this system? 	

4. Are these processes efficient and effective, especially for educators coming from industry?
5. Are all educators teaching in my programs adequately credentialed?
6. Do I offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified need?
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
9. Is there a process to develop or recruit CTE instructors from existing staff?
10. In what subject areas do I need to develop or recruit more educators?

PART E: Progress Toward Improving Equity and Access

Here the needs assessment requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

Section 134(c)(2)(E) states the needs assessment must include:

A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- *Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

It is important to remind ourselves of who is included under the definition of special populations to ensure every special population is addressed in our needs assessment, our plan and our instructional services. The definition has broadened so it is important to check your data systems for access to information. (As a reminder, all definitions are included in section 3 of the new Perkins V act.)

Sec. 3(48) Special Populations

The term “special populations” means-

- *Individuals with disabilities;*
- *Individuals from economically disadvantaged families, including low income youth and adults;*

- *Individuals preparing for non-traditional fields;*
- *Single parents, including single pregnant women;*
- *Out-of-work-individuals;*
- *English learners;*
- *Homeless individuals described in section 725 of the McKinney-Vento Act; • Youth who are in, or have aged out of, the foster care system;*
- *Youth with a parent who is:*
 - *A member of the armed service*
 - *Is on active duty status*
- *Pending approval, the Louisiana State Plan will add court involved students including those in youth and adult correctional facilities*

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Program promotional materials • Recruitment activities for each special population • Career guidance activities for each special population • Processes for communicating and providing accommodations, modifications and supportive services for special populations • Available services to support all students, including special populations • Procedures for work-based learning for special population students • Information on accelerated credit and credentials available for special populations • Data on CTE participation and performance by each career area and each special population • Data on participation in CTSO in terms of special populations • Findings from the root causes and strategies analysis from the Student Performance components • Findings from the program quality component • Findings from surveys/focus groups with student, parents and/or community representatives of special populations. 	<p>All stakeholders required by law particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Administrators, teachers and faculty • Career guidance and advisement professionals • Corrections education staff • Tribal organizations and representatives • Representatives of special populations • Data staff

Suggested Strategies for Consultation

- Work group to examine data including educators, career guidance professionals, representatives of special populations.
- Focus group, interviews, study circle with:
 - * Students and former students
 - * Parents
 - * CTSO advisors
 - * Representatives of special populations
 - * Corrections education staff
 - * Tribal organizations and representatives
 - * Business, industry and community partners

1. Which population groups are underrepresented in your CTE programs overall? And in each program area?
2. Which population groups are over-represented in CTE programs?
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?
4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?
5. What barriers currently exist that prevent each special population group from performing in your programs?
6. What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized?
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?

At this point in the process, the information is collected. Each part of the CLNA has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in to have the details available when you refer back and try to set priorities.

The intent of the following pages would be to use the Word version of the document and record the discussion about each question.

CLNA Worksheets

A worksheet is provided below for each of the parts of the CLNA. There are two parts to the worksheet:

Rating

This section is to be completed at the end of the examination of the data and discussion of the questions. This will help gauge the extent to which the part of the CLNA is in place.

- It is important to agree on the meaning for each of the ratings provided. There are suggested terms for the ratings, but teams are encouraged to adjust them if desired.
- There is a section to capture ideas and actions that may have come up as possibilities in the discussion process.

Questions to Consider

This section contains each of the questions to consider from section one. There is room to collect information and notes for later use.

- Plus – Strengths, positive trends
- Delta – Challenges, downward trends, gaps

TIP:

Keep it straight. *There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.*

The CLNA Worksheets follow.

CLNA Worksheet Part A

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

PART A: Evaluation of Student Performance	
Rating	Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process.

DO this part FIRST

Plus – strengths, going well, want to continue
 Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART A: Evaluation of Student Performance		
How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students?		
How are students from special populations performing in each CTE program?		
How are students from different genders, races and ethnicities performing in each CTE program?		

Questions to Consider	Plus - Notes	Delta - Notes
Which groups of students are struggling the most in CTE programs?		
Where do the biggest gaps in performance exist between subgroups of students?		
Which CTE programs overall have the highest outcomes and which have the lowest?		
Are there certain CTE programs where special populations are performing above average? Below average?		
Is there a trend across all CTE programs?		
What are the potential root causes of inequities in performance in each CTE program?		

CLNA Worksheet Part B-1

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them

3 Very few gaps exist and we have processes in place to close the remaining gaps 4 No gaps exist

PART B-1: Program Size, Scope and Quality	
Rating	Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process.

DO this part FIRST

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART B-1: Program Size, Scope and Quality		
Am I offering programs in which students are choosing to enroll?		
Am I offering programs with too low an enrollment to justify the costs in offering those programs?		
Am I offering a sufficient number of courses, and course sections, within programs?		

Questions to Consider	Plus - Notes	Delta - Notes
Are there students who want to enroll in my programs but are unable to do so?		
What populations of students are and are not accepted into my programs? What are some of the reasons?		
Can a student complete each program of study at my institution?		
Do some of my programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?		
Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in each program?		
How do my programs compare to a set of quality standards developed by my state or by a relevant third party?		
How do specific program areas compare in quality?		

How do specific components of my programs, such as work-based learning or		
Questions to Consider	Plus - Notes	Delta - Notes
Instruction compare in quality?		

CLNA Worksheet Part B-2

these questions. Assign a notetaker to record the discussion on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

PART B-2: Labor Market Alignment

Questions to Consider	Plus - Notes	Delta - Notes
PART B-2: Labor Market Alignment		
What are the highest projected growth industries in my region? What occupations are part of that industry?		
How are CTE programs offered aligned to the demand?		
How do CTE program enrollments match projected job openings? Where are the biggest gaps?		

Rating	Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process.

DO this part FIRST

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
What are the emerging occupations and are programs available for students in those areas?		
What skill needs have industry partners identified as lacking in my programs?		
Which programs graduate employees that thrive in the workplace? Why?		
What opportunities exist in my local labor market for student with disabilities, English learners or other special populations?		
Am I offering CTE programs that are not aligned to demand?		

CLNA Worksheet Part C

Assign a notetaker to record the discussion consensus, assign a rating and rationale to this Part of the CLNA

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

PART C: Progress Toward Implementing CTE Programs and Programs of Study	
Rating	Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process.

DO this part FIRST

Plus – strengths, going well, want to continue
 Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART C: Progress Toward Implementing CTE Programs and Programs of Study		
How fully are my programs aligned and articulated across secondary and postsecondary education?		

Do my programs incorporate relevant academic, technical and employability skills at every learner level?		
Do I have credit transfer agreements in place to help students earn and articulate credit?		
Questions to Consider	Plus - Notes	Delta - Notes
Are students being retained in the same program of study?		
Do students in the programs of study have multiple entry and exit points?		
Are students in my programs earning recognized postsecondary credentials? Which credentials?		
What is the role of secondary and postsecondary partners in current program of study design and delivery?		
What is the role of business and industry partners in the current program of study development and delivery?		

CLNA Worksheet Part D

Assign a notetaker to record the discussion on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

PART D: Recruitment, Retention and Training of CTE Educators	
Rating	Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process.

DO this part FIRST

- Plus – strengths, going well, want to continue
- Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART D: Recruitment, Retention and Training of CTE Educators		
How diverse is my staff? Does it reflect the demographic makeup of the student body?		
What processes are in place to recruit new educators?		
What onboarding processes are in place to bring new professionals into this system?		

Questions to Consider	Plus - Notes	Delta - Notes
Are these processes efficient and effective, especially for educators coming from industry?		
Are all educators teaching in my programs adequately credentialed?		
Do I offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified need?		
What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?		
What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?		
Is there a process to develop or recruit CTE instructors from existing staff?		

In what subject areas do I need to develop or recruit more educators?		
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CLNA Worksheet Part E

Assign a notetaker to record the discussion consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist, and we have processes in place to close the remaining gaps
- 4 No gaps exist

PART E: Progress Toward Improving Equity and Access	
Rating	Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process.

DO this part FIRST

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART E: Progress Toward Improving Equity and Access		

<p>Which population groups are underrepresented in your CTE programs overall? And in each program area?</p>		
<p>Which population groups are over-represented in CTE programs?</p>		
<p>Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high- wage, high-skill and in-demand occupations?</p>		
<p>What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?</p>		
<p>What barriers currently exist that prevent each special population group performing in your programs?</p>		
<p>What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized?</p>		

<p>What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?</p>		
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Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of

electronically

Section Three: Merging Findings and Setting Priorities

Finishing the CLNA and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get that valuable input. It does not have to happen in a large public forum but might create more thoughtful outcomes when employing those other engagement strategies listed in the appendix.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required use of funds and the nine elements of the local application will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps and prepare for the local application.

Arguably, the next part of the needs assessment is the most difficult. It is time to review your findings and determine what steps to take. Likely there are considerably more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size scope and quality and insuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part such as:

- Part A: Which performance areas are providing the most difficulty? For what student groups? What can be done to address those needs?
- Part B-1: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope and quality? Are there specific components of program quality that present challenges across career areas?
- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Part C: Are secondary, postsecondary and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?

- Part D: How can you get teachers to join your staff? What support is needed to retain effective teachers and instructors?
- Part E: Which subpopulations are struggling the most? Are there activities to undertake that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

These will be difficult discussions. The outcome of this final step will be to identify activities to fund in the coming four years. The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Perkins Local Application.

Section Four: Getting Ready for the Local Application

This section is still under development.

Final Thoughts

As we embark on the first year of the Perkins Comprehensive Local Needs Assessment, there will be many discoveries locally and across the state. At the state level there is also a large stakeholder group that will assist with goals, priorities and activities. The information gained locally will be invaluable in shaping activities to strengthen CTE across Louisiana.

Appendix A: Reference Documents

Perkins V Guidance:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE ([Word](#) and [PDF](#))

This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE ([PDF](#))

This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval ([LINK](#))

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Other Resources:

Also, the needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide
Council of Chief State School Officers. December 5, 2018 ([LINK](#))

Worksheets From: Using Needs Assessment for School and District Improvement
Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. ([LINK](#))

Needs Assessment Guidebook

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 ([LINK](#))

Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input

<https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-publicinput>

Excerpt from document:

The following table lists some basic in-person tools for obtaining public input.

In-Person Tools for Generating Input		
Tool	# of Participants	Best Suited for
<u>Interviews</u>	Individual or Small Group	Learning about individual perspectives on issues
<u>Focus Groups</u>	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
<u>Study Circles</u>	Small (5-20)	Information sharing and focused <u>dialogue</u>
<u>Public Meetings/Hearings</u>	Large groups	Presenting information to and receiving comments or feedback from the public

Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions

In-Person Tools for Generating Input

Tool	# of Participants	Best Suited for
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Appendix C: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** in Perkins V unless noted with *. NOTE: * denotes if adopted, the Louisiana Perkins Plan will add these as required partners.

Role	Person	Organization	Email/Contact
Secondary CTE teachers			
Secondary career guidance and academic counselors			
Secondary principal, administrator, leader			
Secondary instructional support, paraprofessional			
Postsecondary CTE faculty			
Postsecondary administrators			
*Postsecondary career guidance and advising professionals			

*Youth corrections education representative			
*Adult corrections education representative			
Members of local workforce development boards			
*Member of regional economic development organization			
Local Business and Industry Representatives			
Parents and students			
Representatives of special populations: <i>Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, *corrections.</i>			

Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth.			
Representatives of Indian Tribes and Tribal organizations			
Other stakeholders desired			

Appendix D: Program Quality Evaluation Tools

ACTE’s Quality CTE Program of Study Framework

ACTE’s evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity. ([LINK](#))

Rubric for Linked Learning Pathway Quality Review and Continuous Improvement

Guide to planning and implementing high quality linked learning pathways ([LINK](#))

Design Specification for Implementing the College and Career Pathways System Framework

American Institutes for Research facilitator’s guide for continuous improvement in designing a career pathway system. ([LINK](#))

Star Rating Methodology

Louisiana's Star Rating system was developed in response to the need to broaden our assessment of "top" occupations to be prioritized by training and education policymakers. The previous system effectively identified jobs with the best long-term (10-year) hiring outlook, but incorporated no additional job characteristics. The star-rating system has been augmented to also consider immediate opportunities and wages associated with that job, as well as short-term (3-year) hiring outlook. Points are assigned for each job characteristic as described below.

Long-Term Occupational Hiring Outlook

For all long-term occupational projections, the steps to derive a ranking for hiring outlook are as follows:

1. Eliminate "All Other" occupations (occupations having SOC codes that end in the number "9")
2. Find decile ranking for each occupation in terms of:
 - a. Projected annual job openings
 - b. Projected percent growth in the total number employed
3. For each metric, assign 1-10 points for each occupation based on the decile ranking
4. Average the points for annual openings and percent growth to determine the overall hiring outlook points

Short-Term Occupational Hiring Outlook

Points for short-term hiring outlook are derived following the same approach as the long-term outlook, but using data from the short-term forecast.

Current Job Openings

To be considered an occupation that is in top demand, it is reasonable to expect qualified job seekers to be able to find openings in that occupation without much delay. Therefore, current job openings points are assigned based on actual job openings as reflected in the previous 12 months of online jobs postings data captured through the Louisiana Workforce Commission's jobs board, which includes spidering of other online job ads. Deriving points from this data is straightforward:

1. Eliminate "All Other" occupations
2. Aggregate openings for occupations by 6-digit SOC code, where tallies are more detailed
3. Find decile ranking for the number of postings by each occupation
4. Assign 1-10 points for each occupation based on the decile ranking

Wages

Finally, in order to prioritize occupations with higher average wages, wages are weighted more heavily than the individual measures of hiring opportunity in order to determine top-rated jobs. At the state and RLMA levels, wage decile thresholds across all jobs are pre-determined and updated annually to provide

Appendix F: CTE Progression of Programs

High Quality Perkins Eligible CTE Program of Study (POS)

- **Grade 9-16 sequence** of contextualized and hands-on courses with a minimum of 3 or more credits (secondary).
- **Industry approved** skill set; state focus list industry credential.
- **Career guidance** and support for success; Integrated pathway leading to 4 or 5 star occupations.
- **Regional** teams develop and evaluation POS every two years.
- **Instructor collaboration** at all levels to ensure alignment and participation in bi-monthly meetings.
- Identified in regional/local needs assessment.
- State and Local Funding; **Perkins** Supplemental Funding.

Perkins Eligible CTE Program of Study

- **Grade 9-16 sequence** of contextualized and hands-on courses – at least 2 credits (secondary).
- **Industry approved** skill set; **Regional** or **state focus** list industry credential.
- **Career guidance** and support for success; Integrated pathway leading to **4- or 5-star occupations**.
- **Regional** teams develop and evaluate Perkins Eligible CTE Programs of Study every two years.
- **Instructor collaboration** at all levels to ensure alignment.
- **Identified in Needs Assessment.**
- State and Local Funding; **Perkins** Supplemental Funding.

Exploring Interests and Careers in High School

- State requirement for the Career Diploma.
- Loose **collection of CTE** and other courses for students to gain knowledge of careers; **explore** skills; prepare for entry level jobs and/or further education.
- Culminates in a **regional** industry credential.
- Based on regional market demand and **career diploma requirements.**
- **State and Local Funds.**

Exploring Interests and Careers in Middle School

- **Interest based** activities and/or courses offered during or outside of school time.
- Based on teacher, student or community interest.
- State and Local Funds; Perkins **if** identified in the needs assessment.

Appendix H

**Postsecondary Local Application (Narrative).
The complete application is housed in the eGrants System.**

Appendix H- Postsecondary Local Application (Narrative). The complete application is housed in the eGrants System.

Perkins V Application Work

December 2018

Organization Information

Contact

The eligible agency shall determine the requirements for the local applications, except that each local application SHALL contain... Sec 134(b)

1. Describe the results of the comprehensive needs assessment. (Sec. 134(b)(1))

Required Component	What data was used? What process was used? What were your findings?	List of stakeholders consulted by name and role.
Evaluation of Student Performance		
Program Size, Scope and Quality		
Program Alignment to Industry		
Progress Toward Program of Study		
Recruitment, Retention and Training of CTE Educators		
Progress Toward Improving Equity		

2. List CTE course offerings and activities that the eligible recipient will provide with Perkins funds, (Sec. 134(b)(2), which shall include not less than 1 program of study approved by the State under section 124(b)(2).
 - a) How did the results of the CLNA inform the selection of CTE programs and activities selected to be funded?
 - b) Describe any new programs of study that will be developed for approval.
 - c) Describe how students who are members of special populations will learn about CTE course offerings and whether the course is part of a CTE Program of Study.

3. Collaboration with local workforce development boards, other local workforce agencies, one stop delivery systems and other partners is required to answer the following questions. (Sec. 134(b)(3))
 - a) Describe how, in collaboration with the above partners, you will provide Career exploration and development coursework, activities or services.
 - b) Describe how, in collaboration with the above partners, you will provide Career information on employment opportunities that incorporate the most up-to-date information on high skill, high wage or in demand occupations as determined by the local needs assessment.
 - c) Describe how, in collaboration with the above partners, you will provide an organized system of career guidance and academic counseling to students before enrolling and while participating in CTE programs.
4. Describe how the eligible recipient will improve the academic 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 coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in subjects that constitute a well-rounded education.
5. Describe how you will: (Sec. 134(b)(5))
 - a) Provide activities to prepare special populations for high skill, high wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
 - b) Prepare CTE participants for non-traditional fields.
 - c) Provide equal access for special populations to CTE courses, programs and programs of study.
 - d) Ensure members of special populations will not be discriminated against on the basis of their status as members of special populations.
6. Provide a description of the work-based learning opportunities that the eligible recipient will provide to CTE students and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.
7. (Sec. 134(b)(6))
 - a) How will you work with local employers to develop or expand work-based learning opportunities?
8. Describe opportunities for students attending high school to gain postsecondary CTE credit through dual, concurrent or early college programs. (Sec. 134(b)(7))
9. Describe efforts to support the following: (Sec. 134(b)(8))
 - a) Recruitment of CTE teachers, faculty, administrators and specialized instructional support personnel and paraprofessionals
 - b) Preparation of CTE teachers, faculty, administrators and specialized instructional support personnel and paraprofessionals

- c) Retention of CTE teachers, faculty, administrators and specialized instructional support personnel and paraprofessionals
 - d) Training and professional development of CTE teachers, faculty, administrators and specialized instructional support personnel and paraprofessionals
 - e) Individuals from underrepresented groups in the teaching profession.
10. Describe existing gaps or disparities in performance for each subpopulation as described in Sec. 134(b)(9) in each of the plan years.
- a) Describe activities that will address those gaps.
 - b) If no meaningful progress has been achieved prior to the third program year, provide a description of the additional actions to eliminate the disparities or gaps. *Note: An improvement plan is required for each indicator when less than 90% of the performance target has not been met. This is required annually. The improvement plan template is part of the attachments in eGrants.*

Required Use of Funds:

Section 135(b)

Funds made available under this part **shall** be used to:

Required Use	Description of Activity/Investment	How does this align with results of needs assessment?
Support CTE programs that are of sufficient size, scope and quality to be effective		
<ul style="list-style-type: none">• Provide Career exploration and development activities to an organized, systemic framework• Middle grades• Introductory courses or activities on exploration, awareness and nontrade• Career and labor market information• Development of career and graduation plans• Counselors that provide information on postsecondary education and career options• Assistance in making informed decisions about future education or employment goals• Strong experience in all aspects of industry		

<p>Provide professional development for CTE personnel</p> <ul style="list-style-type: none"> • Individualized instruction, integration strategies • Use of labor market information • Advanced knowledge, skills and understanding of all aspects of industry including the latest workplace equipment, technology, standards, and credentials • Administration management and support strategies for CTE programming • Strategies to improve student achievement and close gaps in participation and performance in CTE programs • Advanced knowledge, skills and understanding of pedagogical practices • Training on appropriate accommodations for students with disabilities 		
<ul style="list-style-type: none"> • Training in frameworks to effectively teach students – particularly English learners and students with disabilities – using universal design, multi-tier systems of support and positive behavioral interventions • Training in using maker spaces and libraries to promote learning and entrepreneurship 		

<p>Provide skills in CTE programs to pursue careers in high skill, high wage, or in demand industry sectors or occupations</p>		
<p>Support integration of academic skills into CTE programs and programs of study to support</p> <ul style="list-style-type: none"> • CTE secondary participants to meet state academic standards • CTE postsecondary participants in achieving academic skills 		
<p>Plan and carry out elements that support CTE programs and programs of study that improve student achievement and performance – may include:</p> <ul style="list-style-type: none"> • Curriculum alignment • Relationship building with partners • Expanding opportunities for secondary CTE concentrators to participate in accelerated learning opportunities • Development of articulation agreements • Equipment, technology and instructional materials aligned to business and industry need • A continuum of work-based learning opportunities including simulated work environments 		

<ul style="list-style-type: none"> • Industry-recognized certification examinations leading toward a recognized postsecondary credential • Efforts to recruit and retain CTE professionals • Coordination with education and workforce development programs to support transitions for students with disabilities • Expanding CTE distance learning and blended learning programs • Participation in competency-based education programs • Improved career guidance and academic counseling programs – including academic and financial aid counseling • Integration of employability skills into CTE, including through FACS programs • Promoting access and engagement in STEM fields for students who are members of underrepresented groups in specific fields • Providing CTE for adults or out of school youth to complete secondary education or upgrade technical skills 		
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<ul style="list-style-type: none"> • Supporting CTSOs including preparation for and participation in competitions aligned with program standards and curricula • Making instructional content widely available which may include the use of open educational resources • Integration of arts and design skills when appropriate 		
<ul style="list-style-type: none"> • Partnering with qualified intermediary to improve development of partnerships, systems development, capacity-building, and scalability of high quality CTE • Reduce out of pocket expenses for special populations in CTE including in dual/concurrent enrollment, fees, transportation, childcare, or mobility challenges for special populations • Other activities to improve CTE 		
<p>Develop and implement evaluations of activities funded and to conduct the comprehensive local needs assessment.</p>		

Complete the following:

Core Indicator of Performance	State Adjusted Level of Performance (%)	Actual Level of Performance (%)	Adjusted vs. Actual Level of Performance (%)	Met 90% of Adjusted Level of Performance?	Strategies or Activities
1P1 - Post-Program Placement					
2P1 - Earned Recognized Postsecondary Credential					
3P1- Non-Traditional Program Enrollment					

The following Improvement Plan must be completed and submitted for Performance Targets that do not meet a minimum of 90% of the State Adjusted Level of Performance.

Measure: 1P1 Post-Program Placement

Numerator: The distinct number of **CTE Concentrators** who completed a CTE program and meet one of the following criteria (the student can only be counted once, if they meet multiple criteria-**UNDUPLICATED**) after the second quarter of program completion:

1. The distinct number of CTE concentrators who remained enrolled in postsecondary education from the previous academic year; or
2. Received an award (graduated) during the previous academic year where the student’s placement in advanced training, military services or a service program that receives assistance under the National Community Service Act; or
3. Placed or retained employment.

Denominator: The distinct Number of **CTE Concentrators** who completed a CTE program.

Instructions:

- Review the data provided for your institution. In the space provided for ‘Analysis’ please include a narrative description of the institution’s attainment of this measure. Also include a Gap Analysis that provides an assessment of the institution’s performance with regard to the measure for each special population as compared to the overall Institution performance.
- In the space provided for Institution Activities, please provide a description of the activities that the institution will employ to improve its performance of this measure. You must include activities if at least 90% of the benchmark is not met.

- Please review the data for each special population. In the space provided, please provide a list of activities that the institution will employ to address the performance gap of the population if it does not perform at least 90% of the Institution rate. Use your Gap Analysis from above to develop appropriate activities to address the disparities.

When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.

Analysis:

Narrative Description:					
Gap Analysis:					
Special Population	Numerator	Denominator	Institutional Rate	90% of Benchmark	Institutional Activities <i>A. Person(s) Responsible</i> <i>B. Projected/Actual Completion Date</i> <i>C. Description of Activity</i>
Individuals with Disabilities					
Low- Income youth and adults					
Individuals Preparing for Non-Traditional Fields					
Single Parents, including Single Pregnant Women					
Out-of-Workforce individuals					
English learners					
Homeless Individuals					

Youth who are in, or have aged out of, the Foster Care System					
Youth with a Parent who is a member of the Armed Forces and is on Active Duty					
Court Involved Individuals, including those in youth and adult correctional facilities					

Measure: 2P1 Earned Recognized Postsecondary Credential

Numerator: The distinct number of **CTE concentrators** who completed a recognized post-secondary credential during the program participation year (that academic year); or returned to complete a recognized postsecondary credential within a year.

Denominator: The distinct number of **CTE concentrators** who completed a recognized post-secondary credential during the program participation year (that academic year); or the previous year. And, the distinct number of CTE concentrators who left without completing a recognized post-secondary credential or enrolled in another postsecondary institution.

Instructions:

- Review the data provided for your institution. In the space provided for ‘Analysis’ please include a narrative description of the institution’s attainment of this measure. Also include a Gap Analysis that provides an assessment of the institution’s performance with regard to the measure for each special population as compared to the overall Institution performance.
- In the space provided for Institution Activities, please provide a description of the activities that the institution will employ to improve its performance of this measure. You must include activities if at least 90% of the benchmark is not met.
- Please review the data for each special population. In the space provided, please provide a list of activities that the institution will employ to address the performance gap of the population if it does not perform at least 90% of the Institution rate. Use your Gap Analysis from above to develop appropriate activities to address the disparities.

When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.

Analysis:

Narrative Description:					
Gap Analysis:					
Special Population	Numerator	Denominator	Institutional Rate	90% of Benchmark	Institutional Activities <i>A. Person(s) Responsible</i> <i>B. Projected/Actual Completion Date</i> <i>C. Description of Activity</i>
Individuals with Disabilities					

Low- Income youth and adults					
Individuals Preparing for Non-Traditional Fields					
Single Parents, including Single Pregnant Women					
Out-of-Workforce individuals					
English learners					
Homeless Individuals					
Youth who are in, or have aged out of, the Foster Care System					
Youth with a Parent who is a member of the Armed Forces and is on Active Duty					
Court Involved Individuals, including those in youth and adult correctional facilities					

Measure: 3P1 Non-Traditional Program Enrollment

Numerator: The distinct number of CTE concentrators completed a program of study in a non-traditional field during the program participation year (academic year). These students must be in a program of study that is nontraditional for males or nontraditional for females to be counted in this measure. If the student completed more than one program of study that is considered nontraditional relative to their gender, they can only be counted once.

Denominator: The distinct number of CTE concentrators who are enrolled and completed a program of study in a nontraditional field during the program participation year (academic year). These students must be in a program of study that is nontraditional for males or nontraditional for females to be counted in this measure. If the student is enrolled in or completed more than one program of study that is considered nontraditional relative to their gender, they can only be counted once.

Instructions:

- Review the data provided for your institution. In the space provided for ‘Analysis’ please include a narrative description of the institution’s attainment of this measure. Also include a Gap Analysis that provides an assessment of the institution’s performance with regard to the measure for each special population as compared to the overall Institution performance.
- In the space provided for Institution Activities, please provide a description of the activities that the institution will employ to improve its performance of this measure. You must include activities if at least 90% of the benchmark is not met.
- Please review the data for each special population. In the space provided, please provide a list of activities that the institution will employ to address the performance gap of the population if it does not perform at least 90% of the Institution rate. Use your Gap Analysis from above to develop appropriate activities to address the disparities.

When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.

Analysis:

Narrative Description:					
Gap Analysis:					
Special Population	Numerator	Denominator	Institutional Rate	90% of Benchmark	Institutional Activities <i>A. Person(s) Responsible B. Projected/Actual Completion Date</i>

					<i>C. Description of Activity</i>
Individuals with Disabilities					
Low- Income youth and adults					
Individuals Preparing for Non-Traditional Fields					
Single Parents, including Single Pregnant Women					
Out-of-Workforce individuals					
English learners					
Homeless Individuals					
Youth who are in, or have aged out of, the Foster Care System					
Youth with a Parent who is a member of the Armed Forces and is on Active Duty					
Court Involved Individuals, including those in youth and adult correctional facilities					

Appendix I

**Secondary Local Application (Narrative).
The complete application is housed in the LDOE Super Ap System.**

Appendix I- Secondary Local Application (Narrative). The complete application is housed in the LDOE Super Ap System.

LDOE SUPER APPLICATION APPENDIX E:

PROGRAM SPECIFIC QUESTIONS

DIRECT STUDENT SERVICES

Direct Student Services provides support to school systems and students in gaining access to academic courses, credentials, and services that are not otherwise available at their schools. School systems may partner with third-parties to implement activities for low-achieving students.

1. Who are the school system's partners, and how were they selected?
2. How will parents know about choices available to them?
3. What forms of outreach will be implemented?
4. How will you publicly report results of student outcomes so they are easily accessible to parents?
5. How will you monitor the implementation of DSS activities within the school system?

PERKINS

1. Describe the results of the comprehensive needs assessment. Description MUST include, at minimum, the **findings** and the identification of the data analyzed regarding:
 - a. evaluation of Student Academic and Technical Skill Performance;
 - b. program Alignment to Industry;
 - c. progress toward Program(s) of Study;
 - d. Recruitment, Retention and Training of CTE Educators;
 - e. progress toward Improving Equity; and
 - f. program Size, Scope and Quality.
2. Provide a description of the course offerings, Industry-Based Certifications (IBC), and activities **supported** with Perkins funds as they align with the regionally identified clusters. Description MUST include, at minimum, the following items:
 - a. how was the Comprehensive Needs Assessment utilized in the selection of clusters;
 - b. how students, including special populations, **will learn** about their school's CTE course offerings and programs; and
 - c. if applicable, a description of Programs of Study that the eligible agency and/or regional team will develop and submit for approval.
3. Provide a description of how the **eligible recipient**, in collaboration with **regional team**, local workforce development boards and other local workforce agencies, one-stop delivery systems, and/or other partners, will provide:
 - a. a **continuum** of career exploration and career guidance activities;
 - b. **to students** information on employment opportunities incorporating the most up-to-date information on high skill, high wage in demand **or emerging** occupations as determined by the comprehensive needs assessment **and local workforce trends**; and
 - c. an **organizational plan** for career guidance and academic counseling to students before enrolling and while participating in CTE programs.
4. Describe how the **eligible recipient** will improve academic and technical skills of CTE students through the integration of coherent and rigorous content aligned with academic and CTE standards to provide a well-rounded education. Description, at a minimum, must include:
 - a. continuum of academic and technical skill enhancement;
 - b. expansion of statewide basic and advanced credentials; and
 - c. integration of CTE students into a well-rounded education encompassing both academic and technical skills.
5. Provide a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, **in- demand or emerging** occupations that will **support** self-sufficiency. The description must include how the eligible agency will:
 - a. prepare Special Populations for success in Jump Start Pathways of Study;
 - b. prepare CTE participants for non-traditional fields;
 - c. provide equal access for special populations to Jump Start Pathways of Study; and
 - d. ensure members of special populations will not be discriminated against based on their status as members of special populations.
6. Describe work-based learning opportunities available to CTE students, **including in-person and virtual work-based learning opportunities**. This must include a description of how the **eligible recipient** will work with **regional team, workforce development boards/agencies and/or local employers** to develop and/or expand work-based learning opportunities.
7. Describe opportunities available for students attending high school to gain postsecondary CTE credit through dual, concurrent, articulated or early college programs. Description must include partner agency(ies) and available coursework and/or programs.

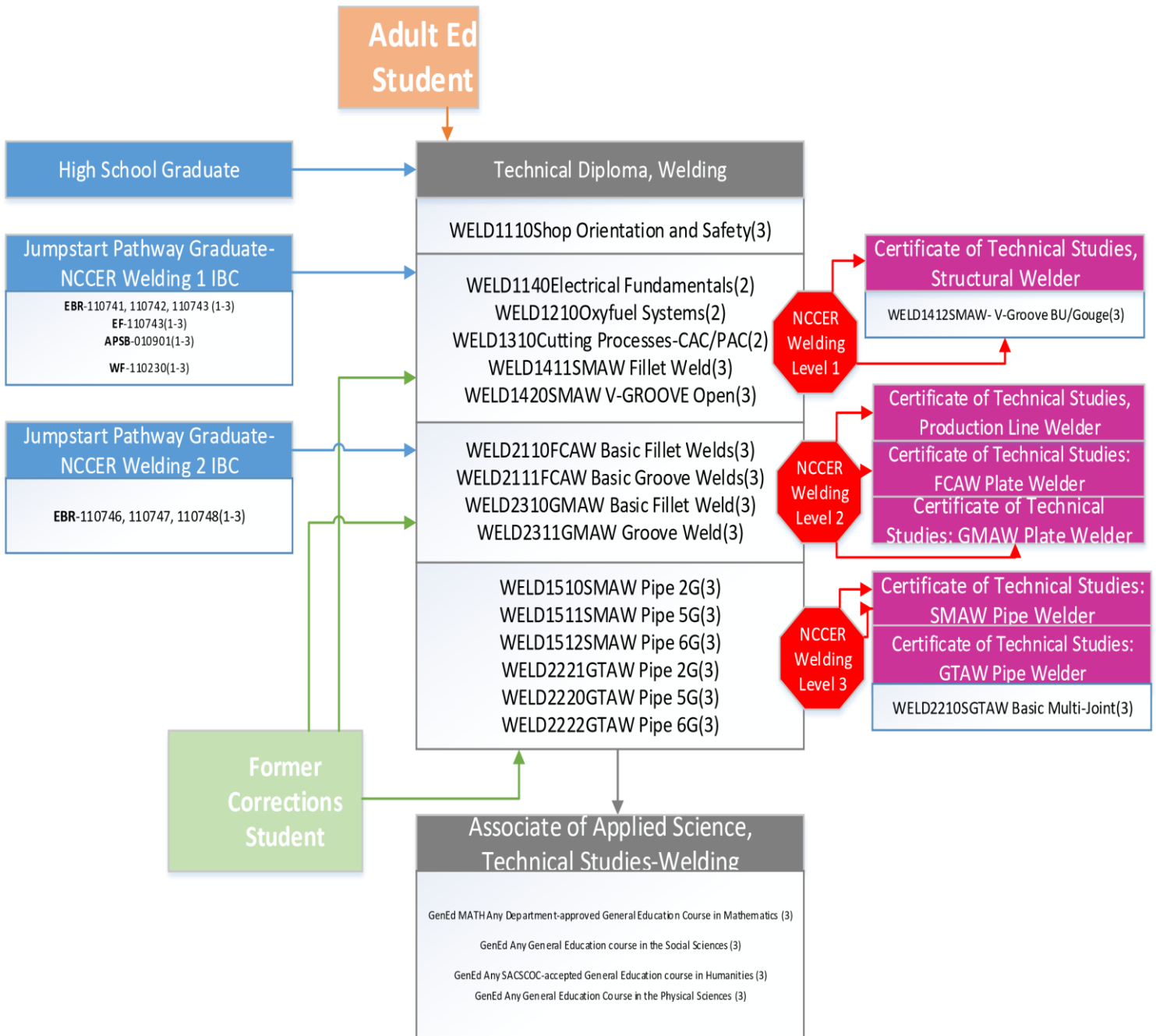
8. Describe how the eligible recipient will support the recruitment, preparation, retention, and training of CTE faculty, administrators, and other CTE professionals. The description must include how the eligible agency will:
 - a. provide focused professional development and training;
 - b. support state certification (standard or alternate) or licensure requirements; and
 - c. provide access and equity to individuals from underrepresented groups.
9. A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years. The description must include how the eligible agency will:
 - a. identified academic and technical skill gaps and
 - b. address gaps.

Appendix J

Sample Perkins Eligible CTE Program of Study-Welding Template

Appendix J-Sample Perkins Eligible CTE Program of Study-Welding Template

BRCB Welding Program of Study (11-19)



Appendix K

Sample Template for Needs Assessment

Worksheet

Appendix K – Sample Template for Needs Assessment Worksheet

PART A: Evaluation of Student Performance								
Rating	Rationale and Potential Action Steps							
Questions to Consider	REGION 7 Plus - Notes	REGION 7 Delta - Notes	BPCC	NWLTC	NSULA	SUSLA	Bienville	Bossier
PART A: Evaluation of Student Performance								
1. How are students in each CTE program performing on federal								
2. How are students from special populations performing in each CTE programs?								
3. How are students from different genders, races and ethnicities performing in each CTE program?								
4. Which groups of students are struggling the most in CTE programs?								
5. Where do the biggest gaps in performance exist between subgroups of students?								
6. Which CTE programs overall have the highest outcomes and which have the lowest?								
7. Are there certain CTE programs where special populations are performing above average? Below average?								
8. Is there a trend across all CTE programs?								
9. What are the potential root causes of inequities in performance in each CTE program?								

PART B-1: Program Size, Scope and Quality

Rating	Rationale and Potential Action Steps							
Questions to Consider	REGION 7 Plus - Notes	REGION 7 Delta - Notes	BPCC	NWLTC	NSULA	SUSLA	Bienville	Bossier
PART B-1: Program Size, Scope and Quality								
1. Am I offering programs in which students are choosing to enroll?								
2. Am I offering programs with too low an enrollment to justify the costs in offering those								
3. Am I offering a sufficient number of courses, and course sections, within programs?								
4. Are there students who want to enroll in my programs but are unable to do so?								
5. What populations of students are and are not accepted into my programs?								
6. Can a student complete each program of study at my								
7. Do some of my programs offer more opportunities for skill development than others, both in the classroom and through extended learning								
8. Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in								
9. How do my programs compare to a set of quality standards developed by my state or by a relevant third party?								
10. How do specific program areas compare in quality?								
11. How do specific components of my programs, such as work-based learning or instruction								

PART B-2: Labor Market Alignment

Rating	Rationale and Potential Action Steps							
Questions to Consider	REGION 7 Plus - Notes	REGION 7 Delta - Notes	BPCC	NWLTC	NSULA	SUSLA	Bienville	Bossier
PART B-2: Labor Market Alignment								
1. What are the highest projected growth industries in my region? What occupations are part of that industry?								
2. How are CTE programs offered aligned to the demand?								
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?								
4. What are the emerging occupations and are programs available for students in those areas?								
5. What skill needs have industry partners identified as lacking in my programs?								
6. Which programs graduate employees that thrive in the workplace? Why?								
7. What opportunities exist in my local labor market for student with disabilities, English learners or other special populations?								
8. Am I offering CTE programs that are not aligned to demand?								

PART D: Recruitment, Retention and Training of CTE Educators								
Rating	Rationale and Potential Action Steps							
Questions to Consider	REGION 7 Plus - Notes	REGION 7 Delta - Notes						
PART D: Recruitment, Retention and Training of CTE Educators			BPCC	NWLTC	NSULA	SUSLA	Bienville	Bossier
1. How diverse is my staff? Does it reflect the demographic makeup of the student body?								
2. What processes are in place to recruit new educators?								
3. What onboarding processes are in place to bring new professionals into this system?								
4. Are these processes efficient and effective, especially for educators coming from industry?								
5. Are all educators teaching in my programs adequately credentialed?								
6. Do I offer regular, substantive and effective professional development around CTE academic and technical instruction based on								
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?								
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?								
9. Is there a process to develop or recruit CTE instructors from existing staff?								
10. In what subject areas do I need to develop or recruit more educators?								

PART E: Progress Toward Improving Equity and Access								
Rating	Rationale and Potential Action Steps							
Questions to Consider	REGION 7 Plus - Notes	REGION 7 Delta - Notes						
PART E: Progress Toward Improving Equity and Access			BPCC	NWLTC	NSULA	SUSLA	Bienville	Bossier
1. Which population groups are underrepresented in your CTE programs overall? And in each program area?								
2. Which population groups are over-represented in CTE programs?								
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to								
4. What is the difference between participant, concentrator and completer data for each special								
5. What barriers currently exist that prevent each special population group performing in your programs?								
6. What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized?								
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?								

PART C: Progress Toward Implementing CTE Programs and Programs of Study

Rating	Rationale and Potential Action Steps							
Questions to Consider	REGION 7 Plus - Notes	REGION 7 Delta - Notes	BPCC	NWLTC	NSULA	SUSLA	Bienville	Bossier
PART C: Progress Toward Implementing CTE Programs and Programs of Study								
1. How fully are my programs aligned and articulated across secondary and postsecondary education?								
2. Do my programs incorporate relevant academic, technical and employability skills at every learner level?								
3. Do I have credit transfer agreements in place to help students earn and articulate credit?								
4. Are students being retained in the same program of study?								
5. Do students in the programs of study have multiple entry and exit points?								
6. Are students in my programs earning recognized postsecondary credentials? Which credentials?								
7. What is the role of secondary and postsecondary partners in current program of study design and delivery?								
8. What is the role of business and industry partners in the current program of study development and delivery?								