

Panel: Leveraging Perkins Funding to Serve Special Populations

Jennifer Naum, Nathan Stockman, Shelley Gill



New Orleans Military & Maritime Academy (NOMMA)

Jennifer Naum



Agenda

- Introduction of Panelist
- Discussion of Perkins funds
- Perkins funds for Special Populations
- Q and A



Achievement Gap - EL's and Graduation

CLNA 2023

- 57% of the seniors that did not meet graduation requirements by May 2023 were designated as ELL.
- 62.5% of seniors were on a Jump Start pathway.
- These statistics are not reflective of ELL or Jump Start participation numbers.
- An outsized number of students that are designated both ELL and Jump Start are having difficulty achieving graduation on time.



Response - Professional Development

Spring 2024

- **Audience** - CTE, Career Connected Learning Content teachers across consortium schools.
- **Facilitator** - NOMMA ELL Coordinator with 20+ years of ESL experience
 - SIOP, SEI Certified in adult professional education
- **Data Driven Planning**
 - **Quantitative** - Data trends across consortium re: CTE and EL's
 - **Qualitative** - Teacher surveys re: experience and barriers in delivering content to EL's.
- **Format** - 3 Saturday sessions, with one deliverable (differentiated lesson plan) submitted at the conclusion of sessions.



Training Focus Areas

- Who are EL's? Why is differentiation important vs. bilingual education?
- Language acquisition based on:
 - Context
 - Content
 - Developmental Factors
- Understanding and utilizing LA Connectors and their role in English Language acquisition.
- The 4 language domains and how to address with LA Language Objectives
- Explore and experiment with the SIOP model as a means of differentiating.
- Leveraging AI to support lesson planning and differentiation.

Ongoing Efforts

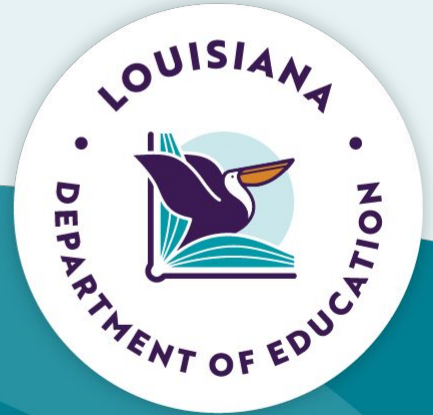
Special Populations are a continued focus of the NOLA Type 2 Consortium

- FY 23-24: Collaborative instructor - focused PD series with YouthForce NOLA and NOLA PS
 - ELL
 - SPED/504
- FY 24-25: Collaborative non-instructional staff focused PD with NOLA
 - Gap Analysis, program evaluation
 - ELL
 - SPED/504
 - Disengaged youth
 - Justice associated youth
 - Non-traditional CTE students



YouthForce NOLA

Nathan Stockman



City of Bogalusa Schools

Shelley Gill



Bogalusa: Investing in Professional Development

Align the CLNA and School-Wide Plan

- The CLNA identifies needs, ensuring professional development addresses key gaps. Alignment with district and school goals strengthens program effectiveness.

Train Teachers and Staff

- Workshops and certifications enhance teaching skills, equipping educators with the latest knowledge and industry standards.

Support Industry Collaboration

- Cross-training between educators and industry professionals fosters real-world connections, bridging the gap between classroom and career.



Modernizing Equipment and Curriculum

Focus on Workforce Readiness

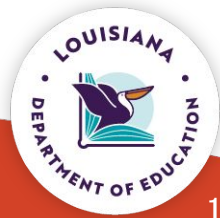
- Specialized tools like forklifts prepare students for specific careers. Platforms like iCEV provide comprehensive career planning and development resources.

Address CLNA-Identified Needs

- The CLNA identifies gaps that point to technology and equipment needs, ensuring investments align with current and future workforce demands.

Innovative Curriculum Development

- New Pathways and updates to existing programs reflect industry needs, ensuring relevant and practical skills development. We always make a long term plan for 3 years rule and have a rotation.



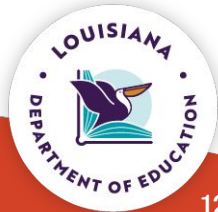
Monitoring, Evaluating & Driving Impact

Track & Evaluate Outcomes: Perkins indicators monitor student success, such as graduation rates, credential attainment, and job placement.

Strategic Fund Usage: Prioritize purchases not covered by other sources, maximizing impact. Detailed records demonstrate accountability and compliance.

Continuous Improvement: Evaluation data and stakeholder feedback refine programs, keeping them current with workforce needs.

Be Honest & Creative for the Students: Evaluate what is being used and with is not on a regular basis, monitor the classes for use. (Look in closets), ask business partners what else is needed. Build what you need!



Final Thoughts



Contacts

- Jennifer Naum; jnaum@nomma.net
- Nathan Stockman; nathan@youthforcenola.org
- Shelley Gill; skgill@bogschools.org

