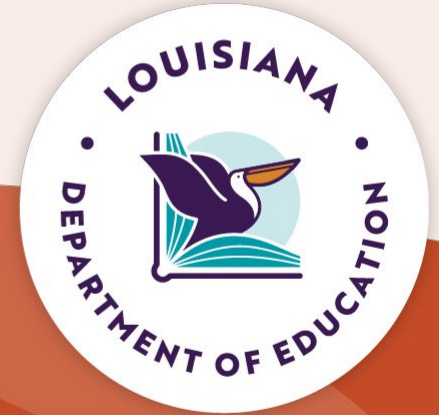


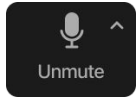
2025-2026 Carl Perkins Super App Targeted Assistance

Program Specific Questions and Budget

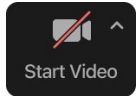


April 17, 2025

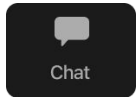
Zoom Meeting Preparation



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



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
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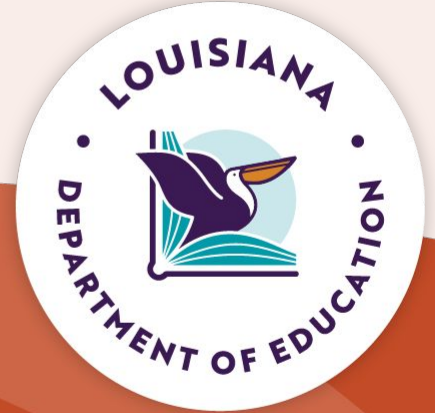
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

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



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

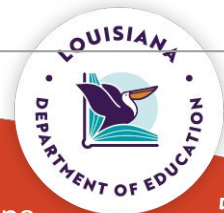
The six required uses of funds can be accounted for in funding sources other than Perkins. In the event other funding sources are used, you must identify the funding source of the activity aligned to the required use in the appropriate program specific question.

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



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	



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 and where it came from.*

b. Program Alignment to Industry

- *How does it relate to the in-demand industry needs?*
- *Career Exploration and Work-Based Learning.*

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;*
 - *Provide more details on recruitment, retention, and training in narrative question #8.*

e. Progress toward Improving Equal Access

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

f. Program Size, Scope and Quality

- *Size: the capacity of the programs.*
 - *Do any programs exceed capacity?*
- *Scope: the pathways that are offered.*
- *Quality: What are the expected outcomes and impact of your programs?*

Perkins §134(b)(1)

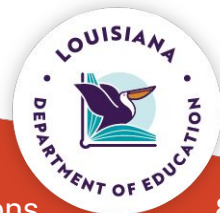
Please contact charmaine.cureton@la.gov with questions.



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, including 4th clusters..
- Should be a summary of each part of the CLNA.
- Budget items must meet the needs identified in this response and the CLNA.



Super App: Narrative Question 2

Describe the course offerings, Industry-Based Certifications (IBCs), 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 is 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?*
 - *If no changes were made, state that in the response.*
- *Relate it back to the in-demand industry sectors and emerging jobs in your region.*



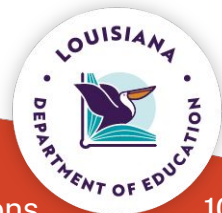
Super App: Narrative Question 2

Describe the course offerings, Industry-Based Certifications (IBCs), 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.*
- *Provide the different methods used for each type of special population.*

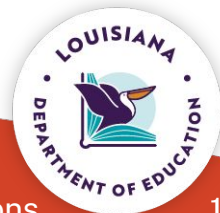
Perkins §134(b)(2)



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

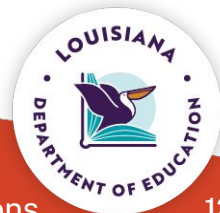
Provide a description of how the eligible recipient, in collaboration with regional teams, local workforce development boards/agencies and other local workforce agencies, one-stop delivery systems, and/or other partners, will provide:

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

- *Be specific in the activities. Identify the name of the activity/program. (Pathful, Career Compass, career fairs, etc.).*
- *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.*



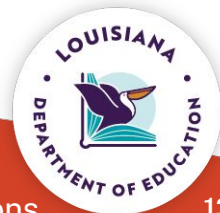
Super App: Narrative Question 3

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 for students 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?*

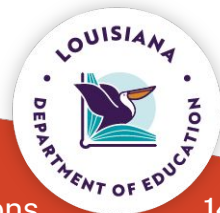
Perkins §134(b)(3)



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” must 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:

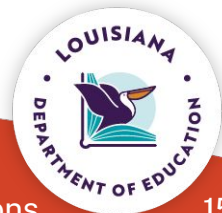
a. Continuum of academic and technical skill enhancement

- *What is your system doing to ensure CTE teachers are providing content specific academic skills to their students? (Medical Math or Construction Math).*
- *Response should mention the integration of academic skills to enhance technical skills.*

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)



Super App: Narrative Question 5

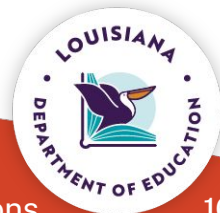
Describe how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, in-demand or emerging occupations that will support self-sufficiency. The description **must** include:

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.*
- *Include specific preparations for Special Populations.*

b. Prepare CTE participants for non-traditional fields

- *Use the phrase “non-traditional” in your response.*
- *Include which fields and the preparations.*



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

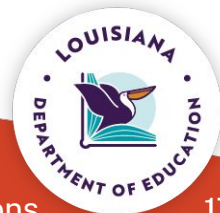
- *Use the phrase “special populations” in your response.*
- *Be more specific in your response on what you are doing to provide equal access.*

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?*

Perkins §134(b)(5)

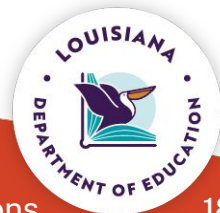
Please contact charmaine.cureton@la.gov with questions.



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.

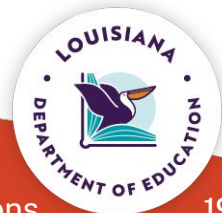


Super App: Narrative Question 6

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 Fast Forward Summers.*
- *Include correlation between these programs and emerging/in-demand jobs for your region.*

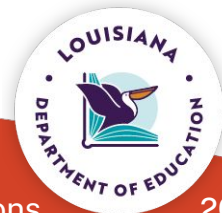
Perkins §134(b)(6)



Super App: Narrative Question 6

Helpful Hints:

- Work-Based Learning Exemption activities must be mentioned in this narrative.
- Refer to the Work-Based Learning one pager for Carl Perkins.
- Aligns to section B-2 (Question 3) of CLNA.

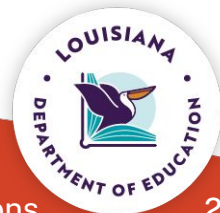


Super App: Narrative Question 7

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.*
- *Only provide information on CTE programs, not academic programs.*
- *Include which degrees, certificates, or technical programs.*

Perkins §134(b)(7)

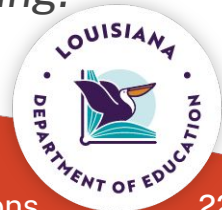


Super App: Narrative Question 8

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 equal access 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)



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 academic or technical gaps and not a generalization of the gaps.*
- *Include which populations the gaps belong.*

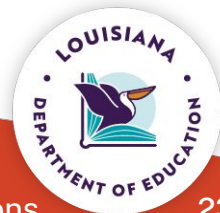
b. Identifying strategy(ies) to address the gap(s)

- *Be sure that the strategy(ies) 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?*

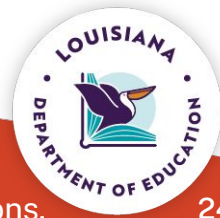
Perkins §134(b)(9)



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

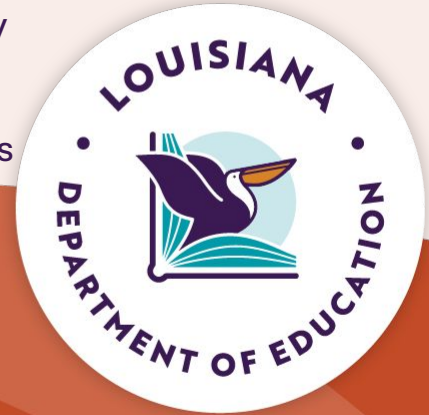
Please contact charmaine.cureton@la.gov with questions.



Super App: Budget

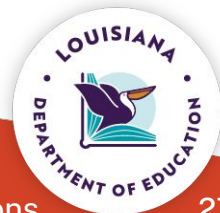
Louisiana State Perkins Plan §2(e):

“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 fourth 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).



Budget: Professional Development Exemption

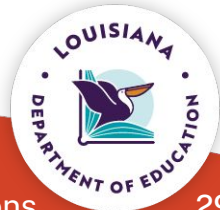
- Budget item must say “CTE professional development” in description and must be clearly CTE related.
 - Also must be included in narrative question 8.
- Include the name and dates of conferences.
- Put overnight professional development on a separate line item than ones that do not require overnight stays.
 - Specify that the item is for overnight travel.
- Please do not put “meals” on budget item. Use “school systems per diem travel rate for overnight stays.”
- Perkins can only cover the portion that is directly related to CTE/Perkins related activities.
- Paying for students to go to a conference or competition is not professional development.



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

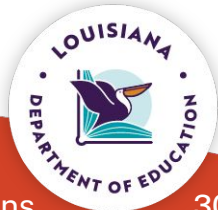
Budget: Career Exploration Exemption

- Career exploration items must say “career exploration” in the description.
 - Career exploration does not mean you can purchase items that involve technical skills.
- Make sure that “career exploration” is mentioned in narrative question #1.
- Make sure that career exploration activities are mentioned by name in narrative question #3.



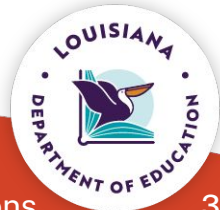
Budget: Work-Based Learning (Exemption to Universal Course Rule Only)

- Please review [Carl Perkins and Work-Based Learning Guidance](#).
- Must include Perkins approved cluster, program of study, and courses.
- Perkins is only to be used to supplement Work-Based Learning activities.
- Cannot be used to pay students.
- In CLNA, narrative question #6, and budget description, state that school system has used their CDF and CTE 6% funds before using Perkins.
- Must say “WBL Universal Course Exemption” in the budget description.
 - NCCER Core and EMR exemptions.



Budget: Salaries

- Salaries paid 100% with Perkins will be identified as high risk for monitoring.
- Include the percentage of salary that is being paid with Perkins.
- Must include the Perkins approved clusters and programs of study that they will be working with for the percentage of workload.
 - This includes benefits line item.
- Be sure to keep track of time and effort of anyone being paid from any federal grants.



Budget: Stipends

- Students are not to be paid with stipends.
- Work/activity should occur outside of normal office hours.
 - State this in the budget description.
- Must include the Perkins approved cluster, program of study, and course/IBC, if not CTE professional development.



Budget: CTSO

If sending students to conference/competition:

- Must include the name and date of the conference.
- Must include the Perkins approved clusters, programs of study, and courses that the conference/competition that the students learned those skills.
- Perkins can only cover the portion of time that is directly aligned to Perkins approved activities.
 - Should not be 100% -high risk monitoring.
 - Include the percentage Perkins will cover in the budget description.
- Does not cover membership or uniforms.



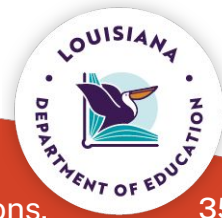
Budget: Dual Enrollment

- Must include Perkins approved cluster, program of study, and courses.
 - Include the post-secondary course and the secondary course (listed on attestation).
 - This includes for transportation and paying for bus drivers.



Perkins Flow Chart

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



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

What is wrong with the budget item?

Common budget item mistakes on Perkins applications.



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: CTE Supervisor salary; \$XXXXXX; to help expand CTE programs across district.

Example 2: CTE Supervisor and principal to travel to ACTE Summer Conference; Lodging, meals, airfare, etc \$XXXX. CTE Supervisor to travel to regional meetings; mileage \$XXX.

Example 3: Curriculum and Testing materials for Health Science cluster, Nursing POS, and Medical Terminology course; Gaumard® HAL® Heart and Lung Sounds, Adult Torso -1 @ \$1500 ea.



What is wrong with the budget item?

Example 1: CTE Supervisor salary; \$XXXXX; to help expand CTE programs across district

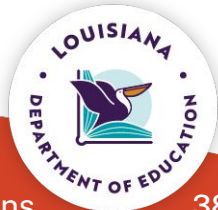
- *Needs the Perkins approved clusters and programs of study*
- *Missing the percentage of salary that is covered by Perkins.*

Example 2: CTE Supervisor and principal to travel to ACTE Summer Conference; Lodging, meals, airfare, etc \$XXXX. CTE Supervisor to travel to regional meetings; mileage \$XXX.

- *Meals should be removed from the description.*
- *Should be 2 separate line items because Regional meetings do not require lodging and airfare.*
- *Conference should include date and specify this is overnight travel.*
- *Missing “CTE Professional Development.”*

Example 3: Curriculum and Testing materials for Health Science cluster, Nursing POS, and Medical Terminology course; Gaumard® HAL® Heart and Lung Sounds, Adult Torso -1 @ \$1500 ea

- *Missing Perkins approved IBC since also funding test.*



Questions?

