

Louisiana Department of Education Quarterly Report to the DD Council

Status of agency's activities/participation on DDC plan initiatives and impact:

Objective 7.3 There will be an increase in the number of charter schools, early education programs, and other publically funded education facilities that approximate the percentage of students statewide served with developmental disabilities across all LEAs.

LDOE Update:

The Louisiana Department of Education and the Department of Children and Family Services have been collaborating to create proposed policies and strategies to complete the unification of Louisiana's early childhood system by the fall 2015 deadline required by [Act 3](#) of the 2012 legislative session. The complete Early Childhood Policy Blueprint can be accessed on LDE website [here](#). Through Early Childhood Care and Education Networks, early childhood education providers - child care, Head Start, and pre-kindergarten - in parishes statewide have collaborated for two years to set unified expectations for teachers and providers; coordinate enrollment processes; and train educators.

In October, BESE will make decisions on members of the newly created Early Childhood Care and Education Council, established through [Act 868](#) of the 2014 Regular Legislative Session. The council will provide an additional opportunity to inform policies related to the unification of early childhood. One of the required membership roles is a representative of an advocacy or service organization that focuses on serving children with disabilities.

Additionally, the state will expand the network again early next year with the announcement of a third cohort of pilot communities. Those communities not yet part of the Early Childhood Care and Education Network pilots will be able to apply for Cohort 3, enabling them to access state resources and support. Statewide implementation of the network will take place for the 2015-2016 school year.

For more information on the Early Childhood Care and Education Networks, please click [here](#).

Objective 7.2 Changes in policies and practices that result in students with developmental disabilities attaining competitive employment in integrated settings.

LDOE Update:

The first 23 Jump Start Graduation Pathways that will be submitted to BESE for formal approval in October. These Jump Start Graduation Pathways will enable students to attain industry credentials in job sectors as varied as Construction, Agriculture, Information Technology, Healthcare, Manufacturing, Entertainment and Hospitality, Tourism, Culinary and Retail. Jump Start Regional Teams developed these graduation pathways, which provide descriptions of courses leading to the industry credentials required for students to graduate with a Jump Start Career Diploma. The Department is working with a group of stakeholders to develop guidance to regional Jump Start teams for developing and implementing career programs and credentials for students with significant disabilities.

The current list of graduation pathways recommended for BESE approval by the Jump Start Graduation Pathway Panel is included in the table below.

Statewide Graduation Pathways	
(Students complete 9 CTE credits in a graduation pathway and attain a WIC-approved statewide credential)	
Automobile Service Excellence	Industrial Maintenance Mechanic
Carpenter	Industrial Operations and Maintenance
Certified Mechanical Apprentice Drafter	Internet Web Foundations
Certified Nursing Assistant	Manufacturing Specialist
Collision Repair	Mobile Crane Operator
Emergency Medical Technician	Oil & Gas T2
Fashion Design for Costume & Film	Prostart/Restaurant
Four Stroke Engine	Web Design Professional
Health Sciences	Welder
HVAC	
Regional Graduation Pathways	
(Students complete 9 CTE credits in a graduation pathway and attain a combination of regional industry credentials)	
Agriculture Technician	Hospitality, Tourism, Culinary, and Retail
Digital Media and Entertainment Technology	Welder's Helper

Additional Updates:

The Minimum Foundation Program Task Force reconvened on September 24 to discuss the development of the 2015-2016 formula. The topic of the first meeting was special education funding and the presentation can be seen [here](#). The task force will meet on October 16, November 18 and on December 16 to review the final recommendations to the board. All meetings are open to the public and held in the Claiborne Building.

The Department is hosting a series of webinars that provide guidance on how to implement the various components of Act 833. The Act provides alternative pathways for certain students with disabilities to be promoted and to graduate with a diploma. This Act impacts thousands of students, and the Department is committed to providing districts ongoing guidance on how to successfully implement the new responsibilities outlined in the law. The webinars will be available to districts on the following schedule:

- Graduation- September 29th and 30th
- Promotion- October 9th and 10th
- Alternate means of demonstrating proficiency- November
- Preparing for post-secondary outcomes- December