

Louisiana Believes

Carl Perkins V Local Plan and Super App

Objectives

- To review the Perkins V Super App required uses of funds and narratives
- To review the relevance of data in CATE system for completion of Super App
- To review required components of Attestation Process

Required Uses of Funds

All uses of Perkins funds are intended to support CTE programs that are of sufficient size, scope and quality to be effective

1. Career exploration and development activities through an organized, systematic framework
2. Professional development for CTE personnel
3. Provide skills in CTE programs 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 CTE programs and programs of study that improve student achievement and performance
6. Develop and implement evaluations of activities funded and to conduct the comprehensive local needs assessment.



Permissible Uses
of Funds

Required Narratives

1. Describe the result of the **Comprehensive Needs Assessment**
2. Describe **collaboration** with Regional team and local workforce representatives
3. Describe **IBC offerings, course offerings, and activities** supported with Perkins funds
4. Describe **work-based learning** opportunities
5. Describe opportunities for students to **gain postsecondary CTE credit**
6. Describe how you will **improve academic and technical skills** of CTE students
7. Describe how you will **recruit, prepare, retain, and train** CTE Teachers
8. Describe how you will provide equal **access to special populations** and **non-trad**
9. Describe **existing gaps or disparities** in performance for each subpopulation.



Super App PDF

Required Narratives

Describe the result of the Comprehensive Needs Assessment

Description **MUST** include, at minimum, identification of the data analyzed and your findings regarding the 6 areas below:

- Evaluation of Student Performance
- Program Alignment to Industry
- Progress Toward Program of Study
- Recruitment, Retention and Training of CTE Educators
- Progress Toward Improving Equity
- Program Size, Scope and Quality

Required Narratives

**Describe collaboration with
Regional team and local
workforce representatives**

Description MUST include, at minimum, the following items:

- How the Comprehensive Needs Assessment was utilized in the selection of regional clusters and Programs of Study
- If applicable, a description of new Jump Start Pathways the Carl Perkins recipient or regional team will develop and submit for approval
- How students, including special populations, will learn about their school's Jump Start Pathways and Programs of Study

Required Narratives

**Describe IBC offerings,
course offerings, and
activities supported with
Perkins funds**

Description MUST include, at minimum, the following items:

- A list of activities supported by Perkins funds
- A list of statewide IBC offerings related to regional Perkins clusters. Do not list regional credential offerings

Required Narratives

**Describe work-based
learning opportunities**

Description MUST include, at minimum, the following item:

- How Carl Perkins recipient will work with local employers to develop or expand work-based learning opportunities.

Required Narratives

**Describe opportunities for
students to gain
postsecondary CTE credit**

Description MUST include, at minimum, the following item:

- Partnerships with post-secondary institutions to ensure student access to CTE courses, credentials, and credits

Required Narratives

**Describe how you will
improve academic and
technical skills of CTE
students**

Description MUST include, at minimum, the following items:

- How the eligible recipient will strengthen grade appropriate academic and career and technical education components through the integration of rigorous content aligned with challenging academic standards

Required Narratives

**Describe how you will
recruit, prepare, retain, and
train CTE Teachers**

Description MUST include, at minimum, the following items:

1. Recruitment of CTE teachers, faculty, administrators and other CTE professionals
2. Preparation of CTE teachers, faculty, administrators and other CTE professionals
3. Retention of CTE teachers, faculty, administrators and other CTE professionals
4. Training and professional development of CTE teachers, faculty, administrators and other CTE professionals

Required Narratives

**Describe how you will
provide equal access to
special populations and non-
trad**

Description MUST include, at minimum, the following items:

1. Preparation of Special Populations for success in Jump Start Pathways and Programs of Study
2. Preparation of CTE participants for non-traditional fields
3. How the eligible recipient will provide equal access for special populations to Jump Start Pathways
4. How the eligible recipient will ensure members of special populations will not be discriminated against based on their status as members of special populations

Required Narratives

Describe existing gaps or disparities in performance for each subpopulation.

Description **MUST** include, at minimum, the following items:

1. Activities that will address gaps in subpopulation performance

Timeline

- Perkins local app will be available in Super App April 30
- Perkins local app will be due June 30 (to be sustainably approved)

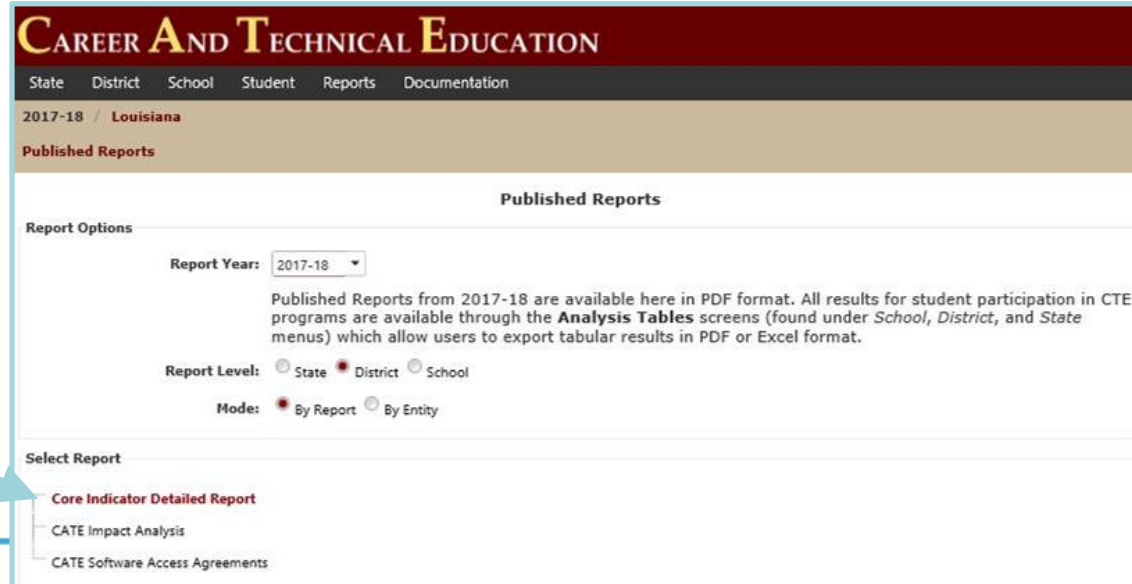
The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is centered and balanced.

Questions

Accessing Student Performance Data through CATE

- All eligible Perkins recipients will need to access school system level Core indicator data in CATE as a resource to answer narrative questions. ***Core Indicator data will not be available in EGMS for the 2019-2020 grant period.***
- No Perkins recipients will be required to submit a Performance Improvement Plan for the 2019-2020 grant period.
- [CATE Website](#)

Accessing Student Performance Data through CATE



1. Access Published Report
2. Chose Core Indicator Detailed Report

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)

Secondary Level

6S2: Nontraditional Completion

State of Louisiana:

Level	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs Adjusted Level of Performance (M,D,E)*	Met 90% of Adjusted Level of Performance (Y,N)**
Secondary	GRAND TOTAL					D	Y
Secondary	GENDER						
Secondary	Male					D	N
Secondary	Female					E	Y
Secondary	RACE/ETHNICITY (1997 Revised Standards)						
Secondary	American Indian or Alaskan Native					E	Y
Secondary	Asian					D	N
Secondary	Black					D	N
Secondary	Hispanic					E	Y
Secondary	Native Hawaiian or Pacific Islander					N/A	N/A
Secondary	White					M	Y
Secondary	Two or more races					D	N
Secondary	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Secondary	Individuals With Disabilities (ADA)					N/A	N/A
Secondary	Disability Status (ESEA/IDEA)					D	N
Secondary	Economically Disadvantaged					D	N
Secondary	Single Parents					N/A	N/A
Secondary	Displaced Homemakers					N/A	N/A
Secondary	Limited English Proficiency					N/A	N/A
Secondary	Migrant Students					N/A	N/A
Secondary	Nontraditional Enrollees					N/A	N/A
Secondary	SUBINDICATORS						
Secondary	Advanced Training					N/A	N/A
Secondary	Employment					N/A	N/A
Secondary	Military					N/A	N/A
Secondary	Postsecondary Education					N/A	N/A

* "M" = "MET" (-); "D" = "DID NOT MEET"; "E" = "EXCEEDED"

** 90% of Adjusted Performance Level =

~ Insufficient or Unavailable Data

Data analysis should be completed for all Core Indicators

Questions

Attestation Process

These items will be submitted outside of eGMS to your postsecondary Perkins representative

1. List Regional Clusters
2. List course offerings with each cluster
3. List Fourth Cluster and provide workforce data to support cluster addition.

Example of workforce data: [Louisiana Workforce Commission: Long Term Occupational Projections](#)

Questions

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