

**LOUISIANA
CONSOLIDATED ANNUAL REPORT NARRATIVE
For Reporting Year 2006-07**

Executive Summary

The Louisiana Community and Technical College System (LCTCS) along with the Louisiana Department of Education (LDE) is committed to achieving the agreed upon performance levels and meeting the mandates of the Perkins federal legislation. This commitment goes far beyond the achievement of performance measures. The commitment of LCTCS and the Department of Education extends to Louisiana's citizens who desire and deserve a quality existence. Providing opportunities for the improvement of career and technical education therefore improving the economic outlook of the state is very important.

The following pages present the performance results of the eligible recipients. The eligible Perkins recipients met or exceeded targeted performance levels in 15 of 20 indicators. There are 4 indicators that were not met but equaled or exceeded the 90% or better level. This report also includes aggregated data for the secondary "Z" outcomes. LCTCS recognizes the importance of achieving its targeted levels of performance for all indicators but also recognizes the fact that placement is very dependent upon the State's economy and is working diligently with the Governor's initiatives to promote and support economic development opportunities. The results indicate that we will continue to improve our efforts with the locals to provide those activities that will ensure that students enrolled in non-traditional programs have the support needed to complete the non-traditional programs.

Narrative

I. State Administration [Section 121]

The State Director, staff, the LDE have spent a considerable amount of time developing and implementing the Transition Year Plan for Perkins 2006. Louisiana had various stakeholders participate in the planning and information gathering process. The state made the decision to integrate Tech Prep funds with the basic grant funding. We saw this as an opportunity to make change. With the advent of the new legislation it was easier to make changes at this time without much consternation.

A. Sole State Agency and Governance Structure

The Louisiana Community and Technical College System Board of Supervisors are composed of seventeen (17) individuals, appointed by the Governor for staggered six year terms. The Board is charged with the responsibility of the administration of the Carl Perkins Vocational and Technical Education Act.

The Louisiana Community and Technical College System (LCTCS) management structure includes the system office, one technical college with forty (40) campuses [divided into seven regions], two technical community colleges and seven community colleges. The Perkins administration unit is housed within the Career and Technical Education Division of the LCTCS. The State Director reports to the Senior Vice President for Career and Technical Education. In addition to the institutions under the direct governance of the LCTCS, the other eligible postsecondary recipients include two other State two-year institutions, as well as those institutions of higher education that offer associate degrees, and 68-secondary city/parish school systems.

Sole State Agency

Louisiana Community and Technical College System

Postsecondary Eligible Recipients

- Louisiana Technical College (40 campuses statewide)
- Baton Rouge Community College
- Bossier Parish Community College
- Delgado Community College
- Nunez Community College
- Fletcher Technical Community College
- Sowela Technical Community College
- Southern University-Shreveport
- Northwestern State University
- Nicholls State University
- Louisiana State University-Alexandria
- Louisiana State University-Eunice
- Louisiana Tech University

Fiscal matters are processed through the LCTCS Office of Budget and Financial Affairs. A separate internal audit division of LCTCS is responsible for financial monitoring relative to the grant.

To more effectively serve eligible recipients at the secondary level, a memorandum of understanding is prepared annually between LCTCS and the Louisiana Department of Education (LDE)/Board of Elementary and Secondary Education (BESE). The 2006-2007 partnership agreement provides the LDE with forty percent of administrative funds and fifty percent of leadership funds for providing technical assistance, collecting data for performance indicators, monitoring, auditing, conducting professional development, assisting with career and technical student organizations and supporting guidance and counseling activities.

Management of the Secondary MOU
Louisiana Department of Education

Secondary City/Parish School System (See Attachment I)
68 statewide

B. Organization of Vocational and Technical Education Programs

Secondary. The Louisiana Department of Education (LDE), under the direction of BESE and in close cooperation with the school districts, has taken several important, innovative steps in establishing specific requirements for providing effective and meaningful career and technical education program offerings in Louisiana. With implementation of the Career and Technical Education Data (CATE) Collection System in the year 2000, the Department created a framework for a uniform, state-wide definition of career options programs based on the 16 national career clusters with 68 areas of concentration or career majors. It further defined uniform coursework requirements for the completion of such career majors. An example of a Louisiana Area of concentration is attached.

Louisiana students select a career major prior to entering high school and complete a flexible, *Five-year Education Plan* that is updated annually. To complement the career majors, students are engaged in industry-based certification programs, work-based learning programs, advanced placement, dual enrollment, and articulated courses.

It has been the intent of the LDE that, while pursuing the required scholastic studies, students must also be actively engaged in relevant and meaningful learning processes, with a clear focus on the areas most suitable to their talents and interests. The primary objective of this process is to train and graduate students who will not only possess the required knowledge in the core academic courses such as mathematics, English, science, and social studies, but would also clearly understand the importance of educational/career planning and have knowledge of career options, opportunities, and limitations as they prepare themselves for the future. A more detailed report of state, regional and local articulation agreements earned is available.

Postsecondary. Vocational and technical education on the postsecondary level is organized to effectively provide training and programs that meet the needs of the local area and the institutions mission. On the state level program priorities are designated for each fiscal year. In 2006-2007, the emphasis was placed on those programs that would benefit the region and fall into the category of high demand, high wage, and high skill programs and the improvement of those programs tied to the state's economic development efforts. The program priorities for both secondary and postsecondary were Health Care, Advanced Manufacturing, Information Technology, Hospitality and Tourism and Construction. The eligible recipients are to direct their planning and spending in the program areas selected.

The attainment of programmatic accreditation has been a statewide emphasis from the Board of Regents directly to each management board. Therefore, the improvement of program quality and the purchase of state-of-the-art equipment, as well as the provision

of professional development opportunities for faculty in the designated programs has been an important area. Work with both secondary and postsecondary partners began in earnest to align (statewide) career and technical education programs of study and curriculum.

Extensive work has been taking place in Louisiana around the Secondary to Postsecondary transitions. The postsecondary institutions under the guidance of the LCTCS are laying the ground work to develop program areas around career pathways. The areas of emphasis include Construction, Information Technology, Health Care (Nursing), Advanced Manufacturing, and Marine Technology. Study groups have been organized to develop the framework for these pathways in various locations around the state of Louisiana.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

Louisiana addressed the eight required uses of funds in a variety of actions and activities that included the following:

Assessment of Program Activities –

- Continued refinement of the web-based Career and Technical Education (CATE) Data Collection System which will provide a comprehensive snapshot for assessment purposes of career and technical education at the state, district, school, and student level
- Conducted program assessment in 1/5 of the school systems as a component of the LDE Comprehensive Monitoring System (Louisiana Department of Education)
- Monitored progress of students and teachers participating in industry-based certification testing (Louisiana Department of Education)
- LCTCS Board of Supervisors continued its emphasis on the achievement of national standards, including program specific certifications
- Worked with Department of Labor to continue on-line integrated skills assessment efforts
- Provided funding for those activities suggested for the improvement of Practical Nursing programs and faculty.
- Funded efforts to evaluate the best way to deliver vocational and technical education services within a statewide institution with 40 campuses.
- In conjunction with the institutional Ford Career Pathways project, supported the three pathway areas: Information Technology, Marine Transportation, and Advanced Manufacturing.

Developing, Improving & Expanding use of Technology

- Funded a statewide membership fee in CompTIA so that secondary and postsecondary students and teachers could gain certification at lower costs

- Provided software and training for utilization of the web-based curriculum for the secondary Pharmacy Technician course (Louisiana Department of Education)
- Worked with data collection consultant to update electronic data collection system used by secondary eligible recipients (Louisiana Department of Education)
- Worked with data collection staff and the Louisiana Office of Student Financial Aid to discuss implementation of the electronic transcript as well as data collection for TOPS and TOPS Tech students (Louisiana Department of Education)
- Supported development of web-enhanced courses to supplement traditional classroom instruction at several community and technical college campuses
- Funded the development, improvement and expansion of e-learning activities across the state. This included expansion of the Learning Management System to the technical college and the two-year colleges.
- Funded several grants to Perkins postsecondary recipients that expand and improve the use of technology within vocational and technical programs.
- Provided opportunities for information technology faculty to meet with CISCO personnel to further expand the coursework and academies into the postsecondary arena.

Professional Development

- Planned and hosted the Super Summer Institute for teachers, counselors and administrators, which included 30 sessions and 1000 attendees from secondary school systems. Career and Technical faculty from the community and technical colleges were also invited to participate.
- Planned and conducted semi-annual meetings for secondary Career and Technical Education supervisors at secondary level
- Developed and conducted CTE presentations at the Tech Prep regional meetings and Summit which included supervisors, teachers, counselors and tech prep coordinators
- Planned and hosted a Perkins Four Workshop for secondary and postsecondary partners. The purpose of the workshop was to introduce the new kid on the block—“Perkins IV.”
- Funded the sixth Leadership Development Institute for emerging leaders for the community and technical college system. Participants are exposed to issues and trends that impact community and technical college education on a state and national level.
- Provided funding and direction in support of the community and technical colleges “Conference Day” prior to the start of the fall semester. Purpose of the conference is to enhance the professional skills of faculty and staff.
- Technical assistance was provided to Perkins Coordinators at statewide meetings.
- Hosted meetings and workshops to re-orient Tech Prep Coordinators to their new role as Career Tech Facilitators.

Support for programs that improve academic, vocational and technical skills of students

- Staff continues to work collaboratively with the Louisiana Board of Regents and the Healthworks Commission to ensure that the Practical Nursing programs are aligned

with state and national health care standards. The goal of these improvements is to provide a means for a pathway from the CNA (Certified Nurses Assistant) to PN (Practical Nursing) to the ADN (Associate Degree in Nursing—RN).

- Continue to work with secondary and postsecondary partners to develop a pre-nursing program with articulated credit
- Purchased copies of American Careers (customized for Louisiana) Healthcare Planner for secondary teachers. Information provided for students to follow a career path from high school to an allied health program.
- Worked with a committee of secondary and postsecondary instructors from the Trade and Industrial programmatic area to develop consistent statewide course descriptions
- Participated in Multi-Academic Vocational Curriculum Consortia to develop curriculum and instructional materials for technical education
- The LCTCS serves as member of the LDOE High School Redesign Committee, which is looking at how to make the four years of high school more meaningful
- Collaborated with the LTC in the Ford/AAA Student Skills Competition and Skills USA
- Provided funding to support Louisiana's Skills USA activities.
- Developed curriculum for STAR II, a second-year course to complement the newly implemented teacher preparation program at the secondary level – STAR I – Students Teaching and Reaching
- Worked with secondary and postsecondary instructors to pilot Entrepreneurship standards and curriculum (Louisiana Department of Education)
- Implemented competency lists for cooperative learning programs that include CAE, COE, CFCSE-Food Services, CFCSE-Clothing and Textiles, CFCSE-Preparatory Child Care, CAN, CME, and T & I (Louisiana Department of Education)
- Worked with the Workforce Commission to continue development of a statewide Certified Nursing Assistant curriculum and Patient Care Technician curriculum (
- Worked with secondary and postsecondary partners to develop a pre-nursing program with articulated credit (Louisiana Department of Education)
- Worked with industry and postsecondary partners to implement Process Technician program for secondary students that aligns with the postsecondary Process Technician program
- Developed new Agriscience Education Model Course Guidelines and aligned the guidelines to the academic Grade Level Expectations
- Participated in Career Pathways meetings hosted by the Louisiana Technical College focusing on Manufacturing, Maritime, and Information Technology
- Coordinated the annual meeting of the Secondary Schools Pharmacy Tech Advisory Board
- Standardized curricula on a statewide basis in the four craft areas of carpentry, electrical, HVAC, and welding
- Worked collaboratively with the Louisiana Community and Technical College System (LCTCS) and the Board of Regents (BOR) to conduct the Secondary to Postsecondary Curricula Committee for the Success Through Articulations (STArt)

initiative to begin development of 20 statewide articulation agreements which equates to over 50 articulated courses

- Worked collaboratively with LCTCS to finalize curriculum and teacher requirements for Process Technician I and II
- Worked collaboratively with the National Emergency Medical Services regarding the start up of an EMT-Basic instructors course for secondary instructors
- All projects reinforce the integration of academic and vocational skills

Providing Preparation for Nontraditional Training and Employment

- Maintained state membership in the National Alliance for Partnerships in Equity
- Set aside funding for nontraditional and equity staff person. This position provides assistance to all of the Perkins eligible recipients. Also responsible for the methods of administration reporting and campus monitoring.
- Provided technical assistance during on-site monitoring visits to assure compliance
- Hosted an annual statewide conference to support and enhance Core Indicators— Non-traditional Participation and Completion. National speakers were helped to make this a very good technical assistance activity.

Supporting Partnerships to Enable Students to Achieve State Academic Standards and Vocational and Technical Skills

- Continued association with the Louisiana Workforce Commission and the Louisiana Automotive Dealers association to participate in the AYES program for automotive technology
- Served as liaison between high school cooperative education teachers and Department of Labor in obtaining employment certificates for cooperative education students
- Both LCTCS and LDOE partnered with Department of Labor to provide publications and internet resources specific to occupational training opportunities and career awareness for all ages
- Worked collaboratively with the Board of Regents (BOR) and Department of Labor on the development of the Louisiana Career Cluster brochures (Louisiana Department of Education)
- Worked with BOR to write the statewide Articulation Report for presentation to the Louisiana Legislature (Louisiana Department of Education)
- Worked with the Louisiana Health Works Commission to write the third annual Louisiana Health Works Commission Report (Louisiana Department of Education)
- Met several times with multi-agency representatives including BOR and LCTCS to work collaboratively on the promotion and development of statewide articulation agreements.
- The state continues active participation in the Gulf Coast Process Technology Alliance (GCPTA) and Industrial Instrumentation and Controls Technology Alliance (IICTA)
- Worked in partnership via the Secondary to Postsecondary Council composed of multi-agency representatives including Board of Regents and the Louisiana

Community and Technical College System (LCTCS) to promote and develop statewide articulation agreements and foster secondary to postsecondary alignment and collaboration

- Participated with multi-agency representatives on the Industry-Based Certification (IBC) Council meetings to make recommendations for statewide IBC initiatives
- Continued collaboration with industry and postsecondary partners to implement Process Technician program for secondary students that aligns with the postsecondary Process Technician program
- Worked collaboratively with the National Emergency Medical Services regarding the start up of an EMT-Basic instructors course for secondary instructors
- Coordinated the annual meeting of the Secondary Schools Pharmacy Tech Advisory Board
- Worked with the Louisiana Craft Workforce Development Board to prepare a report on the state of the construction industry in Louisiana after the hurricanes and recommendations for government and industry to address the issues facing the industry
- Served on the National Consortium for Entrepreneurship Board and the International Advisory Board for Computer Literacy

Serving Individuals in State Correctional Institutions

- One percent of leadership funds were set aside for vocational training activities conducted by postsecondary institutions at corrections facilities around the state. Funds were spent on equipment and instructional supplies to enhance the learning process.
- Worked with the Office of Youth Development to assure that CTE programs for incarcerated youth align with secondary CTE programs.

Support for Programs for Special Populations

- Worked with Special Populations to help local school systems provide skills training opportunities for students at all levels
- Planned and conducted 8 regional workshops with Special Populations Transition Consultant
- Planned and conducted the annual Statewide Non-Trad/Special Populations Workshops.

B. Permissible Activities

Improvement of career guidance and counseling

- Recognized 179 school counselors with legislated salary supplements for earning nationally recognized certifications
- Conducted presentations to counselors at the Louisiana Counselors Association Annual Meeting
- Provide materials to teachers and Tech Prep Coordinators to use with career guidance activities on both the high school and postsecondary sites.

Establishment of agreements between secondary and postsecondary vocational and technical education programs

- Collaborated with multi-agency representatives (LCTCS, Board of Regents and Department of Education) to work in partnership on the promotion and development of statewide articulation agreements
- Participated with multi-agency representatives on the Industry-Based Certification (IBC) Council meetings to make recommendations for statewide IBC initiatives
- Worked in partnership via the Success Through Articulation Committee composed of multi-agency representatives including BOR and the Louisiana Community and Technical College System (LCTCS) to promote and develop statewide articulation agreements (Louisiana Department of Education) and foster secondary to postsecondary alignment and collaboration
- Participated with multi-agency representatives on the Industry-Based Certification (IBC) Council meetings to make recommendations for statewide IBC initiatives

Support for vocational and technical student organizations

- Supported secondary career/technical student organizations through specially designed contracts of endeavors. (Louisiana Department of Education)
- Served as judges and assisted in recruiting others as judges for CTSO State competitions (Louisiana Department of Education)
- Held a three-day leadership institute for state officer of all CTSOs
- Supported Phi Beta lambda (postsecondary student organization for business students) through contracted services
- Provided personnel and funding for operations of State Chapter of SkillsUSA
- Louisiana Department of Education staff assisted the Louisiana Community and Technical College System staff with the SkillsUSA state meeting

Support to improve or develop new vocational and technical education courses

- Entrepreneurship standards and curriculum to be piloted during the 05-06 school year (Louisiana Department of Education)
- In conjunction with the Louisiana Chemical Association LCTC formed a partnership to further improve the Process Technology Programs. Also to work with Career Builders to enhance the enrollment of women in this non-traditional program.
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III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs (Sections 131 and 134)

A. Summary of the State's Eligible Recipients

Eligible Agency: Louisiana Community and Technical College System

Secondary Eligible Recipients

(See attached listing of Louisiana Public School Districts—Attachment I)

- There are 68 secondary recipients

Postsecondary Eligible Recipients

- Louisiana Technical College (40 campuses statewide-organized by 7 districts/funding goes to the 7 districts)
- Baton Rouge CC
- Bossier Parish CC
- Delgado CC
- Nunez CC
- Fletcher Technical Community College
- Sowela Technical Community College
- Southern University-Shreveport
- Northwestern State University
- Nicholls State University
- Louisiana State University-Alexandria
- Louisiana State University-Eunice
- Louisiana Tech University

Copies of the local application plans are attached as Attachment II—Secondary and Attachment III—Postsecondary.

IV. Accountability [Section 113]

A. State’s Overall Performance Results and Program Improvement Strategies

The major emphasis relative to Core Indicators activity continued to evolve around efforts to use and collect more valid and reliable data. Performance measures and outcomes for 2006-2007 included:

Secondary

Core Indicator	Measurement	Measurement Definition	Targeted Level	Actual Performance
1S1	Academic Attainment	State Assessments	80.49	89.61
1S2	Skill Proficiencies	Program Completion	41.28	45.68
2S1	Completion	Program Completion	41.28	45.68
3S1	Placement	Students placed in further study, employment or military	80.96	89.18
4S1	Nontraditional Participation	% enrollment by vocational participants in nontraditional programs	14.81	19.32
4S2	Nontraditional completion	% enrolled in nontraditional programs that complete	16.22	24.70

Student Attainment of Academic Skills (1S1) - Secondary

Measurement of attainment of academic skills was determined by use of the statewide assessment program – GEE – Graduation Exit Examination. The agreed upon level was 80.49 while the actual performance level was 89.61 or 9.12 points over the target. This actual performance represents the third year for secondary programs to meet the targeted performance level for academic attainment. High school students were assessed in the core curriculum areas of math, language arts, social studies and science. Male students averaged 86.50 or 6.01 points higher than the agreed upon level of performance while female students averaged 83.25 or 2.76 points higher than agreed upon performance level. This increase in academic attainment may be associated with the increased focus of the Louisiana Accountability System at the middle school level to assure that students are academically prepared for high school rigor.

Student Attainment of Vocational Skills (1S2) - Secondary

Measurement of student attainment of technical skills was determined through career/technical program completion. The performance level was set at 41.28%. The actual level of performance was 45.68%. Although the State's Tuition Opportunity Program (TOP's) that provides funding for qualified students to attend college has reduced the number of students who are completing a concentration of career/technical courses, the CATE student level data collection allowed for more accurate identification of CTE completers. The *CATE Software* was preloaded with all finalized student demographic and transcript data by utilizing two existing data collection systems: Student Information System (SIS) and Student Transcript System (STS). Furthermore, it is pre-loaded with all program descriptions, career clusters, areas of concentration, and description of all available IBC and locally-designed certification programs.

Program Completion (2S1) - Secondary

Earlier negotiations for performance levels resulted in permission to use career/technical program completion rates because adequate data relative to graduation rates was not available when the performance levels were negotiated. The performance level was set at 41.28%. The actual level of performance was 45.68%.

Credential Attainment/Diploma (2S2) – Secondary

Performance level for attainment of diploma has not been determined because Louisiana has only recently adopted a recognized graduation rate. However, intensive efforts to improve data collection among career/technical programs and students have resulted in the capability of reporting career/technical students who receive a high school diploma. Students identified as having career technical interest and receiving diplomas revealed a performance level of 40.93%.

Placement (3S1) – Secondary

A correlation utilizing the Louisiana Department of Education Student Information System, the Louisiana First Time Freshman Report, and the Louisiana Department of Labor Wage Records was used to ascertain placement results of program completers. A total of 12,160 students were identified as completers and 10,844 were located in the follow-up process. The actual level of performance of 89.18% exceeded the targeted level of 80.96%. Actual

level of performance for female students was 90.36% while performance for male students was 87.57%.

Nontraditional Participation/Completion (4S1 and 4S2) – Secondary

Secondary systems reported a 19.32% enrollment in nontraditional programs to exceed the adjusted level of performance (14.81%) by 4.51 points. Male participation in nontraditional programs was at 20.17% while female participation in nontraditional programs was at 18.30%. The nontraditional completion rate of 24.70% exceeded the performance level (16.22%) by 8.48 points.

Postsecondary

Core Indicator	Measurement	Measurement Approach	Adjusted Level of Performance	Actual Performance	Percentage of Change (+/-)
1P1	Attainment of Academic Skills	Program Completion	16.87	20.50	3.63
1P2	Attainment of Vocational Skills	Program Completion	16.87	20.50	3.63
2P1	Completion	Program Completion	16.87	20.50	3.63
3P1	Placement	Students placed in further study, employment or military	94.31	85.43	-8.88
3P2	Retention	% of students retained in employment for at least 6-months after they were placed	89.95	89.79	-0.16
4P1	Nontraditional Participation	% enrollment by vocational participants in nontraditional programs	15.74	16.79	1.05
4P2	Nontraditional Completion	% enrolled in nontraditional programs that complete	17.25	13.24	-4.01

Student Attainment of Academic Skills (1P1, 1P2, 2P1)

Completion is used as the measurement approach for 1P1, 1P2, and 2P1. The attainment of a certificate of technical studies, a diploma or an associates degree illustrates a students attainment of academic skills, vocational skills and the attainment of a recognized credential that will enable the vocational completer to obtain a job and keep a job or to pursue further education. The performance level achieved for program year 2006-2007 was 20.50%, which is 3.63% above the adjusted level of performance. A total of 2,931 completers were identified from a concentrator pool of 14,299. The pool of concentrators is more than the previous year 2005-2006.

Total Placement: Placement in Advance Education, Military, and Employment (3P1) and Retention (3P2)

The Total Placement percentage for postsecondary Perkins recipients (community and technical community colleges/universities) was 85.43%, which is 8.88 points less than the adjusted level of performance of 94.31%. The actual level of performance is within 90% of the adjusted level of performance. This large point spread is reflective of the state’s environment two-years post-Katrina and Rita. A total of 2,835 completers were reported and the Louisiana Department of Labor search found 2,422 of these students in their databases as employed or continuing their education. Approximately 15.63% were found continuing their education. The adjusted level of performance for the Retention indicator was 89.95% with the actual level of performance equal

to 89.79%. The actual level of performance was 0.16% points less but within 90% of the adjusted level.

Nontraditional Participation (4P1) and Nontraditional Completion (4P2)

The adjusted level of performance for nontraditional participation was 15.74% and the actual level of performance at 16.79%. This exceeded the adjusted level of performance by 1.05 points. Approximately 2,401 of the students that were identified as vocational concentrators were also enrolled in nontraditional programs. The total number of students enrolled in nontraditional programs increased over the previous year. There were more males (34.94%) enrolled in nontraditional programs than females (8.53%). The nontraditional completion rate was 13.24% which was 4.01% less than the adjusted level of performance of 17.25%. Thirty percent of the males students enrolled in nontraditional programs completed compared to 5.88% of the female students. The data points out that Louisiana needs to provide the services necessary for students enrolled in non-traditional programs that will assist them to continue on to completion. Often the nontraditional programs are those that are identified as high skill and high wage programs.

Adult (Technical College)

Core Indicator	Measurement	Measurement Approach	Adjusted Level of Performance	Actual Performance	Percentage of Change (+/-)
1A1	Academic Attainment	State Assessments	37.61	38.31	.70
1A2	Skill Proficiencies	Program Completion	37.61	38.31	.70
2A1	Completion	Program Completion	37.61	38.31	.70
3A1	Placement	Students placed in further study, employment or military	83.41	79.44	-3.97
3A2	Retention	% of students retained in employment for at least 6-months after they were placed.	88.36	88.44	0.08
4A1	Nontraditional Participation	% enrollment by vocational participants in nontraditional programs	9.21	9.02	-0.19
4A2	Nontraditional completion	% enrolled in nontraditional programs that complete	6.82	8.43	1.61

Student Attainment of Academic Skills (1A1, 1A2, 2A1)

Completion is used as the measurement approach for the adult measures of 1A1, 1A2, and 2A1. The attainment of a certificate of technical studies, a diploma or an associates degree illustrates a students attainment of academic skills, vocational skills and the attainment of a recognized credential that will enable the vocational completer to obtain a job and keep a job or to pursue further education. The performance level achieved for program year 2006-2007 was 38.31%, which is 0.70% above the adjusted level of performance. A total of 3,358 completers were identified from a concentrator pool of 8,766.

Total Placement: Placement in Advance Education, Military, and Employment (3A1) and Retention (3A2)

The adult Perkins recipients (Louisiana Technical College) did not meet the adjusted level of performance for Total Placement (3A1). The adjusted level of performance was 83.41% and the actual performance was 79.44%. The percentage is 3.97 less than the adjusted level of performance. A total of 2,519 completers were reported and the Louisiana Department of Labor

search found 2,001 of these students in their databases. The adjusted level of performance for the Retention (3A2) indicator was 88.36%. The actual level is 88.44% which is 0.08 points less than the adjusted level of performance. Men and women retained their employment at almost equal levels (89.81% and 87.63% respectively).

Nontraditional Participation (4A1) and Nontraditional Completion (4A2)

The adjusted level of performance for nontraditional participation (4A1) was 9.21%. The actual level of performance was 9.02%, which is less than the adjusted level of performance by .19%. Of the 8,776 concentrators 792 of these students were enrolled in nontraditional programs. The nontraditional completion (4A2) rate was 8.43% which exceeds the adjusted level of performance by -1.61% above the adjusted level of performance of 6.82%.

B. State’s Performance Results for Special Populations and Program Improvement Strategies

The major emphasis relative to Core Indicators activity for Special Populations continued to evolve around efforts to use and collect more valid and reliable data. In addition, efforts for collaboration between the CTE and Special Populations staffs in the Louisiana Department of Education for planning and technical assistance were increased. Special populations Performance measures and outcomes for 2006-2007 included:

Secondary Special Populations

Core Indicator	Measurement	Measurement Definition	Targeted Level	Actual Performance
1S1	Academic Attainment	State Assessments	80.49	62.58
1S2	Skill Proficiencies	Program Completion	41.28	45.52
2S1	Completion	Program Completion	41.28	45.52
3S1	Placement	Students placed in further study, employment or military	80.96	73.20
4S1	Nontraditional Participation	% enrollment by vocational participants in nontraditional programs	14.81	19.57
4S2	Nontraditional completion	% enrolled in nontraditional programs that complete	16.22	25.55

Student Attainment of Academic Skills (1S1) – Secondary Special Populations

Measurement of attainment of academic skills was determined by use of the statewide assessment program – GEE – Graduation Exit Examination. The agreed upon level was 80.49 while the actual performance level for Special Populations was 62.58 or 17.91 points below the target. High school students were assessed in the core curriculum areas of math, language arts, social studies and science. All students, except those severely handicapped are included in the same version of the Graduation Exit Exam. Students are given multiple

opportunities to pass the exam over the course of their high school years. Local school systems offer remediation during the school year, both during school hours and after school hours. Summer remediation is also offered for students who wish to take advantage of this opportunity.

Student Attainment of Vocational Skills (1S2) – Secondary Special Populations

Measurement of student attainment of technical skills was determined through career/technical program completion. The performance level was set at 41.28%. The actual level of performance for Special Populations was 45.52% or 4.24 points above the target. Because many Special Populations students are involved in intense remediation to pass the GEE, time to complete an area of concentration becomes limited. However, the Louisiana Department of Education CTE Section monitors for completion of each student's Five-year Education Plan. Special Populations staff also monitor for completion of Five-year Education Plans. The monitoring process involves providing technical assistance to assist LEAs in assuring that students and parents are provided information regarding the benefits of completion of an area of concentration. The Louisiana Department of Education is involved in a High School Redesign initiative that will consider measures or additional policies to reinforce the Louisiana Career Options Law.

Program Completion (2S1) – Secondary Special Populations

Earlier negotiations for performance levels resulted in permission to use career/technical program completion rates because adequate data relative to graduation rates was not available when the performance levels were negotiated. See 1S2 above.

Credential Attainment/Diploma (2S2) – Secondary Populations

Performance level for attainment of diploma has not been determined because Louisiana has only recently adopted a recognized graduation rate. However, intensive efforts to improve data collection among career/technical programs and students have resulted in the capability of reporting career/technical students who receive a high school diploma. Secondary Special Populations students identified as having career technical interest and receiving diplomas revealed a performance level of 31.79%.

Placement (3S1) – Secondary Special Populations

A correlation utilizing the Louisiana Department of Education Student Information System, the Louisiana First Time Freshman Report, and the Louisiana Department of Labor Wage Records was used to ascertain placement results of program completers. A total of 5429 Special Populations students were identified as completers and 4603 were located in the follow up process. The actual level of performance of 73.20% was 7.76% below the targeted level of 80.96%. More accurate data collection using correlations of existing data bases has enabled the LDE to improve our performance level results. However, because many Special Populations students are involved in intense remediation to pass the GEE, time to complete an area of concentration becomes limited.

Nontraditional Participation/Completion (4S1 and 4S2) – Secondary Special Populations

Secondary systems reported a performance level of 19.57% participation in nontraditional programs to exceed the adjusted level of performance (14.81%) by 4.76 points. The nontraditional completion rate of 25.55% exceeds the performance level (16.22%) by 9.33 points. More accurate data collection using correlations of existing data bases has enabled the LDE to improve our performance level results for all students.

Postsecondary Special Populations

Core Indicator	Measurement	Measurement Approach	Adjusted Level of Performance	Actual Performance
1P1	Attainment of Academic Skills	Program Completion	16.87	28.55
1P2	Attainment of Vocational Skills	Program Completion	16.87	28.55
2P1	Completion	Program Completion	16.87	26.07
3P1	Placement	Students placed in further study, employment or military	94.31	N/P
3P2	Retention	% of students retained in employment for at least 6-months after they were placed	89.95	N/P
4P1	Nontraditional Participation	% enrollment by vocational participants in nontraditional programs	15.74	28.92
4P2	Nontraditional Completion	% enrolled in nontraditional programs that complete	17.25	29.35

Postsecondary Special Populations: Student Attainment of Academic Skills (1P1, 1P2, 2P1)

The Completion is used as the measurement approach for 1P1, 1P2, and 2P1. The attainment of a certificate of technical studies, a diploma or an associates degree illustrates a students attainment of academic skills, vocational skills and the attainment of a recognized credential that will enable the vocational completer to obtain a job and keep a job or to pursue further education. Special Populations completed at a rate of 28.55% at a rate of 11.68 points above the adjusted level of performance. Special Populations students completed at a higher percentage level than other vocational concentrators. This level was 8.05% above the total population of completers in program year 2006-2007.

Postsecondary Special Populations--Total Placement: Placement in Advance Education, Military, and Employment (3P1) and Retention (3P2)

This information is not collected for postsecondary Perkins institutions. Louisiana will look into the possibility of collecting this information.

Nontraditional Participation (4P1) and Nontraditional Completion (4P2)

The adjusted level of performance for special populations for these core indicators was 28.92% and 29.35% respectively. This exceeds the adjusted level of performance by 13.18% and 12.10%. It is evident that special populations are participating in and completing nontraditional

programs at a rate higher than the vocational concentrators reported. Louisiana will have to examine what is working with special populations enrolled in nontraditional programs. There are best practices that could be applied to the total nontraditional vocational concentrator and completers.

Adult (Technical College Special Populations)

Core Indicator	Measurement	Measurement Approach	Adjusted Level of Performance	Actual Performance
1A1	Academic Attainment	Program Completion	37.61	39.52
1A2	Skill Proficiencies	Program Completion	37.61	39.52
2A1	Completion	Program Completion	37.61	39.52
3A1	Placement	Students placed in further study, employment or military	83.41	N/P
3P2	Retention	% of students retained in employment for at least 6-months after they were placed.	88.36	N/P
4A1	Nontraditional Participation	% enrollment by vocational participants in nontraditional programs	9.21	21.57
4A2	Nontraditional completion	% enrolled in nontraditional programs that complete	6.82	18.28

Adult Special Populations: Student Attainment of Academic Skills (1A1, 1A2, 2A1)

The Completion measurement is used as the measurement approach for 1A1, 1A2, and 2A1. The attainment of a certificate of technical studies, a diploma or an associates degree illustrates a students attainment of academic skills, vocational skills and the attainment of a recognized credential that will enable the vocational completer to obtain a job and keep a job or to pursue further education. Special Populations completed at a rate of 1.91% above the adjusted level of performance. The Actual Level of Performance for Special Populations was 39.52%. This level was 1.21% above the total population (38.31%) of completers in program year 2006-2007.

Postsecondary Special Populations--Total Placement: Placement in Advance Education, Military, and Employment (3A1) and Retention (3A2)

This information is not collected for postsecondary Perkins institutions. Louisiana will look into the possibility of collecting this information.

Nontraditional Participation (4A1) and Nontraditional Completion (4A2)

The actual level of performance for special populations for these core indicators was 21.57% and 18.28% respectively. This exceeds the adjusted level of performance by 12.55% and 9.85%. It is evident that special populations are participating in nontraditional programs at a rate higher than the vocational concentrators reported. Special Populations nontraditional completers complete at a higher level than the total number of vocational completers. Louisiana will have to examine what is working with special populations enrolled in nontraditional programs. There

are best practices that could be applied to the total nontraditional vocational concentrator and completers.

C. Definitions

Secondary

Vocational Participant: A student currently enrolled in a minimum of one vocational course.

Vocational Concentrator: A student who has a 5-year educational plan and has taken or is enrolled in a total of two or more of the vocational courses identified in the 5-year plan.

Vocational Completer: A student who has completed the secondary course work (academic and technical) identified in the most recent 5-year educational plan.

Participant: Any student enrolled in a vocational program/course of study.

Concentrator: A vocational participant with a declared vocational/technical major in a certificate, or associates degree program and who has successfully completed 12 credit hours within the declared major. Programs approved by the Louisiana Community and Technical College System, and the Louisiana Board of Regents.

Completer: A vocational concentrator who has attained the academic and technical knowledge/skills/proficiencies within a program that provides an individual with the academic and technical knowledge/skills/proficiencies, that earns the individual a certificate or degree, that prepares the individual for employment and/or further advanced education.

Postsecondary

Participant: Any student enrolled in a vocation program/course of study.

Adult or Postsecondary Participant: Any student enrolled in a vocational program/course of study.

Adult (Technical College) Concentrator: A vocational participant enrolled in a certificate, diploma, or associate degree vocational/technical program and who has completed the equivalent of 6 credit hours in the designated certificate, diploma or associate degree program. Programs approved by the Louisiana Community and Technical College System and the Louisiana Board of Regents.

Adult (Technical College) Completer: A vocational concentrators who received a certificate, diploma or associate degree in a vocational program of study approved by the Louisiana Community and Technical College System, Board of Regents, and is listed in Bulletin 1822 (Vocational Technical Program and Course Standards).

Postsecondary Concentrator: A vocational participant with a declared vocational/technical major in a certificate, or associates degree program and who has successfully completed 12 credit hours within the declared major. Programs approved by the Louisiana Community and Technical College System, and the Louisiana Board of Regents.

Postsecondary Completer: A vocational concentrator who has attained the academic and technical knowledge/skills/proficiencies within a program that provides an individual with the academic and technical knowledge/skills/proficiencies, that earns the individual a certificate or degree, that prepares the individual for employment and/or further advanced education.

Tech Prep Secondary Students are defined as: The student has indicated an intent to pursue, and is enrolled in courses within a recognized Tech Prep education plan that consists, at a minimum, of 2 years of secondary and 2 years of postsecondary study; is carried out under a written articulation agreement (this includes dual enrollment agreements); may allow the student to earn postsecondary credit while in secondary school; and leads to a postsecondary 2-year certification, degree, technical diploma, or apprenticeship.

Tech Prep Postsecondary Students are defined as: The student has participated in the secondary portion of a recognized Tech Prep education plan that consists, at a minimum of 2 years of secondary and 2 years of postsecondary study;; is carried out under a written articulation agreement; and leads to a postsecondary 2 year certificate, degree, technical diploma, or apprenticeship and has enrolled in the postsecondary portion of that education plan. The student may have transferred in college credit earned in the secondary system.

Tech Prep Program Completers are defined as: The student has participated in both the secondary and postsecondary portions of the recognized education plan and has received an appropriate postsecondary 2-year certificate, degree, technical diploma, or apprenticeship license.

D. Measurement Approaches and Data Quality Improvement

Quality data collection efforts continued to be a priority at all levels. The following measurement approaches continue to be utilized.

Secondary

Indicator	Measurement Approaches	Numerator Definition	Denominator Definition
1S1 – Academic Attainment	Statewide Assessment	Number of CTE students passing state assessments	Number of CTE students taking state assessments
1S2 – Skill Attainment	Program completer	Number of students completing vocational programs	Number of students pursuing vocational concentrations
2S1 – Secondary Completion	Program completer	Number of students completing vocational programs	Number of students pursuing vocational concentrations
2S2 - Credential & Diploma	Program Completer	Number of students completing vocational programs	Number of students pursuing vocational concentrations
3S1 – Placement	First Time Freshman Report and Department of Labor Wage Records	Number of vocational completers who responded to survey	Number of students completing vocational programs that were surveyed.
4S1 – Nontraditional participants	Existing Data Base Matches	Number of vocational participants enrolled in non-traditional programs	Number of vocational students
4S2 –	Existing Data Base	Number of vocational	Number of students completing

Nontraditional Completion	Matches	participants completing a non-traditional program	vocational programs.
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Postsecondary (Community Colleges/Universities)

Indicator	Measurement Approaches	Numerator Definition	Denominator Definition
1P1 – Academic Attainment	Program Completion	Number of vocational concentrators receiving a degree or credential	Total number of vocational concentrators enrolled during the reporting year
1P2 – Skill Attainment	Program Completion	Number of vocational concentrators receiving a degree or credential	Total number of vocational concentrators enrolled during the reporting year
2P1 – Completion	Program Completion	Number of vocational concentrators receiving a degree or credential	Total number of vocational concentrators enrolled during the reporting year
3P1 – Placement	Placement Records/Department of Labor Wage Records	Total number of completers placed in further education, military services or employment (completers from the previous year)	Total number of completers (completers from the previous year)
3P2	Retention-Records/Department of Labor Wage Records	Total number of completers placed in employment and retained in employment for at least six months (total number of completers from the previous year)	Total number of completers placed (completers from the previous year)
4P1 – Nontraditional participants	State/Local Administrative Records	Total number of vocational concentrators enrolled in non-traditional programs	Total number of vocational concentrators enrolled during the reporting year
4P2 – Nontraditional Completion	State/Local Administrative Records	Total number vocational concentrators completing non-traditional programs	Total number of vocational completers

Adult (Technical College)

Indicator	Measurement Approaches	Numerator Definition	Denominator Definition
1A1 – Academic Attainment	Program Completion	Number of vocational concentrators receiving a degree or credential	Total number of vocational concentrators enrolled during the reporting year
1A2 – Skill Attainment	Program Completion	Number of vocational concentrators receiving a degree or credential	Total number of vocational concentrators enrolled during the reporting year
2A1 – Completion	Program Completion	Number of vocational concentrators receiving a degree or credential	Total number of vocational concentrators enrolled during the reporting year
3A1 – Placement	Placement Records/Department of Labor Wage Records	Total number of completers placed in further education, military services or employment (completers from the previous year)	Total number of completers (completers from the previous year)
3P2	Retention-	Total number of completers	Total number of completers

	Records/Department of Labor Wage Records	placed in employment and retained in employment for at least six months (total number of completers from the previous year)	placed (completers from the previous year)
4A1 – Nontraditional participants	Department of Labor Wage Records	Total number of vocational concentrators enrolled in non-traditional programs	Total number of vocational concentrators enrolled during the reporting year
4A2 – Nontraditional Completion	State/Local Administrative Records	Total number vocational concentrators completing non-traditional programs	Total number of vocational completers

E. Effectiveness of Improvement Strategies

Improvement of data quality through technical assistance has continued to be a leading strategy for 2006-2007. Through a contract with an outside consultant, the Department of Education has been able to improve the quality of data submitted and relieve sub recipients of much of the burden associated with data collection. Secondary eligible recipients were able to complete data submission via a web-based system and from their own system sites. Eligible recipients were given an opportunity to review data prior to final submission of data by Department of Education to LCTCS. LCTCS has continued to refine its data collection efforts and has cleaner, more comprehensive data available for use. Perkins personnel have worked closely with sub recipients to offer better technical assistance related to local data collection efforts. More attention has been devoted to assisting recipients in using the results of core indicators to drive funding decisions at their local level.

More effort will be made to use a data driven decision making process for funding. technical assistance and in some cases modifications to the local application plan process will reinforce the necessity for systems to review and search for viable strategies for meeting those indicators that have not been met for several consecutive years.

V. Monitoring Follow-up

Louisiana did not receive a monitoring visit during the 2006-2007 program year.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Louisiana previous incentive award ended June 30, 2007. The Incentive award funds to secondary CTE programs have been used to support professional development and special populations’ activities. Funds awarded to postsecondary were allocated competitively to the Perkins postsecondary recipients for innovative programming ideas for career and technical education and special populations. Each partner was able to use the funds in a manner applicable to their respective funding streams.

Attachment I

Listing of Eligible Secondary School Districts

ACADIA
ALLEN
ASCENSION
ASSUMPTION
AVOUELLES
BEAUREGARD
BIENVILLE
BOSSIER
CADDO
CALCASIEU
CALDWELL
CAMERON
CATAHOULA
CLAIBORNE
CONCORDIA
DESOTO
EAST BATON ROUGE
EAST CARROLL
EAST FELICIANA
EVANGELINE
FRANKLIN
GRANT
IBERIA
IBERVILLE
JACKSON
JEFFERSON DAVIS
JEFFERSON
LAFAYETTE
LAFOURCHE
LASALLE
LINCOLN
LIVINGSTON
MADISON
MOREHOUSE
NATCHITOCHES
ORLEANS
OUACHITA
PLAQUEMINE
POINTE COUPEE
RAPIDES
RECOVERY SCHOOL DISTRICT
RED RIVER

RICHLAND
SABINE
ST. BERNARD
ST. CHARLES
ST. HELENA
ST. JAMES
ST. JOHN
ST. LANDRY
ST. MARTIN
ST. MARY
ST. TAMMANY
TANGIPAHOA
TENSAS
TERREBONNE
UNION
VERMILLION
VERNON
WASHINGTON
WEBSTER
WEST BATON ROUGE
WEST CARROLL
WEST FELICIANA
WINN
CITY OF BAKER
CITY OF BOGALUSA
CITY OF MONROE
CITY OF ZACHARY

Attachment II

Postsecondary Local Application Plan 2006-2007

[Postsecondary Local Application Plan 06-07.doc](#)

Attachment III

**Secondary Local Application Plan
2006-2007**

[Secondary\LAP 06-07.doc](#)

