

2024-2025 CLNA Feedback

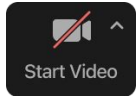


June 10, 2024

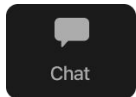
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Agenda

- Part A: Evaluation of Student Performance
- Part B-1: Evaluation of Program Quality (Size, Scope and Quality)
- Part B-2: Evaluation of Program Quality (Labor Market Alignment)
- Part C: Progress Towards Implementing CTE Programs and Programs of Study.
- Part D: Recruitment, Retention, and Training of CTE Educators
- Part E: Progress Towards Improving Equity and Access
- Attestations

Please contact charmaine.cureton@la.gov with questions.



Required Consultation

Section 134(d) of Perkins law states that: In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum —



Required Consultation - Perkins Law

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations;

Required Consultation - Perkins Law (continued)

- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- any other stakeholders that the eligible agency may require the eligible recipient to consult.

Required Consultation

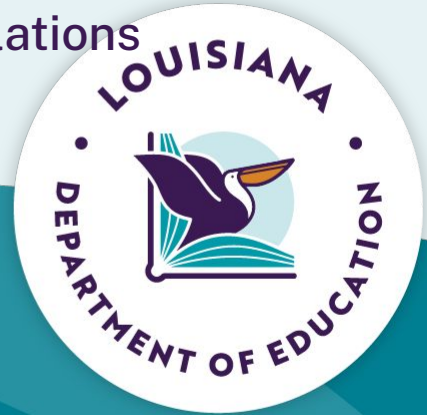
In eGMS, you will check a box to indicate you have completed this. It is your responsibility to maintain a list of all required.

This documentation must be readily available when requested by the Department.



Part A: Evaluation of Student Performance

Section 134(c)(2)(A) of Perkins law states the needs assessment must include: An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.



Part A: Evaluation of Student Performance

Step 1: Look at each indicator and review:

- special population performance level as compared to the whole population level and identify negative and positive gaps
- genders, races, and ethnicities and identify negative and positive gaps.

Step 2: Analyze gaps and identify trends for subpopulation and subgroup performance.

Please contact charmaine.cureton@la.gov with questions



Part A: Evaluation of Student Performance - Feedback

- Include data when applicable (ex: instead of “performing below,” state “performing 15% below”)
- You must move beyond providing ONLY data and include an analysis of the data which will uncover patterns, trends, and insights regarding student performance.
- Tables are helpful in seeing the data in an organized structure to aid with analysis, but keep in mind, tables cannot be included in eGMS. You must translate the table into narrative form for submission in eGMS.

Please contact charmaine.cureton@la.gov with questions.



Part B-1: Evaluation of Program Quality (Size, Scope, and Quality)

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

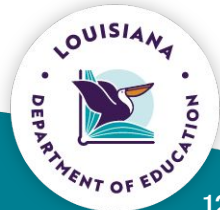


Part B-1: Evaluation of Program Quality (size, scope, and quality)

- Step 1: To address scope, for each Jump Start pathway offered at your school, analyze course progressions available to students
- Step 2: To address quality, for each Jump Start pathway offered at your school, analyze the opportunities available in each pathway.
- Step 3: To address size, for each of your Jump Start Pathways, analyze capacity and demand

This is an abbreviated version of B-1, the [full training document](#) is available on the LDOE website.

Please contact charmaine.cureton@la.gov with questions.



Part B-1: Evaluation of Program Quality (size, scope, and quality) - LDOE Feedback

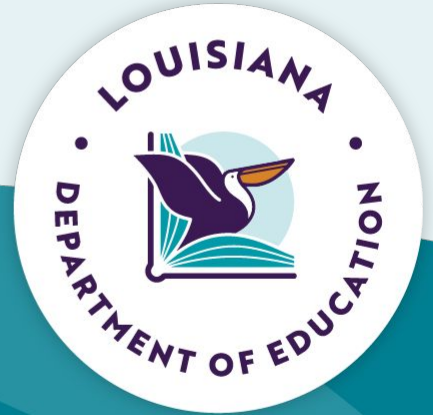
- Be sure to adequately address the prompt. For example, if the prompt asks for a description of how programs address size, specifically address size.
- This means moving beyond including only a list of courses and IBCs and providing an analysis of the total program. The list should lead you to understand what is an exemplar in your system (including what best practices led to this exemplar), and what areas can be improved.

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Part B-2: Evaluation of Program Quality (Labor Market Alignment)

Section 134(c)(2)(B)(ii) of the Perkins law states the needs assessment must include: A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors, or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.



Part B-2: Evaluation of Program Quality (Labor Market Alignment)

- Step 1: Through LMI and/or Lighthouse data, identify in-demand or emerging industry sectors, jobs, IBCs, degrees, and/or technical skill sets valued by employers
- Step 2: Using the data collected in B-1 and Step 1 of B-2 analyze the student enrollment pathways as it relates to the economic demand.

This is an abbreviated version of B-2, the [full training document](#) is available on the LDOE website.



Part B-2: Evaluation of Program Quality (Labor Market Alignment) - Feedback

- Be sure to adequately address the prompt. For example, if the prompt asks for a description of how programs align to state in-demand industry sectors, specifically state your programs' alignment.
- In this question, you should not only identify the in-demand labor market information but more beyond a list and into an analysis of your program offerings compared to list.
- Here you can identify areas in which your programs do and do not align to industry demand.



Part C: Progress Towards Implementing CTE Programs and Programs of Study

Section 134(c)(2)(C) of Perkins law states the needs assessment must include:
An evaluation of progress toward the implementation of career and technical education programs and programs of study.



Part C: Progress Towards Implementing CTE Programs & Programs of Study

Step 1: Using the data collected in B-1 and the approved Perkins eligible Programs of Study documents, crosswalk the documents to identify commonality specific to:

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

Step 2: Identify areas of growth specific to Jump Start Pathways and Perkins eligible Programs of Study

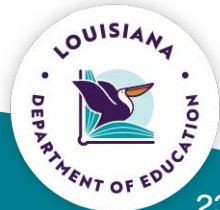
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Part C: Progress Towards Implementing CTE Programs & Programs of Study - Feedback

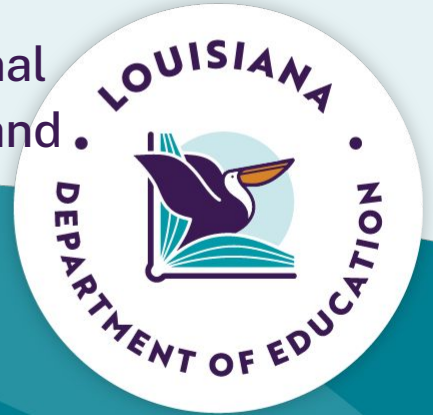
- Be specific. Ex: instead of “we offer a large amount of Architecture and Construction credentials,” include the number.
- Here you must look at your program offering and the alignment to industry demand and identify areas of growth.
 - What does your system need in order to provide more regionally relevant training opportunities to students?
 - What do you have in place for this growth?
 - What do you need for this growth?

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Part D: Recruitment, Retention, and Training of CTE Educators

Section 134(c)(2)(D) of Perkins law states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.



Part D: Recruitment, Retention, and Training of CTE Educators - STEP 1

Step 1: If needed, consult with HR Director to identify:

- System-wide recruitment and selection process and any variances for CTE instructors
- System-wide training protocols for new instructors and any variances for CTE instructors

Step 2: Identify recruitment needs specific to CTE.

Step 3: Identify training needs specific to CTE.

Step 4: Identify retention needs specific to CTE.

Step 5: Report finding in eGMS.

Please contact charmaine.cureton@la.gov with questions.



Part D: Recruitment, Retention, and Training of CTE Educators Feedback

Here, discuss your recruitment, and training, and retention. Questions to consider when completing each step:

- **Step 1:** What recruitment and selection processes are currently in place?
 - What are/does this vary between types of CTE instructors?
- **Step 2:** Where do CTE-specific areas of recruitment lie?
 - What data do you have to support this (i.e. subgroup data)?
- **Step 3:** Where do CTE-specific training needs lie?
 - What support is available for CTE teachers in their first few years?
 - What ongoing professional development is available *and* needed for teacher growth?
- **Step 4:** Where do CTE-specific retention needs lie?
 - What data do you have to support this?
(ex: CTE areas with low retention rates.)

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Part E: Progress Towards Improving Equity and Access



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Part E: Progress Towards Improving Equity and Access

Step 1: Using the data collected and analyzed in Part A, for each area identified in the question, analyze the potential cause for the gap. Discuss strategies to address the gap. Identify activities to address the gap.

Step 2: Using the data collected and analyzed in Step 3 of Part B-1, analyze student enrollment trends. Identify programs in which special populations are underrepresented. Discuss potential barriers to enrollment. Identify activities to prepare students to overcome identified barriers.

Part E: Progress Towards Improving Equity and Access - Feedback

- Move beyond including just information relative to compliance with various laws and into reflect on the supports provided to teachers and students.
- What specific supports target special population enrollment and success in CTE programs? Look at all special populations not just a single group.
- What are programs in which special populations thrive, why do they thrive, can the model in the thriving program be applied to other programs?