

VISION for SUCCESS



2023-2024 CLNA Technical Assistance

Federal 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.**

Why the CLNA?

The CLNA should drive your prioritization of Perkins funding.

What does the data mean?

How can Perkins be used to innovate, expand, improve CTE?

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CLNA Part A: Evaluation of Student Performance

Governance

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.

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

Questions from CLNA Document

1. How are students in each CTE program performing on federal accountability indicators *in comparison to non-CTE students*?
2. How are students from special populations performing in each CTE program?
3. How are students from different genders, races and ethnicities performing in each CTE program?
4. Which group of students are struggling the most in CTE programs?
5. Where do the biggest gaps in performance exist between subgroups of students?
6. Which CTE programs overall have the highest outcomes and which have the lowest?
7. Are there certain CTE programs where special populations are performing above average?
Below average?
8. Is there a trend across all CTE programs?
9. What are the potential root causes of inequities in performance in each CTE program?

Questions in a slightly different order

1. How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students?
 - a. As you review the data look for:
 - i. How are students from **special populations** performing in each CTE program?
 - ii. How are students from different **genders, races** and **ethnicities** performing in each CTE program?
 - iii. Which **group of students** are struggling the most in CTE programs?
 - iv. Where do the biggest gaps in performance exist between **subgroups** of students?
2. Which CTE programs overall have the highest outcomes and which have the lowest?
 - a. Are there certain CTE programs where special populations are performing above average? Below average?
3. Is there a trend across all CTE programs?
4. What are the potential root causes of inequities in performance in each CTE program?

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Understanding the Data

5S1B - Attained Recognized Postsecondary Credential (Statewide Basic or Advanced)

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CLNA Part E: Progress Towards Improving Equity and Access

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.

Questions from the CLNA Document

1. Which population groups are underrepresented in your CTE programs overall? And in each program area?
2. Which population groups are over-represented in CTE programs?
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?
4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?
5. What barriers currently exist that prevent each special population group performing in your programs?
6. What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized?
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?

Questions in a slightly different order

1. Which population groups are underrepresented in your CTE programs overall? And in each program area?
 - a. Which population groups are over-represented in CTE programs?
 - b. What is the difference between participant, concentrator and ~~complete~~ data for each special population?
 - i. What is in place that encourages students to ~~complete~~ programs?
 - ii. What barriers are in place that prevent students from special populations from ~~completing~~?
 - iii. What barriers currently exist that prevent each special population group performing in your programs?
 - c. What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized?
2. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?
3. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs?
 - a. What seems to be effective?
 - b. What seems to be producing little effect?

Percentage-Point Gap Analysis

- Looks for parity between learners in the program and the broader population of the community
- Reveals whether or not the learners in your CTE programs are proportionally representative of their community
- Highlights the programs with the largest disparities



Example: Program Enrollment Heatmap reflecting Percentage-Point Gap

If the cell is orange, that means students in that subgroup are underrepresented by more than 10 percentage points.

If the cell is blue, that means students in that subgroup are overrepresented by more than 10 percentage points.

Program Name	Popularity	F	M	Asian	Latinx	Black	White	SWD	ED	EL
Program #1	4%	-4%	4%	-8%	-2%	-19%	29%	-9%	17%	-5%
Program #2	2%	49%	-49%	-8%	4%	9%	-6%	57%	55%	-5%
Program #3	2%	10%	-16%	-8%	7%	8%	-7%	61%	28%	-2%
Program #4	4%	43%	-43%	-6%	17%	5%	-16%	36%	37%	-4%
Program #5	4%	5%	-5%	-4%	-16%	9%	11%	2%	-4%	-5%
Program #6	4%	0%	0%	-4%	10%	-8%	-8%	-9%	21%	-5%
Program #7	1%	-43%	43%	1%	-7%	-1%	7%	69%	53%	-5%
Program #8	6%	1%	-1%	4%	-13%	-9%	18%	-10%	4%	-5%



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Understanding the Data Gap Analysis Data file

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

Governance

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 and in-demand CTE programs.

Questions from the CLNA Document

1. Am I offering programs in which students are choosing to enroll?
2. Am I offering programs with too low an enrollment to justify the costs in offering those programs?
3. Am I offering a sufficient number of courses, and course sections, within programs?
4. Are there students who want to enroll in my programs but are unable to do so?
5. What populations of students are and are not accepted into my programs? What are some of the reasons?
6. Can a student complete each program of study at my institution?
7. Do some of my programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
8. Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in each program?
9. How do my programs compare to a set of quality standards developed by my state or by a relevant third party?
10. How do specific program areas compare in quality?
11. How do specific components of my programs, such as work-based learning or instruction compare in quality?

Questions in a slightly different order

1. Size
 - a. Am I offering programs in which students are choosing to enroll?
 - i. Am I offering programs with too low an enrollment to justify the costs in offering those programs?
 - ii. Are there students who want to enroll in my programs but are unable to do so?
2. Scope
 - a. Am I offering a sufficient number of courses, and course sections, within programs?
 - i. Can a student complete each program of study at my institution?
 - ii. Do some of my programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
3. Quality
 - a. Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in each program?
 - b. How do specific program areas compare in quality?
 - i. How do my programs compare to a set of quality standards developed by my state or by a relevant third party?
 - ii. How do specific components of my programs, such as work-based learning or instruction compare in quality?
4. What populations of students are and are not accepted into my programs? What are some of the reasons?

Size Scope and Quality Discussion

How do we approach answering “A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served”?

Guiding Questions

- What internal data can you access?
 - How often are you evaluating the data?
- What measures exist where you are already evaluating your programs?
 - Are you using the data or the evaluation to make decisions about the upcoming year?
- How do you use the IGP to gather meaningful feedback?
- How do we equip counselors to ask the right questions?

[Jamboard](#) 1

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

Governance

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.

Questions from the CLNA Document

1. What are the highest projected growth industries in my region? What occupations are part of that industry?
2. How are CTE programs offered aligned to the demand?
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
4. What are the emerging occupations and are programs available for students in those areas?
5. What skill needs have industry partners identified as lacking in my programs?
6. Which programs graduate employees that thrive in the workplace? Why?
7. What opportunities exist in my local labor market for student with disabilities, English learners or other special populations?
8. Am I offering CTE programs that are not aligned to demand?

Questions in a slightly different order

1. What are the highest projected growth industries in my region?
 - a. What occupations are part of that industry?
 - i. What are the emerging occupations and are programs available for students in those areas?
 - b. How are CTE programs offered aligned to the demand?
 - c. How do CTE program enrollments match projected job openings?
 - i. Where are the biggest gaps?
 - d. Am I offering CTE programs that are not aligned to demand?
2. What skill needs have industry partners identified as lacking in my programs?
 - a. Which programs graduate employees that thrive in the workplace?
 - i. Why?
3. What opportunities exist in my local labor market for student with disabilities, English learners or other special populations?

Understanding the Labor Market Data

For this item, you should work collaboratively within your RLMA.

There is not a single labor market source. But, start with LMI dataset.

- <https://www.laworks.net/>
- From the top navigation bar click on “Labor Market Information”
 - What does the *Projections by Occupational and Industry* dataset tell you? (file can be filtered)
 - What does the *Occupational Wage Data* dataset tell you? (file is protected)
 - What does the *Employment & Wages - Annually* dataset tell you? (file can be filtered)

What other data are y’all using from the Louisiana Workforce Commission website?

Labor Market Discussion

How do we approach answering “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”?

Guiding Questions:

- How do you currently or how can you start collaborating with your RLMA team to understand your regional labor market data?
- What conversations occur with regional economic development groups that can help school systems better understand the long and short term need for workers?
- What conversation occur with industry to ensure your programs are teaching the literacy, numeracy, and technical skills in demand by employers?
- What barriers exist that are empedding your ability to better understand your school system role in the economic prosperity of your community and region?

[Jamboard 2](#)

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

Governance

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.

Questions from the CLNA Document

1. How fully are my CTE programs aligned and articulated across secondary and postsecondary education?
 - a. How many secondary students do you have with articulated credit? With dual enrollment credit?
2. Do my CTE programs incorporate relevant academic, technical, and employability skills at every learner level?
 - a. How is academic, technical and employability skills incorporated for secondary learners?
 - b. How is academic, technical and employability skills incorporated for ~~postsecondary~~ learners?
 - c. How is academic, technical and employability skills incorporated for ~~adult education~~ learners?
 - d. How is academic, technical and employability skills incorporated for ~~incarcerated~~ learners?
3. Do I have credit transfer agreements in place to help students earn articulate credit?
 - a. What steps are being taken to help students earn articulate credit?
4. In which CTE programs of study are students being retained?
5. Do students in the CTE programs of study have multiple entry and exit points? Explain.
6. Are students in my CTE programs earning recognized postsecondary credentials? Which credentials?
7. What is the role of secondary and postsecondary partners in the current CTE program of study design and delivery?
8. What is the role of business and industry partners in the current CTE program of study development and delivery?

Questions in a slightly different order

1. Perkins Eligible CTE Program of Study Development
 - a. What is the role of secondary and postsecondary partners in the current CTE program of study design and delivery?
 - b. What is the role of business and industry partners in the current CTE program of study development and delivery?
2. Do my CTE programs incorporate relevant academic, technical, and employability skills at every learner level?
3. How is academic, technical and employability skills incorporated for secondary learners?
4. Do students in the CTE programs of study have multiple entry and exit points? Explain.
 - a. Are students in my CTE programs earning recognized postsecondary credentials? Which credentials?
 - b. How fully are my CTE programs aligned and articulated across secondary and postsecondary education?
 - c. How many secondary students do you have with articulated credit?
 - d. With dual enrollment credit?
 - e. Do I have credit transfer agreements in place to help students earn articulate credit?
 - f. What steps are being taken to help students earn articulate credit?
5. In which CTE programs of study are students being retained?

Implementing CTE Programs Discussion

How do we approach answering “An evaluation of progress toward the implementation of career and technical education programs and programs of study”?

Guiding Questions:

- What role does the acquisition of literacy and numeracy skills play in your CTE programs?
 - How do you collaborate with others in your school system to ensure the voice of CTE is at the table when discussing literacy and numeracy skills?
- What collaboration exists between secondary and postsecondary to understand the scope of programs available at each?
- What collaboration exists to expand opportunities for dual enrollment and prior learning credit?
- What are the long term goals for your CTE program? What are the short term goals for your CTE program?

[Jamboard 3](#)

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

Governance

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.

Questions from the CLNA Document

1. How diverse is my staff? Does it reflect the demographic makeup of the student body?
2. In what subject areas do I need to develop or recruit more educators?
3. Is there a process to develop or recruit CTE instructors from existing staff?
4. What onboarding processes are in place to bring new professionals into this system?
5. Are these processes efficient and effective, especially for educators coming from industry?
6. Are all educators teaching in my programs adequately credentialed?
7. Have all educators teaching in my programs earned Industry-Based credentials or completed recognized postsecondary credential in the program?
8. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
9. Do I offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified need(s)?
10. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, earned credentials, career area, etc.?

Questions in a slightly different order

1. In what subject areas do I need to develop or recruit more educators?
 - a. How diverse is my staff?
 - i. Does it reflect the demographic makeup of the student body?
 - b. Is there a process to develop or recruit CTE instructors from existing staff?
2. What onboarding processes are in place to bring new professionals into this system?
 - a. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
 - b. Are these processes efficient and effective, especially for educators coming from industry?
3. Are all educators teaching in my programs adequately credentialed?
 - a. Have all educators teaching in my programs earned Industry-Based credentials or completed recognized postsecondary credential in the program?
4. Do I offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified need(s)?
 - a. What professional development offerings are most highly rated by participant staff?
 - b. Does this differ when looking at different factors such as length of time in position, certification, earned credentials, career area, etc.?

Recruitment, Retention, and Training Discussion

How do we approach answering “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”?

Guiding Questions:

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

[Jamboard](#) 4

Circling back to Part E

1. Which population groups are underrepresented in your CTE programs overall? And in each program area?
 - a. Which population groups are over-represented in CTE programs?
 - b. What is the difference between participant, concentrator and ~~complete~~ data for each special population?
 - i. What is in place that encourages students to ~~complete~~ programs?
 - ii. What barriers are in place that prevent students from special populations from ~~completing~~?
 - iii. What barriers currently exist that prevent each special population group performing in your programs?
 - c. What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized?
2. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?
3. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs?
 - a. What seems to be effective?
 - b. What seems to be producing little effect?

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Super App Perkins Narratives

6 Required Uses of Funds

The 6 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.

6 Required Uses of Funds

[Required uses of funds full document in eGMS](#)

Use #	Use Code Description
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
2	Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
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
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
6	Develop and implement evaluations of the activities carried out with Perkins, including evaluations necessary to complete the comprehensive needs assessment
7	<i>Administrative Costs (5% limit on administrative costs) - NOT REQUIRED</i>

Federal Governance

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. **Perkins §135(A)**

Program Specific 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?*

Program Specific 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 questions #3 (career exploration) or #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)

Program Specific 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.*

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)

Program Specific 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. You must give the name of the activity (AHEC, Quest for Success)*
- *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.*

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)

Program Specific 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?*

Perkins §134(b)(4)

Program Specific 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*

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.*
- *Think back to root cause analysis. (providing resources in primary language, extra time for students)*

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

- *Use the phrase “special populations” in your response*
- *More than stating that you have a non-discrimination policy*
- *Who and how often are you reviewing the non-discrimination policy?*

Program Specific 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)

Program Specific 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)

Program Specific 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? (Think back to gap analysis section)*
- *Refer back to CLNA process.*

Perkins §134(b)(8)

Program Specific 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?*

Perkins §134(b)(9)

Perkins Narrative Best Practices

- When answering multi-part questions, please write your answers as:
 - A. Answer to part A
 - B. Answer to part B
- Try not to use acronyms in your answers or in the budget.
- Be specific when mentioning career exploration activities and professional development
- Include the funding source that satisfies the required use of funds.
 - Does not have to be Perkins funding.
 - If it is Perkins funding, I should see it in your budget.

Program Specific 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
- b. Program Alignment to Industry
- c. Progress toward Program(s) of Study
- d. Recruitment, Retention and Training of CTE Educators
- e. Progress toward Improving Equity
- f. Program Size, Scope and Quality

Perkins §134(b)(1)

Perkins Narrative Exemplars

- A. CLNA Data: Data gathered & reviewed by Stakeholders to evaluate academic & technical skills of students. Revealed: Overall retention, placement & credentials for Non-CTE students is higher than the average for CTE students with no individual program exceeding the non-CTE level. **(Almost Exemplar)**

- B. High paying, high demand jobs from LA WF Comm. & State Focus List reveals: Projected growth industries: Welding, Carpentry, Industrial Electrical Technician, Information Systems Technology, & Hospitality Management. FB helps determine, maintain, & implement POS w/ CLTC & Sowela Partners aligning to industry needs. Specific skilled training needs require Industry trainers/increased teaching positions to meet workforce/educational needs. **(Exemplar)**

- C. Need for CTE instructors in progressing to POS. Collaboration w/reg partners to develop Perkins eligible POS while identifying regional clusters: JS 2.0 Pathways that qualify. Students meet w/ counselors & Career Coaches-providing students pathways options aligning to Reg 5 POS & their field of interest. CTE Teachers are provided with PD to acquire more knowledge in recruiting, informing, & promoting POS. Summer training for CTE teachers serves to support in purpose & planning for implementing POS & how this affects students relating to workforce needs. **(Exemplar)**

Perkins Narrative Exemplars

- D. CTE recruited: job fair, social media, & networking. Trainings via SSI, local/regional CTE training, colleges, & LDOE. Experience in vocational area factored into salary. Teacher-mentors assist in school system. Support provided to prepare educators w/ opportunities to develop professionally & collaborate w/ colleagues in schools/districts. Pre-Educator course offered to grow teacher base. Conferences/conventions in content areas (local, state, & national). LABE, FFA, FBLA, FCCLA, and DECA. CLNA indicates need: instructional PD aligning to changing workforce needs. **(Almost Exemplar)**

- E. Counselors, Career Coach, & CTE teachers provide support to all students. Pupil Appraisal & Family Engagement provide support to our Special Population students & parents. **(Needs improvement)**

- F. LWC Region 5, highest growth areas: Construction, Healthcare & Social Assistance, IT, Manufacturing & Warehousing. Partnerships from local B&I & higher educational institutions, ABC, & SWLA provide all students w/ pathway choices. Prioritizing CTSO travel & related expenses promotes scope & quality. Updating labs: stoves, computers, technology, tools in Reg 5 Clusters to keep up w/ industry standards. Need improvement in job ready skills. **(Exemplar)**

Perkins Narrative Exemplars

- A. The CLNA for RLMA2 labor market data shows that the three regional career clusters are Architecture and Construction, Health Sciences, and Information Technology. A fourth regional cluster, Manufacturing, is also affirmed as high-wage, high-demand careers. **(Almost Exemplar)**

- B. The Regional Coalition developed 14 POS: Architecture & Construction (Building Technology Specialist, Drafting, Electrical Technician, HVAC); Health Science (Diagnostic Medical Sonography, Licensed Practical Nurse, Medical Coding Specialist, Nursing, Paramedic, Surgical Technology); Information Technology (Information Technician, Computing and Information Systems); and Manufacturing (Machine Tool Technician, Welding). **(Exemplar)**

- C. We work with our regional partners to help close these gaps in performance and improve attainment of credentials in our programs of study. Locally, we provide ACT WorkKeys curriculum and ACT WorkKeys testing in our schools to assist with post-secondary readiness. A current survey of students shows that 37% are undecided in their diploma path, and 73% are unsure of their post-secondary training options. Therefore we will continue to offer Quest for Success in Middle School, offer JAG at the Middle and High School Level, and partner with outside agencies such as Career Compass to work with students to improve these statistics. **(Exemplar)**

Perkins Narrative Exemplars

- D. Teachers and administrators will attend conferences such as LCA, ACTE, ASCA, LACUE, ISTE and JAG trainings to gather best practices and share resources during PLCs embedded within the school day. Frontline is used to advertise and to promote recruitment of certified CTE teachers. Career and Technical personnel, principals, and counselors are made aware of Summer Institutes that are offered by the state where teachers can enhance their technical skills to assure retention and training of CTE teachers. **(Exemplar)**

- E. All programs are open to students regardless of race, color, national origin, sex, age, or handicap. **(needs improvement)**

- F. (Answered in multiple sections)

Perkins Narrative Exemplars - Required use of funds

Program Specific Question #4

- A. Providing programs that are aligned to regional needs and that naturally progress to post-secondary pathways in identified clusters. Students are trained by certified (CDF funds used) and experienced instructors, hands-on experience and exposure to real-world job situations. All teachers in the parish are evaluated using the Compass rubric and have received training/professional development (funded via general fund/CDF/ESSER/other local funds). These teachers are continually monitored and observed throughout the year to ensure implementation with fidelity. **(Exemplar)**

Perkins Narrative Exemplars - Required use of funds

Program Specific Question #4

- B. Emphasis is placed on the number and variety of statewide credentials. The plan to increase basic and advanced credentials earned by students involves the use of online IBC opportunities with Perkins funds as well as the adoption of a new Pathways that culminated with advanced Statewide credentials (some of these Pathways may being supported and funded via SCA & CDF).
(Exemplar)

VISION for SUCCESS



Super App Perkins Budget

Budget Expenditures

In the budget expenditure, you must include both the Program of Study and the cluster alignment (or the specific exemption addressed in the next slide).

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).”

Example of notation: CNA testing vouchers (Health Science: Nursing POS)

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 Program Specific Question (career exploration is question #3 and professional development is question #8)

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.”

Example of notation: AHEC of Summer (Career Exploration)

Perkins Budget Best Practices

- Always include the approved program of study aligned with your region.
 - (Welding/Welding Technology/Advanced Welding Technology)
 - If funding a course that is aligned with one of the approved programs of study, you must also list the course.
 - If funding an IBC that is aligned with one of the approved programs of study, you must also list the IBC name.
- Please limit use of acronyms.
- If item is career exploration, you need to put “career exploration” in the description.
- If item is professional development, it must be CTE professional development and you should put “professional development” in the description.
- If purchasing training equipment, please indicate that it is a demo version.

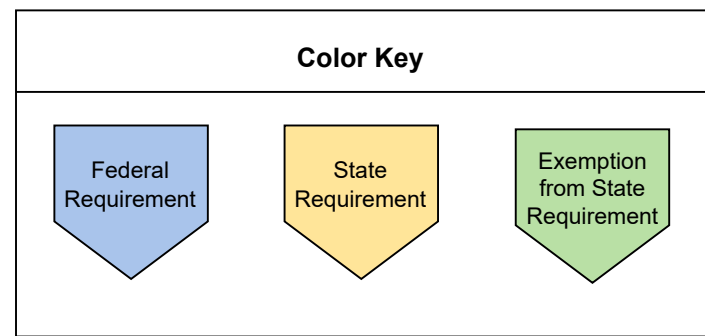
Perkins Budget Exemplars

- Health Science Supplies/Materials (POS - Nursing and Paramedic) - Gaumard® HAL® Heart and Lung Sounds, Adult Torso - 1 @ \$1500 ea; Jumbo Heart Model Mounted On Stand, 4 Times Life Size, 8in x 8in x 11-3/4in - 1 @ \$119.99; Metered Dose Inhaler Training Devices, pk 5 - 1 @ \$355; Scoop Stretcher - 1 @ \$530; Berman Oral Airway Kits - 3 @ \$8; Practi-Albuterol Sulfate™ Nebules, pk 35 - 1 @ \$37; Practi-Aspirin™ (for training) - 3 @ \$15; Practi-NitroSpray™ (for training) - 3 @ \$43; Practi-Nitroglycerin™ Sublingual Tablets (for training) - 1 @ \$25; Practi-Activated Charcoal™ (for training); 3 @ \$4; Practi-Fentanyl Patch™ (for training); 1 @ \$70
- Contracted services for AHEC Summer Program (Career Exploration in health science for high school students)

Perkins Flow Chart

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

This flowchart was developed to help Louisiana School Systems to determine if an activity (budget item) is allocable in Perkins. This flowchart only addresses the Louisiana Perkins state plan and the Perkins Federal law.



Is the activity identified as a need in the Comprehensive Local Needs Assessment?

No → Not Allocable

Perkins §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

Yes → Does the activity meet the definition of Teacher Professional Development?

Yes → Is the activity included in answer to Program Specific question #8?

No → Does the activity meet the definition of Career Exploration?

No → Is this prior year carry over funds?

Yes → Is the activity aligned to your three regionally identified clusters or locally determined fourth cluster?

No → Not Allocable

Louisiana State Perkins Plan §2.e: 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 fourth if approved).

Yes → Is the activity aligned to a Program of Study?

No → Not Allocable

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

Yes → Is the activity aligned to a dual enrollment course in the LCTCS approved Program of Study for the cluster?

No → Is the activity aligned to a state focus list IBC in the LCTCS approved Program of Study for the cluster?

No → Is the activity aligned to a non-universal high school course included in the LCTCS approved Program of Study for the cluster?

No → Is the activity aligned to the LCTCS funding approved universal courses EMR or NCCER core?

No → Not Allocable

LCTCS Program of Study Guidance Issued July 8, 2021: By definition, a program of study incorporates a broad range of courses including foundational, general education, prerequisite, and universal. The inclusion of any course, especially general education, prerequisite, foundational or universal, as part of a Perkins Eligible CTE Program of Study does not imply that the course and its activities are eligible for Perkins Funding (see Definitions). Only career and technical education activities, recognized postsecondary credentials, and courses whose activities build technical competencies in the Perkins Eligible CTE Programs of Study will be funded with Perkins funds.

Is the alignment clearly stated in the budget?

Yes → Allocable

No → Budget item will be rejected until addressed

Yes → Is the activity included in continuum of career exploration for Program Specific question #3?

No → Budget item will be rejected until addressed

Does this activity align to allowable expenditures per Uniform Grant Guidance (UGG), General Education Provisions Act (GEPA), and Education Department General Administrative Regulations (EDGAR)?

Yes → Allocable

To further promote continuous improvement of career and technical education, an eligible recipient should not continue to spend Perkins funds on a specific activity within a Perkins Eligible CTE Program of Study for more than three consecutive years, unless program improvement and/or program expansion is evident within the Perkins Eligible CTE Program of Study or the eligible recipient provides evidence that discontinuation would adversely affect program size, scope, and quality and a plan to transition support, for the activity, to other funds. To ensure a renewed focus on this expectation, the first of the three years will begin with the 2021-2022 school year.

Have you addressed all required uses of funds in either the Perkins Budget or Program Specific Questions?

No → Not Allocable

Perkins §135(b) REQUIREMENTS FOR USES OF FUNDS. Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that...

Not Allocable

Perkins §131.f.2: Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium.

Is the budget item mutually beneficial?

Are you part of a Consortium?

Is the alignment clearly reflected in the appropriate Program Specific Question?

Is the cluster alignment clearly stated in the budget?

Is the Program of Study stated in the budget?

Budget item will be rejected until addressed

Keys signals narrative/budget was copied and pasted from prior years without updating

- CATE
- Areas of concentration
- Incorrect cluster