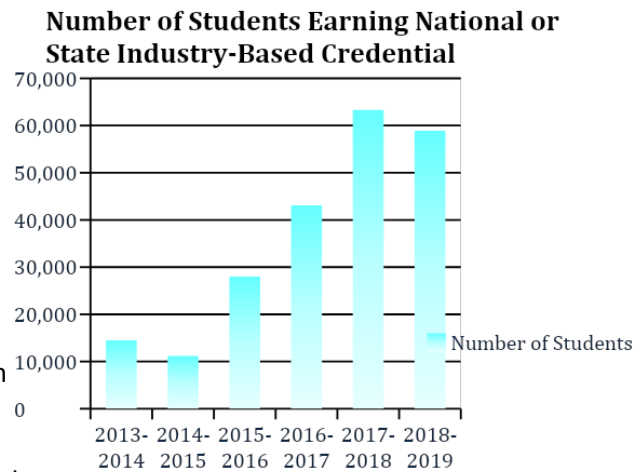


On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), reauthorizing funding for Career and Technical Education (CTE). Students, parents, industry/business, and the community benefit from the formula grant’s goal of increasing access to quality CTE programs of study. Louisiana’s Jump Start Pathways to Prosperity utilize the grant’s funds to enhance, broaden, and expand opportunities for students to explore postsecondary education and post-high school workforce plans, especially accessing work-based learning leading to Industry-Based credentials (IBCs).

As evidenced by the graph, student participation in CTE continues at high levels and funding from the Perkins Grant is an integral part of ongoing efforts to expand access to CTE programs, programs of study, and activities.

Perkins V enumerates six (6) required uses of funds, which support eligible recipients with developing, coordinating, implementing, or improving CTE programs of sufficient size, scope and quality to be effective.

- Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including middle grades...in making informed plans and decisions about future education and career opportunities and programs of study.
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
- Provide within CTE the academic and technical skills necessary to pursue careers in high-skill, high-wage, in-demand or emerging industry sectors or occupations
- Support integration of academic skills into CTE programs and programs of study
- Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement
- Develop and implement evaluations of CTE activities including a comprehensive needs assessment



There are nine (9) required narratives describing

1. The result of the **Comprehensive Needs Assessment**
2. **IBC offerings, course offerings, and activities** supported with Perkins funds and aligned with regionally selected clusters and approved Perkins Eligible Programs of Study
3. **Collaboration** with Regional team, local workforce representatives, and other business and community stakeholders
4. How **improve academic and technical skills** of CTE students and expand access to statewide basic and advanced credentials
5. How provide equal **access to special populations and non-traditional fields**
6. **Work-based learning** opportunities
7. Opportunities for students to gain **postsecondary CTE credit**
8. How **recruit, prepare, retain, and train** CTE teachers
9. **Mitigation of existing gaps or disparities** in performance, include special populations

Performance Indicator Guidance

The *Strengthening Career and Technical Education for the 21st Century Act* provides funding to assist states with supporting development of “the academic knowledge and technical and employability skills of secondary and postsecondary students who elect to enroll in Career and Technical Education (CTE) programs and programs of study.” Thus, accountability of its funding seeks “to assess the effectiveness of” the school system/school in achieving progress in optimizing return on investment in career and technical education. Accordingly, states are required to report annually on the core indicators of performance.

The table below lists the Secondary Performance Indicators and a description of the data elements used to calculate the performance indicators for the 2020-2021 fiscal year.

Performance Indicator	Description
1S1 Four Year Student Graduation Rates	Percentage of CTE concentrators ² who, in the reporting year, as measured by (1) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965; and (2) at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.
2S1 Academic Proficiency in Reading/Language Arts	Percentage of Career and Technical Education (CTE) concentrators ² who are proficient in the challenging State academic standards adopted by the State under section 1111(b) (1) of the Elementary and Secondary Education of 1965, as measured by the academic assessments described in section 111(b) (2) of such Act, students scoring master and above on LEAP 2025 English I and English II assessment or good and above on End of Course (EOC) English III assessments.
2S2 Academic Proficiency in Mathematics	CTE concentrator ² proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act, students scoring mastery and above on LEAP 2025 Algebra I or Geometry assessments
2S3 Academic Proficiency in Science	CTE concentrator ² proficiency in the challenging State academic standards adopted by the State under section 1111 (b) (1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in Science as described in section 1111(b) (2) of such Act, students scoring mastery and above on LEAP 2025 Biology assessment or good or above on End of Course (EOC) Biology assessment.
3S1 Secondary Placement	Percentage of CTE concentrators ² who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, in the military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C.2504 (a), or are employed.

4S1 Nontraditional ³ Program Enrollment	Percentage of students from underrepresented gender groups who participated in career and technical education programs and programs of study that lead to employment in nontraditional fields.
5S1 Program Quality _ Postsecondary credential	Attained Recognized Postsecondary Credential: Percentage of CTE concentrators ² graduating from high school having attained a recognized postsecondary credential
5S2 Program Quality _ Postsecondary credits ⁴	Attained Postsecondary Credits: Percentage of CTE concentrators ² graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement
5S3 Program Quality _ Work-based learning ⁴	Participated in Work-Based Learning: Percentage of CTE concentrators ² graduating from high school having participated in work-based learning.

¹ CTE Participant: Student who completes not less than one course in a career and technical education program or program of study

² CTE Concentrator: Student who has completed at least two courses in a single career and technical education program or program of study.

³ Nontraditional program: Program in which specific gender enrollment is less than 25% of statewide enrollment for that program.

⁴ These two Performance Indicators are not included in federal reporting requirements but should be used for program evaluation.

The table below indicates data elements of the Performance Indicators, the source of data elements, and the agency/entity responsible for data submission to LDOE data systems.

Data Elements Submitted to LDOE	Data Source	Agency/Entity Reporting Data Elements
Enrollment Graduation Cohort	Student Information System (SIS)	School System
Transcript Records Industry-Based Certifications Listing of CTE courses	Student Transcript Data (STS)	School System
Program Offerings: Jump Start Pathways offered at the school or Industry-based Credentials offered at the school	School System/School data	School System
First-time college freshmen	National Student Clearinghouse	National Clearing House
Military Service Data (if available)	Military	Military
Employment Data (if available)	Louisiana Workforce Commission	Louisiana Workforce Commission *
Industry-based Credentials Awarded to students	LDOE eScholar and STS	School System
EOC / LEAP 2025 data	LDOE eDIRECT	LDOE

Required and Permissible Uses of Funds

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 education program, in making informed plans and decisions about future education and career opportunities and programs of study
 - 1.1. Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields
 - 1.2. Readily available career and labor market information, including information on— occupational supply and demand; educational requirements; other information on careers aligned to State, local, or tribal (as applicable) economic priorities; and employment sectors
 - 1.3. Programs and activities related to the development of student graduation and career plans; Development of career and graduation plans
 - 1.4. Career guidance and academic counselors that provide information on postsecondary education and career options
 - 1.5. Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields
 - 1.6. Provide students with strong experience in, and comprehensive understanding of all aspects of industry
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
 - 2.1. Professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum
 - 2.2. Professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students
 - 2.3. Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials
 - 2.4. Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders
 - 2.5. Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs
 - 2.6. Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices
 - 2.7. Training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations
 - 2.8. Training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support
 - 2.9. Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries
3. Provide within Career and Technical Education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
4. Support integration of academic skills into CTE programs and programs of study
 - 4.1. CTE participants at the secondary school level in meeting the challenging State academic
 - 4.2. CTE participants at the postsecondary level in achieving academic skills
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement, including establishing
 - 5.1. Curriculum aligned with the requirements for a program of study

- 5.2. Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers
- 5.3. Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study
- 5.4. Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials
- 5.5. A continuum of work-based learning opportunities, including simulated work environments
- 5.6. Industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential
- 5.7. Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals
- 5.8. Where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act
- 5.9. Expanding opportunities for students to participate in distance career and technical education and blended-learning programs
- 5.10. Expanding opportunities for students to participate in competency-based education programs
- 5.11. Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling
- 5.12. Supporting the integration of employability skills into career and technical education programs and programs of study
- 5.13. Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields
- 5.14. Providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills
- 5.15. Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum
- 5.16. Making all forms of instructional content widely available, which may include use of open educational resources
- 5.17. Supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study
- 5.18. Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high- quality career and technical education
- 5.19. Support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations
- 5.20. Other activities to improve career and technical education programs
6. Develop and implement evaluations of the activities carried out with Perkins, including evaluations necessary to complete the comprehensive needs assessment
7. Administrative Costs (5% limit on administrative costs)

For inquiries about Carl Perkins V, email jumpstart@la.gov.