



LOUISIANA**WORKS**

Workforce Investment Council Meeting

June 24, 2026

10:00 AM

EBR-CTEC Building

2101 Lobdell Blvd.

Baton Rouge, LA 70806

I. Call to order

- a. Chairman David Helveston @10:08 am

II. Roll call –

WIC Director Kaffia Arvie Quorum: Yes Time:10:08 am

Present	Absent
Chairman David Helveston Secretary Susan Schowen Melissa Bayham Tedra Cheatham Matt Wood proxy for Jason Dedon Renee' DeLouche Mayor Friday Ellis Garry Warren proxy for Jason Engels Brandon Smith proxy for Connie Fabre John Pourciau proxy for Greg Feirn Dr. Missy Hopson proxy for David Gaines Stacey Gautreau Charles Watkins proxy for Secretary Rebecca Harris Dr. Lisa Vosper proxy for Dr. Kim Hunter-Reed Jay Johnson Dr. Amy Cable proxy for Dr. Chandler LeBoeuf Dr. Ernise Singleton proxy for Ben Lemoine Terri Mitchell Louis Reine Tina Roper Suzanne Torregano Buck Vandersteen	Terry Baugh Ellis Bourque Mayor Michael Danahay Mark Dearman Rep. Phillip DeVillier Julie Emmerson Roy O. Martin, III Neil Rader Sen. Alan Seabaugh David St. Etienne Michael Tanner



III. Review and approval of previous minutes

- a. Motion to approve the minutes (February 25, 2026)
 - 1. Motioned by Dr. Lisa Vosper
 - 2. Second by Louis Reine and Renee DeLouche'
 - 3. Unanimous vote-All Passed

IV. Comments from Chairman David Helveston

- a. Welcomed everyone and mentioned that a lot of moving parts have been going on behind the scenes. Advised that Secretary Schowen will be going into full detail. Also advised that the agenda is jam-packed with IBCs from the IBCC.

V. Comments from Secretary Susie Schowen

- a. Secretary Schowen echoed the same sentiments from Chairman Helveston.
- b. Secretary Schowen provided the legislative updates from the most recent session.
 - a. Provided the 3 main priorities of the session.
 - 1. The goals that have been in place since 2024.
 - 2. Drive economic growth
 - 3. Going from dependence to independence.
- c. Secretary Schowen introduced and announced the plan of a new department within LA Works. She stated that it would be a stand-alone department named LA Talent Works, which will be the Office of Business Workforce Solutions.
- d. Waivers sent to the Federal Government set to receive an answer by 7/20/2026.

VI. Workforce System Transition Update by Secretary Susie Schowen

- a. Deputy Secretary Osmar Padilla briefly spoke about the different waivers that go into the State Plan and that the waivers are to provide a form of flexibility.
 - a. Secretary Schowen advised the timeline of the waivers that would be received back from the Federal Government and what that would mean for the WIC body.

VII. Review and Approval of WIC By-Laws by Secretary Susie Schowen

- a. Motion to approve the By-Laws, with the understanding that if anything changes with the waivers that were submitted to the Federal Government, the By-Laws will have to come back to the WIC for another approval based on the changes.
 - 1. Motioned by Buck Vandersteen



2. Second by Dr. Lisa Vosper

3. **Unanimous vote-All Passed**

VIII. Certification of American Job Centers by Assistant Secretary Jessica Vallelungo

- a. Assistant Secretary Jessica Vallelungo introduced the information for Appendix A approval.
 - a. Mentioned that this certification is what the local workforce boards uses to certify their sites.
 - b. Also provided the information about dealing with the job centers and the local boards every 3 years.
 - c. Mentioned that if the waiver that is specific to the Job Centers is approved, the policy would have to be updated to reflect the approved waiver
 1. Motioned by Jay Johnson
 2. Second by Tina Roper
 3. **Unanimous vote-All Passed**

IX. IBC Review and Approval by Secretary Susie Schowen

- a. NCCER Maritime Structural Fitter
 - a. Motioned by Louis Reine
 - b. Second by Jay Johnson
 - c. **Unanimous vote-All Passed**
- b. Transportation, Distribution, and Logistics Pathway Bundle-Maritime Operations
 - a. Safe Land/ Safe Gulf
 - b. Merchant Mariner's Credential
 - c. Maritime Safety Credentials Suite
 - d. Qualified Rigger, American Petroleum Institute
 - e. USCG Tankerman Assistant Dangerous Liquid (DL) or Liquefied Gases
 1. Motioned by Stacy Gautreau
 2. Second by Dr. Lisa Vosper
 3. **Unanimous vote-All Passed**
- c. LA Agricultural Mechanics
 - a. Motioned by Louis Reine
 - b. Second by Jay Johnson
 - c. **Unanimous vote-All Passed**
- d. Unreal Engine 3D Fundamentals
 - a. Motioned by Louis Reine
 - b. Second by Jay Johnson
 - c. **Unanimous vote-All Passed**

X. Workforce Pell Policy Review and Approval by Deputy Secretary Osmar Padilla and Dr.



Chandler LeBoeuf, Vice President of Education, LCTC

- a. Workforce Pell Program Approval Process
- b. Workforce Pell Academic Credit Transfer Articulation Policy
- c. Workforce Pell Credential Stackability and Portability
- d. Workforce Pell Employer-Hiring Alignment Policy
- e. Workforce Pell In-Demand Methodology
- f. Workforce Pell Submission, Consultation, Appeal, and State-Board Attestation Policy
- g. Programs Approved for Workforce Pell
 - a. Motioned to approve all policies by Louis Reine
 - b. Second by Dr. Lisa Vosper
 - c. **Unanimous vote-All Passed**

XI. Other Business-

- a. Chairman Helveston advised that the next WIC Meeting will be Tuesday, August 25, 2026. This meeting will be in the Shreveport/Bossier City area. Chairman Helveston asked by a show of hands who would be in Shreveport. Advised we need to know to ensure we have a quorum or to move the meeting to Baton Rouge. The WIC body agreed that the meeting will be in Shreveport, LA.

XII. Public Comment

- a. NONE

XIII. Adjournment

- a. Louis Reine made a motion to adjourn the meeting, and Tina Roper seconded the motion. Chairman Helveston adjourned the meeting at 11:55 am.



WORKFORCE INVESTMENT COUNCIL MEETING

EBR-CTEC
June 24, 2026



WORKFORCE SYSTEM TRANSITION

May 2026

LA WORKS STRATEGIC PRIORITIES

WHERE THE AGENCY IS GOING

- Drive economic growth through business workforce solutions
- Move people from dependence to independence by integrating social services and workforce systems
- Align education to the needs of the economy so every graduate has the skills to succeed in Louisiana



WORKFORCE SYSTEM TRANSFORMATION

HOW WE GOT HERE

1978 CETA (PICs), 1982 JTPA

1997 Utah Department of Workforce Services established 1997

1998 WIA (WIBs), 2014 WIOA (WDBs) grandfathered Utah

2008 LED FastStart

2024 Louisiana SLS 24RS-573 by Senator Mike Reese

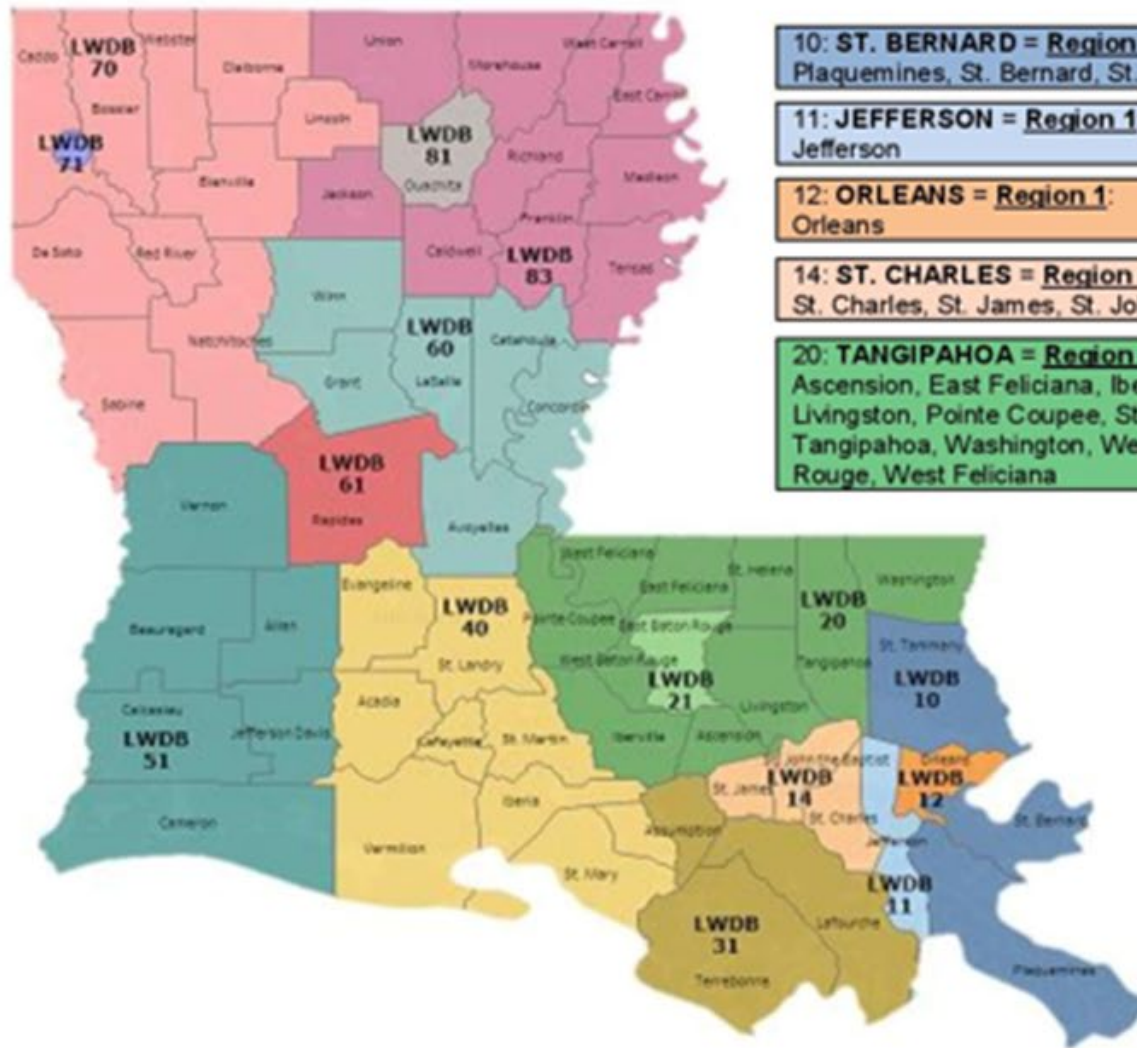
2024 ASWA passed the House 378-26, included demonstration authority

Nov 2025 TEGL 05-25, multiple states pursue waiver

Jan 2026 Executive Order JML 26-011

May 2026 Louisiana HB 680 by Representative John Wyble





10: ST. BERNARD = Region 1:
Plaquemines, St. Bernard, St. Tammany

11: JEFFERSON = Region 1:
Jefferson

12: ORLEANS = Region 1:
Orleans

14: ST. CHARLES = Region 1:
St. Charles, St. James, St. John

20: TANGIPAHOA = Region 2:
Ascension, East Feliciana, Iberville,
Livingston, Pointe Coupee, St. Helena,
Tangipahoa, Washington, West Baton
Rouge, West Feliciana

21: EAST BATON ROUGE = Region 2:
East Baton Rouge

31: TERREBONNE = Region 3:
Assumption, Lafourche, Terrebonne

40: ST. LANDRY = Region 4:
Acadia, Evangeline, Iberia, Lafayette, St.
Landry, St. Martin, St. Mary, Vermilion

51: CALCASIEU = Region 5:
Allen, Beauregard, Calcasieu, Cameron,
Jefferson Davis, Vernon

60: LASALLE = Region 6:
Avoyelles, Catahoula, Concordia, Grant,
LaSalle, Winn

61: RAPIDES = Region 6:
Rapides

70: DESOTO-CDC = Region 7:
Bienville, Bossier, Caddo, Claiborne,
DeSoto, Lincoln, Natchitoches, Red River,
Sabine, Webster

71: SHREVEPORT = Region 7:
Shreveport

81: OUACHITA = Region 8:
Ouachita

83: FRANKLIN = Region 8:
Caldwell, East Carroll, Franklin, Jackson,
Madison, Morehouse, Richland, Tensas,
Union, West Carroll

WORKFORCE SYSTEM TRANSFORMATION

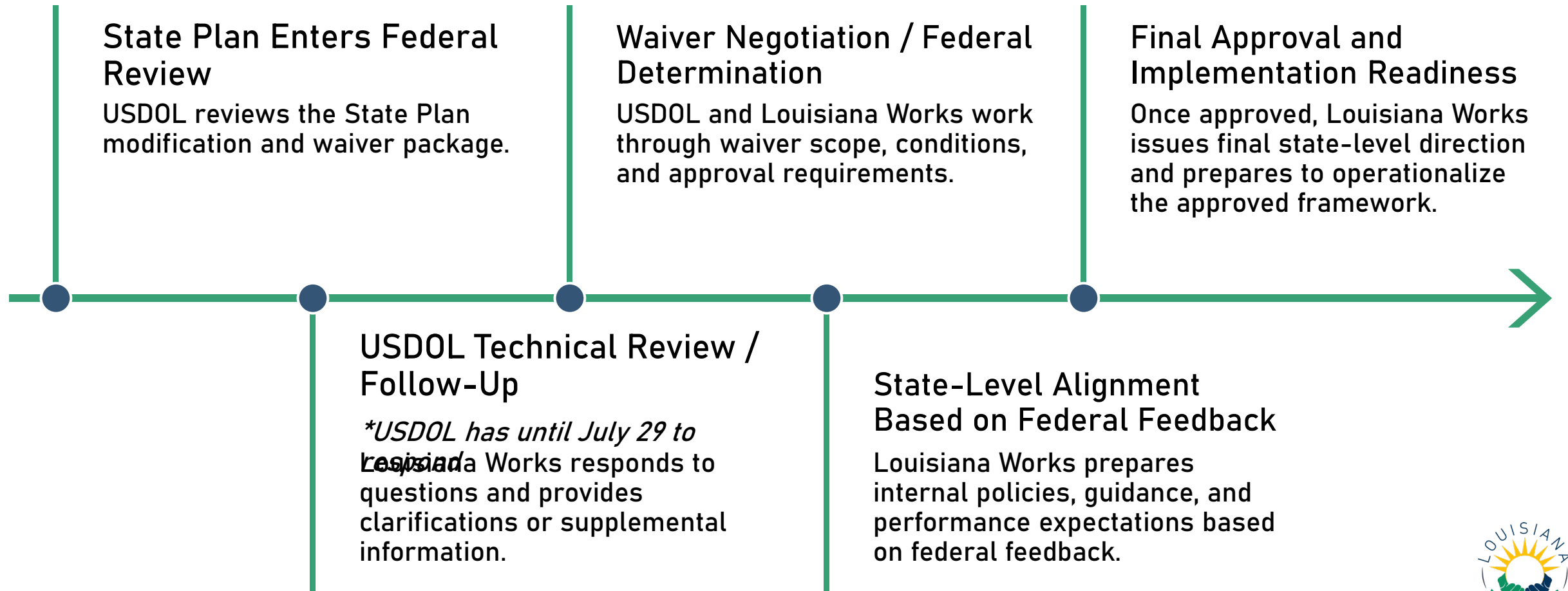
WHERE WE NEED TO GO

- Maximize individuals served and funding for training and support services
- Provide consistency of customer experience
- Provide consistency of services offered
- Align funding to outcomes that matter – employment and wages





ANTICIPATED FEDERAL REVIEW PROCESS



Phased Transition

Phase 1: Alignment, Design, and Readiness (Months 1–6)

Establish the governance, fiscal, and service delivery framework; define transition pathways for each local area; ensure system readiness.

Phase 2: Initial Transition Implementation (Months 7–12)

Begin executing transitions in sequenced waves while maintaining service continuity and validating the operating model.

Phase 3: Full Transition and Statewide Implementation (Months 13–18)

Complete transition across all local areas and fully operationalize the statewide system.

FIVE TRANSITION STRIKE TEAMS

Coordinated Teams. Clear Ownership. A Phased Path to Statewide Transformation.



ASSESSMENT & TRANSITION PLANNING

Purpose: Drive a structured, local area-by-local area assessment process and translate findings into actionable transition plans.

Owns

- Local area assessments (all 15 areas)
- Readiness scoring and wave assignment
- Development of individualized transition plans
- Identification of risks, dependencies, and sequencing



FISCAL & CONTRACTS TRANSFORMATION

Purpose: Stand up and execute the state fiscal agent model and contracting structure.

Owns

- Fund flow transition
- Contract transition and procurement
- Budget alignment and financial oversight



POLICY, GOVERNANCE & PERFORMANCE

Purpose: Define the rules, build the infrastructure, and ensure the system functions consistently statewide.

Owns

- Policy and governance framework
- Performance management system
- Data, reporting, and technology alignment
- Communications strategy



SYSTEMS & TECHNOLOGY INTEGRATION

Purpose: Enable integrated systems and technology solutions that support consistent service delivery and data-driven decision making.

Owns

- Case management, intake, referral, and service tracking system alignment
- Data, reporting, dashboard, and performance infrastructure
- System interoperability across workforce, SNAP/TANF, Medicaid, UI, VR, Adult Education, and partner systems
- Technology readiness standards for each local area transition wave



TRANSITION EXECUTION (FIELD IMPLEMENTATION)

Purpose: Execute the transition in each local area based on the plans developed.

Owns

- Local implementation across waves
- Service delivery alignment
- Day-to-day issue resolution



ASSESSMENT DRIVES THE FIRST 6 MONTHS | EXECUTION DRIVES THE NEXT 12 MONTHS
FISCAL, POLICY, AND SYSTEMS TEAMS RUN ALONGSIDE AS ENABLERS

PHASE 1
Months 1–6

Align & Prepare

PHASE 2
Months 7–12

Execute in Waves

PHASE 3
Months 13–18

Complete & Operationalize



Next Steps





REVIEW AND APPROVAL OF BYLAWS

Secretary Susie Schowen

Summary of Proposed Changes - Detailed

The proposed bylaws updates are intended to modernize the WIC's governing framework and better align it with Louisiana's proposed workforce governance changes, including the state's pending waiver package. The changes are organized across the bylaws as follows:

Article I: Name, Mission, Responsibilities, and Staff Support

- Clarifies that the WIC serves as Louisiana's State Workforce Development Board.
- Adds language recognizing the WIC's role in supporting a unified statewide workforce development system, consistent with federal law, state law, and any approved waiver authority.
- Updates the WIC's responsibilities from a primarily advisory and planning role to a broader governance and accountability role.
- Adds specific responsibility for statewide policy, standards, accountability frameworks, administrative structures, service delivery oversight, fiscal integrity, compliance, and performance management.
- Clarifies that the WIC may oversee, delegate, or coordinate governance, administrative, and operational functions necessary to support effective workforce service delivery.
- Updates references from the Louisiana Workforce Commission to Louisiana Works.

Article II: Powers of the WIC

- Updates the WIC's powers to include all duties and responsibilities of the State Workforce Development Board under WIOA, as well as any additional authorities allowed under federal law, state law, or approved waivers.
- Adds flexibility for the WIC to use occupational forecasts and labor market analyses to guide workforce strategy, funding decisions, credential alignment, and program priorities.
- Clarifies the WIC's authority to establish and maintain Louisiana's statewide list of high-demand, high-wage occupations, including criteria, methodology, and update frequency.
- Updates language related to industry-based credentials, TOPS Tech eligibility, TOPS Tech Early Start, eligible training provider determinations, and related approval processes so these functions are tied more clearly to statewide workforce demand and economic priorities.
- Adds authority for the WIC to delegate powers, responsibilities, and decisionmaking authority to officers, committees, staff, or external entities where appropriate and allowable by law.

Article III: WIC Membership and Officers

- Updates appointment language to reference applicable state law rather than restating prior appointment language.
- Clarifies member terms.
- Updates representation language to align with WIOA and state law, including business representation, workforce representation, state agency partners, legislators, community-based organization representation, and local elected officials.
- Updates the Vice Chair selection process by allowing the Chair to nominate a candidate from among the business representatives, with confirmation by a majority vote of the membership.
- Clarifies that the Chair may appoint chairs and members of standing, special, and advisory committees, except where committee composition is otherwise prescribed by law.
- Adds flexibility for the WIC to establish additional officer positions, such as Secretary or Treasurer, by resolution if needed.

Article IV: Meetings and Decision-Making

- Clarifies attendance and designee procedures by requiring members who wish to appoint a voting designee to submit that request in writing before the meeting.
- Maintains the requirement that the WIC meet at least four times per calendar year and comply with Louisiana's Open Meetings Law.
- Clarifies that votes by email, phone, or web forum are prohibited except under an emergency proclamation and as directed by state law.
- Updates responsibility for minutes to Louisiana Works and clarifies that minutes will document member attendance and absences.
- Updates quorum language from 51 percent of appointed members to 51 percent of serving members.
- Clarifies that decisions require a vote of a majority of the total serving membership.
- Clarifies that decision-making portions of meetings will follow Robert's Rules of Order, while educational and informational portions may be conducted at the Chair's discretion.
- Maintains opportunities for public participation and clarifies the Chair's discretion to appoint Louisiana residents to committees as non-voting participants.
- Updates conflict-of-interest language to make clear that members may not vote or participate in decisions involving matters that would provide a financial benefit to themselves, their immediate family, or an organization with which they are affiliated.

Article V: Committees of the WIC

- Updates the Executive Committee structure to include the Chair, Vice Chair, Secretary of Louisiana Works or designee, Secretary of Louisiana Economic Development or designee, President of Louisiana Community and Technical College System or designee, and four additional WIC members appointed by the Chair.
- Authorizes the Executive Committee to act on behalf of the WIC between full Council meetings on matters related to operations, performance oversight, and implementation of approved policies, except where prohibited by law.
- Requires any Executive Committee actions to be reported to the full WIC and entered into the official record.
- Updates the Occupational Forecasting Conference language to clarify that it supports statewide and regional workforce needs forecasting for planning and resource allocation.
- Updates advisory and special committee language to allow the Chair to establish committees as needed to support WIC priorities, stakeholder engagement, technical work, and implementation activities.
- Clarifies that advisory and special committees may include individuals who represent relevant workforce development stakeholders and are qualified to perform assigned duties.

Article VI: Bylaw Changes

- Updates the process for future bylaw amendments.
- Requires proposed amendments to be submitted to the Chair for consideration.
- Provides that amendments may be placed on the agenda by the Chair.
- Requires amendments to be adopted, amended, or repealed by the affirmative vote of a majority of the total appointed membership at a meeting where a quorum is present.



CERTIFICATION OF AMERICAN JOB CENTER

Assistant Secretary Jessica Vallelungo

WHAT IS AN AMERICAN JOB CENTER?

American Job Centers are designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act, and reauthorized in the Workforce Innovation and Opportunities Act (WIOA) of 2014, the centers offer training referrals, career counseling, job search resources, skills development, specialized assistance, and similar employment-related services.

The American Job Centers system is coordinated by the U.S. Department of Labor's Employment and Training Administration (ETA).



TYPES OF AMERICAN JOB CENTERS

COMPREHENSIVE AJC

- Full range of employment, training, and supportive services on-site or through direct access
- WIOA core programs and required partners

AFFILIATE AJC

- Access to some but not all of the services available at the Comprehensive AJC
- Connects customers to full services through referrals or technology
- Supports service delivery in targeted or satellite locations

SPECIALIZED AJC

- Specific populations or set services
- Co-located or operated through partner programs
- Provides targeted services aligned to participant needs

WHAT IS THE WIC APPROVING?

The WIC is required to approve the AJC Certification Matrix at least once every 2 years.

Each criteria includes several sub-criteria. The criteria we will review are:

- Signed MOU Implementation
- Local Board Roles
- Service Delivery
- Comprehensive Requirements
- Equal Opportunity
- Performance



AJC CERTIFICATION MATRIX - CRITERIA

- Signed MOU Implementation
 - Signed by all 6 core partners (20 CFR 678.500(a))
 - Designates Comprehensive/Affiliate (20 CFR 678.415)
 - Includes executed Infrastructure Agreement (IFA) (WIOA §121(h))
- Local Board Roles
 - One Stop operator competitively procured (20 CFR 678.600)
 - One Stop operator contract executed as a Subrecipient Agreement (TEGL 15-16/2 CFR 200.331)
 - One Stop Operator duties in MOU (20 CFR 678.630)
 - Career services competitively procured or provided by the grant recipient (20 CFR 678.620)
 - Provider responsibilities defined (20 CFR 678.430)
- Service Delivery
 - Initial assessment (TEGL 16-16)
 - Universal eligibility screening (WIOA §188(a)(4))
 - All 11 basic career services (20 CFR 678.430)
 - ITA access for eligible customers (20 CFR 680.200)



AJC CERTIFICATION MATRIX - CRITERIA

- Comprehensive Requirements
 - Title I staff present daily [only applicable to comprehensive centers] (20 CFR 678.305)
 - All partner programs accessible [only applicable to comprehensive centers] (20 CFR 678.400)
 - Workforce/LMI information available (20 CFR 678.430)
 - AJC/Louisiana Works branding (TEGL 36-11)
- Equal Opportunity
 - EO posters/staff training (29 CFR 38.29)
 - Physical/programmatic accessibility (29 CFR 38.4)
 - Demographic data collection (29 CFR 38.5)
- Performance
 - LWDA compliance with establishing local performance targets(WIOA §116(b)(3))
 - Barriers addressed via CAPs (20 CFR 678.800(a)(3))
 - Utilization of Customer Surveys for continuous improvement (20 CFR 678.800(a)(2))





IBC REVIEW AND APPROVAL

Secretary Susie Schowen

NCCER MARITIME STRUCTURAL FITTER

GENERAL INFORMATION

Submitted by: South LA Community College

Certifying Agency: National Center for Construction and Research (NCCER)

- Stacking path: NCCER Core, Shipfitter Level 1, and Shipfitter Level 2 (Level 3 is available)
- Written exams, hands-on applications, and performance measures
- Third-party proctored testing
- Lifelong credential, no recertification required

INDUSTRY DEMAND

Maritime/shipbuilding is a confirmed LED economic driver, concentrated in St. Mary, Terrebonne & Lafourche

Major shipyards: Bollinger, Conrad, Kidder, Atchafalaya Intracoastal Coalition

Five employer letters commit to interviewing and hiring graduates at age 18

OCCUPATIONAL ALIGNMENT

Three target occupations:

- Structural Metal Fabricators & Fitters: 3★, 1,500 demand, \$12–30/hr
- Structural Iron & Steel Workers: 4★, 1,500 demand, \$14–37/hr
- Plumbers/Pipefitters/Steamfitters: 4★, 1,500 demand, \$18–38/hr

Two of three occupations carry 4-Star ratings.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS PATHWAY BUNDLE – MARITIME OPERATIONS

GENERAL INFORMATION

Submitted by: Lafourche Parish School District

Bundle Includes:

- Safe Land/Safe Gulf
- Merchant Mariner's Credential
- Maritime Safety Credentials Suite
- Qualified Rigger
- USCG Tankerman Assistant Dangerous Liquid (DL) OR Liquefied Gases (LG)

INDUSTRY DEMAND

Oil & gas and maritime are core LED economic drivers, especially in the Bayou Region.

The application states that the credential is required for entry-level offshore employment.

Credential places entry-level personnel ahead of other applicants and accelerates wage progression

Robust support: Edison Chouest, Grand Isle Shipyard, D-S Marine, LeBeouf Bros. Towing

Credential is actively used in hiring and promotion.

OCCUPATIONAL ALIGNMENT

Connected occupations:

- Roustabouts, Oil & Gas: 4★, 2,400 demand, \$21–45
- Sailors & Marine Oilers: 4★, 6,603 demand, \$23–90
- Captains/Mates/Pilots of Water Vessels: 5★, 6,277 demand
- Rotary Drill Operators, Oil & Gas: 4★, 526 demand, \$30–46

LA AGRICULTURAL MECHANICS

GENERAL INFORMATION

Submitted by: LA Farm Bureau Federation

Certifying Agency: LA Farm Bureau Federation

- Assessment design: 30 performance tasks (10 per craft area), detailed 24-point rubrics across 6 criteria each
- Three random performance scenarios at certification; 70% threshold per scenario.
- Hands-on, performance-based; developed with LCTC, LSU, high school-based agricultural education instructor input, and industry experts.

INDUSTRY DEMAND

Strong alignment with Louisiana's largest LED drivers: construction (149,034 workers), manufacturing (140,882), transportation, oil & gas, and agriculture

Construction & Extraction group is projected to add 12,301 jobs (2022–2032)

Sunshine Quality Solutions (300 employees, 35-parish footprint, \$100K/5-yr support) anchors employer engagement

OCCUPATIONAL ALIGNMENT

One 5-Star occupation (Electricians) and seven 4-Star occupations:

- Maintenance Workers: 4 ★ 20,641 annual openings
- Welders: 4 ★ 12,736 openings
- Electricians: 5 ★ 12,294 openings

Entry wages \$22K–\$39K with documented career ladder

UNREAL ENGINE 3D FUNDAMENTALS

GENERAL INFORMATION

Submitted by: Gameplan Education Inc. in partnership with Epic Games

Certifying Agency: Epic Games in partnership with Gameplan Education Inc.

- 40-question exam with performance-based skill validation
- Proctored environment, question-bank rotation, secure delivery, no open-internet collaboration
- Classroom training

INDUSTRY DEMAND

Digital media & entertainment are acknowledged as Louisiana's growth industries, supported by state film tax incentives

Aligns with Jump Start pathways in Digital Media, Software Development, and STEM

Unreal Engine is an internationally recognized real-time 3D platform with broad applications across gaming, animation, virtual production, visual effects (TV/film), architecture, simulation, and interactive media

Greater New Orleans region has a growing interactive media, video game, and entertainment sector

OCCUPATIONAL ALIGNMENT

Listed occupations: Software Developers, Computer Programmers, Producers & Directors, Web Developers, Digital Interface Designers

Louisiana's median entry-level wage is \$27,000; only ~10% start here.

Three-tier ladder (entry/mid/senior); senior \$90K–\$100K.



WORKFORCE PELL



THE HISTORY OF WORKFORCE PELL

Expanding Opportunity. Strengthening the Workforce. Investing in the Future.



1972

PELL BEGINS

The Basic Educational Opportunity Grant Program (later Pell Grant) is created to help low-income students access college.



1970s–2000s EXPANDING ACCESS

Pell Grant expands opportunity for millions of students pursuing associate, bachelor's, and professional degrees.



2010s

WORKFORCE NEEDS GROW

Employers face increasing demand for skilled workers while many jobs require education shorter than a degree.



JUNE 2024 A NEW DIRECTION

The Workforce Pell provision is included in the bipartisan Working Families Tax Cuts Act.



2025

RULEMAKING & GUIDANCE

The U.S. Department of Education develops regulations to implement Workforce Pell, with state and stakeholder input.



JULY 1, 2026 EFFECTIVE DATE

Workforce Pell becomes effective. Institutions and states can begin offering approved short-term programs eligible for Pell.



FALL 2026 FIRST AWARDS EXPECTED

Students can receive Pell Grants for approved short-term workforce programs—opening doors to good jobs and brighter futures.



OUR MISSION

Workforce Pell connects students to high-quality, short-term training programs that lead to in-demand jobs and stronger communities.



SHORTER TRAINING
Get skills faster.



BETTER JOBS
Prepare for in-demand careers.



MORE ACCESS
Open doors for more learners.



STRONGER FUTURES
Build a stronger workforce and economy.





WHAT IS WORKFORCE PELL?

...AND WHY IT MATTERS

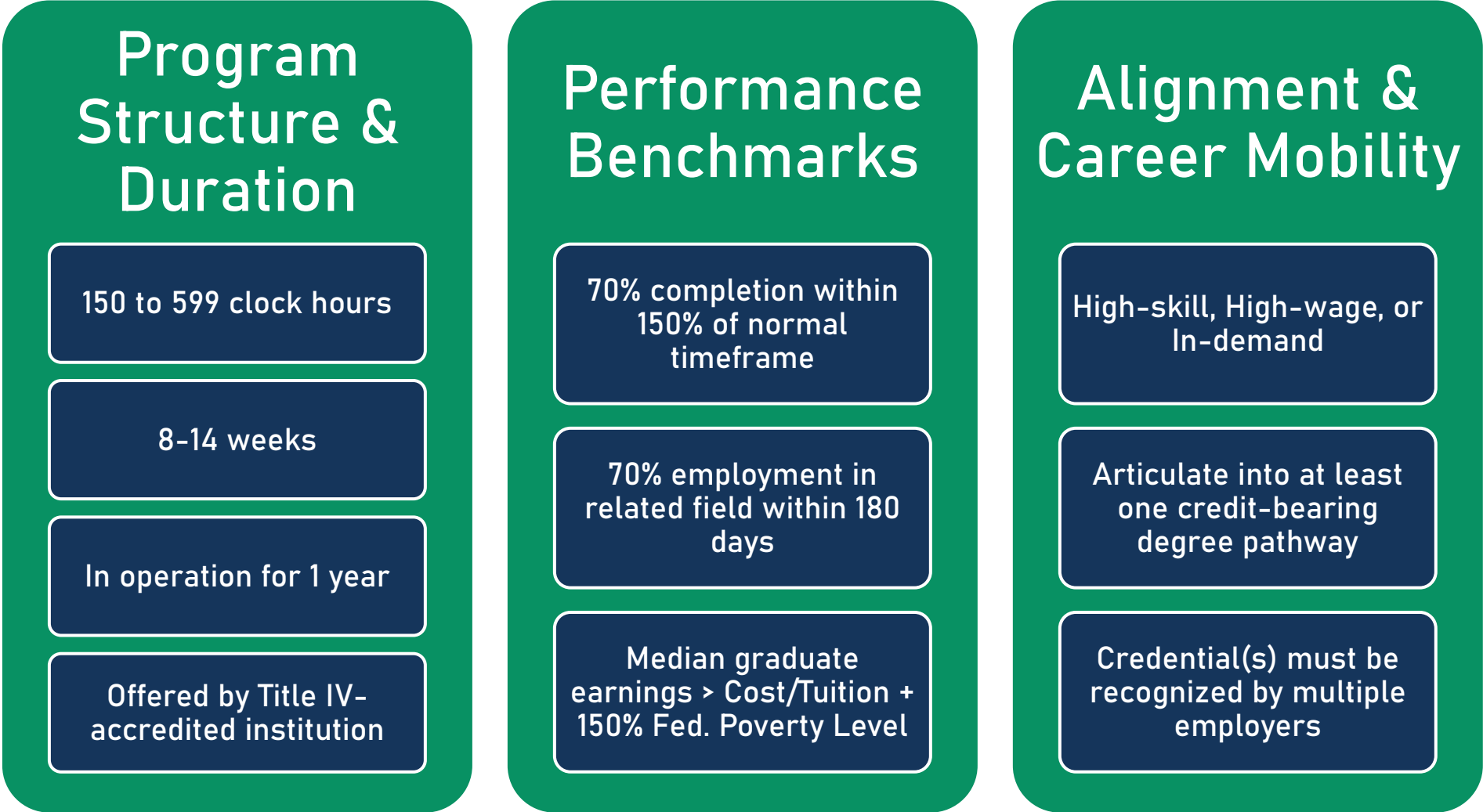
- Provides Pell Grant eligibility for short-term workforce training programs that prepare learners for high-wage, high-demand jobs.
- An eligible workforce program is at least 8 but less than 15 weeks of instructional time. Clock hours: 150–599, or 4–15 semester/trimester hours, or 6–23 quarter hours.
- Implementation begins July 1, 2026.





WORKFORCE PELL REQUIREMENTS

PROGRAM ELIGIBILITY (FEDERAL)





WORKFORCE PELL REQUIREMENTS

GOVERNOR'S ROLE

- Governor must certify that programs:
 - Align w/ high-skill, high-wage, or in demand identified under WIOA State Plan and Perkins
 - Leads to:
 - A recognized postsecondary credential that is stackable and portable across more than one employer;
 - OR prepares students for employment in an occupation for which there is only one recognized postsecondary credential, and provides the credential upon program completion.
- Prepares students to pursue further education by ensuring academic credit from the program is accepted toward a certificate or degree at one or more eligible institutions.





WORKFORCE PELL REQUIREMENTS

GOVERNOR'S ROLE

- Governor must submit attestation of State board consultation and a formal certification to the Secretary. Secretary then independently evaluates each program for instructional time/clock hours, completion rates, and job placement rates before approving Pell eligibility.
- Must establish a publicly-available process for institutions to request program approval. Process must include:
 - Criteria for evaluating programs
 - Methodology for identifying in-demand occupation and sectors
 - Written policies for:
 - Assessing employer hiring alignment with high-wage, high-demand sectors/occupations
 - Determining stackability and portability of credentials
 - Ensuring academic transferability through formal agreements
 - Submission requirements and appeals process
 - Attestation that WIC was consulted



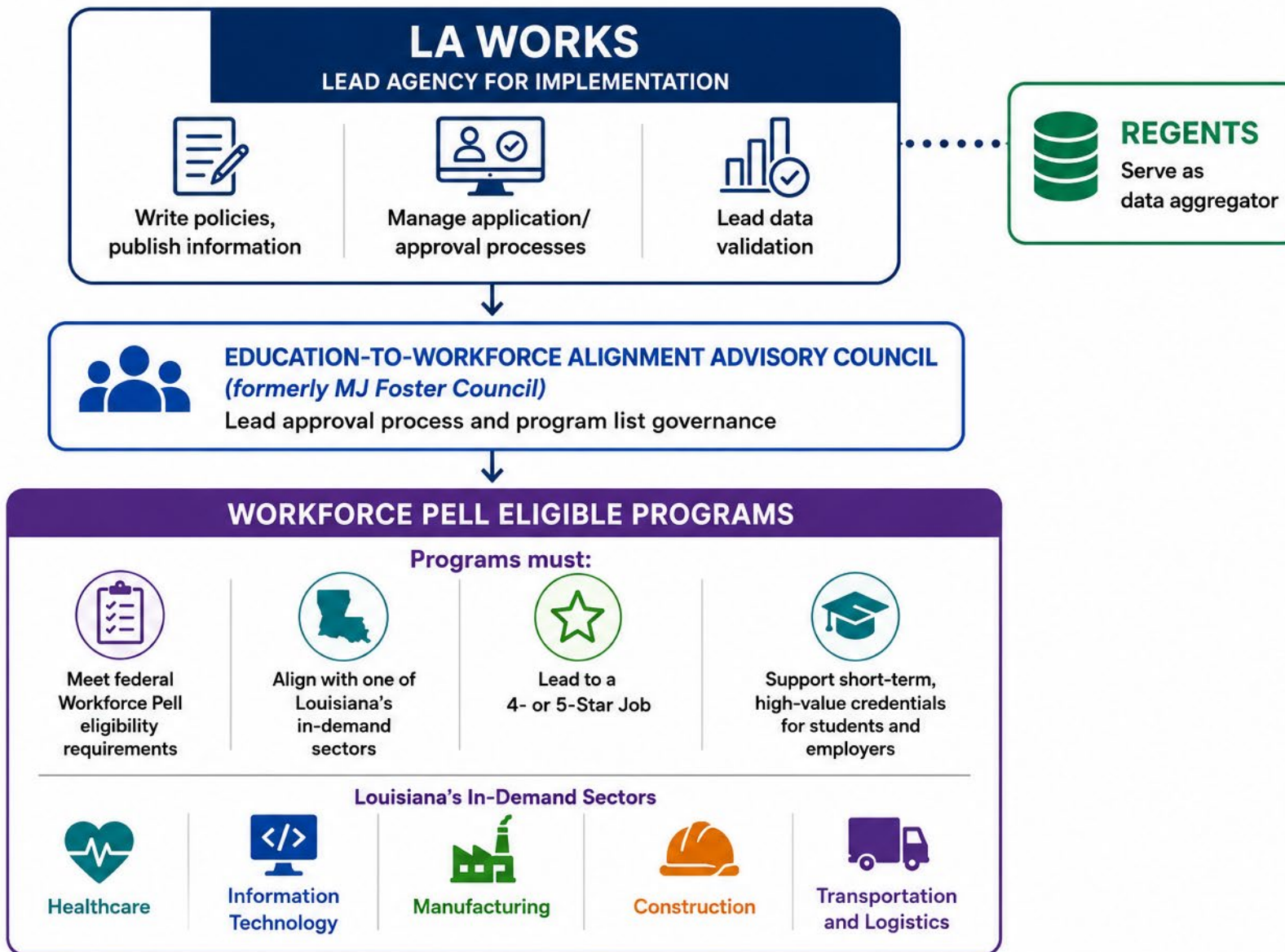


GOVERNANCE MODEL

- LA Works serves as lead agency for implementation, partnering closely with Regents, LCTCS, LSU-E, SUSLA, system offices, etc.
 - LA Works to write policies, publish information, manage application/approval processes, lead data validation, etc.
 - Regents to serve as data aggregator
- Education-to-Workforce Alignment Advisory Council (formerly MJ Foster Advisory Council) to lead approval process and program list governance.
- Programs will meet federal eligibility requirements, fall within one of the current MJ Foster in-demand sectors, and align with 4- or 5- Star Job.
 - Healthcare
 - Information Technology
 - Manufacturing
 - Construction
 - Transportation and Logistics

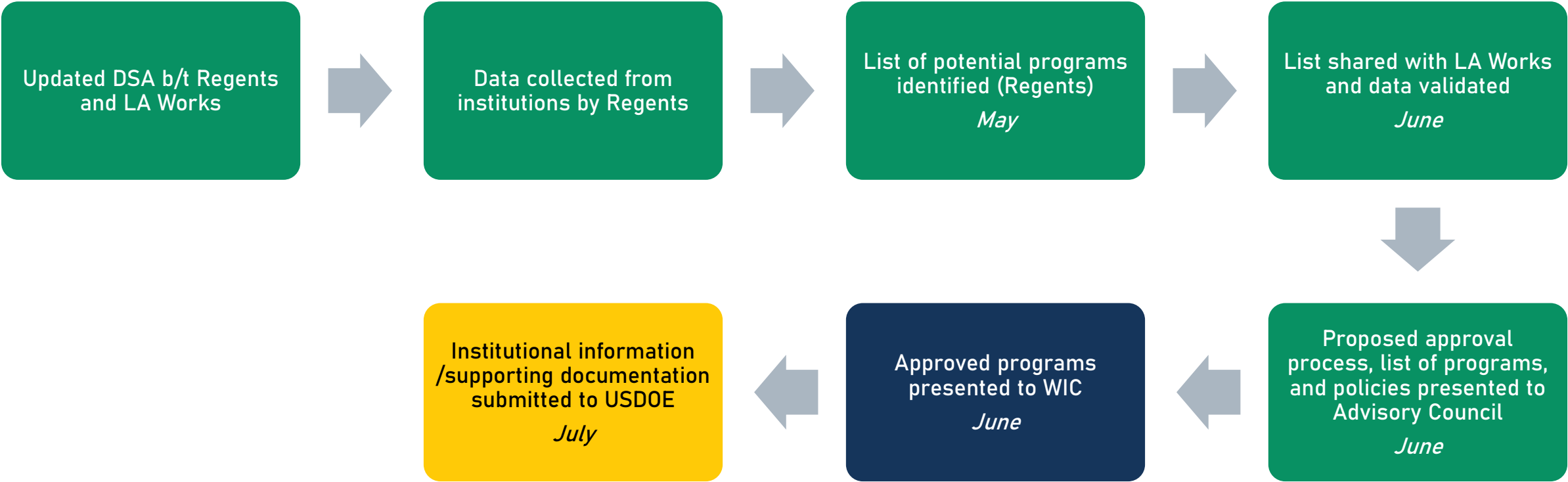


WORKFORCE PELL GOVERNANCE MODEL





IMPLEMENTATION TIMELINE



Note: Approvals will initially be granted on a statewide basis, with the option to transition to a regional approach over time based on employer demand.





POLICIES

Policy	Purpose
Year 1 Program Selection & Approval	Establishes the process for selecting the initial Workforce Pell programs in 2026–27, including eligibility criteria, state review, Advisory Council approval, and WIC consultation before federal certification.
High-Skill, High-Wage, or In-Demand Methodology	Defines how Louisiana determines whether a program leads to occupations that are high-skill, high-wage, or in-demand, using labor market data, Star Jobs ratings, and workforce priorities.
Employer-Hiring Alignment	Establishes the evidence required to demonstrate employer demand, including employer engagement, hiring needs, competency alignment, and labor market validation.
Credential Stackability & Portability	Defines how programs demonstrate that credentials are recognized by employers, transferable across workplaces, and connected to higher-level credentials and career pathways.
Academic Credit Transfer & Articulation	Requires Workforce Pell programs to provide academic credit that is accepted toward at least one certificate or degree program through established transfer, articulation, or credit-for-prior-learning pathways.
Submission, Consultation, Appeal & State-Board Attestation	Establishes procedures for future program submissions, state and board consultation requirements, appeals, ongoing reviews, and the attestations required for federal approval.





APPROVED PROGRAMS (INITIAL)

Program Name	CIP Code
Electromechanical Technologies/Technicians	1504
Industrial Production Technologies/Technicians	1506
Carpenters	4602
Electrical and Power Transmission Installers	4603
Building / Construction Finishing, Management, and Inspection	4604
Plumbing and Related Water Supply Services	4605
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HVAC / HVACR)	4702
Heavy / Industrial Equipment Maintenance Technologies/Technicians	4703
Vehicle Maintenance and Repair Technologies/Technicians	4706
Precision Metal Working	4805
Ground Transportation	4902
Somatic Bodywork and Related Therapeutic Services	5135





OTHER BUSINESS

Proposed Updates to Workforce Investment Council Bylaws

Purpose

The attached redline proposes updates to the Workforce Investment Council bylaws to better align the Council's governing documents with Louisiana's proposed workforce governance changes, including the state's waiver package currently under federal review. These updates are intended to clarify the WIC's role, strengthen accountability, and ensure the bylaws support a more unified, coordinated, and performance-driven workforce system.

Summary of Proposed Changes

- Clarify the WIC's governing role: The bylaws would more clearly state that the WIC serves as Louisiana's State Workforce Development Board and, if authorized through approved federal waivers, may support a unified statewide workforce development system.
- Align WIC responsibilities with the proposed governance model: The updates expand the WIC's stated responsibilities to include statewide policy direction, performance accountability, fiscal and operational oversight, compliance, service delivery standards, and coordination across workforce system partners.
- Update the WIC's powers to reflect current law and waiver authority: The revised language would allow the WIC to perform duties assigned under WIOA, applicable state law, and any approved waivers, including responsibilities related to statewide planning, labor market analysis, credential alignment, eligible training provider determinations, and delegation of responsibilities where appropriate.
- Modernize references and terminology: The bylaws would update references from the Louisiana Workforce Commission to Louisiana Works and make other terminology changes to reflect current agency structure, state law, and workforce system modernization efforts.
- Strengthen accountability and decision-making procedures: The updates clarify provisions related to member terms, officer selection, designees, quorum, voting, public participation, conflicts of interest, and the process for future bylaw amendments.
- Update the Executive Committee structure and authority: The revised bylaws would clarify Executive Committee membership and allow the committee to act on behalf of the WIC between full Council meetings on operational, performance oversight, and implementation matters, with actions reported back to the full WIC and entered into the official record.
- Provide greater flexibility for committees: The updates would allow the Chair to establish advisory and special committees as needed to support WIC priorities, implementation activities, stakeholder engagement, and technical work related to the workforce system.
- Support implementation of approved governance changes: The bylaws would better position the WIC to support Louisiana's proposed transition toward a more coordinated statewide workforce system while preserving transparency, accountability, regional input, and compliance with applicable federal and state requirements.

Summary of Proposed Changes - Detailed

The proposed bylaws updates are intended to modernize the WIC's governing framework and better align it with Louisiana's proposed workforce governance changes, including the state's pending waiver package. The changes are organized across the bylaws as follows:

- **Article I: Name, Mission, Responsibilities, and Staff Support**
 - Clarifies that the WIC serves as Louisiana's State Workforce Development Board.
 - Adds language recognizing the WIC's role in supporting a unified statewide workforce development system, consistent with federal law, state law, and any approved waiver authority.
 - Updates the WIC's responsibilities from a primarily advisory and planning role to a broader governance and accountability role.
 - Adds specific responsibility for statewide policy, standards, accountability frameworks, administrative structures, service delivery oversight, fiscal integrity, compliance, and performance management.
 - Clarifies that the WIC may oversee, delegate, or coordinate governance, administrative, and operational functions necessary to support effective workforce service delivery.
 - Updates references from the Louisiana Workforce Commission to Louisiana Works.
- **Article II: Powers of the WIC**
 - Updates the WIC's powers to include all duties and responsibilities of the State Workforce Development Board under WIOA, as well as any additional authorities allowed under federal law, state law, or approved waivers.
 - Adds flexibility for the WIC to use occupational forecasts and labor market analyses to guide workforce strategy, funding decisions, credential alignment, and program priorities.
 - Clarifies the WIC's authority to establish and maintain Louisiana's statewide list of high-demand, high-wage occupations, including criteria, methodology, and update frequency.
 - Updates language related to industry-based credentials, TOPS Tech eligibility, TOPS Tech Early Start, eligible training provider determinations, and related approval processes so these functions are tied more clearly to statewide workforce demand and economic priorities.
 - Adds authority for the WIC to delegate powers, responsibilities, and decision-making authority to officers, committees, staff, or external entities where appropriate and allowable by law.
- **Article III: WIC Membership and Officers**
 - Updates appointment language to reference applicable state law rather than restating prior appointment language.
 - Clarifies member terms.
 - Updates representation language to align with WIOA and state law, including business representation, workforce representation, state agency partners,

legislators, community-based organization representation, and local elected officials.

- Updates the Vice Chair selection process by allowing the Chair to nominate a candidate from among the business representatives, with confirmation by a majority vote of the membership.
- Clarifies that the Chair may appoint chairs and members of standing, special, and advisory committees, except where committee composition is otherwise prescribed by law.
- Adds flexibility for the WIC to establish additional officer positions, such as Secretary or Treasurer, by resolution if needed.

- **Article IV: Meetings and Decision-Making**

- Clarifies attendance and designee procedures by requiring members who wish to appoint a voting designee to submit that request in writing before the meeting.
- Maintains the requirement that the WIC meet at least four times per calendar year and comply with Louisiana's Open Meetings Law.
- Clarifies that votes by email, phone, or web forum are prohibited except under an emergency proclamation and as directed by state law.
- Updates responsibility for minutes to Louisiana Works and clarifies that minutes will document member attendance and absences.
- Updates quorum language from 51 percent of appointed members to 51 percent of serving members.
- Clarifies that decisions require a vote of a majority of the total serving membership.
- Clarifies that decision-making portions of meetings will follow Robert's Rules of Order, while educational and informational portions may be conducted at the Chair's discretion.
- Maintains opportunities for public participation and clarifies the Chair's discretion to appoint Louisiana residents to committees as non-voting participants.
- Updates conflict-of-interest language to make clear that members may not vote or participate in decisions involving matters that would provide a financial benefit to themselves, their immediate family, or an organization with which they are affiliated.

- **Article V: Committees of the WIC**

- Updates the Executive Committee structure to include the Chair, Vice Chair, Secretary of Louisiana Works or designee, Secretary of Louisiana Economic Development or designee, President of Louisiana Community and Technical College System or designee, and four additional WIC members appointed by the Chair.
- Authorizes the Executive Committee to act on behalf of the WIC between full Council meetings on matters related to operations, performance oversight, and implementation of approved policies, except where prohibited by law.
- Requires any Executive Committee actions to be reported to the full WIC and entered into the official record.

- Updates the Occupational Forecasting Conference language to clarify that it supports statewide and regional workforce needs forecasting for planning and resource allocation.
- Updates advisory and special committee language to allow the Chair to establish committees as needed to support WIC priorities, stakeholder engagement, technical work, and implementation activities.
- Clarifies that advisory and special committees may include individuals who represent relevant workforce development stakeholders and are qualified to perform assigned duties.
- **Article VI: Bylaw Changes**
 - Updates the process for future bylaw amendments.
 - Requires proposed amendments to be submitted to the Chair for consideration.
 - Provides that amendments may be placed on the agenda by the Chair.
 - Requires amendments to be adopted, amended, or repealed by the affirmative vote of a majority of the total appointed membership at a meeting where a quorum is present.

BYLAWS OF THE WORKFORCE INVESTMENT COUNCIL

REDLINE COMPARISON: 2021 BYLAWS vs. 2026 DRAFT
Deletions shown in ~~red strikethrough~~ | Additions shown in blue underline

Article I Name and Mission

Section 1. Name. The ~~name of the organization is~~organization's name is the "Workforce Investment Council" (WIC).

Section 2. Authorization. The WIC is established in accordance with Section 101 of the Workforce Innovation and Opportunity Act, Pub. L. 133-128, enacted July 22, 2014, and under Louisiana Law, LSA-R.S. 23:2042-2056.

Section 3. Mission. The Louisiana Workforce Investment Council supports the development of an employer-led, demand-driven workforce development system based on occupational forecasts, in which training, education, and services for job seekers prepare Louisiana residents for high-wage, high-demand career opportunities ~~in Louisiana~~.

The WIC achieves this mission by:

- a. Recommending policy actions to both public and private institutions and creating coalitions to achieve their implementation.
- b. Working with ~~Workforce Development Systems~~workforce development system partners to integrate workforce development into the decision-making of business people, economic developers, educators, government officials, and human resource professionals.
- c. Raising public awareness of the importance of workforce development for Louisiana's economic future.
- d. Ensuring public accountability by evaluating the effectiveness of the overall workforce development system.

Section 4. Responsibilities. Pursuant to Section 101 of the Workforce Innovation and Opportunity Act (WIOA) and applicable Louisiana law, the WIC shall serve as the State Workforce Development Board and as the governing body for a unified, statewide workforce development system. The WIC may establish, oversee, and modify policies, standards, accountability frameworks, and administrative structures necessary to implement an integrated workforce system consistent with federal and state law. The responsibilities of the WIC include:

- a. Submit a statewide strategic plan to meet current and forecasted workforce needs to the Governor and ~~annually report plan progress~~provide regular reports on implementation progress, outcomes, and system performance.
- b. ~~Hold stakeholders accountable for implementing agreed-upon strategic goals that align workforce supply and demand~~Establish and enforce statewide performance, fiscal, and operational accountability standards; hold system partners, service providers, and delegated entities accountable for achieving agreed-upon outcomes aligned with workforce supply and demand.

- c. ~~Evaluate the effectiveness of Workforce Development Boards in meeting workforce demand.~~ Establish, oversee, delegate, or coordinate statewide governance, administrative, and operational functions necessary to support effective workforce service delivery, including oversight of service providers, contracts, performance management, fiscal integrity, and compliance.
- d. Direct the activities of the Occupational Forecasting Conference ~~Drive state and local policy to support the alignment of education and training with workforce demand.~~ and use labor market intelligence to drive statewide policy decisions that align education, training, and workforce investments with employer demand.
- e. Oversee the Industry-Based Certification (IBC) Council, responsible for evaluating the alignment of credentials with state workforce demand for inclusion on the IBC State Focus List. Council and related credentialing and program approval processes to ensure alignment with statewide workforce demand, economic priorities, and performance outcomes.
- f. Oversee, jointly with the Board of Regents, the evaluation of two-year and shorter-term programs for TOPs TOPS Tech eligibility in alignment with state workforce demand to ensure alignment with statewide workforce demand and economic priorities.
- g. ~~Contribute to~~ Participate in and provide workforce demand analysis to inform the evaluation of TOPs Tech Early Start training provides TOPS Tech Early Start training providers to ensure alignment with state and regional workforce needs.
- h. ~~Support the alignment of Jump Start Pathways with statewide and regional workforce demand through the Graduation Pathway Review Panel.~~ Provide workforce demand guidance and alignment recommendations through the Graduation Pathway Review Panel to support alignment of Jump Start Pathways with statewide and regional workforce priorities.

Section 5. Board Staff and Address. The ~~Louisiana Workforce Commission~~ Louisiana Works shall be responsible for providing staff to the WIC. The official office location and mailing address of the WIC shall be: Workforce Investment Council, P.O. Box 94094, Baton Rouge, Louisiana 70804-9094.

Article II Powers

The powers of the WIC shall include:

- a. Perform~~ing~~ all ~~of the~~ duties and responsibilities of the State Workforce Development Board as defined in Section 101(d) of the Workforce Innovation and Opportunity Act and any additional authorities permitted under federal or state law or approved waivers.
- b. ~~Directing~~ Direct the Occupational Forecasting Conference and related labor market activities to project current and future job growth, skills demand, and economic trends in the state ~~of Louisiana.~~
- c. ~~Approving the forecasts approved by the Occupational Forecast Conference.~~ Adopt, modify, or otherwise utilize occupational forecasts and labor market analyses to inform statewide workforce strategy, funding decisions, credential alignment, and program priorities.

- d. ~~Approving the Star Jobs list of High-Demand, High-Wage jobs for the state.~~Establish and maintain the statewide list of high-demand, high-wage occupations, including criteria, methodology, and update frequency, and delegate administrative responsibility for maintaining such lists as appropriate.
- e. ~~Advising~~Advise the Governor and Legislature on the full range of workforce development, education, training, and labor force participation issues ~~related to workforce development impacting the state.~~
- f. ~~Approving Industry-Based Certification Applications presented by the Industry-Based Certification Committee.~~Establish standards and oversight processes for the evaluation and approval of industry-based credentials and workforce-aligned education and training programs.
- g. ~~Approving of the TOPS Tech Eligibility List~~Approve and oversee approval authority for TOPS Tech eligibility, TOPS Tech Early Start programs, and related eligible training provider determinations to ensure alignment with workforce demand and statewide priorities..
- h. ~~Approving the TOPS Tech Early Start program list and TOPS Tech Early Start Eligible Training Provider List.~~Delegate powers, responsibilities, and decision-making authority to officers, committees, staff, or external entities, as appropriate and allowable by law, to carry out the purposes of the WIC and ensure efficient operation of the statewide workforce system.

Article III Members of the WIC

Section 1. Appointment. ~~Except for the two members of each chamber of the state legislature, the Louisiana Governor shall appoint all members of the WIC.~~Appointments to the WIC shall be made in accordance with LSA-R.S. 23:2043.

Section 2. Terms. Initially, the Governor may appoint members for two-, three-, or four-year terms in order to stagger arrivals and departures. At the conclusion of the initial board members' terms, future gubernatorial appointments ~~may be for terms of up to six years.~~Members are limited to two terms, whether consecutive or not.shall be for terms of six years.

Section 3. Representation. Members shall be appointed to include: All required partners and programs according to the Workforce Innovation and Opportunity Act, Title I, subtitle A, chapter 1, section 101 and LSA-R.S. 23: 2043. A majority of all WIC members shall represent the business community. Not less than 20 percent of the WIC membership shall be representatives ~~from organized labor.~~of the workforce. The Governor may appoint as many members as are needed to fulfill the duties of the WIC, and to meet applicable federal and state laws. Members shall include:

- a. The Governor.
- b. The Secretary of ~~the Louisiana Workforce Commission.~~Louisiana Works.
- c. The Secretary of the Department of Children and Family Services.
- d. The Secretary of Louisiana Economic Development.
- e. The State Superintendent of Education.
- f. The President of the Louisiana Community and Technical College System.
- g. The Commissioner of Higher Education.

- h. The Secretary of the Department of Public Safety and Corrections.
- i. Representatives of businesses.
- j. ~~Representatives of organized labor, including at least one member of a labor organization or a training director from a joint labor management registered apprenticeship program within the state.~~ Representatives of the workforce.
- k. Two members of each chamber of the state legislature.
- l. One member who is a chief executive officer of a community-based organization.
- m. Two chief elected officials representing either parish and/or city government.

Section 4. Officers. The Officers of the WIC shall be the Chair and the Vice Chair. The Governor shall select the Chair from among the WIC business representatives. The ~~Vice Chair shall be selected by the WIC members from among the business representation.~~ Chair shall nominate a candidate for Vice Chair from the business representatives, and the nomination shall be confirmed by a majority vote of the membership. The Chair and Vice Chair will serve one-year terms, beginning July 1 and ending June 30 of the following calendar year. There is no limit to the number of terms the Chair and Vice Chair may serve within the limits of their appointments. The Chair shall preside at all meetings of the WIC and shall have other duties as assigned by the WIC or these bylaws. Should the Chair be absent, the Vice Chair shall act as Chair, and have such other duties as assigned by the Chair or the WIC. The Chair shall ~~also appoint the Chairs of standing, special, and advisory committees.~~ appoint the chairs and members of all standing, special, and advisory committees, except where committee composition is otherwise prescribed by law. The WIC may establish additional officer positions, including but not limited to a Secretary or Treasurer, and may define their duties by resolution.

Section 5. Resignations/Retirements. A Council member may resign by providing a written notice to the Governor, the WIC Chair, and the WIC Director. ~~If a member resigns or retires from the position with the organization for which the member serves as a representative, that member must resign from the Council, through a written notice to the Governor, the WIC Chair, and the WIC Director.~~

Section 6. Removal. The Chair of the WIC, in consultation with the other WIC members, may recommend member removal to the Governor for cause including misconduct, incompetency, neglect of duty, or absence from two out of four consecutive meetings.

Section 7. Replacement. If a Board member resigns or must otherwise be replaced, the new appointment shall follow the same procedure as that described in Article III. The newly appointed member shall fill out the remainder of the departing member's term.

Article IV Meetings

Section 1. Attendance. WIC members are required to attend all Council WIC meetings. ~~If they are unable to attend in person, members may appoint a designee with voting privileges to serve in his or her stead. Each councilmember who desires to have a designee shall provide written notice of such to the WIC Chair and Director.~~ If a member is unable to attend a meeting, the member may request approval to appoint a designee with voting privileges to serve in the member's absence. Such request must be submitted in writing (via email) to the

WIC Chair and Director of the Workforce Investment Council no later than twenty-four (24) hours prior to the scheduled meeting.

Section 2. Council Meetings. The WIC shall meet no less than four times each calendar year, and a time and location must be determined no later than the prior meeting. All meetings shall comply with Louisiana's Open Meetings Law (Article XII, Section 3 of the Louisiana Constitution and LSA-R.S. 42:11-42:28). Votes by email, phone call, or web forum are prohibited except under ~~emergency proclamation of governor~~an emergency proclamation of the governor and as directed by state law.

In an effort to encourage maximum participation of members and stakeholders, the chairman and director have taken and will continue to take the following actions:

- a. Send agendas out in advance of the meeting via electronic mail.
- b. Send meeting documents to members via electronic mail so as to accommodate pre-review prior to meetings.
- c. Post meeting minutes electronically to the state boards and commissions site as per state law so as to make approved meeting minutes available to the public.
- d. Meet non-member stakeholders via electronic means to solicit input from regional, local, and statewide stakeholders outside of board meetings.
- e. Survey stakeholders for input via electronic means.
- f. Allow meetings covered by a gubernatorial emergency declaration, which cover emergency agenda items (as defined by state law), to be held via electronic means.
- g. Allow members with disabilities recognized by the Americans with Disabilities Act to participate in meetings via teleconference or video conference facilities.

Section 3. Special meetings. Other special meetings may be called by the Chair.

Section 4. Minutes of the proceedings for each WIC meeting will be recorded and maintained by ~~the Louisiana Workforce Commission, and be brought~~Louisiana Works and presented at the next public meeting for approval. Minutes shall document attendance and absences of WIC members. A summary of the recorded minutes will be distributed ~~to each WIC member~~ before the next scheduled meeting.

Section 5. Quorum. A quorum for taking action shall be 51 percent of ~~appointed~~serving members.

Section 6. Decisions. ~~Decisions shall be made by a vote of a majority of the total~~ serving membership of the WIC.

Section 7. Procedural rules. ~~Decision-making votes~~Decision-making portions of meetings shall be conducted according to Robert's Rules of Order. Educational and informational portions of meetings shall be conducted ~~according to the preference of~~at the Chair's ~~—~~ discretion.

Section 8. ~~Participation of non-members. All WIC meetings and~~ committee meetings ~~of committees~~ are open to the public. The Chair shall provide opportunities for non-WIC members to ~~speakspeak~~ on issues of concern at each meeting, as each issue is discussed, ~~according to the Chair's discretion.~~at the Chair's discretion. The Chair may appoint Louisiana residents to participate on council committees. Those appointees cannot vote or be counted towards a quorum. ~~Appointment of Louisiana-resident members to committees by the WIC Chair will be for the period of his or her tenure.~~Appointments of Louisiana citizens to

committees shall be made at the discretion of the Chair and shall not extend beyond the Chair's term of office.

Section 9. Conflict of interest. A conflict of interest arises when a Board member, any member of that individual's immediate family, or an organization ~~which that~~ employs (or is about to employ) any of the above, has a financial or other interest in a firm or organization that is considered for selected for an award, grant, or contract by the WIC. Members of the WIC shall not cast votes nor participate in any decision-making capacity on the provision of services by such a member (or any ~~organization which that~~ firm or organization that member represents), nor on any matter which would provide financial benefit to that member. Members shall take state-mandated ethics training annually. Failure to comply with this section ~~is considered misconduct resulting in removal from the WIC.~~ constitutes misconduct and will result in removal from the WIC.

Article V

Committees of the WIC

Section 1. Types. The WIC shall have an Executive Committee, an Occupational Forecasting Conference, and advisory and special committees. The nature of each is described below.

Section 2. Executive Committee. There shall be an Executive Committee ~~comprised of the Chair, Vice Chair, heads or designees of state agencies represented on the WIC, at least one legislator, and at least two organized labor representatives. It shall be composed of a majority of business members. Duties include, but are not limited to overseeing the implementation of the strategic plan; tracking workgroup plans and progress; leading the alignment of workgroups; and driving provisions of critical workforce data.~~ composed of the Chair, the Vice Chair, the Secretary of Louisiana Works (or designee), the Secretary of Louisiana Economic Development (or designee), the President of the Louisiana Community and Technical College System (or designee), and four additional members appointed by the Chair from among the membership of the WIC. The Executive Committee is authorized to act on behalf of the WIC between full Council meetings on matters related to operations, performance oversight, and implementation of approved policies, except where prohibited by law. Any actions taken by the Executive Committee shall be reported to the full WIC and entered into the official record.

Section 3. Occupational Forecasting Conference. There shall be an Occupational Forecasting Conference. The Occupational Forecasting Conference is a statutorily mandated WIC standing committee. The conference is ~~charged with developing a method of forecasting~~ tasked with developing a method to forecast current and emerging statewide and regional workforce needs ~~as a tool~~ to support workforce development system planning and resource allocation ~~processes~~. Conference membership shall consist of the following:

- a. The Governor
- b. The Secretary of ~~the Louisiana Workforce Commission.~~ Louisiana Works.
- c. One person appointed by the Governor from a list of three nominees submitted by the Louisiana Association of Business and Industry.
- d. One member appointed by the Governor from a list of three nominees submitted by the Louisiana AFL-CIO.

- e. One member appointed by the Governor from a list of three nominees submitted by the Council; such nominees shall be three of the nonpublic council members serving on the Council.
- f. Two members, each of whom shall be a faculty member of a public or private university or college in Louisiana, who shall be econometricians and have occupational forecasting expertise or expertise in economic planning and industry/occupation matrix formulation, to be selected by the other five principals of the conference from a list of not less than three nor more than five nominees submitted by the Louisiana Board of Regents.
- g. The Secretary of the Department of Economic Development.
- h. The President of the Louisiana Community and Technical College System.
- i. One member of the Louisiana Minority Supplier Development Council.
- j. The Chairman of the conference shall be the principal appointed by the Governor from the WIC.

If members are unable to attend in person, ~~members~~they may appoint a designee to serve in ~~his or her~~their stead.

Section 4. Advisory and Special Committees. The Chair may establish Advisory and Special Committees as necessary to carry out the purposes of the WIC and shall set the membership of such committees, except where otherwise required by law. Advisory and Special Committees shall be composed of ~~persons who represent the views and interests of the various~~individuals who represent relevant workforce development stakeholders and who are ~~known to be~~qualified to perform their ~~duties.~~assigned duties. State and local agency personnel may serve on these committees as members or consultants.

Article VI Bylaws

Section 1. Bylaw Changes. ~~These bylaws shall be adopted and may be amended, repealed, or new bylaws may be enacted through affirmative vote of a majority of the WIC during any meeting at which a quorum is present.~~Proposed amendments to these bylaws shall be submitted to the Chair for consideration. Amendments may be placed on the agenda by the Chair and shall be adopted, amended, or repealed only by the affirmative vote of a majority of the total appointed membership of the WIC at a meeting at which a quorum is present.

Section 2. Bylaw Enactment. These bylaws were enacted by the WIC on the date set forth below.

APPROVED BY THE LOUISIANA WORKFORCE INVESTMENT COUNCIL

Chair: _____

Date: _____

LOUISIANA WORKS		
Policy Number OWD 1117- 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017
Issuing Department Office of Workforce Development		Revision Dates June 10, 2022, July 1, 2026
Assistant Secretary Jessica Vallelungo		Signature
Owner Quanda Charles		Signature

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LOUISIANA WORKS

Policy Number OWD 1117 - 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017	Revision Dates: June 3, 2022; July 1, 2026
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I. Purpose

This policy establishes the criteria and procedures for certifying comprehensive and affiliate American Job Centers (AJCs) in Louisiana. The purpose of certification is to ensure the delivery of consistent, high quality, customer-focused services are provided across the AJC network and that centers demonstrate effectiveness, physical and programmatic accessibility, and continuous improvement, as required in accordance with Workforce Innovation and Opportunity Act (WIOA).

II. References/Citations

- WIOA Public Law, Section 101(d)(6) and 121 (g) (1) (July 22, 2014)
- Training and Employment Guidance Letter No. 16-16 One Stop Operations Guidance for the American Job Center Network (January 18, 2017)
- TEGL No. 16-16, Change 1 (June 16, 2017): One-Stop Operations Guidance for the American Job Center Network
- 20 CFR Part 678, Subpart E (August 19, 2016): One-Stop Certification and Delivery of Services
- 20 CFR 679.130(f) (October 18, 2016) What are The Functions of the State Workforce Development Board
- 20 CFR 678.800, (October 18, 2016) Certification of One-stop Centers
- 34 CFR 361.800, 463.800 (August 19, 2016): One-Stop Certification Requirements
- 29 CFR Part 38, (January 2, 2018): Nondiscrimination and Equal Opportunity in WIOA
- Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq. (1990)
- 2 CFR Part 200, Uniform Guidance (December 26, 2013)

III. Definitions

- **Affiliate One-Stop Centers** - Affiliate One-Stop Centers under WIOA are additional sites in Local Workforce Development Areas offering job seekers and employers one or more one-stop partner programs services, or activities – not all required partners. Physical presence frequency is set locally to supplement comprehensive centers and enhance access; Wagner-Peyser services cannot be standalone.
- **Comprehensive One-Stop Centers** - WIOA mandates at least one comprehensive physical One-Stop Center per Local Workforce Development Area (LWDA) where job seekers and employers access all required partners' programs, services, and activities, with at least one WIOA Title I staff person physically present.
- **Integrated Service Delivery** - Integrated Service Delivery under WIOA requires the one-stop system to operate as a unified network of partners sharing common goals. Core partners collaborate to deliver seamless, customer-centered services across the system.
- **One-Stop Center Staff** - One-Stop Center Staff includes WIOA Title I, II, III and IV personnel, plus other partner staff located in the workforce center.
- **Program Accessibility** - Program Accessibility under WIOA ensures physical accessibility to facilities, programs, services, technology, and materials for individuals with disabilities.

IV. Policy

This policy establishes standardized requirements, processes, and responsibilities for certifying Louisiana's comprehensive and affiliate American Job Centers (AJCs). Local Workforce Development Boards (LWDBs) execute certification every three years using state-approved criteria. The State Workforce Investment Council (WIC) provides oversight of the statewide AJC certification framework and criteria to ensure WIOA compliance, partner integration, and continuous service quality improvement, but does not replace the local board's authority to certify AJCs.

LOUISIANA WORKS

Policy Number OWD 1117 - 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017	Revision Dates: June 3, 2022; July 1, 2026
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A. Certification Frequency and Responsibility

The Local Workforce Development Board (LWDB) is responsible for conducting the certification of all comprehensive and affiliate AJCs within its local area, using processes and criteria established by the State Workforce Investment Council (WIC) and in alignment with WIOA. Louisiana Works provides technical assistance and corrective action guidance when necessary to ensure statewide compliance. Each LWDB must certify its comprehensive and affiliate AJCs at least once every three years (20 CFR 678.800, 34 CFR 361.800, and CFR 463.800). The certification review and determination must be conducted by a certification team designated by the LWDB. When an LWDB serves as the AJC operator, Louisiana Works, through the Workforce Investment Council (WIC), must certify the center.

B. Certification Criteria

For a one-stop center to be certified as an AJC by the LWDB, the Board must ensure that the center meets all established certification criteria and follows applicable WIOA requirements, federal regulations, and state and local policies. Certification must also reflect a commitment to continuous improvement, integrated service delivery, and a customer-centered approach. Each of Louisiana's 15 Local Workforce Development Boards as the designated certifying may implement additional criteria beyond the state established minimum standards for certifying a one-stop center as an American Job Centers, provided such criteria are consistent with state and federal guidelines.

1. **Physical and Programmatic Accessibility:** The AJC must meet all physical and technology accessibility requirements under the Americans with Disabilities Act (ADA) and WIOA Section 188. The AJC must have procedures to provide physical and programmatic accessibility for individuals with limited English proficiency.
2. **Required Partners Services:** AJC certification requires current, signed MOUs between LWDB and all required partners, reviewed triennially. MOUs must address cost-sharing, service roles, and supervision per 20 CFR 678.500. All mandated WIOA partners and programs must be available on-site or through integrated, coordinated referral systems.
3. **Integrated and Effective Service Delivery:** AJCs must provide seamless, customer focused services, ensuring partner collaboration and clear processes for assessment, career planning, training and job placement.
4. **Customer Service and Satisfaction:** AJCs must collect, analyze, and act upon customer and employer feedback to drive continuous improvement, with documented processes for addressing complaints and suggestions. AJCs must regularly assess customer satisfaction, partner collaboration, and the overall efficiency of operations.
5. **Staff Competency and Training:** Staff must receive regular professional development to deliver consistent, high quality services aligned with WIOA goals and the needs of the AJCs.
6. **Performance Accountability:** AJCs must meet or exceed performance goals set by the state and local board, including outcomes for job placement, retention, and skills development.
7. **Branding and Public Identity:** Use of AJC brand is required, and public information about center services must be clear and assessable.

C. Certification Process

The AJC Certification Process establishes the framework for evaluation and certifying American Job Centers to ensure consistent quality, accountability, and compliance with state and federal standards. Each LWDB must:

LOUISIANA WORKS

Policy Number OWD 1117 - 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017	Revision Dates: June 3, 2022; July 1, 2026
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1. Designate a certification team to evaluate all comprehensive and affiliate AJCs against state criteria – established by the WIC with LWDB consultation during biennial State Plan modification (20 CFR 678.800(d) – every three years.
2. Vote to approve or deny certification based on the team’s documented findings against criteria (20 CFR 678.800(a)(1)).
3. The LWDB Director notifies the Assistant Secretary of the Office of Workforce Development within three days post vote, providing meeting minutes documenting the decision.

D. Certification Review Process

The certification review process ensures thorough, standardized evaluation of AJCs against state criteria through structured steps executed by LWDBs. This multi-phase approach verifies compliance with WIOA requirements and promotes continuous improvement across Louisiana's workforce network.

1. **Pre-review:** The LWDB will notify the one-stop operator(s) and required partners in advance of the certification review, in accordance with state and local policy and established procedures. **Self-Assessment:** The AJC will complete a comprehensive self-assessment checklist provided by Louisiana Works.
2. **On-site Visit:** The LWDB certification team will conduct an on-site visit to the AJC. This includes:
 - Interviews with center staff and management.
 - Review of documentation, including the MOU, case files, and performance data.
 - Observation of service delivery and customer flow.
 - Verification of physical and technology accessibility.
3. **Team Review:** The review team will use the Comprehensive American Job Center Certification Matrix Scoring Criteria form to conduct the review within thirty (30) days of receiving the package, reviewing all collected information and making a determination.
4. **Report and Determination:** The LWDB will provide the AJC operator with a formal report detailing the findings and the certification determination.

E. Action for Non-Certified Centers

When an AJC fails certification, the LWDB develops a corrective action plan (CAP) with relevant parties (one-stop operators for operational issues; lease/LWDB for facility issues like accessibility). The CAP must be completed within 45 business days of the receipt of the formal report or by the date established in the CAP.

LOUISIANA WORKS			
Policy Number OWD 1117 - 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017	Revision Dates: June 3, 2022; July 1, 2026

1. Louisiana Works provides technical assistance to support CAP implementation.).
2. LWDB Initial Review (30 Business Days Post –CAP)
 - Resolved: LWDB issues closeout letter to all parties.
 - Unresolved: LWDB issues summary of findings identifying outstanding issues and required actions.
3. State Escalation (OWD 4-12.2 Process)
4. LWDB submits summary of unresolved findings to Louisiana Works' Compliance and Monitoring Unit within 30 business days. The unit reviews within 30 business days:
 - Resolved: Issues Final Determination Closeout letter.
 - Unresolved: Issues Final Determination Closeout letter to LWDB; center may become funding ineligible.
5. Flow: Cap (45 days) →LWDB review (30 days) →Louisiana Works notification (30 +30 days) →final state determination.

F. Certification Determination

The LWDB certification team evaluates all review findings against state criteria and assigns one of three formal determinations to each AJC. These determinations reflect the center's compliance level and establish clear next steps for certification status and corrective actions when needed.

The LWDB certification team will assign one of the following determinations:

Certified: The center meets all state and local certification criteria.

Provisionally Certified: The center meets most criteria but requires a corrective action plan to address deficiencies. A provisional certification will have a defined timeline for re-evaluation.

Not Certified (Decertified): The center fails to meet the minimum standards for certification and must take immediate corrective action.

G. State Review and Determination

Louisiana Works reviews all LWDB submitted AJC certification documentation to ensure statewide consistency and WIOA compliance. Louisiana Works issues binding state-level determinations that confirm, modify, or overturn local certification decisions as needed. Louisiana Works reviews certification documentation and may:

1. Approve certification for compliant centers.
2. Grant conditional certification with required corrective actions and timelines.
3. Deny certification and require correction action for non-compliance

H. Documentation and Public Reporting

All certification review materials must be retained by the LWDB for a minimum of three years following the close of the program year in which the certification was completed. Results and certification status must be made public per 20 CFR 678.800(b)(4) to ensure transparency and foster accountability.

I. Implementation Procedures

Local Workforce Development Boards (LWDBs) and Louisiana Works follow these mandatory timelines, and responsibilities. Louisiana Works provides standardized templates and technical support and statewide coordination.

LOUISIANA WORKS			
Policy Number OWD 1117 - 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017	Revision Dates: June 3, 2022; July 1, 2026

1. LWDBs Responsibilities

- Notify one-stop operators and partners 90 days prior to certification due date.
- Submit complete AJC Certification Packets (using Louisiana Works template) to Training/TechnicalAssistance@lwc.la.gov no later than June 30 of the final program year in each 3-year cycle.
- Conduct certification team reviews within 30 days of receiving self-assessments and on-site visit data.
- Notify Assistant Secretary, Office of Workforce Development, of LWDB vote outcomes within 3 business days.

2. Louisiana Works Responsibilities

- Review submissions and issue state determinations within 45 days of receipt.
- Provide technical assistance and publish annual statewide certification status reports.
- Update certification criteria biennially during State Plan modification cycle.

J. Appeals Process

An LWDB or AJC that receives a "Provisionally Certified" or "Not Certified" determination may appeal the decision to the Louisiana WIC. The appeal must be submitted in writing within 30 days of receiving the determination.

V. Roles & Responsibilities

- Secretary: Policy oversight and resource support.
- Assistant Secretary, OWD: Procedure administration and exception approvals.
- State WIC: Reviews/approves certifications criteria
- Local LWDBs: Conducts reviews every 3 years; votes on determinations; monitors corrective actions.
- AJC Operators: Completes self-assessments; implements corrective plans; maintains MOUs.
- Louisiana Works: Develops templates; delivers training; publishes status reports.

VI. Exceptions

Exceptions to certification timelines or criteria may be granted by the Assistant Secretary upon written justification demonstrating undue hardship or federal requirement changes. All exceptions require WIC review and documentation in LWDB files.

VII. Violations

Failure to comply with certification requirements may result in:

1. Provisional certification with mandated corrective action plan
2. Decertification and funding ineligibility after probationary period
3. State-directed technical assistance or operator replacement

VIII. Contact

Attention: WIOA Workforce Development Administrator
Louisiana Works
Office of Workforce Development
1001 North 23rd Street
Baton Rouge, LA 70802
E-mail: WIOA@lwc.la.gov

IX. Attachments

LOUISIANA WORKS

Policy Number OWD 1117 - 2.2	Policy Name American Job Center Certification	Original Effective Date November 1, 2017	Revision Dates: June 3, 2022; July 1, 2026
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Attachment A: WIOA AJC Certification Matrix Scoring Criteria

Attachment B: WIOA AJC Self-Assessment Checklist Template

Attachment C: WIOA AJC Corrective Action Plan (CAP)Template

Attachment A – WIOA AJC Certification Matrix Scoring Criteria

Purpose: Ensures Comprehensive and Affiliate American Job Centers (AJCs) comply with WIOA statutory and regulatory requirements. Non-compliance on any criterion results in “not yet able to certify” status, requiring a Local Workforce Development Board (LWDB) Corrective Action Plan (CAP).

Submission: Each Local Area submits completed/signed matrix (and CAP if needed) for every comprehensive AJC to Louisiana Works, Office of Workforce Development, by June 30.

Local Area: _____

AJC Name: _____

Address: _____

Type: ☐ Comprehensive ☐ Affiliate

Certification Scoring Criteria

CRITERIA	SUB-CRITERIA	YES	NO	Federal Citation
1. Signed MOU Implementation	Signed by all 6 core partners	☐	☐	20 CFR 678.500(a)
	Designates Comprehensive/Affiliate	☐	☐	20 CFR 678.415
	Includes executed IFA	☐	☐	WIOA §121(h)
2. Local Board Roles	AJC operator competitively procured	☐	☐	20 CFR 678.600
	Operator duties in MOU	☐	☐	20 CFR 678.630
	Career services competitively procured	☐	☐	20 CFR 678.620
	Provider responsibilities defined	☐	☐	20 CFR 678.430
3. Service Delivery	Initial assessment ≤1 business day	☐	☐	TEGL 16-16
	Universal eligibility screening	☐	☐	WIOA §188(a)(4)
	All 12 basic career services	☐	☐	20 CFR 678.430
	ITA access for eligible customers	☐	☐	20 CFR 680.200
4. Comprehensive Requirements	Title I staff present daily	☐	☐	20 CFR 678.305

Attachment A – WIOA AJC Certification Matrix Scoring Criteria

CRITERIA	SUB-CRITERIA	YES	NO	Federal Citation
	All partner programs accessible	☐	☐	20 CFR 678.400
	Workforce/LMI information available	☐	☐	20 CFR 678.430
	Louisiana Works branding	☐	☐	TEGL 36-11
5. Equal Opportunity	EO posters/staff training	☐	☐	29 CFR 38.29
	Physical/programmatic accessibility	☐	☐	29 CFR 38.4
	Demographic data collection	☐	☐	29 CFR 38.5
6. Performance	LWDA met negotiated levels	☐	☐	WIOA §116(b)(3)
	Barriers addressed via CAPs	☐	☐	20 CFR 678.800(a)(3)
	Customer satisfaction $\geq 80\%$	☐	☐	20 CFR 678.800(a)(2)

Certification Decision

STATUS	CRITERIA	MARK
☐ CERTIFIED	100% YES across all 21 sub-criteria	☐
☐ PROBATIONARY	90-99% YES (CAP required, 6-month correction period)	☐
☐ NOT CERTIFIED	<90% YES (reallocation risk, new procurement required)	☐

MARK = Single checkbox where LWDB Director/CEO selects the final status based on total YES responses:

- **25/25 YES = CERTIFIED ✓**
- **22-24 YES = PROBATIONARY ✓** (CAP details in comments)
- **<22 YES = NOT CERTIFIED ✓** (immediate CAP + Louisiana Works review)

Example: 23 YES responses → Check **PROBATIONARY** box and list 2 deficient criteria + CAP timeline in Comments column

Required Attachments

1. Signed MOU (≤ 3 years) + IFA
2. Operator/provider contracts
3. Intake logs (10 samples)
4. EO training records
5. PY performance dashboard
6. Customer survey result

CERTIFICATION ATTESTATION

"We certify this AJC meets all WIOA certification criteria or CAP submitted."

LWDB Director: _____ **Date:** _____

Local Board Chair: _____ **Date:** _____

CEO: _____ **Date:** _____

Louisiana Works Reviewer: _____ **Date:** _____

Certification Status: ☐ Certified ☐ Probationary ☐ Decertified

Scoring Rules: Each sub-criteria = 1 point. 100% required for certification. Retain 3 years per federal records requirements.

ATTACHMENT B - WIOA AJC SELF-ASSESSMENT CHECKLIST TEMPLATE

This WIOA American Job Center (AJC) Self-Assessment Checklist is designed for staff and managers to evaluate compliance with federal and state requirements under the Workforce Innovation and Opportunity Act (WIOA), including accessibility, partner integration, service delivery, equal opportunity standards, and performance tracking. Complete this form during annual reviews, pre-certification audits, or continuous improvement processes by checking Yes/No/N/A for each item, documenting supporting evidence in the Comments column, and noting corrective actions with timelines. Retain completed checklists for monitoring reports and submit to the Louisiana Works, as required to support the delivery of high-quality, equitable services for job seekers.

Review Date: _____

Assessor: _____

Location: _____

Accessibility Compliance

Item	Yes ☐	No ☐	N/A ☐	Comments
Physical access (ramps, doors, elevators) per 29 CFR § 38.4 (WIOA Section 188) and 20 CFR 678.800	☐	☐	☐	
Disability accommodations (assistive tech, training) available per 29 CFR § 38.4(b)(2)	☐	☐	☐	
Multilingual materials for limited English proficiency per 29 CFR § 38.9.2	☐	☐	☐	

Partner Programs Integration

Item	Yes ☐	No ☐	N/A ☐	Comments
All WIOA partners (e.g., Wagner-Peyser, VR) co-located per WIOA §121(c)(2)(A) and 20 CFR 678.400	☐	☐	☐	
Unified intake and shared MOUs/referrals per 20 CFR 678.500	☐	☐	☐	
Affiliates meet comprehensive AJC standards per 20 CFR 678.415	☐	☐	☐	

Customer Intake & Services

ATTACHMENT B - WIOA AJC SELF-ASSESSMENT CHECKLIST TEMPLATE

Item	Yes ☐	No ☐	N/A ☐	Comments
Initial assessment completed within 1 business day per TEGL 16-16 (Change 1) and 20 CFR 678.430(a)	☐	☐	☐	
Universal eligibility screening (citizenship, selective service) per WIOA §188(a)(4) and 20 CFR 678.410	☐	☐	☐	
Career services offered per 20 CFR 678.430	☐	☐	☐	
ITAs available for eligible customers per (20 CFR 680.200)				
Customer satisfaction surveys conducted per 20 CFR 678.800(a)(2)				

Equal Opportunity & Documentation

Item	Yes ☐	No ☐	N/A ☐	Comments
Equal Opportunity posters displayed; staff trained on nondiscrimination per 29 CFR § 38.29	☐	☐	☐	
Citizenship/work authorization documents and grievance process per WIOA §188(a)(5) and 20 CFR 679.130(f)	☐	☐	☐	
EEO Demographic data collected for reporting per 29 CFR § 38.5	☐	☐	☐	

Performance & Continuous Improvement

Item	Yes ☐	No ☐	N/A ☐	Comments
WIOA performance indicators tracked quarterly per 20 CFR 677.150	☐	☐	☐	
Barriers identified; action plans updated per 20 CFR 678.800(a)(3)	☐	☐	☐	
Staff/customer satisfactory reviewed regularly per 20 CFR 678.800(a)(2)	☐	☐	☐	

ATTACHMENT B - WIOA AJC SELF-ASSESSMENT CHECKLIST TEMPLATE

Instructions: Review annually or pre-certification. Check boxes, note evidence, and track corrective actions. Total "Yes" responses indicate compliance level.

Attachment C – WIOA AJC Corrective Action Plan (CAP) Template

This WIOA American Job Center (AJC) Corrective Action Plan (CAP) Template is designed to address deficiencies identified during self-assessments, monitoring reviews, or performance audits under the Workforce Innovation and Opportunity Act (WIOA). Use this form to outline root causes, specific corrective steps, responsible parties, timelines, and verification methods for issues in areas such as accessibility, partner integration, service delivery, equal opportunity, or performance metrics. Please follow the CAP guidance outlined in OWD 4-12.2 Financial and Programmatic Monitoring Policy.

CAP Identification

Item	Details	Date Identified
AJC Location		
Finding/Deficiency #		
Description of Issue		
Self-Assessment Section		

Root Cause Analysis

Cause	Contributing Factors	Evidence

Action Plan

Corrective Action Step	Responsible Person/Role	Target Completion Date	Resources Needed

Monitoring & Verification

Verification Method	Follow-Up Date	Status (Open/Closed)	Notes

Attachment C – WIOA AJC Corrective Action Plan (CAP) Template

Signatures:

Prepared By: _____ **Date:** _____

AJC Manager: _____ **Date:** _____

Louisiana Works Reviewer: _____ **Date:** _____

Instructions: Prioritize high-risk items (e.g., EO violations). Track CAP progress on a weekly basis until resolution. Escalate any unresolved CAPs after 30 days for sanctions per state policy OWD 4-12.2. Retain all CAP documentation and supporting records for 3 years.

Industry-Based Certification Council

June 2026 IBC Review

Member Summary Sheets

NCCER Maritime Structural Fitter (Core, Level 1 and Level 2)

IBC SUMMARY SHEET

NCCER Maritime Structural Fitter (NCCER Core, Shipfitter Level 1, and Shipfitter Level 2)

IBC Name	NCCER Maritime Structural Fitter (NCCER Core, Shipfitter Level 1, and Shipfitter Level 2)
Submitting Organization	South Louisiana Community College
Certifying Agency	NCCER
Industry Sector	Maritime / Shipbuilding
Career Cluster	Manufacturing; Transportation, Distribution and Logistics
Bundle / Standalone	Standalone

Occupations and Entry-Level Wages

Labor Market Connection:

Three associated occupations are listed: Structural Metal Fabricators and Fitters (3-Star, 1,500 annual demand, \$12-30/hr), Structural Iron and Steel Workers (4-Star, 1,500 annual demand, \$14-37/hr), and Plumbers/Pipefitters/Steamfitters (4-Star, 1,500 annual demand, \$18-38/hr). Two of three target occupations carry 4-Star ratings. The 2026 Blanco Center IBC analysis identifies NCCER trades credentials among the highest wage-impact IBCs in Louisiana: NCCER Industrial Maintenance Mechanic Helper at +\$7,369, NCCER Plumbing Level 1 at +\$7,074, and NCCER Welding Level 1 at +\$2,439.

Certification Testing

Credential Quality:

Clear stacking progression documented: NCCER Core, NCCER Introduction to the Maritime Industry, NCCER Maritime Structural Fitter Level 1, then Level 2, with NCCER Level 3 available as further advancement. This demonstrates progression beyond entry level. Test security is provided by NCCER third-party proctored testing, which is a recognized standardized assessment infrastructure. Assessment includes written exams, hands-on applications, and performance measures, as specified in the application. NCCER credentials are lifelong with no recertification needed.

Letters of Support and Employer Engagement

Employer Engagement:

Five employer letters of support are attached: Bollinger Shipyards (Jerome E. Eymard, HR Director), Conrad Shipyard (Lisa T. Williams, Director of People and Workforce Development), New Industries (Cody Rink, HSE/HR Manager), Kidder Incorporated (Justin Gros, General Manager), and Atchafalaya Intracoastal Coalition (William H. Hidalgo Jr., President). Letters are individualized in tone and content, not templated, and each explicitly commits to interviewing and hiring credentialed graduates upon reaching age 18. Credential design and validation are conducted by NCCER. Employers contribute in-kind support through consumables donations.

Additional Pertinent Information

Industry & Pathway Alignment

Maritime and shipbuilding are confirmed LED economic driver industries in Louisiana, with high concentration in St. Mary, Terrebonne, and Lafourche Parishes. The application identifies major shipyards, including Bollinger Shipyards, LaShip, Edison Chouest, Saronic, and Conrad Industries. Five employer letters of support (Bollinger Shipyards, Conrad Shipyard, New Industries, Kidder Incorporated, and the Atchafalaya Intracoastal Coalition) explicitly commit to interview and hire credentialed graduates. Federal prioritization of domestic shipbuilding capacity, as referenced in the application, reinforces strategic alignment. Industry utilization of the credential for hiring is documented across multiple letters.

Work-Based Learning

Employer letters describe a hiring pipeline activated at age 18, not WBL during training. The application notes that employers donate consumables (steel, torches, etc.), which is in-kind support rather than WBL.

Postsecondary Continuity

The submitting organization is South Louisiana Community College, an LCTC institution, with delivery sites at SoLAcc Morgan City Campus and Fletcher Technical Community College Thibodaux Campus. This embeds the credential within the LCTC system by design. The application confirms that continuing education, dual enrollment, articulated credit, and career ladder opportunities are affiliated.

Career Progression & Outcomes

A clear path from entry-level fitter to combination welder/fitter (combo hand), with continuing education and progression to NCCER Maritime Structural Fitter Level 3 and other GSSC trainings. Wage ranges of \$12-38/hr across occupations indicate meaningful upward mobility. Employer letters confirm hiring intent, which supports immediate workforce integration. The 2026 Blanco Center IBC analysis shows related credentials (NCCER Welding Level 1, NCCER Industrial Maintenance Mechanic Helper) among the higher-impact credentials in the Louisiana data, supporting potential outcomes.

Scalability

NCCER is a nationally recognized credential that supports replication across school systems and training providers. Two delivery sites are already identified (SoLAcc, Morgan City, Fletcher, Thibodaux). Regional replication along the Gulf Coast is realistic; full statewide replication is less so. The credential will be most valuable where shipyards exist.

From: LWC_donotreply@la.gov
Sent: Monday, May 4, 2026 3:26 PM
To: IBCCouncil
Subject: INDUSTRY-BASED CERTIFICATION (IBC) APPLICATION FORM

INDUSTRY-BASED CERTIFICATION (IBC)
APPLICATION FORM
(Submitted: 5/4/2026 3:25:42 PM)

1) Submitting Organization:

South Louisiana Community College

2) IBC Title:

NCCER Maritime Structural Fitter

3) Certifying/Accrediting Agency with contact information:

Name: NCCER

Address: 13614 Progress Blvd. Alachua, FL 32615-9407

Contact Person: Martha Moore

Phone No: 2253421720

4) Educational Partner Agency/School/District with contact information:

Name: South Louisiana Community College

Address: 1101 Bertrand Dr. Lafayette, LA 70506

Contact Person: Anthony L. Baham

Phone No: 985-380-2482

5) Geographic Area of Certification:

National

6) Explanation of Workforce Demand for IBC:

Business and Industry has shown a strong need in the Maritime Structural Fitter trade. St. Mary, Terrebonne, and Lafourche Parishes have multiple shipyards and strong needs - Bollinger Shipyards, LaShip, Edison Chouest, Saronic, Conrad Industries, and etc. Additionally, the Federal Government is continuing to prioritize shipbuilding within the nation. Rebuilding the U.S. shipbuilding workforce is essential for strengthening national security, as skilled labor is required to build and maintain the naval vessels that secure 90 percent of military supplies and nearly 80 percent of global trade. Furthermore, expanding this workforce is crucial for economic resilience, mitigating severe labor shortages in shipyards to boost the domestic maritime industrial base and support high-quality, manufacturing jobs.

7) List up to 5 Occupations with 4 and 5 Star Jobs ratings associated with IBC:

(1)	Occupation:	Structural Metal Fabricators and Fitters
	Star Jobs Rating:	3
	Anticipated Annual Statewide Demand:	1500
	Low Wage:	12
	High Wage:	30

(2)	Occupation:	Structural Iron and Steel Workers
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	1500
	Low Wage:	14
	High Wage:	37

(3)	Occupation:	Plumbers, pipefitters, and Steamfitters
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	1500
	Low Wage:	18
	High Wage:	38

8) List of La. Employers, Industry Associations, or Regional Jump Start Teams:

(1)	Name:	Bollinger Shipyards
	Address:	P0 Box 250 4535 Highway 308 Raceland, LA 70394
	Contact Person:	Jerome E. Eymard
	Phone:	9855322554

(2)	Name:	Conrad Shipyard
	Address:	P0 Box 790 1501 Front St. Morgan City, LA 70381
	Contact Person:	Lisa T. Williams
	Phone:	9853843060

(3)	Name:	New Industries
	Address:	P0 Box 2176 Morgan City, LA 70381
	Contact Person:	Cody Rink
	Phone:	9853856789

(4)	Name:	Kidder Incorporated
	Address:	P0 Box 135 Berwick, LA 70392
	Contact Person:	Justin Gros
	Phone:	9853954957

(5)	Name:	Atchafalaya Intracoastal Coalition
	Address:	P0 Box 2255 300 Everett St. Morgan City, LA 70381
	Contact Person:	William Hidalgo Jr
	Phone:	9855193687

9) Brief Program Description(s) to include, but not limited to:

(a) Curriculum to be used for training purposes:

NCCER Maritime Structural Fitter Levels 1 and 2. Additionally NCCER Core and NCCER Introduction to the Maritime Industry are taught

(b) Is the curriculum or training materials duplicated in another training field?

If so, please explain the need to use different training materials:

No

(c) Facilities currently offering training or where training could be implemented:

SoLAcc Morgan City Campus and Fletcher Technical Community College Thibodaux Campus

(d) Upon completion of training and certification, what is the next step in continuing training/education in this field:

Students can enroll in a related degree program or continue education within the welding industry. Learning welding and fitting gives a person value as a combo hand.

(e) What is the minimum length of time required to complete the training?

360 clock hours

(f) What type of certification testing and/or assessment is included with the training?

NCCER testing - Core, Level 1, Level 2, and Introduction to the Maritime Industry. Students must successfully complete competencies and knowledge tests.

(g) What are the safe guards for test validity to protect the certification standards?

3rd party verification of testing.

(h) Does the assessment include written exams, hands-on applications, and/or performance measures?

Yes, it includes all of the above.

(i) Since certifications are already required to have classroom training. Does work experience also qualify for this certification?

Yes

(i.1) If work experience can be used to qualify for this certification, what consideration is given to prior military experience and/or certification?

Applicants will have to successfully pass the NCCER competencies and exams for credit to be given.

(i.2) If work experience can be used to qualify for this certification, what additional training is needed in addition to military certification?

Applicants will have to successfully pass the NCCER competencies and exams for credit to be given.

(j) Explain the career advancement upon completion of training and obtaining certification:

Completers often start working upon successful completion of the class. Additionally, students can raise their proficiency of their craft through continuing training within the welding field.

(k) Are there additional training opportunities beyond the training affiliated with this IBC?

Yes, there is a NCCER Maritime Structural Fitter Level 3. Additionally, other GSSC trainings.

(l) Are continuing education, dual enrollment, articulated credit, and/or career ladder opportunities affiliated with this IBC?

Yes, continuing education, workforce, and career ladder opportunities are affiliated with this IBC.

(m) What is the cost for the training and certification and what resources do employers provide in support?

The course costs are \$5,000 per individual. This covers tools, workbooks, tuition, and testing fees for each student. Employers donate many consumables - steel, torches, and etc.

(n) What is the recertification process for an individual's credentials to remain current/active?

The NCCER certification is a lifelong certification. There is not a need for renewal.

Submitter Information

Name: Anthony L. Baham

Phone #: 9853802482

Email: anthony.baham@solacc.edu

FAX #: 9853802440

This form has been submitted to ibccouncil@la.gov



March 24, 2026

St. Mary Parish School Board
474 Hwy. 317
Centerville, LA 70522

Subject: Support for NCCER Maritime Structural Fitter Program

To whom it may concern:

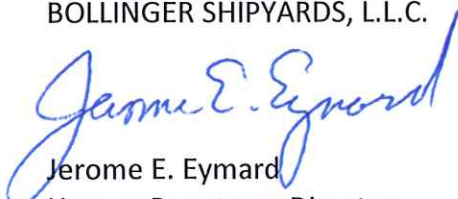
On behalf of Bollinger Shipyards, L.L.C., I am writing to formally endorse the proposal for the St. Mary Parish School System to offer the NCCER Maritime Structural Fitter Program (Levels 1 & 2) to high school students.

As a local employee in the maritime sector, we face a significant challenge: a critical shortage of certified fitters. This talent gap hinders our operational capacity and local industry growth. By providing students with the opportunity to earn these NCCER credentials before graduation, you are creating a direct pipeline to high-demand, high wage careers.

We are fully committed to supporting this initiative and look forward to interviewing and hiring qualified graduates that successfully pass our pre-employment skills test when they are eligible to work in an industrial/manufacturing environment at the age of 18.

If you have any questions, please feel free to contact me at (985) 532-2554, extension 5504.

Sincerely,
BOLLINGER SHIPYARDS, L.L.C.


Jerome E. Eymard
Human Resources Director



April 1, 2026

Subject: Formal Endorsement: NCCER Maritime Structural Fitter Program Implementation

To the St. Mary Parish School Board,

On behalf of Conrad Shipyard, I am writing to express our full endorsement of the proposal to implement the NCCER Maritime Structural Fitter Program (Levels 1 and 2) within the St. Mary Parish School System through the Louisiana State IBC Focus List pathway.

The maritime industry is currently facing a critical shortage of skilled craftsmen to include certified fitters. This shortage has a direct impact on our operational capacity as well as the economic growth of our parish. By the school system offering these NCCER credentials to high school students, you are providing them with not only their high school diploma, but also a skill that will enable them to start earning wages and accelerate their career pathway right here in our own backyard.

Conrad Shipyard is not only eager to support this initiative, but also proud to work closely with our educational system to provide career paths to our students who choose to enter the workforce upon graduation. For those graduates 18 years of age or older, we are ready to interview and hire to fulfill vacancies ensuring a seamless transition from the classroom to the local workforce.

Should you have any questions or require additional information, please do not hesitate to contact me at ltwilliams@conradindustries.com or via phone at 985-714-3345.

Regards,

A handwritten signature in black ink that reads "LWilliams".

Lisa T. Williams, PHR, CCEP
Director of People and Workforce Development



To whom it may concern,

As a company that employs Maritime Structural Fitters, I
am submitting this letter in support of St. Mary Parish School System
offering the NCCER Maritime Structural Fitter Program (Level 1 & Level 2)
to high school students. Our need for Maritime Structural Fitters is unable to
be filled due to a lack of certified Fitters. We are looking forward to
interviewing the students who earn the NCCER Maritime Structural Fitter
credential upon their 18th birthday.

Sincerely,

Kidder's Management Team

Justin Gros, General Manager
2-25-26



PRESSURE VESSELS – PIPING
STRUCTURAL STEEL

Subject: Formal Support for NCCER Maritime Structural Fitter Program Implementation
To the St. Mary Parish School Board,

On behalf of New Industries, I am writing to formally endorse the proposal for the St. Mary Parish School System to offer the NCCER Maritime Structural Fitter Program (Levels 1 & 2) to high school students.

As a local employer in the maritime sector, we face a significant challenge: a critical shortage of certified fitters. This talent gap hinders our operational capacity and local industry growth. By providing students with the opportunity to earn these NCCER credentials before graduation, you are creating a direct pipeline to high-demand, high-wage careers.

We are fully committed to supporting this initiative and look forward to interviewing and hiring qualified graduates as soon as they reach their 18th birthday.

Sincerely,

A handwritten signature in black ink that reads "Cody Rink". The script is fluid and cursive, with the first letters of "Cody" and "Rink" being capitalized and prominent.

Cody Rink, HSE/HR Manager
New Industries, LLC



Mailing: P.O. Box 2255
Morgan City, LA 70381
Office: 300 Everett St.
Morgan City, LA 70380

Phone: (985) 519-3687
Email: info@aicsm.org

April 15, 2026

St. Mary Parish School Board
474 Highway 317
Centerville, LA 70522

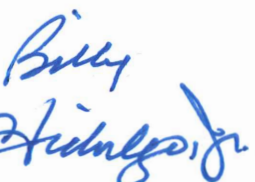
Subject: Formal Endorsement: NCCER Maritime
Structural Fitter Program Implementation

Dear Members of the St. Mary Parish School Board,

On behalf of the Atchafalaya Intracoastal Commission (**AIC**), I am writing to express our full professional endorsement of the proposal to implement the NCCER Maritime Structural Fitter Program (Levels 1 & 2) within the St. Mary Parish School System through the Louisiana State IBC Focus List pathway.

The maritime industry is currently facing a critical shortage of certified fitters—a gap that directly impacts our operational capacity and the economic growth of our parish. By offering these NCCER credentials to high school students, you are providing them with a clear, accelerated pathway to high-wage, high-demand careers right here at home.

AIC is eager to support this initiative. We are prepared to prioritize the interviewing and hiring of qualified graduates as they turn 18, ensuring these students transition seamlessly from the classroom to the local workforce.

Sincerely, 

William H. Hidalgo, Jr., P.E.
President

Industry-Based Certification Council

June 2026 IBC Review

Member Summary Sheets

Transportation, Distribution, and Logistics Pathway Bundle - Maritime Operations Concentration

Bundle Includes:

Safe Land/Safe Gulf

Merchant Mariner's Credential

Maritime Safety Credentials Suite

Qualified Rigger, American Petroleum Institute

USCG Tankerman Assistant Dangerous Liquid OR Liquefied Gases

IBC SUMMARY SHEET

Transportation, Distribution, and Logistics Pathway Bundle-Maritime Operations Concentration

IBC Name	Transportation, Distribution, and Logistics Pathway Bundle-Maritime Operations Concentration
Submitting Organization	Lafourche Parish School District
Certifying Agency	American Petroleum Institute
Industry Sector	Oil and Gas / Maritime
Career Cluster	Transportation, Distribution, and Logistics
Bundle / Standalone	Bundle Includes: Safe Land/Safe Gulf*, Merchant Mariner's Credential*, Maritime Safety Credentials Suite*, Qualified Rigger, American Petroleum Institute, USCG Tankerman Assistant Dangerous Liquid OR Liquefied Gases (*LDOE Emerging IBC)

Occupations and Entry-Level Wages

Labor Market Connection:

The Louisiana Offshore & Maritime Safety Bundle is designed to serve the offshore oil and gas, marine transportation, and shipbuilding industries, all confirmed LED economic driver industries in Louisiana. The Bayou Region depends on a continuous pipeline of safety-credentialed workers for every vessel, rig, dock, and offshore platform.

Certification Testing

Credential Quality

The bundle assembles seven credentials, each with its own third-party or federal assessment infrastructure. All assessments include appropriate security measures and verifiable standards.

Bundle Credential Assessment Overview:

- **Safe Land / Safe Gulf:** OPITO curriculum; written exam + physical survival simulation; proctored facility delivery; 4-year recertification
- **Merchant Mariner's Credential (MMC):** USCG / National Maritime Center federal issuance; medical, background, TWIC requirement, proficiency-based with sea service documentation
- **Maritime Safety Credentials Suite:** Multiple STCW-aligned modules: Basic Firefighting, Personal Safety/Social Responsibilities, Elementary First Aid; USCG-approved facility; written + practical assessments
- **Qualified Rigger — API:** API standard; written exam (75% threshold) + hands-on practical; certified instructor; approved facility; 4-year recertification
- **Tankerman Assistant (DL/LG):** USCG / National Maritime Center; 50-question exam (70% threshold) + simulator-based practical; USCG-approved facility; no expiration

Letters of Support and Employer Engagement

Employer Engagement

Employer engagement in the offshore oil and gas and maritime sectors is robust and multi-sourced. The following Louisiana-based industry partners have provided letters of support confirming active use of these credentials in hiring, promotion, and onboarding decisions:

-
- **Edison Chouest Offshore (Cut Off, LA):** Provides API Rigging and USCG curriculum directly; deep employer integration; credentials required for vessel employment
 - **Grand Isle Shipyard (Galliano, LA):** Supports VPSD, Tankerman, and Rigging training; credentials required for offshore and dock employment
 - **D-S Marine Service (Gray, LA):** Supports Tankerman; vessels require credentialed personnel for cargo transfer duties
 - **LeBeouf Brothers Towing (Houma, LA):** Supports Tankerman, Rigging, and VPSD; towing industry employer with ongoing workforce need

Additional Pertinent Information

Industry & Pathway Alignment

Maritime, oil and gas, and offshore are core LED economic driver industries in Louisiana. The bundle credentials function as a mandatory safety suite for entry into offshore employment.

Work-Based Learning (WBL)

Employer letters describe a hiring pipeline activated at graduation (age 18). Edison Chouest Offshore directly provides curriculum for API Rigging and USCG Tankerman, creating a structural link between instruction and employer delivery. The USCG Tankerman credential requires 60 sea days and 10 cargo loads/discharges with sign-offs for advancement to Tankerman PIC.

Postsecondary Continuity

Fletcher Technical Community College (Thibodaux campus) is identified as a training facility for API Rigging, USCG Tankerman, and USCG VPSD coursework. The class can be dual-enrolled.

Career Progression & Outcomes

The bundle represents a structured sequence of safety credentials for entry-to-career development in the Louisiana offshore and maritime workforce. The career ladder runs from entry-level deck hand through Tankerman PIC, Mate, and ultimately Captain or Marine Engineer roles.

Scalability

Training facilities are already identified at Edison Chouest Offshore, Fletcher Technical Community College, RelyOn NuTEC, P3 Global, and Northeast Maritime Institute.

From: LWC_donotreply@la.gov
Sent: Tuesday, March 24, 2026 11:09 AM
To: IBCCouncil
Subject: INDUSTRY-BASED CERTIFICATION (IBC) APPLICATION FORM

INDUSTRY-BASED CERTIFICATION (IBC)
APPLICATION FORM
(Submitted: 3/24/2026 11:09:11 AM)

1) Submitting Organization:

Lafourche Parish School District

2) IBC Title:

Qualified Rigger - American Petroleum Institute

3) Certifying/Accrediting Agency with contact information:

Name: AMERICAN PETROLEUM INSTITUTE
Address: 200 MASSACHUSETTS AVE NW SUITE 1100 WASHINGTON, DC 20001
Contact Person: N/A
Phone No: 202-682-8000

4) Educational Partner Agency/School/District with contact information:

Name: Lafourche Parish School District
Address: 6419 Highway 308 Lockport, LA 70374
Contact Person: Brandy Matherne
Phone No: 985-532-6596

5) Geographic Area of Certification:

International

6) Explanation of Workforce Demand for IBC:

The Oil, Gas and Maritime industries are among the highest paying, highest employing industries in our state. Any entry-level personnel in the Oil and Gas or Maritime will be required to obtain a Qualified Rigger credential to be employed on any boat, dock, or offshore rig/platform. API Rigging is among the basic skills needed for work in the maritime industry. According to the Louisiana Works HiRE Industry Employment Projections for 2022-2023, there is a projected growth in the areas of Transportation and Warehousing, as well as Transportation and Material moving. Not only is there a positive job outlook, but these careers are high wage and high demand. Riggers, Roustabouts, and Marine Oilers are listed as Four Star jobs and Captains, Mates, Pilots of Water Vessels, and Crane Operators as five-star jobs. With Port Fourchon at the southern end of our parish, our communities are vastly employed by marine industry companies. The Maritime Operations course offered to students in our district offers the opportunity for our students to be career ready upon graduation. We have industry interest in Work-Based Learning opportunities such as internships as well. Our Maritime Operations program has established business partnerships with a number of industry leaders including Edison Chouest Offshore, Grand Isle Shipyard, LeBeouef Brothers Towing, Adriatic Marine, DS Marine, and Harvey Gulf. Our goal is to work collaboratively with these partners to meet the needs of the growing industry and help students to begin their careers upon graduation.

7) List up to 5 Occupations with 4 and 5 Star Jobs ratings associated with IBC:

March 24, 2026

Workforce Investment Council
Louisiana Works
1001 North 23rd Street
Baton Rouge, LA 70802

Subject: Transportation, Distribution, and Logistics Pathway - Maritime Operations Basic Bundle

Dear Louisiana Workforce Investment Council:

On behalf of the Lafourche Parish School District, I am writing to request approval of a Transportation, Distribution, and Logistics Pathway Basic Bundle in the area of Maritime Operations.

The maritime industry plays a vital role in Louisiana's economy, particularly along the Mississippi River corridor and in the Gulf region. Employers across the sector consistently report a need for entry-level workers who possess foundational safety training, operation awareness, and industry-recognized credentials. The need is so great, that these credentials lead to four and five start jobs in our region. This bundle with the concentration in Maritime Operations, is designed to meet this need by providing students with a focused set of core certifications that align with employer expectations.

Our industry partners have reviewed the proposed bundle and are highly supportive of its inclusion. They recognize that bundling these essential credentials will better prepare students for the realities of maritime employment while also helping employers identify job candidates who are ready to contribute safely and effectively from day one. These partners are also supportive of sponsoring interns that are actively working towards this certification bundle. The work-based learning opportunity benefits our students and the maritime employers.

Approval of this bundle will significantly improve student employability upon graduation. By completing the bundle, participants will enter the workforce with practical, job relevant skills and certifications that are recognized across maritime operations, including port facilities, vessel support services, logistics, and related industries. In addition to strengthening workforce readiness, the bundle supports Louisiana Works' mission to empower individuals by offering workforce development programs that bridge the gap between education and employment.

For these reasons, we respectfully request that Louisiana Works approve the proposed Basic Bundle as we believe this will serve as an important pathway for individuals seeking careers in Louisiana's maritime sector while helping employers meet their workforce needs.

Thank you for your consideration and for your continued commitment to workforce development across our state.

Sincerely,



Brandy Matherne
Career & Technical Education Coordinator, Lafourche Parish School District
985-532-6596
blandry@mylpsd.com

Proposed Transportation, Distribution, and Logistics Pathway Basic Bundle Maritime Operations Concentration

By combining a number of credentials that are approved capstone credentials with credentials that meet industry need, the bundle will better prepare students for the realities of maritime employment while also helping employers identify job candidates who are ready to contribute safely and effectively from day one

(255) Safe Land, Safe Gulf (Emerging) – PEC Basic Orientation Safe Gulf and Safe Land

(259) Water Survival/Helicopter Underwater Egress Training (Emerging)

(433) Merchant Mariner's Credential (Z-Card)

(429) Maritime Safety Credentials Suite: Personal Safety/Social Responsibilities, Basic Water Survival, Basic Firefighting AND Basic First Aid/CPR AED (Emerging)

(437) Qualified Rigger, American Petroleum Institute

**** (NEW) Vessel Personnel with Designated Security Duties – Maritime**

**** (NEW) USCG Dangerous Liquid and Liquefied Gases Tankerman Endorsement - Maritime**

(1)	Occupation:	Roustabouts, Oil and Gas
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	2400
	Low Wage:	21
	High Wage:	45
(2)	Occupation:	Sailors and Marine Oilers
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	6603
	Low Wage:	23
	High Wage:	90
(3)	Occupation:	Captains, Mates and Pilots of Water Vessels
	Star Jobs Rating:	5
	Anticipated Annual Statewide Demand:	6277
	Low Wage:	48
	High Wage:	90
(4)	Occupation:	Transportation, Storage, and Distribution Managers
	Star Jobs Rating:	5
	Anticipated Annual Statewide Demand:	1484
	Low Wage:	23
	High Wage:	73
(5)	Occupation:	Riggers
	Star Jobs Rating:	3
	Anticipated Annual Statewide Demand:	1861
	Low Wage:	18
	High Wage:	29

8) List of La. Employers, Industry Associations, or Regional Jump Start Teams:

(1)	Name:	EDISON CHOUDEST OFFSHORE
	Address:	16201 E Main St, Cut Off, LA 70345
	Contact Person:	CRAIG PLAISANCE
	Phone:	985-601-4155
(2)	Name:	GRAND ISLE SHIPYARD
	Address:	18838 LA - 3235 GALLIANO, LA 70354
	Contact Person:	JOSH FALGOUT
	Phone:	985-226-8067
(3)	Name:	LEBEOUF BROTHERS TOWING
	Address:	PO BOX 9036 HOUMA, LA 70361
	Contact Person:	DWAYNE PORTIER
	Phone:	985-804-9383

9) Brief Program Description(s) to include, but not limited to:

(a) Curriculum to be used for training purposes:

American Petroleum Institute curriculum taught by Edison Chouest Offshore, Fletcher Technical College, RelyOn NUTEC, P3 Global, all internationally recognized.

(b) Is the curriculum or training materials duplicated in another training field?

If so, please explain the need to use different training materials:

There is a NCCER Rigging certification that is not recognized by any offshore companies.

(c) Facilities currently offering training or where training could be implemented:

Edison Chouest Offshore, RelyOn NuTec, P3 Global, Fletcher Community College, and Northeast Maritime Institute (NEMI)

(d) Upon completion of training and certification, what is the next step in continuing training/education in this field:

The API Rigging certification gives the students the opportunity to make rigging a life-long career. If a student would like to continue their training, it can lead to higher wage careers like a captain or engineer.

(e) What is the minimum length of time required to complete the training?

2-3 full days or around a week of instructional periods.

(f) What type of certification testing and/or assessment is included with the training?

There are practical assessments followed by an exam that must be passed with a 75 percent.

(g) What are the safe guards for test validity to protect the certification standards?

The instructors are certified, the practical assessments and written test are all given at an approved facility.

(h) Does the assessment include written exams, hands-on applications, and/or performance measures?

Hands-On Applications are a big part of the assessment, to make sure the person receiving the credential is capable of executing the tasks.

(i) Since certifications are already required to have classroom training. Does work experience also qualify for this certification?

No

(i.1) If work experience can be used to qualify for this certification, what consideration is given to prior military experience and/or certification?

No does not qualify

(i.2) If work experience can be used to qualify for this certification, what additional training is needed in addition to military certification?

N/A

(j) Explain the career advancement upon completion of training and obtaining certification:

An individual with Qualified Rigger IBC can perform the tasks required of them in field. Without this IBC, an individual will not be hired entry-level in the Offshore Oil and Gas industry and cannot advance.

(k) Are there additional training opportunities beyond the training affiliated with this IBC?

There are countless opportunities beyond this IBC. The student can go on to receive more training to be a boat captain, boat engineer, and if they work on a platform/rig they can work their way to many other careers.

(l) Are continuing education, dual enrollment, articulated credit, and/or career ladder opportunities affiliated with this IBC?

Career Ladder Opportunities are endless. We can dual enroll the Maritime program to complete all of these and the students are set up for any career in the maritime industry.

(m) What is the cost for the training and certification and what resources do employers provide in support?

Edison Chouest Offshore will provide our training, otherwise it is \$600-800.

(n) What is the recertification process for an individual's credentials to remain current/active?

The individual must take a 1-day refresher course every 4 years.

Submitter Information

Name: Brandy Matherne

Phone #: 985-532-6596

Email: blandry@mylpsd.com

FAX #:

This form has been submitted to ibccouncil@la.gov

From: LWC_donotreply@la.gov
Sent: Tuesday, March 24, 2026 11:13 AM
To: IBCCouncil
Subject: INDUSTRY-BASED CERTIFICATION (IBC) APPLICATION FORM

INDUSTRY-BASED CERTIFICATION (IBC)
APPLICATION FORM
(Submitted: 3/24/2026 11:13:03 AM)

1) Submitting Organization:

Lafourche Parish School District

2) IBC Title:

USCG Dangerous Liquid and Liquefied Gases Tankerman Assistant Endorsement - Maritime

3) Certifying/Accrediting Agency with contact information:

Name: UNITED STATES COAST GUARD
Address: 100 FORBES DRIVE MARTINSBURG, WV 25404
Contact Person: NATIONAL MARITIME CENTER
Phone No: 888-427-5662

4) Educational Partner Agency/School/District with contact information:

Name: Lafourche Parish School District
Address: 6419 Highway 308 Lockport, LA 70374
Contact Person: Brandy Matherne
Phone No: 985-532-6596

5) Geographic Area of Certification:

International

6) Explanation of Workforce Demand for IBC:

The US Coast Guard Tankerman Assistant Endorsement allows mariners to assist with the safe transfer of liquid cargo- such as petroleum products or chemicals- on tank vessels and tank barges. This endorsement is typically one of the first steps for mariners who want to work in the Tank Vessel sector of the maritime industry. This credential helps ensure that crew members involved in cargo transfers understand the strict safety and environmental regulations required when handling hazardous liquid cargo. The Oil, Gas and Maritime industries are among the highest paying, highest employing industries in our state. Any entry-level personnel holding a Tankerman Credential will put them far ahead of any other entry-level person applying for the same job and accelerate their career and raise their wages much faster. According to the Louisiana Works HiRE Industry Employment Projections for 2022-2023, there is a projected growth in the areas of Transportation and Warehousing, as well as Transportation and Material moving. Not only is there a positive job outlook, but these careers are high wage and high demand. Sailors, Ship Engineers and Marine Oilers are listed as Four Star jobs and Captains, Mates, and Pilots of Water Vessel as five-star jobs. With Port Fourchon at the southern end of our parish, our communities are vastly employed by marine industry companies. The Maritime Operations course offered to students in our district offers the opportunity for our students to be career ready upon graduation. We have industry interest in Work-Based Learning opportunities such as internships as well. Our Maritime Operations program has established business partnerships with a number of industry leaders including Edison Chouest Offshore, Grand Isle Shipyard, LeBeouef Brothers Towing, Adriatic Marine, DS Marine, and Harvey Gulf. Our goal is to work collaboratively with these partners to meet the needs of the growing industry and help students to begin their careers upon graduation.

7) List up to 5 Occupations with 4 and 5 Star Jobs ratings associated with IBC:

(1)	Occupation:	Roustabouts, Oil and Gas
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	2400
	Low Wage:	21
	High Wage:	45
(2)	Occupation:	Sailors and Marine Oilers
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	6603
	Low Wage:	23
	High Wage:	90
(3)	Occupation:	Captains, Mates and Pilots of Water Vessels
	Star Jobs Rating:	5
	Anticipated Annual Statewide Demand:	6277
	Low Wage:	48
	High Wage:	90
(4)	Occupation:	Rotary Drill Operators, Oil and Gas
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	526
	Low Wage:	30
	High Wage:	46

8) List of La. Employers, Industry Associations, or Regional Jump Start Teams:

(1)	Name:	EDISON CHOUDEST OFFSHORE
	Address:	16201 E Main St, Cut Off, LA 70345
	Contact Person:	CRAIG PLAISANCE
	Phone:	985-601-4155
(2)	Name:	GRAND ISLE SHIPYARD
	Address:	18838 LA-3235 GALLIANO, LA 70354
	Contact Person:	JOSH FALGOUT
	Phone:	985-226-8067
(3)	Name:	D-S MARINE SERVICE
	Address:	222 TRINITY LANE GRAY, LA 70359
	Contact Person:	DEAN CHERAMIE
	Phone:	985-873-3190
(4)	Name:	LEBEOUF BROTHERS TOWING
	Address:	PO BOX 9036 HOUMA, LA 70361
	Contact Person:	DWAYNE PORTIER
	Phone:	985-804-9383

9) Brief Program Description(s) to include, but not limited to:

(a) Curriculum to be used for training purposes:

USCG Approved Curriculum from Edison Chouest Offshore, Fletcher Technical College USCG Curriculum, RelyOn NuTEC, Etc.

(b) Is the curriculum or training materials duplicated in another training field?

If so, please explain the need to use different training materials:

NO

(c) Facilities currently offering training or where training could be implemented:

Edison Chouest Offshore, Fletcher Technical College, and Northeast Maritime Institute (NEMI)

(d) Upon completion of training and certification, what is the next step in continuing training/education in this field:

Upon receiving this certificate, the individual will go on to receive 60 sea days on board a tank/supply vessel and complete 10 loads and discharges with sign offs to receive Tankerman Person in Charge (PIC) endorsement.

(e) What is the minimum length of time required to complete the training?

8-10 days of instruction

(f) What type of certification testing and/or assessment is included with the training?

50 question exam, must receive a 70 percent. Simulator practical assessments,

(g) What are the safe guards for test validity to protect the certification standards?

Test is multiple choice, and the instructors are USCG Certified. The certification is completed at an USCG Approved Facility.

(h) Does the assessment include written exams, hands-on applications, and/or performance measures?

Assessment includes exam and hands on simulation assessments to show capability.

(i) Since certifications are already required to have classroom training. Does work experience also qualify for this certification?

No

(i.1) If work experience can be used to qualify for this certification, what consideration is given to prior military experience and/or certification?

No does not qualify

(i.2) If work experience can be used to qualify for this certification, what additional training is needed in addition to military certification?

N/A

(j) Explain the career advancement upon completion of training and obtaining certification:

This certification will give the individual a leg up on all other entry levels due to being able to be used in the engine room as well as on the deck and once they receive the PIC, can handle cargo and fuel transfers on their own.

(k) Are there additional training opportunities beyond the training affiliated with this IBC?

Yes, the individual can go on to move their way up on a vessel and become an engineer or captain.

(l) Are continuing education, dual enrollment, articulated credit, and/or career ladder opportunities affiliated with this IBC?

Career ladder opportunities include being able to stand cargo watches alone which is a huge resume boost, will offer opportunities to advance to higher positions onboard vessels. This class can be dual enrolled as well.

(m) What is the cost for the training and certification and what resources do employers provide in support?

1,200 to 1,300

(n) What is the recertification process for an individual's credentials to remain current/active?

Credential does not expire

Submitter Information

Name: Brandy Matherne

Phone #: 985-532-6596

Email: blandry@mylpsd.com

FAX #:

This form has been submitted to ibccouncil@la.gov

From: LWC_donotreply@la.gov
Sent: Tuesday, March 24, 2026 11:12 AM
To: IBCCouncil
Subject: INDUSTRY-BASED CERTIFICATION (IBC) APPLICATION FORM

INDUSTRY-BASED CERTIFICATION (IBC)
APPLICATION FORM
(Submitted: 3/24/2026 11:11:30 AM)

1) Submitting Organization:

Lafourche Parish School District

2) IBC Title:

Vessel Personnel with Designated Security Duties - Maritime

3) Certifying/Accrediting Agency with contact information:

Name: UNITED STATES COAST GUARD
Address: 100 FORBES DRIVE MARTINSBURG, WV 25404
Contact Person: NATIONAL MARITIME CENTER
Phone No: 888-427-5662

4) Educational Partner Agency/School/District with contact information:

Name: Lafourche Parish School District
Address: 6419 Highway 308 Lockport, LA 70374
Contact Person: Brandy Matherne
Phone No: 985-532-6596

5) Geographic Area of Certification:

International

6) Explanation of Workforce Demand for IBC:

VPDSD is often routinely included in crewing agencies hiring checklists for positions on vessels subject to ISPS compliance. Because the credential demonstrates both security awareness and compliance readiness, it increases a candidates attractiveness to employers. VPDSD Certification serves as a stepping stone for higher-level maritime security or safety roles such as Ship Security Officer, Maritime Risk and Compliance Specialists, Security Coordinators. The Oil Gas and Maritime industries are among the highest paying, highest employing industries in our state. Any entry-level personnel in the Oil and Gas or Maritime will be required to obtain a Vessel Personnel with Designated Security Duties credential to be employed on any boat, dock, or offshore rig/platform. VPDSD is among the basic qualifications needed for work in the maritime industry. According to the Louisiana Works HiRE Industry Employment Projections for 2022-2023, there is a projected growth in the areas of Transportation and Warehousing, as well as Transportation and Material moving. Not only is there a positive job outlook, but these careers are high wage and high demand. Sailors, Ship Engineers and Marine Oilers are listed as Four Star jobs and Captains, Mates, and Pilots of Water Vessel as five-star jobs. With Port Fourchon at the southern end of our parish, our communities are vastly employed by marine industry companies. The Maritime Operations course offered to students in our district offers the opportunity for our students to be career ready upon graduation. We have industry interest in Work-Based Learning opportunities such as internships as well. Our Maritime Operations program has established business partnerships with a number of industry leaders including Edison Chouest Offshore, Grand Isle Shipyard, LeBeouef Brothers Towing, Adriatic Marine, DS Marine, and Harvey Gulf. Our goal is to work collaboratively with these partners to meet the needs of the growing industry and help students to begin their careers upon graduation.

7) List up to 5 Occupations with 4 and 5 Star Jobs ratings associated with IBC:

(1)	Occupation:	Captains, Mates and Pilots of Water Vessels
	Star Jobs Rating:	5
	Anticipated Annual Statewide Demand:	6277
	Low Wage:	48
	High Wage:	90
(2)	Occupation:	Ship Engineer
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	822
	Low Wage:	39
	High Wage:	64
(3)	Occupation:	Sailors and Marine Oilers
	Star Jobs Rating:	4
	Anticipated Annual Statewide Demand:	6603
	Low Wage:	23
	High Wage:	90

8) List of La. Employers, Industry Associations, or Regional Jump Start Teams:

(1)	Name:	EDISON CHOUEST OFFSHORE
	Address:	16201 E Main St, Cut Off, LA 70345
	Contact Person:	CRAIG PLAISANCE
	Phone:	985-601-4155
(2)	Name:	GRAND ISLE SHIPYARD
	Address:	18838 LA-3235 GALLIANO, LA 70354
	Contact Person:	JOSH FALGOUT
	Phone:	985-226-8067
(3)	Name:	D-S MARINE SERVICE
	Address:	222 TRINITY LANE GRAY, LA 70359
	Contact Person:	DEAN CHERAMIE
	Phone:	985-873-3190
(4)	Name:	LEBEOUF BROTHERS TOWING
	Address:	PO BOX 9036 HOUMA, LA 70361
	Contact Person:	DWAYNE PORTIER
	Phone:	985-804-9383

9) Brief Program Description(s) to include, but not limited to:

(a) Curriculum to be used for training purposes:

We will be using USCG Approved Edison Chouest Offshore VPDS course.

(b) Is the curriculum or training materials duplicated in another training field?

If so, please explain the need to use different training materials:

No

(c) Facilities currently offering training or where training could be implemented:

Edison Chouest Offshore, RelyOn NuTec, LeBeouf Brothers Towing, Fletcher Technical College, and Northeast Maritime Institute (NEMI)

(d) Upon completion of training and certification, what is the next step in continuing training/education in this field:

Individual has this credential for life and it will only help their maritime career where they can serve as Captain or Engineer and Security Officer. Also allowing them career opportunities in overseas piracy areas.

(e) What is the minimum length of time required to complete the training?

2-3 full days or around a week of instructional periods.

(f) What type of certification testing and/or assessment is included with the training?

There is a 20 question test minimum score is a 70 percent.

(g) What are the safe guards for test validity to protect the certification standards?

The test is multiple choice.

(h) Does the assessment include written exams, hands-on applications, and/or performance measures?

Only a multiple choice exam.

(i) Since certifications are already required to have classroom training. Does work experience also qualify for this certification?

No

(i.1) If work experience can be used to qualify for this certification, what consideration is given to prior military experience and/or certification?

No does not qualify

(i.2) If work experience can be used to qualify for this certification, what additional training is needed in addition to military certification?

N/A

(j) Explain the career advancement upon completion of training and obtaining certification:

As the individual upgrades their licensure, the individual can be recognized as not only the Vessel Captain or Engineer, but also Ship Security Officer.

(k) Are there additional training opportunities beyond the training affiliated with this IBC?

No this credential stands on its own but is affiliated with an individuals Merchant Mariner Credential.

(l) Are continuing education, dual enrollment, articulated credit, and/or career ladder opportunities affiliated with this IBC?

Career Ladder opportunities include Ship Security Officer, Vessel or company safety and security coordinator, Rig/Platform Security Officer, Maritime Security or Compliance Specialist. This class can be dual enrolled as well.

(m) What is the cost for the training and certification and what resources do employers provide in support?

Between 250-300 dollars

(n) What is the recertification process for an individual's credentials to remain current/active?

This credential is valid for life.

Submitter Information

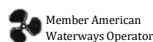
Name: Brandy Matherne

Phone #: 985-532-6596

Email: blandry@mylpsd.com

FAX #:

This form has been submitted to ibccouncil@la.gov



222 Trinity Lane
Gray, Louisiana 70359

3/5/2026

D&S Marine Service
222 Trinity Lane
Gray, LA 70359

RE: Industry Support

To Whom It May Concern,

This letter is written to confirm the inshore industry's strong need for specialized training programs that prepare individuals to work safely, competently, and effectively in brown water environments.

The inland sector operates under strict safety, security, and operational standards. As such, training such as **Vessel and Port Facility Security Awareness (VPSD) Training and Tankerman Training** are not only relevant but essential for personnel seeking inland employment. These courses provide foundational knowledge and practical skills that directly align with industry requirements and regulatory expectations.

VPSD Security Awareness Training ensures that personnel understand security protocols, threat awareness, and compliance obligations critical to our inland operations. Tankerman Training equips workers with the knowledge needed to safely handle, transfer, and manage fuels and hazardous liquids—skills that are in high demand with high paying jobs and careers for vessels and facilities.

Individuals who complete this combination of training are considered **highly employable** within the marine industry. Employers consistently seek candidates who arrive with recognized certifications, a strong safety mindset, and job-ready skills. These courses reduce onboarding training time to improve operational safety and contribute to overall workforce reliability and efficiency.

The industry recognizes and values training providers and programs that deliver this level of preparedness. Supporting access to these courses directly supports workforce development and helps create a steady pipeline of qualified personnel for marine operations which would create value for the local workforce, and local economy.

Sincerely,

Dean Cheramie
Owner
D&S Marine Service



To Whom It May Concern,

Rigging training provides students with a powerful foundation for entering today's workforce by combining technical skill development, safety awareness, and real-world application. This coursework equips students with practical knowledge that is immediately valuable across a wide range of industries where safety, precision, and accountability are essential.

Through rigging instruction, students develop critical competencies such as load calculations, equipment inspection, proper lifting techniques, and compliance with industry standards. These skills directly contribute to safer job sites, improved efficiency, and reduced risk—qualities that employers consistently prioritize. Rigging is more than a specialized trade skill; it is a core safety discipline that influences job performance, teamwork, and operational success.

Students who complete this training gain hands-on experience with industry-grade equipment and procedures that closely mirror active work environments. This exposure helps bridge the gap between classroom learning and job-site expectations, allowing students to graduate with increased confidence, situational awareness, and readiness to perform safely from day one.

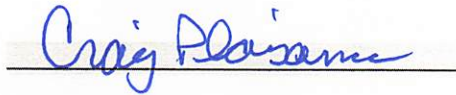
In addition to technical instruction, students may participate in workplace-based learning opportunities such as internships, facility tours, and mentorship with experienced professionals. These experiences reinforce classroom concepts while giving students valuable insight into how rigging principles are applied in real operational settings.

When applying for jobs, students who have completed rigging training clearly stand out. Employers strongly value candidates who already understand safe lifting practices and load control, particularly for positions involving the movement, suspension, or securing of heavy or complex materials. This training signals that a candidate is safety-focused, technically capable, and prepared to contribute immediately—often giving them a competitive edge over applicants without this certification.

The skills learned through rigging training are highly transferable and applicable across multiple industries, including construction, manufacturing, maritime operations, energy, warehousing, and specialized logistics. Even in roles not exclusively focused on rigging, the emphasis on safety,

planning, communication, and risk assessment makes these students stronger, more versatile employees.

By completing this program, students position themselves for broader career opportunities, long-term employability, and increased job security. Rigging training plays a key role in developing a skilled, safety-conscious workforce while preparing students for successful and rewarding careers across diverse industries.



Craig Plaisance

Training & Licensing Manager

ECO Training Center

Edison Chouest Offshore



To Whom It May Concern,

As industries place increasing emphasis on safety, regulatory compliance, and risk management, Tankerman training provides students with a clear and measurable advantage as they enter today's workforce.

This training provides students with specialized knowledge and practical skills that are highly transferable across a wide range of industries. While the certification is essential for tankermen, the competencies developed through this program extend well beyond a single job title. Students gain a strong foundation in the safe handling, transfer, and storage of liquid cargo, as well as an in-depth understanding of safety procedures, hazard recognition, and emergency response.

The program emphasizes real-world application through supervised observation, hands-on exercises, and training simulations that reflect actual vessel and facility operations. This practical exposure prepares students to apply their skills confidently in professional environments. A working knowledge of safety protocols, regulatory compliance, and risk mitigation is a significant asset for any organization that prioritizes operational excellence and worker safety.

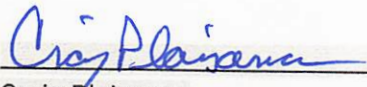
Students who complete Tankerman training stand out when applying for jobs.

In an increasingly regulated workforce, candidates with formal certification demonstrate a higher level of preparedness, responsibility, and technical understanding than those without specialized training. Even in roles not formally titled "Tankerman," employers recognize the value of certified knowledge related to hazardous materials, cargo safety inspections, and compliance with federal regulations.

These skills are directly applicable to positions in shipping and logistics, chemical and petrochemical facilities, oil and gas operations, terminal and dock operations, manufacturing, utilities, and industrial maintenance environments. Graduates are often strong candidates for roles such as marine operators, terminal technicians, dock supervisors, process technicians, safety coordinators, and other positions that involve risk management and safety-sensitive operations.

Hiring individuals with Tankerman training provides organizations with an immediate safety advantage. Employers benefit from reduced onboarding time, lower training costs, and increased confidence that new hires understand complex safety requirements and operational standards. These graduates contribute to safer workplaces and support a strong culture of compliance from their first day on the job.

Tankerman training equips students with durable, industry-respected skills that enhance employability, improve workplace safety, and prepare them for long-term success across multiple sectors in competitive field.



Craig Plaisance
Training & Licensing Manager
ECO Training Center
Edison Chouest Offshore



To Whom It May Concern,

While Vessel Personnel with Designated Security Duties (VPDSD) is rooted in maritime security, the knowledge and skills gained extend far beyond vessel operations and prove to be beneficial in life.

This program develops core competencies that are essential in nearly every professional environment, including situational awareness, risk identification, regulatory compliance, information protection, personal safety and effective response to potential security threats.

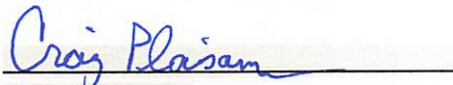
The VPDSD program emphasizes real-world, scenario-based training. Students learn how to recognize suspicious activity, follow established security procedures, safeguard sensitive information, and respond appropriately to incidents. These skills are immediately applicable not only in maritime settings, but also in industries such as logistics, transportation, manufacturing, energy, healthcare, and any workplace where safety, security, and accountability are priorities.

Participation in this training helps students build strong professional habits early in their careers. Attention to detail, responsibility, communication, and adherence to procedures are reinforced throughout the program—qualities that employers consistently seek regardless of job title or industry.

Students who complete VPDSD training gain a clear advantage when applying for jobs. This certification demonstrates a proven understanding of security awareness and risk management, setting graduates apart from other candidates who may lack formal training in these areas. Employers recognize VPDSD-trained individuals as more prepared, reliable, and capable of contributing to a safe and compliant work environment from day one.

Hiring individuals with VPDSD training reduces organizational risk by lowering the likelihood of security incidents, operational disruptions, and costly compliance failures. These graduates bring value beyond their primary job duties by supporting a culture of safety, vigilance, and professionalism that companies seek.

The VPDSD training is an investment in a workforce that is not only job-ready, but security-conscious and adaptable across a wide range of real-world applications.



Craig Plaisance
Training & Licensing Manager
ECO Training Center
Edison Chouest Offshore



2/5/2026

Grand Isle Shipyard
18838 LA-3235
Galliano, LA 70354
Lawrence Plaisance

RE: Industry Support

To Whom It May Concern,

This letter is written to confirm the offshore industry's strong support for specialized training programs that prepare individuals to work safely, competently, and effectively in offshore environments.

The offshore sector operates under strict safety, security, and operational standards. As such, training such as **Vessel and Port Facility Security Awareness (VPSD) Training**, **Tankerman Training**, and **Rigging Training** are not only relevant but essential for personnel seeking offshore employment. These courses provide foundational knowledge and practical skills that directly align with industry requirements and regulatory expectations.

VPSD Security Awareness Training ensures that personnel understand security protocols, threat awareness, and compliance obligations critical to offshore and maritime operations. Tankerman Training equips workers with the knowledge needed to safely handle, transfer, and manage fuels and hazardous liquids—skills that are in high demand across offshore vessels and facilities. Rigging Training develops core competencies in lifting operations, load handling, and workplace safety, all of which are vital in offshore construction, maintenance, and production environments.

Individuals who complete this combination of training are considered **highly employable** within the offshore industry. Employers consistently seek candidates who arrive with recognized certifications, a strong safety mindset, and job-ready skills. These courses reduce onboarding time, improve operational safety, and contribute to overall workforce reliability and efficiency.

The industry recognizes and values training providers and programs that deliver this level of preparedness. Supporting access to these courses directly supports workforce development and helps ensure a steady pipeline of qualified personnel for offshore operations.

Sincerely,

Lawrence Plaisance, ITEC Training Director
ITEC/Leadership Development

18838 LA-3235
Galliano, Louisiana 70354
E: lawrencep@gisy.com

P: Direct 985-475-1063 / Cell Phone 985-637-2886

CORPORATE HEADQUARTERS

18838 HIGHWAY 3235 | PO BOX 820 | GALLIANO, LA 70354 | P: (985) 475-5238 | WWW.GISY.COM



3/12/2026

LeBeouf Bros Towing
124 Dry Dock Rd
Bourg LA 70343

RE: Industry Support for Maritime Workforce Training – Towboat Industry

To Whom It May Concern,

This letter is written to express the towboat and inland maritime industry's strong support for workforce training programs that prepare individuals to safely and effectively enter careers within the maritime transportation sector.

The towing industry plays a critical role in the movement of fuel, chemicals, and other essential commodities along the nation's inland waterways. Because of the operational complexity and strict regulatory environment in which towing vessels operate, employers place a high value on individuals who enter the workforce with relevant maritime training and a demonstrated commitment to safety.

Training programs such as **Vessel and Port Security Awareness (VPSD) Training**, **Tankerman Training**, and **Rigging Training** provide essential foundational knowledge that directly supports the operational needs of the towboat industry.

Vessel and Port Security Awareness (VPSD) Training prepares personnel to understand maritime security responsibilities, recognize potential threats, and comply with federal security requirements that govern vessels and port facilities. Security awareness is a critical component of maintaining safe and compliant maritime operations.

Tankerman Training equips individuals with the knowledge required to assist in the safe handling and transfer of liquid cargoes transported by tank barges. With a significant portion of inland cargo consisting of petroleum products and chemicals, personnel trained in proper cargo transfer procedures and safety practices are highly valued across the towing industry.

Rigging Training develops the practical skills needed for safe lifting operations, load control, and proper rigging techniques. These competencies are routinely applied during vessel

operations, maintenance activities, and cargo handling tasks both aboard towing vessels and at waterfront facilities.

Employers within the towboat industry consistently seek candidates who arrive with recognized training, safety awareness, and job-ready skills. Individuals who complete these types of training programs are often more competitive applicants and are better prepared to integrate into vessel crews while maintaining the high safety standards required in maritime operations.

Supporting access to these training opportunities strengthens workforce development and helps address the industry's ongoing need for qualified and safety-focused personnel. Programs that provide this type of training contribute directly to building a reliable pipeline of workers prepared to support the operational demands of the towing and maritime transportation industry.

The towboat industry strongly supports initiatives that expand access to practical maritime training and help prepare the next generation of mariners.

Sincerely,
Dwayne M. Portier
Safety/Training Manager
LeBeouf Bros Towing
dportier@lebeouftowing.com
Cell (985) 804-9383
Office (985) 594-6691

Industry-Based Certification Council

June 2026 IBC Review

Member Summary Sheets

Louisiana Agricultural Mechanics

IBC SUMMARY SHEET

Louisiana Agricultural Mechanics

IBC Name	Louisiana Agricultural Mechanics
Submitting Organization	Louisiana Farm Bureau Federation
Certifying Agency	Louisiana Farm Bureau Federation
Industry Sector	Agribusiness
Career Cluster	Agriculture, Food & Natural Resources
Bundle / Standalone	Standalone

Occupations and Entry-Level Wages

Labor Market Connection:

One five-star occupation (Electricians) and 7 four-star occupations. Substantial total annual openings statewide (Maintenance Workers 20,641; Welders 12,736; Electricians 12,294). Typical wages in the \$55K-\$80K range for most occupations; Industrial Machinery Mechanics reach \$98,325 at the experienced level. Entry wages range from \$ 22K to \$39 K, and career progression is well documented in the Sunshine career ladder.

Certification Testing

Credential Quality:

Strong assessment design: 30 performance tasks (10 per craft area) with detailed 24-point rubrics across 6 criteria each, three random performance scenarios at certification, 70% threshold per scenario, hands-on performance-based testing developed with LCTCS, LSU, and HS instructor input.

Letters of Support and Employer Engagement

Employer Engagement:

Sunshine letter is the strongest (300 employees, dedicated FFA/4-H internship, \$100K in support over 5 years, 35-parish footprint). DSEDA serves as the trade association voice. Boudreaux's Electrical letter primarily expresses demand. Waggoner Services letter is largely about Non-Destructive Testing and Radiography Testing. The curriculum was developed in collaboration with LCTC, LSU, HS instructors, and industry experts (specific names not provided), demonstrating industry input.

Additional Pertinent Information

Industry & Pathway Alignment

Strong alignment with Louisiana's largest LED economic drivers: construction (149,034 workers), manufacturing (140,882), transportation, oil and gas, and agriculture. 8 occupations identified across electrical trades, welding, mechanics, maintenance, and structural trades. The construction and Extraction occupational group is projected to add 12,301 jobs between 2022 and 2032. The integrated three-craft design (welding, electrical, and small engines) reflects the multi-skilled demands of the agricultural and rural industries documented by DSEDA and Sunshine.

Work-Based Learning

Supervised Agricultural Experiences (SAEs) integrated through coursework. Sunshine Quality Solutions runs a documented FFA/4-H-targeted internship with a real, named WBL program tied directly to credential holders. The John Deere TECH program at Fletcher Technical Community College provides a postsecondary pathway to an AAS. However, no registered apprenticeship is documented, and no structured pre-apprenticeship infrastructure is described across the broader employer set. Sunshine's program is strong but isolated; broader employer WBL commitments are not documented.

Postsecondary Continuity

The LSU Prior Learning Assessment (PLA) process is available but is a university-wide mechanism, not specific to this credential, requires student-initiated application, and charges \$50/credit hour. LCTC Quality Postsecondary Credential (QPC) of Value Policy would allow this to be reviewed if approved as advanced. John Deere TECH at Fletcher Technical Community College is the strongest concrete pathway.

Career Progression & Outcomes

Sunshine Quality Solutions provides a well-documented internal career ladder. Projected wage progression evident in OFC data (Industrial Machinery Mechanics \$37K to \$98K; Electricians \$36K to \$77K).

Scalability

The curriculum is standardized with 30 performance tasks, and the test fee is \$50. Full delivery requires welding equipment, oxyfuel cutting tools, electrical training boards, and small engines, which not all agricultural education programs currently have.

Louisiana Industry-Based Certification (IBC) Submitter Checklist

The IBCC uses a similar checklist for determining IBC Focus List eligibility:

- ☐ Does this credential verify that an individual has met the skill standards established by the industry in question as a minimal requirement to successfully enter the workforce and compete in a particular occupational area?
- ☐ Is this industry standard monitored and updated in accordance with changes by the sponsoring/certifying agency?
- ☐ Is the certification finite?
- ☐ Is there a recertification process?
- ☐ Does this credential offer the opportunity for entry-level employment in occupations recognized as 4- or 5-star jobs by the Louisiana Workforce Investment Council and the Occupational Forecasting Conference?
- ☐ Does this credential have state, national, or international recognition?
- ☐ Does this credential have the support of at least three Louisiana employers?
- ☐ Is this credential generic and not vendor specific, except under special conditions determined by the IBC Council?
- ☐ Is there a secure and i proctored testing environment required for the IBC to ensure assessment integrity.

Note: The IBC Council may make exceptions to these requirements on a case-by-case basis, when making recommendations to the full Workforce Investment Council.

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Post Office Box 94094
Baton Rouge, LA 70804-9094

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(F) 225-342-2051
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Jeff Landry, Governor
Susana Schowen, Secretary



Workforce Investment Council

INDUSTRY-BASED CERTIFICATION (IBC) APPLICATION For Inclusion on the Louisiana State IBC Focus List

Instructions: Please complete each question of the application. Incomplete applications will not be considered. Completed applications and all supporting documentation should be submitted to: ibccouncil@la.gov.

Date: 4/23/2026

1. Submitting Organization(s): Louisiana Farm Bureau Federation

2. IBC Title: Advanced Agricultural Mechanics IBC

(*Note – This application seeks to elevate the current Agricultural Mechanics IBC to an advanced-level credential.)

3. Certifying/Accrediting Agency with contact information:

Name of Certifying Agency or Accreditation Group	Address	Contact Person	Phone No.
Louisiana Farm Bureau Federation	7000 Commerce Circle Baton Rouge, LA 70809	Lynda Danos	225-933-2919

4. Geographic Area of Certification: State ☒ Multi-state ☐ National ☐ International ☐

5. Explanation of Workforce Demand for IBC: The Advanced Agricultural Mechanics IBC substantiates the acquisition of exceptional skills in three core areas long embedded in Louisiana's school-based agricultural education programs: small gas engines, electrical wiring, and welding. These competencies directly support employability in industries that farm, install, construct, repair, maintain, produce, fabricate, and manufacture – sectors that continue to show strong demand across the state. Recent labor market analyses from the Louisiana Workforce Commission highlight the growing need for technically skilled workers in construction, manufacturing, and related mechanical trades. [Construction remains one of Louisiana's largest employment sectors, with 149,034 workers statewide as of 2024, while manufacturing employs an additional 140,882 individuals](#) – both sectors being primary employers of mechanically skilled talent. Long-term projections further indicate that Louisiana will continue to expand its skilled-trade workforce, [with the Construction and Extraction occupational group alone projected to add 12,301 new jobs between 2022 and 2032](#), reflecting sustained demand for welding, electrical, and mechanical competencies foundational to agricultural mechanics instruction. Given these trends, Louisiana's future workforce will require a robust pipeline of entry-level applicants equipped with applied mechanical knowledge and hands-on training. The Advanced Agricultural Mechanics IBC fosters not only technical proficiency but also the ability to think tactically, transfer knowledge across contexts, and continuously acquire advanced mechanical skills. These attributes position students to meet the workforce expectations of employers who increasingly seek team members capable of problem-solving, system

development, and adaptation to rapidly advancing technologies in mechanical work. This IBC therefore addresses a critical need in Louisiana's evolving economy: preparing individuals with authentic experiential backgrounds who possess the confidence, intellect, and practical reasoning required to contribute meaningfully to high-demand mechanical and industrial sectors.

6. Occupations with 4 and 5 Star Jobs ratings associated with IBC:

Occupation	Star Jobs Rating	Anticipated Annual Statewide Demand	Wage Range
Electricians	5	Long term projection to 2032: 13,217 (11.7% increase) Total Annual Openings: 12,294 positions	\$36,143 - \$76,937
Welders, Cutters, Solderers, and Brazers	4	Long term projection to 2032: 12,580 (9.9% increase) Total Annual Openings: 12,736 positions	\$39,067 - \$83,455
Automotive Service Technicians and Mechanics	4	Long term projection to 2032: 9,027 (3.2% increase) Total Annual Openings: 7,765 positions	\$23,526 - \$75,181
Bus and Truck Mechanics and Diesel Engine Specialists	4	Long term projection to 2032: 2,349 (2.1% increase) Total Annual Openings: 1,960 positions	\$31,365 - \$66,011
Industrial Machinery Mechanics	4	Long term projection to 2032: 7,744 (21.6% increase) Total Annual Openings: 6,808 positions	\$37,128 - \$98,325
Maintenance and Repair Workers, General	4	Long term projection to 2032: 22,250 (5.9% increase) Total Annual Openings: 20,641 positions	\$22,823 - \$59,407
Mobile Heavy Equipment Mechanics, Except Engines	4	Long term projection to 2032: 3,273 (6.8% increase) Total Annual Openings: 2,809 positions	\$36,813 - \$76,327
Structural Iron and Steel Workers	4	Long term projection to 2032: 1,353 (13.1% increase) Total Annual Openings: 1,239 positions	\$29,121 - \$77,642

NOTE: Add additional rows to this chart if needed to document other occupational need.

7. Listing of Louisiana employers (minimum of 3) recommending the IBC. Letters of support from each supporting entity must be attached and include information on workplace experiences for students and preferences for hiring graduates with this certification. If a regional Jump Start team endorses this application, please include a letter of support and list below.

Name of Employer, Industry Association, or Regional Jump Start Team	Address	Contact Person	Phone No.
Boudreaux's Electrical Services, Inc.	4765 Hwy 308 Napoleonville, LA 70390	Malissa Boudreaux Business Manager	985-397-1562
Deep Southern Equipment Dealers Association	550 Lakeland Dr Baton Rouge, LA 70802	Vince Zebeau, Jr. President & CEO	225-383-5064
Sunshine Quality Solutions	2274 Highway 70E Donaldsonville, LA 70346	Rob Richter President & CEO	985-966-3882
Waggoner Services, Inc.	140 Ernest White Rd West Monroe, LA 71292	Scotty Waggoner President	318-547-1756

NOTE: Add additional rows to this chart if needed to document other employers or industry associations supporting this IBC.

8. Brief Program Description to include, but not limited to:

- a. Curriculum to be used for training purposes:

The curriculum consists of 30 performance tasks that were created in collaboration with post-secondary (LCTCS and LSU) instructors, high school school-based agricultural education instructors, and industry experts.

- b. Is the curriculum or training materials duplicated in another training field? If so, please explain the need to use different training materials:

Although this curriculum shares some overlap with single-craft industry credentials, an agricultural mechanics credential fills a distinct and unmet need. Unlike credentials that focus solely on welding, electrical work, or small engine repair, this program intentionally integrates all three major mechanical skill areas into one cohesive pathway. This comprehensive approach better reflects the realities of agricultural and rural industries, where workers are expected to diagnose and repair a wide range of mechanical systems rather than specialize in just one craft. Additionally, this credential is uniquely grounded in the context of agricultural work environments. Students learn to apply mechanical skills within settings such as farm operations, equipment maintenance, livestock facilities, and ag-based businesses – contexts not addressed by traditional single-craft credentials. At the same time, the skills students develop are highly transferable, preparing them for success across related fields such as construction, manufacturing, industrial maintenance, and transportation. In this way, the agricultural mechanics credential does not duplicate existing offerings; it fills a critical gap by preparing students for the multi-skilled, cross-disciplinary demands of modern agricultural and technical industries.

- c. Facilities currently offering training or where training could be implemented:

This training will most readily be implemented in existing agricultural education mechanics facilities. These facilities are already outfitted with equipment to teach the skills of the credential and to conduct validation exams.

d. Upon completion of training and certification, what is the next step in continuing training/education in this field:

After students earn an agricultural mechanics credential, several pathways are available to continue their training and advance into skilled careers across Louisiana. Many of the state's agricultural and industrial employers provide structured training for new hires, ensuring that students can continue developing their technical abilities on the job. For example, Sunshine Quality Solutions (John Deere) offers technician training through established partnerships with Fletcher Technical Community College in Louisiana and the John Deere TECH program at Arkansas State University-Beebe. These programs allow students to deepen their expertise in hydraulics, electrical systems, diagnostics, and equipment technology while gaining real-world dealership experience. In addition to formal college-based pathways, numerous employers across Louisiana provide on-the-job training for entry-level mechanics. These opportunities allow students to immediately apply the skills learned in high school, build confidence with real equipment, and progress toward more advanced roles. Together, these post-secondary and industry-based training options create a seamless pipeline for students to continue growing as agricultural mechanics professionals, supporting both their long-term career success and the workforce needs of Louisiana's agricultural and technical industries.

e. What is the minimum length of time required to complete the training?

Completion time will be dependent on the skill level of each student. It is possible for some students to enter the training with prior knowledge, and they may therefore accelerate through the training. The training should take no less than one school year, but could be extended at the discretion of the instructor.

f. What type of certification testing and/or assessment is included with the training?

Certification requires the completion of three randomly drawn performance scenarios (one per each craft area) during a validation exam that each incorporates multiple performance tasks from the curriculum. Students must score a minimum of 70% on each scenario based on a set scoring rubric. Validation in all three craft areas may take place over multiple days, meaning electrical, small engines, and welding may each be tested on a different day.

g. What are the safeguards for test validity to protect the certification standards?

Administration of the credential will be conducted by the Louisiana FFA State Office. To offer a validation exam, the instructor must register with the state office. The State FFA Advisor, or his designee, will randomly select the performance scenarios for the validation exam, and these scenarios will be shared with the instructor via email no earlier than 3:00pm on the school day immediately prior to the morning of the validation exam. Validation exams will not be scheduled on any school day immediately following a weekend, holiday, or other non-instructional day. The instructor must upload scoring rubrics to an online monitoring system managed by the state office to validate student performance. Each year, the state agricultural education staff will randomly select three validation exams for on-site monitoring to ensure test validity and certification standards.

h. Does the assessment include written exams, hands-on applications, and/or performance measures?

The performance scenarios are composed of hands-on applications.

i. Is the certification based upon classroom training only, or does work experience qualify?

Preparation gained through internships and other Supervised Agricultural Experiences (SAEs) absolutely counts toward this certification. The curriculum is designed as a blend of classroom instruction and hands-on learning within a high school agricultural mechanics shop, intentionally mirroring the expectations of real workplaces. Experiences students gain outside the classroom—whether through paid internships, apprenticeships, job-shadowing, or independent SAE projects—greatly enhance their readiness. These real-world opportunities allow students to apply technical skills, practice problem-solving, and develop professional habits that directly support their success on the performance-based scenarios required for certification.

1) If work experience can be used to qualify for this certification, what consideration is given to prior military experience and/or certification?

N/A

2) What additional training is needed in addition to military certification?

N/A

j. Explain the career advancement upon completion of training and obtaining certification:

High school students who develop strong skills in engine repair, welding, and electrical systems are positioned to enter Louisiana's workforce with significant momentum. These technical abilities are in high demand across the state's key industries – including petrochemical manufacturing, industrial construction, agriculture, transportation, and the expanding renewable energy sector – where reliable mechanical and electrical expertise is essential to daily operations. Students who understand agricultural mechanics bring a proven skill set that distinguishes them from their peers. Their hands-on training reflects a strong work ethic, problem-solving mindset, and commitment to quality – all traits that Louisiana employers consistently seek. As the state continues to invest in infrastructure, advanced manufacturing, and industrial expansion, individuals with these foundational mechanical skills will be relied upon to keep equipment functioning, facilities operating safely, and industries moving forward.

k. Are there additional training opportunities beyond the training affiliated with this IBC?

Students who complete the Louisiana Agricultural Mechanics IBC have several additional opportunities to continue their training beyond the credential itself. Louisiana's community and technical colleges offer programs in areas such as agricultural equipment technology, welding, diesel mechanics, industrial maintenance, and electrical systems. Many employers – including major equipment dealerships – also sponsor formal technician training programs, such as the John Deere TECH program offered through Fletcher Technical Community College and Arkansas State University–Beebe. In addition to college pathways, students can gain further training

through on-the-job learning, where entry-level technicians develop specialized skills under experienced supervisors. As they progress, they may also pursue other industry certifications. These combined pathways create a strong pipeline for students to grow their skills and advance in Louisiana's agricultural and technical industries.

l. Are continuing education, dual enrollment, articulated credit, and/or career ladder opportunities affiliated with this IBC?

Louisiana State University (LSU) allows students to earn college credit for prior learning through its Prior Learning Assessment (PLA) process. PLA recognizes college-level learning gained through professional experience, workforce training, military service, or other significant learning experiences. Credit is awarded at the discretion of the appropriate academic department. To begin the PLA process, a student must obtain the PLA form and initial approval from the Dean's Office within their degree program. Once approved, the student submits the completed form along with required documentation—such as portfolios, certifications, or work records—to the appropriate academic department. The department evaluates the materials to determine whether the prior learning is equivalent to an existing LSU course and selects the appropriate method of assessment. If credit is granted, the department submits a grade report to the Office of the University Registrar, which processes the credit and applies the required fees. The Registrar then notifies the student of the outcome. The current fee for PLA credit is \$50 per credit hour awarded. If no credit is granted, the student is still charged a transcribing fee equivalent to the evaluated course.

If approved, this credential would also be eligible for review by LCTCS under the Quality Postsecondary Credential (QPC) of Value Policy. If accepted, the IBC would likely be embedded within an LCTCS credit program.

Finally, employers like Sunshine Quality Solutions offer a clear internal career ladder for service technicians that supports long-term professional growth. At Sunshine, employees typically begin their careers as technicians, gaining hands-on experience and technical skills. As they demonstrate competence, reliability, and leadership potential, technicians can advance into Shop Foreman roles, where they oversee shop operations and mentor other technicians, or become Road Technicians, taking on more independent, field-based service responsibilities. From these advanced technical roles, employees may continue progressing into management positions, such as Service Manager, where they lead service teams and coordinate customer service operations, or Branch Manager, overseeing overall branch performance, staff, and business operations. This progression shows that Sunshine Quality Solutions values internal promotion, skill development, and leadership growth—providing employees with multiple advancement pathways from entry-level technical roles to supervisory and management positions.

m. What is the cost for the training and certification? What resources do employers provide in support?

The training and curriculum are free. The validation test is \$50 per attempt paid to the Louisiana FFA Association for the administration of the credential.

n. What is the recertification process for an individual's credentials to remain current/active?

There is no recertification process.

Submitted by: Lynda Danos

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For IBC Council Use Only:

- ☐ We recommend this IBC for inclusion on the State Focus List.
- ☐ We will reconsider this application at the next IBC Council Meeting.
Submitting organization is to provide additional information as requested by the Council.
- ☐ We do not recommend this IBC for inclusion on the State Focus List for the following

Scenario 1 – Flat Plate Preparation & SMAW Welding (Baseline)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times for grinding and SMAW welding; hot work safety followed; hazards identified and mitigated independently.
- 3 – PPE used correctly with minor reminder; safe practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe actions requiring immediate intervention; task stopped.

Tool Identification & Setup (0–4)

- 4 – Correctly identifies and sets all plate prep and SMAW tools (grinder, welder, electrode holder) without prompting.
- 3 – Identifies most tools; minor coaching needed on setup or use.
- 2 – Misidentifies tools or sets equipment incorrectly.
- 1 – Heavy reliance on instructor guidance; improper setup common.
- 0 – Unable to identify or safely set tools/equipment.

Material Preparation & Fit-Up (0–4)

- 4 – Plate surfaces and edges ground clean; preparation suitable for flat welds with both electrodes.
- 3 – Minor prep issues corrected independently.
- 2 – Multiple prep issues requiring instructor direction.
- 1 – Poor preparation affecting weld quality.
- 0 – Material improperly prepared.

Weld Quality – Technique & Profile (0–4)

- 4 – Uniform bead profile; proper penetration; minimal defects on both 6010 and 7018 flat welds.
- 3 – Acceptable welds with minor visual defects not affecting integrity.
- 2 – Inconsistent bead or penetration issues present.
- 1 – Poor technique; major defects evident.
- 0 – Welds unacceptable or incomplete.

Electrode Selection & Application (0–4)

- 4 – Correctly applies 6010 and 7018 electrodes using appropriate technique for each pass.
- 3 – Correct electrodes used with minor technique errors.
- 2 – Inconsistent or incorrect electrode use.
- 1 – Frequent electrode misuse requiring correction.
- 0 – Electrode selection/application unsafe or incorrect.

Workstation Cleanliness & Shutdown (0–4)

- 4 – Equipment shut down properly; materials secured; workstation clean and organized.
- 3 – Shutdown completed with minor cleanup omissions.
- 2 – Incomplete cleanup or missed shutdown steps.
- 1 – Workstation disorganized; shutdown improper.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 3 – Flat T-Joint Structural Weld

Safety & PPE (0–4)

- 4 – Proper PPE worn continuously; SMAW hot-work hazards identified and mitigated independently.
- 3 – PPE worn correctly with minor reminder.
- 2 – PPE inconsistent; multiple reminders required.
- 1 – Unsafe practices observed.
- 0 – Unsafe actions require intervention.

Tool Identification & Setup (0–4)

- 4 – SMAW equipment set correctly for flat T-joint welding without prompting.
- 3 – Minor coaching needed on setup.
- 2 – Incorrect settings requiring correction.
- 1 – Heavy reliance on instructor guidance.
- 0 – Unable to safely set equipment.

Material Preparation & Fit-Up (0–4)

- 4 – Plates cleaned and aligned squarely; flat T-joint secured properly prior to welding.
- 3 – Minor fit-up issue corrected independently.
- 2 – Multiple prep issues requiring assistance.
- 1 – Poor fit-up affecting weld quality.
- 0 – Joint improperly prepared.

Weld Quality – Technique & Profile (0–4)

- 4 – Sound 6010 root and 7018 cap; consistent bead profile with minimal defects in flat position.
- 3 – Acceptable welds with minor defects.
- 2 – Inconsistent bead or penetration issues.
- 1 – Major defects evident.
- 0 – Weld unacceptable or incomplete.

Electrode Selection & Application (0–4)

- 4 – Correct electrodes selected and manipulated appropriately for flat T-joint.
- 3 – Minor technique errors.
- 2 – Inconsistent application.
- 1 – Incorrect technique common.
- 0 – Electrode misuse unsafe.

Workstation Cleanliness & Shutdown (0–4)

- 4 – Equipment shut down properly; workstation clean and orderly.
- 3 – Minor cleanup omissions.
- 2 – Incomplete cleanup.
- 1 – Disorganized workspace.
- 0 – Hazards left behind.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 4 – Horizontal T-Joint Structural Weld

Safety & PPE (0–4)

- 4 – PPE worn correctly; horizontal welding hazards managed independently.
- 3 – PPE worn with minor reminder.
- 2 – PPE inconsistent; multiple reminders required.
- 1 – Unsafe practices observed.
- 0 – Unsafe actions require intervention.

Tool Identification & Setup (0–4)

- 4 – SMAW equipment set correctly for horizontal welding without prompting.
- 3 – Minor coaching required.
- 2 – Incorrect setup corrected by instructor.
- 1 – Heavy reliance on guidance.
- 0 – Unable to safely set equipment.

Material Preparation & Fit-Up (0–4)

- 4 – Horizontal T-joint aligned squarely and secured properly.
- 3 – Minor alignment issue corrected independently.
- 2 – Multiple prep issues.
- 1 – Poor fit-up.
- 0 – Joint improperly prepared.

Weld Quality – Technique & Profile (0–4)

- 4 – Proper bead placement and control; minimal sag or undercut in horizontal position.
- 3 – Minor defects present.
- 2 – Inconsistent bead control.
- 1 – Major defects evident.
- 0 – Weld unacceptable or incomplete.

Electrode Selection & Application (0–4)

- 4 – Appropriate electrode manipulation for horizontal position consistently applied.
- 3 – Minor manipulation errors.
- 2 – Inconsistent technique.
- 1 – Incorrect technique common.
- 0 – Unsafe electrode use.

Workstation Cleanliness & Shutdown (0–4)

- 4 – Proper shutdown; workstation clean and safe.
- 3 – Minor cleanup omissions.
- 2 – Incomplete cleanup.
- 1 – Disorganized area.
- 0 – Hazards left behind.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 5 – Beveled Plate Preparation

Safety & PPE (0–4)

- 4 – Correct PPE worn; oxyfuel and grinding hazards identified and mitigated independently.
- 3 – PPE worn with minor reminder.
- 2 – PPE inconsistent.
- 1 – Unsafe practices observed.
- 0 – Unsafe actions require intervention.

Tool Identification & Setup (0–4)

- 4 – Oxyfuel and grinding tools set correctly without prompting.
- 3 – Minor coaching required.
- 2 – Incorrect setup requiring correction.
- 1 – Heavy reliance on guidance.
- 0 – Unsafe setup.

Material Preparation & Fit-Up (0–4)

- 4 – Bevel angle uniform and clean; edges properly prepared for groove welding.
- 3 – Minor bevel imperfections.
- 2 – Inconsistent bevel quality.
- 1 – Poor bevel preparation.
- 0 – Bevel not acceptable.

Weld Quality – Technique & Profile (0–4)

- 4 – Surface finish acceptable for weld readiness; no excessive gouging.
- 3 – Minor surface defects.
- 2 – Inconsistent surface quality.
- 1 – Major defects present.
- 0 – Surface unacceptable.

Electrode Selection & Application (0–4)

- 4 – Not applicable to this scenario; no electrode misuse observed.
- 3 – —
- 2 – —
- 1 – —
- 0 – —

Workstation Cleanliness & Shutdown (0–4)

- 4 – Proper shutdown of oxyfuel and grinding equipment; area clean and safe.
- 3 – Minor cleanup omissions.
- 2 – Incomplete cleanup.
- 1 – Disorganized workspace.
- 0 – Hazards left behind.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 6 – Flat Open■Root Groove Welding (Capstone)

Safety & PPE (0–4)

- 4 – PPE worn correctly; open■root welding hazards identified and mitigated independently.
- 3 – PPE worn with minor reminder.
- 2 – PPE inconsistent.
- 1 – Unsafe practices observed.
- 0 – Unsafe actions require intervention.

Tool Identification & Setup (0–4)

- 4 – SMAW equipment set correctly for open■root welding without prompting.
- 3 – Minor coaching required.
- 2 – Incorrect settings corrected by instructor.
- 1 – Heavy reliance on guidance.
- 0 – Unsafe setup.

Material Preparation & Fit■Up (0–4)

- 4 – Root opening, bevel, and alignment meet open■root specifications.
- 3 – Minor fit■up issues corrected independently.
- 2 – Inconsistent fit■up.
- 1 – Poor joint preparation.
- 0 – Joint unacceptable.

Weld Quality – Technique & Profile (0–4)

- 4 – Sound 6010 open root with full penetration and clean 7018 fill/cap.
- 3 – Acceptable welds with minor defects.
- 2 – Inconsistent penetration or bead profile.
- 1 – Major defects present.
- 0 – Weld unacceptable or incomplete.

Electrode Selection & Application (0–4)

- 4 – Correct electrodes and techniques applied for root, fill, and cap.
- 3 – Minor technique errors.
- 2 – Inconsistent electrode application.
- 1 – Incorrect technique common.
- 0 – Unsafe electrode use.

Workstation Cleanliness & Shutdown (0–4)

- 4 – Proper equipment shutdown; workstation clean and inspection■ready.
- 3 – Minor cleanup omissions.
- 2 – Incomplete cleanup.
- 1 – Disorganized area.
- 0 – Hazards left behind.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Welding Validation Scenarios

***All scenarios must be completed within 120 minutes. Failure to complete the scenario within this time limit will result in no grade.**

Scenario 1 — Flat Plate Preparation & SMAW Welding (Baseline)

Purpose:

Evaluate safe plate preparation and fundamental SMAW welding skills in the flat position using multiple electrodes.

Starting condition (provided by proctor):

Two 4" × 6" mild steel plates with mill scale present; plates are uncut, unground, and unwelded.

Integrated competencies (from your list):

- Tool identification (plate prep, grinding, SMAW tools).
- PPE identification, inspection, and use for grinding and welding.
- Plate preparation using angle grinder.
- Flat position SMAW welding:
 - 6010 electrode.
 - 7018 electrode.

Student instructions (summary):

1. Identify required PPE and demonstrate proper use.
2. Identify 5 tools used in plate preparation and SMAW welding.
3. Grind plate surfaces and edges to acceptable weld cleanliness.
4. Weld one plate with 6010 and one plate with 7018 in the flat position.
5. Allow welds to cool and present for visual inspection.

Materials:

PPE set, angle grinder, grinding disc, SMAW machine, electrode holder, 6010 rods, 7018 rods, two steel plates.

Deliverables / Evidence:

Tool ID checklist; prepared plates; completed 6010 and 7018 flat welds; clean and safe workstation.

Scenario 2 — Oxyfuel Cutting & Flat T-Joint Fabrication

Purpose:

Evaluate oxyfuel cutting safety, torch setup, material preparation, and flat-position T-joint welding.

Starting condition (provided by proctor):

Mild steel plate stock requiring cutting for a T-joint; oxyfuel torch with dirty tip; tanks secured with caps in place.

Integrated competencies (from your list):

- Oxygen cylinder handling and movement.
- Torch tip removal, cleaning, resurfacing, and replacement.
- Gauge setup and neutral flame adjustment.
- Oxyfuel cutting of a 6” straight line.
- Grinding for joint preparation.
- Flat T-joint welding with:
 - 6010 root pass.
 - Two-bead 7018 cap.

Student instructions (summary):

1. Safely roll and position oxygen cylinder.
2. Service torch tip and set gauges correctly.
3. Light torch and establish a neutral flame.
4. Cut a straight 6” section and grind edges for fit-up.
5. Assemble and weld a flat T-joint with specified electrodes.

Materials:

Oxyfuel torch setup, striker, tip cleaner, grinder, grinding disc, SMAW welder, electrodes, steel plates, PPE.

Deliverables / Evidence:

Observed cylinder handling; cut steel section; prepared joint; completed flat T-joint weld; safe shutdown of equipment.

Scenario 3 — Flat T-Joint Structural Weld

Purpose:

Evaluate positional control, joint fit-up, and multi-pass welding in the flat position.

Starting condition (provided by proctor):

Two steel plates requiring preparation and assembly into a flat T-joint.

Integrated competencies (from your list):

- Grinding and joint preparation.
- PPE inspection and correct use.
- Flat T-joint welding:
 - 6010 root pass.
 - Two-bead 7018 cap.

Student instructions (summary):

1. Inspect PPE and prepare grinding and welding area.
2. Grind mating surfaces and assemble T-joint with correct alignment.
3. Weld the joint in the flat position following electrode sequence.
4. Allow cooling and prepare weld for instructor inspection.

Materials:

Steel plates, grinder, SMAW welder, 6010 and 7018 electrodes, PPE, clamps.

Deliverables / Evidence:

Properly aligned T-joint; completed root and cap welds; safe use of equipment; inspected final weld.

Scenario 4 — Horizontal T-Joint Structural Weld

Purpose:

Evaluate positional control, joint fit-up, and multi-pass welding in the horizontal position.

Starting condition (provided by proctor):

Two steel plates requiring preparation and assembly into a horizontal T-joint.

Integrated competencies (from your list):

- Grinding and joint preparation.
- PPE inspection and correct use.
- Horizontal T-joint welding:
 - 6010 root pass.
 - Two-bead 7018 cap.

Student instructions (summary):

5. Inspect PPE and prepare grinding and welding area.
6. Grind mating surfaces and assemble T-joint with correct alignment.
7. Weld the joint in the horizontal position following electrode sequence.
8. Allow cooling and prepare weld for instructor inspection.

Materials:

Steel plates, grinder, SMAW welder, 6010 and 7018 electrodes, PPE, clamps.

Deliverables / Evidence:

Properly aligned T-joint; completed root and cap welds; safe use of equipment; inspected final weld.

Scenario 5 — Beveled Plate Preparation

Purpose:

Assess thermal and mechanical plate preparation skills.

Starting condition (provided by proctor):

Two plates requiring bevels for open-root groove welding; plates unprepared.

Integrated competencies (from your list):

- Thermal beveling using oxyfuel cutting.
- Mechanical bevel cleaning using grinder.
- PPE identification and inspection.

Student instructions (summary):

1. Inspect PPE and prepare oxyfuel and grinding equipment.
2. Thermally bevel plates to specification.
3. Mechanically clean and refine bevels.
4. Shut down equipment and clean work area.

Materials:

Oxyfuel setup, grinder, electrodes, beveled plates, PPE.

Deliverables / Evidence:

Correct bevel geometry; safe equipment handling; visual inspection results.

Scenario 6 — Flat Open-Root Groove Welding

Purpose:

Evaluate advanced joint preparation, positional control, and multi-pass welding following industry procedure.

Starting condition (provided by proctor):

Two plates pre-fit for a flat open-root groove but not welded.

Integrated competencies (from your list):

- Tool identification and PPE inspection.
- Grinding and surface preparation.
- Flat open-root groove welding:
 - 6010 root pass.
 - 7018 filler and cap passes.

Student instructions (summary):

1. Inspect PPE and identify required welding tools.
2. Grind and clean groove area to welding standards.
3. Weld flat open-root groove following electrode sequence.
4. Perform visual self-inspection of finished weld.

Materials:

Prepared plates, grinder, SMAW welder, 6010 and 7018 rods, PPE, clamps.

Deliverables / Evidence:

Prepared joint; completed flat open-root weld; tool ID checklist; instructor inspection sign-off.

Scenario 1 – Annual Service & Intake Inspection

Safety & PPE (0–4)

- 4 ■ All PPE worn correctly; fuel, heat, and rotating hazards identified and mitigated independently; fluids handled spill-free.
- 3 ■ PPE worn correctly with minor reminder; safe practices maintained.
- 2 ■ PPE incomplete or inconsistent; multiple reminders required.
- 1 ■ Unsafe practices observed or PPE misused.
- 0 ■ Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 ■ Correct tools selected and used properly without prompting; specialty tools and torque wrench applied correctly.
- 3 ■ Correct tools used with minor coaching.
- 2 ■ Misidentified tools or improper application requiring guidance.
- 1 ■ Heavy reliance on instructor; ineffective tool use.
- 0 ■ Unable to identify or safely use required tools.

Service / Repair Procedure Accuracy (0–4)

- 4 ■ Oil and fuel serviced; air filter, fuel filter, and spark plug replaced in correct sequence to specifications.
- 3 ■ Minor procedural error corrected independently.
- 2 ■ Multiple errors requiring instructor correction.
- 1 ■ Procedures frequently incorrect or incomplete.
- 0 ■ Service not performed correctly.

Measurement & Specification Compliance (0–4)

- 4 ■ Spark plug gapped accurately; torque values applied correctly.
- 3 ■ Minor measurement or interpretation error.
- 2 ■ Inaccurate measurements requiring correction.
- 1 ■ Poor measurement technique; specs misunderstood.
- 0 ■ Measurements not taken or invalid.

Testing, Verification & Diagnosis (0–4)

- 4 ■ Engine started, warmed, shut down safely; oil level rechecked and verified correctly.
- 3 ■ Verification completed with minor sequencing error.
- 2 ■ Incomplete or poorly sequenced verification.
- 1 ■ Unsafe or ineffective engine operation.
- 0 ■ No meaningful verification conducted.

Documentation & Professional Practice (0–4)

- 4 ■ Complete service checklist and customer estimate including parts, labor, and tax; professional presentation.
- 3 ■ Documentation mostly complete with minor omissions.
- 2 ■ Incomplete or unclear documentation.
- 1 ■ Documentation inaccurate or unprofessional.
- 0 ■ No usable documentation provided.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 2 – Fuel System & Carburetor Restoration

Safety & PPE (0–4)

- 4 ■ All PPE worn correctly; fuel hazards controlled; no spills or fire risks present.
- 3 ■ PPE used correctly with minor reminder.
- 2 ■ PPE inconsistent; multiple fuel ■ safety reminders required.
- 1 ■ Unsafe fuel ■ handling practices observed.
- 0 ■ Unsafe behavior requiring intervention.

Tool Identification & Use (0–4)

- 4 ■ Correct tools selected and used properly; carburetor tools and torque wrench applied accurately.
- 3 ■ Minor coaching required.
- 2 ■ Improper tool use requiring correction.
- 1 ■ Significant difficulty using tools.
- 0 ■ Unable to safely use required tools.

Service / Repair Procedure Accuracy (0–4)

- 4 ■ Fuel lines replaced correctly; carburetor disassembled, cleaned, and reassembled properly with new gaskets.
- 3 ■ Minor procedural error corrected independently.
- 2 ■ Multiple procedural errors requiring assistance.
- 1 ■ Procedures incomplete or incorrect.
- 0 ■ Service not performed correctly.

Measurement & Specification Compliance (0–4)

- 4 ■ Float height, fastener torque, and assembly specs followed correctly.
- 3 ■ Minor spec interpretation error.
- 2 ■ Inaccurate setup requiring correction.
- 1 ■ Specifications misunderstood.
- 0 ■ No specifications applied.

Testing, Verification & Diagnosis (0–4)

- 4 ■ Fuel system tested; no leaks; functional operation verified.
- 3 ■ Verification completed with minor omissions.
- 2 ■ Incomplete testing.
- 1 ■ Testing unsafe or ineffective.
- 0 ■ No verification conducted.

Documentation & Professional Practice (0–4)

- 4 ■ Checklist, photos, and workspace condition meet professional standards.
- 3 ■ Minor documentation omission.
- 2 ■ Incomplete documentation.
- 1 ■ Unprofessional practice observed.
- 0 ■ No documentation.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 3 – Ignition & Starting System Diagnosis

Safety & PPE (0–4)

- 4 ■ PPE worn correctly at all times; rotating, electrical, and recoil hazards identified and mitigated independently.
- 3 ■ PPE worn; hazards managed with one minor reminder.
- 2 ■ PPE inconsistent or hazards overlooked; multiple reminders required.
- 1 ■ Unsafe practices observed.
- 0 ■ Unsafe behavior requiring intervention or task stoppage.

Tool Identification & Use (0–4)

- 4 ■ Correct ignition, testing, and starter tools selected and used properly without prompting.
- 3 ■ Correct tools used with minor coaching.
- 2 ■ Tool misuse requiring correction.
- 1 ■ Significant difficulty selecting or using tools.
- 0 ■ Unable to safely use required tools.

Service / Repair Procedure Accuracy (0–4)

- 4 ■ Armature installed correctly; recoil starter serviced properly following correct sequence.
- 3 ■ Minor procedural error corrected independently.
- 2 ■ Multiple errors requiring assistance.
- 1 ■ Procedures incomplete or incorrect.
- 0 ■ Repair not completed.

Measurement & Specification Compliance (0–4)

- 4 ■ Armature air gap set precisely to specification; fasteners secured correctly.
- 3 ■ Minor air gap or specification variance.
- 2 ■ Incorrect setup corrected by evaluator.
- 1 ■ Specifications misunderstood.
- 0 ■ Specifications not applied.

Testing, Verification & Diagnosis (0–4)

- 4 ■ Spark verified using proper tester; starter rewinds smoothly; engine starts safely.
- 3 ■ Verification completed with minor issue.
- 2 ■ Incomplete or inconsistent verification.
- 1 ■ Unsafe or ineffective verification.
- 0 ■ No verification conducted.

Documentation & Professional Practice (0–4)

- 4 ■ Inspection and verification sheets complete and accurate; workspace professional.
- 3 ■ Minor documentation omission.
- 2 ■ Incomplete documentation.
- 1 ■ Poor documentation quality.
- 0 ■ No documentation.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 4 – Valve Train Adjustment & Timing Setup

Safety & PPE (0–4)

- 4 ■ PPE worn correctly; pinch, spring, and rotating hazards identified and managed independently.
- 3 ■ PPE worn; hazards managed with minor reminder.
- 2 ■ PPE inconsistent or hazards overlooked.
- 1 ■ Unsafe practices observed.
- 0 ■ Unsafe behavior requiring task stoppage.

Tool Identification & Use (0–4)

- 4 ■ Correct hand tools, feeler gauges, and torque wrench selected and used properly.
- 3 ■ Minor coaching required.
- 2 ■ Improper tool use requiring correction.
- 1 ■ Significant difficulty using tools.
- 0 ■ Unable to safely use tools.

Service / Repair Procedure Accuracy (0–4)

- 4 ■ Timing gears aligned correctly; valve cover installed and removed properly.
- 3 ■ Minor procedural sequencing error.
- 2 ■ Multiple procedural errors.
- 1 ■ Procedures incomplete or incorrect.
- 0 ■ Task not performed.

Measurement & Specification Compliance (0–4)

- 4 ■ Intake and exhaust valve lash measured and adjusted accurately to specification; fasteners torqued correctly.
- 3 ■ Minor measurement error.
- 2 ■ Incorrect measurements requiring correction.
- 1 ■ Specifications misunderstood.
- 0 ■ No measurements taken.

Testing, Verification & Diagnosis (0–4)

- 4 ■ Engine rotated freely; compression or compression release verified as appropriate.
- 3 ■ Verification completed with minor oversight.
- 2 ■ Incomplete verification.
- 1 ■ Unsafe or ineffective verification.
- 0 ■ No verification conducted.

Documentation & Professional Practice (0–4)

- 4 ■ All measurements, settings, and verification documented accurately.
- 3 ■ Minor documentation omission.
- 2 ■ Incomplete documentation.
- 1 ■ Poor documentation quality.
- 0 ■ No documentation.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 5 – Governor Adjustment & Engine Speed Control

Safety & PPE (0–4)

- 4 ■ PPE worn correctly; rotating and throttle hazards managed independently.
- 3 ■ PPE worn; one minor reminder.
- 2 ■ PPE inconsistent; multiple reminders required.
- 1 ■ Unsafe practices observed.
- 0 ■ Unsafe behavior requiring intervention.

Tool Identification & Use (0–4)

- 4 ■ Correct tools selected and used properly for governor adjustment and speed verification.
- 3 ■ Minor coaching required.
- 2 ■ Tool misuse requiring correction.
- 1 ■ Significant difficulty using tools.
- 0 ■ Unable to safely use required tools.

Service / Repair Procedure Accuracy (0–4)

- 4 ■ Governor adjusted correctly following manufacturer procedure.
- 3 ■ Minor sequencing error corrected independently.
- 2 ■ Multiple procedural errors.
- 1 ■ Incorrect adjustment performed.
- 0 ■ Adjustment not completed.

Measurement & Specification Compliance (0–4)

- 4 ■ Engine speed verified within specification using appropriate tachometer.
- 3 ■ Minor RPM variance.
- 2 ■ Incorrect measurement corrected by evaluator.
- 1 ■ Measurement technique poor.
- 0 ■ No RPM measurement taken.

Testing, Verification & Diagnosis (0–4)

- 4 ■ Engine responds correctly to load and throttle changes; fasteners secure.
- 3 ■ Verification completed with minor issue.
- 2 ■ Incomplete verification.
- 1 ■ Unsafe or ineffective operation.
- 0 ■ No verification conducted.

Documentation & Professional Practice (0–4)

- 4 ■ Adjustment method, RPM readings, and verification documented accurately.
- 3 ■ Minor documentation omission.
- 2 ■ Incomplete documentation.
- 1 ■ Poor documentation quality.
- 0 ■ No documentation.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Scenario 6 – Precision Measurement & Engine Condition Evaluation

Safety & PPE (0–4)

- 4 ■ PPE worn correctly; sharp edges and rotating hazards managed appropriately.
- 3 ■ PPE worn with minor reminder.
- 2 ■ PPE inconsistent.
- 1 ■ Unsafe practices observed.
- 0 ■ Unsafe behavior requiring intervention.

Tool Identification & Use (0–4)

- 4 ■ Dial calipers zeroed correctly and used properly throughout task.
- 3 ■ Minor setup or handling error.
- 2 ■ Caliper misuse requiring correction.
- 1 ■ Unable to read or handle calipers properly.
- 0 ■ Tools not used correctly.

Service / Repair Procedure Accuracy (0–4)

- 4 ■ Required components identified and measured following proper procedure.
- 3 ■ Minor procedural oversight.
- 2 ■ Multiple procedural errors.
- 1 ■ Measurement procedure largely incorrect.
- 0 ■ Task not completed.

Measurement & Specification Compliance (0–4)

- 4 ■ All component measurements accurate and correctly compared to specifications.
- 3 ■ Minor measurement variance.
- 2 ■ Inaccurate measurements corrected by evaluator.
- 1 ■ Specifications misunderstood.
- 0 ■ Measurements invalid or not taken.

Testing, Verification & Diagnosis (0–4)

- 4 ■ Serviceability determination accurate and justified using measurement data.
- 3 ■ Determination mostly correct with minor justification gap.
- 2 ■ Incomplete or weak justification.
- 1 ■ Incorrect serviceability determination.
- 0 ■ No determination made.

Documentation & Professional Practice (0–4)

- 4 ■ All measurements, comparisons, and conclusions documented accurately and professionally.
- 3 ■ Minor documentation omission.
- 2 ■ Incomplete documentation.
- 1 ■ Poor documentation quality.
- 0 ■ No documentation.

Total Score: ____ / 24 Evaluator Signature: _____ Date: _____

Small Engines Validation Scenarios

***All scenarios must be completed within 120 minutes. Failure to complete the scenario within this time limit will result in no grade.**

Scenario 1 — Annual Service & Intake Inspection

Purpose:

Evaluate a complete “standard service” with documentation, demonstrating safety, routine maintenance, and professional intake practices.

Starting condition (provided by proctor):

Engine is dry (no oil/fuel), has a used air filter and worn spark plug, otherwise runs. Customer card requests “annual service.”

Integrated competencies (from your list):

- Engine safety & knowledge (administer a short 10-item quiz).
- Tool & application identification (ID 5 specialty tools).
- Fluids fill up, start–stop operation, and fluids removal (minimal spillage).
- Air, fuel (if equipped), oil filter (if equipped), and spark plug replacement with correct procedures and torque where applicable; set spark plug gap.
- Repair estimate (parts + labor + 10% tax).

Student instructions (summary):

1. Complete safety & knowledge mini quiz (PPE required).
2. Identify 5 specialty tools and explain their use.
3. Add oil and fuel; start, warm, shut down, re-check oil; remove fluids spill-free.
4. Replace filters and spark plug; set plug gap to specification.
5. Complete a customer-facing estimate including 10% tax.

Materials:

Engine, service manual, oil, fuel, drain pan, air/fuel/oil filters, spark plug, torque wrench, feeler gauge, tool ID set, service checklist, estimate template.

Deliverables / Evidence:

Completed quiz, tool ID sheet, service checklist, photos of replaced filters/plug, spill-free workstation, signed estimate with tax calculation.

Scenario 2 — Fuel System & Carburetor Restoration

Purpose:

Evaluate diagnosis and service of a contaminated or restricted fuel system using proper disassembly, cleaning, and reassembly procedures.

Starting condition (provided by proctor):

Engine runs but surges or fails to idle. Fuel lines are cracked; carburetor contains debris. Customer complaint: “Runs rough — won’t idle.”

Integrated competencies (from your list):

- Replace fuel lines from tank to carburetor.
- Disassemble and clean carburetor using correct procedures.
- Replace gaskets and reassemble properly.
- Inspect air and fuel filters; determine serviceability.
- Apply torque specifications during reassembly.

Student instructions (summary):

1. Inspect fuel delivery components and identify faults.
2. Replace fuel lines using correct routing and clamps.
3. Disassemble carburetor; clean passages and components.
4. Install new gaskets and reassemble to specification.
5. Inspect and document filter condition.

Materials:

Engine, carburetor kit, fuel line, clamps, filters, carb cleaner, hand tools, torque wrench, service manual, inspection checklist.

Deliverables / Evidence:

Fuel system checklist, labeled carburetor parts photo, post-service inspection notes, correctly routed fuel lines, clean workstation.

Scenario 3 — Ignition & Starting System Diagnosis

Purpose:

Assess troubleshooting and repair of no-start conditions related to ignition and recoil starting systems.

Starting condition (provided by proctor):

Engine will not start. Spark plug removed; recoil starter does not rewind properly. Customer complaint: “Won’t start — pull cord sticks.”

Integrated competencies (from your list):

- Inspect and install ignition armature with correct air gap.
- Verify and set spark plug gap.
- Test spark using a spark tester.
- Remove and repair starter rope assembly.
- Set proper recoil spring tension.

Student instructions (summary):

1. Inspect ignition system and set armature air gap.
2. Gap spark plug and verify spark using tester.
3. Diagnose recoil starter malfunction.
4. Repair rope assembly and set spring tension.
5. Demonstrate safe starting procedure.

Materials:

Engine, spark plug, spark tester, feeler gauge, recoil starter assembly, hand tools, PPE, inspection checklist.

Deliverables / Evidence:

Ignition inspection sheet, spark verification result, recoil repair checklist, functional rewind demonstration.

Scenario 4 — Valve Train Adjustment & Timing Setup

Purpose:

Evaluate internal engine service accuracy involving valve lash adjustment and cam/crank timing alignment.

Starting condition (provided by proctor):

Engine partially disassembled with camshaft and valve train accessible. Customer complaint: “Low power after rebuild.”

Integrated competencies (from your list):

- Adjust OHV intake and exhaust valves to specification.
- Install camshaft and crankshaft timing gears correctly.
- Inspect compression release operation.
- Locate torque specifications.
- Use torque wrench correctly.

Student instructions (summary):

1. Identify timing marks and install cam/crank gears correctly.
2. Adjust intake and exhaust valves to specification.
3. Inspect compression release operation.
4. Locate torque specs and torque fasteners correctly.
5. Document completed adjustments.
6. Install and interpret a compression gauge reading (reference engine).

Materials:

Engine, service manual, torque wrench, feeler gauges, hand tools, documentation sheet.

Deliverables / Evidence:

Valve lash measurements, timing alignment verification, torque log, proctor sign-off.

Scenario 5 — Governor Adjustment & Engine Speed Control

Purpose:

Assess the ability to properly set, verify, and explain governor operation to ensure safe engine speed regulation.

Starting condition (provided by proctor):

Engine runs but overspeeds. Governor arm misadjusted. Customer complaint: “Engine revs too high.”

Integrated competencies (from your list):

- Properly set and verify governor function.
- Adjust governors on 900 / 950 series engines.
- Start, run, and shut down engine safely.
- Tighten fasteners in proper sequence and pattern.

Student instructions (summary):

1. Identify governor components and operating principle.
2. Adjust governor according to manufacturer procedure.
3. Start engine and verify controlled engine speed.
4. Secure fasteners using proper sequence.
5. Explain governor function to proctor.

Materials:

Engine (900 or 950 series), service manual, hand tools, tachometer (if available), PPE.

Deliverables / Evidence:

Governor adjustment checklist, verified engine speed result, oral explanation rubric.

Scenario 6 — Precision Measurement & Engine Condition Evaluation

Purpose:

Evaluate the ability to accurately measure engine components and determine serviceability using specifications.

Starting condition (provided by proctor):

Engine disassembled; crankshaft, piston, and output shaft removed. Customer question: “Is this engine worth repairing?”

Integrated competencies (from your list):

- Use dial calipers correctly.
- Measure crankshaft, piston, compression ring gap, and output shaft.
- Compare measurements to specifications.

Student instructions (summary):

1. Properly zero and use dial calipers.
2. Measure assigned components accurately.
3. Compare measurements to provided specs.
4. Determine component serviceability.

Materials:

Engine components, dial calipers, feeler gauge, specifications sheet, worksheet.

Deliverables / Evidence:

Measurement worksheet, spec comparison results, serviceability decision with justification.

Electrical Validation Scenarios

***All scenarios must be completed within 120 minutes. Failure to complete the scenario within this time limit will result in no grade.**

Scenario 1 — Laundry/Utility Wall Circuit (GFCI + Downstream Standard Receptacle) – 15 A

Purpose:

Evaluate correct GFCI installation with downstream protection, including line/load identification, panel termination, device box makeup, schematic documentation, and verification testing.

Starting condition (provided by proctor):

Panel section unenergized; devices and materials staged. Feed cable enters the GFCI box. No wiring completed.

Integrated competencies (from your list):

- Electrical safety and PPE practices.
- Tool and application identification (ID 5 electrical hand tools).
- Panel termination and conductor dressing.
- GFCI line vs. load identification and wiring.
- Downstream receptacle protection verification.
- Continuity, polarity, voltage, and GFCI functional testing.
- As-built schematic documentation and device labeling.

Student instructions (summary):

1. Inspect PPE and demonstrate safe work practices.
2. Identify 5 electrical tools and explain their application.
3. Terminate a 15 A breaker with proper neutral and ground placement and neat panel dressing.
4. Install a GFCI receptacle with correct line/load connections and a downstream standard receptacle on the load side.
5. Perform continuity, voltage, and GFCI trip/reset tests.
6. Produce a labeled, as-built wiring diagram.

Materials:

15 A breaker; 2 single-gang boxes; 15 A GFCI; 15 A duplex receptacle; appropriate cable; wire nuts; labels; faceplates; panel section; multimeter; tool ID set; PPE.

Deliverables / Evidence:

As-built schematic; labeled devices; completed test log (continuity, voltage, GFCI); neat box and panel makeup; instructor sign-off.

Scenario 2 — Single-Pole Lighting Circuit (Source at Switch, Two Fixtures) – 15 A

Purpose:

Assess correct single-pole lighting topology with power at the switch, neutral continuity, and parallel fixture wiring.

Starting condition (provided by proctor):

Panel section locked out; switch and fixture boxes empty; no conductors terminated.

Integrated competencies (from your list):

- PPE and electrical safety practices.
- Identification of switch terminals and conductor roles.
- Correct routing of line, switched hot, and neutral conductors.
- Parallel fixture wiring.
- Continuity and voltage testing.
- Schematic documentation.

Student instructions (summary):

1. Verify PPE compliance and job safety.
2. Identify the source conductors in the switch box.
3. Wire a single-pole switch controlling two fixtures wired in parallel.
4. Ensure neutrals and grounds are continuous throughout the circuit.
5. Test for proper operation, polarity, and voltage.
6. Produce an accurate, labeled wiring diagram.

Materials:

Single-pole switch; two fixtures; three boxes; 15 A breaker; appropriate cable; wire nuts; multimeter; labels; PPE.

Deliverables / Evidence:

As-built diagram; continuity and voltage test results; functioning switch-controlled lighting system; clean box makeup.

Scenario 3 — Hallway Three-Way Control (Two Fixtures, Source at First Switch) – 15 A

Purpose:

Evaluate three-way switching fundamentals, traveler identification, common terminals, and multi-fixture integration.

Starting condition (provided by proctor):

Panel and boxes unwired; travelers not installed; fixtures not connected.

Integrated competencies (from your list):

- Electrical safety and PPE.
- Three-way switch identification (common vs. travelers).
- Correct use of 3-conductor cable for travelers.
- Parallel fixture wiring.
- Continuity mapping before energizing.
- Diagram creation and verification testing.

Student instructions (summary):

1. Inspect PPE and prepare work area.
2. Identify common terminals on both three-way switches.
3. Install travelers between switches and route switched hot to fixtures.
4. Maintain neutral and ground continuity.
5. Verify proper operation from both switches in all positions.
6. Document the circuit with a complete schematic.

Materials:

Two three-way switches; two fixtures; four boxes; 15 A breaker; 2- and 3-conductor cable; multimeter; labels; PPE.

Deliverables / Evidence:

Labeled schematic highlighting commons and travelers; continuity map; functional test results; instructor verification.

Scenario 4 — Multi-Device Circuit: Receptacle Feeding Two Switched Lights – 15 A

Purpose:

Demonstrate integrated device planning with constant-power receptacle and switch-controlled lighting on a single branch circuit.

Starting condition (provided by proctor):

Panel locked out; receptacle, switch, and fixture boxes empty.

Integrated competencies (from your list):

- PPE and safety practices.
- Feed-through splicing and proper pigtail.
- Separation of constant hot and switched hot conductors.
- Neutral continuity throughout the circuit.
- Functional testing and documentation.

Student instructions (summary):

1. Confirm PPE and safe conditions.
2. Wire a continuously hot receptacle using proper pigtails.
3. Route switched hot from the same feed to control two fixtures.
4. Verify box fill, grounding, and labeling.
5. Test functionality and voltage at all devices.
6. Produce a schematic matching the build.

Materials:

Receptacle; single-pole switch; two fixtures; boxes; 15 A breaker; cable; wire nuts; multimeter; labels; PPE.

Deliverables / Evidence:

As-built diagram; test log; working circuit (hot receptacle, switched lights); neat box makeup.

Scenario 5 — Three-Way Switching with Constant-Hot Receptacle – 15 A

Purpose:

Assess advanced multi-device circuit planning, maintaining a continuously hot receptacle while controlling fixtures with a three-way system.

Starting condition (provided by proctor):

Panel and boxes unwired; no conductors terminated.

Integrated competencies (from your list):

- PPE and electrical safety.
- Circuit separation (constant vs. switched hot).
- Three-way switch topology and travelers.
- Neutral continuity and grounding.
- Layered schematic documentation.
- Multi-state functional testing.

Student instructions (summary):

1. Inspect PPE and identify circuit requirements.
2. Route constant hot to receptacle using pigtails.
3. Install three-way switching for two fixtures.
4. Verify receptacle remains energized in all switch states.
5. Test all four three-way switch combinations.
6. Produce a layered schematic highlighting conductor roles.

Materials:

Receptacle; two three-way switches; two fixtures; boxes; 15 A breaker; 2- and 3-conductor cable; multimeter; labels; PPE.

Deliverables / Evidence:

Layered as-built diagram; voltage and continuity test matrix; operational verification; clean installation.

Scenario 6 — 240 V Workshop Tool Circuit (Receptacle + Switch Control) – 20 A

Purpose:

Evaluate correct installation of a 240 V branch circuit including two-pole breaker usage, receptacle wiring, optional switch control, and high-voltage safety practices.

Starting condition (provided by proctor):

Panel unenergized; two-pole breaker not installed; receptacle and switch boxes empty.

Integrated competencies (from your list):

- Enhanced PPE and safety procedures for 240 V systems.
- Two-pole breaker identification and termination.
- Identification of ungrounded conductors and equipment ground.
- Correct 240 V receptacle and switch wiring.
- Voltage and continuity testing.
- Device labeling and schematic documentation.

Student instructions (summary):

1. Confirm PPE and lockout procedures.
2. Install a two-pole 20 A breaker and terminate conductors correctly.
3. Wire a 240 V receptacle with optional line-side switch control.
4. Verify correct voltage readings (hot-hot and hot-ground).
5. Label devices “240 V” and document the installation with a schematic.

Materials:

Two-pole 20 A breaker; 240 V receptacle; rated switch; boxes; 2-conductor with ground; multimeter (240 V rated); labels; PPE.

Deliverables / Evidence:

As-built wiring diagram; meter verification log; labeled devices; neat panel and box dressing; instructor sign-off.

 Administrative Alignment (All Scenarios)

- **Timing:** 60–90 minutes build + 15 minutes documentation
- **Evidence Packet:** Schematic, test log, annotated photos
- **Scoring:** Use provided rubrics with fault-to-deduction mapping

Scenario 1 – Laundry/Utility Wall Circuit (GFCI + Downstream Receptacle)

Expanded Scoring Rubric (24 points total)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times; lockout/tagout followed; hazards identified and mitigated independently.
- 3 – PPE used correctly; minor verbal reminder needed; safe work practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 – Correctly identifies and uses all required tools; selects proper tool without prompting.
- 3 – Identifies most tools correctly; minor coaching on tool selection or technique.
- 2 – Misidentifies tools or applies improper technique.
- 1 – Relies heavily on instructor guidance; unsafe or ineffective tool use.
- 0 – Unable to identify or safely use required tools.

Wiring Accuracy & Code Compliance (0–4)

- 4 – All conductors correctly routed, terminated, color-coded, and NEC-aligned.
- 3 – One minor wiring error corrected independently.
- 2 – Multiple wiring errors requiring instructor direction.
- 1 – Incorrect circuit topology or repeated violations.
- 0 – Wiring fundamentally incorrect or unsafe.

Device & Panel Termination Quality (0–4)

- 4 – Clean terminations; proper torque; neat box fill and conductor dressing.
- 3 – Secure terminations with minor neatness issues.
- 2 – Loose or poorly arranged conductors corrected after feedback.
- 1 – Repeated termination problems.
- 0 – Terminations unsafe or incomplete.

Testing & Verification (0–4)

- 4 – Correctly performs and interprets continuity, voltage, and functional tests.
- 3 – Tests performed correctly with minor interpretation errors.
- 2 – Incomplete or improperly sequenced testing.
- 1 – Testing attempted but inaccurate or unsafe.
- 0 – No valid testing conducted.

Documentation & Schematic Accuracy (0–4)

- 4 – Clear, accurate as-built diagram with labels and conductor roles identified.
- 3 – Diagram mostly accurate with minor labeling omissions.
- 2 – Diagram incomplete or difficult to interpret.
- 1 – Diagram inaccurate and not reflective of build.
- 0 – No usable documentation provided.

Total Score: _____ / 24

Evaluator Signature: _____ Date: _____

Scenario 2 – Single-Pole Lighting Circuit (Source at Switch)

Expanded Scoring Rubric (24 points total)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times; lockout/tagout followed; hazards identified and mitigated independently.
- 3 – PPE used correctly; minor verbal reminder needed; safe work practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 – Correctly identifies and uses all required tools; selects proper tool without prompting.
- 3 – Identifies most tools correctly; minor coaching on tool selection or technique.
- 2 – Misidentifies tools or applies improper technique.
- 1 – Relies heavily on instructor guidance; unsafe or ineffective tool use.
- 0 – Unable to identify or safely use required tools.

Wiring Accuracy & Code Compliance (0–4)

- 4 – All conductors correctly routed, terminated, color-coded, and NEC-aligned.
- 3 – One minor wiring error corrected independently.
- 2 – Multiple wiring errors requiring instructor direction.
- 1 – Incorrect circuit topology or repeated violations.
- 0 – Wiring fundamentally incorrect or unsafe.

Device & Panel Termination Quality (0–4)

- 4 – Clean terminations; proper torque; neat box fill and conductor dressing.
- 3 – Secure terminations with minor neatness issues.
- 2 – Loose or poorly arranged conductors corrected after feedback.
- 1 – Repeated termination problems.
- 0 – Terminations unsafe or incomplete.

Testing & Verification (0–4)

- 4 – Correctly performs and interprets continuity, voltage, and functional tests.
- 3 – Tests performed correctly with minor interpretation errors.
- 2 – Incomplete or improperly sequenced testing.
- 1 – Testing attempted but inaccurate or unsafe.
- 0 – No valid testing conducted.

Documentation & Schematic Accuracy (0–4)

- 4 – Clear, accurate as-built diagram with labels and conductor roles identified.
- 3 – Diagram mostly accurate with minor labeling omissions.
- 2 – Diagram incomplete or difficult to interpret.
- 1 – Diagram inaccurate and not reflective of build.
- 0 – No usable documentation provided.

Total Score: _____ / 24

Evaluator Signature: _____ Date: _____

Scenario 3 – Three-Way Hallway Lighting Circuit

Expanded Scoring Rubric (24 points total)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times; lockout/tagout followed; hazards identified and mitigated independently.
- 3 – PPE used correctly; minor verbal reminder needed; safe work practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 – Correctly identifies and uses all required tools; selects proper tool without prompting.
- 3 – Identifies most tools correctly; minor coaching on tool selection or technique.
- 2 – Misidentifies tools or applies improper technique.
- 1 – Relies heavily on instructor guidance; unsafe or ineffective tool use.
- 0 – Unable to identify or safely use required tools.

Wiring Accuracy & Code Compliance (0–4)

- 4 – All conductors correctly routed, terminated, color-coded, and NEC-aligned.
- 3 – One minor wiring error corrected independently.
- 2 – Multiple wiring errors requiring instructor direction.
- 1 – Incorrect circuit topology or repeated violations.
- 0 – Wiring fundamentally incorrect or unsafe.

Device & Panel Termination Quality (0–4)

- 4 – Clean terminations; proper torque; neat box fill and conductor dressing.
- 3 – Secure terminations with minor neatness issues.
- 2 – Loose or poorly arranged conductors corrected after feedback.
- 1 – Repeated termination problems.
- 0 – Terminations unsafe or incomplete.

Testing & Verification (0–4)

- 4 – Correctly performs and interprets continuity, voltage, and functional tests.
- 3 – Tests performed correctly with minor interpretation errors.
- 2 – Incomplete or improperly sequenced testing.
- 1 – Testing attempted but inaccurate or unsafe.
- 0 – No valid testing conducted.

Documentation & Schematic Accuracy (0–4)

- 4 – Clear, accurate as-built diagram with labels and conductor roles identified.
- 3 – Diagram mostly accurate with minor labeling omissions.
- 2 – Diagram incomplete or difficult to interpret.
- 1 – Diagram inaccurate and not reflective of build.
- 0 – No usable documentation provided.

Total Score: _____ / 24

Evaluator Signature: _____ Date: _____

Scenario 4 – Receptacle with Two Switched Lights

Expanded Scoring Rubric (24 points total)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times; lockout/tagout followed; hazards identified and mitigated independently.
- 3 – PPE used correctly; minor verbal reminder needed; safe work practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 – Correctly identifies and uses all required tools; selects proper tool without prompting.
- 3 – Identifies most tools correctly; minor coaching on tool selection or technique.
- 2 – Misidentifies tools or applies improper technique.
- 1 – Relies heavily on instructor guidance; unsafe or ineffective tool use.
- 0 – Unable to identify or safely use required tools.

Wiring Accuracy & Code Compliance (0–4)

- 4 – All conductors correctly routed, terminated, color-coded, and NEC-aligned.
- 3 – One minor wiring error corrected independently.
- 2 – Multiple wiring errors requiring instructor direction.
- 1 – Incorrect circuit topology or repeated violations.
- 0 – Wiring fundamentally incorrect or unsafe.

Device & Panel Termination Quality (0–4)

- 4 – Clean terminations; proper torque; neat box fill and conductor dressing.
- 3 – Secure terminations with minor neatness issues.
- 2 – Loose or poorly arranged conductors corrected after feedback.
- 1 – Repeated termination problems.
- 0 – Terminations unsafe or incomplete.

Testing & Verification (0–4)

- 4 – Correctly performs and interprets continuity, voltage, and functional tests.
- 3 – Tests performed correctly with minor interpretation errors.
- 2 – Incomplete or improperly sequenced testing.
- 1 – Testing attempted but inaccurate or unsafe.
- 0 – No valid testing conducted.

Documentation & Schematic Accuracy (0–4)

- 4 – Clear, accurate as-built diagram with labels and conductor roles identified.
- 3 – Diagram mostly accurate with minor labeling omissions.
- 2 – Diagram incomplete or difficult to interpret.
- 1 – Diagram inaccurate and not reflective of build.
- 0 – No usable documentation provided.

Total Score: _____ / 24

Evaluator Signature: _____ Date: _____

Scenario 5 – Three-Way Switching with Constant-Hot Receptacle

Expanded Scoring Rubric (24 points total)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times; lockout/tagout followed; hazards identified and mitigated independently.
- 3 – PPE used correctly; minor verbal reminder needed; safe work practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 – Correctly identifies and uses all required tools; selects proper tool without prompting.
- 3 – Identifies most tools correctly; minor coaching on tool selection or technique.
- 2 – Misidentifies tools or applies improper technique.
- 1 – Relies heavily on instructor guidance; unsafe or ineffective tool use.
- 0 – Unable to identify or safely use required tools.

Wiring Accuracy & Code Compliance (0–4)

- 4 – All conductors correctly routed, terminated, color-coded, and NEC-aligned.
- 3 – One minor wiring error corrected independently.
- 2 – Multiple wiring errors requiring instructor direction.
- 1 – Incorrect circuit topology or repeated violations.
- 0 – Wiring fundamentally incorrect or unsafe.

Device & Panel Termination Quality (0–4)

- 4 – Clean terminations; proper torque; neat box fill and conductor dressing.
- 3 – Secure terminations with minor neatness issues.
- 2 – Loose or poorly arranged conductors corrected after feedback.
- 1 – Repeated termination problems.
- 0 – Terminations unsafe or incomplete.

Testing & Verification (0–4)

- 4 – Correctly performs and interprets continuity, voltage, and functional tests.
- 3 – Tests performed correctly with minor interpretation errors.
- 2 – Incomplete or improperly sequenced testing.
- 1 – Testing attempted but inaccurate or unsafe.
- 0 – No valid testing conducted.

Documentation & Schematic Accuracy (0–4)

- 4 – Clear, accurate as-built diagram with labels and conductor roles identified.
- 3 – Diagram mostly accurate with minor labeling omissions.
- 2 – Diagram incomplete or difficult to interpret.
- 1 – Diagram inaccurate and not reflective of build.
- 0 – No usable documentation provided.

Total Score: _____ / 24

Evaluator Signature: _____ Date: _____

Scenario 6 – 240V Workshop Tool Circuit

Expanded Scoring Rubric (24 points total)

Safety & PPE (0–4)

- 4 – Correct PPE worn at all times; lockout/tagout followed; hazards identified and mitigated independently.
- 3 – PPE used correctly; minor verbal reminder needed; safe work practices maintained.
- 2 – PPE incomplete or inconsistent; multiple reminders required.
- 1 – Unsafe practices observed; PPE frequently missing or misused.
- 0 – Unsafe behavior requiring intervention; task stopped.

Tool Identification & Use (0–4)

- 4 – Correctly identifies and uses all required tools; selects proper tool without prompting.
- 3 – Identifies most tools correctly; minor coaching on tool selection or technique.
- 2 – Misidentifies tools or applies improper technique.
- 1 – Relies heavily on instructor guidance; unsafe or ineffective tool use.
- 0 – Unable to identify or safely use required tools.

Wiring Accuracy & Code Compliance (0–4)

- 4 – All conductors correctly routed, terminated, color-coded, and NEC-aligned.
- 3 – One minor wiring error corrected independently.
- 2 – Multiple wiring errors requiring instructor direction.
- 1 – Incorrect circuit topology or repeated violations.
- 0 – Wiring fundamentally incorrect or unsafe.

Device & Panel Termination Quality (0–4)

- 4 – Clean terminations; proper torque; neat box fill and conductor dressing.
- 3 – Secure terminations with minor neatness issues.
- 2 – Loose or poorly arranged conductors corrected after feedback.
- 1 – Repeated termination problems.
- 0 – Terminations unsafe or incomplete.

Testing & Verification (0–4)

- 4 – Correctly performs and interprets continuity, voltage, and functional tests.
- 3 – Tests performed correctly with minor interpretation errors.
- 2 – Incomplete or improperly sequenced testing.
- 1 – Testing attempted but inaccurate or unsafe.
- 0 – No valid testing conducted.

Documentation & Schematic Accuracy (0–4)

- 4 – Clear, accurate as-built diagram with labels and conductor roles identified.
- 3 – Diagram mostly accurate with minor labeling omissions.
- 2 – Diagram incomplete or difficult to interpret.
- 1 – Diagram inaccurate and not reflective of build.
- 0 – No usable documentation provided.

Total Score: _____ / 24

Evaluator Signature: _____ Date: _____

Agricultural Mechanics IBC Performance Tasks

Electrical

1. Receptacles
 - a. One receptacle on 15 amp breaker
 - b. Two receptacles on 15 amp breaker
 - c. One receptacle on 20 amp breaker
 - d. Two receptacles on 20 amp breaker
2. GFCI receptacles
 - a. GFCI on 15 amp breaker
 - b. GFCI on 20 amp breaker
3. Pull Chain Lighting
 - a. One light controlled by 15 amp breaker
 - b. Two lights controlled by 15 amp breaker
 - c. Two lights controlled by 20 amp breaker
4. Single Pole Switch Lighting
 - a. One light controlled by single pole switch (15 amp)
 - b. Two lights controlled by single pole switch (15 amp)
 - i. Source wire to switch
 - ii. Source wire to first light box
5. Three-way Lighting Part 1 (15 amp)
 - a. One light controlled by two 3-way switches
 - i. Source wire to first switch
 - ii. Source wire to light box
6. Three-way Lighting Part 2 (15 amp)
 - a. Two lights controlled by two 3-way switches
 - i. Source wire to first switch
 - ii. Source wire to light box
7. 220 Volt Circuit Part 1 (20 amp)
 - a. 220 volt receptacle
8. 220 Volt Circuit Part 2 (20 amp)
 - a. 220 volt circuit on a 20 amp switch
9. Multi-Device Circuits Part 1
 - a. GFCI protecting receptacle, 15 amp
 - b. GFCI protecting receptacle, 20 amp
10. Multi-Device Circuits Part 2
 - a. 15 amp circuit with one receptacle feeding two lights controlled by single pole switch
 - b. 15 amp circuit with one receptacle feeding two lights controlled by 2 3-way switches.

Small Engines

1. Engine Fluids and Basic Operation
 - a. Fill oil and fuel to proper levels
 - b. Start, run, and shut down engine
 - c. Drain all fluids with minimal spillage
2. Filters and Spark Plug Service
 - a. Replace air, oil, and fuel filters
 - b. Inspect multiple filter samples
 - c. Inspect, gap, and evaluate spark plug condition
3. Valve Train and Timing Setup
 - a. Adjust OHV intake and exhaust valves to spec
 - b. Install camshaft and crankshaft timing gears correctly
 - c. Inspect compression release operation
4. Fuel System and Carburetor Service
 - a. Replace fuel lines from tank to carburetor
 - b. Disassemble and clean carburetor
 - c. Replace gaskets and reassemble properly
5. Starting System Repair
 - a. Remove and repair starter rope assembly
 - b. Set proper recoil spring tension
6. Ignition System Inspection
 - a. Inspect and install armature with correct air gap
 - b. Verify spark plug gap
 - c. Test spark using a spark tester
7. Governor Adjustment
 - a. Properly set and verify governor function
 - b. Adjust governors on 900 and 950 series engines
8. Torque Application and Fastening
 - a. Locate torque specifications
 - b. Use a torque wrench correctly
 - c. Tighten fasteners in proper sequence and pattern
9. Compression Testing and Evaluation
 - a. Install compression gauge
 - b. Determine engine compression adequacy
10. Precision Engine Measurement
 - a. Use dial calipers to measure components
 - b. Measure crankshafts, pistons, and output shafts

Welding

1. Tool Identification
 - a. Identify tools used in plate prep and welding
2. Oxyfuel Cutting
 - a. Move/roll an oxygen bottle
 - b. Remove, clean, resurface and replace torch tip
 - c. Set gauges
 - d. Light torch and properly set a neutral flame with oxygen cutting jet opened
 - e. Cut a 6" straight line and a 1" circle
3. Grinding
 - a. Identify, inspect, and wear PPE for grinding, cutting, and welding
 - b. Demonstrate use of angle grinder
4. SMAW Welding & Safety
 - a. Identify SMAW components and explain basic welding safety practices (PPE, electrical hazards, ventilation, fire prevention)
 - b. Select the correct electrode based on material, position, and amperage requirements
 - c. Properly connect welding leads to the machine (work clamp and electrode holder) and verify polarity
 - d. Set welding current/amperage according to electrode size and manufacturer recommendations
 - e. Strike and maintain an arc on scrap metal, demonstrating proper travel angle and arc length
 - f. Clean completed welds using appropriate hand tools (chipping hammer and wire brush) and inspect weld bead appearance
5. Flat Plate Beads
 - a. Weld a 4"x 6" plate in the flat position with 6010 rod
 - b. Weld a 4"x 6" plate in the flat position with 7018 rod
6. T-Joint Flat
 - a. Weld a T-joint with a root plus a two beaded cap with a 6010 rod in the flat position
 - b. Weld a T-joint with a root plus a two beaded cap with a 7018 rod in the flat position
7. Horizontal Plate Beads
 - a. Weld a 4"x 6" plate in the horizontal position with 6010 rod
 - b. Weld a 4"x 6" plate in the horizontal position with 7018 rod
8. T-Joint Horizontal
 - a. Weld a T-joint with a root plus a two beaded cap with a 6010 rod in the horizontal position
 - b. Weld a T-joint with a root plus a two beaded cap with a 7018 rod in the horizontal position
9. Beveling Plate
 - a. Prepare beveled plates thermally
 - b. Prepare beveled plates mechanically
10. Open-Root Groove Flat
 - a. Weld an open-root groove with a 6010 rod for the root pass and 7018 rods for the filler and cap passes in the flat position

BUDREAU'S ELECTRICAL

SERVICES INC

4765 Highway 308, Napoleonville, LA 70390

985-397-1562

March 1, 2026

Mr. David Helveston
Louisiana Workforce Investment Council

Dear Mr. Helveston,

Boudreaux's Electrical Services, Inc. is a Louisiana State Contractors Board certified electrical and mechanical contractor and an authorized GENERAC sales and service dealer servicing the parishes of Assumption, Ascension, Lafourche, Iberville, St. Mary, St. Martin, Terrebonne, St. James, Iberville, St. John, West Baton Rouge, East Baton Rouge, and St. Tammany. It is a daily struggle to find trained and certified staff to handle the demand for our services. By having the Louisiana Workforce Commission recognize an advanced certification in Agricultural Mechanics as an Industry-Based Credential (IBC) may encourage more of our youth to learn a trade which is so very much needed.

We stand in solidarity with Louisiana Farm Bureau and our local agricultural education department in working towards having the IBC and its accreditation recognized by the Louisiana Workforce Commission for the benefit of students and employers across Louisiana.

Looking forward to a better Louisiana,



Malissa Boudreaux
Business Manager



March 1, 2026

Mr. David Helveston, Chairman
Louisiana Workforce Investment Council

Dear Mr. Helveston,

On behalf of the Deep Southern Equipment Dealers Association (DSEDA), I would like to express our support for an advanced industry-based credential in Agricultural Mechanics.

As the trade association representing many of the South's largest equipment dealers, the majority of which specialize in agricultural equipment, we know firsthand how critical the demand for well-trained, highly skilled service technicians is across our industry. It is a constant and growing need among our dealer members, and this initiative marks a pivotal step forward in addressing that demand.

In recent months, DSEDA has undertaken foundational research to explore pathways to meet this technician shortage and have met with several of Louisiana's Community Colleges, the Louisiana Workforce commission as well as our own dealer members to understand the greatest need when it comes to service technicians. The development of an approved Louisiana Credential Program aligned with the needs of the agricultural industry is a crucial move that will benefit students, dealers, and the broader agricultural sector alike, so we are in strong support of these efforts.

Please know that DSEDA is committed to supporting these efforts and stands ready to assist in any way we can to ensure the success of this credential. Whether through collaboration, resources, or industry insight, we would be honored to contribute to this important work.

Thank you again for your vision and dedication to strengthening agricultural education and workforce development in Louisiana. We look forward to working together to support the next generation of skilled professionals.

Best Regards,

Vince Zebeau, Jr.
President/CEO
Deep Southern Equipment Dealers Association



JOHN DEERE



Sunshine Quality Solutions
2274 Highway 70E
Donaldsonville, LA 70346

March 1, 2026

Mr. David Helveston Chairman
Industry-Based Certification Council
VIA E-Mail: ibccouncil@lwc.la.gov

RE: Employer Support of the Advanced Ag Mechanics IBC

Dear Mr. Helveston,

This letter is to express my support for the Advanced Ag Mechanics IBC focusing on welding, electrical, and small engines. Sunshine is a John Deere dealer and currently one-third of our 300 employees were members of Louisiana FFA. Sunshine has created an internship that targets only FFA and 4-H members. We see these individuals with a stronger foundation of mechanical skills that we need for young men and women to succeed in our industry.

Sunshine has employees working in over 35 parishes in the state of Louisiana. The education they learn in high school from welding, electrical, and small engines will help us better support our customers. As our employees are better trained, we're able to financially compensate them more as they're able to be more efficient in supporting our customers.

Over the past five years, we've donated over \$100,000 to the Louisiana FFA and 4-H because we see these young men and women as the future of our industry. We support the education efforts of agricultural education. We ask that that you please help support our young men and women with the Advanced Ag Mechanics IBC for welding, electrical and small engines.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Rob Richter".

Rob Richter, President & CEO
Sunshine Quality Solutions
2274 Highway 70E
Donaldsonville, LA 70346
(985) 966-3882



Waggoner Services, Inc
140 Ernest White Rd
West Monroe, La 71292

March 1, 2026

Mr. David Helveston, Chairman
Industry Based Certification Council

RE: Employer Support of the Advanced Ag Mechanics IBC

Dear Mr. Helveston,

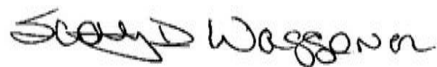
This letter is to state my support and any help I can be further for the Advanced Ag Mechanics Industry Based Certification. As an owner of a Non-Destructive Testing company based in Louisiana with office locations in Texas and Arkansas, I can give 1st hand knowledge of the shortage of labor in our industry along with welding and other crafts that are associated closely with the NDT industry. WSI provides NDT in many different industries, but the Oil & Gas industry is the largest market. With the definite upward trend towards natural gas for generating electricity, there are numerous major expansion projects planned and ongoing. In the NDT Industry there is already a shortage of workers! The sad part is with the advances in equipment; this is a field that the younger generation could thrive in with possibly having more computer-related skills. The NDT field uses many different methods for nondestructively testing the integrity of a weld or metal in general. But Radiography Testing (RT) is generally the 1st method that people get started in, then move on to the other methods after some advancement. For an NDT company that does RT to hire an individual, the individual needs to go through a 40-hour radiation safety course and pass a test that is given at completion of the course. There are many NDT companies in Louisiana that would benefit from some way being able to incorporate this course into an IBC course. I am confident most would be interested in being involved in this discussion.

The NDT Industry is not a widely known field for individuals to even know about for a career, but with the advancement in equipment and the need for NDT for industry standards, the field has become a very good career with paths to advance. With some training, experience and some certifications, a 6-figure salary is very quickly obtainable.

I also was a Ouachita Parish School Board member from 2019 to 2022, (I chose not to run for another term) but in that position, I pushed to expand the welding shops and increase the effort to push the Ag Mechanics programs throughout the Ouachita Parish School System. I know the challenges of adding curriculum and programs into the systems, but I believe the industries must also get more involved and have a seat at the table for discussion. Again, I know that it is easier said than done and too many times good ideas die on the vine.

I fully support and hope this letter will express that there is a need for many Industry Based Certifications and that many industries could offer insight on what is needed in each industry.

Respectfully,

A handwritten signature in black ink that reads "Scotty Waggoner". The signature is written in a cursive, slightly stylized font.

Scotty Waggoner, President
Waggoner Services, Inc
140 Ernest White Rd West
Monroe, La 71292
(318) 547-1756
scotty@waggnndt.com

Industry-Based Certification Council

June 2026 IBC Review

Member Summary Sheets

Unreal Engine 3D Fundamentals

IBC SUMMARY SHEET

Unreal Engine 3D Fundamentals

IBC Name	Unreal Engine 3D Fundamentals
Submitting Organization	Gameplan Education Inc. in partnership with Epic Games
Certifying Agency	Epic Games (standards) and Gameplan Education
Industry Sector	IT / Digital Media / Arts, A/V Technology and Communications
Career Cluster	Arts, A/V Technology and Communications; Information Technology
Bundle / Standalone	Standalone

Occupations and Entry-Level Wages

Labor Market Connection:

Listed occupations include Software Developers, Computer Programmers, Producers and Directors, Web Developers, and Digital Interface Designers. O*NET indicates these roles have a bright outlook, meaning they are expected to grow rapidly. In Louisiana, the median wage is \$ 27,000, which O*NET notes as only 10% start here, with an average starting salary of \$64.

Certification Testing

Credential Quality

A 40-question exam with performance-based skill validation, administered in a proctored environment with question bank rotation and secure delivery—no open internet collaboration. From the start, individuals can continue developing skills through advanced coursework, postsecondary programs, and industry experience. As skills improve, they can advance from entry-level positions to mid-level and ultimately senior roles.

Letters of Support and Employer Engagement

Employer Engagement:

Three Louisiana-based employer letters are attached.

Additional Pertinent Information

Industry & Pathway Alignment

The application affirms alignment with Louisiana Jump Start Career Pathways in Digital Media, Software Development, and STEM-related career clusters. Digital media and entertainment are acknowledged growth industries in Louisiana, supported by state film tax incentives. Letters of support use standardized phrasing such as "meaningful positive indicator" instead of "required for hire" or "used in promotion." The website states, "the Unreal Engine 3D Fundamentals certification validates that individuals possess the foundational knowledge and skills in Unreal Engine and interactive 3D to qualify for promising careers across various sectors, including Game Development, Animation, Virtual Production, Visual Effects (TV and Film), Architecture and Engineering, Simulations, and Interactive Media. Furthermore, it helps employers identify and recruit more skilled candidates, addressing labor shortages and enhancing career growth for certified individuals."

Work-Based Learning

Letters mention "internship or junior pipeline consideration" but do not commit to structured WBL during the training period. There is only classroom training. There are no structured internships, pre-apprenticeships, or Registered Apprenticeships.

Postsecondary Continuity

There is pathway awareness, but there is no LCTC program articulation agreement or PLC documented.

Career Progression & Outcomes

There is a three-tier ladder (entry, mid, senior), with specific wage figures at each level. With continued skill development, one can progress from entry-level to senior positions with salaries between \$90K and \$100K, similar to careers like Media Technical Directors/Managers.

Scalability

Unreal Engine is internationally recognized as a real-time 3D platform. In principle, the credential could be delivered in any school with appropriate computer hardware.

Louisiana Industry-Based Certification (IBC) Submitter Checklist

The IBCC uses a similar checklist for determining IBC Focus List eligibility:

- ☒ Does this credential verify that an individual has met the skill standards established by the industry in question as a minimal requirement to successfully enter the workforce and compete in a particular occupational area?
- ☒ Is this industry standard monitored and updated in accordance with changes by the sponsoring/certifying agency?
- ☒ Is the certification finite?
- ☒ Is there a recertification process?
- ☒ Does this credential offer the opportunity for entry-level employment in occupations recognized as 4- or 5-star jobs by the Louisiana Workforce Investment Council and the Occupational Forecasting Conference?
- ☒ Does this credential have state, national, or international recognition?
- ☒ Does this credential have the support of at least three Louisiana employers?
- ☒ Is this credential generic and not vendor specific, except under special conditions determined by the IBC Council?
- ☒ Is there a secure and i proctored testing environment required for the IBC to ensure assessment integrity.

Note: The IBC Council may make exceptions to these requirements on a case-by-case basis, when making recommendations to the full Workforce Investment Council.

INDUSTRY-BASED CERTIFICATION (IBC) APPLICATION For Inclusion on the Louisiana State IBC Focus List

Instructions: Please complete each question of the application. Incomplete applications will not be considered. Completed applications and all supporting documentation should be submitted to: ibccouncil@la.gov.

Date: 4/2/26

1. Submitting Organization(s): Gameplan Education Inc. in partnership with Epic Games
2. IBC Title: Unreal Engine 3D Fundamentals
3. Certifying/Accrediting Agency with contact information:

Name of Certifying Agency or Accreditation Group	Address	Contact Person	Phone No.
Epic Games (standards authority) Gameplan Education (assessment delivery)	1417 Birmingham Ave Toms River NJ 08757	Chris Aviles	6097098367

4. Geographic Area of Certification: State ☐ Multi-state ☐ National ☒ International ☒

5. Explanation of Workforce Demand for IBC: _____

The Unreal Engine 3D Fundamentals Certification aligns directly to Louisiana's Jump Start Career Pathways in Digital Media, Software Development, and STEM-related career clusters. Real-time 3D technology is no longer limited to gaming; it is widely used across industries that are active and growing within Louisiana, including film and virtual production, digital media and marketing, simulation and training systems, and software development.

Louisiana has a strong presence in film and media production due to state incentives, as well as growing demand in simulation and workforce training across industries such as healthcare, energy, and manufacturing. Unreal Engine is an industry-standard tool used in these sectors for real-time visualization, interactive design, and immersive content development.

This certification provides students with foundational, transferable technical skills that align with multiple high-demand career pathways, allowing for flexibility in career entry and long-term growth within Louisiana's workforce ecosystem.

6. Occupations with 4 and 5 Star Jobs ratings associated with IBC:

Occupation	Star Jobs Rating	Anticipated Annual Statewide Demand	Wage Range
Software Developer	5	24% Growth by 2032	\$54,092 to \$119, 886
Computer Programmers	4	25% Growth by 2032	\$38,761 to \$129,041
Producers and Directors	4	5% growth by 2032	\$20,372 to \$98,619
Web Developers and Digital Interface Designers	4	24% Growth by 2032	\$24,303 to \$84,518

NOTE: Add additional rows to this chart if needed to document other occupational need.

7. Listing of Louisiana employers (minimum of 3) recommending the IBC. Letters of support from each supporting entity must be attached and include information on workplace experiences for students and preferences for hiring graduates with this certification. If a regional Jump Start team endorses this application, please include a letter of support and list below.

Name of Employer, Industry Association, or Regional Jump Start Team	Address	Contact Person	Phone No.
Pixel Dash Studios	7117 Florida Blvd, Baton Rouge	Jason Tate	225-223-1706
Digital Age Quality Assurance Corp	2021 Lakeshore Drive, New Orleans	Devin Seto	+1 (415) 265-8486
Top Right Corner	2021 Lakeshore Drive, New Orleans	Dan Clifton	484-213-2507

NOTE: Add additional rows to this chart if needed to document other employers or industry associations supporting this IBC.

8. Brief Program Description to include, but not limited to:

a. Curriculum to be used for training purposes:

Gameplan curriculum aligned to Unreal Engine competencies including: World building, Materials and lighting, Blueprint scripting, UI systems, Sequencer and animation, and Niagara VFX

b. Is the curriculum or training materials duplicated in another training field? If so, please explain the need to use different training materials:

No, this certification provides industry-validated assessment aligned to real-time 3D production workflows and is not duplicated by traditional academic coursework.

c. Facilities currently offering training or where training could be implemented:

High schools, CTE centers, colleges (2 & 4 Year), workforce development centers

d. Upon completion of training and certification, what is the next step in continuing training/education in this field:

Upon completion of training and certification, individuals typically continue their education and skill development through advanced coursework in areas such as real-time 3D development, software programming, digital media production, and interactive design. This may include enrollment in postsecondary programs (certificate, associate, or bachelor's degrees), participation in industry training programs, earning related certifications outlined in LA's Jump Start Career Pathways (Adobe Suite, for example), or continued learning through hands-on projects and portfolio development. Learners may also pursue advanced certifications or specialized training in areas such as simulation, virtual production, or software development, building on the foundational skills established through this certification to deepen expertise and expand career opportunities within the field.

e. What is the minimum length of time required to complete the training?
1 semester to 1 year depending on implementation

f. What type of certification testing and/or assessment is included with the training?

40-question exam

Performance-based knowledge validation

Delivered via secure platform

g. What are the safe guards for test validity to protect the certification standards?

Proctored environment, Question bank rotation, Secure delivery, No open internet collaboration

h. Does the assessment include written exams, hands-on applications, and/or performance measures?

Yes

i. Is the certification based upon classroom training only, or does work experience qualify?

Classroom Training Only

1) If work experience can be used to qualify for this certification, what consideration is given to prior military experience and/or certification?

2) What additional training is needed in addition to military certification?

j. Explain the career advancement upon completion of training and obtaining certification:

Upon earning the Unreal Engine 3D Fundamentals Certification, individuals are prepared to enter entry-level roles such as Web Developer, Digital Media Technician, or Junior 3D Artist, with starting wages in Louisiana ranging from approximately \$36,000 to \$64,000 based on occupation and skill level. From this entry point, individuals can continue building specialized skills in real-time 3D, software development, and interactive media through advanced coursework, postsecondary programs, or industry experience. As skills deepen, they progress into mid-level roles such as Software Developer or Interactive Media Designer, with wages commonly reaching \$70,000+, and eventually into senior roles exceeding \$100,000+. This certification serves as a springboard into a clear, stackable career pathway that leads from entry-level employment to high-wage, high-demand careers in Louisiana's digital media, software, and simulation industries, supporting long-term financial independence.

k. Are there additional training opportunities beyond the training affiliated with this IBC?
Yes

l. Are continuing education, dual enrollment, articulated credit, and/or career ladder opportunities affiliated with this IBC?
Yes

m. What is the cost for the training and certification? What resources do employers provide in support?

Certification vouchers are \$50 per learner with bulk discounts available
foreducational institutions

n. What is the recertification process for an individual's credentials to remain current/active?
Recertification occurs every 5 years

Submitted by: Chris Aviles

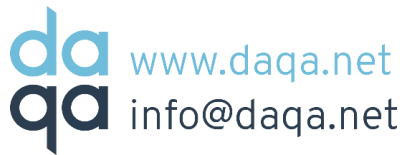
Phone: 6097098367

E-mail: chris@gameplan.com

Fax:

For IBC Council Use Only:

- ☐ We recommend this IBC for inclusion on the State Focus List.
- ☐ We will reconsider this application at the next IBC Council Meeting.
Submitting organization is to provide additional information as requested by the Council.
- ☐ We do not recommend this IBC for inclusion on the State Focus List for the following



Digital Age Quality Assurance Corp

2021 Lakeshore Drive, Suite 500

New Orleans, LA, 70122

March 3, 2026

Louisiana Workforce Investment Council

Industry-Based Certification Council

Baton Rouge, Louisiana

RE: Employer Support for Unreal Engine 3D Fundamentals Workforce Credential

To Whom It May Concern,

On behalf of DAQA, we are pleased to support the inclusion of the Unreal Engine 3D Fundamentals Workforce Credential on Louisiana's Industry-Based Certification (IBC) Focus List.

Our video game testing organization operates within the real-time 3D video game ecosystem, where foundational proficiency with Unreal Engine is increasingly relevant for entry-level talent pipelines.

From an employer's perspective, candidates who have successfully earned a validated Unreal Engine credential demonstrate several workforce-relevant advantages:

- Verified baseline technical competency in a widely used real-time 3D platform.
- Familiarity with production workflows common in game development, bringing skills that are increasingly in-demand.
- Evidence of applied technical learning beyond introductory exposure.
- Greater readiness for "plug-and-play" onboarding within companies such as ours.

While hiring decisions depend on multiple factors, DAQA would view attainment of the Unreal Engine 3D Fundamentals Workforce Credential as a meaningful positive indicator when evaluating emerging candidates for roles involving in-engine development testing of our clients' games.

Individuals who hold this credential would be:

- More competitive for interviews for relevant entry-level roles in the video game industry.
- Better positioned for internship or junior pipeline consideration.
- Demonstrating skills aligned to current industry toolchains, including those of our clients.

As adoption of Unreal 5 continues to expand across industries, including gaming, film, simulation, architecture, and visualization, we anticipate that validated Unreal Engine proficiency will become increasingly valuable in workforce preparation.

For these reasons, DAQA fully supports the inclusion of the Unreal Engine 3D Fundamentals Workforce Credential on Louisiana's IBC Focus List as a credential that helps candidates demonstrate job-relevant technical readiness.

If additional information is required, we would be happy to provide further input.

Sincerely,

Devin Seto

Devin Seto
Managing Partner
Digital Age Quality Assurance Corp. (DAQA)
+1 (415) 265-8486
devin@daqa.net

Date: March 8th, 2026

Louisiana Workforce Investment Council
Industry-Based Certification Council
Baton Rouge, Louisiana

RE: Employer Support for Unreal Engine 3D Fundamentals Workforce Credential

To Whom It May Concern,

On behalf of Top Right Corner, we are pleased to support the inclusion of the Unreal Engine 3D Fundamentals Workforce Credential on Louisiana's Industry-Based Certification (IBC) Focus List.

Our organization operates within the real-time 3D, interactive media, simulation, and/or digital production ecosystem, where foundational proficiency with Unreal Engine is increasingly relevant for entry-level talent pipelines.

From an employer's perspective, candidates who have successfully earned a validated Unreal Engine credential demonstrate several workforce-relevant advantages:

- Verified baseline technical competency in a widely used real-time 3D platform
- Familiarity with production workflows common in game development, simulation, virtual production, and immersive media
- Evidence of applied technical learning beyond introductory exposure
- Greater readiness for entry-level training and onboarding

While hiring decisions depend on multiple factors, Top Right Corner would view attainment of the Unreal Engine 3D Fundamentals Workforce Credential as a meaningful positive indicator when evaluating emerging candidates for roles involving real-time 3D tools.

Individuals who hold this credential would be:

- More competitive for interviews for relevant entry-level roles
- Better positioned for internship or junior pipeline consideration
- Demonstrating skills aligned to current industry toolchains

As adoption of real-time 3D continues to expand across industries, including gaming, film, simulation, architecture, and visualization, we anticipate that validated Unreal Engine proficiency will become increasingly valuable in workforce preparation.

For these reasons, Top Right Corner supports the inclusion of the Unreal Engine 3D Fundamentals Workforce Credential on Louisiana's IBC Focus List as a credential that helps candidates demonstrate job-relevant technical readiness.

If additional information is required, we would be happy to provide further input.

Sincerely,

A handwritten signature in black ink, appearing to read 'Daniel Clifton', with a large, stylized initial 'D' and a long horizontal stroke extending to the right.

Daniel Clifton
President

Top Right Corner
484-213-2507
clifton@toprightcorner.com

Date: March 3, 2026

Louisiana Workforce Investment Council
Industry-Based Certification Council
Baton Rouge, Louisiana

RE: Employer Support for Unreal Engine 3D Fundamentals Workforce Credential

To Whom It May Concern,

On behalf of Pixel Dash Studios, we are pleased to support the inclusion of the Unreal Engine 3D Fundamentals Workforce Credential on Louisiana's Industry-Based Certification (IBC) Focus List.

Our organization operates within the real-time 3D, interactive media, simulation, and digital production ecosystem, where foundational proficiency with Unreal Engine is critical for entry-level talent pipelines.

From an employer's perspective, candidates who have successfully earned a validated Unreal Engine credential demonstrate several workforce-relevant advantages:

- Verified baseline technical competency in a widely used real-time 3D platform
- Familiarity with production workflows common in game development, simulation, virtual production, and immersive media
- Evidence of applied technical learning beyond introductory exposure
- Greater readiness for entry-level training and onboarding

While hiring decisions depend on multiple factors, Pixel Dash Studios would view attainment of the Unreal Engine 3D Fundamentals Workforce Credential as a meaningful positive indicator when evaluating emerging candidates for roles involving real-time 3D tools.

Individuals who hold this credential would be:

- More competitive for interviews for relevant entry-level roles
- Better positioned for internship or junior pipeline consideration
- Demonstrating skills aligned to current industry toolchains



As adoption of real-time 3D continues to expand across industries, including gaming, film, simulation, architecture, and visualization, we anticipate that validated Unreal Engine proficiency will become increasingly valuable in workforce preparation.

For these reasons, Pixel Dash Studios supports the inclusion of the Unreal Engine 3D Fundamentals Workforce Credential on Louisiana's IBC Focus List as a credential that helps candidates demonstrate job-relevant technical readiness.

If additional information is required, we would be happy to provide further input.

Sincerely,
Jason Tate
CEO
Pixel Dash Studios
225-223-1706
jason.tate@pixeldashstudios.com

Workforce Pell Program Approval

Year 1 Program Selection and Approval Process

2026-27 Award Year — For Adoption by the Education-to-Workforce Alignment Advisory Council

Instrument	Year 1 (2026-27) Workforce Pell Program Selection and Approval Process
For action by	Education-to-Workforce Alignment Advisory Council
Administered by	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
State board	Workforce Investment Council (WIC), consulted under 34 CFR § 690.93(b)(3)
Federal authority	34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026)
Applies to	The 2026-27 award year only
Effective date	July 1, 2026

1. Purpose

1.1 Purpose. This document establishes the process by which Louisiana will select and approve the initial set of Workforce Pell eligible programs for the 2026-27 award year ("Year 1"), for review and approval by the Education-to-Workforce Alignment Advisory Council (the "Advisory Council").

1.2 Relationship to the policy suite. This process operates under the Core Louisiana Workforce Pell Program Approval Policy and applies the substantive standards of the companion written policies adopted under 34 CFR § 690.93(b)(1). It governs only the Year 1 selection and approval cycle; institution-initiated submissions beginning in the 2027-28 award year are governed by the Submission, Consultation, Appeal, and State-Board Attestation Policy.

2. Year 1 approach: state-curated program list

2.1 State origination. For Year 1, Louisiana originates the Workforce Pell program list at the state level. Louisiana Works, with data support from the Board of Regents, identifies and curates a set of candidate programs that satisfy the selection criteria in Section 3, and presents each candidate program to the Advisory Council for approval.

2.2 Closed application posture. Louisiana will not accept unsolicited institutional applications in Year 1. Selection of candidate programs is initiated by Louisiana Works. An institution whose program is selected confirms the accuracy of the program record, its willingness to offer the program as Workforce Pell eligible, and its capacity to meet federal reporting, aid-packaging, and compliance requirements.

2.3 Discretion to curate. Satisfying the selection criteria in Section 3 establishes a program's eligibility for consideration; it does not entitle a program or institution to selection or approval. Louisiana Works and the Advisory Council retain discretion to select among eligible programs in Year 1 based on state workforce priorities, geographic and sector balance, institutional readiness and compliance capacity, and available administrative capacity to support a successful initial cohort.

3. Selection criteria

3.1 Three-part gate. A program is eligible for consideration in Year 1 only if it satisfies all three of the following:

Gate	Standard
A. Federal eligibility	The program meets all federal Workforce Pell requirements under 34 CFR Parts 600, 668, and 690, including the § 690.92 thresholds (8 to <15 weeks; 150–599 clock hours or credit equivalent; 12-month operating history; Title IV-eligible, accredited institution with no suspension, emergency action, or program termination in the preceding five years).
B. MJ Foster Priority Industry	The program aligns with an MJ Foster Priority Industry: Healthcare, Information Technology, Manufacturing, Construction, or Transportation and Logistics.
C. 4- or 5-Star pathway	The program prepares completers for an occupation rated a 4- or 5-Star Job under the Louisiana Star Jobs framework at the time of selection.

3.2 Governor approval criteria. In addition to the three-part gate, each selected program must satisfy the four Governor approval criteria under 34 CFR § 690.93(a), as applied through the companion policies: high-skill, high-wage, or in-demand (§ 690.93(a)(1)); meets employer hiring needs (§ 690.93(a)(2)); stackable and portable, or sole, credential (§ 690.93(a)(3)); and academic credit accepted toward a certificate or degree (§ 690.93(a)(4)).

3.3 Registered Apprenticeship fast lane. A program serving as the related technical instruction component of a Registered Apprenticeship Program is deemed to satisfy criteria § 690.93(a)(1) and (a)(2) under § 690.93(g), and is treated as satisfying Gates B and C without separate Star Jobs review, consistent with the High-Skill, High-Wage, or In-Demand Methodology.

4. Selection process

Louisiana Works arrives at the Year 1 program list through the following steps:

Step	Action	Owner
1	Identify candidate occupations within the MJ Foster Priority Industries that are rated 4- or 5-Star Jobs (Gates B and C).	Louisiana Works
2	Identify existing programs at Title IV-eligible Louisiana institutions that prepare completers for those occupations and screen them against the federal eligibility thresholds (Gate A).	Louisiana Works; Board of Regents (data)
3	Curate the candidate set, applying the discretionary considerations in Section 2.3 (state workforce priorities;	Louisiana Works

	sector and geographic balance; institutional readiness).	
4	Assemble a program record for each candidate program (Section 5) and confirm institutional participation and data accuracy.	Louisiana Works; candidate institution
5	Consult the WIC on the candidate list before Advisory Council action, supporting the state-board attestation under § 690.93(b)(3).	Louisiana Works; WIC
6	Present the candidate list and program records to the Advisory Council for approval (Section 6).	Louisiana Works

5. Program record

For each candidate program, Louisiana Works assembles a program record sufficient to support the Governor's certification under 34 CFR § 690.93(d). At a minimum, the record includes:

- **Program identification** — program name; 6-digit CIP code; target 6-digit SOC code(s); the recognized postsecondary credential awarded; and the awarding institution.
- **Federal eligibility** — length, clock or credit hours, 12-month operating history, and confirmation of institutional eligibility (Gate A).
- **Industry and Star alignment** — the MJ Foster Priority Industry and the 4- or 5-Star occupation to which the program aligns (Gates B and C).
- **Approval-criteria documentation** — competency alignment and employer input (Employer-Hiring Alignment Policy); stackability and portability documentation; and academic-credit/articulation documentation.
- **Completion and placement** — the information necessary for Louisiana Works to certify completion and job-placement rates on the Governor's behalf using administrative data, including UI wage records, under the § 690.94(a)(2) transitional framework.

6. Advisory Council review and approval

6.1 Action on the list. The Advisory Council reviews the candidate program records and approves or denies each program. The Advisory Council may approve the candidate list in whole or in part and may decline to approve a program it determines does not meet the selection criteria or the Governor approval criteria. Advisory Council meetings comply with the Louisiana Open Meetings Law, La. R.S. 42:11 et seq.

6.2 Certification to the Secretary. Upon Advisory Council approval, Louisiana Works, as the Governor's designee, executes the Governor's certification to the U.S. Department of Education under 34 CFR § 690.93(d), including the attestation that the WIC was consulted under § 690.93(b)(3).

6.3 Programs not selected or not approved. A program not selected for Year 1, or not approved by the Advisory Council, may be considered through the institution-initiated submission process beginning in the 2027-28 award year under the Submission, Consultation, Appeal, and State-Board Attestation Policy.

7. Adoption

This Year 1 Program Selection and Approval Process is adopted by the Education-to-Workforce Alignment Advisory Council, on recommendation of Louisiana Works and in consultation with the Workforce Investment Council.

Adopted by:

_____ Date: _____
Chair, Education-to-Workforce Alignment Advisory Council

_____ Date: _____
Secretary, Louisiana Works (Governor's Designee)

Year 1 (2026-27) selection and approval process. Federal authority: 34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026).
Operates under the Core Louisiana Workforce Pell Program Approval Policy.

Workforce Pell Program Approval

Academic Credit Transfer and Articulation

Issuing authority	Louisiana Board of Regents / Louisiana Works
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC), Louisiana's State Workforce Development Board under WIOA § 101
Federal authority	34 CFR § 690.93(a)(4); § 690.93(b)(1) (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133. WFTCA § 83002; HEA § 481(b)(3)(A)(iii)
Effective date	July 1, 2026

1. Purpose

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, as the Governor's designee, and implements 34 CFR § 690.93(a)(4) and § 690.93(b)(1) (91 FR 29254, May 19, 2026). It establishes Louisiana's written policy for determining that a Workforce Pell eligible program ensures that a student who completes the program receives academic credit that is accepted toward at least one certificate or degree program at one or more eligible institutions.¹

This policy implements the Governor approval criterion in § 690.93(a)(4) and is one of the written policies required by § 690.93(b)(1). It originates from the Board of Regents, which holds statutory authority over transfer and articulation policy for Louisiana public postsecondary institutions, and is co-adopted by Louisiana Works as the Governor's designee for federal certification purposes.

This policy connects to the Board of Regents' broader transfer and articulation framework, including the Louisiana Prospers Master Plan for Higher Education, the Universal Transfer Pathway (UTP) initiative, and the Board of Regents' statewide general-education and transfer-of-credit policies. Where existing Regents transfer infrastructure satisfies the federal credit-acceptance requirement, no separate Workforce Pell-specific agreement is required.

2. Scope and definitions

2.1 Scope.

This policy applies to every short-term program seeking Workforce Pell approval that:

- awards academic credit directly upon completion; or
- awards a non-credit credential and provides a documented credit-for-prior-learning (CPL) pathway through which a completer may receive academic credit accepted toward a certificate or degree at one or more eligible institutions.

Programs in the second category must submit documentation that the CPL pathway is formally established through a written agreement or Board of Regents-recognized CPL policy, not merely an informal institutional practice.

¹34 CFR § 690.93(a)(4) (91 FR 29254, May 19, 2026) (Governor approval criterion: program ensures student receives academic credit accepted toward at least one certificate or degree program at one or more eligible institutions); § 690.93(b)(1) (Governor's written policies). Effective July 20, 2026; early implementation permitted July 1, 2026. Docket ID ED-2026-OPE-0133.

2.2 Definitions.

Eligible institution. An institution of higher education as defined under HEA § 481, 20 U.S.C. § 1088, that participates in Title IV federal student aid programs.

Sending institution. The eligible institution offering the Workforce Pell eligible program from which academic credit originates.

Receiving institution. An eligible institution that accepts academic credit from the Workforce Pell program toward one of its certificate or degree programs.

Formal written agreement. A documented, authorized agreement between a sending institution and one or more receiving institutions — including a Board of Regents-adopted Universal Transfer Pathway, bilateral articulation agreement, consortium agreement, system-level transfer-of-credit agreement, or institutional partnership agreement — that expressly identifies the credit, competencies, or credentials accepted and the receiving credential(s) to which they apply.

Credit-for-prior-learning (CPL) pathway. A formally established mechanism by which a student who completes a non-credit program may receive academic credit at a receiving institution, documented through a written CPL agreement, a Board of Regents-recognized CPL policy, or an apprenticeship-to-credit mapping under BoR policy.

3. Required articulation pathways

To satisfy the Governor approval criterion in 34 CFR § 690.93(a)(4), a Workforce Pell program must demonstrate through a formal written agreement that academic credit earned in the program will be accepted toward at least one certificate or degree program at one or more eligible institutions. This demonstration is Louisiana's implementation vehicle for the federal credit-acceptance requirement; the federal rule specifies the standard (credit acceptance) but not the mechanism.²

3.1 Qualifying agreement types. An institution may satisfy this requirement through any one or more of the following:

- A Regents-adopted Universal Transfer Pathway (UTP) or other Board of Regents statewide transfer policy that covers the discipline or credential area of the program. Where a UTP exists for the discipline, it satisfies this requirement without a separate bilateral agreement.
- A bilateral articulation agreement between the sending institution and one or more receiving Louisiana postsecondary institutions.
- A consortium or system-level transfer-of-credit agreement (including LCTCS, LSU System, University of Louisiana System, or Southern University System agreements).
- An institutional partnership agreement with a non-Louisiana eligible institution, where no Louisiana public receiving institution offers the relevant certificate or degree program.
- A documented CPL pathway under a Board of Regents-recognized CPL policy, for programs in scope under Section 2.1(b).

3.2 Minimum number of receiving institutions. At least one receiving institution is required. At least one receiving institution must be a Louisiana-eligible public postsecondary institution

²34 CFR § 690.93(a)(4). Louisiana's requirement of a formal written agreement is the state's chosen documentation vehicle for the federal credit-acceptance standard. The final rule specifies the standard (credit acceptance) but not the mechanism; formal written agreements are imposed by Louisiana policy, not directly by federal regulation.

unless no Louisiana public institution offers a certificate or degree program in the relevant field, in which case a non-Louisiana eligible institution or a Louisiana independent institution may serve as the sole receiving institution with written documentation of the absence of a Louisiana public option.

3.3 Documentation submitted to the Board of Regents. For each qualifying pathway, the institution submits: (i) a copy or reference to the executed agreement or Board of Regents-adopted policy; (ii) identification of the specific credits, competencies, or credential that transfers and the receiving certificate or degree program to which they apply; and (iii) the effective date and term of the agreement.

4. Minimum content of formal written agreements

Every formal written agreement submitted under Section 3 must, at a minimum, contain:

- The names of the sending and receiving institutions and the specific program(s) and credential(s) covered by the agreement.
- The specific courses, credit hours, or competencies that transfer, and the receiving certificate(s) or degree program(s) to which they apply. The transferable credit must be sufficient to count toward at least one course, competency, or program requirement within the receiving credential — not merely to count as general elective credit.
- Any conditions or limits on credit acceptance, including minimum grade requirements, time-since-completion limits, or residency requirements at the receiving institution.
- The effective date and term of the agreement, including any required renewal or review cadence.
- Authorized signatures from both the sending and receiving institutions (or, for Board of Regents-adopted policies such as UTPs, the date of Board adoption).
- A statement that the agreement applies to students who complete the Workforce Pell eligible program, identifiable by CIP code, program name, and the postsecondary credential awarded.

Agreements must be publicly posted by both the sending and receiving institutions on a webpage accessible to prospective students, consistent with BoR consumer-information requirements. Louisiana Works and the Board of Regents may publish a central registry of agreements in effect.

5. Quality and equivalence standards

Credit acceptance must be based on a determination that the academic content and learning outcomes of the Workforce Pell program are equivalent to, or compatible with, the content and outcomes of the receiving certificate or degree program. Equivalence may be demonstrated through:

- Course-by-course equivalence, using the receiving institution's standard course equivalency review process consistent with Board of Regents Academic Affairs policy.
- Learning-outcome equivalence, where the competencies attained in the Workforce Pell program demonstrably align with the learning outcomes of a course or requirement in the receiving credential, as validated by faculty at the receiving institution.
- Industry credential mapping, where the Workforce Pell program leads to a nationally recognized industry-based credential whose competency framework maps to courses

or requirements in the receiving credential, consistent with existing BoR credit-for-prior-learning policy.

Receiving-institution faculty review is the default standard for equivalence determination. Where a Board of Regents-adopted UTP or system-level agreement has already incorporated faculty review, no additional program-level faculty review is required.

6. Student notice and disclosure

Before enrollment in a Workforce Pell eligible program, the sending institution must disclose to prospective students, in writing:

- The name(s) of receiving institution(s) that have agreed to accept credit from the program and the specific certificate(s) or degree program(s) toward which the credit applies.
- The specific credits, competencies, or credentials that transfer and any conditions or limits on transfer (minimum grades, time limits, residency requirements).
- That credit acceptance at the receiving institution does not guarantee admission to the receiving institution or program.
- A link or reference to the full text of the formal written agreement and any applicable Board of Regents transfer policy.

Required disclosure points include: the institution's public website; any course catalog or program guide for the Workforce Pell program; enrollment agreements or acknowledgement forms; and advising materials provided to students before or at enrollment. Consistent with BoR consumer-information policy, disclosures must be updated promptly when an agreement is amended or terminated.

7. Submission, monitoring, and currency

7.1 At program approval. At the Workforce Pell program-approval stage, the institution submits to the Board of Regents: (i) the executed agreement(s) or reference to the applicable Board of Regents policy; (ii) a scope summary identifying the transferable credit and the receiving credential(s); and (iii) signature pages for bilateral or consortium agreements.

7.2 Ongoing maintenance. The institution must maintain all formal written agreements in effect for the duration of Workforce Pell program approval. An agreement that expires, lapses, or is materially amended must be renewed or replaced before the expiration date. The institution must notify the Board of Regents within 30 calendar days of any agreement termination or material amendment.

7.3 Agreement lapse. If an agreement lapses and is not replaced, and no other qualifying pathway remains in effect, the program loses its documentation of compliance with § 690.93(a)(4). Louisiana Works will notify the institution and provide a 60-calendar-day cure period before treating the lapse as a deficiency in the Governor's approval. A deficiency not cured within 60 days is treated as a basis for withdrawal of program approval under 34 CFR § 690.96(a).

7.4 Currency review. Agreements are reviewed for currency at least every two years, concurrent with the biennial review under Section 9, and whenever the receiving institution makes a material change to the certificate or degree program toward which the credit applies.

8. Registered Apprenticeship and credit-for-prior-learning treatment

A Workforce Pell program that serves as the related instruction component of a Registered Apprenticeship Program (RAP) is automatically deemed to satisfy the high-skill, high-wage, or in-demand and employer hiring-needs requirements under 34 CFR § 690.93(g). The § 690.93(g) automatic satisfaction does not extend to the § 690.93(a)(4) credit-acceptance requirement; RAP-linked programs must separately demonstrate credit acceptance.³

Presumptive satisfaction for RAP programs: If a RAP completion certificate or related instruction credential maps to a Regents-recognized credit-bearing credential under an existing Board of Regents credit-for-prior-learning policy or apprenticeship-to-credit agreement, the § 690.93(a)(4) requirement is presumed satisfied for that program, provided the mapping is documented in the program record submitted to the Board of Regents. No separate bilateral articulation agreement is required where a documented BoR-recognized CPL mapping already exists.

For RAP-linked programs without an existing BoR CPL mapping, the institution must establish a qualifying agreement under Section 3 in the same manner as any other Workforce Pell program.

9. Periodic review

The qualifying agreement types in Section 3, the minimum content standards in Section 4, the equivalence standards in Section 5, and the disclosure standards in Section 6 are reviewed at least every two years, concurrent with the Louisiana WIOA State Plan modification cycle under WIOA § 102(c).

The review is led by the Board of Regents, in consultation with the Workforce Investment Council and the Education-to-Workforce Alignment Advisory Council. Between biennial reviews, the Board of Regents may update the list of qualifying agreement types and accepted equivalence methods through a Board Academic Affairs action, without requiring a full amendment of this policy.

10. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). It addresses the § 690.93(a)(4) credit-acceptance criterion. The other policies in the Louisiana Workforce Pell policy suite address the remaining Governor approval criteria and written-policies requirements:⁴

- High-Skill, High-Wage, or In-Demand Methodology (§ 690.93(a)(1) and § 690.93(b)(1)(i)).
- Employer-Hiring Alignment Policy (§ 690.93(a)(2) and § 690.93(b)(1)(ii)).
- Credential Stackability and Portability Policy (§ 690.93(a)(3) and § 690.93(b)(1)).
- Submission, Consultation, Appeal, and State-Board Attestation Policy (§ 690.93(b)(2)–(4)).

³34 CFR § 690.93(g) (91 FR 29254, May 19, 2026) (program serving as related instruction component of a Registered Apprenticeship Program is treated as meeting § 690.93(a)(1) and § 690.93(a)(2) automatically, but not § 690.93(a)(4)).

⁴34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). This policy, together with the High-Skill, High-Wage, or In-Demand Methodology; Employer-Hiring Alignment Policy; Credential Stackability and Portability Policy; and Submission, Consultation, Appeal, and State-Board Attestation Policy, collectively satisfies the Governor's written-policies requirement under § 690.93(b)(1).

Overlap with the Credential Stackability and Portability Policy: A single formal written agreement that satisfies this policy's § 690.93(a)(4) requirement (credit accepted toward a certificate or degree) may simultaneously satisfy the § 690.93(a)(3) stackability/portability requirement (credential that is stackable and portable, or is the sole recognized credential for the occupation) if the agreement documents both the credit acceptance and the credential's role in a credential pathway. Institutions are not required to submit separate documentation for each criterion where a single agreement addresses both.

Where this policy and the core Louisiana Workforce Pell Program Approval Rule appear to conflict, the core rule controls.

11. Adoption

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same joint process.

Adopted by:

Commissioner, Louisiana Board of Regents

Date: _____

Secretary, Louisiana Works (Governor's Designee)

Date: _____

Chair, Education-to-Workforce Alignment Advisory Council

Date: _____

Federal authority¹; Louisiana Board of Regents articulation framework²; RAP treatment³; policy suite⁴.

Workforce Pell Program Approval

Credential Stackability and Portability

Issuing authority	Louisiana Board of Regents / Louisiana Works
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC), Louisiana's State Workforce Development Board under WIOA § 101
Federal authority	34 CFR § 690.93(a)(3); § 690.93(b)(1) (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133. WFTCA § 83002; HEA § 481(b)(3)(A)(iii)
Effective date	July 1, 2026

1. Purpose

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, as the Governor's designee, and implements 34 CFR §§ 690.93(a)(3) and 690.93(b)(1) (91 FR 29254, May 19, 2026). It establishes Louisiana's written policy for determining that a Workforce Pell eligible program leads to a recognized postsecondary credential that is stackable and portable — or, where applicable, is the sole recognized postsecondary credential for the target occupation.¹

This policy originates from the Board of Regents, which holds statutory authority over credential sequencing, program-of-study design, and articulation policy for Louisiana public postsecondary institutions, and is co-adopted by Louisiana Works as the Governor's designee for federal certification purposes. It connects to the Louisiana Prospers Master Plan for Higher Education, the Universal Transfer Pathway initiative, and the Board of Regents' Academic Planning criteria for industry-recognized credentials.

2. Scope and definitions

This policy applies to every short-term program seeking Workforce Pell approval.

2.1 Definitions.

Stackable credential. A recognized postsecondary credential that counts toward, or can be combined with, a higher-level credential within a documented career pathway, consistent with WIOA §§ 3(7) and 3(52). For this policy, the connection to a higher-level credential must be documented through a formal written agreement, a Board of Regents-recognized articulation pathway, or a Board of Regents-adopted career-pathway program of study.

Portable credential. A recognized postsecondary credential that is accepted by more than one employer in the relevant industry sector or occupation. Portability may be demonstrated through national industry recognition (a nationally recognized certifying body's credential), multi-employer Louisiana acceptance, or Registered Apprenticeship completion. Geographic

¹34 CFR § 690.93(a)(3) (91 FR 29254, May 19, 2026) (Governor approval criterion: program leads to a recognized postsecondary credential that is stackable and portable across more than one employer, or is the only recognized postsecondary credential for the occupation); § 690.93(b)(1) (Governor's written policies). Effective July 20, 2026; early implementation permitted July 1, 2026. Docket ID ED-2026-OPE-0133.

scope is statewide at minimum; interstate or national portability automatically satisfies this standard.

Sole recognized postsecondary credential. The only recognized postsecondary credential that exists for a specific occupation — the alternative prong of the federal stackability/portability requirement under § 690.93(a)(3)(ii). A program satisfies this policy under the sole-credential prong if no other recognized postsecondary credential exists for the target occupation and the program provides that credential upon completion.

Documented connection. A formal written agreement, Board of Regents-adopted Universal Transfer Pathway, statewide articulation agreement, or published BoR career-pathway map that establishes the relationship between the Workforce Pell credential and a higher-level postsecondary credential.

Career pathway. A combination of rigorous and high-quality education, training, and other services that aligns with the skill needs of industries in the economy of the State or regional economy, as defined in WIOA § 3(7). A Perkins V Eligible CTE Program of Study is presumed to constitute a career pathway for purposes of this policy.

Recognized postsecondary credential. As defined in 34 CFR § 690.91, a credential of the type described in WIOA § 3(52), including industry-recognized credentials, certificates, and degrees.

3. Stackability determination

To satisfy 34 CFR § 690.93(a)(3)(i) under the stackability prong, a program must lead to a recognized postsecondary credential with a documented connection to a higher-level credential within a career pathway. “Documented connections to additional credentials” is Louisiana’s implementation mechanism for this requirement; the federal standard is that the credential be stackable and portable, not that a specific form of connection documentation be used.²

3.1 Qualifying pathways. An institution may demonstrate stackability through any one or more of the following:

- A Regents-adopted Universal Transfer Pathway (UTP) or other Board of Regents statewide articulation policy that establishes the Workforce Pell credential as a step toward a higher-level certificate or degree. Where a UTP covering the discipline exists, it satisfies this requirement without a separate bilateral agreement.
- A bilateral articulation agreement between the sending institution and one or more receiving institutions that expressly identifies the Workforce Pell credential as stackable toward a higher-level credential at the receiving institution.
- A consortium or system-level transfer-of-credit agreement (LCTCS, LSU System, University of Louisiana System, or Southern University System) that documents the progression pathway.
- An intermediary exit point within a published Board of Regents-recognized career-pathway program of study, where the Workforce Pell credential is a documented step toward a higher-level credential within the same program of study.

²34 CFR § 690.93(a)(3)(i). “Documented connections to additional credentials” is Louisiana’s implementation mechanism for demonstrating stackability under the federal standard. The final rule requires the credential to be stackable and portable; it does not mandate a specific documentation form. Formal written agreements are imposed by Louisiana policy, not directly by federal regulation.

- An industry-recognized credential with a documented progression path to a higher-level postsecondary credential established by the credential-issuing body or by a BoR-recognized employer or sector partnership.

3.2 Cross-institutional connections. A documented connection to a higher-level credential at a different Louisiana postsecondary institution qualifies, provided the connection is formalized through a qualifying pathway under Section 3.1. No minimum credit-transfer percentage is required; the credential or credit must count toward at least one defined course, competency, or program requirement within the higher-level credential — not merely as general elective credit.

3.3 Documentation submitted to the Board of Regents. For each qualifying pathway, the institution submits: (i) a copy or reference to the executed agreement or BoR-adopted policy; (ii) identification of the higher-level credential toward which the Workforce Pell credential stacks; and (iii) the effective date and term of the agreement or policy.

4. Portability determination

To satisfy the portability prong of 34 CFR § 690.93(a)(3)(i), a program must lead to a recognized postsecondary credential that is accepted by more than one employer in the relevant industry sector or occupation. Multi-employer acceptance may be demonstrated through any one or more of the following pathways. Alternatively, a program that satisfies the sole-credential prong of 34 CFR § 690.93(a)(3)(ii) (see Section 4.3) need not separately demonstrate portability.³

4.1 Qualifying portability pathways:

- **National industry recognition (rebuttable presumption of portability).** A credential issued by a nationally recognized industry certifying body is presumed portable across more than one employer without separate employer documentation. The institution must submit evidence of national recognition (certifying body name and credential title). The presumption may be rebutted if LMI or other evidence shows the credential is not accepted by Louisiana employers in the target occupation.
- **Multi-employer Louisiana acceptance.** Where a credential is not nationally recognized, the institution demonstrates multi-employer acceptance through: (a) written attestation from two or more named employers in the target occupation confirming the credential is recognized in their hiring; (b) endorsement from a sector or industry partnership within the meaning of WIOA § 3(26) covering the target occupation; or (c) real-time LMI evidence showing the credential appears in job postings for the target occupation across multiple employers, using the data sources in Section 6.
- **Registered Apprenticeship completion certificate.** A Registered Apprenticeship completion certificate issued upon completion of a USDOL-registered or State Apprenticeship Agency-registered apprenticeship is presumed portable, consistent with Section 7.

4.2 Geographic scope. Statewide multi-employer acceptance within Louisiana is the minimum required. Interstate or national portability automatically satisfies this standard.

4.3 Sole-credential prong. A program that leads to the only recognized postsecondary credential for a specific occupation — and that provides that credential upon program

³34 CFR § 690.93(a)(3)(i) (portable “across more than one employer in the relevant industry sector or occupation”); § 690.93(a)(3)(ii) (sole recognized postsecondary credential for the occupation). See also 34 CFR § 690.91 (definition of “recognized postsecondary credential” by reference to WIOA § 3(52)).

completion — satisfies § 690.93(a)(3)(ii) without separately demonstrating stackability or portability under Sections 3 and 4.1–4.2. The institution must document that no other recognized postsecondary credential exists for the target occupation, using O*NET, BLS SOC data, or a sector partnership attestation as evidence.

5. Employer validation

Employer validation is Louisiana’s evidentiary mechanism for demonstrating multi-employer portability under the Section 4.1(b) pathway. It is not a standalone federal requirement independent of § 690.93(a)(3); rather, it is the documentation that satisfies the multi-employer acceptance standard where national recognition is not available.

5.1 Accepted forms of employer validation:

- Written attestation from two or more named employers in the target occupation confirming the credential is recognized in their hiring practices and is accepted across their workforce.
- Written endorsement from a sector or industry partnership (WIOA § 3(26)) covering the target occupation, representing multiple member employers.
- Written validation from one or more Registered Apprenticeship sponsors for the target occupation.
- Real-time LMI corroboration (Lightcast or equivalent) showing the credential appears as a preferred or required qualification in job postings for the target occupation across at least two distinct employers.

5.2 Refresh cadence. Employer validation is required at initial program approval. It must be refreshed at each biennial review under Section 8 or upon a material change in the target occupation’s credential landscape (e.g., emergence of a new nationally recognized credential that supersedes the program’s credential).

5.3 Consolidated attestation with the Employer-Hiring Alignment Policy. A single employer attestation or sector partnership endorsement that addresses both the credential’s multi-employer portability (this policy, Section 4.1(b)) and the program’s alignment with employer hiring needs (Employer-Hiring Alignment Policy, § 690.93(a)(2)) satisfies both requirements. Institutions are not required to submit separate employer documentation for each policy where a single record addresses both elements. The attestation must expressly confirm both the credential’s portability across multiple employers and the program’s alignment with the hiring needs of those employers.⁴

6. Career-pathway data and real-time labor market information

In evaluating stackability and portability determinations under Sections 3 and 4, the Board of Regents shall consider career-pathway data and real-time labor market information (LMI) where available, as required by 34 CFR § 690.93(b)(1).⁵

⁴Consolidated attestation coordination between this policy and the Employer-Hiring Alignment Policy is authorized because 34 CFR § 690.93(a)(2) (employer hiring needs) and § 690.93(a)(3)(i) (multi-employer portability) are related criteria that a single employer attestation may address simultaneously. The Governor’s certification to the Secretary under § 690.93(d) must confirm satisfaction of both criteria; a consolidated record that documents both is sufficient.

⁵34 CFR § 690.93(b)(1) requires the Governor’s written policies to “consider (if available) career-pathway data and real-time labor market information” in evaluating stackability and portability. Louisiana’s LMI sources include LAFIRST (Board of Regents), Louisiana UI wage records, and Lightcast real-time LMI licensed by Louisiana Works.

6.1 Data sources. The Board of Regents draws on the following sources:

- BoR student unit-record data and program completion data, including LAFIRST longitudinal outcome data.
- Louisiana Unemployment Insurance (UI) wage records, accessed through BoR data-sharing agreements.
- Licensed real-time LMI (Lightcast or equivalent), maintained by Louisiana Works, for current job-posting demand and credential prevalence.
- Bureau of Labor Statistics Standard Occupational Classification and O*NET competency data.
- Louisiana Works short- and long-term occupational projections.

6.2 LMI report. Institutions submit LMI documentation using a Board of Regents standard template. The template is published by Louisiana Works and updated at least biennially. The LMI report must reflect data from the most recent 12 months of available data.

6.3 Year 1 data gap. For programs approved in the 2026–27 award year, program-specific completion and earnings data do not yet exist. Institutions may submit analogous-program data — data from programs with the same 6-digit CIP code, the same SOC code, or the same credential type at comparable Louisiana or regional institutions — as a proxy, clearly labeled as such. Louisiana Works and the Board of Regents will develop program-specific outcome baselines as data accumulates through the transitional period under 34 CFR § 690.94(a)(2).

7. Registered Apprenticeship presumption

A credential issued upon completion of a Registered Apprenticeship Program (RAP) registered with the U.S. Department of Labor or a recognized State Apprenticeship Agency is presumed to satisfy the portability prong of this policy under 34 CFR § 690.93(a)(3)(i), because a USDOL-registered apprenticeship completion certificate is by definition recognized by the sponsoring employer and is typically accepted across the industry.⁶

Note on scope of § 690.93(g): The automatic deemed-satisfaction provision of 34 CFR § 690.93(g) applies to the high-skill, high-wage, or in-demand criterion (§ 690.93(a)(1)) and the employer hiring-needs criterion (§ 690.93(a)(2)). It does not extend to the stackability/portability criterion at § 690.93(a)(3). This policy's RAP presumption is grounded in the portability standard of § 690.93(a)(3)(i) directly, not in § 690.93(g).

7.1 Scope of the presumption. The presumption applies to apprenticeship completion certificates issued upon satisfactory completion of a USDOL-registered apprenticeship. It does not automatically extend to pre-apprenticeship credentials. A pre-apprenticeship credential may qualify under the standard pathways in Sections 3 and 4 if it leads to a documented connection to a higher-level credential (typically the full apprenticeship completion certificate) or demonstrates multi-employer acceptance through the pathways in Section 4.1.

7.2 Documentation. To claim the presumption, the institution submits: (i) evidence of active USDOL or State Apprenticeship Agency registration (registration number and sponsor name); and (ii) the credential issued upon completion (title, issuing body, and SOC code).

⁶34 CFR § 690.93(g) (91 FR 29254, May 19, 2026) deems RAP-linked programs as automatically meeting § 690.93(a)(1) (high-skill/high-wage/in-demand) and § 690.93(a)(2) (employer hiring needs). Section 690.93(g) does not extend to § 690.93(a)(3) (stackability/portability). Louisiana's RAP portability presumption in this Section 7 is grounded in the multi-employer acceptance standard of § 690.93(a)(3)(i) directly.

8. Periodic review

The qualifying stackability pathways in Section 3, the portability pathways in Section 4, the accepted employer validation forms in Section 5, and the data sources in Section 6 are reviewed at least every two years, concurrent with the Louisiana WIOA State Plan modification cycle under WIOA § 102(c).

The review is led by the Board of Regents, in consultation with the Workforce Investment Council and the Education-to-Workforce Alignment Advisory Council. Between biennial reviews, the Board of Regents may add or modify qualifying pathways and accepted employer validation forms through a Board Academic Affairs action, without requiring a full amendment of this policy.

9. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). It addresses the § 690.93(a)(3) stackability/portability criterion. The other policies in the Louisiana Workforce Pell policy suite address the remaining Governor approval criteria:⁷

- High-Skill, High-Wage, or In-Demand Methodology (§ 690.93(a)(1) and § 690.93(b)(1)(i)).
- Employer-Hiring Alignment Policy (§ 690.93(a)(2) and § 690.93(b)(1)(ii)). See Section 5.3 for consolidated employer-attestation coordination.
- Academic Credit Transfer and Articulation Policy (§ 690.93(a)(4) and § 690.93(b)(1)).
- Submission, Consultation, Appeal, and State-Board Attestation Policy (§ 690.93(b)(2)–(4)).

Overlap with the Academic Credit Transfer and Articulation Policy: A single formal written agreement may simultaneously satisfy this policy's stackability documentation requirement (Section 3.1) and the Academic Credit Transfer and Articulation Policy's credit-acceptance requirement (§ 690.93(a)(4)), where the agreement documents both the credential's connection to a higher-level credential and the acceptance of academic credit toward a certificate or degree. Institutions are not required to submit separate documentation for each policy where a single agreement addresses both criteria.

Where this policy and the core Louisiana Workforce Pell Program Approval Rule appear to conflict, the core rule controls.

10. Adoption

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same joint process.

Adopted by:

Commissioner, Louisiana Board of Regents

Date: _____

Date: _____

⁷34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). This policy, together with the High-Skill, High-Wage, or In-Demand Methodology; Employer-Hiring Alignment Policy; Academic Credit Transfer and Articulation Policy; and Submission, Consultation, Appeal, and State-Board Attestation Policy, collectively satisfies the Governor's written-policies requirement under § 690.93(b)(1).

Secretary, Louisiana Works (Governor's Designee)

_____ Date: _____

Chair, Education-to-Workforce Alignment Advisory Council

Federal authority¹; credential standard and WIOA frameworks²⁻³; employer validation and consolidated attestation⁴; LMI requirement⁵; RAP treatment⁶; policy suite⁷.

Workforce Pell Program Approval

Employer-Hiring Alignment Policy

Issuing authority	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
Approval body	Education-to-Workforce Alignment Advisory Council
Federal authority	34 CFR §§ 690.93(a)(2), 690.93(b)(1)(ii) (91 FR 29254, May 19, 2026); WFTCA § 83002; HEA § 481(b)(3)(A)(iii)
Effective date	July 1, 2026

1. Purpose

This policy implements 34 CFR § 690.93(b)(1)(ii) (91 FR 29254, May 19, 2026) by setting out how Louisiana determines whether a short-term educational program meets the hiring requirements of potential employers in high-skill, high-wage, or in-demand sectors and occupations — satisfying the Governor approval criterion in 34 CFR § 690.93(a)(2). The federal rule requires the determination to rest on two findings: (A) that the expected competencies of the program’s recognized postsecondary credential align with the competencies needed in the target occupation(s); and (B) that direct input from employers confirms the alignment.¹

2. Louisiana's approach

2.A Year 1 (2026-27): state-curated program list

In the 2026-27 award year, Louisiana originates the Workforce Pell program list at the state level.

Louisiana Works, with data support from the Board of Regents, identifies a curated set of programs that meet all of the following criteria, and presents each program to the Education-to-Workforce Alignment Advisory Council for approval:

- The federal eligibility requirements of 34 CFR Parts 600, 668, and 690 (91 FR 29254, May 19, 2026), including: at least 8 but less than 15 weeks of instructional time (§ 690.92(a)); 150–599 clock hours or the equivalent in credit hours (§ 690.92(b)); the 12-month operating-history requirement (§ 690.94(a)); and confirmation that the offering institution has not been subject to any suspension, emergency action, or program termination in the preceding five years (§ 690.92(g));
- Alignment with an MJ Foster Priority Industry (Healthcare, Information Technology, Manufacturing, Construction, or Transportation and Logistics); AND
- Alignment with a Louisiana 4- or 5-Star Job.

¹34 CFR § 690.93(b)(1)(ii)(A)–(B) (91 FR 29254, May 19, 2026) (Governor’s written policy for assessing employer-hiring alignment); § 690.93(a)(2) (substantive Governor approval criterion: program meets hiring needs of employers). Final rule effective July 20, 2026; early implementation permitted July 1, 2026. Docket ID ED-2026-OPE-0133.

Louisiana will not accept unsolicited institutional applications in Year 1. An institution whose program is identified by Louisiana Works must confirm: (i) the accuracy of the data underlying the program record; (ii) willingness to offer the program as Workforce Pell eligible; and (iii) the institution's ability to meet federal reporting, aid-packaging, and compliance requirements.

2.B Year 2 and beyond

Every record of direct employer input — whether assembled by Louisiana Works for Year 1 programs or submitted by an institution beginning in Year 2 — must, at a minimum, document: (i) the employer or entity name; (ii) the occupation(s) reviewed; (iii) the date of consultation; (iv) a description of the workforce need; (v) confirmation that the program's expected competencies align with the competencies needed for the target occupation(s); and (vi) records-retention sufficient to support state and federal audit, consistent with the records-retention requirements of 34 CFR Part 668 and the Louisiana Works records-retention schedule.

Direct employer input must be refreshed at least every two years, on a cycle aligned with the Louisiana WIOA Combined State Plan modification cycle under WIOA § 102(c) and with the biennial review of the high-skill, high-wage, or in-demand methodology described in the companion High-Skill, High-Wage, or In-Demand Methodology policy.

Louisiana recognizes that some occupations are high-demand on a statewide basis, while others may be high-demand only within particular Regional Labor Market Areas. The default basis for employer alignment under this policy is statewide. Louisiana Works and the Education-to-Workforce Alignment Advisory Council may also consider regional labor-market demand when evaluating employer alignment, but is not required to do so. If Louisiana elects to approve a program on the basis of regional employer demand, supporting documentation would be expected to identify the relevant Regional Labor Market Area or workforce development region and to show that the Star Jobs rating and employer-input record support hiring demand within that region.

3. Two-part alignment test

Every program included in Louisiana's certification to the U.S. Department of Education must satisfy both parts of the federal test.²

Test	Pass standard
Part A — Competency alignment	The expected competencies of the program's recognized postsecondary credential align with the competencies needed in the target high-skill, high-wage, or in-demand occupation(s). Alignment is documented using O*NET, BLS Standard Occupational Classification data, a nationally recognized industry-based credential framework, or an equivalent source.

²34 CFR § 690.93(a)(2) (program must meet hiring needs of employers); § 690.93(b)(1)(ii) (Governor's written policy for employer-hiring alignment). See also Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep't of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body).

Test	Pass standard
Part B — Direct employer input	Direct input from employers, secured through at least one of the channels in Section 4, confirms that the program meets the hiring requirements of employers in the target occupation(s).

4. Channels of direct employer input

Louisiana may secure direct employer input through any one or more of the following channels, consistent with 34 CFR § 690.93(b)(1)(ii)(B) (91 FR 29254, May 19, 2026). Employer input secured through any channel below satisfies Part B of the two-part test and supports the Governor’s determination under § 690.93(a)(2) that the program meets employer hiring needs. The channels marked as Louisiana-established methodologies are adopted under the rule’s “other methodologies established by the State” clause.³

- Louisiana Workforce Investment Council (WIC). Consultation with the WIC, Louisiana’s State Workforce Development Board under WIOA § 101, memorialized in writing. Note: When WIC consultation is used as the Part B employer-input channel, it satisfies that element of the two-part test. The separate state-board attestation required by 34 CFR § 690.93(b)(3) and certified to the Secretary under § 690.93(d) is a standalone obligation that applies to every program approval regardless of which Part B channel is used; it is not automatically discharged by WIC consultation serving as a Part B input channel.
- Sector or industry partnership. Written input from a sector or industry partnership within the meaning of WIOA § 3(26).
- Registered Apprenticeship sponsor. Written input from one or more Registered Apprenticeship sponsors for the target occupation.
- Regional Economic Development Organization (REDO) — Louisiana-established methodology. A written validation from a Regional Economic Development Organization recognized by Louisiana Economic Development as a Regional Partner, confirming regional employer hiring demand for the target occupation(s) and alignment with regional employer needs.
- Employer survey or direct employer outreach — Louisiana-established methodology. Written input from named employers of record obtained through a Louisiana Works-conducted survey or direct outreach.

Registered Apprenticeship fast lane. A program that serves as the related technical instruction component of a Registered Apprenticeship Program is treated as satisfying Parts A and B of this policy without the employer input described above.⁴

³34 CFR § 690.93(b)(1)(ii)(B) (Governor’s written policy must include methodology for employer input confirming program meets hiring needs); § 690.93(b)(3) (Governor’s written policies must require attestation that State board was consulted when evaluating each program). Note: § 690.93(b)(3) attestation is a standalone certification obligation under § 690.93(d), distinct from WIC consultation as a Part B employer-input channel.

⁴34 CFR § 690.93(g) (91 FR 29254, May 19, 2026). A program that serves as the related instruction component of a Registered Apprenticeship Program is treated as meeting § 690.93(a)(1) (high-skill, high-wage, or in-demand alignment) and § 690.93(a)(2) (meets hiring needs of employers) without separate Governor methodology review or direct employer input documentation.

5. Review and determination

Role	Action
Louisiana Works	Identifies candidate programs against the criteria in Section 2.A; assembles the competency-alignment documentation and employer-input record for each program; consults the WIC; and prepares a recommendation to the Advisory Council.
Board of Regents	Transmits institutional and student data supporting the program record.
Candidate institution	Confirms data accuracy, willingness to participate, and federal compliance capacity (Section 2.A).
Advisory Council	Reviews each program record and approves or denies. Meetings comply with La. R.S. 42:11 et seq.
Louisiana Works, as Governor's designee	Upon Council approval, executes the Governor's certification under 34 CFR § 690.93(d), including the state-board consultation attestation required by § 690.93(b)(3). Note: the state-board attestation is a standalone certification element required for every program approval, separate from any WIC consultation conducted as a Part B employer-input channel.

6. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). The core Louisiana Workforce Pell Program Approval Rule governs appeals, withdrawal of approval, and the periodic review of the high-skill/high-wage/in-demand methodology. Where this policy and the core rule appear to conflict, the core rule controls.

This policy addresses only employer-hiring alignment. Programs must independently satisfy the federal completion rate (70%), employment rate (70%), and value-added earnings standards in 34 CFR §§ 690.94–690.95, which apply as federal law regardless of the Governor's employer-alignment determination. Programs must also satisfy all other applicable federal and state Workforce Pell eligibility requirements, including the high-skill, high-wage, or in-demand methodology. Louisiana further intends that the Workforce Pell program list, taken as a whole, support the career pathways, credential portability, and upward mobility increasingly emphasized in federal Workforce Pell guidance.

7. Adoption

This policy is adopted by Louisiana Works, in consultation with the Louisiana Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same process. Louisiana anticipates that this methodology will evolve over time as program guidance matures, as data and labor-market conditions change, and as the State refines its approach to Workforce Pell implementation.

Adopted by:

Secretary, Louisiana Works (Governor's Designee) Date: _____

Chair, Education-to-Workforce Alignment Advisory Council Date: _____

Workforce Pell Program Approval

High-Skill, High-Wage, or In-Demand Methodology

Issuing authority	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC)
Federal authority	34 CFR § 690.93(b)(1)(i) (91 FR 29254, May 19, 2026); Perkins V § 122; WIOA §§ 3(23), 102
Effective date	July 1, 2026
Review cadence	At least every two years, concurrent with the WIOA State Plan modification cycle

1. Purpose

This policy implements 34 CFR § 690.93(b)(1)(i) (91 FR 29254, May 19, 2026).¹ It sets out Louisiana's methodology for determining and periodically reviewing which industry sectors and occupations are high-skill, high-wage (as identified under Perkins V § 122)², or in-demand (as identified under WIOA § 102)³; identifies the competencies needed in those industries and occupations; and establishes where the public list is maintained.

2. Louisiana's methodology

2.A Framework

Louisiana determines that an industry sector or occupation is high-skill, high-wage, or in-demand by reference to two existing state frameworks, maintained by Louisiana Works with data support from the Board of Regents and with input from the Workforce Investment Council (WIC):

- **MJ Foster Priority Industries.** The Education-to-Workforce Alignment Advisory Council identifies the state's priority industries. At adoption of this policy, those industries are Healthcare, Information Technology, Manufacturing, Construction, and Transportation and Logistics.
- **Louisiana Star Jobs.** Louisiana Works maintains the Star Jobs framework, which assigns each occupation a 1- to 5-star rating based on short- and long-term demand, wages, and openings.

Definitions:

¹34 CFR § 690.93(b)(1)(i) (91 FR 29254, May 19, 2026) (Docket ID ED-2026-OPE-0133). The final rule is effective July 20, 2026, with early implementation permitted beginning July 1, 2026.

²Carl D. Perkins Career and Technical Education Act of 2006, as amended (Perkins V), § 122, 20 U.S.C. § 2342.

³Workforce Innovation and Opportunity Act § 3(23), 29 U.S.C. § 3102(23) ("in-demand industry sector or occupation"); WIOA § 102(c) (State Plan modification cycle).

High-skill (Louisiana’s state elaboration): The final rule uses “high-skill, high-wage, or in-demand” as a composite standard consistent with Perkins V § 122. For purposes of applying that standard, Louisiana determines an occupation to be high-skill when it requires specialized technical knowledge, occupational competencies, postsecondary training, industry-recognized credentials, apprenticeship participation, or demonstrated competency attainment associated with entry into or advancement within the occupation.

High-wage: Consistent with the Louisiana WIOA Combined State Plan, Louisiana defines a high-wage career as an occupation with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Louisiana Workforce Commission.

In-demand: For purposes of 34 CFR § 690.91, an “in-demand industry sector or occupation” is one that has a substantial current or projected need for skilled workers, as determined by the Governor consistent with WIOA § 3(23), 29 U.S.C. § 3102(23). Louisiana’s mechanism for making this determination is the Louisiana Star Jobs framework. Consistent with the Louisiana WIOA Combined State Plan, Louisiana identifies an occupation as in-demand when state, local, or regional labor market data show that demand exceeds projected employment supply, as evidenced by a rating of 3, 4, or 5 stars under the Star Jobs framework. The 4- or 5-Star threshold applied for Workforce Pell purposes (see Qualifying determination, below) is a more selective state standard adopted pursuant to the Governor’s discretionary authority under 34 CFR § 690.93(b)(1)(i) to establish a methodology for identifying qualifying sectors and occupations.

Star Jobs methodology: The Louisiana Star Jobs framework assigns each occupation a 1- to 5-star rating derived from a composite of long- and short-term occupational hiring outlooks, current job-posting demand, and median wages. Wages are weighted so that high-employment, low-wage occupations do not receive top ratings, and ratings are adjusted downward where short-term forecasts would otherwise overstate occupations with weak long-term growth.

Qualifying determination. An occupation qualifies as high-skill, high-wage, or in-demand for Workforce Pell purposes if it is (i) within an MJ Foster Priority Industry, and (ii) rated a 4- or 5-Star Job at the time of the Workforce Pell determination. The 4- or 5-Star threshold is a Workforce Pell-specific standard adopted by the Governor pursuant to the discretionary authority granted under 34 CFR § 690.93(b)(1)(i) to establish the state’s methodology for identifying qualifying sectors and occupations. It is more selective than the broader WIOA in-demand definition (3, 4, or 5 stars) set out in Section 2.A, and ensures Workforce Pell-eligible programs lead to occupations with the strongest combined demand and wage profiles. Registered Apprenticeship Program exception: A program serving as the related instruction component of a Registered Apprenticeship Program (RAP) is treated as satisfying this qualifying determination without separate Star Jobs review, pursuant to 34 CFR § 690.93(g).

2.B Data sources

- Louisiana Works short- and long-term occupational projections.
- Bureau of Labor Statistics Standard Occupational Classification data.
- U.S. Department of Labor O*NET competency data.
- Louisiana Unemployment Insurance wage records, for wage validation.
- Licensed labor-market-information data (Lightcast or equivalent) maintained by Louisiana Works, for job-posting demand.

2.C Competencies needed

For each qualifying occupation, Louisiana identifies the competencies needed by reference to O*NET occupational competency profiles, BLS Standard Occupational Classification data, and, where applicable, the published competency framework for a nationally recognized industry-based credential. This competency crosswalk is Louisiana's instrument for assessing, at the program level, whether a program's curriculum "provides an education aligned with the requirements" of the qualifying occupation, as required by 34 CFR § 690.93(a)(1). Louisiana Works publishes this crosswalk as part of the public list described in Section 4. Where practicable, competency validation may also include employer advisory input, sector partnership feedback, apprenticeship sponsor consultation, or industry-recognized credential standards.

3. Periodic review

The MJ Foster Priority Industries, the Star Jobs ratings, and the associated competencies crosswalk are reviewed at least every two years, concurrent with the Louisiana WIOA State Plan modification cycle under WIOA § 102(c).⁴ The review is led by Louisiana Works in consultation with the WIC and the Education-to-Workforce Alignment Advisory Council. Between biennial reviews, Louisiana Works may update Star Jobs ratings using the framework's published refresh schedule; a Star Jobs rating change does not require a separate APA amendment of this policy.

4. Public list

Louisiana Works maintains a publicly available page that publishes (i) the MJ Foster Priority Industries; (ii) the Louisiana Star Jobs ratings file; (iii) the competencies crosswalk described in Section 2.C; and (iv) the most recent biennial review date. These pages are publicly accessible.

5. Relationship to other Workforce Pell policies

- This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). It is applied by the Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii)) and by the Submission, Consultation, Appeal, and Attestation Policy (§ 690.93(b)(2)-(4)). Where this policy and the core Louisiana Workforce Pell Program Approval Rule appear to conflict, the core rule controls.

6. Adoption

This policy is adopted by Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same process. Louisiana anticipates that this methodology will evolve over time as program guidance matures, as data and labor-market conditions change, and as the State refines its approach to Workforce Pell implementation.

⁴WIOA § 102(c), 29 U.S.C. § 3112(c) (State Plan modification cycle). See also Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep't of Education (Jan. 21, 2026) (governance designations).

Adopted by:

_____ Date: _____
Secretary, Louisiana Works (Governor's Designee)

_____ Date: _____
Chair, Education-to-Workforce Alignment Advisory Council

Federal authority⁵; Perkins V and WIOA frameworks^{6 7}; Louisiana governance designations⁸.

⁵34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026); 34 CFR § 690.93(a)(1) (high-skill, high-wage, or in-demand alignment requirement); 34 CFR § 690.93(b)(1)(i) (Governor’s written methodology); 34 CFR § 690.91 (definition of “in-demand industry sector or occupation”); 34 CFR § 690.93(g) (Registered Apprenticeship Program exception).

⁶Carl D. Perkins Career and Technical Education Act of 2006, as amended (Perkins V), § 122, 20 U.S.C. § 2342 (high-skill, high-wage identification in State Plans); WIOA § 3(23), 29 U.S.C. § 3102(23) (definition of “in-demand industry sector or occupation”); WIOA § 102, 29 U.S.C. § 3112 (State Plan requirements).

⁷Louisiana Star Jobs framework documentation and current ratings file are maintained by Louisiana Works and published at the Workforce Pell public list page described in Section 4. The Star Jobs composite rating methodology, including wage-weighting and long-term growth adjustments, is documented in the framework’s published technical reference.

⁸Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep’t of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body; recognizing the Workforce Investment Council as Louisiana’s WIOA State Board under 34 CFR § 690.91).

Workforce Pell Program Approval

Submission, Consultation, Appeal, and State-Board Attestation Policy

Issuing authority	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC), Louisiana's State Workforce Development Board under WIOA § 101
Federal authority	34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026).
Effective date	July 1, 2026

1. Purpose

This policy implements 34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026). It sets out (i) the information Louisiana will use to assess a program against the Workforce Pell approval criteria, (ii) the process and timeline for WIC consultation and for the Governor's determination that a program meets those criteria, (iii) the process by which an institution may appeal a denial, and (iv) the state-board attestation required by the federal rule.¹

2. Information used to assess a program

2.A Year 1 (2026-27): state-curated program list

Consistent with Louisiana's Year 1 posture, Louisiana Works originates the Workforce Pell program list and assembles the program record for each candidate program. For each program, the record includes (at a minimum):

- Program identification: name; 6-digit CIP code; target 6-digit SOC code(s); the recognized postsecondary credential that a completer will receive; and the awarding body.
- Federal eligibility data: length (clock or credit hours and weeks); a statement that the program has operated for at least 12 months; and confirmation that the offering institution is not subject to any federal suspension, emergency action, or program termination in the preceding five years.
- Competency alignment: the documentation described in the Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii) Part A).
- Direct employer input: at least one primary channel as described in the Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii) Part B).

¹34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133. This policy addresses the requirements of § 690.93(b)(2) (submission requirements), § 690.93(b)(3) (State board attestation), and the appeals process required by § 690.93(b).

- Completion and placement: for the 2026-27 through 2028-29 award years, the information necessary for Louisiana Works to certify completion and job-placement rates on the Governor's behalf using administrative data, including Louisiana Unemployment Insurance wage records.
- Stackability and articulation: the documentation required by Louisiana's stackability-and-portability and academic-credit-and-articulation policies.

Louisiana will not accept unsolicited institutional applications in Year 1. An institution whose program is identified by Louisiana Works confirms the accuracy of the program record, its willingness to participate, and its federal compliance capacity.

2.B Year 2 and beyond: institution-initiated applications

Beginning with the 2027-28 award year, institutions submit the same items listed in Section 2.A through the Louisiana Works Workforce Pell portal, on the submission schedule published by Louisiana Works. Louisiana Works may publish technical guidance, submission templates, and operational instructions supporting institutional submissions.

3. Process and timeline

The process below is clear, transparent, and timely, and applies consistently and equitably to all eligible institutions, as required by the federal rule.²

Step	Timeline	Owner
Assembly of the program record (Year 1) or intake review of institutional submission (Year 2+)	Completed no later than 30 calendar days before Advisory Council action	Louisiana Works
Workforce Investment Council (WIC) consultation	Completed no later than 30 calendar days before Advisory Council action, so that WIC input informs the evaluation as required by 34 CFR § 690.93(b)(3)	Louisiana Works (convener); WIC
Advisory Council action (approve or deny)	At a scheduled Advisory Council meeting after the record is complete and WIC consultation is concluded	Education-to-Workforce Alignment Advisory Council
Governor's certification to the U.S. Department of Education under § 690.93(d)	Within 15 calendar days after Advisory Council approval	Louisiana Works, as Governor's designee

²34 CFR § 690.93(b) (Governor's written policies must apply consistently and equitably to all eligible institutions in the State). See also Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep't of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body).

4. WIC consultation and attestation

Before Advisory Council action, Louisiana Works consults with the Workforce Investment Council (WIC). Consultation may take place at a scheduled WIC or WIC-committee meeting or by documented written consultation, completed no later than 30 calendar days before the Advisory Council meeting at which the program will be considered. The consultation record identifies the programs considered, the target occupation(s), and the WIC's input. Positioning consultation before the Advisory Council vote ensures that WIC input is available to inform the evaluation, as required by 34 CFR § 690.93(b)(3). Upon Advisory Council approval, Louisiana Works includes in the Governor's certification under § 690.93(d) an attestation that the WIC has been consulted, as required by § 690.93(b)(3).

4A. Governor's certification contents. The Governor's certification to the Secretary under 34 CFR § 690.93(d) must confirm: (1) the program was approved by the Governor; (2) the program meets each criterion in § 690.93(a); (3) the offering institution's PPA expiration date; and (4) the attestation that the WIC was consulted when evaluating the program under § 690.93(b)(3).

An institution may appeal a denial of program approval as follows.

- **Filing window.** The institution must file a written notice of appeal with Louisiana Works within 30 calendar days after the denial.
- **Contents.** The notice identifies the program, states the basis for appeal, and attaches any additional documentation the institution wishes to have considered, including additional competency documentation or additional employer input.
- **Decision.** Louisiana Works reviews the appeal, consults the Advisory Council where the denial was issued on Council recommendation, and issues a written decision within 60 calendar days after the notice of appeal is filed.
- **Standard of review.** Louisiana Works considers whether the program satisfies the approval criteria in light of the original record plus any supplementation submitted on appeal. The decision on appeal is the final state determination.
- **Equal treatment.** Appeals are decided under the same substantive criteria and on a comparable timeline for all eligible institutions.

Appeals shall be reviewed by personnel not directly involved in the original recommendation where practicable.

6. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026). This policy addresses the submission, WIC consultation, appeals, and attestation requirements under §§ 690.93(b)(2)–(4). The substantive approval criteria are addressed in the companion policies: High-Skill, High-Wage, or In-Demand Methodology (§ 690.93(b)(1)(i)); Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii)); Stackability and Portability Policy; and Academic Credit and Articulation Policy (§ 690.93(a)(4)). The core Louisiana Workforce Pell Program Approval Rule governs withdrawal of approval and any bilateral interstate agreements. Where this policy and the core rule appear to conflict, the core rule controls.

6A. Governor's Approval — Expiration and Continued Approval

6A.1 Expiration. The Governor's approval of an eligible workforce program expires upon the expiration of the offering institution's Program Participation Agreement (PPA) with the U.S. Department of

Education. An institution may not disburse Workforce Pell funds for a program after the Governor’s approval has expired.

6A.2 Reapproval required prior to PPA renewal. Before Louisiana Works submits or concurs in a PPA renewal on behalf of the Governor, it shall confirm that each eligible workforce program the institution currently offers has been reviewed and reapproved under the criteria in Section 2. Louisiana Works shall notify affected institutions of the reapproval requirement no later than 120 calendar days before the institution’s PPA expiration date.

6A.3 Reapproval process. Reapproval follows the same process and timeline as an initial approval under Section 3, including WIC consultation before Advisory Council action, Advisory Council review, and the Governor’s certification to the Secretary under 34 CFR § 690.93(d). A program that has been continuously approved and has met the completion, placement, and value-added earnings standards applicable under 34 CFR §§ 690.94 and 690.95 in the most recent award year is eligible for an expedited reapproval track, as determined by Louisiana Works.

6A.4 Certification to the Secretary. As required by 34 CFR § 690.93(f), Louisiana Works shall, as the Governor’s designee, provide the Secretary with a certification of continued approval for each reapproved program prior to the institution’s PPA expiration. The certification shall include the components required under 34 CFR § 690.93(d), including the institution’s updated PPA expiration date.

6A.5 Programs not reapproved. A program for which the Governor’s approval is not renewed prior to PPA expiration loses Workforce Pell eligibility as of the PPA expiration date. Loss of Governor approval is treated as a withdrawal of approval for purposes of 34 CFR § 690.96(a). The institution may reapply for program approval under Section 2.B.

7. Adoption

This policy is adopted by Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same process. Louisiana anticipates that this methodology will evolve over time as program guidance matures, as data and labor-market conditions change, and as the State refines its approach to Workforce Pell implementation.

Adopted by:

Secretary, Louisiana Works (Governor’s Designee)

Date: _____

Chair, Education-to-Workforce Alignment Advisory Council

Date: _____

Federal authority³; transitional placement-rate framework⁴; Louisiana governance designations⁵.

³34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133.

⁴34 CFR § 690.94(a)(2)(i)–(ii) (91 FR 29254, May 19, 2026). For award years 2026–27 through 2028–29, the Governor may certify completion and job-placement rates using administrative data, including Louisiana Unemployment Insurance wage records, in lieu of institution-reported outcome data. Beginning with the 2029–30 award year, full Secretary-review standards under § 690.94(a)(1) apply.

⁵Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep’t of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body; recognizing the Workforce Investment Council as Louisiana’s WIOA State Workforce Development Board under WIOA § 101). See also 34 CFR § 690.91 (definition of “Governor” includes a Governor’s designee; definition of “State board”).

Workforce Pell — Program Options for Louisiana

How to read the highlights

- **Average wage after completion:** the typical annual wage of graduates from programs in this area.
- **High-demand (4–5★) jobs:** the share of related occupations rated 4 or 5 stars — Louisiana's top-tier, in-demand jobs.
- **Average star rating:** the average job-quality star rating (out of 5) of the occupations these graduates enter.

Workforce Aligned Program Areas

1. Electromechanical Technologies/Technicians (CIP 1504)

\$46,609

Avg. wage after completion

47.4%

High-demand (4–5★) jobs

3.3 / 5

Average star rating

Example programs & credentials

- Electro-Mechanical Technologies
- Industrial Instrumentation

2. Industrial Production Technologies/Technicians (CIP 1506)

\$88,271

Avg. wage after completion

60.5%

High-demand (4–5★) jobs

3.4 / 5

Average star rating

Example programs & credentials

- Certified Production Technician
- Gas Tungsten Arc Welding

3. Carpenters (CIP 4602)

\$31,595

Avg. wage after completion

34.8%

High-demand (4–5★) jobs

2.8 / 5

Average star rating

Example programs & credentials

- NCCER Carpentry Level 1 – 3

4. Electrical and Power Transmission Installers (CIP 4603)

\$37,000

Avg. wage after completion

40.7%

High-demand (4–5★) jobs

3.1 / 5

Average star rating

Example programs & credentials

- Certified Line Worker
- NCCER Electrical Level 1 – 4
- Electrical Lineworker

5. Building / Construction Finishing, Management, and Inspection (CIP 4604)

\$27,426

Avg. wage after completion

40.0%

High-demand (4–5★) jobs

2.8 / 5

Average star rating

Example programs & credentials

- Facility Maintenance Technology Technician
- NCCER Project Management
- NCCER Insulating Level 1
- Building Construction

6. Plumbing and Related Water Supply Services (CIP 4605)

\$37,822

Avg. wage after completion

45.5%

High-demand (4–5★) jobs

3.2 / 5

Average star rating

Example programs & credentials

- NCCER Pipefitting Level 1 – 2
- IADC WellSharp

7. Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HVAC / HVACR) (CIP 4702)

\$34,983

Avg. wage after completion

37.1%

High-demand (4–5★) jobs

2.9 / 5

Average star rating

Example programs & credentials

- Heating, Ventilation and Air Conditioning

8. Heavy / Industrial Equipment Maintenance Technologies/Technicians (CIP 4703)

\$59,592

Avg. wage after completion

57.9%

High-demand (4–5★) jobs

3.6 / 5

Average star rating

Example programs & credentials

- Heavy Equipment Service Technology
- NCCER Millwright Level 1 – 5

9. Vehicle Maintenance and Repair Technologies/Technicians (CIP 4706)

\$30,197

Avg. wage after completion

47.7%

High-demand (4–5★) jobs

2.8 / 5

Average star rating

Example programs & credentials

- Motor Vehicle Inspector
- Collision Repair and Refinishing Service Management
- Automotive Service Technology
- Diesel Mechanic Technology
- 14 CFR Part 147 Aviation Maintenance Technician School (AMTS) Certification: Airframe and Powerplant (A&P)
- Medium / Heavy Truck Inspection, Maintenance & Minor Repair (Entry-Level)
- Yamaha Marine Service Technician

10. Precision Metal Working (CIP 4805)

\$32,372

Avg. wage after completion

34.2%

High-demand (4–5★) jobs

2.7 / 5

Average star rating

Example programs & credentials

- Precision Measuring Instruments
- Structural Sheet Metal and Assembly
- Job Planning, Benchwork & Layout
- NCCER Welding Level 1 – 3
- CNC Lathe Operation

11. Ground Transportation (CIP 4902)

\$40,454

Avg. wage after completion

62.3%

High-demand (4–5★) jobs

3.4 / 5

Average star rating

Example programs & credentials

- NCCER Heavy Equipment Level 1 – 3
- Commercial Driver's License (CDL)
- Crane Operator
- Forklift Certification

12. Somatic Bodywork and Related Therapeutic Services (CIP 5135)

\$41,806

Avg. wage after completion

51.9%

High-demand (4–5★) jobs

3.3 / 5

Average star rating

Example programs & credentials

- Licensed Massage Therapist (LMT)

The example programs listed are not a complete list — there are roughly 2 to 8 specific programs under each 6-digit program code. All program areas shown are classified Level 1: Workforce Aligned. Program-level percentages may differ from a program area's overall figure because each area includes more than one specific program.