

2024-2025 CLNA Targeted Assistance

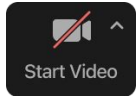


March 18, 2024

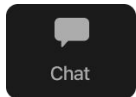
Zoom Meeting Preparation



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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
- Super App: Required Use of Funds
- Super App: Narrative Questions
- Super App: Budget



Why the CLNA?



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

Governance

Section 135(a) of the Perkins law states that:

- each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment.

Section 134(c)(2)(A) of Perkins law states the needs assessment must include:

- an evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA.

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



Governance

Sec. 3(48) of Perkins law states the term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is:
 - A member of the armed service
 - Is on active-duty status
- Court involved students including those in youth and adult correctional facilities

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 - State Plan

Per Louisiana Perkins State Plan, the following stakeholders must be engaged:

1. Adult education staff;
2. Regional economic development organizations (REDO);
3. Representatives from local juvenile justice and/or adult corrections education programs;
4. Foundation and financial partners;
5. Community leaders; and
6. Representatives of organizations focused on equal access

Compliance and eGMS

- The CLNA responses must be submitted in eGMS starting in the 2024-2025 school year.
 - Although it will be uploaded in eGMS, school systems must maintain documentation for monitoring purposes.
 - For systems in a consortium, each member of the consortium must complete the CLNA. The fiscal agent will upload the CLNA in eGMS that represents the entire consortium.
 - The fiscal agent will collect the individual CLNA documents for monitoring purposes.

Overview of Updated CLNA



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

Why are we changing the CLNA process?

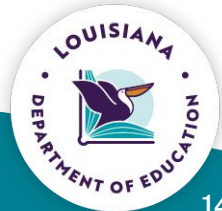
- Based on feedback from school systems during the CLNA Technical Assistance in 2023, the Department in consultation with LCTCS reviewed the prior version of the CLNA for areas of improvement.
- The requirement to collect CLNA required the Department to streamline the responses for collection in eGMS.
- In consultation with school systems, the Department updated the CLNA to provide step by step guidance to complete the CLNA

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



How is the CLNA different?

- Decrease in number of questions
- Includes steps that should be taken in order to properly answer questions



CLNA Guidelines

How often does the CLNA need to be completed?

- You are only required to complete one CLNA every 2 years, unless changes occur.
- Everyone must complete the [newly modified CLNA](#) for the 2024-2025 school year if planning to use Perkins funds.

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



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.

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Understanding the Data

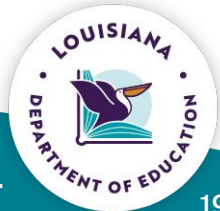


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Part A: Evaluation of Student Performance - STEP 2

Analyze gaps and identify trends for subpopulation and subgroup performance.

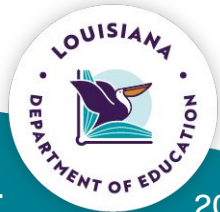
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Part A: Evaluation of Student Performance - STEP 3

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

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



Next Steps for School Systems



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

Attestations



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

Attestations: Process

- You should receive an attestation form from your Perkins Regional Coalition Coordinator (PRCC).
- The document should already be filled out on which Perkins eligible clusters, programs of study, courses, and industry based credentials (IBC's) that your region has to offer.
- Please complete the form and return it to your PRCC by the deadline that the PRCC has set
 - This form will be used as the source of truth when reviewing Perkins applications.
 - Failure to submit the form will result in a delay in reviewing Perkins applications.

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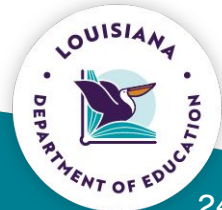


Attestation Process

- The grid will be completely filled out by your PRCC.
- Each system must review the grid and engage with PRCCs regarding concerns.
- Secondary systems do not modify the grid.

Career Cluster 1						
Perkins Eligible CTE Program(s) of Study Approved Name	Official LDOE Course Code	Official LDOE Course Title	Official LDOE Industry-Based Certifications (IBC) Code	Embedded Official LWC IBC Name (LWC State Focus List) or College credit-based Credential	Official College Course Code	Official College Course Name

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



Carl Perkins/CLNA Technical Support

The Department will host a series of virtual technical assistance meetings to help support secondary school systems in understanding the [newly modified Comprehensive Local Needs Assessment \(CLNA\)](#). The completion of the CLNA is required in order to receive Perkins funding.

Comprehensive Local Needs Assessment Part B

- Webinar Date and Time: **April 1; 10 a.m. - 11:30 a.m.**
- Webinar Link: <https://ldoe.zoom.us/j/91351835782>
- Webinar Phone Number: 346-248-7799
- Meeting ID: 913 5183 5782

Comprehensive Local Needs Assessment Parts C and D

- Webinar Date and Time: **April 8; 10 a.m. - 11:30 a.m.**
- Webinar Link: <https://ldoe.zoom.us/j/92874849397>
- Webinar Phone Number: 346-248-7799
- Meeting ID: 928 7484 9397

Comprehensive Local Needs Assessment Part E and completing the Perkins Super App Narrative and Budget

- Webinar Date and Time: **April 15; 10 a.m. - 11:30 a.m.**
- Webinar Link: <https://ldoe.zoom.us/j/96452082213>
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- Meeting ID: 964 5208 2213

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Questions?



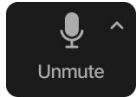
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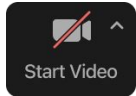


April 1, 2024

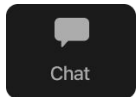
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Part B-1: Evaluation of Program Quality (Size, Scope, and Quality)

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.



Louisiana Definitions

- **Size:** In general, size refers to the quantifiable evidence, physical parameters and limitations of each approved CTE program that relate to the ability of the CTE program to address all student learning outcomes. Generally, size will be defined by items such as the required number of CTE programs, required class size, and availability of facilities and equipment to ensure quality, equity and access.
- **Scope:** Program scope provides curricular expectations of each CTE program and/or CTE program of study to cover the full breadth of its subject. Generally, scope involves the number of required courses, sequence, early postsecondary and work-based learning opportunities, the role of advisory committees, and the role of Career Technical Student Organizations (CTSOs).
- **Quality:** CTE Program quality provides expected outcomes and impact of each CTE program and/or CTE program of study including the ability to earn industry valued credentials, academic skills, and access to high-skill, high-wage & in-demand CTE programs.

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 the following course progressions available to students:

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

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



Part B-1: Evaluation of Program Quality (size, scope, and quality) - Step 2

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

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

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



Part B-1: Evaluation of Program Quality (size, scope, and quality) - Step 3

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

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

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Part B-1: Evaluation of Program Quality (size, scope, and quality) - Step 4

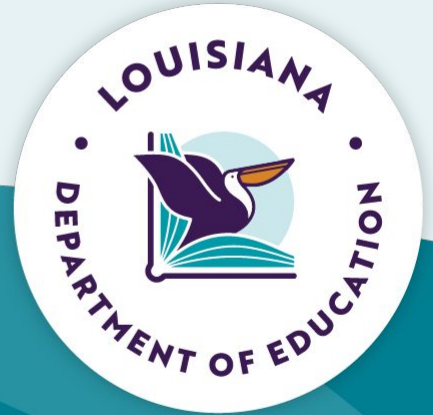
- Report findings into eGMS.

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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

Meet with your regional team including school systems, colleges, economic development and workforce partners to review LMI and/or Lighthouse data available to the region. As a regional team, discuss and document:

- The in-demand industry sectors in your region
- The in-demand jobs for the region;
- The emerging jobs and/or industry sectors
- The in-demand IBCs, degrees, and/or technical skill sets valued by employers



Breakout Sessions by Region

Suggested conversation topics for breakout room discussions:

- Has your region discussed labor data with RLMA? Does your region need to schedule a meeting to discuss?
- How do you currently collaborate with your region to understand regional labor market data?
- What conversations do you have with regional economic development groups that can help school systems better understand the long and short term needs for workers?
- What conversations do you have with industry to ensure your programs are teaching the literacy, numeracy, and technical skills in demand by employers?
- What barriers exist that are impeding your ability to better understand your school system role in the economic prosperity of your community and region?



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

Using the data collected in B-1 and Step 1 of B-2, compare and contrast your systems CTE program to the regional or state economic demand for employees. Analyze the student enrollment pathways as it relates to the economic demand. Identify gaps.



Part B-2: Evaluation of Program Quality (Labor Market Alignment) - Step 3

Report findings into eGMS.



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Next Steps for School Systems



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Carl Perkins/CLNA Technical Support

The Department will host a series of virtual technical assistance meetings to help support secondary school systems in understanding the [newly modified Comprehensive Local Needs Assessment \(CLNA\)](#). The completion of the CLNA is required in order to receive Perkins funding.

Comprehensive Local Needs Assessment Parts C and D

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Questions?



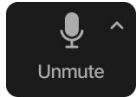
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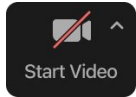


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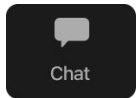
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Part C: Progress Towards Implementing CTE Programs and Programs of Study

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.



Governance

Sec 3(41) of Perkins law defines **Program of Study** as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability skills;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized postsecondary credential.

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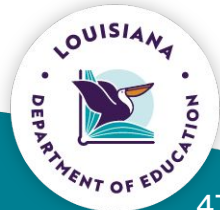


Part C: Progress Towards Implementing CTE Programs & Programs of Study - STEP 1

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

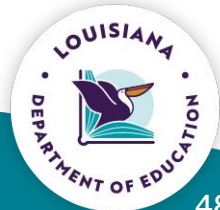
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Part C: Progress Towards Implementing CTE Programs & Programs of Study - STEP 2

Identify areas of growth specific to Jump Start Pathways and Perkins eligible Programs of Study.

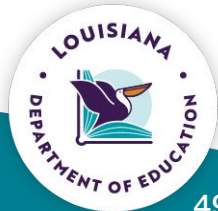
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Part C: Progress Towards Implementing CTE Programs & Programs of Study - STEP 3

Report findings into eGMS.

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

- What collaboration exists between secondary and postsecondary to understand the scope of programs available to each?
- What collaboration exists to expand opportunities for dual enrollment and prior learning credit?
- What are the short and long term goals for your CTE program?

Please contact charmaine.cureton@la.gov with questions



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.

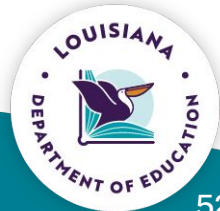


Part D: Recruitment, Retention, and Training of CTE Educators - STEP 1

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

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



Part D: Recruitment, Retention, and Training of CTE Educators - STEPS 2 - 5

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.

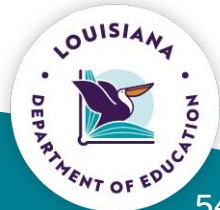
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Part D: Recruitment, Retention, and Training of CTE Educators - Breakout Sessions by Region

- How does the recruitment, retention, and training of CTE teachers intersect with the process in your district as a whole?
- How is the onboarding process of CTE instructors from industry and alternatively certified core instructors different from formally training teachers?
- How does your system engage local industry, post-secondary partners and/or neighboring school systems in the recruitment, retention and training of CTE teachers in high demand areas?

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Carl Perkins/CLNA Technical Support

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Comprehensive Local Needs Assessment Part E and completing the Perkins Super App Narrative and Budget

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Next Steps for School Systems



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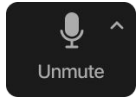
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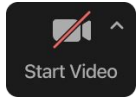


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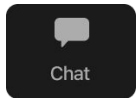
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Part E: Progress Towards Improving Equity and Access



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Governance

Section 134(c)(2)(E) of Perkins law states the needs assessment must include:

- A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:
 - Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - Providing programs that are designed to enable special populations to meet the local levels of performance; and
 - Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Part E: Progress Towards Improving Equity and Access - STEPS 1 - 3

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.



Part E: Progress Towards Improving Equity and Access - STEPS 1 - 3

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.

Step 3: Report findings in eGMS.

Super App: Required Uses of Funds, Perkins Narratives, and Budget

Perkins Section 135 (A): Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment.



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

Super App: Required Uses of Funds

The six required uses of funds can be accounted for in funding sources other than Perkins. In the event other funding sources are used, you must identify the funding source of the activity aligned to the required use in the appropriate program specific question.

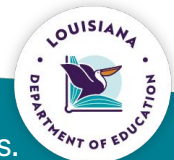
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Super App: Required Uses of Funds

Use #	Use Code Description	Corresponds to Narrative Question #
1	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including middle grades, before enrolling and while participating in a career and technical program, in making informed plans and decisions about future education and career opportunities and programs of study.	3
2	Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	8
3	Provide within Career and Technical Education (CTE) the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	2, 5, 6, 7
4	Support integration of academic skills into CTE programs of study.	4
5	Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement.	2, 5, 6, 7
6	Develop and implement evaluations of the activities carried out with Perkins, including evaluations necessary to complete the comprehensive needs assessment.	9
7	Administrative Costs (5% limit on administrative costs) - Not Required	

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



Super App: Narrative Question 1

Describe the results of the comprehensive needs assessment. Description **must** include the findings and the identification of the data analyzed regarding:

a. Evaluation of Student Academic and Technical Skill Performance

- *Describe the data*
- *Where did the data come from?*

b. Program Alignment to Industry

- *How does it relate to the industry needs?*
- *What are the industries?*

c. Progress toward Program(s) of Study

- *From your evaluation of data, what can you tell needs to be improved for your programs of study?*

Super App: Narrative Question 1

Describe the results of the comprehensive needs assessment. Description **must** include the findings and the identification of the data analyzed regarding:

d. Recruitment, Retention and Training of CTE Educators

- *Include all 3 aspects of the question.*
- *For training portion, you can mention the training needed and then get more in detail in program specific question #8 (professional development)*

e. Progress toward Improving Equity

- *A brief statement on how you are making sure that all learners have access to CTE programs*

f. Program Size, Scope and Quality

- *Focus more on quality since you have limited characters.*
- *What are the expected outcomes and impact of your programs?*

Perkins §134(b)(1)

Super App: Narrative Question 1

Helpful Hints:

- Be sure the following are included in the responses
 - Professional Development
 - Career Exploration
 - The names of the approved clusters for your region
- Should be a summary of each part of the CLNA
- Budget items must meet the needs identified in this response

Super App: Narrative Question 2

Describe the course offerings, Industry-Based Certifications (IBC), and activities supported with Perkins funds as they align with the regionally identified clusters and approved Perkins Eligible Program(s) of Study. Description **must** include the following items:

a. How the Comprehensive Needs Assessment facilitated the selection of the clusters and Perkins Eligible Program(s) of Study

- *Include the correct names listed for the clusters (Jump Start 2.0 pathways) and programs of study (Not Jump Start 2.0 pathways).*

b. A description of new or revised Perkins Eligible Program(s) of Study the eligible recipient with the regional team will develop and submit for approval

- *Why did the regional team revise the programs of study?*
- *Relate it back to your CLNA response on workforce needs.*

Super App: Narrative Question 2

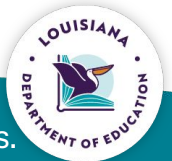
Describe the course offerings, Industry-Based Certifications (IBC), and activities supported with Perkins funds as they align with the regionally identified clusters and approved Perkins Eligible Program(s) of Study. Description **must** include the following items:

c. How students, including special populations, will learn about their school's CTE course offerings, IBCs, Jump Start Pathways, and Perkins Eligible Program(s) of Study

- *Be sure to specifically use the words “special populations” in your response.*
- *Are you providing different methods for each type of special population?*

Perkins §134(b)(2)

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Super App: Narrative Question 2

Helpful Hints:

- Avoid using “all students” when the question specifically ask about special populations.
- Aligns to sections B-2 and E of the CLNA
- Aligns to required use of funds 3 and 5.

Super App: Narrative Question 3

Provide a description of how the eligible recipient, in collaboration with regional teams, local workforce development boards/agencies and other local workforce agencies, one-stop delivery systems, and/or other partners, will provide:

a. A continuum of career exploration and career guidance activities,

- *Be specific in the activities. Identify the name of the activity/program.*
- *Identify the grade levels that the activity will occur.*

b. Students information on employment opportunities incorporating the most up-to-date information on high skill, high wage in demand or emerging occupations as determined by the comprehensive needs assessment and local workforce trends, and

- *If you are using a program or a Career Coach, please include that information here with the specific name of the program.*

Super App: Narrative Question 3

Provide a description of how the eligible recipient, in collaboration with regional teams, local workforce development boards/agencies and other local workforce agencies, one-stop delivery systems, and/or other partners, will provide:

c. An organizational plan for career guidance and academic counseling to students before enrolling and while participating in CTE programs, Jump Start Pathways, and Perkins Eligible Program(s) of Study

- *Be sure to include the guidance of before enrolling and while actively participating in the programs.*
- *What is occurring in the middle grades to prepare students for these programs in high school?*

Perkins §134(b)(3)

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Super App Narrative Question 3

Helpful Hints:

- Be specific with the names of activities for career exploration.
 - AHEC, Quest for Success, Pathful, Career Coach, etc.
- Career Exploration does not include the purchasing of items that will have students learning technical skills.
- Aligns to section B-2 of the CLNA.
- Aligns to required use of funds 1.
- “career exploration” should be mentioned in your budget description.

Super App: Narrative Question 4

Describe how the eligible recipient will improve academic and technical skills of CTE students through the integration of coherent and rigorous content aligned with academic and CTE standards. Description **must** include:

a. Continuum of academic and technical skill enhancement

- *What is your system doing to ensure CTE teachers are providing content specific academic skills to their students? (Medical Math or Construction Math)*

b. Expansion of statewide basic and advanced credentials

- *How is your system allowing students to move further along in order to obtain advanced credentials?*

Super App: Narrative Question 5

Describe how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, in-demand or emerging occupations that will support self-sufficiency. The description **must** include:

a. Prepare Special Populations for success in Jump Start Pathways and Perkins Eligible Program(s) of Study

- *Use the phrase “special populations” in your response*

b. Prepare CTE participants for non-traditional fields

- *Use the phrase “non-traditional” in your response*

Super App: Narrative Question 5

Describe how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, in-demand or emerging occupations that will support self-sufficiency. The description **must** include:

c. Provide equal access for special populations to Jump Start Pathways and Perkins Eligible Program(s) of Study

- *Use the phrase “special populations” in your response*
- *Be more specific in your response on what you are doing to provide equal access.*

d. Ensure members of special populations will not experience discrimination based on their status as members of special populations.

- *More than stating that you have a non-discrimination policy*
- *Who and how often are you reviewing the non-discrimination policy?*

Super App: Narrative Question 5

Helpful Hints:

- Address special populations throughout the response.
- Avoid saying “all students.”
- Aligns to section E of CLNA.
- Aligns to required use of funds 3 and 5.

Super App: Narrative Question 6

Describe work-based learning opportunities available to CTE students, including in-person and virtual work-based learning opportunities. This must include a description of how the eligible recipient will work with the regional team, workforce development boards/agencies and local employers to develop and expand work-based learning opportunities.

- *Make sure to include the names of the institutions, workforce agencies, and employers.*
- *Include which CTE programs will participate in the work-based learning.*
- *Should include opportunities during the school year and with Jump Start Summers.*

Perkins §134(b)(6)

Super App: Narrative Question 7

Describe opportunities available for students attending high school to gain postsecondary CTE credit through dual, concurrent, articulated or early college programs. Description must include collaboration with partner agency(ies) to expand access to associate degrees and technical diplomas.

- *Be specific about which programs and institutions are participating in early college programs.*
- *This should not be a listing.*

Perkins §134(b)(7)

Super App: Narrative Question 8

Describe how the eligible recipient will support the recruitment, preparation, retention, and training of CTE faculty, administrators, and other CTE professionals, including focused professional development and training, state certification (standard or alternate), state licensure requirements, and access and equity to individuals from underrepresented groups.

- *This is where you can be more specific about the professional development that was mentioned in question #1.*
- *Which groups are underrepresented in your system?*
- *Refer back to section D of the CLNA.*
- *Describe how the professional development relates to CTE.*
- *Be sure to address all parts - recruitment, preparation, retention and training.*

Perkins §134(b)(8)

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Super App: Narrative Question 9

Describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years including:

a. Identifying the specific gap(s)

- *Provide the specific gaps and not a generalization of the gaps.*

b. Identifying strategy(ies) to address the gap(s)

- *Be sure that the strategy corresponds to the gap(s) that you specified in part (a).*

c. Evaluating the outcomes in subsequent year(s)

- *How are you going to evaluate the strategies for upcoming years?*
- *Once evaluated, how will you use that information to make decisions?*
- *How often will you evaluate your strategies and outcomes?*

Super App: Narrative Question 9

Helpful Hints:

- For part (a), please state the actual gaps (math, reading, students with disabilities, etc)
- Part (c) is where you should identify the funding source for required use of funds 6.
- Part (c) needs to include how you plan to continue evaluations after the current year.
- Aligns to section A of CLNA

Super App Alignment: Narrative, CLNA, and Required Uses of Funds

Narrative Question #	Alignment to CLNA Section	<u>Alignment to Required Use of Funds #</u>
1	Summary of entire CLNA	
2	B-2 and E	3 and 5
3	B-2	1
4	B-1	4
5	E	3 and 5
6	B-2	3 and 5
7	C	3 and 5
8	D	2
9	A	6

Super App: Budget

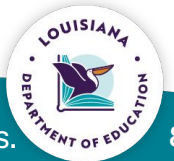
Louisiana State Perkins Plan §2(e):

“Beginning in fiscal year 2021-2022, Perkins funds will only be utilized for Perkins Eligible CTE Programs of Study included in the regionally identified clusters. Louisiana will continue to allow for career exploration and professional development activities to be funded regardless of the CTE cluster alignment. Louisiana will also continue to allow reallocated carryover funds to be spent outside of the three clusters for Perkins Eligible CTE Programs of Study. The Perkins law specifies that expenditures may only be made to address needs identified in the Comprehensive Local Needs Assessment. This plan goes further to require that the needs must be identified and that the activities supported with Perkins funds must be within one of the three career clusters (or forth if approved).”



Exemption from Program of Study

The Louisiana State Perkins Plan includes two exemptions from the Program of Study requirement: Career Exploration and Professional Development. For secondary students, Perkins funds can be expended to support non-academic content in BESE approved applied associate degree Fast Forward pathways aligned to the three regional clusters. In the budget expenditure, you must note which exemption applies. The activity must also be included in the corresponding Narrative Question (career exploration is question #3 and professional development is question #8)



Super App: Budget Best Practices

- All items (except for the exemptions) should include the Perkins approved cluster, program of study, and courses/IBC.
 - If purchasing materials/supplies/equipment, the approved courses should be listed.
 - If dual enrollment, must also include post-secondary course.
 - If purchasing test vouchers or actual test, then the approved IBC must be listed.
- Professional development should say “professional development” in description and must be CTE related.
 - Also must be included in narrative question 8.
- Limit the use of acronyms.
- Career exploration items should say “career exploration” in the description.
 - Career exploration does not mean you can purchase items that involve technical skills.

Super App: Budget Best Practices

- Put overnight professional development on a separate line item than ones that do not require overnight stays.
- Please do not put “meals” on budget item.



Perkins Flow Chart

Please review the [Perkins Flow Chart](#) to determine if a budget item is allocable for Perkins funding.



Insert Flow Chart



What is wrong with the budget item?

For each item, we will assume that the system has identified it as a need in narrative question #1 and provided details in other narrative questions. We will also assume that these are approved for their region.

Example 1: Health Science supplies/materials, POS: Nursing, IBC: CNA - Gaumard® HAL® Heart and Lung Sounds, Adult Torso -1 @ \$1500 ea;

Example 2: Contracted services for AHEC Summer Program

Example 3: Bus drivers transportation to BRCC for students in CTE programs.

Example 4: Career Compass (career exploration) in order to complete IGP's and provide career counseling

What is wrong with the budget item?

Example 1: Health Science supplies/materials, POS: Nursing, IBC: CNA - Gaumard® HAL® Heart and Lung Sounds, Adult Torso -1 @ \$1500 ea;

- *Needs the Perkins approved courses since purchasing supplies/materials.*

Example 2: Contracted services for AHEC Summer Program

- *Missing “career exploration”*
- *If not career exploration, missing cluster, program of study, and courses.*

Example 3: Bus drivers transportation to BRCC for students in CTE programs.

- *Missing cluster, program of study, and courses (secondary and post-secondary)*

Example 4: Career Compass (career exploration) in order to complete IGP’s and provide career counseling

- *Perkins cannot pay for activities that are Louisiana State requirements.*