

## Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Agency Name:

2. Lead individuals completing this plan:

Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

1. A. Please select the individual responsible for the **narrative descriptions** in this plan:

2. B. Please select the individual responsible for the **budget** in this plan:

3. C. Please select the **lead individual who may be contacted to answer questions** about this plan:

3. Type of Perkins V State Plan Submission:  1-Year Transition Plan (FY 2019 only)  State Plan (FY 2019-2023)
4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan:  Yes  No
5. Governor's Joint Signatory Authority of the Perkins V State Plan:

Date Governor was sent State Plan for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.

Uploaded file:

LA Perkins Transition Plan Final.docx



PERKINS 1 YEAR  
TRANSITION PLAN  
2019-2020

LOUISIANA

May 2019

Revision June 2019 at request of OCTAE

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

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

**I. COVER PAGE**

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

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

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

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

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

H. Joint Approval of the Perkins V State Plan:

In addition, this Perkins V Transition Plan has the full support of the Louisiana Community and Technical College System. I agree to the assurances, certifications, and other forms enclosed in this Louisiana Perkins V Transition plan submission; and that, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.



Chris Broadwater

Vice President for Workforce Policy

Louisiana Community and Technical College System



Dr. Monty Sullivan

System President

Louisiana Community and Technical College System

By signing this document, I signify my support for this Perkins V Transition Plan.



Governor John Bel Edwards

4-24-2019

Date

## Introduction

Through the efforts in CTE, academic and technical skills training delivered to youth and adults through the dedicated efforts of talented literate, numerate and qualified teachers, faculty and administrators at the school district and postsecondary institutions, Louisiana's program completers will acquire the core academic learning skills they need to be lifelong learners, adapting effectively to the changing needs of the workplace. They will possess specific technical (or occupational) skills in the career field for which they have been prepared. Just as important, our program completers will understand the value that employers place on essential employability skills such as the ability to:

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

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

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

### Perkins V Implementation Core Planning Team Members

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

## II. NARRATIVE DESCRIPTIONS

### A. Plan Development and Consultation

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

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

The following timeline reflects the development process used:

Date	What	Purpose
October 22	State Director met with Governor	Discuss priorities and direction
October 29-31	Core Team attended Advance CTE Planning Meeting in Atlanta	Gain an understanding of the law; Set vision, goals and priorities
November 27	Core Team Meeting	Continue discussion
December 12	Statewide Perkins secondary and postsecondary leader meeting	Gain input on vision and goals; Present Local Needs Assessment Gain input
January 8	Presentation to LCTCS Chancellors	Information and discussion
January 9	Core Team Meeting	Finalize discussion and plan drafting
January 29	Presentation to Secondary CTE Supervisors	Information and discussion
January 30	Corrections Official Meeting	Finalize corrections draft plan
February 6	Statewide Perkins Stakeholder Engagement Meeting	Gain input on draft plan from required stakeholders
February 13	Presentation for Approval to LCTCS Board of Supervisors	Presentation for approval
March 14	Core Team Meeting	Approve final draft for submission to the Governor's office
March 26	Presentation to Postsecondary CTE Coordinators	Information and discussion
April 1	Submission to Governor for Approval	For approval
April 30	Submission of Transition Plan to USDOE	For approval

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

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

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

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

## **B. Program Administration and Implementation**

### **1. State's Vision for Education and Workforce Development**

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

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

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

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

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

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

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

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

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

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

The Governor's Office established the Louisiana Industry-Based Certification (IBC) Council to create and maintain an official focus list of IBCs. All occupational training programs in the State have agreed to institute the practice that training programs:

- (a) align career and technical programs with nationally and/or State recognized, industry-based skill standards and certifications as the basis for developing competency-based learning objectives, curricula, instructional methods, teaching materials, and classroom/worksite activities;
- (b) prepare students to satisfy employer knowledge and skill requirements assessed by related examinations; and
- (c) support initiatives that will enable educational institutions to provide students with the opportunity to take these exams and receive certifications corresponding with their Program of Study.

Both the LCTCS and LDOE are active members of the IBC Council. This assists in aligning secondary and postsecondary CTE programs.

**Implementing a Regional Approach:**

To continue to leverage robust partnerships, regional teams will be central to the transition plan to better target the needs of industry, including small and medium-sized enterprise, in Louisiana and to ensure that Perkins funds are focused on getting the most positive outcomes for all stakeholders. A Perkins Steering Committee (steering committee) will be formed in each region as described in law to help assess and inform CTE programming. Louisiana has and will continue to emphasize regionally focused planning for CTE to align with current and emerging needs.

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

**Vision:**

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

**Goals:**

The Louisiana System of Career and Technical Education will:

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

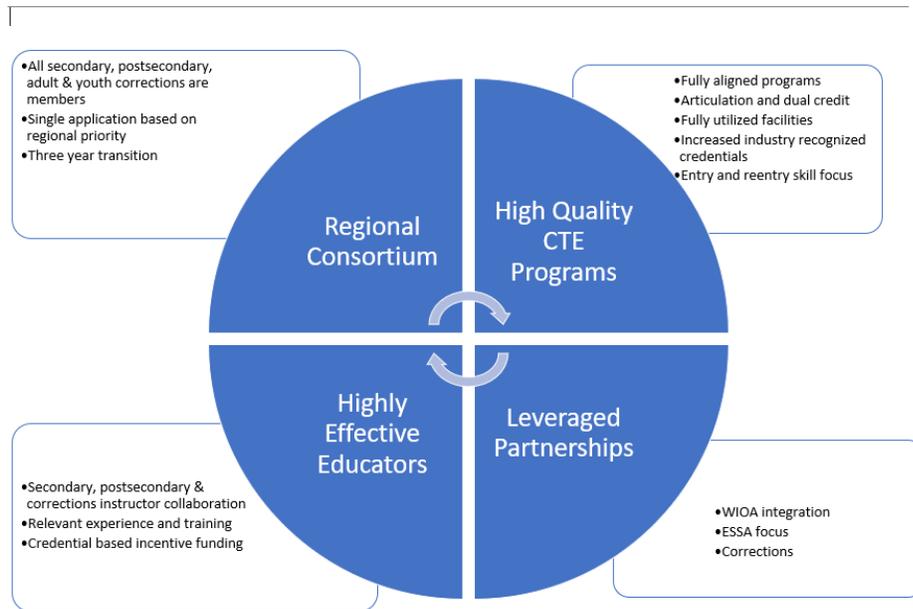
**Strategies:**

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

1. Strong regional consortia based on regional labor market regions and grounded with effective and supported leadership and actively engaged participants advancing the economic interests of their students and their communities.
2. High-quality CTE Programs of Study exist in every school, college and corrections facility that ensure students have a clear educational, training pathway program to a high-skill, high-wage, or in-demand occupation.
3. Highly effective educators are developed through effective recruitment and retention strategies and through ongoing peer-to-peer collaboration, training, and professional development opportunities.

4. Partnerships at the state and local level are leveraged to ensure all students and communities have access to a pathway toward economic self-sufficiency.

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



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

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

Louisiana Department of Education’s (LDOE) Jump Start Summer program is a scaffolded, multiyear summer training program in public school facilities and on employer worksites that help students prepare for college, career, and life success. Key

components of the program include work-based learning, job shadowing, and/or internships experiences related to the student's area of career interest.

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

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

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

#### **Required Set-Asides:**

##### **Individuals in State Institutions**

For Perkins V, a more direct service model will be employed for Career and Technical Education. LCTCS will grant funds directly to the Department of Public Safety and Corrections (DPS&C), the LDOE will provide funding to the Office of Juvenile Justice (OJJ) and to the Louisiana School for the Deaf and Visually Impaired (LSDVI) based on the K12 funding algorithm and applied for in LDOEs eGrants system.

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

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

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

### **Preparation for Non-Traditional Fields**

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

- Men in Nursing;
- Women in STEM, Manufacturing, and Construction;
- Professional development; and
- Marketing and outreach.

### **Recruitment of Special Populations to Enroll**

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

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

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

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

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

Similar planning and awareness tools will also assist adults entering postsecondary education and training programs and/or the workforce. There are multiple pathways available for the adult learner. The adult population may seek an equivalency diploma, via the Work Ready U (WRU) adult education program, enter directly into a CTE program or Program of Study, participate in

an Integrated Education and Training (IET) opportunity, or a combination of multiple opportunities. As with Jump Start, these programs address a wide variety of need, but only those postsecondary programs that meet the criteria as an approved Program of Study by the 2021 school year will be eligible for Perkins funds.

### **Now-2020**

Using the *Comprehensive Local Needs Assessment* and other evaluation tools, the regional teams will focus on evaluating current programs for not only size, scope, and quality, but will also evaluate academic integration, alignment between secondary and postsecondary institutions, alignment with local, regional and statewide industry need, and available credentials. The regional teams, in partnership with LCTCS and LDOE, will develop an action plan to bring those programs seeking Perkins funding into compliance by the 2021-2022 Perkins grant cycle.

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

### **2020-2021**

Regional teams will convene the Steering Committee and Advisory Committees as needed to align programs to meet the definition of a Perkins eligible Program of Study. This will likely result in secondary, postsecondary and corrections staff meeting together to discuss the scope of their programs as well as meeting with program industry partners to ensure the standards taught align with industry need.

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

### **2021-2022**

**Only state-approved Perkins eligible CTE Programs of Study will receive Perkins funds.**

As the Perkins Core Team convenes to work on the final state plan, the group will explore developing a manual and training to support the development of high-quality Programs of Study meeting the new definition.

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

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

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

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

As the Perkins Core Team convenes to work on the final state plan, exploration to ensure employers and special population representatives are involved in creating integrated and applied learning activities. The group will strive to ensure activities are relevant and aligned to current business and industry practices.

To further promote continuous improvement of career and technical education, a regional partnership/recipient should not continue to spend funds on a specific activity within a Program of Study for more than three consecutive years, unless program improvement and/or program expansion is evident within the Program. To ensure a renewed focus on this expectation, the first of the three years will begin with the 2019-2020 school year.

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

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

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

Eligible recipients will demonstrate their efforts to provide equal opportunities for members of special populations to participate in Perkins eligible CTE Programs of Study through the local application. In the application, eligible recipients will describe proposed outcomes as well as strategies for meeting the needs of individuals identified as special populations and provide a description of projects and activities that will assist in diminishing the barriers to equitable participation and Program of Study completion. LCTCS and LDOE will provide technical assistance to recipients to ensure equitable access for students who are members of special populations.

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

Such services will include special population coordinators at the local level, peer tutoring, computer-aided instructional programs, after-school programs and/or parenting programs. These services will be offered to ensure equitable representation of special populations in those programs that constitute high-skill, high-wage or in-demand occupations. Strategies to ensure access and success in CTE Programs of Study for special population students at all levels may include, but are not limited to:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities in high-skill, high-wage, or in-demand programs;
- Providing in-service activities for career and technical teachers, faculty, career guidance counselors and administrators;
- Planning and coordinating supplemental services for special population students enrolled in CTE Programs of Study;
- Providing a multi-tiered plan for coordinated transitions for students with disabilities;
- Providing access to virtual or in-person work-based learning experiences;
- Providing an evidence-based multi-tiered system of support (MTSS) for struggling students; and
- Providing access to comprehensive career guidance and counseling to enable special population students to prepare for and enroll in nontraditional programs that are high-skill, high-wage, or in-demand.

LCTCS and LDOE 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 recipient relative to outcomes and status of services and activities;
- Educating counselors and special staff about career and technical education in order to increase referral and access to CTE Programs of Study;
- Targeting assistance to specific areas or populations where access and student achievement are not achieving the stated level of performance;
- Implementing improvement plans that promote continuous progress;
- Working with other state agencies to promote and encourage greater utilization of resources; and
- Providing equitable access.

As required in Section 427 of GEPA, each applicant must provide a description of the agency's process to ensure equitable access to and participation in, the Perkins Program of Study for students, teachers, and other program beneficiaries with special

needs. This information will be collected in the local application. LCTCS and LDOE have approved state policies that provide for equal opportunity for all qualified persons without regard to disability in the recruitment of, admission to, accessibility to, participation in, treatment in or employment in the programs and activities operated and sponsored by the Louisiana Community and Technical College System and the Louisiana Department of Education.

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

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

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

The Louisiana Industry-Based Certification (IBC) Council was established to create and maintain an official Focus List of IBCs. All occupational training programs in the state have agreed to institute the practice that programs will strive to award credentials from the Focus List. CTE Programs of Study are designed to include preparation for the achievement of industry-recognized credentials, certificate of technical studies, a technical diploma, or the achievement of an associate degree in a CTE Program area. The secondary and postsecondary curriculum must prepare students to earn a postsecondary credential (IBC, a certificate, diploma, or degree) as a positive outcome. Through dual enrollment and articulation, secondary CTE students can earn college credit prior to graduation.

As the Perkins Core Team convenes to work on the final state plan, assessment and reporting of student attainment of *Essential Employment Skills* will be explored as well as an effective curriculum or delivery mechanism that makes training available to students throughout Louisiana.

- c. *Describe how the eligible agency will—*
  - i. *make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent*

*practicable, provide that information and those resources in a language students, parents, and educators can understand;*

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

Websites:

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

Examples of additional outreach methods:

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

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

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

At a minimum all Perkins eligible Programs of Study should:

- Lead to the attainment of academic and/or industry-based credentials;

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

*iii. use State, regional, or local labor market data to determine the alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;*

Louisiana requires collaboration with regional partners to determine occupation needs based on the Louisiana Workforce Commission regional workforce data. The partners analyze the data and determine the three career cluster areas that recipients will include in their local applications for Perkins. Regional partners may request an exception to the three-cluster area requirement from LCTCS, providing industry-based justification for the exception, or evidence of exceptional circumstances, and proof that the required number of regional partnership meetings occurred. The requested exception will be granted by LCTCS in consultation with LDOE.

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

Equal access requirements for special populations will be fulfilled through the development of state and local applications that are responsive to the special needs of the students. Based on the comprehensive local needs assessment, local applications will describe proposed outcomes as well as strategies for meeting the needs of individuals identified as special populations and provide a description of projects and activities that will assist in diminishing the barriers to equitable participation. The needs of special populations will be assessed by eligible recipients, and technical assistance will be provided as needed to assist in the development of program strategies to serve special populations.

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

As the Perkins Core Team convenes to work on the final state plan, the group will explore systemic training and work experience/job shadowing for counselors and others that are gatekeepers to career and technical education for special population students. This will be done in consultation with representatives of groups with work focused on equity and inclusion.

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

Perkins recipients work closely with the local Workforce Development Board members. Representatives from the Boards serve as representatives on the Perkins Steering Committee. These representatives are active in the development of Programs of Study and the inclusion of support services available via the Louisiana Workforce Commission.

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

In Louisiana, both secondary and postsecondary career and technical education Programs of Study are required to have advisory committees to ensure CTE Programs of Study alignment with industry needs. At the Program level, advisory committees are expected to meet a minimum of twice per year, and are required to retain copies of agendas, sign in sheets, and minutes to document those meetings for compliance and Program monitoring purposes. The advisory committees are expected to include secondary, postsecondary and corrections instructors and include a majority membership of local employers. Other members may include other business and industry representatives (chamber leaders, workforce board or industry sector representatives or union representatives), other education members (administrators, program directors, counselors, educators), and other community representatives (parents and current/former students).

The role of the advisory committee is to collaborate to:

- Ensure Program quality (see page 22);
- Provide student opportunities such as those listed below;
- Assist with Program resources;
- Provide connections between the CTE Programs of Study and the larger community;
- Assist with supporting and recruiting new instructors; and
- Advocate for the Program.

Refer to the *Advisory Committee Handbook* for tools and more information.

One of the expectations of the advisory committee is to provide opportunities for students to engage in “real-world” industry-specific activities. These activities may include, but are not limited to:

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

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

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

As the Perkins Core Team convenes to work on the final state plan, the group will explore;

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

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

While the baseline for performance targets will be sent for the final plan, during 2019-2020 eligible recipients will be expected to focus on gaps in student/program performance, student participation and completion. Each recipient sets performance targets for a variety of indicators such as high school graduation rates, academic proficiency, industry and postsecondary credentials, progression into advanced training, military service, Peace Corps, other service programs and/or employment. Each Program of Study is accountable for continuously improving results on the performance targets described in the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act*. If the recipient falls short of the performance targets, the State works with the local

recipient to implement improvement plans. The improvement plan must include a gap analysis of each special population group with data below the performance target. The analysis must include specific actions to address the performance gap. Ultimately, the State has the authority to sanction recipients if they show no improvement over time.

This plan will strengthen partnerships of secondary and postsecondary CTE Programs of Study with business and industry to focus the State's Programs on high-wage, high-demand, high-skill and emerging occupational areas. The work of CTE Programs of Study 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 of Study for workforce training and preparation.

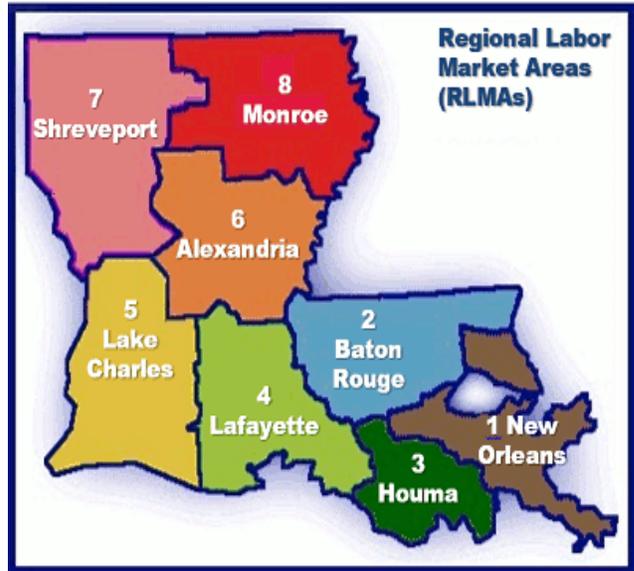
- d. *Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)*

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

- e. *Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)*

### Implementing a Regional Approach:

As stated in Section B (p.7), to better target the needs of industry, including small and medium-sized enterprise, in Louisiana and to ensure that Perkins funds are focused on getting the most positive outcomes for all citizens, Louisiana is emphasizing regional focused planning for CTE. Louisiana will require all eligible recipients (at both the secondary and post-secondary level) to enter regional partnerships for promoting regional planning and funding of Programs of Study leading to high-skill, high-wage, emerging and/or in-demand occupations.



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

The regional partnerships must include:

- Secondary funding recipients (local education agencies, eligible charter schools and/or eligible consortiums);
- Postsecondary funding recipients;
- Special education staff;
- Adult education staff;
- Louisiana Workforce Development Boards (LWDB);
- Regional economic development organizations (REDOs);
- Business, industry, and labor;
- Representatives from local juvenile justice or adult corrections education programs;
- Community leaders, including regional service block grant recipients;
- Foundations and financial partners;
- Representatives of special populations, as defined in the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act*;
- Representatives serving out-of-school youth, individuals in foster care, homeless children and youth, at-risk youth;
- Representatives of Indian Tribes and Tribal organizations in the state;
- Representatives of organizations focused on equity;

- Parents and/or students; and
- Others as appropriate.

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

**Regional Needs, Goals, Evaluation:**

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

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

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

**Quality Programs of Study:**

With the implementation of Perkins V, Louisiana will need to begin intensive work on the Perkins eligible CTE Program of Study to ensure it is fully aligned to industry need and meets the legal definition. Currently, Louisiana’s programs do not meet the legal definition of a Program of Study. Therefore, a second focus of the Regional Partnerships will be to convene the Advisory Committees for each funded cluster area. The Advisory Committee must include secondary and postsecondary teachers, instructors, industry advisors, and other appropriate stakeholders to develop CTE Programs of Study that align with the definition. Inclusion of any charter school, adult corrections or juvenile justice instructors is also required if there are Programs in the region as defined by the RLMA.

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

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

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

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

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

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

### **Regional Leadership:**

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

- Provides leadership to consortia by scheduling, planning and facilitating meetings
- Lead an annual cycle to meet all program requirements such as:
  - Conducting the local needs assessment;
  - Leading the local application, goal setting, budget development activities;
  - Collecting information and submitting the annual report;
  - Facilitating Program of Study approval; and
  - Accurate record keeping
- Build relationships with new and existing partners and invite members of the steering committee to meetings

- Schedule presentation of workforce data from local Workforce development specialists to ensure accurate and consistent interpretation of data
- Facilitate Program of Study improvement through vertical peer-to-peer collaboration within clusters.
- Plans and conducts regional grant activities identified in the local application
- Act as point of contact for the region as well as for LCTCS/LDOE
- Participates in training and professional development for CTE Regional Consortium Coordinator

As the Perkins Core Team convenes to work on the final state plan, the group will explore;

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

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

Attached in the appendix.

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

Attached in the appendix.

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

**Size:**

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

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

- Incorporates challenging academic content;
- Addresses academic and technical knowledge and skills including essential employability skills;
- Is aligned with the needs of business and industry in the state or region;

- Progresses in specificity; and
- Culminates in the attainment of a recognized postsecondary credential.

**Scope:**

As required in the definition of a Program of Study, links must exist between secondary and postsecondary CTE Programs evidenced by working agreements. This may include, but not limited to, articulation agreements, dual credit opportunities or aligned curriculum.

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

- Occupations and careers that comprise an industry, from basic to advanced;
- Principles of technology, labor and community issues, health and safety and environmental issues related to the industry;
- Demonstrate knowledge of the planning, management, financial, technical and production skills for the industry related to the Program;
- Emphasis on developing *Essential Workplace Skills*; and
- Participation in rigorous work-based learning that incorporates applied and contextualized learning.

Career and technical education Programs of Study should include traditional classroom experiences but should be defined by authentic hands-on experiences for students.

**Quality:**

Eligible recipients offer students the opportunity to participate in Program of Study that leads to high skill, high wage, emerging and in-demand occupations.

Louisiana defines a *high wage* career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations within the region as reported by the Louisiana Workforce Council. High skill occupations require an industry-recognized credential, postsecondary training, apprenticeship, or degree.

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

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

**3. Meeting the Needs of Special Populations**

- Describe its program strategies for special populations, including a description of how individuals who are members of special populations—*

- i. will be provided with equal access to activities assisted under this Act;*
- ii. will not be discriminated against on the basis of status as a member of a special population;*
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
- iv. will be provided with appropriate accommodations; and*
- v. will be provided with instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)*

Louisiana has an ongoing commitment to helping all its students succeed at the secondary and postsecondary levels, including those students with significant barriers to educational success that the Perkins V Act refers to as “special populations.” Louisiana’s initiative ensures non-discrimination and open access to Programs, as well as active strategies to ensure that student learning is supported throughout the learning environment. The local application requires specific descriptions mirroring the information requested above. Student populations are afforded accommodations based on individual needs. Louisiana utilizes the LCTCS as well as the Office for Civil Rights non-discrimination policies and procedures to ensure equal access for all students. A robust monitoring process is in place to ensure the policies and procedures are effective at the local level.

As the Perkins Core Team convenes to work on the final state plan, the group will explore:

- Specific recommendations and accommodations for students to include in the Programs of Study development handbook;
- Outreach to high school special education teachers to ensure students know to ask for accommodation when enrolling in college courses; and
- Technical assistance and professional development on appropriate accommodations for students.

#### **4. Preparing Teachers and Faculty**

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

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

There is a serious shortage of CTE teachers not only in Louisiana but throughout the United States. During the life of the five-year plan, a task force will be convened to explore CTE teacher recruitment and retention strategy. The task force will be charged with developing strategies and activities to increase the number of high-quality instructors in all CTE Programs of Study. The use of online technologies to support new instructors will be enhanced in order to support and retain teachers that come to the classroom from industry.

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

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

Through the *Comprehensive Local Needs Assessment*, eligible recipients will examine hiring and onboarding practices as well as the effectiveness and need for professional development. The local plan will report on the findings and activities will be tailored to address the identified need.

As the Perkins Core Team convenes to work on the final state plan, the group will explore;

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

## **Fiscal Responsibility**

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*
  - a. *each eligible recipient will promote academic achievement;*

Secondary: Jump Start programs of study include academic requirements in the form of general education courses and/or integrated academic components within the CTE courses. Support services included evidence-based multi-tiered system of support for struggling students.

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

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

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

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

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

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

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

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

Louisiana has a long tradition of ensuring grant recipients understand their fiscal duties as subrecipients. In order to be a grant recipient, the program and fiscal manager must demonstrate proficiency. Traditionally, annual training is provided and a passing score on a written exam is required in order to be a grant recipient. This tradition has been recognized as a ‘best practice’ and will continue through the life of the Perkins V legislation.

2. *Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—*
  - a. *among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and*

Funds will be allocated to secondary and postsecondary eligible recipients. Of the funds available under Section 112(a)(1) approximately 13% will be used for the reserve fund as specified in Section 112(c). The remaining funds under Section 112(a)(1) will be allocated as follows: 56% to the secondary eligible recipients and 44% to postsecondary eligible recipients. This division of funds is based on legacy practices and was reaffirmed by Governor Edwards in collaboration with leadership at LCTCS and LDOE. During the transition year, the Core Team will re-examine the basis for the split and will make the rationale part of the Final Plan submitted in Spring 2020.

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

Secondary eligible recipients that do not qualify for the \$15,000 minimum will be encouraged to form or join a consortium with another local education agency that meets the requirements of section 131 in order to receive Perkins V funds. The consortium will serve as the structure to provide services to all participating Local Education Agencies (LEAs). The consortia members determine which institution will serve as the fiscal agent. The fiscal agent has the responsibility for submitting the local application that addresses the consortium and developing a plan that will meet the educational objectives and planning the accompanying activities to reach the objectives. The fiscal agent is also responsible for all payments of invoices, payroll, and other financial activities. Each member is responsible for submitting their own accountability data at the required time.

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

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

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

Please see allocation documents in the appendix.

<b>Section</b>	<b>Allocation</b>	<b>Distribution Criteria</b>
131(a)	\$ 9,150,661	As stated in the <i>Strengthening Career and Technical Education for the 21<sup>st</sup> Century</i> , Section 131(a) (1-3)
131(b)		Louisiana will not request a waiver for a more equitable distribution
131(c)		Section 131(a) (1-2); Waivers will be granted on a case-by-case basis
131(d)		Louisiana does not have limited jurisdiction agencies
131(e)		Not applicable for Louisiana

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

Please see allocation documents in the appendix.

<b>Section</b>	<b>Allocation</b>	<b>Distribution Criteria</b>
132(a)	\$ 7,189,805	LCTCS will request a waiver to include students receiving assistance from WIOA in the postsecondary allocation. The postsecondary allocation will be distributed to eligible recipients based on the number current year PELL grant recipients enrolled in CTE Programs.

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

LDOE will adjust the data used to make allocations to reflect changes in school districts systems that may have occurred since the population and/or enrollment data were collected. School population and census data will be used to adjust the data. Approved charter schools with CTE programs that make application for funding will be treated the same as other schools within the district. For existing schools, prior year October 1, 5-17-year-old total enrollment and free/reduced lunch counts as provided in SIS (Student Information System). For new schools, use current year October 1 counts.

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

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

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

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

Under Perkins IV, a waiver was gained to include not only PELL students but also WIOA recipients in the formula. For the purpose of this formula, this may be a duplicated count if a student qualifies for PELL and also receives services through WIOA. By including adult learners in the allocation process, a raised awareness and inclusion of adult learners is facilitated. Louisiana will request this waiver for the 2019-2020 school year.

7. *Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether*

*the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)*

The new baseline for Maintenance of Effort beginning with this plan will be \$181,239,414. This represents a 5% reduction as allowed in Section 211.

### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

✓ The eligible agency assures that:

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

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<sup>1</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

**B. EDGAR Certifications**

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

**C. Other Forms**

- ✓ The eligible agency certifies and assures compliance with the following enclosed forms:
  1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
  3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## IV. BUDGET

### Budget Form

State Name: LOUISIANA

Fiscal Year (FY): **FY2019**

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>		\$22,096,640
2	<b>State Administration</b>	5%	1,104,832
3	<b>State Leadership (prior to set aside)</b>	10%	2,209,664
4	• Individuals in State Institutions	~1.65%	364,932
4a	– Correctional Institutions		358,979
4b	– Juvenile Justice Facilities		3,476
4c	– Institutions that Serve Individuals with Disabilities		2,477
5	• Nontraditional Training and Employment and Equity		147,896
6	• Special Populations Recruitment	.1%	2,210
7	<b>Local Formula Distribution</b>		\$18,782,144
8	• Reserve	13%	2,441,679
9	– Secondary Recipients		
10	– Postsecondary Recipients		
11	• Allocation to Eligible Recipients	85%	\$16,340,465
12	– Secondary Recipients	56%	9,150,661
13	– Postsecondary Recipients	44%	7,189,805
14	<b>State Match (<i>from non-federal funds</i>)</b>		1,104,832

## GLOSSARY

Term	Definition
Alignment	The term 'alignment' means curriculum laid out in a sequence of non-duplicated skills across the secondary-postsecondary continuum.
All Aspects of Industry	The term 'all aspects of an industry' means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
Articulation	The term 'articulation' means the alignment and comparability of coursework between secondary and postsecondary providing a comparable learning experience for which credit can be awarded by the postsecondary institution.
Career Pathway	The term 'Career Pathway' means a series of structured and connected education programs and support, services that enable students, often while they are working, to advance over time to better. jobs and higher levels of education and training.
Career and Technical Education	<p>The term 'Career and Technical Education' means organized educational activities that –</p> <p>A) Offer a sequence of courses that—</p> <ul style="list-style-type: none"> <li>• Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level aligned with the challenging State academic standards adopted under ESSA;</li> <li>• Provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and</li> <li>• May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph.</li> </ul> <p>B) Includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation - specific skills and knowledge of all aspects of an industry, including entrepreneurship, of an individual;</p> <p>C) To the extent practicable, coordinate between secondary and postsecondary education programs through Programs of Study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and</p> <p>D) May include career exploration at the high school level or as early as the middle grades (5-8) as defined in <i>Every Student Succeeds Act</i> (ESSA).</p>
Essential Employability Skills	The term 'Essential Employability Skills' means the transferrable skills needed by an individual to make them employable. A group of essential abilities that involve the development of a knowledge base, expertise level, and mindset that is necessary for success in the modern workplace.
High Skill Occupation	The term 'high skill occupations' is an occupation that requires an industry-recognized certificate, credential, postsecondary training, apprenticeship or degree.
High Wage Career	The term 'high wage career' is one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Louisiana Employment Department.

In-Demand Industry	The term 'in-demand industry' is defined as an occupation in which state, local or regional labor market data show that demand exceeds projected employment supply.
Justice Involved Person	The term 'justice involved person' means a person currently or formerly incarcerated in the justice system.
Nonduplicative sequence	A sequence of academic and technical course content that extends across secondary and postsecondary institutions and culminates in a certificate, degree or Industry Based Credential.
Non-Traditional Fields	The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
Priority Population	The term ‘priority population’ is used in the Workforce Innovation and Opportunity Act. Individuals must be given priority to receive services if they are recipients of public assistance, low-income individuals or individuals who are basic skills deficient.
Program of Study	The term 'Program of Study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that: <ul style="list-style-type: none"> <li>• Incorporates challenging academic content;</li> <li>• Addresses academic and technical knowledge and skills including essential employability skills;</li> <li>• Is aligned with the needs of business and industry in the state or region;</li> <li>• Progresses in specificity; and</li> <li>• Culminates in the attainment of a recognized postsecondary credential.</li> </ul>
Quality	<p>The term 'quality' means eligible recipients offer students the opportunity to participate in Program of Study that leads to high skill, high wage, emerging and in-demand occupations.</p> <p>Louisiana defines a <i>high wage</i> career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations within the region as reported by the Louisiana Workforce Council. High skill occupations require an industry-recognized credential, postsecondary training, apprenticeship, or degree.</p> <p>The secondary Program of Study must provide an opportunity for dual credit, articulated credit and/or industry-recognized credentials.</p> <p>All postsecondary Programs of Study must offer students the opportunity to earn an industry-recognized credential, license, associate or bachelor’s degree via dual enrollment, articulated credit and/or traditional enrollment.</p>
Recognized Postsecondary Credential	The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
Scope	The term 'scope' requires a connection to exist between secondary and postsecondary CTE Programs evidenced by working agreements. This may include, but not limited to, articulation agreements, dual credit opportunities or aligned curriculum.

	<p>Program scope also provides an opportunity to gain strong experience in and comprehensive understanding of the full breadth of the subject including:</p> <ul style="list-style-type: none"> <li>• Occupations and careers that comprise an industry, from basic to advanced;</li> <li>• Principles of technology, labor and community issues, health and safety and environmental issues related to the industry;</li> <li>• Demonstrate knowledge of the planning, management, financial, technical and production skills for the industry related to the Program;</li> <li>• Emphasis on developing Essential Workplace Skills; and</li> <li>• Participation in rigorous work-based learning that incorporates applied and contextualized learning.</li> </ul> <p>Career and technical education Programs of Study should include traditional classroom experiences but should be defined by authentic hands-on experiences for students.</p>
Size	The term 'size' means that Programs of Study should strive to meet the industry needs of the region or state. The capacity should be maximized at the local level to meet student demand and to ensure equitable access by all students.
Special Population	<p>“special populations” means—</p> <p>(A) individuals with disabilities;</p> <p>(B) individuals from economically disadvantaged families, including low-income youth and adults;</p> <p>(C) individuals preparing for non-traditional fields;</p> <p>(D) single parents, including single pregnant women;</p> <p>(E) out-of-workforce individuals;</p> <p>(F) English learners;</p> <p>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</p> <p>(H) Justice-involved individuals;</p> <p>(I) youth who are in, or have aged out of, the foster care system; and</p> <p>(J) youth with a parent who—</p> <p style="padding-left: 40px;">(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</p> <p style="padding-left: 40px;">(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).</p>
Under-Resourced Person	The term 'under-resourced person' refers to a person with insufficient resources.
Work Based Learning	The term 'work-based learning' means sustained interactions with industry or community professionals in real workplace settings to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that is aligned to curriculum and instruction.

## APPENDIX

Secondary Allocations FY 20	 2019-2020 LDOE Secondary Perkins A
Postsecondary Allocations FY20	 LCTCS Final Perkins Basic Allocation 201
Essential Workplace Skills	 Essential Employability Skills.1
Progression of CTE Programs in Louisiana	 pyramid of pos.docx
2017 Advisory Committee Handbook	 2017 Advisory Handbook.pdf
Comprehensive Local Needs Assessment Guide	 LA 2018 Needs Assessment Guide.p
Draft – Local Application Narrative LCTCS  LDOE	 Perkins V Application Draft.pc   CarlPerkins LDOE App.docx
Preliminary Distribution of Funds	 19-20 PRELIM DstibtChr.doc





## Statutory Assurances

The eligible agency assures that:

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

\*\*\*\*\*

Title/Agency:

State Director/LCTCS

Date:

5/22/2019 12:00:00 AM

## EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

\*\*\*\*

Title/Agency:

State Director/LCTCS

Date:

5/22/2019 12:00:00 AM

**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 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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE St. Director Careers, Technical & Adult Ed.
APPLICANT ORGANIZATION LA Community & Technical College System	DATE SUBMITTED 5/22/2019

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> a. contract _____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application _____ b. initial award c. post-award	<b>3. Report Type:</b> a. initial filing _____ b. material change  <b>For material change only:</b> Year _____ quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> _____ Prime _____ Subawardee Tier _____, if Known:  Congressional District, if known:	<b>5. If Reporting Entity in No. 4 is Subawardee,</b> Enter Name and Address of Prime:  Congressional District, if known:	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Signature: <u>Patricia Felder</u> Print Name: <u>Patricia Felder</u> Title: <u>St. Dir. Career, Technical &amp; Adult Ed.</u> Telephone No.: <u>225-922-2809</u> Date: <u>5/22/2019</u>	
<b>Federal Use Only</b>	<b>Authorized for Local Reproduction</b> <b>Standard Form - LLL (Rev. 7-97)</b>	

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," 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 subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. 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.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Louisiana Community & Technical College System	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Patricia Middle Name: <input type="text"/>
* Last Name: Felder	Suffix: <input type="text"/>
* Title: St. Dir. Career, Technical & Adult Ed.	
* SIGNATURE: Patricia Felder	* DATE: 5/22/2019

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## INTEROFFICE MEMORANDUM

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**TO:** OFFICE OF CAREER TECHNICAL AND ADULT EDUCATION

**FROM:** PATRICIA FELDER, STATE DIRECTOR

**SUBJECT:** SECTION 427 DESCRIPTION

**DATE:** MAY 22, 2019

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The Louisiana vision for Career and Technical Education starts out: *“With a lens focused on equity and diversity, Louisiana is committed to providing rigorous education and training opportunities...for all citizens.”*<sup>1</sup>

The guidance provided in the Notice to all Applicants, OMB Control No. 1984-0005 requests a description of activities that will take place using leadership funds made available through the Perkins grants. The state of Louisiana will use federal leadership funds provided via the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act to further CTE program outcomes and focus on activities to foster student success such as:

- The Department of Public Safety and Corrections (adult corrections) will become their own fiscal agent in 2019-2020. This will allow those closest to the work to prioritize and plan based on the need within the system.
- For the first time, the Office of Juvenile Justice and the Louisiana School for the Deaf and Visually Impaired will have funds dedicated to enhancing career technical education opportunities for students in their care.
- At the state level, technical assistance will be provided in the coming year to develop local competency to use data effectively to identify issues and target activities to address gaps and disparities.
- With a history of implementing a regional strategy activities conducted will strengthen the connections to the local communities through the required consultation and membership on the regional committees, providing coordinated statewide support and training. These regional teams will examine gaps in access and performance and build activities to address the gaps through the local application.
- While not required until next year, Louisiana elected to require local recipients at the secondary and postsecondary level to conduct the needs assessment and complete a local application based on the new requirements. As a result, each plan will include a discussion of need, activities designed to eliminate gaps, data resources and gaps and how stakeholders were involved. State staff will review the responses, in part to ensure compliance with Section 427.

Equity is where our plan begins. The team gathered to work on the transition plan kept access and student performance at the forefront of the work. As a result, there are many examples of activities that satisfy the requirement to ensure equitable access to and participation in Career and Technical Education. I would be happy to discuss this further at your request.

<b>2</b>	<b>State Administration</b>	
<b>3</b>	<b>State Leadership</b>	\$ 2209664.00
<b>4</b>		\$ 364932.00
		\$ 358979.00
		3476.00
		\$ 2477.00
		147896.00
		\$ 2210.00
		18782144.00
		\$ 2441680.00
		1.00
		\$ 2441679.00
		16340466.00
		\$ 9150661.00
		\$ 7189805.00
		\$ 1104832.00

## State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

\*\*\*\*

Title/Agency:

State Director/LCTCS

Date:

5/22/2019 12:00:00 AM