

**LOUISIANA
CONSOLIDATED ANNUAL REPORT (CAR) NARRATIVE
FOR REPORTING YEAR 2008-2009**

Introduction

The Louisiana Community and Technical College System (LCTCS) serves as the eligible agency for the administration of the Carl D. Perkins Career and Technical Education Funds. LCTCS and the Louisiana Department of Education (LDE), partnering with other state agencies, is committed to preparing a high quality workforce that trained for new and existing high-wage, high-demand, and high-skill occupations. Career and technical education is one of the most valuable assets to help create opportunities for education and training – efforts that will contribute to a dynamic economic and workforce environment that will benefit the citizens of Louisiana.

Program Year 2008 – 2009 included the further implementation of the activities described in the Louisiana State. CTE personnel spent a great deal of time providing technical assistance to the locals. Louisiana requires that all of the local eligible recipients (secondary and postsecondary) to meet quarterly and to plan jointly for the upcoming year. The quarterly meetings are instrumental in the growth of working relationships.

Implementation of State Leadership Activities

Required Uses of Funds

Career and Technical Education on both the secondary and postsecondary levels addressed the required uses of leadership funds in a variety of actions and activities that include the following:

Assessment of Program Activities

- Continued refinement of the web-based Career and Technical Education (CATE) Data Collection System that provides a comprehensive tool to assess career and technical education and provide for data-driven decision making 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
- Monitored progress of students and teachers participating in industry-based certification testing
- The LCTCS and LDE along with its respective Boards continue to place an emphasis on the achievement of national standards within the CTE programs and for CTE teachers and faculty.
- Program monitoring conducted on fifty-percent of the postsecondary eligible recipients.

- Both secondary and postsecondary utilize the curriculum and industry developed assessments and certifications from the National Center for Construction Education and Research (NCCER) for many related programs. Use of NCEER provides continuous assessment of program activities and a measurement of quality of teachers and students.
- Through technical assistance, postsecondary eligible recipients were made aware of the services of the National Student Clearinghouse. The use of the Clearinghouse would provide accurate data on students for core indicator 3P1/3A1.

Developing, Improving & Expanding the Use of Technology

- LCTCS and LDE supported a state membership for CompTIA so that secondary and postsecondary students and teachers have access to industry-recognized certifications in Information, Communication and Technology programs at lower costs
- Provided software and training for the utilization of the web-based curriculum for the secondary Pharmacy Technician course
- Through a collaborative efforts with other divisions within the LDE and working with an outside consultant, developed the Biz2School web-based software to link local CTE programs with business and industry partners
- Worked with data collection consultant to update electronic data collection system used by secondary eligible recipients
- 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, TOPS Tech, and Early Start students
- The LCTCS and industry partners (Pearson, AT&T) initiated the development of LCTCSOnline. LCTCSOnline is not a college itself, but it will be a way for students to access their college programs through a single website and choose their preferred home college in Louisiana from which to receive their credits and degree.
- Postsecondary automotive programs are using Today's Class – www.todaysclass.com -- as a supplemental classroom resource for students and faculty. The program also provides an opportunity for automotive instructional faculty to prepare for certification exams.

Professional Development

- Planned and hosted the Super Summer Institute for teachers, counselors and administrators, which included 80 sessions and 1000 attendees from secondary school systems. Postsecondary CTE faculty, staff, and administrators participated in the planning of the SSI, hosted sessions, workshops, and symposiums during the SSI.
- Planned and conducted semi-annual meetings for secondary Career and Technical Education supervisors at secondary level
- Planned and hosted regional Industry Based Certification trainings for teachers
- Developed and conducted presentations at the Louisiana Association of Career and Technical Education annual meeting
- Developed and conducted presentations at the American Association of Agricultural Educators annual meeting
- In support of secondary to postsecondary activities, teams of secondary and postsecondary teachers, faculty, counselors, and administrators from each of the LCTCS regions participated in the Career Clusters Institute hosted by the State

Directors organization. Participation was in support of the state's work to develop Louisiana's Career Pathways (programs of study). Through professional development, the State Director's office is guiding the education of the secondary and postsecondary personnel in effort to expand the knowledge base of all CTE personnel.

- In addition, the State provided support for regional teams to attend the National Career Pathways Network annual conference.
- LCTCS hosted a Career Pathways Certification Workshop during the Super Summer Institute. The workshop was open to secondary and postsecondary faculty, teachers, administrators, and counselors.
- Provided support for the Leadership Development Institute for emerging leaders for the community and technical college system. Participants are exposed to issues and trends that influence community and technical college education on a regional, state and national level.
- In conjunction with LCTCS supporters, leadership funds used to support of the community and technical colleges "Conference Day." The purpose of the conference is to enhance the professional and technical skills of postsecondary faculty and staff.
- The LCTCS State Director's office provided technical assistance to Perkins recipients at statewide and regional meetings.
- The LCTCS Secondary to Postsecondary Transitions Coordinator planned monthly professional development workshops to continue the development of the College and Career Transitions Coordinators (formerly Tech Prep Coordinators).
- Secondary and postsecondary CTE faculty and teachers were afforded the opportunity to participate in DACUM training.

Support for Programs That Improve Academic, Vocational and Technical Skills of Students

- Developed and/or refined course descriptions and model course guidelines for secondary CTE courses for High Wage, High Skill, High Demand occupations
- Worked collaboratively with the Louisiana Community and Technical College Systems (LCTCS) to provide develop curriculum and dual enrollment agreements to expand dual enrollment opportunities in CTE areas
- Refined and updated existing the Areas of Concentration offered
- LDE CTE participated in Career Pathways regional meetings hosted by the Louisiana Technical College
- Worked with secondary and postsecondary instructors to pilot and refine Entrepreneurship standards and curriculum
- Developed new Agriscience Education Model Course Guidelines and aligned the guidelines to the academic Grade Level Expectations
- 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 LCTCS and the Board of Regents (BOR) to conduct the Secondary to Postsecondary Curricula Committee for the Success Through Articulations (STArt) initiative to continue development of statewide articulation agreements

- LCTCS, LDE, and Business/Industry representative worked collaboratively to initiate an Industrial Maintenance curriculum with associated certifications and dual enrollment opportunities.
- Worked collaboratively with the National Emergency Medical Services regarding refinement of Health Science Education course offerings
- Expanded the number of NATEF accredited secondary programs
- Participated as a writing and pilot state for the Curriculum for Agricultural Science Education (CASE)
- Expanded the number of Project Lead The Way course offerings and accredited campuses
- Expanded the number of secondary NCCER accredited training facilities
- Louisiana is a member of the Multi-Academic Vocational Curriculum Consortia (MAVCC) to develop curriculum and instructional materials for technical education.
- The LCTCS staff participates on the LDE High School Redesign Committee, which is looking at how to make the four years of high school more meaningful.
- Perkins Leadership funds provide support for the statewide training activities led by the Louisiana Skills USA and FBLA. LDE provides support for HOSA.
- Discussions held with SREB regarding possible joint ventures to integrate mathematics in postsecondary CTE programs. This would entail a great deal of professional development for selected program faculty.
- Led by the State Perkins office, the Workforce Commission, LDE, and the Board of Regents began discussions about jointly working to develop the Louisiana Career Pathways Guide.

Providing Preparation for Nontraditional Training and Employment

- Louisiana maintains membership in the National Alliance for Partnerships in Equity (NAPE).
- The state utilizes the option to set aside funding for a nontraditional/equity staff person and activities. This position assists all Perkins eligible recipients and is responsible for Methods of Administration reporting and campus monitoring.
- Technical assistance provided to eligible recipients on this subject during various activities such as on-site monitoring visits to assure compliance, through presentations at various statewide meetings and conferences, and via e-mail or telephone.
- A statewide professional development conference entitled *Student Equity and Access: Beyond Disability, Race, Class, Gender, and Poverty* was held in June 2009.

Supporting Partnerships Among Local Educational Agencies, Institutions of Higher Education and Others as Appropriate to Enable Students to Achieve State Standards, CT Skills or Complete POS

- Continued association with the Louisiana Automotive Dealers association to participate in the AYES program for automotive technology
- Served as liaison between high school cooperative education teachers and the Louisiana Workforce Commission (formerly the Louisiana Department of Labor) in obtaining employment certificates for cooperative education students

- Partnered with Louisiana Workforce Commission (LWC) to provide publications and internet resources specific to occupational training opportunities and career awareness for all ages
- Worked with BOR to update and revise 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
- Met several times with multi-agency representatives including BOR and LCTCS to work collaboratively on the promotion and development of statewide articulation agreements
- 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
- The State actively participates on the National Consortium for Entrepreneurship Board and the International Advisory Board for Computer Literacy.
- LDE CTE staff served on the National Consortium for Entrepreneurship Board and the International Advisory Board for Computer Literacy.
- LCTCS collaborates with Career Builders to assist in the development and growth of the Process Technology program. Career Builders and industry provide scholarship support to students enrolled in the Process Technology.
- Perkins Leadership funds provide support for the statewide training activities led by the Louisiana Skills USA and FBLA. LDE provides support for HOSA.
- The LCTCS and its colleges actively participate in the Gulf Coast Process Technology Alliance (GCPTA) and Industrial Instrumentation and Controls Technology Alliance (ICTA).
- Secondary and Postsecondary state CTE staff participate with other state agency representatives on the Industry-Based Certification (IBC) Council. The Council makes recommendations to the Workforce Commission for statewide IBC initiatives.

Serving Individuals in State Correctional Institutions

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

Support for Programs for Special Populations

- Worked with LDE Special Populations Section to help local school systems provide skills training opportunities for students at all levels.

- The state utilizes the option to set aside funding for a nontraditional/equity staff/special populations staff person and related activities. This position assists all Perkins eligible recipients and is responsible for Methods of Administration reporting and campus monitoring.
- LCTCS personnel provide technical assistance to eligible recipients on this subject during various activities, such as on-site monitoring visits to assure compliance, through presentations at various statewide meetings and conferences, and via e-mail or telephone.
- Various regional activities are encouraged and supported to serve the needs of special population students.

Technical Assistance for Eligible Recipients

- Louisiana provides technical assistance to eligible recipients through such methods as workshop, conferences, regional meetings, professional development, e-mail and assistance via e-mail.

Permissible Uses of Funds

Improvement of career guidance and counseling

- Recognized 280 school counselors with legislated salary supplements for earning nationally recognized certifications
- Conducted presentations to counselors at the Louisiana Counselors Association Annual Meeting
- With the development of Louisiana's Five-Year State Plan, there is a focus on career guidance and counseling on both the secondary and postsecondary levels. It is especially important to those entering CTE programs at the postsecondary level. This will be a continued emphasis for Louisiana.
- College and Career Transitions Coordinators and the Basic Grant Coordinators plan and conduct professional development activities for this population regarding opportunities for secondary students.
- The state of Louisiana has developed a web portal for K-12 and college students, parents, and businesses to utilize statewide. LA ePortal is Louisiana's state-of-the-art online career, college and work planning guide students. Designed especially for Louisiana, LA ePortal is one option for career exploration information. The portal has many tools for students and parents to use. The web address is <https://laeportal.com/main.aspx?stg=home&item=main>.

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

- Collaborated with multi-agency representatives (LCTCS, BOR and LDE) to promote and develop statewide articulation agreements.

- Secondary and Postsecondary state CTE staff participate with other state agency representatives on the Industry-Based Certification (IBC) Council. The Council makes recommendations to the Workforce Commission for statewide IBC initiatives.

Support initiatives to facilitate the transition of associate degree CTE students to baccalaureate programs

- Through the development of Louisiana Career Pathways (programs of study) and enhanced career guidance/career counseling activities, CTE students will have a vision regarding the transition to a baccalaureate program.
- State legislation was passed to encourage a smoother transition from SACS accredited associate degree institutions to baccalaureate degree granting programs.

Support for career and technical student organizations

- Secondary career and technical student organizations are supported through specially designed contracts of endeavors.
- Served as judges and assisted in recruiting others as judges for CTSO State competitions.
- LDE held a three-day leadership institute for state officers of all CTSOs.
- Perkins Leadership funds support a staff person, operations and the statewide student training activities led by the Louisiana Skills USA.
- Leadership funds also support the activities of Phi Beta Lambda (postsecondary student organization for business students) through contracted services.

Support to improve or develop new career and technical education courses and initiatives

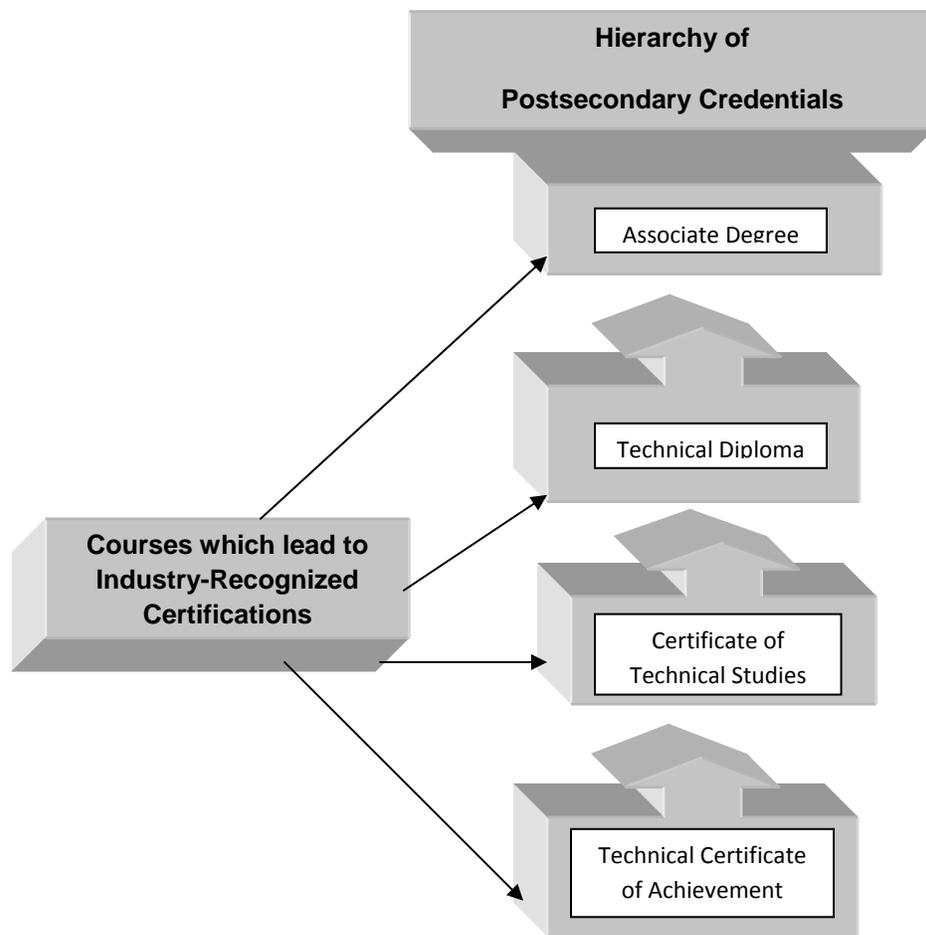
- Developed course descriptions and model course guidelines for the following courses: Engineering Design I, Engineering Design II
- Worked collaboratively with the Louisiana Community and Technical College Systems (LCTCS) to develop curriculum and dual enrollment agreements for Veterinary Assistant program which has been endorsed by the Louisiana Veterinary Medicine Association
- Worked with secondary and postsecondary instructors to pilot and refine Entrepreneurship standards and curriculum
- Developed new Agriscience Education Model Course Guidelines and aligned the guidelines to the academic Grade Level Expectations
- Standardized curricula on a statewide basis in the four craft areas of carpentry, electrical, HVAC, and welding
- Worked collaboratively with the LCTCS and Business/Industry representative to initiate an Industrial Maintenance curriculum with associated certifications and dual enrollment opportunities
- Worked collaboratively with the National Emergency Medical Services regarding the start up of an EMT-Basic instructors course for secondary instructors
- In collaboration with the Louisiana Chemical Association, LCTCS formed a partnership to improve the Process Technology Programs. This partnership continues through work with Career Builders to enhance the enrollment of women in this non-traditional program.

- At the postsecondary level, leadership funds are supporting the pilot activities for the development of adult learning activities and credit for prior learning in CTE areas.

Progress in Developing and Implementing Technical Skills Assessments

Louisiana is a supporter of Industry Based Certifications. Postsecondary faculty and teachers have to maintain their own certifications in order to teach in CTE programs. The partner agencies involved with workforce training along with the educational boards made the decision to utilize industry-recognized certifications were appropriate. This is in addition to those programs and occupations that have licensing requirements. For programs that use IBCs or standards-based assessments, there is a high level of confidence that these assessments are valid and reliable. Students enrolled in courses and or programs are strongly encouraged to take the IBC exams for which the course and/or programs worked to prepare them to take and pass. The problem is securing the information from the issuer of the IBC. All CTE courses and programs are aligned with industry standards. Postsecondary programs must be accredited by the appropriate organization indentified by the Louisiana Board of Regents in order to maintain state approval. *Note: The Louisiana Board of Regents Academic Policy 2.13 – Program Accreditation set the standards for program accreditation. The link to the complete text of the Academic Policy 2.13 is <http://regents.la.gov/Academic/PP/Policies/2-13.html>.*

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



The State is in the process of determining the appropriate strategies to identify the CTE programs in which results from IBCs/licensure exams/standardized assessments are available to the State for reporting purposes. In this strategy, LCTCS will work directly with the industry organizations, foundations, and companies that sponsor IBCs that are widely used across a variety of CTE programs to obtain this information.

Postsecondary Technical Skill Assessment Progress

- The State began working with the local eligible recipients to inventory the CTE programs where students may earn an IBC(s) or they are required to take a licensure exam to exhibit competency in an area.
- CAR reporting year 2008-2009 skill attainment will be reported utilizing program completion as the measurement methodology.
- CAR reporting year 2009-2010, the state will report on the passage rate of licensure exams for the programs identified (i.e., Nursing, Allied Health). Licensure results are reported back to the institutions for graduates. NCCER certification results may also be attainable this reporting period.

Secondary Technical Skill Assessment Progress

- LDE established the use of IBCs in the seven Louisiana Career Pathways (LCP) identified for authorized use of Perkins funds. Using IBC’s as a basis, the LDE created an “IBC Matrix” that is approved for use in each of the State’s secondary CTE programs. For each CTE program area, identifies the “certifying agency” and the measurement approach.
- For programs that use IBCs or standards-based assessment, there is a high level of confidence that these assessments are valid and reliable.
- For programs that do not currently offer an IBC or use externally developed standards-based assessments, LDE is exploring alternative means to measure Technical Skill Attainment that will be valid and reliable.

Implementation of State Program Improvement Plans

The state will make plans to provide the technical assistance required to improve the levels of performance for the core indicators that are lacking. Louisiana is well aware of possible sanctions that could be placed upon the state if over the three-year period the core indicators of performance do increase.

Secondary Level

Core Indicator	Adjusted Level of Performance	Actual Level of Performance	Met 90%	Gap	Improvement Plan Recommendation
5S1 Secondary Placement	88.00%	43.52%	N	-44.48%	Much of this is due to the economy. LDE may want to renegotiate the actual level of performance for the upcoming reporting year.
6S2 Nontraditional Completion	23.00%	13.41%	N	-9.59%	Additional technical assistance and professional development to the locals to achieve at least the 90% level (12.07%)

Postsecondary (CC/TCC/Univ.)Level

Core Indicator	Adjusted Level of Performance	Actual Level of Performance	Met 90%	Gap	Improvement Plan Recommendation
1P1 Technical Skill Attainment	30.00%	26.46%	N	-3.54%	The state was .54% from meeting the 90% requirement (27.00%). This level will improve with additional technical assistance regarding the core indicators.
2P1 Credential, Certificate, or Degrees	30.00	26.46%	N	-3.54%	The state was .54% from meeting the 90% requirement (27.00%). This level will improve with additional technical assistance regarding the core indicators.

3P1 Student Retention or Transfer	79.96	54.19%	N	-25.77%	This is the first time in which postsecondary has been asked to report on retention data. The state will ask to renegotiate this core indicator for the next reporting cycle.
4P1 Student Placement	75.93%	66.13%	N	-9.8%	The state was 2.21% from meeting the 90% requirement (68.34%). Much of this is due to the economy of in the state of Louisiana and the fact that not all institutions reported. This level needs to be renegotiated for the upcoming reporting year. In addition, the colleges will be requested to work with the WFC to obtain data regarding the placement of their students.
5P1 Nontraditional Participation	17.29%	18.33%	Y	0	No improvement plan required
5P2 Nontraditional Completion	13.74%	12.44%	Y	-1.30%	No improvement plan required

Adult (Louisiana Technical College) Level

Core Indicator	Adjusted Level of Performance	Actual Level of Performance	Met 90%	Gap	Improvement Plan Recommendation
1A1 Technical Skill Attainment	44.00%	51.00%			No improvement plan required
2A1 Credential, Certificate, or Degree	40.00%	42.09%			No improvement plan required
3A1 Student Retention or Transfer	72.53%	51.97%	N	-20.56%	This is the first time in which postsecondary has been asked to report on retention data. The state will ask to renegotiate this core indicator for the next reporting cycle.
4A1 Student Placement	78.44%	30.75%	N	-47.69%	The state was 23.31% from meeting the 90% requirement (71.00%). Much of this is due to the economy of in the state of Louisiana. This level needs to be renegotiated for the upcoming reporting year. In addition, the colleges will be requested to work with the WFC to obtain data regarding the placement of their students.
5A1 Nontraditional Participation	9.52%	11.59%		0%	No improvement plan required
5A2 Nontraditional	9.00%	11.19%		0%	No improvement plan required

Completion					
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Implementation of Local Program Improvement Plans

At both the postsecondary and secondary levels, the recipients who did not meet the adjusted level of performance on the core indicators will be asked to provide their plans for the upcoming year to achieve at least the 90% level. The local application plan contains a section for the locals to provide a program improvement plan. The LCTCS and LDE will review the LAPS to make sure that the plan is comprehensive. Locals will be advised of the possible sanctions if the appropriate level is not achieved over a three-year period.

Tech Prep Grant Award Information

Louisiana made the decision to consolidate the Tech Prep program funds available under Title II into the Basic Grant.

Attachment A

Eligible Recipients

Secondary and Postsecondary

Postsecondary Eligible Recipients

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
Southeastern Louisiana University

Bossier
Caddo
Calcasieu
Caldwell
Cameron
Catahoula
Claiborne
Concordia
DeSoto
East Baton Rouge
East Carroll
East Feliciana
Evangeline
Franklin
Grant
Iberia
Iberville
Jackson
Jefferson
Jefferson Davis
Lafayette
Lafourche
LaSalle
Lincoln
Livingston
Madison
Morehouse
Natchitoches
Orleans
Ouachita
Plaquemines
Point Coupee
Rapides

Red River
Richland
Sabine
St. Bernard
St. Charles
St. Helena
St. James
St. John the Baptist
St. Landry
St. Martin
St. Mary
St. Tammany
Tangipahoa
Tensas
Terrebonne
Union
Vermilion
Vernon
Washington
Webster
West Baton Rouge
West Carroll
West Feliciana
Winn
Central Community Schools
City of Monroe
City of Bogalusa
Zachary Community Schools
City of Baker
Recovery School Board
Special School District

Secondary Eligible Recipients

Parish/City School Boards

Acadia
Allen
Ascension
Assumption
Avoyelles
Beauregard
Bienville

