

Grow. Achieve. Thrive.

Louisiana's Revised Accountability System



Central Office: October 17, 2024

On Today's Call

Grow. Achieve. Thrive. Central Office Preview

- Revised accountability system preview
- Implementation resources and next steps
- Questions can be asked in the chat
- Answers in FAQ documents shared in next *Grow. Achieve. Thrive.* newsletter

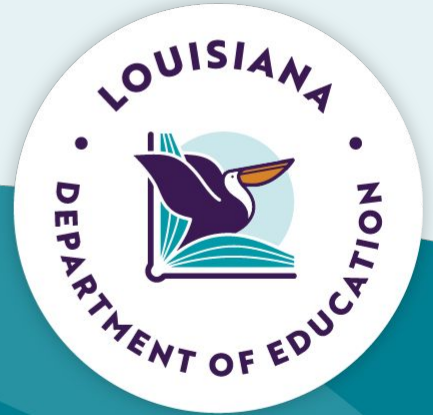


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- Preview video
- Email updates
- FAQs



Accountability System Overview



Proposal's Fundamental Drivers

- High Expectations
- Simple & Transparent
- Career & College Readiness



High Expectations

Louisiana expects students to:

GROW.

ACHIEVE.

THRIVE.



Simple & Transparent

Each measured indicator will ask:

- **What percent of a school's students met the expectation?**



College & Career Readiness

UNIVERSITY PATHWAY: graduate from high school prepared for university, community college, or technical college programming without need for remediation or corequisite support

and/or

CAREER PATHWAY: graduate prepared for employment with the foundational skills required for entry into career pathways

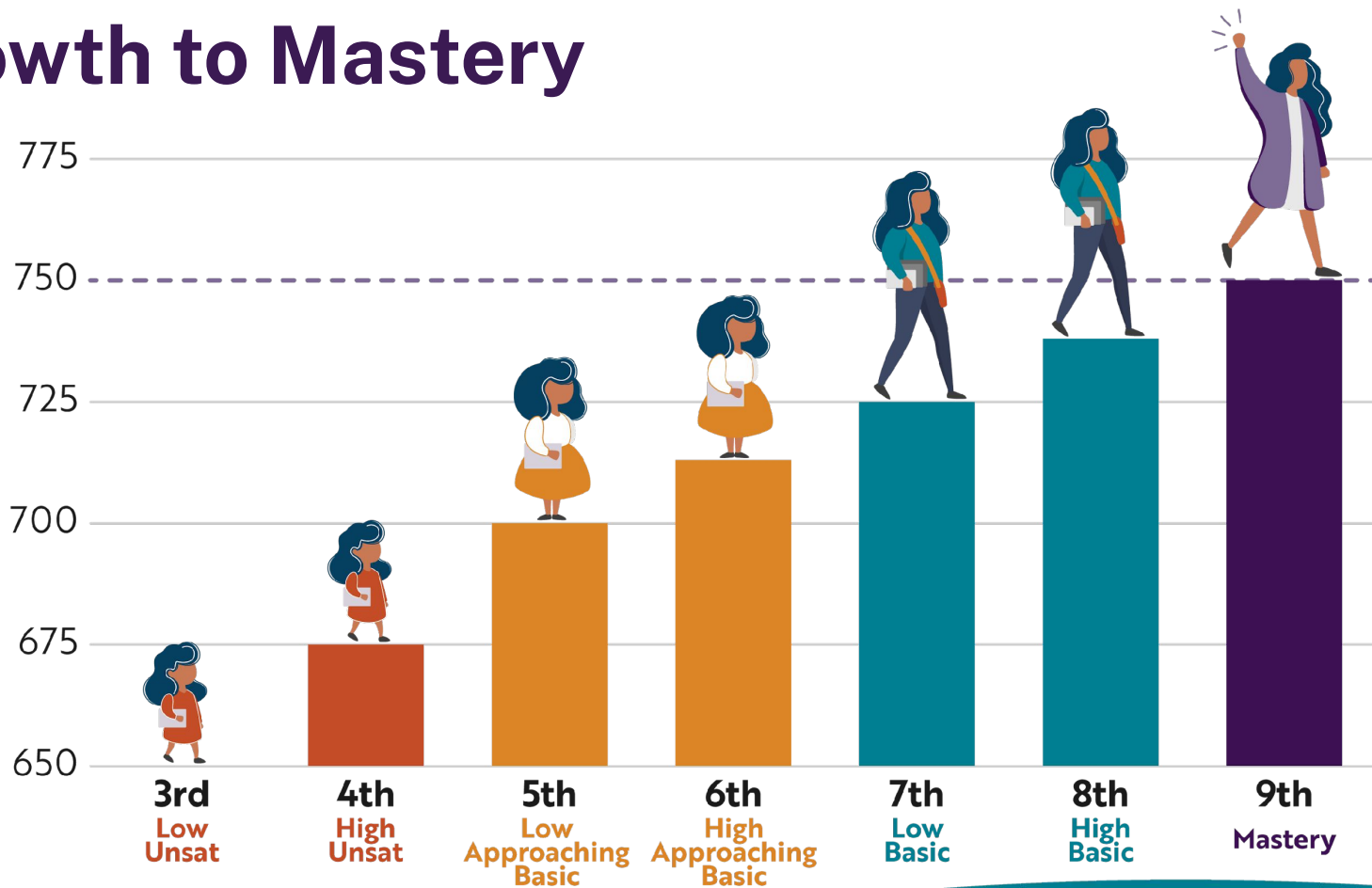
Shared definition adopted by BESE and Regents



Grow



Growth to Mastery



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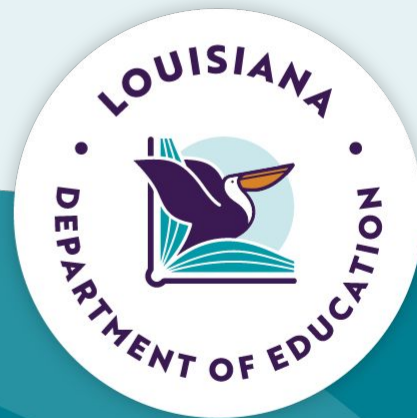
Double the focus on lowest
achieving students



Louisiana's Accountability Scorecard

% of Students Growing					
Math	41.5				
English	46.5				
Math Growth for lowest 25% of students	50.1				
English Growth for lowest 25% of students	49.9				
English Language Acquisition (ELL)	31.1				

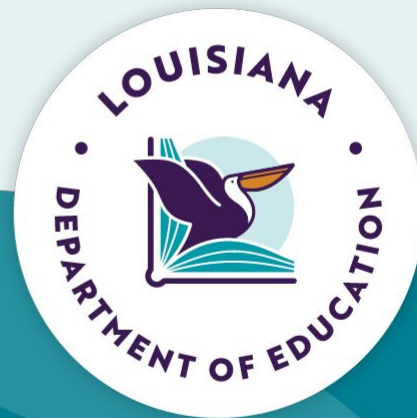
Achieve



Louisiana's Accountability Scorecard

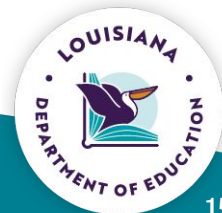
% of Students Growing		% of Students Who Are Proficient			
Math	41.5	Math	34.1		
English	46.5	English	43.9		
Math Growth for lowest 25% of students	50.1	Science	29		
English Growth for lowest 25% of students	49.9	Social Studies	26.8		
English Language Acquisition (ELL)	31.1				

Thrive



Graduation Rate

- Percent of cohort earning a diploma



Nationally Recognized Assessment

- **Percent of students earning at least:**
 - ACT of 20, *or*
 - SAT of 1040, *or*
 - CLT of 67, *or*
 - WorkKeys Gold, *or*
 - 59% or better on the ASVAB (AFQT)



Career, College, or Service Acceleration

University Accelerator

- ACT of 20 or SAT of 1040 or CLT of 67, PLUS...
- TOPS Aligned AP of 3, or IB of 4, or 6 DE credits with a C or Better, or Math 25+, ENG 26+, SAT math 590+, SAT W&L 33+, 3 CLEP with course enrollment recognized by BoR flagship

Career Accelerator

(High-Quality Credentials)*

- Basic Bundle + Internship, or
- Advanced Credential + Internship, or
- 2 years of a Fast-Forward Aligned Registered Apprenticeship, or
- Certificate of technical studies in a high wage / high demand industry.

Service Accelerator

- Signed Military Acceptance Letter
- or
- Service Academy Acceptance

***All apprenticeships and credentials must be LWC approved.**



Louisiana's Accountability Scorecard

% of Students Growing		% of Students Who Are Proficient		% of High School Students Thriving	
Math	41.5	Math	34.1	Graduation Rate	82.7
English	46.5	English	43.9	Ready based on a nationally recognized exam	34.7
Math Growth for lowest 25% of students	50.1	Science	29	Accelerated into college coursework, career training, or service	23.5
English Growth for lowest 25% of students	49.9	Social Studies	26.8		
English Language Acquisition (ELL)	31.1				
				Average:	41.2

How to pay for this stuff

- CTE 6%
- CDF
- SCA
- Perkins
- Tops Tech Early Start
- Registered Apprenticeship (1-time)
- Internships (1-time)
- Title 1
- Title IV
- Title V



CTE 6%

What is is?

- Each secondary career and technical education course unit per student for both the fall and spring semesters are provided a weight of 6%. Exact per pupil amounts vary by school system. Source Data: October 1 EdLink course data submission

How can the money be spent?

- School systems or schools are required to expend the weighted student funds on personnel, professional services, instructional materials, equipment, and supplies for the unique courses that generate such funds.



Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
MFP Career and Technical Education (CTE) Weighted Funding	<p>Each secondary career and technical education course unit per student for both the fall and spring semesters are provided a weight of 6%. Exact per pupil amounts vary by school system.</p> <p>Source Data: October 1 EdLink course data submission</p>	<ul style="list-style-type: none"> School systems or schools are required to expend the weighted student funds on personnel, professional services, instructional materials, equipment, and supplies for the unique courses that generate such funds. The MFP Team verifies that CTE funds are spent on CTE expenditures in the Weighted Student Funding Verification Process. 	<ul style="list-style-type: none"> The FY2024-25 state average per unit amount is \$158. The school system and school specific per unit amounts and allocations for FY2024-2025 will be available in the MFP Library under the FY2024-2025 MFP Budget Letter section (FY2024-2025 Weighted Student Funding Calculation). The CTE Allocation is included in the monthly MFP payment. Please email LDOEMFPHelpdesk@la.gov with any MFP questions. 	<ul style="list-style-type: none"> CTE expenditures must be reported in the Annual Financial Report (AFR) submitted each fall under the following Key Punch Codes: 16820-17280, 30215-30595, and 33665-34075. Contact school system business manager for more information.
<p>The MFP resolution, adopted by BESE, recognizes that the cost of providing materials and equipment, and teacher credentialing and training, for Career and Technical Education courses is above and beyond the cost of traditional academic education. Each secondary career and technical education course in which a student is scheduled, in both the fall and spring semesters, is provided a weight of 6%.</p> <p>Only Career and Technical Education courses which can be taken for a high school Carnegie unit will receive a CTE weight. The school year 2024-2025 courses that qualify for the CTE weighted MFP formula will be identified as such in the master course list posted on the department's website.</p>				

CDF

What is is?


- Each qualifying student course enrollment for grades 9 through 12 is provided 6% of the MFP State and Local Base Per Pupil. The 2022-2024 amount is \$241.

How can the money be spent?

- Teacher training or certification, including externship stipends, and course tuition; equipment and facilities aligned to pathways (includes the cost of student industry-based credentials as well as career awareness and career counseling software and services); technology licenses / equipment necessary to implement CDF-qualifying courses; transportation to facilities where students will be taking a CTE course related to a Jump Start statewide credential


Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
MFP Career Development Funds (CDF)	Each qualifying student course enrollment for grades 9 through 12 is provided 6% of the MFP State and Local Base Per Pupil. The FY2024-2025 amount is \$241.	<ul style="list-style-type: none">Teacher training or certification, including externship stipends, and course tuitionEquipment and facilities aligned to pathways (includes the cost of student industry-based credentials as well as career awareness and career counseling software and services)Neptris licenses or other technology licenses / equipment necessary to implement CDF-qualifying coursesTransportation to facilities where students will be taking a CTE course related to a Jump Start statewide credential	<ul style="list-style-type: none">In July, school systems and schools will receive a Initial total allocation of their CDF funding based on the greater of: a) Their minimum \$25,000/\$10,000 CDF allocation; or b) 75% of their previous year's CDF allocation.The balance of CDF funds will be distributed in the spring based on actual October 1 student course enrollments. Any overpayment of the CDF allocation will be reduced in the June MFP payment.Please email LDOEMFPHelpdesk@la.gov with any CDF questions.	<ul style="list-style-type: none">CDF Year-End Report due on August 31CDF Technical Review Response (in Aug/Sept, if there are questions from the LDOE)
	CDF qualifying courses			
	Source Data: October 1 EdLink course data submission			
For complete information about Career Development Funds please see the updated version of Guidelines for Use of CDF Allocation				

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LOUISIANA DEPARTMENT OF EDUCATION

2023-2024 Jump Start CDF-Qualifying Courses

Course Name	Course Code
Adv Javascript, Programming, and Web Development (2 Credits)	080526
Agriscience III	010303
Air Conditioning/Refrigeration I (1 Credit)	310100
Air Conditioning/Refrigeration II (2 Credits)	310102
Air Conditioning/Refrigeration I (3 Credits)	310103
Air Conditioning/Refrigeration II (1 Credit)	310105
Air Conditioning/Refrigeration III (2 Credits)	310112
Air Conditioning/Refrigeration III (1 Credit)	310113
Air Conditioning/Refrigeration III (1 Credit)	310114
Air Conditioning/Refrigeration III (2 Credits)	310115
Air Conditioning/Refrigeration III (3 Credits)	310116
Air Conditioning/Refrigeration IV (1 Credit)	310117
Air Conditioning/Refrigeration IV (2 Credits)	310118
Air Conditioning/Refrigeration IV (3 Credits)	310119
AP Computer Science A	061175
AP Computer Science Principles	061177
Auto Body Repair I (1 Credit)	310200
Auto Body Repair II (2 Credits)	310202
Auto Body Repair I (3 Credits)	310203
Auto Body Repair II (1 Credit)	310205
Auto Body Repair II (2 Credits)	310212
Auto Body Repair II (3 Credits)	310213
Auto Body Repair III (1 Credit)	310214
Auto Body Repair III (2 Credits)	310215
Auto Body Repair III (3 Credits)	310216
Auto Body Repair IV (1 Credit)	310217
Auto Body Repair IV (2 Credits)	310218
Auto Body Repair IV (3 Credits)	310219
Automation in Manufacturing (1 Credit)	110258
Automation in Manufacturing CAM (2 Credits)	110264
Automation in Manufacturing CAM (3 Credits)	110265
Automotive Technician I (1 Credit)	310300
Automotive Technician I (2 Credits)	310312
Automotive Technician I (3 Credits)	310313

LOUISIANA DEPARTMENT OF EDUCATION

Office of Career and College Readiness

2024 - 2025 CDF Allocation

Guidelines for the Use of CDF Allocation

Purpose of CDF Funds

CDF funds are intended to support increased student access to high-value CTE courses and training. Based on data, BESE and the Legislature concluded that additional funding is necessary to offer CTE courses in high-wage employment sectors (e.g., welding, information technology, manufacturing, etc.). As such, dedicated funds have been included in the MFP, CDF funds, for the exclusive purpose of making high-value CTE courses and training available to more students across Louisiana.

CDF Funding Availability

LEAs, including charters and special schools, receive a 6% MFP adder (\$241-in FY 2024-2025) for each student enrollment in a CDF-qualifying course. BESE and the Legislature realized that there is a certain minimum amount of money below which CDF funds would not have a significant positive impact on smaller districts, charter, and special schools. Therefore, there are minimum amounts of CDF established in the MFP:

- LEAs receive the greater of: a) \$25,000; or b) the sum of 6% adders for all their students' CDF-qualifying courses;
- Charter and special schools (with grades 9-12) receive the greater of: a) \$10,000; or b) the sum of 6% adders for all their students' CDF-qualifying courses;

Receipt of CDF Funds

LEAs, including charters and special schools, will receive their initial CDF allocation each July. Doing so enables systems to invest the funds to maximize student opportunities for the coming school year. They separate CDF remittance for districts and charter/special schools will include the greater of:

- Their minimum \$25,000/\$10,000 CDF allocation; or
- 75% of their previous year's CDF allocation.

Each February/March the final CDF allocation due districts and charter/special schools will be tried up but actual student enrollments. Any additional CDF allocation due will be in a February or March separate remittance. Any overpayment of CDF allocation will be reduced in the June MFP remittance.

CDF Reporting Requirements/Carrying Over Funds

- It is the Department's intent to make CDF reporting requirements intuitive and accurate.
- At the end of the year, school systems will complete and submit the CDF End of Year Report.
- CDF funds may be carried over from one fiscal year to the next.

Louisiana Department of Education
doe@la.gov | P.O. Box 94504 • Baton Rouge, LA • 70804-9004

CDF-Qualifying Courses

- The most current CDF-Qualifying Courses can be found on the [All Things Jump Start](#) website.
- The list of qualifying courses is updated once each year. Changes are based on the trends in the Louisiana economy, and our dedication to making sure that CDF funds are applied to CTE programs that are not yet available to sufficient numbers of Louisiana students.

Allowable Expenses

CDF funds must be spent to increase student access to high-value CTE courses/training. Specific approved uses include:

- Facilities, materials, equipment, and transportation expenditures related to student's identified on a [Fast Forward](#) pathway who are enrolled in a required Fast Forward pathway course.
- Teacher training towards attainment of [Jump Start statewide credentials](#), which can include Super Summer Institute training and externship stipends for externships in regional or statewide high-demand industry sectors.
- Facilities, materials and equipment expenditures related to student attainment of [Jump Start statewide credentials](#) and IBCs that are a part of a statewide bundle. This type of expenditure may include:
 - the cost of student statewide industry-based credentials;
 - the cost to license software related to statewide credentials;
 - the cost to license software systems that provide students with access to experts in high-demand industry sectors;
 - career counseling services and software that help students learn about how they can pursue the courses and industry credential for high-demand industry sectors;
 - facilities, materials and equipment expenditures related to obtaining statewide credentials (i.e., welding shops, computers for approved credentialing courses, medical uniforms, food for ProStart, supplies for construction crafts, etc.).
- Transportation of students and teachers to sites where high-value CTE courses and training are available. Qualifying sites such as community and technical colleges, school facilities, and industry training organizations. Transportation costs include all the costs schools incur for transportation, such as driver costs and benefits. Bus tokens are also allowable expenses.
- Expenses incurred by having a JAG-Specialist on staff, including salary and benefits.
- Expenses incurred by having CTE staff provide instruction or IBC testing outside of the school day.
- Expenses for the new Career Readiness Quest for Success course.
- Expenses related to student internships not covered by partner business.
- Student tuition.

Non-allowable Expenses

- Salaries or benefits for teachers, except for externship stipends in high-demand industry sectors and JAG specialist.
- Teacher training for credentials other than Jump Start statewide credentials.

Please send any questions, concerns or recommendations to jumpstart@la.gov.

Louisiana Department of Education

SCA


What is is?

- Supplemental Course Allocation provides funding for the cost of coursework provided by BESE approved Course Choice providers. Initial funding for FY2023-2024 is \$70 per student.

How can the money be spent?

- Cost of supplemental course tuitions provided by BESE approved course providers; tuition for dual enrollment coursework at a public Louisiana college, university, or LCTCS campus

Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
<p>MFP Supplemental Course Allocation (SCA)</p> <p>Also called: Course Choice</p>	<p>Supplemental Course Allocation provides funding for the cost of coursework provided by BESE approved Course Choice providers. Initial funding for FY2024-2025 is \$70 per student.</p> <p>Source Data: February 1 MFP student count of the previous academic year submitted in EdLink</p>	<ul style="list-style-type: none"> Cost of supplemental course tuitions provided by BESE approved course providers (www.lacourses.net) Tuition for dual enrollment coursework at a public Louisiana college, university, or LCTCS campus Courses that make students TOPS-eligible Enhanced services for SWD Remediation services to help struggling students graduate on time Courses that enable students to graduate with a Jump Start Career Diploma or Fast Forward Pathway 	<ul style="list-style-type: none"> Must commit funds by January 24, 2025 (either enrollments or an email to sca@la.gov indicating plans for Spring enrollments). SCA funds not spent or reserved for Spring enrollments by March 7, 2025 will be reallocated If you are unable to register for all Dual Enrollment Courses during the Fall semester please contact sca@la.gov. SCA funds are included in the monthly MFP remittance. Please email LDOEMFPHelpdesk@la.gov with any MFP questions. 	<ul style="list-style-type: none"> LEAs must use the LCTCS (Ellucian) system for LCTCS enrollments LEAs can arrange for public university enrollments directly with Course Choice providers LEAs must use the SCA/Course Choice Reporting System enrollments




Course Choice

Funded via

Supplemental Course Allocation

Provider Directory

2024-2025
updated 8/26/24



Course Choice

Funded via


Supplemental Course Allocation

Registration Procedures

updated 8/26/24

Reporting System

Welcome to Louisiana Course Choice / Supplemental Course Academy






About Course Choice

Registration Information

News

Support

FOLLOW US

Course Search


Course Title / Subject:

Semester:

Provider:

Enter a course name and semester, then click the "Find Courses" button to list courses. Print on Legal sized paper.

Enter a Course: Select a Semester: Select a Provider:

 **Course Section Listing**

Report Date: 10/16/2024 7:25 PM

Page 1 of 1

Course Provider	Delivery Method	Course Title	Section Id	Section Name	Semester	Carnegie Units	Course Price	Maximum Enrollment	Course Address	Course Zip Code
Northwest Louisiana Technical College (NWLTC)	Hybrid	(IET 1012) Industrial Tools & Calculation (Public Higher Education)	107736	(IET 1012) Industrial Tools & Calculation	Fall	1.0	\$369.92	1000	9500 Industrial Dr, Minden, LA	71055
Northwest Louisiana Technical College (NWLTC)	Hybrid	(WSPF 1003) Industrial Workplace Safety (Public Higher Education)	107936	(WSPF 1003) Industrial Workplace Safety	Fall	1.0	\$554.88	1000	9500 Industrial Dr, Minden, LA	71055
Northwest Louisiana Technical College (NWLTC)	Hybrid	(WSPF 1003) Industrial Workplace Safety (Public Higher Education)	107932	(WSPF 1003) Industrial Workplace Safety	Fall	1.0	\$554.88	1000	943 Oxford Rd, Vicksburg, LA	71502
Northwest Louisiana Technical College (NWLTC)	Hybrid	(WSPF 1003) Industrial Workplace Safety @ BPSTL (Public Higher Education)	107912	(WSPF 1003) Industrial Workplace Safety @ BPSTL	Fall	1.0	\$150.00	1000	2010 N Marinet St, Shreveport, LA	71107
Northwest Louisiana Technical College (NWLTC)	Hybrid	(WSPF 1003) Industrial Workplace Safety @ CCTC (Public Higher Education)	107900	(WSPF 1003) Industrial Workplace Safety @ CCTC	Fall	1.0	\$150.00	1000	2010 N Marinet St, Shreveport, LA	71107
Home Community College	Online	Industrial & Plant Safety (Public Higher Education)	106967	Industrial & Plant Safety (Online)	Fall	1.0	\$826.54	1000	3710 Paris Road, Chalmette, LA	70043
Delgado Community College	Face2Face	Industrial Wiring (Public Higher Education)	110561	ELSC 202	Fall	1.0	\$449.92	1000	Delgado River City Site, 709 Churchill Parkway, Acadiana, LA 70094	70094
SOUELA Technical Community College	Face2Face	INST 1010 Intro to Industrial Instrument (Public Higher Education)	109318	Jennings	Fall	1.0	\$581.98	1000	2110 N Sherman St, Jennings, LA	70646
SOUELA Technical Community College	Hybrid	INST 1010 Intro to Industrial Instrument (Public Higher Education)	109348	Lake Charles	Fall	1.0	\$566.88	1000	3820 Sen J Bennett Johnson Ave, Lake Charles, LA	70613
SOUELA Technical Community College	Hybrid	INST 1010 Intro to Industrial Instrument (Public Higher Education)	110689	Jennings	Fall	1.0	\$566.88	1000	2110 N Sherman St, Jennings, LA	70646
SOUELA Technical Community College	Face2Face	INST 1010 Intro to Industrial Instrument (Jeff Davis) (Public Higher Education)	104686	Jeff Davis	Fall	1.0	\$150.00	1000	2110 N Sherman St, Jennings, LA	70646
SOUELA Technical Community College	Face2Face	INST 1010 Intro to Industrial Instrument (Ossade) (Public Higher Education)	105685	Ossade	Fall	1.0	\$581.88	1000	117 LA-1152, Ossade, LA	71463
Bossier Parish Community College (BPCC)	Online	GAP 101: Industrial Safety (Public Higher Education)	107452	Fall	Fall	1.0	\$417.92	1000	6234 E. Texas Street, Bossier City, LA	71111

Perkins

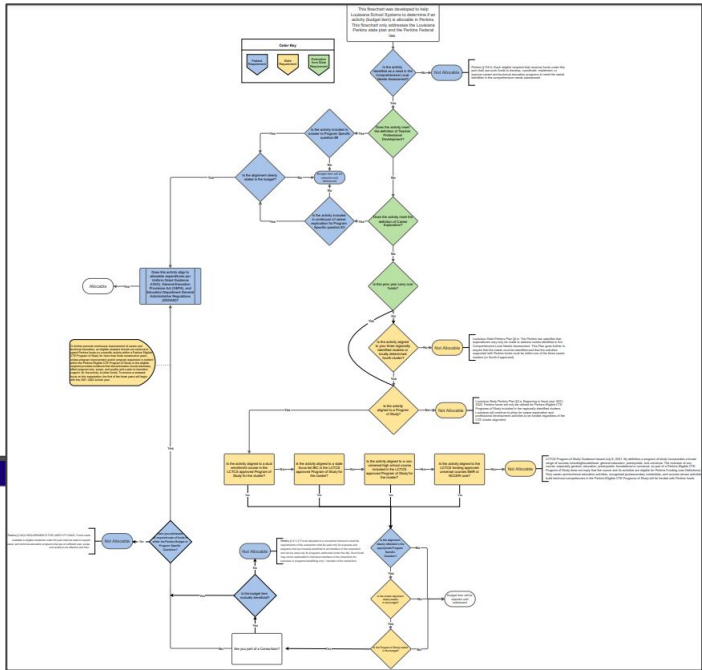
What is is?

- Federal grant.
- Perkins Funding is a long-standing source of CTE funds with substantial administrative requirements. LCTCS is the fiscal agent.

How can the money be spent?

- All expenditures for Perkins funding must be identified in the comprehensive local needs assessment (CLNA).
- There are 6 required uses of funds.
- A flow chart has been created to help determine if expenses are allowable.

Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
Carl D. Perkins Funding	Federal grant. Perkins Funding is a long-standing source of CTE funds with substantial administrative requirements. LCTCS is the fiscal agent.	<ul style="list-style-type: none"> All expenditures for Perkins funding must be identified in the comprehensive local needs assessment (CLNA). There are 6 required uses of funds. A flow chart has been created to help determine if expenses are allowable. 	<ul style="list-style-type: none"> A description of how awards are determined for Secondary allocation are on the LEA GANs. Funds are distributed using a federal formula. The Perkins allocation is included in the eGMS Super App. 	<ul style="list-style-type: none"> Systems are required to submit the Perkins budget and CLNA in eGMS for approval and any subsequent amendments as needed for award amount changes or changes in the original approved budget. Systems are required to submit Quarterly Periodic Expenditure Reports (PERs) in eGMS. These are required no later than 15 days after each following PER date: 9/30, 12/31, 3/31 and 6/30. Systems should submit Reimbursement Claim at least once quarterly; however, it is recommended these are submitted on a monthly basis in eGMS.



Career and College Readiness

2024-2025 Perkins Comprehensive Local Needs Assessment

Section 135(a) of the Perkins law states that each eligible recipient that receives funds under the law use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment.

Part B-1

Section 134(c)(2)(B)(i) of Perkins law states the needs assessment must include: A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.

STEP 1:

To address scope, for each Jump Start pathway offered at your school, analyze the following course progressions available to students:

- Foundational courses such as Universal courses in middle grades;
- Foundational courses such as Universal courses in 9th and 10th;
- Pathway specific courses offered at the high school; and
- Advanced coursework available through partners.

STEP 2:

To address quality, for each Jump Start pathway offered at your school, analyze the following opportunities available in each pathway:

- Emerging Industry Based Certifications;
- State Focus list Industry Based Certifications;
- Dual enrollment credit through post-secondary partners;
- Credit Based Credentials through post-secondary partners;
- Prior Learning credit; and
- Work-based Learning opportunities.

STEP 3:

To address size, for each of your Jump Start Pathways, analyze:

- Program capacity in regards to availability during the student scheduling process
- Programs in which demand exceeds capacity for offerings at the high school
- Programs in which demand exceeds capacity for offerings available through the post-secondary partners

STEP 4:

Report findings in the table below. These findings must be transferred into eGMS.

[2024-2025 CLNA Feedback PDF](#)

[2024-2025 CLNA Targeted Support PDF](#)

[2024-2025 Jump Start Funding Guidance PDF](#)

[2024-2025 Perkins Comprehensive Local Needs Assessment PDF](#)

[Perkins 2022-2023 Webinar PDF](#)

[Perkins Allocability Flow Chart PDF](#)

TOPS TECH Early Start

What is is?

- The TOPS Tech Early Start award provides up to \$600 per academic year for any eligible 11th or 12th grade student attending a Louisiana PUBLIC high school who wishes to concurrently enroll for up to six credit hours per semester in order to pursue certification in an Eligible Program at a public or nonpublic college or an approved training provider.

How can the money be spent?

- A TOPS-Tech Early Start Award may be used to fund any technical or applied course leading to an Industry-Based Certification, a Certificate of Applied Science, and a Certificate of Technical Sciences offered at a Louisiana Public or nonpublic postsecondary education institution or by any Louisiana training provider recognized by the Louisiana Workforce and approved by the State Board of Elementary and Secondary Education when such certification or certificate is approved by the Workforce Investment Council.



Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
TOPS Tech Early Start	The TOPS Tech Early Start award provides up to \$600 per academic year for any eligible 11th or 12th grade student attending a Louisiana PUBLIC high school who wishes to concurrently enroll for up to six credit hours per semester in order to pursue certification in an Eligible Program at a public or nonpublic college or an approved training provider.	A TOPS-Tech Early Start Award may be used to fund any technical or applied course leading to an Industry-Based Certification, a Certificate of Applied Science, and a Certificate of Technical Sciences offered at a Louisiana Public or nonpublic postsecondary education institution or by any Louisiana training provider recognized by the Louisiana Workforce and approved by the State Board of Elementary and Secondary Education when such certification or certificate is approved by the Workforce Investment Council.	<p>TOPS Tech Early Start payment requests are submitted by the postsecondary school or approved provider and once processed, those funds are sent to the college or approved provider. Funds will be distributed after the school's census date. The fall billing deadline is October 15. The spring billing deadline is April 1. TOPS Tech Early Start is not available during the summer.</p> <p>In cases where the dates above fall on a weekend or declared a holiday, the deadline will be the next working day.</p>	<ul style="list-style-type: none"> Remain in "Good Standing" as an 11th or 12th grade student in a Louisiana public high school. Maintain a 2.00 GPA on a 4.00 scale on all high school courses attempted. Continue to pursue one or more courses leading to a credential in an Eligible Program. Remain in "Good Standing" with the public or nonpublic college or approved training provider. Maintain steady academic progress.

TOP Tech Early Start Providers 2022

Training Provider Organization	Training Program & Credential	Course Modalities	Region
ABC Pelican Chapter Associated Builders and Contractors	Construction Industry <ul style="list-style-type: none"> Various certifications 	Face-to-Face	Greater Baton Rouge Region
Ayers Career College	Software Development Industry-Based Certifications: <ul style="list-style-type: none"> CompTIA A+ CompTIA Network+ Phlebotomy Technician 	Face/Face and Blended Learning	Caddo Bossier Claborn DeSoto
Monroe Electrical Joint Apprenticeship and Training Committee (JATC)	Architecture and Construction Industry Based Certifications <ul style="list-style-type: none"> Electrical Training ALLIANCE Interim Credentials 	Face/Face and Blended Learning	Ouachita
New Orleans Career Center	Health Sciences Industry-Based Certifications: <ul style="list-style-type: none"> Basic Life Support for Health Care Workers (BLS, CPR) Certified Medical Administrative Assistant (CMAA) Engineering & Manufacturing Industry-Based Certifications: <ul style="list-style-type: none"> AutoDesk Inventor Software Development Industry-Based Certifications: <ul style="list-style-type: none"> Fundamentals of JavaScript, Functional Programming, and Web Development (Level 1) Fundamentals of JavaScript, Functional Programming, and Web Development (Level 2) Fundamentals of JavaScript, Functional Programming, and Web Development (Level 3) 	Face-to-Face and Blended Learning	Orleans Parish

TOPS Tech Early Start Eligible Program List (Effective Spring 2022)

CIP CODE	PROGRAM TITLE
0100	Agriculture, General
0101	Agricultural Business and Management
0102	Agricultural Mechanization
0103	Agricultural Production Operations
0106	Applied Horticulture and Horticultural Business Services
0109	Animal Sciences
0110	Food Science and Technology
0111	Plant Sciences
0301	Natural Resources Conservation and Research
0302	Natural Resources Management and Policy
0303	Fishing and Fisheries Sciences and Management
0305	Forestry
0306	Wildlife and Wildlands Sciences and Management
0399	Natural Resources and Conservation, Other
0402	Architecture
0403	City/Urban, Community and Regional Planning
0404	Environmental Design
0405	Interior Architecture
0406	Landscape Architecture
0409	Architectural Sciences and Technology
0499	Architecture and Related Services, Other
0907	Radio, Television, and Digital Communication
1001	Communications Technology/Technician
1002	Audiovisual Communications Technologies/Technicians
1003	Graphic Communications
1101	Computer and Information Sciences, General
1102	Computer Programming
1103	Data Processing
1104	Information Science/Studies
1105	Computer Systems Analysis
1107	Computer Science
1108	Computer Software and Media Applications
1109	Computer Systems Networking and Telecommunications

Registered Apprenticeships

What is is?

- Per SCR2 of the 2024 Legislative Session, for the 2024-2025 school year, each city, parish, or other public school district or school shall receive an allocation based on the number of students enrolled in either fall or spring semester in an eligible apprenticeship course up to 500 student enrollments annually.

How can the money be spent?

- The allocation shall be utilized to support all of the costs associated with delivery of the apprenticeship services to the students.



Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
Registered Apprenticeship	Per SCR2 of the 2024 Legislative Session, for the 2024-2025 school year, each city, parish, or other public school district or school shall receive an allocation based on the number of students enrolled in either fall or spring semester in an eligible apprenticeship course up to 500 student enrollments annually.	<ul style="list-style-type: none">The allocation shall be utilized to support all of the costs associated with delivery of the apprenticeship services to the students.	<ul style="list-style-type: none">If a school system or school is defined as rural by the United States Census Bureau, an allocation of \$3,500 shall be provided times the number of students enrolled in eligible apprenticeship programs.If a school system or school is identified as non-rural, an allocation of \$2,500 shall be provided times the number of students enrolled in eligible apprenticeship programs.	<ul style="list-style-type: none">Reporting will occur via the SCA portal. School systems will report the student LASID and choose the correlating apprenticeship course code in which the student is enrolled to receive the funding in the fall and spring.Once the funds have been utilized, school systems will document the expenditure by filling out a form that lists eligible categories and the corresponding amounts spent on each.



Office of Career and College Readiness

SCA Apprenticeship Reporting

Step 1: Register with the Apprenticeship Provider

- Contact Apprenticeship Provider from BESE Approved Apprenticeship List
 - Each provider will have a different process for student participation.
- Complete the required process with the Apprenticeship provider to ensure the student is registered.
 - This information will be required when completing the [Allocation Usage Form](#).

Step 2: Report enrollments in the SCA Portal

- Go to the [SCA Portal](#) home page and log in
- Under the "Documents" tab, download the "Enrollment Upload Template."
- Complete columns A and B
 - Column A is the student ten digit LA Secure ID number (LASID)
 - Column B is the student's grade level
 - Column C is the Section ID number
 - Go back to the [SCA Portal](#) homepage
 - Go to the "Course Search" feature and select "Apprenticeship" as the provider.
 - View the "Course Selection Listing"
 - Find the section of the course that you are reporting
 - Look at the fourth column, "Section ID"
 - Put this 5-digit "Section ID" number in Column C of the upload template
 - Complete these steps for each enrollment
- Once you have completed the Enrollment Upload Template, save the document to your desktop.
- Return to the Course Choice Reporting System and select "School Counselor" and "Upload New Enrollments."
- Select the appropriate district and school, then click "Choose File."
- Attach the completed upload template; then click "Upload File."
- To ensure your enrollments were properly uploaded, go to the "Summary Report" tab and run a report.
- For questions, email scas@la.gov



All organizations are Louisiana Workforce Commission and Department of Labor-approved registered apprenticeships.

Region	Organization Name	Location	Trade	Fast
1	Apache Industrial Services	Destrehan	Carpenters; Insulation Workers, Mechanical; Painters Construction and Maintenance	Const
1	Delgado & AFCNO Culinary Arts Apprenticeship	New Orleans	Chef	Culinary Arts
1	Finishing Trades Institute of District of Council #80	Kenner	Insulation Workers, Floor, Ceiling, and Wall; Insulation Workers, Mechanical	Construction
1	Heat and Frost Insulators Local 53 JAC	Kenner	Insulation Workers, Floor, Ceiling, and Wall; Insulation Workers, Mechanical	Welding
1	Ironworkers, Riggers & Rodmen Local #58 JAC	New Orleans	Iron Worker	Welding
1	MedKoder, LLC	Mandeville	Medical Coding	Allied Health

Disclaimer: The listed Organizations/Providers have registered with the Louisiana Workforce Commission and Department of Labor and are eligible for funding per House Bill No. 1 of the 2023 Regular Legislative Session. The provider and local school system determine student eligibility based on requirements of the apprenticeship.



Office of Career and College Readiness

2024 Registered Apprenticeship Funding

Apprenticeship Allocation

Each city, parish, or other public school system or school shall receive an allocation based on the number of students enrolled in either fall, spring, or summer semesters in an eligible apprenticeship course up to 500 student enrollments statewide annually. If a school system or school is defined as rural by the United States Census Bureau, an allocation of \$3,500 shall be provided times the number of students enrolled in eligible apprenticeship programs. If a school system or school is identified as non-rural, an allocation of \$2,500 shall be provided times the number of students enrolled in eligible apprenticeship programs. The allocation shall support all costs of delivering the apprenticeship services to the students.

*An eligible apprentice program consists of an approved Registered Apprenticeship through Louisiana Workforce Commission that is submitted for Registered Apprenticeship Funding approval by BESE.

Reporting Student Enrollment

School systems will report student enrollment through the Supplemental Course Allocation (SCA) "portal". Enrollment must be reported for each semester the student is enrolled. Reporting will be confirmed with LDOE and the registered apprenticeship provider.

Reporting Deadlines:

- Fall: October 31, 2024
- Spring: March 7, 2025

The allocation should be used for the following:

- Tuition/Cost of instruction
- Materials/Equipment
- Transportation
- Stipends
- Instructional Costs
- Additional items as requested and approved by LDOE

School systems that report student enrollment must complete the [Allocation Reporting Funding form](#).

Approved Registered Apprenticeships

A list of Registered Apprenticeship Programs. If interested in having an existing Registered Apprenticeship be added to the list for the 2025-2026 school year, complete the [Fast Forward Apprenticeship Application](#). The application closes October 31.

Utilize the [Steps to Identify Rural and Non-Rural School Districts/Systems](#)

Internships

What is is?

- Per HB1 of the 2024 legislative session, for the 2024-2025 school year, each city, parish or other public school district or school shall be eligible to receive an allocation of \$1,000 per each eligible student up to a max of \$1 million.

How can the money be spent?

- The allocation shall be utilized to support all of the costs associated with delivery of services of the approved internship services to the students.

Funding Source	What is it?	How can the money be spent?	How and when will the funds be distributed?	Reporting Requirements
Work-based Learning Internships	Per HB1 of the 2024 legislative session, for the 2024-2025 school year, each city, parish or other public school district or school shall be eligible to receive an allocation of \$1,000 per each eligible student up to a max of \$1 million.	<ul style="list-style-type: none"> The allocation shall be utilized to support all of the costs associated with delivery of services of the approved internship services to the students. 	<ul style="list-style-type: none"> Allocations for eligible-enrolled students will be distributed in January and June for the 2024-2025 school year once eligibility has been confirmed via reporting. The fall reporting window will close in November; the spring reporting window will close in April. 	<ul style="list-style-type: none"> School systems will report the student LASID via the SCA portal and choose the correlating work-based learning internship course code in which the student is enrolled to receive the funding in the fall and spring. Once the funding is spent, school systems will provide documentation confirming student payment to then receive the allocation.



Office of Career and College Readiness

Funding for Internships

HB 1 provides one-time legislative funding in the amount of \$1,000 per course/student for internship experiences. Prior to releasing funds the school system must submit documentation to validate the student enrollments meet the [Work-based learning requirements](#). For more information visit the [internship site](#).

Providing Evidence

Step 1:

Report student enrollment into the SCA Portal in the LDOE Internship course.

Step 2:

Submit verification documents to the school system Data FTP in a folder titled <<School System>> Internship Verification. All documentation must be submitted as a PDF. The following items must be included and named according to the naming convention column. No social security numbers should be used in documentation. If they are present on any documents turned in as evidence, the school or school system must redact social security numbers. Deadlines: Fall reporting due November 28, 2024 Spring reporting March 7, 2025.

Reporting Element	Naming Convention	Types of Evidence
PI Agreement	Student LASID_PII_School_School System	Signed PII Agreement
Internship Agreement	Student LASID_Internship Agreement_School_School System	Copy of the signed internship agreement between school system and employer
Course Enrollment	Student LASID_Course Enrollment_School_School System	Documentation that the student is enrolled in an approved internship course code (i.e. student schedule)
Employment Site Visits	Student LASID_Site Visits_School_School System	Documentation on in-person site visits to place of employment (i.e. condensed events, travel reimbursement, etc.)
Classroom Experience	Student LASID_Classroom Experience_School_School System	Evidence of classroom experience and instruction (i.e. can be consolidated spreadsheet of student attendance by LASID, etc.), include a high level outline of the topics covered in the classroom
Payroll Evidence	Student LASID_Payroll_School_School System	Evidence that student is paid (i.e. payment information sheets, a letter on letterhead from the employer stating what has been or will be paid to the student and the date of payment, etc.)

Internship Funding Consent Form

The below information shall be gathered on documents to prove student participation and eligibility for school systems to receive funding per HB 1 for participating in internships. Digital signatures are acceptable.

Dear Parents and Guardians,

In order for your child's school system () to receive funding for participation in internships your child (), Personal Identifiable Information (PII) must be collected and shared with the Louisiana Department of Education (LDOE).

This is to include your child's

- Full name
- School/school system
- Date of birth
- Employment information (including place of employment, phone number, address, supervisor, hours/dates worked, rate of pay)
- Address
- Email address

This information will be used to determine that all eligibility requirements are met for payment to the school system ().

This information will be retained securely for a period of 12 months. It will then be destroyed.

The LDOE will maintain the confidentiality of the personally identifiable information in accordance with law and shall only use this information for the purpose expressed above.

I CONSENT for my personal information listed above to be used for the purposes stated above. I understand I can revoke this consent at any time by notifying the LDOE in writing.

Signature of parent or guardian or student if of the age of consent (18)

Name of the parent or guardian (please print)

Date

Child's full name (please print)

Titled Funds

- Title I -
 - Title I allowable costs must be based on student and/or school needs and may include, but are not limited to AP/Dual Enrollment/IB assessment and course-related fees for ED students
- Title IV -
 - Title IV must be based on the results of a comprehensive needs assessment and may include, but are not limited to AP/Dual Enrollment/ IB assessment and course-related fees for low-income students.
- Title V -
 - Rural Program could cover dual enrollment expenditures.

Title I

Federal Formula

CFDA#: 84.010A

Purpose

The purpose of Title I, Part A is to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and close educational achievement gaps. Title I, Part A, supports schools in implementing either a schoolwide program or a targeted assistance program. The Title I program model a school operates impacts the student population the program serves and determines how a school may use its Title I allocation.

A schoolwide program permits a school to use funds from Title I, Part A and other federal programs to upgrade the entire education program in an effort to improve the achievement of the lowest-achieving students. This contrasts with a targeted assistance program, in which Title I, Part A funds are used only for programs that provide services to eligible children identified as failing or being most at risk of failing to meet the [State's challenging academic standards](#).

Award Determination:

Allocations are computed by USDE based on the US Census Poverty data and distributed to Louisiana's 69 geographical school districts. Grants Management within Federal Support and Grantee Relations then calculates an equating factor for all other LEAs in the state and distributes funds to those LEAs that are not included in the census data. In addition, 1 percent is set aside for administrative costs and 7 percent for school improvement. This funding is available for 27 months from the date of award.

Requirements:

A school's Title I, Part A status is officially determined using economically disadvantaged data in the [Consolidated Federal Grant Application](#). A school may become eligible to operate a schoolwide program if 40% or more of the students residing in the attendance area or enrolled at the school are from families that meet defined poverty criteria. Additionally, ESSA requires a school operating a schoolwide model to:

- Conduct a comprehensive needs assessment to determine how students are performing academically and what factors contributed to poor performance;
- Develop a schoolwide plan that identifies specific goals and describes the evidence-based strategies the school will use to meet the needs identified through the needs assessment and to close achievement gaps ([Schoolwide Plan Guidance](#)); and
- Conduct an annual evaluation of the schoolwide plan, revising the plan when necessary.

Targeted assistance program schools are either ineligible for a schoolwide program or have chosen not to operate a schoolwide program. A school may be served as a Targeted Assistance program if the student enrollment is at least 35% low-income, or equal to or greater than the LEA low-income percentage. Schools may only serve students identified in greatest need of services. Students must be selected for services based on multiple, educationally related, objective criteria established by the school system.

Prior to allocating Title I funds to schools, the school system must have a Title I-neutral allocation methodology for distributing State and local funds to all schools unless the LEA meets one of the following criteria:

- Has one school per grade span,
- Is a single-site LEA, and/or
- Has all Title I schools in the LEA or grade span.

In a schoolwide program, school systems must ensure that activities and/or resources are identified in the comprehensive needs assessment and included in the schoolwide plan. Conversely, in a targeted assistance program, the school system must use funds to help eligible students meet [challenging State academic standards](#). For all costs charged to a Title I program, whether targeted assistance or schoolwide, the school system must ensure expenditures are:

- allowable under Title I, Part A, meets the intent and purposes of the program,
- reasonable or prudent use of funds,
- necessary to carry out the intent and purpose of the Title I, Part A program, and
- allocable, can be assigned or charged to one or more activities or items (cost objects) on the basis of benefits received or other such equitable or logical association.

Allowable Costs:

Title I allowable costs must be based on student and/or school needs and may include, but are not limited to the following:

- High-quality curriculum, professional development, assessments and interventions
- AP/Dual Enrollment/IB assessment and course-related fees for ED students
- Middle and High School Academic Counseling
- Early Childhood Education
- PBIS/Discipline
- STEM
- Supplement School Redesign Activities for Title I CIR/UIR schools

Branding Funds



Phase in of Work-Based Learning

- Work-based learning will be phased in over a period of several years.
- In the first year, the school will earn a 5 percent bonus for reaching the goal of 25% of career accelerating students completing a work-based learning experience.
- In the following year, the expectation will grow to 30%. This will grow by 5 percent annually until we reach 65% as the expectation.
- After reaching 65% the requirement that career acceleration students complete work based learning goes into effect and the incentive points are removed.

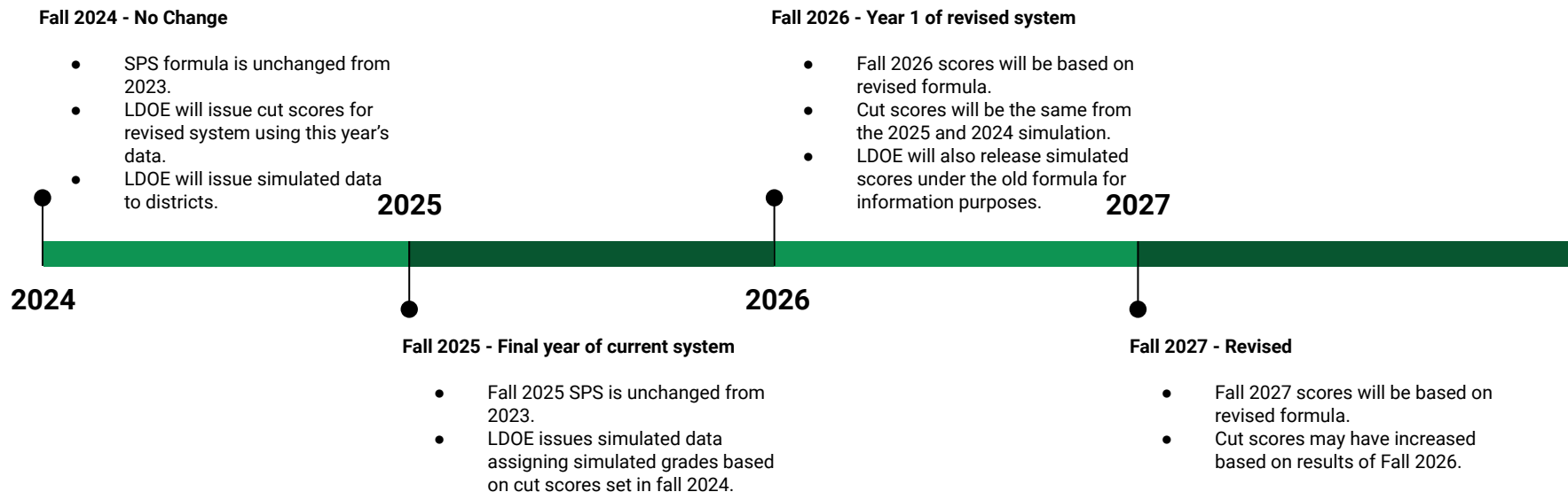
In fall 2024, the LDOE will create 3 scales using cut scores based on the following:

- Elementary / Middle scores,
- High School scores,
- and District scores

For each

- The top 10% will earn an “A”
- The next 20% will earn a “B”
- The next 40% will earn a “C”
- The next 20% will earn a “D”
- The next 10% will earn an “F”

SPS changes by year



Grow. Achieve. Thrive.

Louisiana's revised accountability system

- Simple and transparent
- High student expectations
- Career and college readiness

Goes into effect for the 2025-2026 school year

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