

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

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

STATE PLAN COVER PAGE

State Name: LOUISIANA

Eligible Agency Submitting Plan on Behalf of State:

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

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

Title I and Title II

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

STATE OF LOUISIANA

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Part A: State Plan Narrative

Executive Summary

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

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

Skills Acquisition – Academic, Technical and Employability

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

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

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

Secondary to Postsecondary Connections

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

Almost all skilled, high-wage employment requires some level of education and training at the postsecondary level – whether it is in a community/technical college degree, diploma or certificate program, a registered apprenticeship program, or a bachelor's degree program. These seamless connections of courses from secondary to postsecondary education are called Louisiana Career Pathways (LCP). The LCTCS and LDE are jointly developing over 62 LCPs that link community and technical college programs, offering over 150 degrees and many Industry-Based

Credentials (IBCs) at the State's 10 community and technical colleges, 6 university-based two-year CTE programs, and 70 secondary school districts.

Louisiana Career Pathways

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

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

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

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

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

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

Accountability for Results

Through this new CTE plan, funding is directly tied to results. Each school district and college sets performance targets for a variety of indicators such as student learning, program completion

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

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

To further strengthen the connection of CTE programs with their business partners, under this plan, all local programs operating in a region must form a joint advisory board structure so that the same business advisory board works directly with both the high schools and community colleges in a service area. This will strengthen the connection of programs between high schools and colleges, and ensure that curriculum in CTE programs is up-to-date and relevant to the current and future needs of the workplace.

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

Industry-Standards and Credentials

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

Support for Professional Growth of Teachers and Faculty

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

Through all the policies and strategies laid out in this State plan for implementation of the Perkins Act of 2006, Louisiana's CTE educators at the secondary and postsecondary levels will

be supported in the challenge to build a more highly-skilled and well-prepared workforce that can address the needs of Louisiana's businesses.

Equitable Access for Special Population Students

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

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

A. Statutory Requirements

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

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

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

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

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

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

A Louisiana Perkins State Plan Steering Committee was organized to develop the 1-Year Transition Plan and subsequently the Five-Year State Plan. Membership included representatives from the Louisiana Community and Technical College System (LCTCS) Office including the senior level executives for the System, Louisiana Department of Education (LDE), Louisiana Board of Regents (BoR), local parish CTE supervisors, representatives from the technical college and community colleges. The Steering Committee contributed a great deal of their and contributed much effort in the development of both the transition plan and the 5-year state plan. The State Director made presentations regarding the components of Louisiana's plan to the LCTCS Board of Supervisors and to the Governor's Office of the Workforce Commission.

Additionally, various updates were made to other stakeholders by the senior LCTCS management and CTE personnel at the LDE.

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

Forum Meeting Dates and Locations:

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

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

In accordance with Section 122(b)(2) of Perkins IV, Louisiana developed activities and procedures, including access to information needed to use such procedures, to allow stakeholders to participate in State and local decisions that relate to development of the State plan. Planning meetings, forums, and public hearings were announced electronically and in print. Sharing of stakeholder mailing lists also helped ensure that all individuals described in the previous section had full information to participate in decisions that related to development of the State plan.

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

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

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

Section II. Program Administration

A. Statutory Requirements

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

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

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

2. CTE Activities

The State of Louisiana will use federal Perkins funds to support the nine required uses of funds, and focus activities on helping foster student success so eligible recipients and the State meets or

exceeds the State adjusted levels of performance. The initiatives to be conducted by the State of Louisiana will include (a) the development of programs of study (Louisiana Career Pathways), (b) curriculum and technology development, (c) professional development, (d) technical assistance throughout the life of the Perkins legislation, and (e) educational and career planning.

(a) Programs of Study/Louisiana Career Pathways [Section 122(c)(1)(A)]

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

LCPs are built upon programs of study initiated by the LDE. With the advent of the Perkins 2006, postsecondary will further develop LCP’s to extend the pathways beyond high school into postsecondary education and training, offering smooth transitions to postsecondary programs and, ultimately, to skilled employment.

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

Secondary and postsecondary education elements

The LCTCS, LDE and BoR will continue to collaborate through the state level committee Success through Articulation (STArt, formerly known as the Secondary to Postsecondary Steering Committee on Articulation or STOP).¹ The purpose of the collaboration is to align secondary and postsecondary courses into clearly defined pathways from secondary to postsecondary education in order to assist students with completion of the related postsecondary IBC, certificate, diploma, and/or degree programs. Curriculum alignment efforts will utilize industry standards.

¹ In the Transition Plan, there were references to the StoP Committee, which has subsequently been renamed as the STArt Committee.

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

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

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

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

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

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

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

- Advanced Manufacturing,
- Automotive,
- Construction,
- Education (i.e. Students Teaching and Reaching),

- Healthcare,
- Hospitality & Tourism; and,
- Information Technology.

The list of career clusters and areas of concentration for secondary schools is included in Appendix B and postsecondary list is included in Appendix C.

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

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

Program Approval

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

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

Under the 2008-2013 Perkins plan:

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

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

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

All LCPs indicate the postsecondary opportunities available, and many of the career pathways offer students the opportunity for dual enrollment. As implementation of the career pathways progresses, the effort will build developments in the Dual Enrollment Pilot Project, described in Section 2 (B)(k). The Dual Enrollment Pilot Project is designed to systematize and expand dual enrollment opportunities across the State, so there is a consistent approach among academic, CTE and enrichment courses.

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

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

As a result of collaboration at the local and regional level, a multitude of local and regional articulation and dual enrollment agreements have been endorsed. The listing of these agreements has been compiled by the LDE with both local secondary and postsecondary partners signing off to validate the agreements.

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

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

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

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

Under the 2008-2013 Perkins Plan

Career Tech Facilitators

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

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

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

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

The key outcomes that the Career Tech Facilitators will focus on are:

- To increase the number of students dually enrolled;
- To increase CTE enrollment at the postsecondary level in all areas of the State;
- To better inform counselors, teachers, faculty and staff regarding CTE opportunities;

- To increase involvement of business and industry in the development of high-skill, high-wage, and high-demand programs of study.

Articulation and Dual Enrollment Agreements

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

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

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

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

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

Curriculum Alignment

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

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

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

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

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

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

http://www.laworks.net/downloads/downloads_LMI.asp#brocures.

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

<https://www.laeportal.com/main.aspx>.

Under the 2008-2013 Perkins Plan

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

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

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

Determination of program offerings are established by local needs assessments and must relate to occupational forecasting with input from business and industry. A focus will be to bring programs up to levels of nationally recognized industry certification. To this end, Louisiana recognizes the dire need for eligible agencies to develop, improve, and expand access to quality, state-of-the-art technology in Career and Technical Education (CTE) programs.

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

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

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

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

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

Promote continuous improvement in academic achievement

Eligible recipients will identify activities they will use to promote continuous improvement in academic achievement including, but not limited to, the following: applied academics, basic skills instruction, classroom instructional aids in CTE classes, contextual learning, curriculum alignment, early identification of problem learners, job-embedded professional development,

integration of academics and CTE, interdisciplinary team teaching, model course guidelines, student portfolios, tutors, utilization of standards, and utilization of tutorial software.

Promote continuous improvement of technical skill attainment

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

Identify and address current or emerging occupational opportunities

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

Local Plan Approval (LAP)

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

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

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

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

Criteria for Funding

Eligible recipients are provided the flexibility of determining which program(s) to address, and in the process the eligible recipient must provide appropriate and adequate information to ascertain those programs selected for receipt of funds meet the established criteria. In the development of the LAP, eligible recipients must be aware that they will be required to develop at least “one program of study” in order to be funded.

Eligible recipients for funds under Perkins IV must submit a LAP describing in detail their plans for utilizing Perkins funds to improve CTE programs within their systems. The LAP must provide a description of how the eligible applicant will focus on one or more of the seven program areas, described in Section II (A)(2)(b). Eligible recipients will tie funding for program improvement to meeting the established levels of performance that have been set for each of the core indicators mandated by Perkins legislation. The LAP will also contain written assurances that CTE programs, services, and activities approved by the State agency will be conducted in accordance with provisions of the Louisiana State Plan under the Act, the Louisiana Handbook for School Administrators (Bulletin 741), the Louisiana Administrative Code, Volume 18, Title 28, EDGAR, and the appropriate OMB Circulars.

Q&A Period/Local Plan Development

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

Local Plan Review

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

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

Note: The LAP for secondary participants will transition to an electronic submission; therefore the format of the secondary application was developed to accommodate this conversion.

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

The LDE, under the guidance of the High School Redesign Commission, and in coordination with local secondary schools, is working to assure there is a dramatic increase in the number and

percentage of Louisiana CTE students, including special populations, who graduate from a secondary school with a diploma. There are several strategies in place to help all students, including CTE students, to complete high school while earning a high school diploma.

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

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

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

Under the 2008-2013 Perkins Plan:

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

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

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

To strengthen the connection between changing labor market conditions and course and program offerings at secondary and postsecondary schools, LCTCS and LDE will improve the alignment of program offerings with the State and regional labor market projections developed by the LDOL. Through this alignment, Perkins funding will be targeted to programs that prepare students for high-skill, high-wage, and high-demand occupations.

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

Preparation Through Academic Alignment

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

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

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

Under the 2008-2013 Perkins Plan

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

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

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

To strengthen the connection between changing labor market conditions and course and program offerings at secondary and postsecondary schools, LCTCS and LDE will improve the alignment of program offerings with the state and regional labor market projections developed by the LDL. Through this alignment, Perkins funding will be targeted to programs that prepare students for high-wage, high-skill, and high-demand occupations.

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

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

Education and Career Planning

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

Five-Year Educational Plan

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

As part of the guidance and counseling process, secondary school counselors are also responsible for making students aware of the eligibility requirements for secondary and postsecondary awards and recognition such as the Tuition Opportunity Program for Students (TOPs), and the TOPs Tech Early Start Award. Information on the TOPs program can be found at:

<http://www.osfa.state.la.us/schgrt6.htm>.

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

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

Under the 2008-2013 Perkins Plan

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

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

LCTCS and LDE will:

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

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

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

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

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

Under the 2008-2013 Perkins Plan

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

Eligible recipients will continue to work collaboratively with their respective agencies (LCTCS or LDE) to improve or develop new CTE courses.

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

Postsecondary programs that are relevant and challenging;

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

Under the 2008-2013 Perkins Plan

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

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

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

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

Local and Regional Collaboration

As a result of collaboration at the local and regional level, a multitude of local and regional articulation and dual enrollment agreements have been endorsed. The listing of these agreements has been compiled by the LDE with both local secondary and postsecondary partners signing off to validate the agreements on an annual basis.

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

Under the 2008-2013 Perkins Plan

LCTCS and LDE will explore strengthening local collaboration policy options such as:

- Require related CTE secondary and postsecondary programs in a locality or region to form joint business and industry advisory groups. A joint advisory structure could strengthen business and industry engagement, and facilitate a closer alignment of content and activities between the secondary and postsecondary programs; and
- Continue requiring all related CTE secondary and postsecondary programs within a locality or region to have active and up-to-date articulation agreements among the programs.

Dual Enrollment Opportunities

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

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

More information about the Dual Enrollment Pilot can be found through the BoR at <http://www.regents.state.la.us/pdfs/Planning/Dual%20Enrollment%20RFP.pdf>.

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

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

Under the 2008-2013 Perkins Plan

- LCTCS and LDE will collaborate with eligible schools and postsecondary institutions to convene curriculum committee groups to develop statewide articulation agreements, support the implementation of national and State IBCs via training teachers to be better prepared to teach students the necessary industry skills, build linkages with the business and industry and trade organizations, and promote distance learning and dual enrollment.
- At the state level, development and continual updating of the CTE curriculum will help to ensure that both the academic and technical standards are up-to-date. As CTE curriculum is updated, the connection to postsecondary opportunities and to industry certifications will be emphasized in an effort to make students, teachers, counselors and administrators aware of the opportunities available following high school.
- The State will use the Perkins Reserve Fund to support the Career Tech Facilitator program and activities that will assist in linking academic and CTE at the secondary and postsecondary level. These activities will facilitate the transition of students from secondary to postsecondary and beyond. These funds have been reserved in accordance with Section 112(a)(1) of Perkins IV to support this initiative.
- Eligible recipients will be required to budget a minimum of 5% of their allocation to support linkages between secondary and postsecondary. (Note: The Transition Plan required that 10% of the local allocation be applied to supporting secondary/postsecondary linkages, but for some very small districts, this requirement was difficult to implement. At the other end of the extreme, very large districts were forced to set aside a very large portion of funds for joint activities, more than could be reasonably spent for the purpose. Thus, for the Multi-Year Plan, the set-aside requirement has been reduced to a more reasonable level.)
- Through STArt, the participating agencies (BoR and LDE) will annually monitor the number of students enrolled in courses associated with statewide articulation agreements, their progress toward graduation, and their transfer to postsecondary institutions within one year of high school graduation. In 2003, the Louisiana Legislature enacted legislation, Act 383 that requires BoR and BESE, and LCTCS to jointly report annually on progress being made in secondary-to-postsecondary articulation.

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

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

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

During the 2008-2013 Perkins Plan

- LDE will continue to implement its five-year cycle for program review and updating, with a focus on integrating academic and CTE content.
- LDE will continue to monitor local programs to ensure that program guidelines on academic/CTE integration are being properly implemented.
- The LDE will conduct analysis of student academic attainment scores in English/language arts and mathematics which is directly tied to Louisiana high stakes Graduate Exit Exam. In this report, the LDE will provide a comparative analysis of CTE concentrators performance as first-time test-takers of the Graduate Exit Exam(GEE)²³ in comparison to the entire student population (which includes CTE Concentrators), and the population of students that are non-CTE Concentrators. This report will give a correlational indication of the academic preparation of CTE concentrators, although it will not directly indicate the level of academic/CTE integration that is occurring in the State's CTE classes.

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

Louisiana understands that Perkins IV articulates the need for professional development that is "high-quality, sustained, intensive, and classroom-focused," as stated in Section 124 (b)(3)(B). Louisiana is taking action to reform and strengthen the culture of professional development for teachers, faculty, staff and administrators. Louisiana's plan for professional development will include activities consistent with the Perkins legislation. Professional development activities are designed to enhance the skills and understanding of secondary and postsecondary CTE personnel. Secondary and postsecondary educators involved in the direct delivery of instruction

³ The LDE is currently moving to replace the Graduate Exit Exam with a series of end-of-course tests. The exact implementation timeline has yet to be specified, but it is possible that near the end of implementation of this 5-Year Plan, new assessment instruments for reading and mathematics could be put in place, after an appropriate period for development, pilot testing and benchmarking of the assessments.

to students enrolled in CTE courses, guidance, and administrative personnel will be encouraged to actively participate in statewide professional development programs. Particular emphasis for professional development will be placed upon those areas of workforce shortage.

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

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

Each summer, LDE offers the Super Summer Institute, a statewide, intensive professional development experience. Unlike a conference with a random assortment of 1- or 2- hour workshops, the institute is comprised of multiple tracks of coherent and intensive professional learning experiences, each lasting for one to five days. These professional learning experiences help teachers implement new or updated curriculum, strengthen their teaching and classroom management skills, and understand new trends in industry and in education accountability and school improvement. At the Summer Institute, CTE teachers can earn their initial industry-based credential (usually required to teach an IBC-related course) or receive the updates necessary to maintain their IBC. Examples of the 48 different sessions offered include: a five-day experience in Automotive Technology, a five-day experience for new CTE Instructors, a five-day experience for career guidance, a two-day experience in understanding and implementing LCPs. Other activities include: Entrepreneurship, First Responders, HVAC, use of the LA-ePortal, Pharmacy Technician, the ProStart® curriculum, Sports Medicine, utilizing data, Web-1 Foundations, Welding, and use of the Workkeys® assessment.

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

In the postsecondary local applications, participants must set aside a minimum of five percent of the allocation to support professional development activities that meet the intent of the Perkins Act. They are encouraged to develop an annual professional development plan targeting faculty, administrators, and staff designed to provide support for the targeted pathways.

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

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

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

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

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

Under the 2008-2013 Perkins Plan

- LDE and LCTCS will continue to conduct the Super Summer Institute, encouraging CTE secondary teachers and postsecondary faculty to participate. This will be the primary state-led professional development experience for CTE teachers and faculty.
- LCTCS and LDE will continue to sponsor joint professional development activities for both Secondary and Postsecondary levels that provide more direction in the development of LCPs. This will be provided to teachers, faculty, and instructional administrators. Informational documents will be provided to counselors (secondary and postsecondary) and students regarding dual enrollment and how students can make better use of their junior and senior years through dual enrollment.
- As indicated through the LAPs, eligible recipients will plan professional development on the effective teaching of applied academics, contextual learning, the integration of academic career/technical education, and interdisciplinary team teaching.
- Formal in-service professional development programs will be made available to teachers, faculty, career guidance counselors, and administrators in order to ensure that teaching

personnel, professional and appropriate support staff are technically and programmatically up-to-date and skilled in teaching and implementing CTE programs.

- Louisiana will explore the feasibility of developing and implementing a professional growth concept known as the “Community of Practice.” A “Community of Practice” is a group of interested teachers/faculty, administrators and counselors that come together during a fixed length of time to focus activity and learning around a particular challenge or promising practice. Communities of Practice, supported by state or local funds, could play a role in helping identify promising practices in academic/CTE integration, strengthening program quality through business/industry involvement, improving school and college performance in one specific performance target for the accountability indicators, or improving services to students from special populations. These may be issues common to only postsecondary, or common to only secondary, or issues faced on both levels.

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

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

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

Teach Louisiana is the LDE’s online clearinghouse for educators and provides recruitment, teacher preparation and professional development resources to improve teacher quality throughout the State. In addition to new alternate certification programs, the *Teach Louisiana* website (www.teachlouisiana.net) provides a new electronic Certification and Recruitment Center that facilitates the hiring of certified personnel in Louisiana schools.

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

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

Under the 2008-2013 Perkins Plan

- LCTCS and LDE will encourage and support statewide efforts to examine the issue of teacher supply and retention. This will include:

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

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

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

Under the 2008-2013 Perkins Plan

- The STArt Committee will evaluate the possibility of standardized processes for dual-enrollment and dual-credit that would allow more high school students to earn transcribed college credit during high school, and increase their access to postsecondary CTE.
- In the development of LCPs, each Cluster/Pathway team will identify the appropriate bachelor degree programs related to that LCP, and at what institutions the programs are offered, either within the State or in contiguous states.
- For each LCP in which an articulated associate degree program leading to a baccalaureate degree may be feasible, LCTCS will coordinate a meeting with appropriate university representatives to discuss formalizing the articulation connection.
- Within each LCP, any Associate Degree programs which can lead to a baccalaureate program will be identified as such.
- In each LCP, secondary and postsecondary instructors will be given resources and professional development describing the need to discuss baccalaureate level program options with their students.

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

The State of Louisiana is committed to maintaining a consultative and cooperative environment for the development, implementation and evaluation of quality CTE programs. For secondary and postsecondary CTE programs, LDE requires local programs to organize and utilize advisory groups to gather input on the quality and structure of programs. This requirement is reinforced through several sections of the LAP.

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

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

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

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

Bulletin 741 from the LDE lays out the current requirement of "Procedures for Program Approval" in Section 3115. This indicates that "each local educational governing authority should establish and maintain a local advisory council for CTE" and that the membership should include "representatives of the general public, including at least a representative of business, industry, and labor with appropriate representation of both sexes and racial and ethnical minorities found in the program areas, schools, community, or region that the local advisory council services." The advisory board is charged with advising on: "current job needs," and "the relevancy of programs (courses) being offered to meet the current job needs."

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

In order to ensure student learning in academic and technical skills, Perkins IV requires states to report on performance metrics that measure academic and technical skill attainment. This

encourages continuous improvement in CTE programs leading to a strengthening of the academic and technical component of the programs through integration of academics and CTE.

Academic skills attainment

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

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

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

Additional recommendations proposed by the High School Redesign Commission also provide incentives via the Louisiana High School Accountability System for local school systems to support IBCs, articulation, and dual enrollment.

High School Redesign Commission Recommendations: Graduation Index

Student Result	School Performance Score Points
Academic Endorsement	180
Career Technical Endorsement OR TOPS Opportunity Award	160
BESE Approved Industry Based Certification OR TOPS Tech and Dual Enrollment OR TOPS Tech and Articulated Credit	140
Regular HS Diploma	120
GED	90
Skills Certificate/Certificate of Achievement	60
Attender	30
Dropout	0

Technical skills attainment

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

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

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

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

All aspects of industry will be included in the LCPs and will require a cooperative work learning experience. There are many levels of employment within a career cluster. Students will be exposed to various industries through interaction with business and industry at selected events such as career fairs, CTSO skill competitions, and practice job interviews with resume review by industry. They may also have a project mentor which includes sites visits or matching with a tutor/or electronically.

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

Technical assistance will be provided to all eligible institutions in the State through a variety of activities. There will be joint technical assistance activities, as well as, those geared specifically to either secondary or postsecondary. The Perkins Guide will be updated to include the Perkins

IV information as well as operational procedures. All eligible recipients will be provided with copies.

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

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

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

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

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

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

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

Under the 2008-2013 Perkins Plan

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

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

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

Louisiana has general provisions to coordinate activities to prevent unnecessary duplication of services within the State. Each local application and grant proposal for funds must include a description of coordination of services with other eligible service providers at the local level.

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

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

The eligible agency that administers Perkins IV-LCTCS will coordinate activities under Perkins IV with the work and goals from other similar federal programs such as:

- Workforce Investment Act, Title I, One-Stop Centers
- Workforce Investment Act, Title I, Youth Services
- Workforce Investment Act, Title II, Adult Education and Family Literacy Act
- Workforce Investment Act, Rehabilitation Act of 1973
- ESEA Title I, (No Child Left Behind Act)
- ESEA Title II, Professional Development
- ESEA, Title III - Program
- ESEA Title IV - Safe and Drug Free Schools
- ESEA Title VI - Innovative Education Program
- ESEA, English Language Learners
- Title IX - Indian Education
- Individuals with Disabilities Education Act
- Higher Education Act, Talent Search
- Higher Education Act, Gear Up

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

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

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

B. Other Departmental Requirements

1. Local Applications

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

2. State Governance Structure for CTE

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

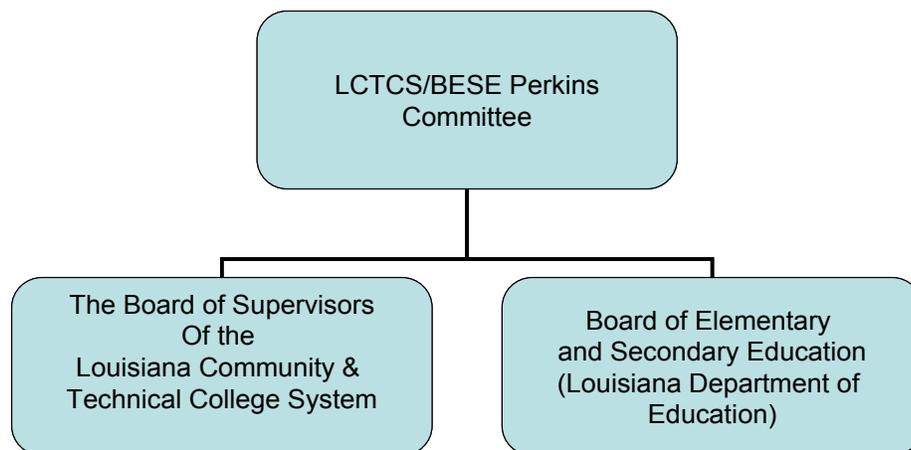


Figure 1.

The LCTCS, through a Memorandum of Understanding (MOU), has delegated responsibility for the administration of Perkins activities at the secondary level to the LDE. Administration and leadership funds available to the State are split between LCTCS and LDE as described in the MOU. The staffs of the two agencies work closely together to ensure consistent programmatic coordination between secondary and postsecondary programs.

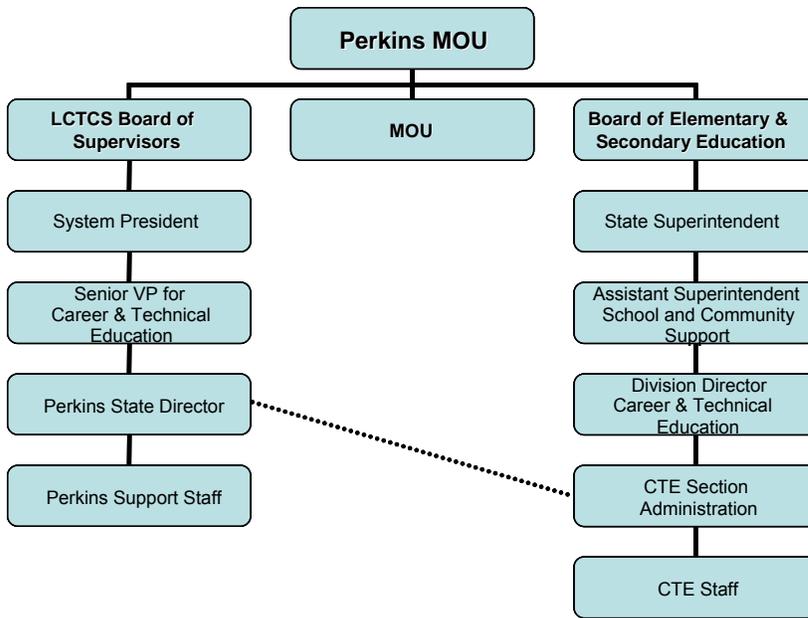


Figure 2.

The LCTCS Board of Supervisors and BESE annually sign a MOU whereby LDE will provide (among other services) oversight for programmatic activities pursuant to secondary eligible recipients. Oversight will entail that programs meet the following criteria for funding. Programs must:

- Meet the approved program status;
- Be taught by appropriately certified teachers;
- Address “all aspects of an industry” within the curriculum; and
- Address those areas of the Perkins Accountability System that are below established state-performance levels.

The LDE assures that required performance data will be collected in a timely and accurate manner. The LDE also submits an annual action plan – including budget and program summary in keeping with Perkins IV and LCTCS funding and reporting practices.

The staffs charged with the implementation of the programs at both the secondary and postsecondary levels will meet on a quarterly basis to discuss directions, to include but not limited to, the identification of key activities, joint professional development programs, regional local application plan meetings, secondary to postsecondary activities, articulation, and the development of LCPs.

SECTION III. Provision of Services for Special Populations

A. Statutory Requirements

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

Equal access to activities

Although the needs of special populations may be more demanding than the regular population, every effort will be made to offer programs that encourage confidence and independence. Equal access requirements for special populations will be fulfilled through the development of state and local plans that are responsive to the special needs of the students. The needs of special populations will be assessed by eligible recipients, and technical assistance will be provided as needed to assist them in the development of program strategies to serve special populations.

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

- Reviewing data submitted by eligible recipient relative to outcomes and status of services and activities.
- Targeting assistance to specific areas or populations where access and student achievement are not achieving stated level of performance.
- Implementing improvement plans that promote continuous progress.
- Working with other state agencies such as the Louisiana Department of Education, the State's Vocational Rehabilitation agency, and the Department of Labor to promote and encourage greater utilization of resources. Attention will be given to those IDEA special population students as they move from the PK-12 system to the postsecondary system; as these students progress from secondary to postsecondary they also move from the provisions of IDEA to ADA and Vocational Rehabilitation provisions.
- Beginning with the transition year and continuing through the life of Perkins IV, both LCTCS and LDE will work to inform eligible recipients of the need to see that "transition plans" are completed for these students during the 10th grade year.

Non-discrimination

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

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

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

Programs to Meet or Exceed Performance Levels

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

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

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

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

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

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

In the 2008-2013 Perkins Plan

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

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

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

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

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

In the 2008-2013 Perkins Plan

- LCTCS and LDE will continue to implement ongoing activities to ensure that all CTE students receive high-quality career guidance and counseling services. All of these activities will continue to promote career opportunities in high-skill, high-wage, and high-demand occupations with an appropriate emphasis on non-traditional career options.
- LCTCS and LDE will actively gather and share promising practices in career guidance and counseling, including activities with an emphasis on non-traditional career options.
- LCTCS and LDE will utilize information from national organizations to enhance local programs and encourage local colleges to participate on the national level. These organizations will include but are not limited to the National Alliance for Partnerships in Equity, Inc. (NAPE) and Women Work! The National Network for Women's Employment.
- A percentage of State Perkins Leadership Funds are allocated to promoting non-traditional career options.

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

As prescribed in the Perkins 2006 legislation, the State will annually set aside an allocation of 1% of leadership funds for postsecondary training in correctional institutions. There are

currently 11 facilities where the technical and community colleges conduct CTE training. Funds expended are based on local/regional assessments of training needs and are used for technical training and equipment upgrade.

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

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

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

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

In the 2008-2013 Perkins Plan

- The State LCTCS and LDE will work to determine the most appropriate and least burdensome procedure whereby local applicants for Perkins funds will describe the steps they propose to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- Since Section 427 applies to all federally-assisted programs, it may be possible to develop an agency-wide solution as an appropriate way to reduce the burden in preparing each Perkins funding application.
- In accordance with federal guidance, local applicants will be encouraged to address the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. LCTCS and LDE will ask applicants to determine, based on local circumstances, whether these or other barriers may prevent students, teachers, etc. from such access or participation in, the Federally-funded project or activity.

SECTION IV. Accountability and Evaluation

A. Statutory Requirements

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

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

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

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

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

Baseline data for “retention and transfer (3P1/3A1)” performance indicator is contained on FAUPL. The data includes fall to fall retention data only. The period prior to the first reporting period will be used to gather more data for “transfer.” Additional data required to move forward to the Gold Standard will also be collected. The first full reporting period for Perkins IV is December 2010, program year 2009-2010. Data included in this period will include students that earned a licensure credential that can be verified (this includes licensed practical nursing, registered nurses, and cosmetology).

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

Under the 2008-2013 Perkins Plan

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

Secondary Level

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

Postsecondary Level

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

Measurement Definitions – Validity and Reliability

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

1S1 Academic Attainment – Reading/Language Arts

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

1S2 Academic Attainment – Mathematics

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

2S1 Technical Skill Attainment

The Governor’s Office of the Workforce Commission established the Louisiana IBCs Council to create and maintain an official IBC focus list of certifications. LDE has already established the use of IBCs in all of the seven LCP focus-areas that are authorized for the use of Perkins funds. Using IBC’s as a basis, the LDE has created an “IBC’s Matrix” that is approved for use in each of the State’s secondary CTE programs. For each CTE program area, a “certifying agency” is identified and the measurement approach is offered. The Matrix is attached to this Plan as Appendix E.

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

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

3S1 Secondary School Completion

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

4S1 Student Graduation Rates

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

5S1 Secondary Placement

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

6S1 Nontraditional Participation

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

6S2 Nontraditional Completion

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

Postsecondary

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

1A1/1P1 Technical Skill Assessment

The Governor's Office of the Workforce Commission established the Louisiana IBC Council to create and maintain an official IBC focus list of certifications. LCTCS has already established the use of industry-based certifications in many of the seven LCP focus-areas authorized to use Perkins funds. For programs that use industry-based certifications or standards-based assessments, there is a high level of confidence that these assessments are valid and reliable.

LCTCS is working to determine strategies to increase the percentage of CTE programs in which results from IBC's and standardized assessments can be obtained by the State and entered into the accountability system.

Currently, postsecondary uses concentrator completion data as the measurement data for a similar Perkins III indicator (1A1 and 1P1). The use of this measurement approach will be used for the first reporting period (December 2010, program year 2009-2010) in which the state and the postsecondary institutions are required to report on this indicator.

2A1/2P1 Completion

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

3A1/3P1 Student Retention or Transfer

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

4A1/4P1 Placement

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

5A1/5P1 Participation for Nontraditional

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

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

5A2/5P2 Completion for Nontraditional

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

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

Secondary

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

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

Postsecondary

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

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

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

Measure for Challenging Academic Content Standards

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

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

Under the 2008-2013 Perkins Plan

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

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

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

Student Graduation Rates

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

In the 2008-2013 Perkins Plan

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

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

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

State's adjusted levels of performance. Further refinement of this process will take place during the transition year.

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

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

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

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

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

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

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

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

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

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

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

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

Secondary

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

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

Postsecondary

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

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

B. Other Department Requirements

1. Data Accountability Forms

(a) The student definitions

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

Secondary Level

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

Postsecondary/Adult Level

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

(b) Baseline data for the core indicators of performance

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

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9%	30.1%
2003-2004	36.9%	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9%	53.5%
2008-2009	57.9%	53.5%
2009-2010	57.9%	53.5%
2010-2011	68.4%	65.2%
2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%

(c) Proposed performance levels.

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

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

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

2. Programs with Technical Skill Assessments

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

IBCs

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

- (a) align career and technical programs with nationally recognized, industry-based skill standards and certifications as the basis for developing competency-based learning objectives, curricula, instructional methods, teaching materials and classroom/worksite activities;
- (b) prepare students to satisfy employer knowledge and skill requirements assessed by related examinations; and

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

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

Measurement of Secondary Technical Skill Assessment

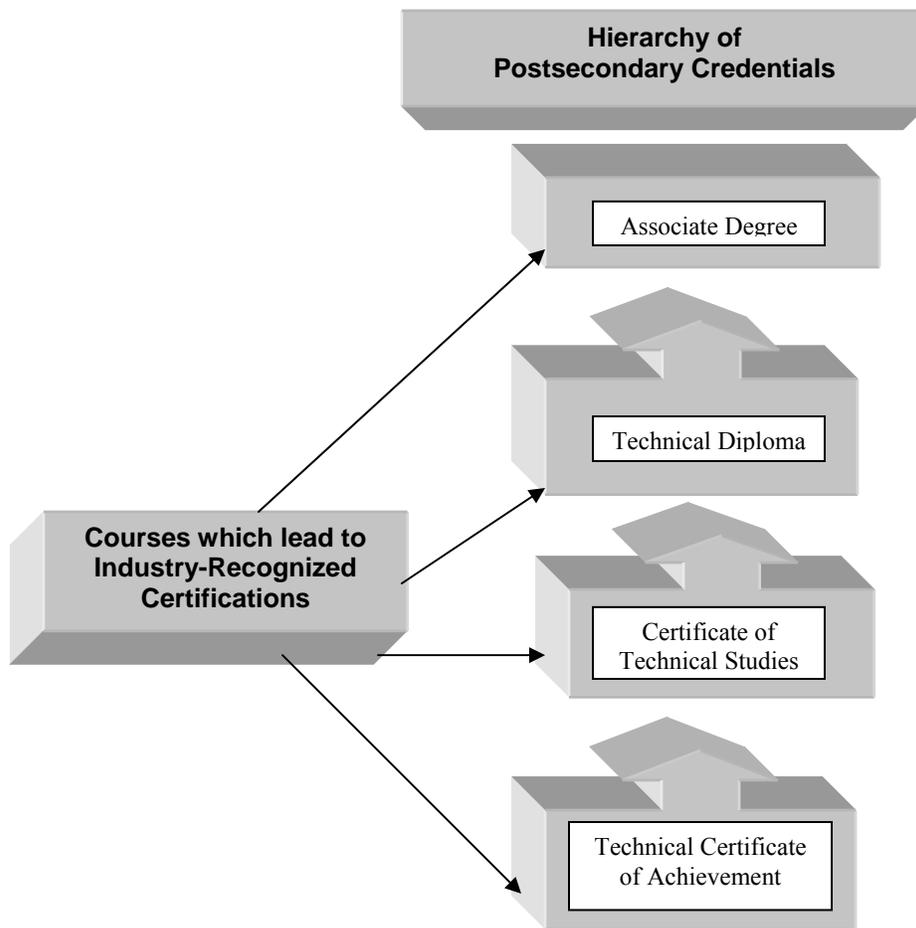
LDE has already established the use of IBCs in all of the seven focus-area LCPs that have been established for authorized use of Perkins funds. Using IBC's as a basis, the LDE has created an "IBC Matrix" that is approved for use in each of the State's secondary CTE programs. For each CTE program area,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

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

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

Measurement of Postsecondary Technical Skill Attainment

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



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

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

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

SECTION V. Financial Requirements

A. Statutory Requirements

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

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

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

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

Section	Allocation	Distribution Criteria
131(a)	\$9,951,903	As stated in the Perkins Act of 2006, Section 131(a)(1-2)
131(b)	n/a	Louisiana will not request a waiver for a more equitable distribution
131(c)	n/a	Section 131(a)(1-2); Waivers will be granted on a case-by-case basis
131(d)	n/a	Louisiana does not have limited jurisdiction agencies
131(e)	n/a	Not applicable for Louisiana

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

Section	Allocation	Distribution Criteria
132(a)	\$7,819,352	The postsecondary allocation will be distributed to eligible recipients based on the number current year PELL grant recipients enrolled in CTE programs. Louisiana will also request a waiver for an alternative funding formula that will factor in the number of recipients supported with WIA funds. The alternate funding formula creates a more equitable distribution of funds to postsecondary eligible recipients.

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

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

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

Postsecondary eligible recipients whose allocation does not equal the required \$50,000 minimum will be encouraged to form or join a consortium with another local education agency that meets the requirements to receive Perkins IV funds. The consortium will serve as the structure to provide services to all participating institutions. The fiscal agent has the responsibility for submitting the LAP that 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.

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

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

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

Postsecondary Formula Waiver

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

B. Other Department Requirements

1. Detailed Project Budget

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

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

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

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

Consortium-Secondary

Allocation

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

Consortium-Postsecondary

Allocation

Delgado CC and Region I

1,842,827

LTC-Region 9 and

320,382

Southeastern Louisiana University

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

Secondary Formula

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

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

Postsecondary Formula

Funds reserved under Section 112(a) for distribution to postsecondary education programs under Section 132(a) will be allocated based upon the total number of individuals who are Pell Grant recipients and recipients of assistance from the Workforce Investment Act (WIA) who are enrolled in state funded CTE programs in the State. Louisiana will use the data from the most current fiscal year (i.e. for Perkins IV, Year 2, data from 2007-2008 will be used in the formula).

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

Funds reserved under Section 112(c) will be made available to fund the secondary to postsecondary activities carried out by fourteen eligible recipients. The eligible recipients are located either in rural areas; areas with high percentages CTE students; or areas with high numbers of CTE students. Eligible recipients identified will submit a transition application. The funding will be distributed equally to the eligible recipients to support secondary to postsecondary activities in the State.

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

Funds reserved under Section 112(c) of the Act will be distributed equally to the fourteen eligible recipients (fiscal agents—all postsecondary). The identified eligible recipients will submit a local application plan for the funds reserved under Section 112(c).

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

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

SECTION VII. EDGAR Certifications and Other Assurances

A. EDGAR Certifications

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

In accordance with **34CFR 76.104** of the Education Department General Administrative Regulations (EDGAR), the Louisiana Community and Technical College System (LCTCS) assures that:

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

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM BOARD OF SUPERVISORS

Brett Mellington, Chair LCTCS Board of Supervisors	Date
Dr. Joe D. May, President Louisiana Community & Technical College System	Date
Reba S. Poulson, Perkins State Director Louisiana Community & Technical College System	Date

B. Other Assurances

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

LOUISIANA DOES NOT HAVE A STATE INTERGOVERNMENTAL REVIEW PROCESS

The Louisiana Community and Technical College System:

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

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

Brett Mellington, Chair
LCTCS Board of Supervisors

Date

Dr. Joe D. May, President
Louisiana Community & Technical College System

Date

Reba S. Poulson, Perkins State Director
Louisiana Community & Technical College System

Date

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

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

NAME OF APPLICANT LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM	PR/AWARD NUMBER AND / OR PROJECT NAME Five-Year State Plan, Carl D. Perkins Career & Technical Education Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Joe D. May, Ed.D, President, Louisiana Community and Technical College System	
SIGNATURE	DATE

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

Part B: Budget Forms

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

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

A. Total Title I Allocation to the State	\$ <u>21,041,943</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>2,188,456</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>23,230,399</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ <u>19,745,839</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u>1,974,584</u>
a. Secondary Programs (% of <i>Line D</i>)	\$ <u>00.00</u>
b. Postsecondary Programs (<u> </u> % of <i>Line D</i>)	\$ <u>1,974,584</u>
2. Available for formula allocations (<i>Line D minus Line D.</i>)	\$ <u>17,771,155</u>
a. Secondary Programs (<u> </u> 56% of <i>Line D.2</i>)	\$ <u>9,951,903</u>
b. Postsecondary Programs (<u> </u> 44% of <i>Line D.2</i>)	\$ <u>7,819,352</u>
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$ <u>2,323,040</u>
a. Nontraditional Training and Employment (\$ <u>100,000</u>)	
b. Corrections or Institutions (\$ <u>232,304</u>)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$ <u>1,161,520</u>
G. State Match (<i>from non-federal funds</i>) ⁴	\$ <u>1,161,520</u>

⁴ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

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

II. TITLE II: TECH PREP PROGRAMS

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

Part C: Accountability Forms and Definitions

I. STUDENT DEFINITIONS

A. Secondary Level

Participants –

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

Concentrators –

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

B. Postsecondary/Adult Level

Participants –

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

Concentrators –

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

II. FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL)

A. SECONDARY LEVEL

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

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

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

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

B. POSTSECONDARY/ADULT LEVEL -

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	State and Local Records	<p>2006-2007 B: 38.31%</p>	<p>L:</p> <p>A:</p>	<p>L:38.81%</p> <p>A:</p>
2A1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Records	<p>2006-2007 B: 38.31%</p>	<p>L:</p> <p>A:</p>	<p>L: 38.81%</p> <p>A:</p>

<p>3A1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>State and Local Records</p>	<p>2006-2007 B: 72.53%</p>	<p>L: A:</p>	<p>L: 72.53% A:</p>
<p>4A1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>State and Local Records</p>	<p>2006-2007 B:88.44%</p>	<p>L: A:</p>	<p>L:88.44% A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>5A1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Records</p>	<p>2006-2007</p> <p>B:9.02%</p>	<p>L:</p> <p>A:</p>	<p>L: 9.52%%</p> <p>A:</p>
<p>5A2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Records</p>	<p>2006-2007</p> <p>B: 8.43%</p>	<p>L:</p> <p>A:</p>	<p>L: 9.00%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	State and Local Records	<p>2006-2007</p> <p>B: 20.50%</p>	<p>L:</p> <p>A:</p>	<p>L: 21.00%</p> <p>A:</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Records	<p>2006-2007</p> <p>B:20.50%</p>	<p>L:</p> <p>A:</p>	<p>L:21.00%</p> <p>A:</p>
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	State and Local Records	<p>2006-2007</p> <p>B: 89.96</p>	<p>L:</p> <p>A:</p>	<p>L: 89.96</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Records	<p>2006-2007</p> <p>B: 85.43%</p>	<p>L:</p> <p>A:</p>	<p>L: 85.93%</p> <p>A:</p>
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Records	<p>2006-2007</p> <p>B: 16.79%</p>	<p>L:</p> <p>A:</p>	<p>L: 17.29%</p> <p>A:</p>
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Records	<p>2006-2007</p> <p>B:13.24%</p>	<p>L:</p> <p>A:</p>	<p>L: 13.74%</p> <p>A:</p>

Appendix A

Summary of Public Comments and Responses

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

Public Hearing #1, Shreveport, February 7, 2008

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

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

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

- One participant from secondary education said a large portion of funds used in the parish are dedicated to keeping the parish’s business computer labs up to date. While the information technology pathway is allowable, there are business administration courses that may not completely fall within the IT pathway. The parish has a strong alliance with the local technical college with dual enrollment courses, but if the district’s computer labs are not able to be updated on a regular basis, the district is going to not be able to keep its programs at a level comparable to what the college is expecting.
- A participant noted that family/consumer science programs do not all fall within the hospitality and tourism pathway, but may lead up to those courses. The participant expressed concern that focusing funds on the designated pathways will do away with courses at the secondary level that prepare students of the technical college.
- A participant from a secondary CTE program expressed similar concerns about only being allowed to spend Perkins funds among the seven areas. The participant said there are many more areas that our students need to be prepared in, that might be covered in the “cyber Command” that is coming to the Shreveport region of the state. The participant said that school districts need to be able to spend money that will make a difference for our students going into postsecondary education. The participant said that business programs cover a broad area of need within the state and therefore should be included in the presumed allowable programs.
- One participant notes that Appendix B lists all the Career Clusters and Career Majors that are recognized as CTE programs, and recommended that all of these programs be considered as allowable uses of Perkins funds without need a waiver. The participant suggested that, by

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

- One participant said that the many students coming out of family and consumer science programs from the high school are entering the college's culinary arts program, under the Hospitality and Tourism pathway. Even though the programs are linked, the secondary portion might not be eligible for Perkins funding without a funding waiver.
- Another participant noted that child development courses are a very popular aspect of many FCS programs, but falls under Human Services pathway, ineligible for funding without special approval.
- One participant said that Family and Consumer Science programs emphasize broad, transferable skills that are necessary for success in life and work, and as such should be pre-approved for funding.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. **Technical Skill Attainment.** One participant expressed concern about the plan's indication that it will seek cooperation from test vendors to, with a voluntary student authorization, share the student's test scores on industry-based certifications either with the school or the appropriate state agency (LCTCS or LDE). The participant noted first-hand knowledge that one vendor which handles IC3 and Adobe exams has definitively indicated it will not share the data on student tests with a school or state agency.

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

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

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

Another participant wanted to clarify that one school district (parish) will not be required to fund all seven pathways, just the pathways that are appropriate in that region of the state.

Another participant reminded others that the Perkins Act and the State Plan talks about high-wage, high-skill, high demand occupations. Even within the pre-approved career pathways, colleges and school systems should determine if there is a clear local need for a particular program.

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

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

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

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

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

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

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

Public Hearing #2, Baton Rouge, February 8, 2008

1. A participant asked if the CTE assessments would included the use of end-of-course exams, which is a direction the state is moving in with its academic end-of-course exams.

Response: The state has not determined how it will proceed in assessing all CTE programs. In the initial phase, it will apply the IBC chart developed by LDE for secondary programs. In some cases, an end-of-program assessment is offered to all students and the end-of-program assessment is aligned to an industry-based credential. Currently, LDE policy allows a student to take an industry-based certificate on a voluntary basis, but a relatively small percentage of high school students do so. In some cases, the actual IBC is quite costly. Some IBC's cannot be taken until the student has reached age 18.

As the state plan indicates, the state is looking at IBCs as one alternative, and is asking for more clarification from the federal government, working to resolve the issue as fast as possible. The State plan indicates that LDE is also looking at the use of dual enrollment and articulated credits as one measure of CTE skill attainment. For postsecondary, LCTCS will seek access to information collected by providers of industry-based credentials, and also consider the use of a student data release form. LCTCS will attempt to persuade the test providers to change their typical policies against sharing student data, if the student has released that data.

2. End-of-Course testing for Secondary CTE:

- A participant said that since LDE is already moving toward end-of-course testing, maybe that approach would work for CTE.
- A participant from Ascension Parish also supported the use of end-of-course testing. She said it would be a natural to develop end-of-course exams for CTE, and it would make articulation with postsecondary courses easier because the agreements are based on the content standard.

Response: The state will take all options into account and work to develop an approach that is feasible, cost-effective, provides meaningful data to teachers for program improvement, and complies with the requirements of the Perkins Act.

4. A participant also asked about clarification that the state has developed guidelines that align CTE standards with the Grade Level Equivalents for skills. The participant noted that alignment of CTE's programs with the GLEs would make it easier to create end-of-course tests.

Response: LDE has begun the process of aligning CTE standards with Grade Level Expectations in some program areas, but the work is not completed. In both sections of the state plan that reference GLE's, the plan has been modified to indicate that this is an ongoing process, and is not complete. ... Need to make it clear in both locations in the plan.

5. A participant requested that the state of Louisiana recognize JROTC as a CTE area of concentration. The participant that U.S. military forces needs prepared students, and that JROTC programs are standards-based, and include a very rigorous curriculum. There may not be an industry-based credential for the program, but students advance directly into the military at advanced level and pay grades. In effect, this is a workable articulation agreement between secondary programs and the military, and the programs should be recognized as a CTE program.

Response: This recommendation does not immediately affect the structure of the State Perkins Plan, thus changes are not necessary in the plan. However, LDE will consider the merits of the request.

6. A participant representing an education advocacy organization asked for clarification about the role of the regional career tech facilitators. What is their role and how many are there?

Response: Under the Perkins Act, there are 14 Career Tech Facilitators operating from in their regions from community or technical colleges. They have been working with articulation, professional development on career awareness, guidance around the state, will be giving some help with Louisiana Career Pathways so students can continue to pursue a 2+2 program. The Career Tech Facilitators help coordinate outreach and recruitment activities, so that high schools and colleges effectively communicate to students what training and programs are available in Louisiana within each of the regions.

Response: The state recognizes that the role of the Career Tech Facilitators described in the draft plan seemed to indicate that they might engage in direct recruitment and counseling of students. This is not their role, and the plan will be clarified to indicate that their role is coordinating and coaching among professional staff in the schools and colleges themselves, not students.

7. A participant representing a technical college asked for clarification about the statewide articulation agreement. It appears that some courses, such as computer literacy courses, that are taught at the 9th grade level might not be eligible for articulation with a community or technical college program, which applies to students beginning at the 11th grade level. The participant sought clarification about which courses could be articulated with college programs.

Response: The Perkins Plan itself does not govern the structure and requirements of the statewide articulation agreement.

Response: LCTCS and LDE will make sure that the concerns regarding the statewide articulation agreement is communicated to the appropriate staff persons at the Board of Regents and the Louisiana Department of Education.

8. A participant asked for clarification about the term “Advanced manufacturing” that was included in the draft state plan, as one of the seven career pathways. Another participant indicated that their understanding of the term “Advanced Manufacturing” only applied to manufacturing processes that were technology intensive, particularly with the application of computer controlled processes.

Response: The entire career pathway of Manufacturing is eligible for pre-approval, and as such, the term in the state plan will be “manufacturing.”

9. A participant from the Louisiana Workforce Commission asked for clarification about the analysis of the economic impact in choosing these seven career pathways.

Response: As indicated in the response to comment number 2 of the first hearing, several Louisiana state agencies jointly identified the key areas of economic competitiveness and growth that the state would pursue, which focuses on the seven designated pathways.

10. A participant asked what criteria LCTCS and LDE will apply in deciding if a request for approving funding for a program that falls outside the seven career pathways.

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

Staff members from LDE and LCTCS will review each request and determine, on a case by case basis that is not reviewable, whether the school district or college has made a “substantive case, based upon credible data and other information...” to justify the need for the program in that region of the state.

11. A participant asked if State Plan shows projected enrollments or numbers of participants in the college’s various CTE programs.

Response: The State Plan does not include this information, nor does the state compile statewide projects of program enrollments by CTE program. The state does collect and report current program enrollments in its annual Consolidate Annual Report that is delivered to the U.S. Department of Education. The State will consider creating a report that shows program enrollment in the targeted programs against the regional training needs.

12. A participant questioned the use of the term completers, saying that it could provide misleading information about the quality of a program. The participant noted that in high-need occupations, students who have taken just one or two CTE courses, may receive employment offers and leave the program prior to completion. The participant said that employment was the ultimate program objective, not just program completion.

Response: The Perkins Act uses a number of performance indicators, and the indicators are slightly different for secondary and postsecondary. In both secondary and postsecondary, emphasis is placed on CTE students who are “concentrators,” meaning they have taken a significant number of CTE courses to indicate a level of seriousness and focus. For secondary students, a student who has earned three or more credits in a single CTE program area is considered a Concentrator, and for postsecondary, a student who completes at least 12 academic or CTE credits with a single CTE program is considered a Concentrator.

The term “completion” is only applied to secondary school CTE programs, and can include multiple measures such as a GED or high school diploma equivalency, or a proficiency credential or certificate earned in conjunction with a high school diploma.

There is a separate performance indicator for the percentage of CTE concentrators that graduate from secondary education. Another indicator measures the percentages of secondary CTE Concentrators that were placed in postsecondary education, military service or employment. While employment fulfills the Secondary Placement indicator, the State would not consider a secondary program successful in which large percentages of students were leaving school in order to pursue employment. National data indicates a wide disparity in long-term earnings between individuals with less than a high school diploma, and those with a diploma. There is evidence that earning potential increases with additional postsecondary education.

At the postsecondary level, there are multiple performance measures that paint a broad picture of program quality. Measures include, technical skill attainment, the percentage of concentrators that earn a Credential, Certificate or Degree, the Percentage of Concentrators that remain enrolled in education or transfer, and the Percentage of Concentrators who were placed or retained in employment, or the military services.

Each eligible recipient is required to show continuous improvement in each of the performance indicators. However, the State is given significant discretion in how it interprets and applies consequences relative to the performance accountability system.

If a local program can demonstrate high-skilled, high-wage employment for students, even if it means that students are leaving the college's programs prior to earning a credential certificate or degree, LCTCS will carefully consider such information provided by a college.

13. A participant asked if how the accountability system would count a high school student that is taking a dual enrollment, short-term certificate program at a college.

Response: A secondary student that is dually enrolled will be counted as a secondary CTE concentrator, not as a postsecondary student, for accountability purposes. If the student graduates from high school, and subsequently continues in a postsecondary course of study, he or she would be included in the college's accountability system once he or she has accumulated 12 credits in a CTE course of study.

14. A participant asked what was the basis for maintaining the funding allocation, in which 56 percent of funds are allocated to secondary education and 44 percent, allocated to postsecondary. Response: The 56-44 allocation has been in effect as early as the mid-1970's. There is no existing documentation from the original decision. LCTCS and LDE believe that the current allocation is fair and there is no compelling evidence to support changing the existing allocation.

15. James Owens, the new director of CTE for the Louisiana Department of Education, indicated there is currently a bill under consideration by the Louisiana legislature that would allocate \$5.5 million in funds that would support start-up and improvement of secondary CTE programs in targeted areas of the state.

16. George Lane of the Southern University Nelson Mandela School of Public Policy and Keith Ammecker, with the Tulane University Homeland Security Studies, School of Continuing Studies, recommended that Louisiana support the development of an emergency management and homeland security career pathway in the state's schools and community/technical colleges. They said, that based on a recent national survey, there are two states with insufficient plans for emergency management, West Virginia and Louisiana. There are a number of training operations and programs throughout the state, but they should be formalized through an emergency management and homeland security career pathway.

Response: This recommendation does not directly pertain to the structure and policy of the State Perkins Plan, but LCTCS and LDE will take the recommendation under advisement.

###

Appendix B

Louisiana Career Clusters and Career Majors for Secondary Schools

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

Agriculture, Food and Natural Resources

- Agriculture Production
- Agriculture Management
- Animal Science
- Forestry and Conservation
- Horticulture

Architecture and Construction

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

Arts, A/V Technology, and Communication

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

Business, Management and Administration

- Administrative Support
- Business Administration

Education and Training

- Advanced Studies*
- Education

Finance

- Banking and Finance
- Economics

Government and Public Administration

- Criminal Justice
- JROTC*
- Law and Order

Health Science

- Allied Health
- Dental

- Nursing
- Nutrition and Food
- Pre-Medical
- Pharmacy Technician
- Sports Medicine

Hospitality and Tourism

- Culinary Arts
- Tourism and Lodging

Human Services

- Child Development Services
- Management and Family Resources
- Personal Care Services (Cosmetology & Barbering)
- Social Services*

Information Technology

- AOIT (NAF Information Technology Academy)
- Computer Electronics
- Computer Engineering System
- Computer Science
- Information Systems

Law, Public Safety and Security

- NONE

Manufacturing

- Industrial Operations
- Jewelry Manufacturing
- Lab Technology
- Petro Chemical
- Welding

Marketing Sales and Services

- Clothing and Textiles
- Entrepreneurship
- Marketing and Sales Management
- Upholstery

Science, Technology, Engineering and Mathematics

- Drafting
- Engineering

Transportation, Distribution and Logistics

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

Appendix C

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

SIXTEEN PROGRAM CLUSTERS – PROGRAMS OF STUDY (MAJORS)

(TECHNICAL COLLEGES, COMMUNITY COLLEGES & UNIVERSITIES)

AGRICULTURE, FOOD & NATURAL RESOURCES CONTINUED

TECHNICAL COLLEGE PROGRAMS

Agricultural Mechanization
Horticulture
Forest Technology
Veterinary Assistant

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Horticulture Technology
Veterinary Technology

ARCHITECTURE & CONSTRUCTION

TECHNICAL COLLEGE PROGRAMS

Masonry
Carpentry
Electrician
Building Engineering Technology
Plumbing
Major Appliance Repair
Air Conditioning/Refrigeration
Industrial Maintenance Technology
Cabinet and Furniture Construction

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Construction Engineering Tech-Construction Management

ARTS, A/V TECHNOLOGY & COMMUNICATION

TECHNICAL COLLEGE PROGRAMS

Television Production
Graphic Communications
Commercial Art
Film and Production

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Performance & Media Arts
Telecommunications
Entertainment Technologies
Theatre
Interior Design
Visual communication – Graphic Design
Graphic and Editing
Graphic Designer

BUSINESS MANAGEMENT AND ADMINISTRATION

TECHNICAL COLLEGE PROGRAMS

Computer Specialist (Applications)
Accounting Technology
Office Systems Technology
Management and Supervision

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Funeral Service Education
General Business
Business Training
Business Administration

Management Assistant
Business Studies-Business Administration

BUSINESS MANAGEMENT AND ADMINISTRATION

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Office Administration
Office Practices and Procedures
Office Information Systems

EDUCATION AND TRAINING

TECHNICAL COLLEGE PROGRAMS

Childcare

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Early Childhood Education
Teaching

FINANCE

TECHNICAL COLLEGE PROGRAMS

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Banking and Financial Support

GOVERNMENT PUBLIC ADMINISTRATION

TECHNICAL COLLEGE PROGRAMS

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Public Administration

HEALTH SCIENCE

TECHNICAL COLLEGE PROGRAMS

Medical Assistant
Clinical Laboratory
EMT – Basic, Intermediate, Paramedic
Surgical Technology
Phlebotomy
Mental Health
Practical Nursing
Nursing Assistant
Patient Care Technician
Respiratory Care
Business Technology
Business
Administrative Office Technology
Legal Office Assistant

COMMUNITY COLLEGES AND UNIVERSITY PROGRAMS

Dietetics
Dental Hygiene
Health Office Services Management
Health Information Technology
Medical Assistant
Nursing (LPN and RN)
Occupational Therapy Assisting
Medical Billing and Coding
Procedural Medical Coding

Accounting
Legal, Medical and General Office Administration

HOSPITALITY AND TOURISM

TECHNICAL COLLEGE PROGRAMS

Hospitality/Tourism
Culinary Arts

COMMUNITY COLLEGES AND UNIVERSITY PROGRAMS

Tourism Promotion Operations
Culinary Arts
Hospitality/Administration
Hotel/Motel and Restaurant Mgmt

HUMAN SERVICES

TECHNICAL COLLEGE PROGRAMS

Barber Styling
Cosmetology
Early Childhood Education
Care and Development/Young Children
Esthetics
Manicure/Nail Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Gerontological Studies
Child Development-Preschool Management
Care and Development/Young Children
Human Services
American Sign Language Interpreting

INFORMATION TECHNOLOGY

TECHNICAL COLLEGE PROGRAMS

Computer Networking
Computer Support
Basic Electronics
Communications Electronics
Computer Electronics Technology
Industrial Electronics Technology
Biomedical Equipment Technology
Electromechanical Technology
Computer Operations
Consumer Electronics Technology
Computer Programmer

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Computer Science
Computer Information Technology
Computer Information Systems
Electronics Engineering Technology
Electronics Technology
Electrical Engineering Technology
Web Development and Design Computer Network Technology
Electrical Service Technology
Computer Technology

LAW, PUBLIC SAFETY, CORRECTION

TECHNICAL COLLEGE PROGRAMS

Criminal Justice
Security

Radiologic Technology
Respiratory Therapist

MANUFACTURING

TECHNICAL COLLEGE PROGRAMS

Custom Sewing
Jewelry Manufacturing
Upholstery Technology
Industrial Machine Shop
Band and Circular Saw Filing
Welding
Fitter/Fabricator
Pipefitting
Jewelry Technology
Machine Tool Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Construction Management Technology
Heating Ventilation, and Air conditioning
Pipefitting
Sheet Metal
Ship fitting

MARKETING SALES & SERVICE

TECHNICAL COLLEGE PROGRAMS

Marketing Management

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

TECHNICAL COLLEGE PROGRAMS

Pulp and Paper Technology
Civil Engineering Technology
Industrial Instrumentation Technology
Process Control Technology
Nondestructive Testing
Drafting and Design Technology
Process Technology
Civil survey and Map Technology

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Construction Engineering
Electronics Technology
Electrical Engineering Technology
Industrial Technology
Safety & Health Technology
Petroleum Services
Industrial control Systems
Computer Aided Design & Drafting
Process Technology

TRANSPORTATION, DISTRIBUTION & LOGISTICS

TECHNICAL COLLEGE PROGRAMS

Collision Repair
Automotive
Diesel Powered Equipment
OUTDOOR POWER EQUIPMENT
Aviation Maintenance/Airframe
Aviation Maintenance/Powerplant
Commercial Truck Driving

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Paralegal Studies
Legal Studies
Criminal Justice
Criminal Justice Administration
Fire Science
Arson Investigation
Public and Industrial Security
Fire and Emergency Services

Marine Operations

COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS

Motor Vehicle Technology
Airframe/Power Plant Maintenance
Aviation Maintenance Technology
Aviation Maintenance Management
Airline Flight Support
Fire Science Technology

Appendix D

Local Application Plans

Program Year 2008-2009

Postsecondary and Secondary Eligible Recipients

**Carl D. Perkins
Career and Technical Education Improvement Act of 2006
CFDA # 84.048A**

LOCAL APPLICATION PLAN (LAP)

Program Year 2008-2009



**Postsecondary
Deadline for Submission: 4:30 p.m., May 26, 2008**

**Dr. Joe May, President
Louisiana Community and Technical College System**

**Reba S. Poulson, State Director
Perkins Programs**

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The completed LAPs should be received no later than 4:30 p.m., May 26, 2008. Mail to:

Louisiana Community and Technical College System
Technical Division – Perkins Programs
265 South Foster Drive
Baton Rouge, LA 70806
Attention: JoAnn Berthelot

ASSISTANCE WITH LOCAL APPLICATION PLANS

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

For assistance with Basic Grant/Postsecondary Programs:

Reba S. Poulson 225-922-1641
State Director, Perkins Programs
rpoulson@lctcs.edu

For assistance with Equity/Special Populations/Compliance:

Stacy Christophe 225-922-2407
Compliance/Equity Officer
schristophe@lctcs.edu

For assistance with Linkages or Secondary to Postsecondary Activities:

Melba Kennedy, 225-922-2800
Secondary to Postsecondary Transitions Coordinator
mkennedy@lctcs.edu

For assistance relative to Financial Information:

Phyllis Jackson 225-922-2372
Grants Accountant
pjackson@lctcs.edu

Deadline for submission of the LAP: 4:30 p.m., May 26, 2008

Mailing address:

**Louisiana Community and Technical College System
Technical Division – Perkins Programs
265 South Foster Drive
Baton Rouge, LA 70806
Attention: JoAnn Berthelot, Perkins Basic Grant Local Application Plans**

THE LOCAL APPLICATION PLAN FOR PERKINS IV FUNDS FY 2008-2009

Programs must be administered with the following overall goals in mind: Strengthening academics of all students; broadening opportunities of students; and emphasizing the importance of high school graduation (secondary) and program completion (post secondary); and achieving diploma, certificate or associate degree (post secondary). It is important that the use of funds connect to program expectations and quality consistent with the purpose of the Act.

STATE AND FEDERAL OBJECTIVES

Louisiana's Program Plan focuses its priorities on the indicators found below as directed by Perkins legislation. **The first nine items are REQUIRED USE OF FUNDS.**

<u>Required Uses of Perkins Funds</u>	
1. Strengthen academic and career and technical skills of CTE programs through the integration of academics with CTE programs.	14. Develop local education and business (including small business) partnerships.
2. Provide students with strong experience in and understanding of all aspects of an industry which may include work-based learning.	15. Assist vocational and technical student organizations.
3. Develop, improve or expand the use of technology in career and technical education.	16. Developing and supporting small, personalized career-themed learning communities.
4. Provide professional development programs to secondary and post secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.	17. Provide for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
5. Develop and implement evaluations of the career and technical education programs.	18. Support teacher preparation programs. Must address integration of academic and career and technical education.
6. Initiate, improve, expand and modernize quality career and technical education programs including relevant technology.	19. Providing support for training programs in automotive technologies.
7. Provide services and activities that are of sufficient size, scope and quality to be effective.	20. Provide support for family and consumer sciences programs.
8. Link secondary and post secondary CTE programs, including by offering the relevant elements of not less than one career and technical program of study described in the state plan.	21. Provide programs for adults and school dropouts to complete secondary school education and upgrading technical skills.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	22. Provide assistance to students in finding an appropriate job and continuing their education. For example: students may be referred to the one-stop system established under the Work-force Investment Act.
<u>Permissive Uses of Perkins Funds</u>	
10. Involve parents, business and labor organizations in the design, implementation, and evaluation of programs.	23. Support non-traditional training and employment activities (such as mentoring and outreach) in nontraditional fields.
11. Provide career guidance and academic counseling for students participating in CTE Programs	24. Provide other vocational and technical education activities.
12. Provide work-related experiences such as internships, cooperative education, school-based enterprises, entrepreneurship and job shadowing that are related to CTE Programs.	25. Developing and expanding post secondary program offerings at time and in formats that are accessible for students, including working students, including through the use of distance education.
13. Provide programs for Special Populations.	26. Provide mentoring and support services.
14. Providing activities to support entrepreneurship education and training	27. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
15. Improving or developing new CTE courses including development of programs of study for state approval and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain post secondary credit to count toward an associate or baccalaureate degree.	28. Pooling a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives which may include: improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; establishing, enhancing or supporting systems for accountability data collection or reporting under Perkins; implementing CTE programs of study described in the state plan; and implementing technical assessments.

**DIRECTIONS FOR SUBMITTING LOCAL APPLICATION PLAN
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

Special Note: Instructions and information relative to the 2008 - 2009 Local Application Plan are contingent on approval of the State Plan by the US Department of Education. When an approval of the State Plan is granted, it may become necessary for eligible recipients to provide additional information or submit revised applications.

- I. Use blue ink for all required signatures.
- II. The following items must be contained in the LAP package submitted for funding:

Basic Grant Application

- Cover Sheet
- Improvement Plan for Meeting Core Indicators
- Programmatic Use of Funds
- Community/Business/Parental Involvement
- Special Populations
- Data Collection
- Linkages
- Professional Development
- Timeline
- Long-Term Planning: Year 3 (2009-2010) ***NEW***
- Long-Term Planning: Year 4 (2010-2011) ***NEW***
- Position Descriptions
- Budget Forms
 - Original Budget
 - Budget Summary Report (Use of Funds)
 - List of Property
- Out-of-State Travel Plan
 - Out-of-State Travel Forms

Certification/Assurance Requirements Must Accompany Application.

- Local Application Plan Certification
- Statement of Assurances (Federal)
- Certifications (Federal)
- Fiscal Assurances

- IV. Submit original and four (1) copies on or before 4:30 p.m., May 26, 2008

**Carl D. Perkins Vocational and Technical Education Improvement Act of 2006
Basic Grant Application**

Louisiana Community and Technical College System

Cover Sheet
Program Year 2008-2009
CFDA # 84.048A

Please print or type all information

Eligible Recipient:	
<i>All Local Applications submitted must bear the signature of the College or University Chancellor or President. Proposals submitted without the signature of the Chancellor or President will be returned.</i>	
Chancellor/President: _____	
Signature _____	
Phone: _____	FAX _____ E-mail: _____
<u>LTC:</u>	
Regional Director: _____	
Signature _____	
Phone: _____	FAX _____ E-mail: _____
Perkins Basic Grant Coordinator _____	
Signature: _____	
Phone: _____	FAX _____ E-mail: _____
Career Tech Facilitator _____	
Signature: _____	
Phone: _____	FAX _____ E-mail: _____
If this is a consortia proposal, please list the name and contact information for the Perkins Contact on each site that is a member of the consortia:	
Name: _____	Name: _____
Campus: _____	Campus: _____
Phone: _____	Phone: _____
Fax: _____	Fax: _____
E-mail: _____	E-mail: _____
Name: _____	Name: _____
Campus: _____	Campus: _____
Phone: _____	Phone: _____
Fax: _____	Fax: _____
E-mail: _____	E-mail: _____

LOUISIANA AGREED-UPON PERFORMANCE LEVELS

Perkins legislation mandates the establishment of a state performance accountability system designed to assess the effectiveness of the state in achieving statewide progress for improvement in career/technical education. The state-developed performance measures must include core indicators in academic and skill attainment, program completion, placement and nontraditional programs.

The chart below identifies the tentative agreed upon performance levels for postsecondary. As the levels below have not received approval from the United States Department of Education, there may be changes in the levels. Over the life of the legislation the State will be working to develop a system to collect the data required for Measure 1A1 and 1P1 as described in the Perkins act.

Note: Over the course of the program year, Perkins staff will be given the opportunity to accept the state's level of performance or to make a recommendation as to a more appropriate percentage.

POSTSECONDARY

December 2008: All eligible recipients will report on enrollment data only.

December 2009: All eligible recipients will report on the core indicators below.

Louisiana Technical College

Measure Number	Measure	Proposed Baseline
1A1	Technical Skill Attainment	38.31
2A1	Credential, Certificate, or Degree (I)	38.31
3A1	Student Retention or Transfer	72.53
4A1	Student Placement (employment, military, apprenticeship)	88.44
5A1	Nontraditional Participation	9.02
5A2	Nontraditional Completion	8.43

Community Colleges, Technical Community Colleges, & Universities

Measure Number	Measure	Proposed Baseline
1P1	Technical Skill Attainment	20.50
2P1	Credential, Certificate, or Degree (I)	20.50
3P1	Student Retention or Transfer	89.96
4P1	Student Placement (employment, military, apprenticeship)	85.43
5P1	Nontraditional Participation	16.79
5P2	Nontraditional Completion	13.24

Grantees are responsible for working toward the state's performance levels and are required to report statistical data annually. Each year in completing its Local Application Plan (LAP), systems must review their progress toward meeting the performance levels. The system or college must identify specific strategies that it plans to pursue in order to meet or exceed the performance level. It is not necessary to work on all performance measures at the same time or to improve all measures each year. However, Perkins funds must be targeted to achieving or exceeding the state's performance levels.

To be in compliance with the Perkins accountability system, it is necessary for grantees to review their progress in meeting and/or exceeding the performance measures. The form on the following page assists in this review task.

IA. IMPROVEMENT PLAN FOR MEETING CORE INDICATORS OF PERFORMANCE

POSTSECONDARY PERFORMANCE INDICATORS

Louisiana Technical College

Measure Number	Measure	Proposed Baseline
1A1	Technical Skill Attainment	38.31
2A1	Credential, Certificate, or Degree (I)	38.31
3A1	Student Retention or Transfer	72.53
4A1	Student Placement (employment, military, apprenticeship)	88.44
5A1	Nontraditional Participation	9.02
5A2	Nontraditional Completion	8.43

Community Colleges, Technical Community Colleges, & Universities

Measure Number	Measure	Proposed Baseline
1P1	Technical Skill Attainment	20.5
2P1	Credential, Certificate, or Degree (I)	20.5
3P1	Student Retention or Transfer	89.96
4P1	Student Placement (employment, military, apprenticeship)	85.43
5P1	Nontraditional Participation	16.79
5P2	Nontraditional Completion	13.24

Each strategy for which Perkins funds will be expended must be checked and must be reflected on the budget pages.

Technical Skill Attainment

- | | | |
|---|--|---|
| <input type="checkbox"/> Applied academics | <input type="checkbox"/> Tutors | <input type="checkbox"/> Utilization of tutorial software |
| <input type="checkbox"/> Contextual learning | <input type="checkbox"/> Integration of academics and career and technical education | <input type="checkbox"/> Other (Please specify) _____ |
| <input type="checkbox"/> Curriculum alignment | <input type="checkbox"/> Interdisciplinary Team Teaching | |
| <input type="checkbox"/> Early identification of problem learners | <input type="checkbox"/> Student Portfolios | |
| <input type="checkbox"/> Job-embedded professional development | | |

Credential and or Certificate or Diploma

- | | | |
|--|--|---|
| <input type="checkbox"/> Career assessment | <input type="checkbox"/> Faculty leadership | <input type="checkbox"/> Student portfolios |
| <input type="checkbox"/> Instructional aides in career and technical education classes | <input type="checkbox"/> Educational plans | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Curriculum development | <input type="checkbox"/> Model course guidelines | <input type="checkbox"/> Other (Please specify) _____ |
| <input type="checkbox"/> Employability skills | <input type="checkbox"/> National and state industry-based certification of programs | |
| <input type="checkbox"/> Enrichment resource materials | <input type="checkbox"/> State-of-the-art equipment | |

Participation and Completion in Programs that lead to non-traditional employment

- | | | |
|--|--|---|
| <input type="checkbox"/> Career Guidance | <input type="checkbox"/> Curriculum revision | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Business partnerships | <input type="checkbox"/> Equipment upgrade | _____ |
| <input type="checkbox"/> Career assessment | <input type="checkbox"/> Education plans | |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Work opportunities | |

Placement

- | | | |
|--|---|---|
| <input type="checkbox"/> Career assessment | <input type="checkbox"/> Presentations to business groups | <input type="checkbox"/> Workkeys assessment |
| <input type="checkbox"/> Career Fairs | <input type="checkbox"/> Portfolios/work readiness workshops | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Employer linkages | <input type="checkbox"/> Secondary to post secondary partnerships | _____ |
| <input type="checkbox"/> Internships/apprenticeships | <input type="checkbox"/> Work-based learning | |
| <input type="checkbox"/> Job-ready skills | | |
| <input type="checkbox"/> Open houses for employers | | |
| <input type="checkbox"/> Personal counseling | | |

Nontraditional Enrollment

- | | | |
|--|--|---|
| <input type="checkbox"/> Career Awareness workshops | <input type="checkbox"/> Use of role models | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Career Fairs | <input type="checkbox"/> Interest inventories | _____ |
| <input type="checkbox"/> Educational plans | <input type="checkbox"/> Utilization of "Taking the Road Less Traveled" software | |
| <input type="checkbox"/> Guest speakers | <input type="checkbox"/> Work-based learning opportunities | |
| <input type="checkbox"/> Job-embedded professional development | | |
| <input type="checkbox"/> Special recruitment materials | | |

Nontraditional Completion

- | | | |
|--|--|--|
| <input type="checkbox"/> Career Awareness workshops | <input type="checkbox"/> Nontraditional advisory committee | <input type="checkbox"/> Work-based learning opportunities |
| <input type="checkbox"/> Educational plans | <input type="checkbox"/> Mentors | <input type="checkbox"/> Career Fairs |
| <input type="checkbox"/> Job-embedded professional development | <input type="checkbox"/> Use of role models | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Outreach activities | <input type="checkbox"/> Support groups | _____ |

Please provide a brief narrative describing the strategies planned to meet required performance levels.

IB. NEEDS ASSESSMENT

Based on a review of the core performance indicators and local needs assessment:

Identify program(s) and site(s) to be addressed with current year funding, as well as career major(s) that are in place in program areas being funded. These following factors must be considered in expending Perkins funds:

- Core indicators shall be addressed, and where there are deficiencies, funds shall be expended for program improvement to meet the state goal;
- Programs funded shall be those with the highest job demand in your community;
- Funds shall be ***focused*** so that maximum benefit can be achieved; and
- Funds shall be expended only in Approved Programs (those programs for which the LEA superintendent has signed assurances as meeting all of the established criteria).

Louisiana Career Pathway – Targeted areas: Choose your area(s) of focus from the following high demand, high skill and or high wage occupational areas:

Clusters

- Architecture and Construction
- Education (i.e. Students Teaching and Reaching)
- Information Technology
- Health Science
- Hospitality and Tourism
- Manufacturing (Including advanced manufacturing)
- Transportation - Automotive Technology

Specify Programs of Study/Career Pathways, Site(s) and CIP Codes

Identify all individuals who participated in the review of performance indicators and the career/technical program assessment. Opportunity for involvement **must be afforded** representatives of the student body, WIBs, business community (including small business), industry, labor, parents, and representatives of Special Populations.

List only active participants.

INDIVIDUAL	ADDRESS	POSITION

Use additional pages as needed.

2a. Attach a brief description of the assessment process as Appendix A. Keep on file minutes and sign-in sheets of meetings held to develop the Local Application for monitors to review during site evaluation visit.

II. PROGRAMMATIC USE OF FUNDS—(Each strategy for which Perkins funds will be expended must be indicated by checking the box marked “P” and must be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives may also be indicated by checking the box marked “L” under the categories below. At least one strategy under each number must be selected for items 1-7.)

Identify how Perkins funds will be used to:

(1) strengthen the academic and career and technical skills proficiencies of all students, including Special Populations, through the integration of rigorous, challenging academic and career and technical education courses, and ensuring all students are engaged in coherent sequence of courses/programs of study.

- | | | |
|--|---|--|
| <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Applied Academics Classes</p> <p><input type="checkbox"/> <input type="checkbox"/> Programs of Study/Career Pathways (required)</p> <p><input type="checkbox"/> <input type="checkbox"/> Integrated Academics</p> <p><input type="checkbox"/> <input type="checkbox"/> Distance Education</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Problem-based Learning</p> <p><input type="checkbox"/> <input type="checkbox"/> Instructional materials</p> <p><input type="checkbox"/> <input type="checkbox"/> Engagement in IEP/ADA Transition Planning for students.</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Update Technology</p> <p><input type="checkbox"/> <input type="checkbox"/> Tutoring</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (Please specify)</p> <hr/> |
|--|---|--|

Provide brief narrative describing strategies planned to meet the requirements of the law. (Required)

(2) Provide experiences in all aspects of an industry in career and technical education.

- | | | |
|---|---|---|
| <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Business Advisory Committees</p> <p><input type="checkbox"/> <input type="checkbox"/> Business Partnerships</p> <p><input type="checkbox"/> <input type="checkbox"/> Co-op/ Internships/Apprenticeships</p> <p><input type="checkbox"/> <input type="checkbox"/> CTSO Activities</p> | <p>P L</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Guest Speakers/Community Resources</p> <p><input type="checkbox"/> <input type="checkbox"/> Job Shadowing</p> <p><input type="checkbox"/> <input type="checkbox"/> Mentoring Programs</p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher Internships (secondary only)</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Entrepreneurship activities in CTE</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (Please specify)</p> <hr/> |
|---|---|---|

Please provide brief narrative describing strategies planned to meet the requirements of the law.

and Postsecondary??

(3) Develop, improve, and expand the use of technology to broaden opportunities for all students

P L

- Computer lab upgrades
- Distance learning classes
- Encourage schools to work with high tech industries
- Offer internship and mentoring programs
- Promote non- traditional training and employment

P L

- Provide students with technical skills that lead to entry in high tech and telecommunication skills (including math and science)
- State-of-the-art equipment
- Training CTE personnel in the use and application of Technology

P L

- Utilization of LA e-Portal
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(4) Increase graduation rates and completion rates in certificates, IBCs, diploma and degrees.

P L

- Career orientation programs
- Career workshops
- Programs of Study

P L

- CTE student organizations (support)
- Career/academic information telephone hotline

P L

- Curriculum development/enhancement

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(5) Provide programs of adequate size, scope and quality to bring about improvement.

P L

- Articulation Agreements
- Class addition/deletion
- Curriculum development
- Flexible schedule
- Technology Upgrade

P L

- Instructional Resources
- Industry-based certification opportunities
- Labor Market Surveys
- Student Evaluations (Surveys)

P L

- Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(6) Promote preparation for nontraditional training and employment.

P L

- In-service for faculty
- Internships
- Job Shadowing
- Job-embedded professional development

P L

- N/A Media Productions
- Mentors
- Program brochures
- Nontraditional role models
- Entrepreneurship activities

P L

- N/A Student Recognition
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(7) Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

P L

- Career workshops
- Job Shadowing
- Internships
- Programs of Study/ Career Pathways
- Career Software

P L

- Five Year (secondary only)
- TEAM (Teacher as Educational Advisors and Mentors – **secondary only**)
- Career Assessments
- Dual Enrollment Programs

P L

- TOPS, TOPS Tech & BoR Dual Enrollment
 - Education Plans
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(8) Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession, and the transition to teaching from business and industry.

- | | | |
|--|---|--|
| <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> CTE Faculty orientation programs</p> <p><input type="checkbox"/> <input type="checkbox"/> Advisory Committee Activities</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Career Workshops</p> <p><input type="checkbox"/> <input type="checkbox"/> Internships</p> <p><input type="checkbox"/> <input type="checkbox"/> Professional Development</p> <p><input type="checkbox"/> <input type="checkbox"/> Job Fairs</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (Please specify)</p> <hr/> |
|--|---|--|

Please provide brief narrative describing strategies planned to meet the requirements of the law.

III. COMMUNITY/BUSINESS/PARENTAL INVOLVEMENT—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy **must** be selected.)

Identify opportunities afforded representatives of the student body, business, industry, labor, parents, and representative of Special Populations in the development, implementation, evaluation, improvement, and assessment of career/technical programs.

- | | | |
|---|--|---|
| <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Advisory Committees</p> <p><input type="checkbox"/> <input type="checkbox"/> Programmatic Brochures</p> <p><input type="checkbox"/> <input type="checkbox"/> Business Partnerships</p> <p><input type="checkbox"/> <input type="checkbox"/> Community/Business Partnerships</p> <p><input type="checkbox"/> <input type="checkbox"/> Curriculum Design Teams</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Curriculum Integration</p> <p><input type="checkbox"/> <input type="checkbox"/> Development and utilization of program assessment tools</p> <p><input type="checkbox"/> <input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> <input type="checkbox"/> Interaction with WIBs</p> <p><input type="checkbox"/> <input type="checkbox"/> Advisory Committee Activities</p> | <p>P L</p> <p><input type="checkbox"/> <input type="checkbox"/> Orientation and registration information provided for parental input</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (Please specify)</p> <hr/> |
|---|--|---|

Please provide brief narrative outlining the community involvement process.

Please provide a list of those involved along with their organization, agency and or affiliation.

Add rows as needed.

INDIVIDUAL	ADDRESS	POSITION & ORGANIZATION

IV. SPECIAL POPULATIONS—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy under each number **must** be selected for items 1-3.)

Identify strategies that have been implemented or will be implemented relative to Special Populations that will:

(1) Provide equal access and overcome barriers that result in lowering rates of access to or lowering success in programs

P L

- Adaptive Technology
- Career Counseling
- Personal Counseling
- Support Services

P L

- Promote non-traditional training and employment
- Pre-employment Preparation

P L

- Faculty training
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(2) Prevent discrimination against special population students

P L

- Faculty In-service
- Implementation of Nondiscrimination Policies

P L

- Policy Dissemination
- Student In-service

P L

- Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(3) Enable special populations to meet the state-adjusted levels of performance standards.

P L

- At-risk Centers
- Applied Courses

P L

- Counseling
- Tutors

P L

- Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(4) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

P L

- Guest speakers
- Career Fairs
- Career Guidance
- Career Workshops

P L

- Job Shadowing
- Assessments
- Internships
- Career Pathways

P L

- Instructor Training
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(5) Develop and implement evaluations of CTE programs carried out with Perkins funds, including assessment of how the needs of special populations are met. Explain in text box below.

Please provide brief narrative describing strategies planned to meet the requirements of the law.

V. DATA COLLECTION

1. Describe the data collection process and the strategies to improve the quality and validity of data that must be submitted by the system for compliance with the requirements of the Act.

2. Describe strategies to improve quality of the data collected to meet and report on core indicators

VI. LINKAGES – Programs of Study/Career Pathways—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy under each number **must** be selected.)

Identify strategies for linking secondary and post secondary career/technical education and secondary programs with business and industry. All grant recipients will apply 5% of Perkins funds on Secondary to Post secondary activities.

Locals must carryout the following required activities:

- **Dual/Concurrent Enrollment Program**
- **Develop and or implement a career pathway involving all key stakeholders**
- **Host quarterly regional meetings to focused on secondary to post secondary partnerships and initiatives**

Locals may choose to carryout the following activities in order to support secondary to post secondary initiatives:

Coordinators and regional workgroups will assist in the development of at least one program of study (Career Pathway) each program year that leads to a technical skill proficiency/industry recommended certificate, a certificate, diploma, or a degree in a high-skill, high-wage, or high-demand occupational areas.

Quarterly meetings with the regional workgroup/consortium will be required including documented agendas, sign in sheets and minutes in order to be reimbursed. Regional workgroups/consortiums will include all secondary vocational supervisors, all post secondary basic grant coordinators, secondary and post secondary counselors, secondary and post secondary administrators, business and industry partners, as well as other essential stakeholders.

- | P | L | P | L | P | L |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |
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| <input type="checkbox"/> |
| <input type="checkbox"/> |

1a. List Programs of Study/Career Pathways that will be developed, implemented, and or enhanced for FY 07-08.

1b. Provide brief narrative of strategies planned to ensure collaboration and linkages are developed or enhanced to link CTE programs at the secondary and post secondary level. **Use text box below.**

Please provide brief narrative describing strategies planned to meet the requirements of the law.

VII. PROFESSIONAL DEVELOPMENT—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy under each **number must be** selected.)

Identify the professional development opportunities that will be offered to career/technical teachers, career guidance and academic counselors, and administrators who are involved in CTE programs. Estimate the percentage of Perkins funds that will be expended and the number of career/technical personnel that will participate.

Professional development activities should relate to the overall strategies identified in the Local Application Plan. The plan must be specific and relate to a need identified in the initial needs assessment and the targeted program areas for the program year. There should be a clear relationship between the priority areas selected for programmatic use of funds and the professional development plan. **Proposed activities must be more than one time or one-day events. Professional development should also ensure that teachers and personnel stay current with all aspects of industry.**

- | | | |
|---|--|---|
| <p>P L</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Access to Experts in the Field <input type="checkbox"/> <input type="checkbox"/> Attendance to conferences, workshops and conventions (state and national) <input type="checkbox"/> <input type="checkbox"/> Continuing Education <input type="checkbox"/> <input type="checkbox"/> CTE Program Update Meetings <input type="checkbox"/> <input type="checkbox"/> Effective Teaching Skills <input type="checkbox"/> <input type="checkbox"/> Activities that enhance Instructional delivery | <p>P L</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Summer Institute <input type="checkbox"/> <input type="checkbox"/> CTTIE (Career and Technical Trade & Industry Education) <input type="checkbox"/> <input type="checkbox"/> Curriculum Development <input type="checkbox"/> <input type="checkbox"/> Industry-based certification training <input type="checkbox"/> <input type="checkbox"/> Internships and Externships <input type="checkbox"/> <input type="checkbox"/> New Teacher Institutes <input type="checkbox"/> <input type="checkbox"/> Professional Library <input type="checkbox"/> <input type="checkbox"/> Sharing of Best Practices | <p>P L</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Summer Institute <input type="checkbox"/> <input type="checkbox"/> Training of CTE faculty to use state-of-the-art technology <input type="checkbox"/> <input type="checkbox"/> Entrepreneurship training <input type="checkbox"/> <input type="checkbox"/> Other (Please specify) <hr style="width: 20%; margin-left: 0;"/> |
|---|--|---|

Percentage of Perkins to be spent _____ Number of personnel that will participate _____

Provide list of planned activities, tentative dates for planned activities, and how they relate to program goals outlined in the LAP. Add additional pages as needed.

VIII. TIMELINE

Using a timeline, describe when the objectives and activities described in the LAP will be accomplished. The timeline should provide a view—on a quarterly basis—of activities planned and when they are to be implemented and completed. Secondary and Post Secondary must complete a timeline. Include when equipment purchases will be made. Equipment purchases must be made within the first two quarters of the program year (no later than December 31, 2008).

First Quarter (July – September)
Second Quarter (October – December)
Third Quarter (January – March)
Fourth Quarter (April – June)

IX. LONG-TERM PLANNING – YEAR 3, PROGRAM YEAR 2009-2010

Describe your plans for Year 3 based on this year's local application plan.

1. How do you plan to build upon programs started in this Local Application Plan (Year 2) to facilitate the planning and address the needs for year 3?
2. What program of study will within the Louisiana Career Pathway will you address?
3. To facilitate planning for the next fiscal year what type of Professional Development activities will you need from the State Perkins Office?
4. Please describe any proposed technical assistance needs.

X. LONG-TERM PLANNING – YEAR 4, PROGRAM YEAR 2009-2010

Describe your plans for Year 4 based on this year's local application plan.

1. How do you plan to build upon programs started in this Local Application Plan (Year 3) to facilitate the planning and address the needs for year 4?
2. What program of study will within the Louisiana Career Pathway will you address?
3. To facilitate planning for the next fiscal year what type of Professional Development activities will you need from the State Perkins Office?
4. Please describe any proposed technical assistance needs.

POSITION DESCRIPTION
(Basic Grant)

NAME:

POSITION TITLE:

THIS POSITION REPORTS TO:

POSITION(S) SUPERVISED:

POSITION QUALIFICATIONS:

JOB SUMMARY:

PROFESSIONAL DUTIES AND RESPONSIBILITIES:

POSTSECONDARY

LOCAL APPLICATION PLAN

CERTIFICATION

FISCAL YEAR 2008-2009

I hereby submit this plan to provide career and technical education programs, services, and activities to meet the career and technical education needs of persons within the community. Application is hereby made for Federal Career and Technical Education funds to assist in the implementation of such programs, services, and activities.

I hereby certify that to the best of my knowledge the information contained in this application is correct and that the programs, services, and activities approved will be conducted in accordance with provisions of the Louisiana State Plan for the Administration of Career and Technical Education under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the Louisiana Community and Technical College System (LCTCS) policy. Certifications included in the Local Plan for the Application of Career and Technical Education Funds includes Statement of Assurances and FY 2009 Application.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, this Educational Agency upholds the following policy:

This is an equal opportunity agency and is dedicated to a policy of non-discrimination in employment or training. Qualified students, applicants or employees will not be excluded from any course or activity because of age, race, creed, color, sex, religion, national origin, qualified handicap, or disability. All students have equal rights to counseling and training.

I hereby certify that the statement of assurances for career and technical education is completely implemented and documented.

I am aware of the funding category(ies) which have been addressed in this application:

- 35CFR Part 85 - Section 85.510, Debarment and Suspension
- 35CFR Part 85 - Subpart F, Drug-Free Workplace
- U. S. Code, Section 1352, Title 31 - Lobbying for Grants
- USDE - Drug Prevention Program

I have read the Local Application Plan and have established policies and procedures to address all certifications.

Authorized Signature of Eligible Recipient

POSTSECONDARY

STATEMENT OF ASSURANCES

FY 2008-2009

1. The eligible recipient shall comply with all of the fiscal, substantive, procedural, and administrative requirements of the Act.
2. The eligible recipient shall comply with measurable goals and accountability measures as established by the LCTCS for meeting the needs of individuals who are members of special populations.
3. The eligible recipient shall conduct adequate monitoring of programs to ensure that programs are meeting the needs of individuals who are members of special populations.
4. The eligible recipient assures that funding will be tied to performance and reporting accuracy/timelines.
5. The eligible recipient shall furnish relevant training and career and technical activities to men and women who desire to enter occupations that are not traditionally associated with their gender.
6. The eligible recipient shall make provisions for the attendance of career and technical education personnel at in-service programs, workshops, conferences, and seminars.
7. The eligible recipient assures that 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 purchasing entity or its employees or any affiliate of such an organization.
8. The eligible recipient shall encourage articulation and provide leadership, supervision, and resources for comprehensive career guidance, career counseling, and placement programs.
9. The eligible recipient shall make provision for such fiscal control and accounting procedures as are necessary to secure proper disbursement of, and accounting for, Federal Career and Technical Education Funds.
10. The eligible recipient assures that curriculum will be enhanced to strengthen the focus on nontraditional careers and occupations.
11. The eligible recipient will comply with all criteria for services and activities for individuals who are members of special populations as:
 - A. Assurance of Equal Access
 1. The eligible recipient assures that individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities, as well as to the full range of career and technical education programs, career guidance counseling, and career development activities, etc.
 2. The eligible recipient assures that individuals who are members of special populations will be provided with equal access to the full range of career and technical education programs available to individuals who are not members of special populations, including occupationally specific programs, programs of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling service, and shall not be discriminated against on the basis of their status as members of special populations.
 3. (a) The eligible recipient assures that career and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with ADA and/or 504 and will, whenever appropriate.
 - (b) The eligible recipient assures that students with disabilities who have IEPs developed under section 300.340 of the IDEA, with respect to career and technical education programs, will be offered the rights and protections guaranteed such students under section 300.500, 300.340, and 300.8.
 - (c) The eligible recipient assures that students with handicaps who do not have IEPs developed under section 300.340 of the IDEA or who are not eligible to have such a program shall, with respect to career and technical education programs, be afforded the rights and protections guaranteed such students under Section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services accessible to eligible individuals with disabilities through the provision of services described in subsection 104.21-23.
 - (d) The eligible recipient assures that career planning for individuals with disabilities will be

coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.

- (e) The eligible recipient assures that the provision of career and technical education to each disabled student will be monitored to determine if such education is consistent with individualized education programs developed for such students under section 300.340 of IDEA, in any case in which such a program exists.
 - 4. The eligible recipients assures that the provision of career and technical education will be monitored to ensure that special populations including students of limited English proficiency have access to such education in the most integrated setting possible.
 - 5. (a) The eligible recipient assures that the requirements of this Act relating to individuals who are members of special populations ---
 - (i) will be carried out under the general supervision of individuals in the appropriate educational agency or Board who are responsible for students who are members of special populations
 - (ii) will meet education standards of the education agency or Board.
 - (b) The eligible recipient assures that with respect to students with disabilities the supervision carried out under subparagraph (a) shall be carried out consistent with and in conjunction with supervision by the education agency and Board carried out under section 300.550 of the IDEA.
- B. Provision for Information
- 2. The eligible secondary recipients assures that each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the ninth grade, information concerning.
 - (a) the opportunities available in career and technical education.
 - (b) the requirements for eligibility for enrollment in such career and technical education programs.
 - (c) specific courses that are available.
 - (d) employment opportunities.
 - (e) placement.
 - 3. Each eligible recipient that receives assistance under Title I shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to a career and technical education programs offered by the institution, and when appropriate, assist in the preparation of applications relating to such admission.
 - 4. The information provided under this subsection shall, to the extent practicable, be in a language and form that the parents and students understand.
- C. Assurances
- 1. The eligible recipient shall assist students who are members of special populations to enter career and technical education programs, and, with respect to the students with handicaps, assist in fulfilling the transitional service requirements of section 300.18 of IDEA.
 - 2. The eligible recipient shall assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of all requirements of the vocational education program in the most integrated setting possible.
 - 3. The eligible recipient shall provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities.
 - (a) curriculum modification
 - (b) equipment modification
 - (c) classroom modification
 - (d) supportive personnel
 - (e) instructional aids and devices
 - 4. The eligible recipient shall provide career guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services.
 - 5. The eligible recipient shall provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
- D. Participatory Planning
- 1. The eligible recipient shall establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of the programs

- under this Act affecting their interests.
2. The eligible recipient shall design such procedures to ensure that such individuals are given access to information needed to use such procedures.
 3. The eligible recipient shall provide a career and technical education program that
 - F. Encourages students through career counseling to pursue a coherent program of study;
 - G. Assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, and special aids;
 - H. Is of such size, scope and quality as to bring about improvements in the quality of education offered by the eligible recipient;
 - I. Promotes nontraditional careers and occupations.
 4. The eligible recipient will maintain documentation to verify all assurances.
 5. The eligible recipient will, in accordance with Office of Management and Budget Circular A-133 and the Louisiana State Audit Law, grant access to all financial and program records and documents to authorized representatives of the Louisiana Legislative Auditor, the Louisiana Community and Technical College System staff, the Louisiana State Inspector General, the Federal Grantor Agency, and all Federal Inspectors General.
 6. The subrecipient agrees to comply with the provisions of Office Management and Budgets Circular A-133 and/or the Louisiana State Auditor Law Compilations, program-specific audits of the subrecipient's funds.
 7. The eligible post secondary recipient, a required partner in the One-Stop Center, shall collaborate with the local Workforce Investment Board to provide services as applicable under the provisions of the Carl D. Perkins Act of 1998.

Authorized Signature of Eligible Recipient

CERTIFICATIONS

Certification Regarding Debarment, Suspension, and Other Responsibility Matters (Primary Covered Transactions FY 2008-2009)

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.5 1 0, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the U. S. Department of Education. Grants and Contracts Service, 400 Maryland Avenue, S. W. (Room 3633 GSA Regional Office Building No. 3), Washington, D.C. 20202, telephone (202) 732-2505.

1. The prospective primary participant certifies, to the best of its knowledge and belief, that it and its principals:
 - a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(B) of this certification; and
 - d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State, and local) terminated for cause or default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Instructions for Debarment Certificate

1. By signing and submitting this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. The prospective participant shall submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the department or agency's determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or any explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when the department or agency determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the department or agency to whom this proposal is submitted if at any time the prospective primary participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage Sections of the rules implementing Executive Order 12549. You may contact the department or agency to which this proposal is being submitted for assistance in obtaining a copy of those regulations.

6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency entering into this transaction.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause title "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transaction," provided by the Department or agency entering into this covered transaction, without modification, in all lower tier covered transaction and in all solicitations of lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification or a prospective participant in a lower tier (eligible recipient) covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in covered transactions knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.

Certification Regarding Drug-Free Workplace Requirements (States and State Agencies, FY 2008-2009)

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the January 31, 1989 *Federal Register*, require certification by grantees, prior to award, that they will maintain a drug-free workplace. Section 85.630(b) of the regulation provides that a grantee that is a State may elect to submit an annual certification to the Department in lieu of certificates for each grant during the year covered by the certification. The certificate set out below is a material representative of fact upon which reliance will be placed when the agency determines to award a grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34CFR Part 85, Section 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

- A. Publishing a statement notifying that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about –
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will-
 1. Abide by the terms of the statement; and
 2. Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;
- E. Notifying the agency within ten days after receiving notice under subparagraph (D)(2) from an employee or otherwise receiving actual notice of such conviction;

- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph D)(2), with respect to any employee who is so convicted-
 - 1. Taking appropriate personnel action against such an employee, up to and including termination; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs A, B, C, D, E, and F.

Certification Regarding Lobbying (for Grants and Cooperative Agreements, FY 2008-2009)

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000. The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1. No federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- 2. If any funds other than Federal appropriate funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.
- 3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

U. S. Department of Education Drug Prevention Program Certification (FY 2008-2009)

The undersigned certifies that it has adopted and implemented a drug prevention program for its students and employees that, at the minimum include:

- 1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student’s program of study, of-
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs or alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or reentry programs that are available to employees or students.
 - A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with local, State, and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

Authorized Signature of Eligible Recipient

CONFLICT OF INTEREST CERTIFICATION

_____ hereby assures the following:

1. The undersigned hereby certifies that no personnel holds any position of influence (owner, including partial ownership with controlling interest, top management, board member, etc.) with any business, vendor, bank, or other legal associations has not had any transactions which could be construed as a conflict of interest.
2. The eligible recipient(s) assures that all personnel complies with the Title 42:1101 through 1123 of the Louisiana Revised Statutes of 1950, as amended, which prescribes a code of ethics for all state employees and officials. In addition, all employees of the Louisiana Community and Technical College System will comply with the LCTCS Code of Conduct.
3. The eligible recipient(s) certifies that they or any employee have no proprietary, financial, professional or other personal interest of any nature or kind in any product, service and/or company that could be construed as influencing or benefiting from any transaction during the conduct of their work.

Authorized Signature of Eligible Recipient

STATEMENT OF ASSURANCE
Secondary to Post Secondary Initiative

Local application plan was developed in collaboration and consultant with regional workgroup members that are involve with and have a commitment to the collaborative initiatives included in the Linkages component of this application. The partners involved are committed to supporting secondary to post secondary initiatives that are on a non-duplicative continuum (program of study/career pathway) that will lead students to earning post secondary credentials and or industry-based certifications.

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

NAME OF APPLICANT

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

**POST SECONDARY
OUT-OF-STATE
TRAVEL GUIDELINES**

Out-of-State Travel Guidelines
Community/Technical Colleges, and Universities Utilizing
Carl D. Perkins Vocational and Technical Education Funds

Professional development is an important component of post secondary Vocational/Technical Education. It is also an excellent avenue where educators and administrators stay abreast of changes and innovative ideas in their respective fields of expertise. *There is no presumption that conference attendance, by its nature, improves programs being assisted under the Act.* The eligible recipient has the obligation to demonstrate that there is a reasonable relationship between conference attendance and the improvement of the programs assisted under the Act prior to travel. All professional development activities should be aligned with the targeted Louisiana Career Pathway (2) selected.

<i>Out-of State Travel Approval Chart for Travel Using Perkins Funding</i>	
<u>Individual Requesting Travel</u>	<u>Approving Authority</u>
1. Community/Technical College or University Administrator responsible for the Perkins Local Application Plan.	LCTCS Perkins Program Director
2. Community/Technical College or University personnel utilizing Perkins funds for professional development.	Community/Technical College or University Administrator responsible for the Local Application Plan for preliminary approval. LCTCS Perkins Program Director for final approval.

Each administrator at the approving authority level will be held accountable for the decision made regarding professional development travel activities by their staff. Questions and/or audit findings regarding inappropriate travel or excessive travel by staff will be forwarded to the appropriate administrator for explanation and accountability.

Prior to submitting the Local Application Plan (LAP) to the LCTCS Office for approval, the Approving Authority must:

1. Meet with his or her staff to develop a travel plan for the fiscal year. The travel plan must reflect planned and anticipated out-of-state travel for any staff. This will ensure that personnel at the community/technical college or university involved in career and technical education will benefit from out-of-state professional development activities.
2. Utilize the State Travel Guidelines and appropriate forms in developing the travel plan.
3. Attach a completed copy of the Out-of-State Travel Calendar/Plan to the LAP at the time of its submission to the LCTCS for approval.

After the LAP is approved, any changes to the Out-of-State Travel Plan must be submitted (along with the appropriate forms and documentation) to the appropriate state level Perkins Program personnel for review and approval.

Out-of-State Travel Guidelines

All out-of-state travel must be approved at least 30 days in advance from the date of travel. Out-state travel requests must follow the State Travel Guidelines (PPM49).

1. The person requesting travel must submit a complete Out-of-State Travel Request Form CP -T-1 and a Travel Log Form CP-T-2 to the appropriate Approving Authority in a timely manner so that the travel request may be reviewed prior to the 30-day approval time frame. Incomplete CP-T-1 and CP-T-2 Forms will be returned and subject to non-approval status. *****The Administrator for the Carl D. Perkins Plan must attach a letter of approval from his or her College or University Supervisor or President/Director granting their approval to travel on the requested trip.*****
2. Travel cost estimates shall be within State Travel Guidelines (PPM 49). A copy of the State Travel Guidelines can be found at <http://www.doa.louisiana.gov/osp/travel/travelpolicy/travelguide.pdf>.
3. All abbreviations, symbols, and acronyms must be spelled out completely to eliminate any confusion or misrepresentation of names and/or organizations.
4. A copy of the meeting/conference notification/agenda is to be attached to the CP-T-1 Form at the time of the travel request.
5. The purpose for traveling must be beneficial to the goals and mission of Vocational/Technical Education and programs approved in the LAP.
6. A complete CP-T-1 Form must be completed for each out-of-state travel requested.
7. Travel Log CP-T-2 Form showing all previous travel dates must be attached to CP-T-1.
8. The Out-of-State End of Fiscal Year Summary Form CP-T-3 is to be completed at the end of each fiscal year and submitted to the LCTCS Office by each July 15.
9. Periodically, the LCTCS Office will request a presentation from the traveler.

For audit purposes an out-of-state travel file shall be maintained by each College or University Administrator/Coordinator responsible for the Perkins Local Application Plan. This file must include copies of the:

- Out-of-State Travel Plan for the community/technical college or university campus,
- Travel Request Form CP-T-1,
- Travel Log Form CP-T-2,
- Statement of funding source utilized,
- Actual reimbursement expenses for each trip, and
- Out-of-State Travel End of Fiscal Year Summary CP-T-3 Form.

OUT-OF-STATE TRAVEL PLAN
POST SECONDARY PERKINS RECIPIENT

Program Year: _____

Post Secondary Perkins Recipient: _____

Carl D. Perkins Administrator: _____

Submit this form along with the Local Application Plan (LAP) to the LCTCS Office. List all perspective travelers on this plan.

Prospective Traveler	Date(s)	Destination	Purpose*	Estimated** Cost	Funding Source

* All abbreviations, symbols, acronyms and names of organizations must be spelled out.

** Travel cost estimates shall be within State Travel Guidelines.

CP-T-1

OUT-OF-STATE TRAVEL REQUEST FORM

Name: _____ Travel Dates: From _____ To _____

Title/Position: _____ Dept/Instructional Area: _____

Targeted Louisiana Career Pathway: _____

Name of Conference/Meeting: _____ Location: _____

*Estimated Cost: _____ Funding Sources: Perkins _____ Other institutional funds _____

(*Travel cost estimates shall be within State Travel Guidelines.)

I. What is the purpose of this travel?

II. How will the results of this travel improve the career and technical education program related to the travel?

III. Describe how participating in this professional development activity will be used to improve the instructional programs or administration of the career and technical program? Include how this will relate to improving the retention rate and the completion rate of students enrolled in a career and technical education program.

IV. How will the travel benefit the training received by students?

College/Regional Approval

Approved: _____ Request Denied: _____ Perkins Coordinator Approval: () Yes () No

Approving Authority: _____ Date _____

Typed Name: _____

Title: _____

LCTCS Carl Perkins Approval

Approved: _____ Request Denied: _____

Approving Authority: _____ Date _____

Typed Name: _____

Title: _____

OUT-OF-STATE TRAVEL LOG

Employee Name: _____

Title/Position: _____

Community/Technical College/ /University: _____

Carl D. Perkins Administrator: _____

In the space provided, list all previous out-of-state travel during the fiscal year by the individual named above.

DATE OF TRAVEL	DESTINATION	PURPOSE OF TRAVEL	DATE APPROVED

**OUT-OF-STATE TRAVEL
END OF FISCAL YEAR SUMMARY
Due: July 15th**

(to be completed for each person that traveled during the program year)

Program Year : _____

Community/Technical College/University: _____

Carl D. Perkins Administrator: _____

In the section below, complete the information for each person who actually participated in out-of-state travel for the fiscal year listed above. Return this form by July 15.

Traveler	Date(s)	Destination	Purpose	Actual Cost	Funding Source

Administrator Signature _____

Date: _____

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

Original Budget

Agency Number: _____

Project Number: _____

Institution Name: _____

Contact: _____

Address (Street): _____

Address (City, State): _____

Program: _____

Fiscal Year: _____

Line Number	Object Code Category	(A) Original Budget
1	Salaries ^a	
2	Related Employee Benefits ^a	
3	Professional Services	
4	Operating Services	
5	Travel	
6	**Supplies ^b	
7	Instructional Supplies	
8	Supplies	
9	Property Acquisitions ^c	
10	Acquisitions: Software > \$1,000	
11	Acquisitions: Property < \$1,000	
12	Acquisitions: Property > \$1,000	
13	Other Charges ^d	
14	Other: _____	
15	Other: _____	
16	Sub-total - (Line 1+2+3+4+5+6+9+13=16)^e	
17	Administration - 5% maximum of total allocation	
18	TOTALS (Add Lines 16+17)	

Grantee Information: *I certify that to the best of my knowledge and belief that the information indicated on this form ties to my Local Application Plan (LAP).*

Name/Title of Program Coordinator Name/Title of Campus Fiscal Agent
Please Print *Please Print*

Signature Date Signature Date

Telephone Number Fax Number Telephone Number Fax Number

Email Address Email Address

Send Original to:
Perkins Program
Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, LA 70806

- Notes:**
- ^a Should tie back to the job descriptions submitted in your LAP.
 - ^b Line 6 = Line 7 + Line 8. ">" - more than
 - ^c Line 9 = Line 10+ Line 11+ Line 12. "<" - less than
 - ^d Line 13 = Line 14 + Line 15
 - ^e With admin, Line 16 =95% of the allocation. Without admin. Line 16=100% of the allocation
****total can be no more than 5% of the total allocation.**

Send Original to Perkins Program
 Louisiana Community and Technical College System
 265 South Foster Drive
 Baton Rouge, LA 70806

Agency Number: _____

Budget Summary Report - Subrecipients
 for Carl D. Perkins Funds as of FY 2008-09

Project Number: _____

Program: _____

Institution Name: _____

Report Preparer/Contact: _____

Phone #: _____

Address (Street): _____

Email Address: _____

Address (City, State, Zip Code): _____

Line Ref.		(A) Salaries	(B) Related Benefits	(C) Prof. Svc	(D) Operating Svcs	(E) Travel	(F) Supplies	(G) Acquisitions	(H) Other Charges	(I) Total = A through H
a	Strengthen academic & CTE skills of students - 1									
b	Link CTE at the secondary & postsecondary levels - 2									
c	Provide experiences in all aspects of the industry - 3									
d	Develop, improve, or expand the use of technology - 4									
e	Provide inservice/preservice professional development - 5									
f	Develop & implement evaluations of CTE programs - 6									
g	Initiate, expand, and modernize CTE programs - 7									
h	Provide services & activities of sufficient size & scope - 8									
i	Provide activities to prepare special populations - 9									
j	Involve parents, business & labor in the design of CTE programs - 10									
k	Provide career guidance & academic counseling - 11									
l	Local education and business partnerships - 12									
m	Provide programs for special populations - 13									
n	Assist vocational student organizations - 14									
o	Provide mentoring & support services - 15									
p	Lease, purchase & upgrade equipment - 16									
q	Teacher preparation programs that support the integration of academics and CTE programs - 17									
r	Develop & expand postsecondary program offerings - 18									
s	Facilitate the transition of postsecondary students - 19									
t	Support entrepreneurship education & training - 20									
u	New CTE courses/programs of study - 21									
v	Personalized career-themed learning communities - 22									
w	Support for family & consumer sciences - 23									
x	CTE programs for adults & school dropouts - 24									
y	Services to continue education or job placement - 25									
z	Training & activities in nontraditional fields - 26									
aa	Training programs in automotive technologies - 27									
bb	Pooling of funds with other recipients - 28									
cc	Support other CTE activities - 29									
dd	Administration									
ee	Total (Lines a-dd)									

Total Budgeted Expenditures by Object	<i>Instructional Supplies - Column F</i>	
	<i>Supplies - Column F</i>	
	<i>Acquisitions-Software > \$1,000 - Column G</i>	
	<i>Acquisitions: Property < \$1,000 - Column G</i>	
	<i>Acquisitions: Property > \$1,000 - Column G</i>	
	<i>Other Charges (Linkages) - Column H</i>	
	<i>Other Charges - Column H</i>	

I certify that to the best of my knowledge and belief that the budget information indicated on this form ties to my local area plan.

Grantee Information: Name/Title of Program Coordinator _____

Name/Title of Campus Fiscal Agent _____

Please Print or Type
 Signature/Date _____

Please Print or Type
 Signature/Date _____

Required Uses of Funds (1-9) and Permissible Uses of Funds (10-29)

1	Strengthen academic, and career & technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2	Link CTE at the secondary level and the postsecondary level, including offering the relevant elements of not less than one program of study.
3	Provide students with strong experience in and understanding of all aspects of an industry.
4	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries for internships and mentoring.
5	Provide inservice and preservice professional development programs to teachers, faculty, administrators, and career guidance counselors.
6	Develop and implement evaluations of the CTE programs carried out with Perkins funds.
7	Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
8	Provide services and activities that are of sufficient size, scope, and quality to be effective.
9	Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs for high-skill, high-wage, or high-demand occupations.
10	Involve parents, business & labor in the design, implementation, and evaluation of CTE programs.
11	Provide career guidance & academic counseling for students participating in CTE programs, that improve graduation rates, provides information about postsecondary and career opportunities, and provides assistance for postsecondary students and adults.
12	Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experiences for teachers and faculty.
13	Provide programs for special populations.
14	Assist career and technical student organizations.
15	Mentoring and support services.
16	Lease, purchase and upgrade equipment or adapting equipment, including instructional aids and publications to strengthen and support academic and skill achievement.
17	Teacher preparation programs that address the integration of academic and CTE and that assist individuals interested in becoming CTE teachers and faculty.
18	Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including the use of distance education.
19	Develop initiatives that facilitate the transition of postsecondary CTE students into baccalaureate degree programs.
20	Provide activities to support entrepreneurship education and training.
21	Improve or develop new CTE courses, including the development of programs of study.
22	Develop and support small, personalized career-themed learning communities.
23	Provide support for family and consumer sciences programs.
24	Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
25	Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
26	Support training and activities (such as mentoring and outreach) in nontraditional fields.
27	Provide support for training programs in automotive technologies.
28	Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
29	Support other CTE activities consistent with purposes of this Act.

**Career and Technical Education
Local Application Plan
Glossary**

Academic Infrastructure - refers to the instructional organization of an institution. The highest ranking instructional officer is typically the Vice-President or Vice-Chancellor of Academic Affairs/ Instruction or Provost of the institution. The institution is then organized by colleges (if a university) or divisions (if a two-year college) by body of instruction (i.e. Arts and Sciences, Allied Health, Technology, etc.) with academic deans as the highest ranking officer of these units. Larger colleges and/or divisions are further subdivided into academic/ instructional departments. Each is lead by a Departmental Chair (ex. English, mathematics, nursing, etc.)

Academic Program - instructional program leading toward an associates, bachelors, masters, doctorate, or first-professional degree or resulting in credits that can be applied to one of these degrees. (IPEDS)

ACTE — The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Its mission is to provide educational leadership in developing a competitive workforce. (ACTE)

Adaptive Technology-technology that changes to fit a new situation; or use of technology to teach students who do not or cannot learn by traditional methods

Advisory Committee-committee of people from business, industry, students, other community organizations, school faculty and staff who offer assistance in planning course offerings that meets the needs of that particular school and community.

Alternative Testing Formats-presenting of information for assessment in other methods for students who do not or cannot test by traditional methods.

Applied Associate of Science-the Associate of Applied Science is an applied/ academic degree program (60- 72 semesters with a limited general education core [15 hours]) primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a Technical Diploma program with 15 hours of require general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACS-COC requirements. If technical course work required of the degree is intended to transfer to a four-year institution, this coursework must been appropriate SACS-COC requirements. AAS degrees are limited to technical college, community college, and two-year transfer institutions [Note: Approval authority for implementation of an AAS degree shall reside with the Board of Regents]

Applied Associate of Technology-the Associate of Applied Technology is/ was an applied degeed program primarily designed to prepare students for immediate employment or career entry as offered, in Louisiana, by the Louisiana Technical College. All AAT degrees are scheduled for non-recognition, according to Board of Regents actions, by 2005 with the implementation of the *Board of Regents Master Plan for Higher Education*.

Apprenticeships-a training system that combines on-the-job training with theoretical and practical classroom instruction. The training content is industry-driven. The process of Apprenticeship program registration with the Louisiana Department of Labor ensures, through standards, that working apprentices and program sponsors/employers both have a clear understanding of the training that the apprentices are to be provided and the measures taken to provide for ongoing quality assurance.

Articulated Credit-a course taken at one level of schooling that is accepted for credit at the next level, to prevent loss of the student's time and money in repeating a course in which they have already earned credit. Promotes a smooth transition from secondary to post-secondary education.

Articulation Agreements-a prescribed curriculum sequence, such as between grade levels, between vocational and academic education, or between secondary and post-secondary education, which consists of interrelated components to achieve specified educational outcomes, and to minimize duplication, OR a written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievements leading to degrees or certification.

Career Counseling-programs pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness; career planning; career decision-making; placement skills; and knowledge and understanding of local, state, and national occupational, educational and ongoing market needs, trends and opportunities that assist individuals in making and implementing informed educational and occupational choices.

Career Fairs-activity designed to help students think about their interests and abilities in relation to potential careers, and to meet people who can assist them in getting the necessary skills and experience for workforce success.

Career Pathways-organized plan of study that helps a student make decisions on how they will acquire the knowledge, skills and expertise to enter the workforce successfully in their chosen career.

Certificate - a formal award certifying the satisfactory completion of a postsecondary education program. (IPEDS). The legal authorities to award certificates, as defined in Louisiana Statue, are the Louisiana Higher Education Management Boards(See Louisiana Board of Regents Degree and Credentials definitions.).

Certificate of Applied Science (CAS) - an applied program (30-42 hours) with a limited general education component (9 hours). CAS degrees are formed by combining a CTS with general education requirements. All required general education coursework must meet SACS/COC requirements. CAS degrees are strictly limited to technical and community colleges. The final approval authority resides with the Board of Regents. (Board of Regents Degree Definitions)

Certificate of Technical Studies (CTS)-refers to an applied technical program (21-33 hours). CTS programs may be formed by combining multiple TCAs to provide a student with a broad technical competency. CTS programs are strictly limited to technical and community colleges. The approval authority resides with the LCTCS Board of Supervisors but the actions must be reported immediately to the Board of Regents. All other Regents requirements governing academic programs apply to the CTS. (Board of Regents Definitions)

Certification – (1) in postsecondary education is a designation by an organization that an educational program, course of study, or individual has obtained a prescribed level of competency in a particular area of specialty. (2) in business and industry is a recognized local, regional or national standard. Refers to a process that has been established by business and industry for an individual, program, or procedure to measure achievement using some type of instrument (e.g. a test or other measurement tool).

Certification of Teachers- industry-based certification policy requiring instructors to have successfully completed the certification process, including traditional teacher certification, career and technical trade an industry education and state and national IBC.

Computer Lab Upgrades-the purchase and placement of newer computer program equipment in a classroom in which a CTE program is taught.

Conferences-meetings at the local, state, or national level that provides information and materials regarding CTE programs and can also promote collaboration among professionals.

Contextual Learning-learning that occurs in close relationship with actual experience. It enables students to test academic theories via tangible, real world applications. It blends teaching methods, content, situation, and timing.

Cooperative Education-a program that provides for alternate class attendance and employment in business, industry, or government. This program provides opportunities for CTE students to receive on-the-job training and related classroom instruction.

Counselor In-services-professional development activities geared directly for counselors in a career counseling capacity.

CTE Perkins Meetings-mandatory meetings for Perkins Coordinators, Career Tech Facilitators and other interested persons.

CTSO Activities-the work planned and completed annual by the five Career & Technical Students Organizations.

Curriculum Alignment-occurs when academic and related or parallel career and technical education curriculums are linked so that course content and instruction dovetail across and/or within subject areas.

Curriculum Development-The development of course of study for a specific subject matter by a group of educators.

Curriculum Integration-bringing together of various parts of the curriculum, emphasizing the relationship among the disciplines.

Distance Learning-use of telecommunications technologies, including satellites, telephones and cable-television systems, to broadcast instruction from one central site to one or more remote locations. Typically, a television image of a teacher is broadcast to students in remote locations. This may also be done using interactive videoconferencing. School districts frequently use distance learning so one teacher can teach to students in more than one school at once. Rural districts often rely on distance learning.

Dual Enrollment-a program of study to allow high school students to simultaneously earn credits toward a high school diploma and a post-secondary degree or certification.

Employability Skills-skills necessary to establish a foundation for stable long term employment.

Employer Linkages-in order for our system to lead to quality employment outcomes, local business participation in the design and delivery of programming activities is essential. Business can greatly benefit the system by articulating the skills young people need for success in the work world, share with education and training providers how those skills are used in real work situations, and help us understand the opportunities available to first-time job seekers and the skills needed for next jobs as young people develop their individual career paths. (Louisiana Youth Policy Network Report on Work in Progress December 2000)

Equipment Upgrade- purchase of new equipment or new enhancements to make the equipment relevant to new developments to enable students to be trained for current/future skills needed in the workplace.

Externships-an externship provides students the opportunity to explore a specific career path, gain marketable job experience, and make professional connections by spending time with employees in their workplace. (University of Iowa)

Faculty In-service-professional development designed for all CTE faculty.

Faculty professional development-a program of learning experiences designed to foster the professional growth of a CTE instructional staff and aimed at enhancing the knowledge base about curriculum and instructional strategies.

Focus Groups-a small group of individuals brought together to discuss a specified topic. A neutral party with a separate note taker facilitates successful focus groups. (Helpforschools.com – Glossary of Educational Assessment terms)

Graduate Follow-Up-a process by which a student's activities after graduation are tracked (placement in employment or further education).

Guest Speaker- an expert in a particular field brought in to provide students with information at no charge to the institution.

Harassment Seminars-lectures assigned to provide awareness of the various forms of harassment, their consequences and their remedies.

High Tech-a term that describes technology based in the 21st century.

Industry-based Certification-a portable recognized credential (tangible evidence) that an individual has successfully demonstrated skill competencies on a core set of content and performance standards in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas.

Integrated Academics-when academic and occupational or career subject matter—normally offered in separate courses—are taught in a manner that emphasizes relationships among the disciplines. Integrated academics take many forms, ranging from the simple introduction of academics into traditional occupational courses to comprehensive programs that organize all instruction around career major themes. (School-to-Work Glossary of Terms, U.S. Dept. of Education)

Interest Inventories-interest inventories measure your likes and dislikes in a wide range of general activities and use this information to develop a personal interest profile. Your profile is then compared to the profiles of other students or groups of individuals successfully employed in specific occupational categories. A high degree of similarity between your interests and the interests of students in a particular major or people in certain jobs might give you some ideas of possible majors to explore. The results of an interest inventory might even cause you to question whether you should continue to consider a major in which you have little measured interest. Interest inventories do not, however, tell you what you *should* or *should not* do or pursue. (Michael J. Leonard (mjl3@psu.edu)The Pennsylvania State University)

Internships-student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation.

Job embedded professional development-job-embedded professional development means that learning is embedded into the daily work routine, not scheduled after hours. This kind of learning is job specific, and designed to assist teachers in implementing best teaching practices. Job-embedded learning requires that participants plan and reflect on their professional activities and practice. (JOB-EMBEDDED STAFF DEVELOPMENT A Position Statement from the Louisiana Staff Development Council and the Louisiana Reading Association)

Labor Market Surveys-quantitative and qualitative information on employment, wages, standards, qualifications, job openings, working conditions and other factors related to the labor market. (<http://jobfutures.ca/en/glossary.shtml#L>)

Mentors-serves as a trusted counselor or teacher, especially in occupational settings.

National Industry-based Certification-when companies within a specific industry come together and agree on the knowledge and skills they want in employees, certification standards are created. These standards spell out the knowledge and skills current workers and prospective employees should have. The curriculum taught in secondary and post-secondary schools for a particular certification tracks the standards created by the industry. (http://www.laworkforce.net/industry-based_certifications.htm)

Needs Assessment-a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance. (http://alumnus.caltech.edu/~rouda/T2_NA.html)

Non- traditional Training and Employment-concerns occupations or fields of work (including careers in computer science, technology, and other emerging high-skill occupations) in which individuals from one gender comprise less than 25 percent of all employees in the occupation or field. (<http://www.glc.k12.ga.us/pandp/guidance/schoices/sc-f13.htm>)

Nondiscrimination Policies-a written course of action or procedure to provide for fairness in treating people without prejudice.

Nontraditional Advisory Committee-A committee that addresses concerns related to occupations or fields of work in which individuals from one gender comprises less than 25 percent of all employees in the occupation field.

Nontraditional Role Models-a person, not in accordance with tradition, who serves as a model in a particular behavioral or social role for another person to emulate.

Outreach Activities-a systematic attempt to provide services beyond conventional limits, as to particular segments of a community. (dictionary.com)

Policy Dissemination-orderly plan for preserving and making accessible policies and procedures.

Pre-employment Preparation-preparation of individuals with little or no work experience for the workplace by focusing on transferable job skills. (<http://www.workforcenewyork.org/promisingpractices/cnypreemployment.htm>)

Pre-testing-a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study. (dictionary.com)

Problem-based Learning-an approach to curriculum and teaching that involves students in solution of real-life problems rather than conventional study of terms and information. Developed in leading medical schools, problem-based learning begins with a real problem that connects to the student's world, such as how to upgrade a local waste treatment plant. Student teams organize their methods and procedures around specifics of the problem, not around subject matter as such. Students explore

various avenues before arriving at a solution to present to the class. Teachers report that students using problem-based learning become more interested in their studies, more motivated to explore in-depth, and more likely to see the value of the lesson. Problems are chosen for their appropriateness and power to illuminate core concepts in the curriculum. They must be carefully selected to ensure that students learn the intended content. (<http://www.ascd.org/cms/index>)

Professional Library-an integral part of the professional learning community, supports research, and education information needs.

Program Assessment Tools-instrument utilized to determine the value of an integrated course of studies or an instruction sequence in programmed instruction.

Role models-a person who serves as a model in a particular behavioral or social role for another person to emulate.(dictionary.com)

Software-program of routines that control the functioning of computer hardware.

Special Assessments-assessments utilizing tools, materials and techniques designed to assess the capabilities and needs of special populations.

Special Brochures-printed media designed to encourage participation and provide information about specific initiatives, such as nontraditional training and employment.

Special Recruitment Materials-flyers, booklets, brochures, stickers, or other promotional materials and devices designed to promote and encourage participation in specific initiatives such as nontraditional training and employment.

Standards-the knowledge and competencies required in a course of study.; an acknowledged measure of comparison for quantitative or qualitative value; a criterion. Something that is widely recognized or employed because of its excellence. <http://dictionary.reference.com/search?q=tutor>

State-of-the-art equipment-equipment that is reflective of the highest level of development at a particular time, and that affords the student knowledge and experience necessary for the operation of equipment found in the workplace.

Telecommunication Skills-skills in the science and technology of communication at a distance by electronic transmission of impulses, as by telegraph, cable, telephone, radio, or television.

Tutorial Software-computer assisted program designed to enhance instruction in a particular field or subject.

WIBs-Workforce Investment Boards – Local advisory boards created by the Workforce Investment Act that oversee employment training, literacy and vocational rehabilitation.

Work-based learning opportunities-activities at the high school level that involve actual work experience or connect classroom learning to work. This may include cooperative education, internships, etc.

Workkeys-Work Keys® is a complete program of job analysis, assessment, instructional support, reporting and training services. It measures both the skills of individuals and the skills required for successful job performance. <http://www.cv.cc.va.us/Workforce/WorkKeys.htm>

Workshops-an educational seminar or series of meetings emphasizing interaction and exchange of information.

LOCAL APPLICATION PLAN (LAP)

**Carl D. Perkins
Career and Technical Education Improvement Act of 2006
CFDA # 84.048A**

Paul Pastorek
State Superintendent of Education



Deadline for submission: 4:00 p.m., June 2, 2008

State Board of Elementary and Secondary Education

Mr. James D. Garvey, Jr.
1st BESE District

Mr. Dale Bayard
Secretary/Treasurer
7th BESE District

Ms. Louella Givens
2nd BESE District

Ms. Linda Johnson
President
8th BESE District

Ms. Glenn Lee Buquet
3rd BESE District

Mr. John L. Bennett
Member-at-Large

Mr. Walter Lee
4th BESE District

Ms. Penny Dastugue
Member-at-Large

Mr. Keith Guice
5th BESE District

Ms. Tammie A. McDaniel
Member-at-Large

Mr. Charles E. Roemer
6th BESE District

Ms. Weegie Peabody
Executive Director

Web-only document.

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coordinator is Patrick Weaver, Deputy Undersecretary, LDE, Executive Office of the Superintendent; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.

For further information, contact:

Patricia Merrick 225.342.3488 or at patricia.merrick@la.gov

Paul Theriot 225-219-0334 or at paul.theriot@la.gov

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The completed LAPs should be received no later than 4:00 p.m., June 2, 2008 to the following addresses as appropriate:

Secondary

Department of Education
Division of Education Finance
Grants Management – 5th Floor
P. O. Box 94064
Baton Rouge, LA 70804-9064

For FedEx and hand delivery:
Department of Education - Division of Education Finance
Grants Management – 5th Floor, Suite 264
Claiborne Building
1201 N. 3rd Street
Baton Rouge, LA 70802

Budget Forms are found at the LDE website

<http://www.louisianaschools.net>

Funding/Budgets/Grants Management Forms/Carl Perkins Budget Forms

**ASSISTANCE WITH LOCAL APPLICATION PLANS
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT**

For assistance relative to financial information:

Mary Cavalier
mary.cavalier@la.gov

225-342-3784

For assistance with programmatic information:

Patricia Merrick
patricia.merrick@la.gov

225-342-3488

Paul Theriot
paul.theriot@la.gov

225-219-9334

Deadline for submission of the LAP: 4:00 p.m., June 2, 2008

THE LOCAL APPLICATION PLAN FOR PERKINS III FUNDS FY 2008-2009

Programs must be administered with the following overall goals in mind: Strengthening academics of all students; broadening opportunities of students; and emphasizing the importance of high school graduation (secondary) and program completion (post secondary); and achieving diploma, certificate or associate degree (post secondary). It is important that the use of funds connect to program expectations and quality consistent with the purpose of the Act.

STATE AND FEDERAL OBJECTIVES

Louisiana's Program Plan focuses its priorities on the indicators found below as directed by Perkins legislation. **The first nine items are REQUIRED USE OF FUNDS.**

<u>Required Uses of Perkins Funds</u>	
1. Strengthen academic and career and technical skills of CTE programs through the integration of academics with CTE programs.	14. Develop local education and business (including small business) partnerships.
2. Provide students with strong experience in and understanding of all aspects of an industry which may include work-based learning.	15. Assist vocational and technical student organizations.
3. Develop, improve or expand the use of technology in career and technical education.	16. Developing and supporting small, personalized career-themed learning communities.
4. Provide professional development programs to secondary and post secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.	17. Provide for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
5. Develop and implement evaluations of the career and technical education programs.	18. Support teacher preparation programs. Must address integration of academic and career and technical education.
6. Initiate, improve, expand and modernize quality career and technical education programs including relevant technology.	19. Providing support for training programs in automotive technologies.
7. Provide services and activities that are of sufficient size, scope and quality to be effective.	20. Provide support for family and consumer sciences programs.
8. Link secondary and post secondary CTE programs, including by offering the relevant elements of not less than one career and technical program of study described in the state plan.	21. Provide programs for adults and school dropouts to complete secondary school education and upgrading technical skills.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	22. Provide assistance to students in finding an appropriate job and continuing their education. For example: students may be referred to the one-stop system established under the Workforce Investment Act.
<u>Permissive Uses of Perkins Funds</u>	23. Support non-traditional training and employment activities (such as mentoring and outreach) in nontraditional fields.
10. Involve parents, business and labor organizations in the design, implementation, and evaluation of programs.	24. Provide other vocational and technical education activities.
11. Provide career guidance and academic counseling for students participating in CTE Programs	25. Developing and expanding post secondary program offerings at time and in formats that are accessible for students, including working students, including through the use of distance education.
12. Provide work-related experiences such as internships, cooperative education, school-based enterprises, entrepreneurship and job shadowing that are related to CTE Programs.	26. Provide mentoring and support services.
13. Provide programs for Special Populations.	27. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
14. Providing activities to support entrepreneurship education and training	28. Pooling a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives which may include: improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; establishing, enhancing or supporting systems for accountability data collection or reporting under Perkins; implementing CTE programs of study described in the state plan; and implementing technical assessments.
15. Improving or developing new CTE courses including development of programs of study for state approval and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain post secondary credit to count toward an associate or baccalaureate degree.	

**DIRECTIONS FOR SUBMITTING LOCAL APPLICATION PLAN
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

Special Note: Instructions and information relative to the 2008 - 2009 Local Application Plan are contingent on approval of the State Plan by the US Department of Education. When an approval of the State Plan is granted, it may become necessary for eligible recipients to provide additional information or submit revised applications.

- I. Use blue ink for all required signatures.
- II. Budgets for the Basic Grant will receive final approval after the award is made. However, budget documents are requested with the Local Application Plan (LAP).
- III. The following items must be contained in the LAP package submitted for funding:

Basic Grant Application

- Cover Sheet
- Improvement Plan for Meeting Core Indicators
- Programmatic Use of Funds
- Community/Business/Parental Involvement
- Special Populations
- Data Collection
- Linkages
- Professional Development
- Position Descriptions
- Budget Forms
 - Budget Detail
 - Budget Summary
 - Budget Summary Report (Use of Funds)

Certification/Assurance Requirements Must Accompany Application.

- Local Application Plan Certification
- Statement of Assurances (Federal)
- Certifications (Federal)
- Fiscal Assurances
- Program Approval Assurances

- IV. Submit original and two (2) copies.

**CARL D. PERKINS VOCATIONAL
AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 – TITLE I
BASIC GRANT APPLICATION**

**Secondary Cover Sheet
FY 2008-2009
CFDA # 84.048A**

Eligible Recipient _____

Superintendent _____

Phone _____ Address _____

FAX _____ E-mail Address: _____

Basic Grant Perkins Coordinator _____

Phone _____ Address _____

FAX _____ E-mail Address: _____

SELF-CHECK LIST OF ITEMS SUBMITTED

Required:

Basic Grant Application – submit original and 2 copies

- Basic Grant Cover Sheet
- Improvement Plan for Meeting Core Indicators
- Basic Grant Program Application
- Position Description(s)
- Budget Forms
 - Budget Detail
 - Budget Summary
 - Budget Summary Report (Use of Funds)

Certification/Assurance Requirements

- Certification Regarding LAP
- Statement of Assurances
- Certifications (Federal)
- LDE Fiscal Assurances
- Program Approval Assurances

LOUISIANA AGREED-UPON PERFORMANCE LEVELS

Perkins legislation mandates the establishment of a state performance accountability system designed to assess the effectiveness of the state in achieving statewide progress for improvement in career/technical education. The state-developed performance measures must include core indicators in academic and skill attainment, program completion, placement and nontraditional programs. The chart below identifies the performance levels agreed upon by State of Louisiana including the Louisiana Community and Technical College System and Louisiana State Department of Education.

Grantees are responsible for working toward the state’s performance levels and are required to report statistical data annually. Each year in completing its Local Application Plan (LAP), systems must review their progress toward meeting the performance levels. The system must identify specific strategies that it plans to pursue in order to meet or exceed the performance level. It is not necessary to work on all performance measures at the same time or to improve all measures each year. However, Perkins funds must be targeted to achieving or exceeding the targeted local level of performance.

To be in compliance with the Perkins accountability system, it is necessary for grantees to review their progress in meeting and/or exceeding the performance measures. **Complete the form below as a component of the review task.**

1A. IMPROVEMENT PLAN FOR MEETING CORE INDICATORS OF PERFORMANCE

Measure Number	Measure	State Baseline 2007 - 2008	Baseline Average for your LEA	*Targeted Local Level of Performance
1S1	Academic Attainment – Reading/Language Arts	47		
1S2	Academic Attainment – Math	42		
2S1	Technical Skill Attainment	53		
3S1	Secondary School Completion	45		
4S1	Student Graduation Rates	52		
5S1	Secondary Placement	88		
6S1	Nontraditional Participation	16		
6S2	Nontraditional Completion	23		

***The Targeted Local Level of Performance for each LEA must focus on attaining the State Baseline Level and will be a growth target established using your baseline average.**

Indicate how you will improve levels of performance under each core indicator that your district did not meet. (Each strategy for which Perkins funds will be expended must be checked and must be reflected on the budget pages.)

Academic Attainment

- | | | |
|---|---|--|
| <input type="checkbox"/> Applied academics
<input type="checkbox"/> Contextual learning
<input type="checkbox"/> Curriculum alignment
<input type="checkbox"/> Early identification of problem learners
<input type="checkbox"/> Job-embedded professional development
<input type="checkbox"/> Tutors | <input type="checkbox"/> Integration of academics and career and technical education
<input type="checkbox"/> Interdisciplinary Team Teaching
<input type="checkbox"/> Model course guidelines
<input type="checkbox"/> Student Portfolios | <input type="checkbox"/> Utilization of standards
<input type="checkbox"/> Utilization of tutorial software
<input type="checkbox"/> Other (Please specify)
<hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> |
|---|---|--|

Technical Skill Attainment

- | | | |
|--|--|---|
| <input type="checkbox"/> Career assessment | <input type="checkbox"/> Model course guidelines | <input type="checkbox"/> Student portfolios |
| <input type="checkbox"/> Classroom aides in career and technical education classes | <input type="checkbox"/> National and state industry-based certification of programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Curriculum development | <input type="checkbox"/> National and state industry-based certification of teachers | <input type="checkbox"/> Utilization of standards |
| <input type="checkbox"/> Employability skills | <input type="checkbox"/> National board teacher/counselor certification | <input type="checkbox"/> Workkeys |
| <input type="checkbox"/> Enrichment resource materials | <input type="checkbox"/> State-of-the-art equipment | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Faculty leadership | | <hr/> |
| <input type="checkbox"/> Five year plans | | |
| <input type="checkbox"/> Job-embedded professional development | | |

Secondary School Completion/Student Graduation Rates

- | | | |
|---|---|--|
| <input type="checkbox"/> Alternative classes | <input type="checkbox"/> Credit recovery | <input type="checkbox"/> Positive behavior support |
| <input type="checkbox"/> Early warning system | <input type="checkbox"/> Catch up reading program | <input type="checkbox"/> Peer mentoring program |
| <input type="checkbox"/> Dropout prevention specialists | <input type="checkbox"/> Catch up math program | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Career assessment | <input type="checkbox"/> TEAM (Teachers as Educational Advisors or Mentors) | <hr/> |
| <input type="checkbox"/> Comprehensive counseling | <input type="checkbox"/> 9 th grade academies | |
| <input type="checkbox"/> Remediation | | |
| <input type="checkbox"/> Tutoring | | |

Placement

- | | | |
|--|---|---|
| <input type="checkbox"/> Career assessment | <input type="checkbox"/> Presentations to business groups | <input type="checkbox"/> Work-based learning |
| <input type="checkbox"/> Career Fairs | <input type="checkbox"/> Portfolios/work readiness workshops | <input type="checkbox"/> Workkeys |
| <input type="checkbox"/> Employer linkages | <input type="checkbox"/> Secondary to post secondary partnerships | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Internships/apprenticeships | <input type="checkbox"/> Work opportunities | <hr/> |
| <input type="checkbox"/> Job-ready skills | | |
| <input type="checkbox"/> Open houses for employers | | |
| <input type="checkbox"/> Personal counseling | | |

Nontraditional Participation and Completion

- | | | |
|---|--|--|
| <input type="checkbox"/> Awareness workshops | <input type="checkbox"/> Job-embedded professional development | <input type="checkbox"/> Utilization of "Taking the Road Less Traveled" software |
| <input type="checkbox"/> Career Fairs | <input type="checkbox"/> Marketing plan | <input type="checkbox"/> Work-based learning opportunities |
| <input type="checkbox"/> Completion of five year plans | <input type="checkbox"/> Special recruitment materials | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> Guest speakers | <input type="checkbox"/> Use of role models | <hr/> |
| <input type="checkbox"/> Harassment seminars for faculty/students | | |
| <input type="checkbox"/> Interest inventories | | |

Please provide a brief narrative describing the strategies planned to meet required performance levels.

IB. NEEDS ASSESSMENT

Based on a review of the core performance indicators and local needs assessment:

Identify program(s) and site(s) to be addressed with current year funding, as well as career major(s) that are in place in program areas being funded. These following factors must be considered in expending Perkins funds:

- Core indicators shall be addressed, and where there are deficiencies, funds shall be expended for program improvement to meet the state goal;
- Programs funded shall be those with the highest job demand in your community;
- Funds shall be ***focused*** so that maximum benefit can be achieved; and
- Funds shall be expended only in Approved Programs (those programs for which the LEA superintendent has signed assurances as meeting all of the established criteria).

Career Clusters/ Program Area(s) of Focus: Choose your area(s) of focus from the following high demand, high skill and or high wage occupational areas:

Clusters

- Architecture and Construction
- Education (i.e. Students Teaching and Reaching)
- Information Technology
- Health Science
- Hospitality and Tourism
- Manufacturing
- Science, Technology, Engineering, and Mathematics
- Transportation - Automotive Technology

Program Areas

- Agriculture
- Business
- Family and Consumer Science
- Health Occupations
- Marketing
- Technology Education
- Trade & Industry
- General CTE

Career Major(s): Only state approved **Area(s) of Concentration** should be listed below in Career Majors. See **Appendix** for a list of approved Areas of Concentration.

- 1.
- 2.
- 3.
- 4.

Identify all individuals who participated in the review of performance indicators and the career/technical program assessment. Opportunity for involvement **must be afforded** representatives of the student body, WIBs, business community (including small business), industry, labor, parents, and representatives of Special Populations. **List only active participants.** (Use additional pages as needed.)

INDIVIDUAL	ADDRESS	POSITION

(2 a.) Attach a brief description of the assessment process as Appendix A. *Keep on file minutes and sign-in sheets of meetings held to develop the Local Application for monitors to review during site evaluation visit.*

II. PROGRAMATIC USE OF FUNDS—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy under each number **must** be selected for items 1-7.)

Identify how Perkins funds will be used to:

(1) strengthen the academic and career and technical skills proficiencies of all students, including Special Populations, through the integration of rigorous, challenging academic and career and technical education courses, and ensuring all students are engaged in coherent sequence of courses/programs of study.

- | P | L | P | L | P | L |
|--------------------------|---|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> Applied Academics Classes | <input type="checkbox"/> | <input type="checkbox"/> Integrated Academics | <input type="checkbox"/> | <input type="checkbox"/> Utilization of standards and model course guidelines |
| <input type="checkbox"/> | <input type="checkbox"/> Areas of Concentration/
Career Pathways | <input type="checkbox"/> | <input type="checkbox"/> Problem-based Learning | <input type="checkbox"/> | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> | <input type="checkbox"/> Contextual Learning | <input type="checkbox"/> | <input type="checkbox"/> Sending School
Coordination | | |
| <input type="checkbox"/> | <input type="checkbox"/> Curriculum Coordinator | <input type="checkbox"/> | <input type="checkbox"/> Teacher Exchange | | |
| <input type="checkbox"/> | <input type="checkbox"/> Data driven curriculum | <input type="checkbox"/> | <input type="checkbox"/> Teaching Aids | | |
| <input type="checkbox"/> | <input type="checkbox"/> Five year plans | <input type="checkbox"/> | <input type="checkbox"/> Tutoring | | |

Provide brief narrative describing strategies planned to meet the requirements of the law.

(2) provide experiences in all aspects of an industry in career and technical education

- | P | L | P | L | P | L |
|--------------------------|--|-------------------------------------|---|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Business Advisory
Committees | <input checked="" type="checkbox"/> | <input type="checkbox"/> Guest
Speakers/Community
Resources | <input type="checkbox"/> | <input type="checkbox"/> Entrepreneurship
activities in CTE |
| <input type="checkbox"/> | <input type="checkbox"/> Business Partnerships | <input type="checkbox"/> | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> | <input type="checkbox"/> Co-op/
Internships/Apprenticeships | <input type="checkbox"/> | <input type="checkbox"/> Mentoring Programs | | |
| <input type="checkbox"/> | <input type="checkbox"/> CTSO Activities | <input type="checkbox"/> | <input type="checkbox"/> Teacher Internships
(secondary only) | | |

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(3) develop, improve, and expand the use of technology to broaden opportunities for all students

P L

- Computer lab upgrades
- Distance learning classes
- Encourage schools to work with high tech industries
- Offer internship and mentoring programs
- Promote non- traditional training and employment

P L

- Provide students with technical skills that lead to entry in high tech and telecommunication skills (including math and science)
- State-of-the-art equipment
- Training CTE personnel in the use and application of Technology

P L

- Utilization of LA e-Portal
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(4) increase graduation rates and completion rates in certificates, IBCs, diploma and degrees

P L

- N/A Academic awards programs/banquet
- Career orientation programs
- Career/academic information telephone hotline
- Curriculum enhancement
- Curriculum development

P L

- Develop and implement a parental contact plan
- Graduate follow-up
- Develop and implement a parental contact plan
- Other (Please specify)

P L

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(5) provide programs of adequate size, scope and quality to bring about improvement.

P L

- Articulation Agreements
- Class addition/deletion
- Curriculum development
- Flexible schedule
- Technology Upgrade

P L

- Instructional Resources
- Industry-based certification opportunities
- Labor Market Surveys
- Student Evaluations (Surveys)

P L

- Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(6) promote preparation for nontraditional training and employment.

P L

- In-service for faculty
- Internships
- Job Shadowing
- Job-embedded professional development

P L

- N/A Media Productions
- Mentors
- Program brochures
- Nontraditional role models
- Entrepreneurship activities

P L

- N/A Student Recognition
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(7) describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

P L

- Career workshops
- Job Shadowing
- Internships
- Programs of Study/ Career Pathways
- Career Software

P L

- Five Year (secondary only)
- TEAM (Teacher as Educational Advisors and Mentors – **secondary only**)
- Career Assessments
- Dual Enrollment Programs

P L

- TOPS, TOPS Tech & BoR Dual Enrollment
 - Education Plans
 - Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

(8) describe efforts to improve the recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession, and the transition to teaching from business and industry

- | P | L | P | L | P | L |
|--------------------------|---|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> CTE Faculty orientation programs | <input type="checkbox"/> | <input type="checkbox"/> Career Workshops | <input type="checkbox"/> | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> | <input type="checkbox"/> Advisory Committee Activities | <input type="checkbox"/> | <input type="checkbox"/> Internships | <input type="checkbox"/> | <input type="checkbox"/> Other (Please specify) |
| | | <input type="checkbox"/> | <input type="checkbox"/> Professional Development | <hr/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> Job Fairs | | |

Please provide brief narrative describing strategies planned to meet the requirements of the law.

III. COMMUNITY/BUSINESS/PARENTAL INVOLVEMENT—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy **must** be selected.)

Identify opportunities afforded representatives of the student body, business, industry, labor, parents, and representative of Special Populations in the development, implementation, evaluation, improvement, and assessment of career/technical programs.

- | P | L | P | L | P | L |
|--------------------------|--|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> Advisory Committees | <input type="checkbox"/> | <input type="checkbox"/> Curriculum Integration | <input type="checkbox"/> | <input type="checkbox"/> Orientation and registration information provided for parental input |
| <input type="checkbox"/> | <input type="checkbox"/> Programmatic Brochures | <input type="checkbox"/> | <input type="checkbox"/> Development and utilization of program assessment tools | <input type="checkbox"/> | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> | <input type="checkbox"/> Business Partnerships | <input type="checkbox"/> | <input type="checkbox"/> Focus Groups | <hr/> | |
| <input type="checkbox"/> | <input type="checkbox"/> Community/Business Partnerships | <input type="checkbox"/> | <input type="checkbox"/> Interaction with WIBs | | |
| <input type="checkbox"/> | <input type="checkbox"/> Curriculum Design Teams | <input type="checkbox"/> | <input type="checkbox"/> Advisory Committee Activities | | |

Please provide brief narrative outlining the community involvement process.

(4) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

P L

- Guest speakers
- Career Fairs
- Career Guidance
- Career Workshops
- Job Shadowing

P L

- Assessments
- Internships
- Career Pathways
- Instructor Training

P L

- Other (Please specify)
-

Please provide brief narrative describing strategies planned to meet the requirements of the law.

Please provide brief narrative describing strategies planned to meet the requirements of the law.

V. DATA COLLECTION

Describe the data collection process and the strategies to improve the quality and validity of data that must be submitted by the system for compliance with the requirements of the Act.

- If you use this example, please check box.

(1) Orientation/in-service meeting with principals and counselors

- (2) Data accuracy certified by principals and counselors
- (3) Data accuracy certified by school board office
- (4) Final printed data records verified by teachers record/grade book

If you do not use the example above, please list in step-by-step format (1, 2, 3, etc.) the procedure you follow.

VI. LINKAGES – Programs of Study/Career Pathways—(Each strategy for which Perkins funds will be expended **must** be indicated by checking the box marked “P” and **must** be reflected on the budget pages. Local funds expended to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy under each number **must** be selected.)

Locals must carryout the following required activities:

- **Dual/Concurrent Enrollment Program**
- **Develop and or implement a career pathway involving all key stakeholders**
- **Host quarterly regional meetings to focus on secondary to post secondary partnerships and initiatives**--Quarterly meetings with the regional workgroup/consortium will be required including documented agendas, sign in sheets and minutes in order to be reimbursed. Regional workgroups/consortiums will include all secondary career and technical education supervisors, all post secondary basic grant coordinators, secondary and post secondary counselors, secondary and post secondary administrators, business and industry partners, as well as other essential stakeholders.

Locals may choose to carryout the following activities in order to support secondary to post secondary initiatives: Coordinators and regional workgroups will assist in the development of at least one program of study (Career Pathway) each program year that leads to a technical skill proficiency/industry recommended certificate, a certificate, diploma, or a degree in a high-skill, high-wage, or high-demand occupational areas.

(1) identify strategies for linking secondary and post secondary career/technical education and secondary programs with business and industry. All grant recipients will apply 5% of Perkins funds on secondary to post secondary activities.

P	L	P	L	P	L
<input type="checkbox"/>	<input type="checkbox"/> Articulated Credit	<input type="checkbox"/>	<input type="checkbox"/> Career Guidance	<input type="checkbox"/>	<input type="checkbox"/> Collaboration with basic grant coordinators and CTE Supervisors in LAP development
<input type="checkbox"/>	<input type="checkbox"/> Collaboration with 2 year and or 4 year colleges/ universities	<input type="checkbox"/>	<input type="checkbox"/> Materials/speakers	<input type="checkbox"/>	<input type="checkbox"/> Articulation Agreements/ Activities
<input type="checkbox"/>	<input type="checkbox"/> Dual Enrollment (outside of tuition)	<input type="checkbox"/>	<input type="checkbox"/> National and state industry-based certification	<input type="checkbox"/>	<input type="checkbox"/> Other (Please specify) _____
<input type="checkbox"/>	<input type="checkbox"/> Linkages with Trade Consortiums	<input type="checkbox"/>	<input type="checkbox"/> Joint Secondary – Post secondary activities		
<input type="checkbox"/>	<input type="checkbox"/> Distance Learning	<input type="checkbox"/>	<input type="checkbox"/> Utilization of LA e-Portal		
		<input type="checkbox"/>	<input type="checkbox"/> State Meeting Attendance		

(1a.) List Programs of Study/Career Pathways that will be developed, implemented, and or enhanced for FY 07-08 as a result of the linkage activities.

(1b.) Provide brief narrative of strategies planned to ensure collaboration and linkages are developed or enhanced to link CTE programs at the secondary and post secondary level. Use text box below.

Please provide brief narrative describing strategies planned to meet the requirements of the law.

to support Career and Technical Education initiatives **may** also be indicated by checking the box marked “L” under the categories below. At least one strategy under each **number must be** selected.)

Identify the professional development opportunities that will be offered to career/technical teachers, career guidance and academic counselors, and administrators who are involved in CTE programs. Estimate the percentage of Perkins funds that will be expended and the number of career/technical personnel that will participate.

Professional development activities should relate to the overall strategies identified in the Local Application Plan. The plan must be specific and relate to a need identified in the initial needs assessment and the targeted program areas for the program year. There should be a clear relationship between the priority areas selected for programmatic use of funds and the professional development plan. **Proposed activities must be more than one time or one-day events. Professional development should also ensure that teachers and personnel stay current with all aspects of industry.**

- | | | |
|---|--|---|
| <p>P L</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Access to Experts in the Field <input type="checkbox"/> <input type="checkbox"/> Attendance to conferences, workshops and conventions (state and national) <input type="checkbox"/> <input type="checkbox"/> Continuing Education <input type="checkbox"/> <input type="checkbox"/> CTE Program Update Meetings <input type="checkbox"/> <input type="checkbox"/> Effective Teaching Skills <input type="checkbox"/> <input type="checkbox"/> Activities that enhance Instructional delivery | <p>P L</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Summer Institute <input type="checkbox"/> <input type="checkbox"/> CTTIE (Career and Technical Trade & Industry Education) <input type="checkbox"/> <input type="checkbox"/> Curriculum Development <input type="checkbox"/> <input type="checkbox"/> Industry-based certification training <input type="checkbox"/> <input type="checkbox"/> Internships and Externships <input type="checkbox"/> <input type="checkbox"/> New Teacher Institutes <input type="checkbox"/> <input type="checkbox"/> Professional Library <input type="checkbox"/> <input type="checkbox"/> Sharing of Best Practices | <p>P L</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Summer Institute <input type="checkbox"/> <input type="checkbox"/> Training of CTE faculty to use state-of-the-art technology <input type="checkbox"/> <input type="checkbox"/> Entrepreneurship training <input type="checkbox"/> <input type="checkbox"/> Other (Please specify) <hr style="width: 200px; margin-left: 0;"/> |
|---|--|---|

Percentage of Perkins to be spent _____ Number of personnel that will participate _____

Provide list of planned activities, tentative dates for planned activities, and how they relate to program goals outlined in the LAP. *Add additional pages as needed.*

VIII. TIMELINE

Using a timeline, describe when the objectives and activities described in the LAP will be accomplished. The timeline should provide a view—on a quarterly basis—of activities planned and when they are to be implemented and completed. Include management of Perkins funds in the timeline.

First Quarter (July – September)

Second Quarter (October – December)

Third Quarter (January – March)

Fourth Quarter (April – June)

POSITION DESCRIPTION
(Basic Grant)

NAME:

POSITION TITLE:

THIS POSITION REPORTS TO:

POSITION(S) SUPERVISED:

POSITION QUALIFICATIONS:

JOB SUMMARY:

PROFESSIONAL DUTIES AND RESPONSIBILITIES:

LOCAL APPLICATION PLAN

CERTIFICATION **FISCAL YEAR 2008-2009**

I hereby submit this plan to provide vocational education programs, services, and activities to meet the vocational needs of persons within the community. Application is hereby made for Federal Vocational Education funds to assist in the implementation of such programs, services, and activities.

I hereby certify that to the best of my knowledge the information contained in this application is correct and that the programs, services, and activities approved will be conducted in accordance with provisions of the Louisiana State Plan for the Administration of Career Technical Education under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the Louisiana Community and Technical College System (LCTCS) policy. Certifications included in the Local Plan for the Application of Vocational Education Funds includes Statement of Assurances and FY 2008 Application.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, this Educational Agency upholds the following policy:

This is an equal opportunity agency and is dedicated to a policy of non-discrimination in employment or training. Qualified students, applicants or employees will not be excluded from any course or activity because of age, race, creed, color, sex, religion, national origin, qualified handicap, or disability. All students have equal rights to counseling and training.

I hereby certify that the statement of assurances for vocational education is completely implemented and documented.

I am aware of the funding category(ies) which have been addressed in this application:

- 35CFR Part 85 - Section 85.510, Debarment and Suspension
- 35CFR Part 85 - Subpart F, Drug-Free Workplace
- U. S. Code, Section 1352, Title 31 - Lobbying for Grants
- USDE - Drug Prevention Program

I have read the Local Application Plan and have established policies and procedures to address all certifications.

Authorized Signature of Eligible Recipient

STATEMENT OF ASSURANCES

FY 2008-2009

- B. The eligible recipient shall comply with all of the fiscal, substantive, procedural, and administrative requirements of the Act.
- C. The eligible recipient shall comply with measurable goals and accountability measures as established by the LCTCS for meeting the needs of individuals who are members of special populations.
- D. The eligible recipient shall conduct adequate monitoring of programs to ensure that programs are meeting the needs of individuals who are members of special populations.
- E. The eligible recipient shall make provision for the participation of special populations enrolled in private secondary schools in the vocational education programs assisted under this Act to the extent consistent with the number and location of individuals who are members of special populations (secondary only).
- F. The eligible recipient assures that funding will be tied to performance and reporting accuracy/timelines.
- G. The eligible recipient shall furnish relevant training and vocational activities to men and women who desire to enter occupations that are not traditionally associated with their gender.
- H. The eligible recipient shall make provisions for the attendance of vocational personnel at vocational in-service programs, workshops, conferences, and seminars.
- I. The eligible recipient assures that 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 purchasing entity or its employees or any affiliate of such an organization.
- J. The eligible recipient shall encourage articulation and provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs.
- K. The eligible recipient shall make provision for such fiscal control and accounting procedures as were necessary to secure proper disbursement of, and accounting for, Federal Vocational Education Funds.
- L. The eligible recipient assures that curriculum will be enhanced to strengthen the focus on nontraditional careers and occupations.
- M. The eligible recipient will comply with all criteria for services and activities for individuals who are members of special populations as:
 - A. Assurance of Equal Access
 - 1. The eligible recipient assures that individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities, as well as to the full range of vocational education programs, guidance counseling, and career development activities, etc.
 - 2. The eligible recipient assures that individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling service, and shall not be discriminated against on the basis of their status as members of special populations.
 - 3. The eligible recipient assures that vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 300.550 of the IDEA and will, whenever appropriate, be included as a component of the IEP developed under section 300.340 of such Act;
 - 4. The eligible recipient assures that students with disabilities who have IEPs developed under section 300.340 of the IDEA, with respect to vocational education programs, will be offered the rights and protections guaranteed such students under section 300.500, 300.340, and 300.8.
 - 5. The eligible recipient assures that students with handicaps who do not have IEPs developed under section 300.340 of the IDEA or who are not eligible to have such a program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under Section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities

through the provision of services accessible to eligible individuals with disabilities through the provision of services described in subsection 104.21-23.

5. The eligible recipient assures that vocational planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.
 6. The eligible recipient assures that the provision of vocational education to each disabled student will be monitored to determine if such education is consistent with individualized education programs developed for such students under section 300.340 of IDEA, in any case in which such a program exists.
 7. The eligible recipients assures that the provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
 8. (a) The eligible recipient assures that the requirements of this Act relating to individuals who are members of special populations ---
 9. will be carried out under the general supervision of individuals in the appropriate educational agency or Board who are responsible for students who are members of special populations will meet education standards of the education agency or Board.
 10. The eligible recipient assures that with respect to students with disabilities the supervision carried out under subparagraph (a) shall be carried out consistent with and in conjunction with supervision by the education agency and Board carried out under section 300.550 of the IDEA.
- B. Provision for Information
1. The eligible recipient assures that each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the ninth grade, information concerning.
 - (a) the opportunities available in vocational education.
 - (b) the requirements for eligibility for enrollment in such vocational education programs.
 - (c) specific courses that are available.
 - (d) employment opportunities.
 - (e) placement.
 2. Each eligible recipient that receives assistance under Title I shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to vocational education programs offered by the institution, and when appropriate, assist in the preparation of applications relating to such admission.
 3. The information provided under this subsection shall, to the extent practicable, be in a language and form that the parents and students understand.
- C. Assurances
1. The eligible recipient shall assist students who are members of special populations to enter vocational education programs, and, with respect to the students with handicaps, assist in fulfilling the transitional service requirements of section 300.18 of IDEA.
 2. The eligible recipient shall assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of all requirements of the vocational education program in the most integrated setting possible.
 3. The eligible recipient shall provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities.
 - (a) curriculum modification
 - (b) equipment modification classroom modification
 - (c) supportive personnel
 - (d) instructional aids and devices
 4. The eligible recipient shall provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services.
 5. The eligible recipient shall provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
- D. Participatory Planning
1. The eligible recipient shall establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of the

- programs under this Act affecting their interests.
2. The eligible recipient shall design such procedures to ensure that such individuals are given access to information needed to use such procedures. The eligible recipient shall provide a vocational education program that
- E. Encourages students through counseling to pursue a coherent sequence of courses;
 - F. Assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, childcare, and special aids;
 - G. Is of such size, scope and quality as to bring about improvements in the quality of education offered by the eligible recipient;
 - H. Promotes nontraditional careers and occupations.
 - I. The eligible recipient will maintain documentation to verify all assurances.
 - J. The eligible recipient will, in accordance with Office of Management and Budget Circular A-133 and the Louisiana State Audit Law, grant access to all financial and program records and documents to authorized representatives of the LA Department of Education, the Louisiana Legislative Auditor, the Louisiana Community and Technical College System staff, the Louisiana State Inspector General, the Federal Grantor Agency, and all Federal Inspectors General.
 - K. The subrecipient agrees to comply with the provisions of Office Management and Budgets Circular A-133 and/or the Louisiana State Auditor Law Compilations, program-specific audits, or single audits of the subrecipient's funds.
 - L. The eligible post secondary recipient, a required partner in the One-Stop Center, shall collaborate with the local Workforce Investment Board to provide services as applicable under the provisions of the Carl D. Perkins Act of 1998.

Authorized Signature of Eligible Recipient

CERTIFICATIONS

Certification Regarding Debarment, Suspension, and Other Responsibility Matters (Primary Covered Transactions FY 2008-2009)

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.5 1 0, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the U. S. Department of Education. Grants and Contracts Service, 400 Maryland Avenue, S. W. (Room 3633 GSA Regional Office Building No. 3), Washington, D.C. 20202, telephone (202) 732-2505.

1. The prospective primary participant certifies, to the best of its knowledge and belief, that it and its principals:
 - A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - B. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(B) of this certification; and
 - D. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State, and local) terminated for cause or default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Instructions for Debarment Certificate

1. By signing and submitting this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. The prospective participant shall submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the department or agency's determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or any explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when the department or agency determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the department or agency to whom this proposal is submitted if at any time the prospective primary participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage Sections of the rules implementing Executive Order 12549. You may contact the department or agency to which this proposal is being submitted for assistance in obtaining a copy of those regulations.
6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered

transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency entering into this transaction.

7. The prospective primary participant further agrees by submitting this proposal that it will include the clause title "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transaction," provided by the Department or agency entering into this covered transaction, without modification, in all lower tier covered transaction and in all solicitations of lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification or a prospective participant in a lower tier (eligible recipient) covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
 10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in covered transactions knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.

Certification Regarding Drug-Free Workplace Requirements (States and State Agencies, FY 2008-2009)

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the January 31, 1989 *Federal Register*, require certification by grantees, prior to award, that they will maintain a drug-free workplace. Section 85.630(b) of the regulation provides that a grantee that is a State may elect to submit an annual certification to the Department in lieu of certificates for each grant during the year covered by the certification. The certificate set out below is a material representative of fact upon which reliance will be placed when the agency determines to award a grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34CFR Part 85, Section 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

- A. Publishing a statement notifying that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about –
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will-
 1. Abide by the terms of the statement; and
 2. Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;
- E. Notifying the agency within ten days after receiving notice under subparagraph (D)(2) from an employee or otherwise receiving actual notice of such conviction;
- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph D) (2), with respect to any employee who is so convicted-
 1. Taking appropriate personnel action against such an employee, up to and including termination; or

2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- H. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs A, B, C, D, E, and F.

Certification Regarding Lobbying (for Grants and Cooperative Agreements, FY 2008-2009)

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriate funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

U. S. Department of Education Drug Prevention Program Certification (FY 2008-2009)

The undersigned certifies that it has adopted and implemented a drug prevention program for its students and employees that, at the minimum include:

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student’s program of study, of-
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs or alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or reentry programs that are available to employees or students.
 - A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with local, State, and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
2. A biennial review by the institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

Authorized Signature of Eligible Recipient

CONFLICT OF INTEREST CERTIFICATION

_____ hereby assures the following:

LEA

4. The undersigned hereby certifies that no personnel holds any position of influence (owner, including partial ownership with controlling interest, top management, board member, etc.) with any business, vendor, bank, or other legal associations has not had any transactions which could be construed as a conflict of interest.
5. The eligible recipient(s) assures that all personnel complies with the Title 42:1101 through 1123 of the Louisiana Revised Statutes of 1950, as amended, which prescribes a code of ethics for all state employees and officials. In addition, all employees of the Louisiana Community and Technical College System will comply with the LCTCS Code of Conduct.
6. The eligible recipient(s) certifies that they or any employee have no proprietary, financial, professional or other personal interest of any nature or kind in any product, service and/or company that could be construed as influencing or benefiting from any transaction during the conduct of their work.

Authorized Signature of Eligible Recipient

STATEMENT OF ASSURANCE Secondary to Post Secondary Initiative

Local application plan was developed in collaboration and consultant with regional workgroup members that are involve with and have a commitment to the secondary and post secondary initiatives included in the Linkages component of this application. The partners involved are committed to supporting secondary to post secondary initiatives that are on a non-duplicative continuum (program of study/career pathway) that will lead students to earning post secondary credentials and or industry-based certifications.

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

NAME OF APPLICANT

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

SECONDARY—ATTACHMENT A

Louisiana Career Clusters and Career Majors for Secondary Schools

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

Agriculture, Food and Natural Resources

Agriculture Production
Agriculture Management
Animal Science
Forestry and Conservation
Horticulture

Architecture and Construction

Air Conditioning and Refrigeration,

Heating and Ventilation

Architecture
Cabinetmaking
Carpentry and Construction
Drafting
Electrical/Electronics
Masonry
Plumbing

Arts, A/V Technology, and Communication Academy)

Commercial Arts

Graphic Arts

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

Business, Management and Administration

Administrative Support
Business Administration

Health Science

Allied Health
Dental
Nursing
Nutrition and Food
Pre-Medical
Pharmacy Technician
Sports Medicine

Hospitality and Tourism

Culinary Arts
Tourism and Lodging

Human Services

Child Development Services
Management of Family Resources
Personal Care Service (Cosmetology & Barbering)
Social Services*

Information Technology

AOIT (NAF Information Technology

Computer Electronics

Computer Engineering System

Computer Science
Information Systems

Law, Public Safety and Security

NONE

Manufacturing

Industrial Operations
Jewelry Manufacturing
Lab Technology

Petrochemical

Welding

Marketing, Sales and Services

Clothing and Textiles

Education and Training
Advanced Studies*
Education

Entrepreneurship
Marketing and Sales Management
Upholstery

Finance

Banking and Finance

Economics

Science, Technology, Engineering and Mathematics

Drafting

Engineering

Government and Public Administration

Criminal Justice

JROTC*

Law and Order

Transportation, Distribution and Logistics

Automotive Technology

Collision Repair Technology

Diesel Mechanics

Marine Operations

Power Mechanics

Transportation Operations

<p style="text-align: center;">Approval Requirements for All Programs (Agriculture, Business, Family & Consumer Sciences, Health Occupations, Marketing, Technology, Trade & Industrial)</p>	<p style="text-align: center;">Name of School Name of Program</p>
<p>HEALTH OCCUPATIONS Additional Program Approval Procedures</p> <p>Health Occupations programs shall meet requirements of appropriate licensing or recognized accrediting agencies.</p>	<hr/> <hr/> <hr/>
<p>WORK-BASED LEARNING</p> <p>An approved Work-Based Learning Program shall meet the following requirements:</p> <ul style="list-style-type: none"> ✓ The cooperative education teacher-coordinator shall hold a valid teaching certificate entitling the holder to teach cooperative education in the CTE program or a valid CTIE certificate to teach Trade and Industrial Cooperative Education. ✓ The internship teacher-coordinator shall hold a valid teaching certificate in the CTE program that aligns with the student’s internship worksite. ✓ Teacher coordinators shall be scheduled for classroom instruction and on the job supervision in accordance with the number of cooperative students enrolled. ✓ Related classroom instruction for cooperative programs shall include a total of five hours each week and one hour a week for internships. ✓ On the job training shall include a minimum of 15 hours per week for the entire year for a cooperative education program and a minimum for 10 hours per week for the entire year for an internship. ✓ Cooperative students must be in a paid position, receiving at least minimum wage while internships can be in a paid or non-paid position. ✓ Required documentation shall be kept on file and submitted upon request. 	<hr/>
<p>COMPREHENSIVE GUIDANCE PROGRAM</p> <ul style="list-style-type: none"> ✓ An approved Comprehensive Guidance Program shall meet the following requirements: ✓ A planned comprehensive guidance program that is preventive and developmental in nature shall be provided. Services shall include but are not limited to providing counseling for: 	<hr/> <hr/> <hr/>

Approval Requirements for All Programs (Agriculture, Business, Family & Consumer Sciences, Health Occupations, Marketing, Technology, Trade & Industrial)	Name of School Name of Program
<ul style="list-style-type: none"> a. Educational information b. Career/occupational information c. Personal/social information d. Referral services e. Consultation f. Orientation g. Testing h. Placement and follow-up <p>✓ Individual and group counseling shall be provided to students at all levels, as well as teachers, administrators and parents.</p> <p>✓ Individualized counseling shall be provided to students to assure appropriate placement into and exit from courses and course sequences available for curricular requirements.</p> <p>✓ Immediate assistance shall be provided for students who experience problems, and long-range services made available when necessary.</p>	<hr/> <hr/> <hr/> <hr/>

I hereby assure, in compliance with *Bulletin 741*, that the schools listed have met the policies and standards passed by the State Board of Elementary and Secondary Education (SBESE) governing Career and Technology Education Programs.

Signature of Superintendent

Date: _____

SECONDARY—ATTACHMENT C

**LOUISIANA DEPARTMENT OF EDUCATION
FISCAL ASSURANCES – CARL PERKINS FUNDS**

1. The enclosed application is being submitted for grant funding awarded by the U.S. Department of Education for CFDA# 84.048 Vocational Education-Basic Grant to States (Carl Perkins).
2. I have been advised that subrecipients expending \$500,000 or more in Federal awards (funds received as direct or pass through funds) during the subrecipient's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.
3. I have provided the **TOTAL AMOUNT** (_____ insert amount here) of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds).
4. I permit the State Department of Education, the Legislative Auditors and all other required personnel to have access to the records and financial statements as necessary according to the regulation issued by Office of Management and Budget Circular A-133.
5. I have been informed of the requirement imposed by Federal laws, regulations, and the provision of contracts or grant agreements as well as any supplemental requirements imposed by SDE according to regulations issued by Office of Management and Budget Circular A-133. I agree to comply with the requirements issued by the Office of Management and Budget Circular A-87 in reference to the cost principals that apply for determining allowable costs.
6. I agree to use program funds only to supplement and not supplant funds from non-Federal sources, and to the extent practical, increase the level of funds that would, in the absence of the Federal Funds, be made available from non-Federal sources. I agree to maintain all books, records and other documents for at least (3) federal fiscal years after the final payment or as described in 34 CFR 74.53(b) whichever is longest.

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

NAME OF APPLICANT

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

ATTACHMENT D

Career and Technical Education Local Application Plan Glossary

Academic Awards-recognition of achievement of a certain level in the courses of English, math, science, and social studies.

Academic Programs-a course of study involving the required courses for graduation such as English, math, science and social studies.

ADA/IEP-Transition Planning for students – refers to plan which must be developed in the 10th grade, for special education students planning to pursue post secondary courses or programs of study.

Adaptive Technology-technology that changes to fit a new situation; or use of technology to teach students who do not or cannot learn by traditional methods

Advisory Committee-committee of people from business, industry, students, other community organizations, school faculty and staff who offer assistance in planning course offerings that meets the needs of that particular school and community.

Alternative Classes-alternative schools for suspended students; alternative schools for students such as career and technical schools, technical schools or career centers; or classes that provide uninterrupted CTE instruction.

Alternative Testing Formats-presenting of information for assessment in other methods for students who do not or cannot test by traditional methods.

Applied Academics-the instruction of courses such as English, math, science, and social studies using a practical approach to prepare students for employment and lifelong learning.

Applied Courses-courses in both academic and career and technical programs that use a practical approach to prepare students for employment and lifelong learning.

Apprenticeships-a training system that combines on-the-job training with theoretical and practical classroom instruction. The training content is industry-driven. The process of Apprenticeship program registration with the Louisiana Department of Labor ensures, through standards, that working apprentices and program sponsors/employers both have a clear understanding of the training that the apprentices are to be provided and the measures taken to provide for ongoing quality assurance.

Areas of Concentration-a coherent sequence of courses or field of study that prepares students for a first job. It includes 4 sequential related credits in a specific area, plus 2 credits in a related field, 1 must be BESE recognized computer class.

Articulated Credit-a course taken at one level of schooling that is accepted for credit at the next level, to prevent loss of the student's time and money in repeating a course in which they have already earned credit. Promotes a smooth transition from secondary to post-secondary education.

Articulation Agreements-a prescribed curriculum sequence, such as between grade levels, between vocational and academic education, or between secondary and post-secondary education, which consists of interrelated components to achieve specified educational outcomes, and to minimize duplication, OR a written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievements leading to degrees or certification.

At-risk Centers-educational setting designed to reach students who are not succeeding in school based on information gathered from various sources such as test scores, attendance or discipline records.

Awareness Workshops-concentrated efforts to make faculty and staff, as well as the community, aware that students should be allowed to freely pursue a career in occupation regardless of gender, race, ethnic origin or other biases.

Basic Skills Classes-courses that instruct in essential academic and employability skills that enable a person to succeed in school and in the workplace. Expanded basic skills include a number of cognitive and interpersonal abilities, including the capability to think and solve problems, to communicate information in oral and written form, to work effectively alone and in teams, and to take personal responsibility for self-development.

Basic Skills Instruction-training or education in essential academic and employability skills that enable a person to success in school and in the workplace. Expanded basic skills include a number of cognitive and interpersonal abilities, including the capability to think and solve problems, to communicate information in oral and written form, to work effectively alone and in teams, and to take personal responsibility for self-development. These may be imbedded across the curriculum.

Brochures-informational literature, a booklet or pamphlet that promotes career and technical educational program and opportunities.

Business Advisory Committees-committee of people from business, and or industry who offer assistance in planning course offerings that meets the needs of that particular school and workforce needs of the community or region of the state.

Business Partnerships-partnering with local business and industry to help the school offer pertinent programs for particular community's workplace needs.

Career Assessment-a series of inventories and measures to determine an individual's career interests and skills.

Career Counseling-programs pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness; career planning; career decision-making; placement skills; and knowledge and understanding of local, state, and national occupational, educational and ongoing market needs, trends and opportunities that assist individuals in making and implementing informed educational and occupational choices.

Career Fairs-activity designed to help students think about their interests and abilities in relation to potential careers, and to meet people who can assist them in getting the necessary skills and experience for workforce success.

Career Orientation Programs-those activities such as Career Fairs, Job Shadowing, Career Days, etc., that offer opportunities to students to reflect on their interests and abilities in relation to potential careers, and to meet people who can assist them in getting the necessary skills and experience for workforce success.

Career Pathways-organized plan of study that helps a student make decisions on how they will acquire the knowledge, skills and expertise to enter the workforce successfully in their chosen career.

Career/Academic Information Telephone Hotline-a telephone answering program designed to give information regarding career or academic courses of study or to provide other contact information.

Certification of Teachers- industry-based certification policy requiring teachers to have successfully completed the certification process, including traditional teacher certification, career and technical trade an industry education and state and national IBC.

Class Addition/Deletion-dealing with curriculum development-the adding/deleting of courses to the course offerings.

Classroom Aides-a person who assists the teacher with classroom duties.

Collaboration with four-year universities-school systems work together with nearby universities in the state in a two-way communication to enable smoother transitions for students going from secondary to post secondary institutions

Community Partnerships-a teams established by the school system of professionals and community members who work together to improve the condition of children and families. Such partnerships generally involve some combination of educators, human-services professionals, community groups, parents, businesses, government officials, and neighborhood leaders.

Community Resources-aids from the surrounding area made up of businesses and organizations that provide assistance to the local high schools, such as placement of students, guest speakers, job shadowing, etc.

Computer Lab Upgrades-the purchase and placement of newer computer program equipment in a classroom in which a CTE program is taught.

Conferences-meetings at the local, state, or national level that provides information and materials regarding CTE programs and can also promote collaboration among professionals.

Contextual Learning-learning that occurs in close relationship with actual experience. It enables students to test academic theories via tangible, real world applications. It blends teaching methods, content, situation, and timing.

Continuing Education-additional, formal learning that takes place after attaining a degree or certification and in some areas is required to maintain the present status. It can be taught at a conference, workshop, or post secondary institution.

Conventions-a formal assembly or meeting of members or representatives, or delegates of a group.

Cooperative Education-a program that provides for alternate class attendance and employment in business, industry, or government. This program provides opportunities for CTE students to receive on-the-job training and related classroom instruction.

Counseling-advising and guiding in academic and/or personal aspects of high school students.

Counselor In-services-professional development activities geared directly for counselors in a career counseling capacity.

CTE Program Update Meetings-mandatory meetings for LEA CTE supervisors that are held several times a year by the LDOE, CTE Section.

CTSO Activities-the work planned and completed annual by the five Career & Technical Students Organizations.

Curriculum-the courses of study offered by an educational institution; content and instruction (subject matter) that is covered in the classroom.

CTTIE (Career and Technical Trade and Industrial Education) –certification in Louisiana that replaced the VTIE, alternative certification.

Curriculum Alignment-occurs when academic and related or parallel vocational curriculums are linked so that course content and instruction dovetail across and/or within subject areas.

Curriculum Coordinator-the person responsible for curriculum development.

Curriculum Design Teams-groups of CTE teachers and post secondary representatives who work with the DOE to develop curriculum

Curriculum Development-The development of course of study for a specific subject matter by a group of educators.

Curriculum Integration-bringing together of various parts of the curriculum, emphasizing the relationship among the disciplines.

Curriculum Revision-the preparation of a newly edited version of a course of study.

Data Driven Curriculum-a course of study that is developed based upon information concerning a specific subject matter.

Distance Learning-use of telecommunications technologies, including satellites, telephones and cable-television systems, to broadcast instruction from one central site to one or more remote locations. Typically, a television image of a teacher is broadcast to students in remote locations. This may also be done using interactive videoconferencing. School districts frequently use distance learning so one teacher can teach to students in more than one school at once. Rural districts often rely on distance learning.

Dual Enrollment-a program of study to allow high school students to simultaneously earn credits toward a high school diploma and a post-secondary degree or certification.

Early ID of Problem Learner-recognition at an early age of students unable to learn in the traditional manner.

Employability Skills-skills necessary to establish a foundation for stable long term employment.

Employer Linkages-in order for our system to lead to quality employment outcomes, local business participation in the design and delivery of programming activities is essential. Business can greatly benefit the system by articulating the skills young people need for success in the work world, share with education and training providers how those skills are used in real work situations, and help us understand the opportunities available to first-time job seekers and the skills needed for next jobs as young people develop their individual career paths. (Louisiana Youth Policy Network Report on Work in Progress December 2000)

Enrichment Resource Materials- materials to provide students with additional exposure to developments in the technology, processes, or skills needed in the occupation.

Equipment Upgrade- purchase of new equipment or new enhancements to make the equipment relevant to new developments to enable students to be trained for current/future skills needed in the workplace.

Externships-an externship provides students the opportunity to explore a specific career path, gain marketable job experience, and make professional connections by spending time with employees in their workplace. (University of Iowa)

Faculty In-service-professional development designed for a school faculty.

Faculty Leadership-Teachers serving as education advisors and mentors to assist students with obtaining their career goals. (Ex. Career or scheduling advisement.)

Faculty professional development-a program of learning experiences designed to foster the professional growth of a school staff and aimed at making the school staff more knowledgeable about curriculum and instructional strategies and to be better able to meet the overall needs of the children served by the school. (Glossary of Common Educational Terms and Acronyms – Oakdale Joint Unified School District – Oakdale, CA)

Professional Development-the principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning. (www.doe.state.la.us)

Field Experts-a field expert is a community member, parent, or teacher who works with a student on a culminating project, providing role modeling, academic assistance and career connections for the student. (Lake Washington School District - <http://www.lkwash.wednet.edu/lwsd/pdf/ExpertsGuide>)

Five year plans- The Career Options Law Five Year Educational Plan According to ACT 1124 (1997): Beginning in the 1998-1999 school year, by the end of the eighth grade, each student shall develop, with the input of his/her family, a Five Year Educational Plan. Such a plan shall include a sequence of courses which is consistent with the student's stated goals for one year after graduation. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed. (Taken from the 5 yr. Plan Document)

Flexible Scheduling-arranging student schedules in a manner by which students may complete all core courses, electives, and courses in chosen area of concentration by graduation.

Focus Groups-a small group of individuals brought together to discuss a specified topic. A neutral party with a separate note taker facilitates successful focus groups. (Helpforschools.com – Glossary of Educational Assessment terms)

Graduate Follow-Up-a process by which student's post-secondary activities are tracked.

Guest Speaker- an expert in a particular field brought in to provide students with information at no charge to the institution.

Harassment Seminars-lectures assigned to provide awareness of the various forms of harassment, their consequences and their remedies.

High Tech-a term that describes technology based in the 21st century.

IEP/ADA-Transition Planning for students – refers to plan, which must be developed in the 10th grade, for Special Education students planning to pursue post secondary courses or programs of study.

High Tech Industries-21st century activities geared industries

IEP Committees-a written plan created for a student with learning disabilities by his or her teacher(s), parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities and outlines goals for the student to reach. The IEP should be reviewed at least once a year. (Glossary of Educational Terms – Schoolwidepress.com)

Industry-based Certification-a portable recognized credential (tangible evidence) that an individual has successfully demonstrated skill competencies on a core set of content and performance standards in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas. (Options Resource Guide)

In-service for Faculty-classes for teachers that helps a school staff reach specific goals. (Compare to "staff development days.") (Glossary of Educational Terms – Schoolwidepress.com)

Integrated Academics-when academic and occupational or career subject matter—normally offered in separate courses—are taught in a manner that emphasizes relationships among the disciplines. Integrated academics take many forms, ranging from the simple introduction of academics into traditional occupational courses to comprehensive programs that organize all instruction around career major themes. (School-to-Work Glossary of Terms, U.S. Dept. of Education)

Integration of Academics-see above

Interdisciplinary Team Teaching-a teaching method in which teachers of core academic subjects work together and plan instruction based on a particular theme. For example, when students are learning about historic events in social studies, in English class they may study a novel set in that historic period. (Glossary of Educational Terms – Schoolwidepress.com)

Interest Inventories-interest inventories measure your likes and dislikes in a wide range of general activities and use this information to develop a personal interest profile. Your profile is then compared to the profiles of other students or groups of individuals successfully employed

in specific occupational categories. A high degree of similarity between your interests and the interests of students in a particular major or people in certain jobs might give you some ideas of possible majors to explore. The results of an interest inventory might even cause you to question whether you should continue to consider a major in which you have little measured interest. Interest inventories do not, however, tell you what you *should* or *should not* do or pursue. (Michael J. Leonard (mjl3@psu.edu) The Pennsylvania State University)

Internships-student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (Options Resource Guide)

Job embedded professional development-job-embedded professional development means that learning is embedded into the daily work routine, not scheduled after hours. This kind of learning is job specific, and designed to assist teachers in implementing best teaching practices. Job-embedded learning requires that participants plan and reflect on their professional activities and practice. (JOB-EMBEDDED STAFF DEVELOPMENT A Position Statement from the Louisiana Staff Development Council and the Louisiana Reading Association)

Job Shadowing-typically a part of career exploration activities in late middle and early high school. A student follows an employee at a work place for one or more days to learn about a particular occupation or industry. (Options Resource Guide)

Job-Ready Skills-the role of the schools in Job Ready is to prepare students for careers by showing the relevance of education to the workplace and by helping students develop skills to be successful. This process begins in kindergarten and continues through post-secondary education. (North Carolina Schools.org)

Labor Market Surveys-quantitative and qualitative information on employment, wages, standards, qualifications, job openings, working conditions and other factors related to the labor market. (<http://jobfutures.ca/en/glossary.shtml#L>)

Marketing plan-a long-term road map of strategic and tactical objectives
(http://marketplan.us/images/marketing_plan.pdf)

Media Productions-presentations that presented in various forms of media, such as computer Power Point, television, etc.

Mentoring Programs-some student mentoring programs are designed to help at-risk students succeed in school. Acting as role models, mentors spend time with individual students once or twice a week—encouraging, listening, making suggestions, and taking the student to events, activities, or the mentor's place of employment to help the student learn about a career and consider further education. (<http://www.ascd.org/cms/index>)

Mentors-serves as a trusted counselor or teacher, especially in occupational settings.

Model Course Guidelines-designed to assist in developing a rigorous and relevant course of study.

National Board Counselor Certification-a voluntary professional credential offered to counselors who meet the requirements set forth by NBCC. The NCC credential was established in 1982 to identify to the counseling profession and to the public those counselors

who have voluntarily met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE).

National Board Teacher Certification-teachers voluntarily apply for national certification, which complements, but does not replace, state licensing. State licensing systems specify minimum requirements, including entry-level standards for novice teachers. National Board certification establishes advanced standards for experienced teachers. (<http://www.ascd.org/cms/index>)

National Industry-based Certification-when companies within a specific industry come together and agree on the knowledge and skills they want in employees, certification standards are created. These standards spell out the knowledge and skills current workers and prospective employees should have. The curriculum taught in secondary and post-secondary schools for a particular certification tracks the standards created by the industry. (http://www.laworkforce.net/industry-based_certifications.htm)

Needs Assessment-a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance. (http://alumnus.caltech.edu/~rouda/T2_NA.html)

New Teacher Institutes-professional development for instructors with 1-year of experience or less.

Non- traditional Training and Employment-concerns occupations or fields of work (including careers in computer science, technology, and other emerging high-skill occupations) in which individuals from **one gender** comprise less than 25 percent of all employees in the occupation or field. (<http://www.glc.k12.ga.us/pandp/guidance/schoices/sc-f13.htm>)

Nondiscrimination Policies-a written course of action or procedure to provide for fairness in treating people without prejudice.

Nontraditional Advisory Committee-A committee that addresses concerns related to occupations or fields of work in which individuals from one gender comprises less than 25 percent of all employees in the occupation field.

Nontraditional Role Models-a person, not in accordance with tradition, who serves as a model in a particular behavioral or social role for another person to emulate.

Open House-an occasion when a school or institution is open for visiting and observation by the public. (dictionary.com)

Orientation and Registration Information-introductory instruction concerning district and individual school's policy and procedures as well as instructions for student schedules, five-year plans, TOPS requirements, and Diploma Endorsements.

Outreach Activities-a systematic attempt to provide services beyond conventional limits, as to particular segments of a community. (dictionary.com)

Parental Contact Plan-a program or policy stipulating a course of action for contacting parents, scheduling parental conferences, and disseminating information to the parents.

Personal Counseling-professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes. (dictionary.com)

Policy Dissemination-orderly plan for preserving and making accessible policies and procedures.

Pre-employment Preparation-preparation of individuals with little or no work experience for the workplace by focusing on transferable job skills.

(<http://www.workforcenewyork.org/promisingpractices/cnypreemployment.htm>)

Pre-testing-a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study. (dictionary.com)

Problem-based Learning-an approach to curriculum and teaching that involves students in solution of real-life problems rather than conventional study of terms and information. Developed in leading medical schools, problem-based learning begins with a real problem that connects to the student's world, such as how to upgrade a local waste treatment plant. Student teams organize their methods and procedures around specifics of the problem, not around subject matter as such. Students explore various avenues before arriving at a solution to present to the class. Teachers report that students using problem-based learning become more interested in their studies, more motivated to explore in-depth, and more likely to see the value of the lesson. Problems are chosen for their appropriateness and power to illuminate core concepts in the curriculum. They must be carefully selected to ensure that students learn the intended content. (<http://www.ascd.org/cms/index>)

Professional Library-an integral part of the professional learning community, supports research, and education information needs.

Program Assessment Tools-instrument utilized to determine the value of an integrated course of studies or an instruction sequence in programmed instruction.

Role models-a person who serves as a model in a particular behavioral or social role for another person to emulate. (dictionary.com)

Software-program of routines that control the functioning of computer hardware.

Special Assessments-assessments utilizing tools, materials and techniques designed to assess the capabilities and needs of special populations.

Special Brochures-printed media designed to encourage participation and provide information about specific initiatives, such as nontraditional training and employment.

Special Recruitment Materials-flyers, booklets, brochures, stickers, or other promotional materials and devices designed to promote and encourage participation in specific initiatives such as nontraditional training and employment.

Standards-the knowledge and competencies required in a course of study; an acknowledged measure of comparison for quantitative or qualitative value; a criterion. Something that is widely recognized or employed because of its excellence.
<http://dictionary.reference.com/search?q=tutor>

State Industry-based Certification-an industry-based certification is tangible evidence that an individual has successfully demonstrated skill competencies in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas.
<http://www.doe.state.la.us/lde/family/519.html> - 7/25/2003 4:05:12 PM

State-of-the-art equipment-equipment that is reflective of the highest level of development at a particular time, and that affords the student knowledge and experience necessary for the operation of equipment found in the workplace.

Student Evaluations (Surveys)-evaluation of courses by the students participating in those programs by means of a survey conducted after the completion of the course.

Student In-service-Training taking place or continuing while one is a full-time student

Student Portfolios-a collection of work that documents a student's educational performance over time. (Handout from National School-to-Work Office) Materials collected as a representative sample of a student's work.

Student Recognition-acknowledgement of a student's accomplishments, especially in the context of nontraditional training and employment, by means of an award, attention, or favorable notice.

Summer Institute-the Summer seminar hosted by the Division of Family, Career and Technical Education that provides secondary educators and administrators with technical education training opportunities, certifications, informational and programmatic workshops and hands-on in-service training in a weeklong event. <http://www.doe.state.la.us/lde/family/1117.html>

Support groups-groups of people with common experiences and concerns who provide emotional and moral support for one another. *Merriam-Webster Medical Dictionary*, © 2002 Merriam-Webster, Inc.

Support Services-any of a variety of services provided to assure success.

Teacher Exchange-a program to expand and enhance professional development among teachers, to facilitate communications among classroom teachers and to provide a forum for the dissemination of information and the collaboration of resources needed to sustain a teacher mentor network. Based on - <http://teacherexchange.mde.k12.ms.us/index0.htm>

Teacher Internships-supervised practical training, especially in a workplace utilizing state-of-the-art skills and equipment common to an industry or trade.

Teaching Aides-teaching assistants; those persons assigned to help a teacher in the task of instruction; <http://dictionary.reference.com/search?q=Aides>; materials, supplies and/or equipment used by an educator to aid in instruction.

TEAM (Teachers as Educational Advisors or Mentors) - TEAM is a technical assistance manual written by teachers for teachers as an aid to enable students to maximize their career potential. One goal of this guide is to better prepare students for the demands of a technological society by helping them connect their educational experiences to the world of work.
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

Telecommunication Skills-skills in the science and technology of communication at a distance by electronic transmission of impulses, as by telegraph, cable, telephone, radio, or television.

Trade Consortia-trade associations dedicated to the promotion, implementation, improvement and standardization of practices within the trade. (My own definition)

Transition Team-a group created to provide leadership in ensuring that all students with exceptional needs are given access to a free public education that is appropriate to their needs.

Tutorial Software-computer assisted program designed to enhance instruction in a particular field or subject.

Tutoring-providing additional, or special instruction.

<http://dictionary.reference.com/search?q=tutor>

Tutors-individuals that provide additional or special instruction.

WIBs-Workforce Investment Boards – Local advisory boards created by the Workforce Investment Act that oversee employment training, literacy and vocational rehabilitation.

Work-based learning opportunities-activities at the high school level that involve actual work experience or connect classroom learning to work. This may include cooperative education, internships, etc.

Workkeys-Work Keys® is a complete program of job analysis, assessment, instructional support, reporting and training services. It measures both the skills of individuals and the skills required for successful job performance. <http://www.cv.cc.va.us/Workforce/WorkKeys.htm>

Workshops-an educational seminar or series of meetings emphasizing interaction and exchange of information.

Appendix E

Industry Based Credential Matrix, Secondary CTE

Industry-based Certifications

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
Agriculture, Food and Natural Resources	Landscape Contractor/ Louisiana Department of Agriculture and Forestry (LDAF)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass State License Exam ▪ Must be 18 years old ▪ Partial completion: ▪ Complete coursework with grade of A or B ▪ 90 hours experience in Landscape industry 	<ul style="list-style-type: none"> ▪ State recognized certificate and license 	<ul style="list-style-type: none"> ▪ 010352 Horticulture I AND ▪ 010362 Horticulture II (aligned with post secondary Introduction to Horticulture courses) 	<ul style="list-style-type: none"> ▪ Agriculture AND ▪ LA Landscape Contractor License 	N/A	Annual
	Horticulturist License/ Louisiana Department of Agriculture and Forestry (LDAF)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass State License Exam ▪ Must be 18 years old ▪ Partial completion: ▪ Complete coursework with grade of A or B ▪ 90 hours experience in Horticulture industry 	<ul style="list-style-type: none"> ▪ State recognized certificate and license 	<ul style="list-style-type: none"> ▪ 010352 Horticulture I AND ▪ 010362 Horticulture II (aligned with post secondary Introduction to Horticulture courses) 	<ul style="list-style-type: none"> ▪ Agriculture AND ▪ LA Horticulturist State License 	N/A	Annual
	Certified Nursery and Landscape Professional (CNLP)/ Louisiana Nursery and Landscape Association (LNLA)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass all five CNLP Certification Exams <p>Partial completion allowed:</p> <ul style="list-style-type: none"> ▪ Pass any two of the five CNLP certification exams administered by the LNLA 	<ul style="list-style-type: none"> ▪ State recognized certificate 	<ul style="list-style-type: none"> ▪ 010352 Horticulture I AND ▪ 010362 Horticulture II (aligned with post secondary Introduction to Horticulture courses) 	<ul style="list-style-type: none"> ▪ Agriculture AND ▪ Certified Nursery and Landscape Professional 	N/A	N/A - Lifetime
	Canine Care and Training/ Continental Kennel Club (CKC)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass CKC Certification Exams ▪ Pass CKC Performance tasks 	<ul style="list-style-type: none"> ▪ State recognized certificate 	<ul style="list-style-type: none"> ▪ 010365 Small Animal Care OR ▪ 0010347 Animal systems (Includes Canine Care and Training curriculum from CKC) 	<ul style="list-style-type: none"> ▪ Agriculture AND ▪ Canine Care and Training Certification 	N/A	N/A - Lifetime
	Equine Care and Training/ Louisiana Horsemen's Benevolent and Protective Association (LHBPA)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass LHBPA Certification Exams ▪ Pass LHBPA Performance tasks 	<ul style="list-style-type: none"> ▪ State recognized certificate 	<ul style="list-style-type: none"> ▪ 010349 Equine Science OR ▪ 0010347 Animal Systems (Includes Equine Care and Training curriculum from LHBPA) 	<ul style="list-style-type: none"> ▪ Agriculture AND ▪ Equine Care and Training Certification 	N/A	N/A - Lifetime
Architecture	American Design	<ul style="list-style-type: none"> ▪ Completion of coursework and 	<ul style="list-style-type: none"> ▪ Nationally 	<ul style="list-style-type: none"> ▪ 311300 Drafting 	<ul style="list-style-type: none"> ▪ Technology 	Every 5 years	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
and Construction Manufacturing Transportation , Distribution, and Logistics	Drafting Association (ADDA)	achieving a passing percentile of 75% or higher on the Drafter Certification Examination	recognized certificate <ul style="list-style-type: none"> ▪ Articulated credit 	Design Technology I (1 Credit) OR <ul style="list-style-type: none"> ▪ 311302 Drafting Design Technology I (2 Credits) OR <ul style="list-style-type: none"> ▪ 311303 Drafting Design Technology I (3 Credits) OR <ul style="list-style-type: none"> ▪ 311305 Drafting Design Technology II (1 Credit) OR <ul style="list-style-type: none"> ▪ 311312 Drafting Design Technology II (2 Credits) OR <ul style="list-style-type: none"> ▪ 311313 Drafting Design Technology II (3 Credits) OR <ul style="list-style-type: none"> ▪ 110560 Basic Technical Drafting (1 Credit) OR <ul style="list-style-type: none"> ▪ 110590 Advanced Technical Drafting (1 Credit) OR <ul style="list-style-type: none"> ▪ 110580 Architectural Drafting (1 Credit) 	Ed. OR <ul style="list-style-type: none"> ▪ Trade & Industrial Education (CTTIE) AND <ul style="list-style-type: none"> ▪ American Design Drafting Association (ADDA) 		

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
Agriculture, Food and Natural Resources Architecture and Construction Manufacturing Transportation, Distribution, and Logistics	Welder Certification (AWS) American Welding Society	<ul style="list-style-type: none"> ▪ Complete the approved AWS training course ▪ Pass the Certified Welding Exam sponsored by the AWS. ▪ Pass AWS written exam – minimum score of 75% ▪ Pass AWS written exam – minimum score of 90% on safety questions ▪ Successful completion of AWS performance test 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 010345 Agriscience Welding Systems I AND ▪ 010355 Agriscience Welding Systems II OR ▪ 110741 Associated Builders and Contractors (ABC) Technology I (1 Credit) OR ▪ 110230 Welding Technology (1 Credit) OR ▪ Welding I, I, III, IV 	<ul style="list-style-type: none"> ▪ Agriculture OR ▪ Technology Education OR ▪ CTTIE AND ▪ AWS Certified Welding Educator (CWE) OR ▪ AWS Certified Welding Instructor (CWI) 	Submit certification maintenance forms every six months	N/A
	Welding National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER Welding modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 010345 Agriscience Welding Systems I AND ▪ 010355 Agriscience Welding Systems II I OR ▪ 110741 ABC Welding Technology I TE (1 Credit) OR ▪ 110742 ABC Welding Technology I TE (2 Credits) OR ▪ 110743 ABC Welding Technology I (3 Credits) OR ▪ 010901 ABC Welding in Agriscience (1 Credit) OR ▪ 010902 ABC Welding in Agriscience (2 Credits) OR 	<ul style="list-style-type: none"> ▪ Agriculture OR ▪ Technology Education OR ▪ CTTIE AND ▪ NCCER Welding Craft Instructor 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				<ul style="list-style-type: none"> ▪ 010903 ABC Welding in Agriscience (3 Credits) OR ▪ 313700 ABC Welding Technology I (1 Credit) OR ▪ 313702 ABC Welding Technology I (2 Credits) OR ▪ 31703 ABC Welding Technology I (3 Credits) OR ▪ 313100 Welding I (1 Credit) OR ▪ 313102 Welding I (2 Credits) OR ▪ 313103 Welding I (3 Credits) OR ▪ 313105 Welding II (1 Credit) OR ▪ 313106 Welding II (2 Credits) OR ▪ 313107 Welding II (3 Credits) OR ▪ 313705 ABC Welding Technology II (1 Credit) OR ▪ 313712 ABC Welding Technology II (2 Credits) OR ▪ 313713 ABC Welding Technology II (3 Credits) OR ▪ 110746 ABC Welding 			

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				II TE (1 Credit) OR <ul style="list-style-type: none"> ▪ 110747 ABC Welding Technology II TE (2 Credits) OR <ul style="list-style-type: none"> ▪ 110748 ABC Welding Technology II TE (3 Credits) 			
	Carpentry National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER Carpentry modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 010601 Carpentry Agriscience (1 Credit) OR <ul style="list-style-type: none"> ▪ 010602 Carpentry in Agriscience (2 Credits) OR <ul style="list-style-type: none"> ▪ 010603 Carpentry in Agriscience (3 Credits) OR <ul style="list-style-type: none"> ▪ 110100 Basic Wood Technology (1 Credit) – if using the NCCER curriculum AND/OR <ul style="list-style-type: none"> ▪ 110120 Advanced Wood Technology (1 Credit) – if using the NCCER curriculum OR <ul style="list-style-type: none"> ▪ 310600 Carpentry I (1 Credit) OR <ul style="list-style-type: none"> ▪ 310602 Carpentry I (2 Credits) OR <ul style="list-style-type: none"> ▪ 310603 Carpentry I (3 Credits) 	<ul style="list-style-type: none"> ▪ NCCER Carpentry Craft Instructor AND <ul style="list-style-type: none"> ▪ Agriculture OR <ul style="list-style-type: none"> ▪ Technology Education OR <ul style="list-style-type: none"> ▪ CTTIE 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				<ul style="list-style-type: none"> OR ▪ 313300 ABC Carpentry I (1 Credit) OR ▪ 313302 ABC Carpentry I (2 Credits) OR ▪ 313303 ABC Carpentry I (3 Credits) OR ▪ 110701 ABC Carpentry I TE (1 Credit) OR ▪ 110702 ABC Carpentry I TE (2 Credits) OR ▪ 110703 ABC Carpentry I TE (3 Credits) OR ▪ 310605 Carpentry II (1 Credit) OR ▪ 310612 Carpentry II (2 Credits) OR ▪ 310613 Carpentry II (3 Credits) OR ▪ 313300 ABC Carpentry II (1 Credit) OR ▪ 313302 ABC Carpentry II (2 Credits) OR ▪ 313303 ABC Carpentry II (3 Credits) OR ▪ 110706 ABC Carpentry II TE (1 Credit) OR ▪ 110707 ABC Carpentry II TE (2 Credits) OR ▪ 110708 ABC Carpentry II TE (3 Credits) 			

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
	Electrical National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum Completion of required NCCER Electrical modules*** ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 010701 Electricity in Agriscience (1 Credit) OR ▪ 010702 Electricity in Agriscience (2 Credits) OR ▪ 010703 Electricity in Agriscience (3 Credits) OR ▪ 313400 ABC Electrical I (1 Credit) OR ▪ 313402 ABC Electrical I (2 Credits) OR ▪ 313403 ABC Electrical I (3 Credits) OR ▪ 110711 ABC Electrical II TE (1 Credit) OR ▪ 110712 ABC Electrical II TE (2 Credits) OR ▪ 110713 ABC Electrical II TE (3 Credits) OR ▪ 313405 ABC Electrical I (1 Credit) OR ▪ 313412 Electrical II (2 Credits) OR ▪ 313413 Electrical II (3 Credits) OR ▪ 110711 ABC Electrical II TE (1 Credit) OR ▪ 110712 ABC Electrical II TE (2 Credits) OR ▪ 110713 ABC Electrical II TE (3 Credits) ▪ Electrician I, II, III, IV 	<ul style="list-style-type: none"> ▪ NCCER Electrical Craft Instructor AND ▪ Agriculture OR ▪ Technology Education OR ▪ CTIE 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
	Pipefitting Pending National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER Pipefitting modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry 	<ul style="list-style-type: none"> ▪ 313600 ABC Pipe Fitter I (1 Credit) OR ▪ 313602 ABC Pipe Fitter I (2 Credits) OR ▪ 313603 ABC Pipe Fitter I (3 Credits) OR ▪ 110731 ABC Pipe Fitter I TE (1 Credit) OR ▪ 110732 ABC Pipe Fitter I TE (2 Credits) OR ▪ 110733 ABC Pipe Fitter I TE (3 Credits) OR ▪ 010801 ABC Pipefitting in Agriscience (1 Credit) OR ▪ 010802 ABC Pipefitting in Agriscience (2 Credits) OR ▪ 010803 ABC Pipefitting in Agriscience (3 Credits) OR ▪ 313605 ABC Pipe Fitter II (1 Credit) OR ▪ 313612 ABC Pipe Fitter II (2 Credits) OR ▪ 313613 ABC Pipe Fitter II (3 Credits) OR ▪ 110736 ABC Pipe Fitter II TE (1 Credit) OR ▪ 110737 ABC Pipe Fitter II TE (2 Credits) OR ▪ 110738 ABC Pipe 	<ul style="list-style-type: none"> ▪ NCCER Pipefitting Craft Instructor AND ▪ Agriculture OR ▪ Technology Education OR ▪ CTTIE 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				Fitter II TE (3 Credits)			
	Four Stroke Technician/ Equipment and Engine Training Council (EETC)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass EETC Certification Exam 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 0010303 Agriscience III OR ▪ 0010304 Agriscience IV AND ▪ 010346 Small Engines Applications 	<ul style="list-style-type: none"> ▪ Agriculture OR ▪ CTTIE AND ▪ Outdoor Power Equipment four stroke Technician 	N/A - Lifetime	N/A
	Two Stroke Technician/ Equipment and Engine Training Council (EETC)	<ul style="list-style-type: none"> ▪ Successful completion of coursework ▪ Pass EETC Certification Exam 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 0010303 Agriscience III AND ▪ 010346 Small Engines Applications OR ▪ Outdoor Power Equipment Technician I 	<ul style="list-style-type: none"> ▪ Agriculture OR ▪ CTTIE AND ▪ Outdoor Power Equipment Two Stroke Technician 	N/A - Lifetime	N/A
	Cabinetmaking Pending National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of Core Curriculum*** ▪ Completion of required NCCER Cabinetmaking Modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry 	<ul style="list-style-type: none"> ▪ 310500 Cabinet Making I (1 Credit) OR ▪ 310502 Cabinet Making I (2 Credits) OR ▪ 310503 Cabinet Making I (3 Credits) OR ▪ 310505 Cabinet Making II (1 Credit) OR ▪ 310512 Cabinet Making II (2 Credits) OR ▪ 310513 Cabinet Making II (3 Credits) 	<ul style="list-style-type: none"> ▪ NCCER Carpentry Craft Instructor AND ▪ Agriculture OR ▪ Technology Education OR ▪ CTTIE 	<p>Must submit NCCER Form 200 at least once every two years</p> <p>OR</p> <p>Re-attend NCCER Craft Instructor Training Certification Program at least once every two years</p>	N/A
	Heating, Ventilation and Air Conditioning (HVAC) HVAC Excellence National Center for	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum Completion of required NCCER HVAC modules*** ▪ Pass NCCER Written Certification Exams with 70%+ 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER 	<ul style="list-style-type: none"> ▪ 310100 Air Conditioning - Refrigeration I (1 Credit) OR ▪ 310102 Air 	<ul style="list-style-type: none"> ▪ NCCER HVAC Craft Instructor AND ▪ Agriculture OR 	<p>Must submit NCCER Form 200 at least once every two years</p> <p>OR</p> <p>Re-attend</p>	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
	Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Pass NCCER Performance Skills tasks OR <ul style="list-style-type: none"> ▪ Comprehensive series of HVAC exams 	National Registry accessible to industry <ul style="list-style-type: none"> ▪ Articulated credit 	Conditioning - Refrigeration I (2 Credits) OR <ul style="list-style-type: none"> ▪ 310103 Air Conditioning - Refrigeration I (3 Credits) OR <ul style="list-style-type: none"> ▪ 310105 Air Conditioning - Refrigeration II (1 Credit) OR <ul style="list-style-type: none"> ▪ 310112 Air Conditioning - Refrigeration II (2 Credits) OR <ul style="list-style-type: none"> ▪ 310113 Air Conditioning - Refrigeration II (3 Credits) 	<ul style="list-style-type: none"> ▪ Technology Education OR <ul style="list-style-type: none"> ▪ CTTIE 	NCCER Craft Instructor Training Certification Program at least once every two years	
	General Construction Pending National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER General Construction modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry 	<ul style="list-style-type: none"> ▪ Locally initiated NCCER course OR <ul style="list-style-type: none"> ▪ Construction Technology 	<ul style="list-style-type: none"> ▪ NCCER Carpentry Craft Instructor AND <ul style="list-style-type: none"> ▪ Agriculture OR <ul style="list-style-type: none"> ▪ Technology Education OR <ul style="list-style-type: none"> ▪ CTTIE 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A
	Industrial Maintenance Pending National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER Industrial Maintenance modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to 	<ul style="list-style-type: none"> ▪ Locally initiated NCCER course 	<ul style="list-style-type: none"> ▪ NCCER Industrial Maintenance Craft Instructor AND <ul style="list-style-type: none"> ▪ Agriculture OR <ul style="list-style-type: none"> ▪ Technology 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
			industry		Education OR ▪ CTTIE	Certification Program at least once every two years	
	Plumbing Pending National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER Plumbing modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry 	<ul style="list-style-type: none"> ▪ 321500 Plumbing I (1 Credit) ▪ OR ▪ 312502 Plumbing I (2 Credits) ▪ OR ▪ 312503 Plumbing I (3 Credits) ▪ OR ▪ 312505 Plumbing II (1 Credit) ▪ OR ▪ 312512 Plumbing II (2 Credits) ▪ OR ▪ 312513 Plumbing II (3 Credits) 	<ul style="list-style-type: none"> ▪ NCCER Plumbing Craft Instructor AND <ul style="list-style-type: none"> ▪ Agriculture OR <ul style="list-style-type: none"> ▪ Technology Education OR <ul style="list-style-type: none"> ▪ CTTIE 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A
	Insulating Pending National Center for Construction Education and Research (NCCER)/	<ul style="list-style-type: none"> ▪ Completion of NCCER Core Curriculum*** ▪ Completion of required NCCER Insulating modules ▪ Pass NCCER Written Certification Exams with 70%+ ▪ Pass NCCER Performance Skills tasks 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Wallet card ▪ Placed on NCCER National Registry accessible to industry 	<ul style="list-style-type: none"> ▪ Locally initiated NCCER course 	<ul style="list-style-type: none"> ▪ NCCER Insulating Craft Instructor AND <ul style="list-style-type: none"> ▪ Agriculture OR <ul style="list-style-type: none"> ▪ Technology Education OR <ul style="list-style-type: none"> ▪ CTTIE 	Must submit NCCER Form 200 at least once every two years OR Re-attend NCCER Craft Instructor Training Certification Program at least once every two years	N/A
Business, Management & Administration And Information Technology	Microsoft Office Specialist (MOS) Versions 2000, 2002, or 2003 International exam/ Microsoft and Certiport	<ul style="list-style-type: none"> ▪ Successful completion of course work, to include Word, Excel, Access, Outlook and PowerPoint. ▪ Successful completion of the exams (Word and Excel Specialists). 	<ul style="list-style-type: none"> ▪ Internationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 040400 Business Computer Applications 	<ul style="list-style-type: none"> ▪ Business Certification AND <ul style="list-style-type: none"> ▪ Required: Word & Excel at Specialist Level ▪ Optional: Word & Excel at 	N/A	The teacher should be certified in the version that is being taught in their classes.

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
					Expert Level and Access, Outlook and PowerPoint		
	Microsoft Office Specialist (MOS) Versions 2000, 2002, or 2003 International exam/ Microsoft and Certiport	<ul style="list-style-type: none"> ▪ Successful completion of course work. ▪ Successful completion of the exam (Word Specialist). 	<ul style="list-style-type: none"> ▪ Internationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 040203 Word Processing OR ▪ 040201 Administrative Support Occupations 	<ul style="list-style-type: none"> ▪ Word Specialist 		
IC	International exam/ Certiport	<ul style="list-style-type: none"> ▪ Successful completion of course work. ▪ Successful completion of three exams. <ol style="list-style-type: none"> 1. Computing Fundamentals 2. Key Applications 3. Living Online 	<ul style="list-style-type: none"> ▪ Internationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 040401 Intro to BCA OR ▪ 040220 Computer Tech. Literacy OR ▪ 040206 Computer Multi-Media Presentations OR ▪ 040207 Desktop Publishing OR ▪ 040407 Telecommunications 	<ul style="list-style-type: none"> ▪ Business Certification AND ▪ IC³ (IC³ not required if the teacher holds a MOS, Word and Excel) 	N/A	The teacher should be certified in the version that is being taught in their classes.
	Certified Internet Webmaster (CIW) Foundations National exam/ ProSoft Learning Corp.	<ul style="list-style-type: none"> ▪ Successful completion of course work. ▪ Successful completion of the Foundations exam. (Pass rate of 63%) 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 040211 Web Design 	<ul style="list-style-type: none"> ▪ Business Certification 	N/A	The teacher should be certified in the version that is being taught in their classes.
Education and Training	Students Teaching and Reaching (STAR): Louisiana State Department of Education	<ul style="list-style-type: none"> ▪ Completion of course with A or B 	<ul style="list-style-type: none"> ▪ State recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 080100 STAR I 	<ul style="list-style-type: none"> ▪ Master's Degree plus 5 years teaching experience 	N/A	Attend STAR update training annually
Finance	National Academy of Finance (NAF) National exam by NAF	<ul style="list-style-type: none"> ▪ Successful completion of course work, as defined by NAF. ▪ Successful completion of NAF exams. 	<ul style="list-style-type: none"> ▪ Certificate 	<ul style="list-style-type: none"> ▪ NAF Finance courses ▪ 080620 Banking and Credit ▪ 080610 Economics and the World of Finance ▪ 080630 Financial Planning ▪ 080650 Insurance ▪ 080660 International Finance 	<ul style="list-style-type: none"> ▪ Business or Marketing Certification 	NA	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				<ul style="list-style-type: none"> ▪ 080670 Introduction to Financial Services (½ cr) ▪ 080680 Introduction to Financial Services (1 cr) ▪ 080640 Securities 			
Hospitality and Tourism	ProStart I & II/ National Restaurant Association Educational Foundation (NRAEF)	<ul style="list-style-type: none"> ▪ Must complete 360 hours of classroom instruction. ▪ Must complete 400 hours of work site training. ▪ Must show competency in 33 of 51 skill areas. ▪ Must pass the certification test. 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 100307 ProStart I (1 credit) ▪ 100308 ProStart I (2 credits) ▪ 100309 ProStart I (3 credits) ▪ 100321 ProStart II (1 credit) ▪ 100322 ProStart II (2 credits) ▪ 100323 ProStart II (3 credits) 	<ul style="list-style-type: none"> ▪ Chef/CTTIE OR <ul style="list-style-type: none"> ▪ One of the FACS Certifications/ ProStart 	Every 5 years	N/A
	American Culinary Federation Secondary Certification/ American Culinary Federation Foundation (ACFF)	<ul style="list-style-type: none"> ▪ Must complete 360 hours of contact time including theoretical instruction and skill standard. ▪ If work based learning is included, count ratio of 10 hrs = 1 contact hour. ▪ Must pass ACFF written exam and verify successful completion of ACFF approved sanitation course. (ServeSafe is example of sanitation course) 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate 	<ul style="list-style-type: none"> ▪ ACFF secondary certification: required knowledge and skills competencies as set forth in ACFF standards. ▪ Related coursework: ▪ 100361 Food Services I (1 credit) ▪ 100362 Food Services I (2 credits) ▪ 100363 Food Services I (3 credits) ▪ 100371 Food Services II (1 credit) ▪ 100372 Food Services II (2 credits) ▪ 100373 Food Services II (3 credits) ▪ 311000 Culinary Occupations I (1 credit) ▪ 311002 Culinary Occupations I (2 credits) 	<ul style="list-style-type: none"> ▪ A minimum of (2) years industry experience. ▪ A minimum of (1) industry certification. ▪ A minimum of AS degree in related discipline or an equivalent combination with the above AS degree. 		

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				<ul style="list-style-type: none"> ▪ 311003 Culinary Occupations I (3 credits) ▪ 311005 Culinary Occupations II (1 credit) ▪ 311012 Culinary Occupations II (2 credits) ▪ 311013 Culinary Occupations II (3 credits) 			
	Skills for Success-Room Division National exam/ American Hotel & Lodging Association	<ul style="list-style-type: none"> ▪ Successful completion of course work. ▪ Minimum of 90 days on-the-job training in desired certification area. ▪ Successful completion of the certification exam. 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate 	<ul style="list-style-type: none"> ▪ 040502 Lodging Management I (1 cr) ▪ 040503 Lodging Management I (2 cr) ▪ 040504 Lodging Management I (3 cr) ▪ 040505 Lodging Management II(1 cr) ▪ 040506 Lodging Management II (2 cr) ▪ 040507 Lodging Management II (3 cr) 	<ul style="list-style-type: none"> ▪ Business OR ▪ Marketing OR ▪ FCS Certification 	N/A	N/A
Human Services	Child Development Associate(CDA)/ Child Development Associate National Credentialing Program (CDA)	<ul style="list-style-type: none"> ▪ Complete Early Childhood Education I & II (this satisfies the 120 hours of formal child care education.) ▪ Must complete 300 hours of experience working with children. ▪ Must prepare Professional Resource File according to “The Child Development Associate Assessment System and Competency Standards” publication. 	<ul style="list-style-type: none"> ▪ Local diploma endorsement in preparation for nationally recognized certificate. 	<ul style="list-style-type: none"> ▪ 100661 Early Childhood Education I (1 credit) ▪ 100662 Early Childhood Education I (2 credits) ▪ 100663 Early Childhood Education I (3 credits) ▪ 100671 Early Childhood Education II (1 credit) ▪ 100672 Early Childhood Education II (2 credits) ▪ 100673 Early Childhood Education II (3 credits) OR <ul style="list-style-type: none"> ▪ 100602 Child 	<ul style="list-style-type: none"> ▪ Early Childhood Ed/CDA Advisor 	3 years(1 st time) & 5 years after that	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				Development, AND <ul style="list-style-type: none"> 100603 Advanced Child Development 			
	Cosmetology Louisiana State Board of Cosmetology	<ul style="list-style-type: none"> Completion of required coursework. Completion of tenth grade or equivalent. Graduation from an accredited cosmetology school Pass a written exam. 	<ul style="list-style-type: none"> State issued license Wallet card 	<ul style="list-style-type: none"> Cosmetology I & II 	<ul style="list-style-type: none"> Cosmetology Instructor Certification 	N/A	Yearly renewal
Health Science	Certified Nurse Assistant (CNA)/ Department of Health and Hospitals (DHH)	<ul style="list-style-type: none"> Completion of DHH required coursework Completion of 100 clinical hours Pass exam approved by DHH 	<ul style="list-style-type: none"> Placed on State Nurse Aide Registry Certification System 	<ul style="list-style-type: none"> 090237 Nurse Assistant (2 Credits) 090238 Nurse Assistant (3 Credits) 	<ul style="list-style-type: none"> Registered Nurse (RN) or Licensed Practical Nurse (LPN)* Current state RN/LPN license CTTIE Train the Trainer certificate from DHH <p>* A letter from the Career & Technical supervisor and superintendent stating the name of the RN who will supervise the LPN</p>	N/A	<p>RNs and LPNs must renew license annually</p> <ul style="list-style-type: none"> Must keep RN license current by completing 5-15 contact hours annually No contact hours required for LPNs
	EMT-Basic/ DHH-division of Bureau of Emergency Medical Services (BEMS)	<ul style="list-style-type: none"> Completion of Required BEMS Coursework Successfully pass the state approved National Registry computer-based didactic and practical exam. Must be 18 prior to taking the National exam 	<ul style="list-style-type: none"> Receives certificate of completion from instructor After national certification, will receive Nationally recognized card After state 	<ul style="list-style-type: none"> 090943 EMT-Basic (2 Credits) 	<ul style="list-style-type: none"> Paramedic or RN with EMT-Basic certification (BEMS qualifies instructor) Verified Cardiopulmonary Resuscitation (CPR) 	Every 2 yrs	Every 2 years

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
			application, will receive a State BEMS card <ul style="list-style-type: none"> ▪ Placed on BEMS registry ▪ Articulated credit 		instructor		
	First Responder/ DHH-division of BEMS	<ul style="list-style-type: none"> ▪ Completion of Required BEMS Coursework ▪ Successfully pass the state approved exam 	<ul style="list-style-type: none"> ▪ State BEMS wallet card ▪ State BEMS certificate ▪ Placed on State BEMS registry ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ 090710 First Responder (1/2 Credit) ▪ 090711 First Responder (1 Credit) ▪ 090712 First Responder (2 Credits) 	<ul style="list-style-type: none"> ▪ Secondary Certified any discipline with First Responder Instructor Certification (BEMS qualifies instructor) ▪ Verified CPR instructor 	Every 2 yrs	Every 2 years
	Pharmacy Technician/ Louisiana Pharmacy Board (LPB)	Student Requirements: <ul style="list-style-type: none"> ▪ Must be 18 by July 1 of graduating year. ▪ Must have a minimum overall GPA of 2.5 and minimum GPA of 3.0 in math and science. ▪ Must have a minimum ACT of 20 or GPA of 3.2 if ACT not taken. Partial certification is given upon: <ul style="list-style-type: none"> ▪ Must pass approved Pass Assured coursework with 80% or better. ▪ Must pass Pass Assured final exam with 80% or better. Full certification is given upon: <ul style="list-style-type: none"> ▪ 600 hours of internship through Louisiana Board of Pharmacy. ▪ Successfully pass the National Pharmacy Technician Certification Board (PTCB) exam. 	<ul style="list-style-type: none"> ▪ Certificate of course completion from LDE ▪ After the LPB receives a copy of the certificate of completion, the student is issued a Pharmacy Technician Candidate Registration ▪ After the national PTCB exam, receives nationally recognized certificate ▪ After completion of 	<ul style="list-style-type: none"> ▪ 090009 Pharmacy Technician (1 credit) 	<ul style="list-style-type: none"> ▪ Valid secondary mathematics or science certification, or CTTIE in Health Occupations ▪ Attend Super Summer Institute (SSI) Pharmacy Technician course ▪ Pass the PTCB exam within one year of SSI course 	PCTB Exam – lifetime (must earn 20 contact hours to recertify every 2 years)	Must be renewed annually by June 30th

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
			required practical work hours and passing a board-approved exam, receives Louisiana Pharmacy Technician Certificate and placed on state registry				
Information Technology	CompTIA / A+ Certification National exam/ Computing Technology Industry Association	<ul style="list-style-type: none"> ▪ Successful completion of course work. ▪ Successful completion of two exams. ▪ A+ Core Hardware ▪ A+ OS Technological 	<ul style="list-style-type: none"> ▪ Nationally recognized ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ Computer Electronics I / II ▪ OR ▪ 310820 Computer Service Technology I (2 cr) ▪ 310821 Computer Service Technology I (3 cr) ▪ 310822 Computer Service Technology II (2 cr) ▪ 310823 Computer Service Technology II (3 cr) ▪ (new courses for 07-08) 	<ul style="list-style-type: none"> ▪ Business or CTTIE <p>AND</p> <ul style="list-style-type: none"> ▪ A+ Certification 	N/A	The teacher should be certified in the version being taught in their class
	Cisco Certified Internetwork Expert Certification National exam/ Cisco Systems	<ul style="list-style-type: none"> ▪ Successful completion of course work. 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<p>Cisco curriculum</p> <ul style="list-style-type: none"> ▪ 310850 Networking Basics (2 cr) ▪ 310851 Networking Basics (3 cr) ▪ 310852 Routers/ Routing Basics (2 cr) ▪ 310853 Routers/ Routing Basics (3 cr) ▪ 310854 Switching Basics (2 cr) ▪ 310855 Switching Basics (2 cr) ▪ 310856 WAN Technologies 	<ul style="list-style-type: none"> ▪ Business or CTTIE <p>AND</p> <ul style="list-style-type: none"> ▪ Cisco Certified Teacher 		

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
				<ul style="list-style-type: none"> 310857 WAN Technologies (new courses for 07-08) 			
	Oracle Internet Academy National exam/ Oracle USA	<ul style="list-style-type: none"> Successful completion of course work. Test 1: Introduction to Oracle 9i:SQL (Pass rate of 70%) Test 2: Program with PL/SQL (Pass of 70%) 	<ul style="list-style-type: none"> Nationally recognized certificate Articulated credit 	<ul style="list-style-type: none"> 080501 Database Design and Programming-- Test 1 080521 Java Programming --Test 2 (Java will be obsolete in '08.) 080531 Database Programming with PL/SQL -- Test 2 	<ul style="list-style-type: none"> Business OR Marketing Certification AND Oracle Certification 		The teacher should be certified in the version that is being taught in their classes.
	Microsoft Certification Professional (MCP) Administering Microsoft Windows 2000 Professional/ Microsoft	<ul style="list-style-type: none"> Successfully complete exams. 	<ul style="list-style-type: none"> Nationally recognized certificate Articulated credit 	<ul style="list-style-type: none"> Successfully complete exams. 	<ul style="list-style-type: none"> **Any advanced computer class. 		
	Microsoft Certification Professional (MCP) Designing a Microsoft Windows 2000 Network Infrastructure/ Microsoft	<ul style="list-style-type: none"> Successfully complete exams. 	<ul style="list-style-type: none"> Nationally recognized certificate Articulated credit 	<ul style="list-style-type: none"> Successfully complete exams. 	<ul style="list-style-type: none"> **Any advanced computer class. 		
Marketing, Sales and Service	Customer Service National exam/ National Retail Federation Customer Service	<ul style="list-style-type: none"> Successful completion of course work. Successful completion of exam. 	<ul style="list-style-type: none"> Nationally recognized certificate 	<ul style="list-style-type: none"> Any Marketing course 041001 Customer Service (new course for 07-08) OR <ul style="list-style-type: none"> 041010 Cooperative Marketing Education I 	<ul style="list-style-type: none"> Marketing Certification 	N/A	N/A
Transportation and Distribution	The National Institute for Automotive Service Excellence (ASE)/ ASE Certification Automotive Technician	(Partial Certification) <ul style="list-style-type: none"> Must pass at least three of the four modules provided in the secondary system. Full certification requires passing ASE exam and two years work experience. Modules articulate with Louisiana Technical College. 	<ul style="list-style-type: none"> Nationally recognized certificate Articulated credit 	<ul style="list-style-type: none"> Automotive Technician I - VI 	<ul style="list-style-type: none"> CTTIE, Automotive Instructor ASE Certification 	Every five years	N/A

Career Cluster	IBC Certification/ Certifying Agency	Requirements for Students to Earn Industry-Based Certification	Evidence of Certification/ Benefit to Student	*Culminating Course		Teacher National Renewal Requirements	Teacher State Renewal Requirements
	Inter-Industry Conference on Auto Collision Repair (I-CAR)/ I-CAR Certification	<ul style="list-style-type: none"> ▪ Successful completion of all programs in a task area. 	<ul style="list-style-type: none"> ▪ Nationally recognized certificate ▪ Articulated credit 	<ul style="list-style-type: none"> ▪ Auto Body Repair I, II 	<ul style="list-style-type: none"> ▪ CTTIE, Auto Body Repair Instructor ▪ I-CAR Certification 	Every five years	N/A

Other factors considered across all IBCs: industry support for the IBC, job demand data for Louisiana, and approval of the multi-agency Industry-Based Certification Council

*Students must complete (1.) all prerequisites for any required course, which are too numerous to list in this chart. (See Career and Technical Program of Study) (2.) Student must complete a sequence of courses for an Area of Concentration.

**This certification was earned by a student in which the teacher recognized superior IT potential. The teacher provided the student with the necessary materials and lab opportunities for the student to successfully complete the exam.

Opportunities should be made available for additional IBC's that extend beyond the normal high school capabilities. When outstanding ability is recognized in a student, the opportunity to advance higher and faster to acquire IBC's should not be denied the student.

*** Any other BESE approved curriculum.

Appendix F

Postsecondary Formula Waiver Request (including tentative allocations)

March 13, 2008

Dr. Sharon Miller, Director
Division of Academic and Technical Education
Office of Vocational and Adult Education
Potomac Center Plaza
11126 550 12th Street, S.W.
Washington, DC 20202-7240

Re: Request for approval to use an alternative funding formula for Perkins Postsecondary Allocations in Louisiana

Louisiana is requesting approval to use an alternative funding formula in the allocation of postsecondary Perkins funds. After the state has allocated the Perkins funds to the appropriate categories, postsecondary eligible recipients receive 44% of the 75% of the funds available for formula allocation. Louisiana uses 10% for the Reserve Fund that is the reason for only 75% of the funds allocated to secondary and postsecondary for the Basic Grant.

Louisiana's postsecondary eligible recipients include technical colleges, community colleges, technical community colleges, and universities. The technical colleges have a low tuition rate and award PELL grants at a rate lower than the community and technical community colleges and universities. The use of the alternative funding formula makes for a more equitable distribution of the funds to the postsecondary eligible recipients. Louisiana is requesting approval to include as part of the funding formula, the number of students receiving WIA assistance in addition to the number of students receiving PELL grants. Attached to this letter are examples of the allocations using PELL and WIA and an example using only PELL.

	WIA/PELL	PELL Only
Technical College	\$3,219,884	\$2,962,446
Community and Technical Community Colleges, and Universities	\$4,599,468	\$4,856,906

Approval of the alternative funding formula will provide additional funds to the regional technical college sites, which are for the most part located in rural areas of the state with the greatest need.

Your consideration of this request will be greatly appreciated.

Sincerely,

Reba S. Poulson
State Director, Perkins Programs

Attachments

Louisiana Community and Technical College System
 Carl D. Perkins Career & Technical Education Improvement Act of 2006

Effective July 1, 2008

DRAFT--POST SECONDARY BASIC GRANTS
 FY 2008 - 2009 GRANT ALLOCATIONS

Total FY 2007 Award 23,230,399
 Post Secondary - 44% 7,819,352

Louisiana Technical College Regional Technical Education Centers	WIA	Pell	Total (Pell + WIA)	Basic Grant Allocation--100%
REGION 2				289,738
BATON ROUGE	49	313	362	185,310
FOLKES	0	15	15	7,679
JUMONVILLE	27	115	142	72,691
WESTSIDE	4	43	47	24,060
REGION 3				196,572
LAFOURCHE	30	77	107	54,774
RIVER PARISHES	16	127	143	73,202
YOUNG MEMORIAL	12	122	134	68,595
REGION 4				931,156
ACADIAN	11	93	104	53,238
CHARLES B COREIL	30	105	135	69,107
EVANGELINE	31	105	136	69,619
GULF AREA	80	230	310	158,691
LAFAYETTE	35	558	593	303,560
T. H. HARRIS	89	255	344	176,095
TECHE AREA	24	173	197	100,845
REGION 6				510,369
ALEXANDRIA	34	255	289	147,941
AVOUELLES	30	83	113	57,845
HUEY P.LONG	35	79	114	58,357
LAMAR SALTER	17	140	157	80,369
MORGAN SMITH	16	54	70	35,833
OAKDALE	10	81	91	46,583
SHELBY M. JACKSON	26	137	163	83,441
REGION 7				591,251
MANSFIELD	25	114	139	71,155
NATCHITOCHES	19	117	136	69,619
NORTHWEST	48	291	339	173,536
SABINE VALLEY	14	140	154	78,833
SHREVEPORT-BOSSIER	8	379	387	198,107
REGION 8				438,191
BASTROP	33	87	120	61,429
DELTA OUACHITA	33	218	251	128,488
NORTH CENTRAL	29	76	105	53,750
NORTHEAST	21	78	99	50,679
RUSTON	8	85	93	47,607
TALLULAH	29	159	188	96,238
REGION 9*				262,607
ASCENSION	0	53	53	27,131
FLORIDA PARISHES	15	51	66	33,786
HAMMOND	49	150	199	101,869
SULLIVAN	5	190	195	99,822
LTC Totals	942	5,348	6,290	3,219,884
Community Colleges, Technical Community Colleges and Universities	WIA	Pell	Total (Pell + WIA)	Basic Grant Allocation--100%
BATON ROUGE CC	1	183	184	94,191
BOSSIER PARISH CC	9	839	848	434,096
DELGADO CC	13	3,367	3,380	1,730,240
Jefferson & West Jefferson	2	51	53	27,131
Total				1,757,371
FLETCHER TECHNICAL COMMUNITY COLLEGE	41	291	332	169,953
LSU - ALEXANDRIA	6	427	433	221,655
LSU - EUNICE	12	575	587	300,488
LOUISIANA TECH	2	148	150	76,786
NICHOLLS	2	132	134	68,595
NORTHWESTERN	14	415	429	219,607
NUNEZ CC	17	329	346	177,119
SOUTH LOUISIANA COMMUNITY COLLEGE**		325	325	166,369
SOUTHEASTERN LA UNIV.*	1	83	84	43,000
SOUTHERN UNIVERSITY-SHREVEPORT	39	1,187	1,226	627,596
SOWELA TECHNICAL COMMUNITY COLLEGE	58	416	474	242,643
Community Colleges & Universities Totals	217	8,768	8,985	4,599,468
GRAND TOTALS	1,159	14,116	15,275	7,819,352

**New eligible recipient

*Consortium members-Region 9 & SLU

Louisiana Community and Technical College System *Effective July 1, 2008*
 Carl D. Perkins Career & Technical Education Improvement

DRAFT--POST SECONDARY BASIC GRANTS--Allocations Based on Pell Only.
 FY 2008 - 2009 GRANT ALLOCATIONS

Total FY 2007 Award 23,230,399
 Post Secondary - 44% 7,819,352

Louisiana Technical College Regional Technical Education Centers	Pell	Basic Grant Allocation--100%
REGION 2		269,213
BATON ROUGE	313	173,382
FOLKES	15	8,309
JUMONVILLE	115	63,703
WESTSIDE	43	23,819
REGION 3		180,583
LAFOURCHE	77	42,653
RIVER PARISHES	127	70,350
YOUNG MEMORIAL	122	67,580
REGION 4		841,428
ACADIAN	93	51,516
CHARLES B COREIL	105	58,163
EVANGELINE	105	58,163
GULF AREA	230	127,405
LAFAYETTE	558	309,096
T. H. HARRIS	255	141,254
TECHE AREA	173	95,831
REGION 6		459,212
ALEXANDRIA	255	141,254
AVOUELLES	83	45,977
HUEY P. LONG	79	43,761
LAMAR SALTER	140	77,551
MORGAN SMITH	54	29,913
OAKDALE	81	44,869
SHELBY M. JACKSON	137	75,889
REGION 7		576,647
MANSFIELD	114	63,149
NATCHITOCHES	117	64,810
NORTHWEST	291	161,195
SABINE VALLEY	140	77,551
SHREVEPORT-BOSSIER	379	209,942
REGION 8		389,417
BASTROP	87	48,192
DELTA OUACHITA	218	120,758
NORTH CENTRAL	76	42,099
NORTHEAST	78	43,207
RUSTON	85	47,085
TALLULAH	159	88,076
REGION 9*		245,947
ASCENSION	53	29,359
FLORIDA PARISHES	51	28,251
HAMMOND	150	83,090
SULLIVAN	190	105,248
LTC Totals	5,348	2,962,446
Community Colleges, Technical Community Colleges and Universities	Pell	Basic Grant Allocation--100%
BATON ROUGE CC	183	101,370
BOSSIER PARISH CC	839	464,752
DELGADO CC	3,367	1,865,100
Jefferson & West Jefferson	51	28,251
Total		1,893,351
FLETCHER TECHNICAL COMMUNITY COLLEGE	291	161,195
LSU - ALEXANDRIA	427	236,530
LSU - EUNICE	575	318,513
LOUISIANA TECH	148	81,982
NICHOLLS	132	73,119
NORTHWESTERN	415	229,883
NUNEZ CC	329	182,245
SOUTH LOUISIANA COMMUNITY COLLEGE**	325	180,029
SOUTHEASTERN LA UNIV.*	83	45,977
SOUTHERN UNIVERSITY-SHREVEPORT	1,187	657,521
SOWELA TECHNICAL COMMUNITY COLLEGE	416	230,437
Community Colleges & Universities Totals	8,768	4,856,906
GRAND TOTALS	14,116	7,819,352

**New eligible recipient

*Consortium members-LTC Region 9 & SLU