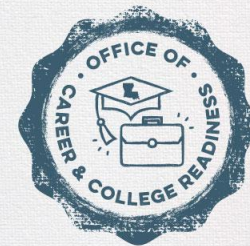


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2022-2023 Super App Perkins

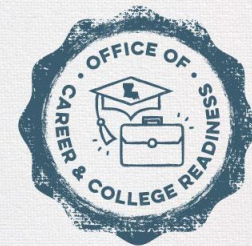
Agenda

- Comprehensive Local Needs Assessment
- Programs of Study
- Required uses of funds
- Program Specific Questions
- Budget

Perkins V is not Perkins IV



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Comprehensive Local Needs Assessment

Comprehensive Local Needs Assessment

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.**

Comprehensive Local Needs Assessment Requirements

Part A: Evaluation of Student Performance - 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. Perkins §134(c)(2)(A)

Definition of Special Populations

Perkins 3(48) 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

Comprehensive Local Needs Assessment Requirements

Part B-1: Evaluation of Program Quality (Size, Scope, and Quality) - A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served. Perkins §134(c)(2)(B)(i)

Part B-2: Evaluation of Program Quality (Labor Market Alignment) - 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. Perkins §134(c)(2)(B)(ii)

Definitions of Size, Scope, and Quality

- **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.**

Comprehensive Local Needs Assessment Requirements

Part C: Progress Towards Implementing CTE Programs and Programs of Study - An evaluation of progress toward the implementation of career and technical education programs and programs of study. Perkins §134(c)(2)(C)

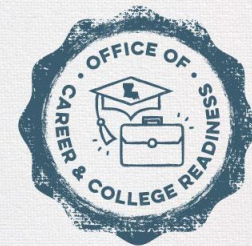
Part D: Recruitment, Retention, and Training of CTE Educators - A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. Perkins §134(c)(2)(D)

Comprehensive Local Needs Assessment Requirements

Part E: Progress Towards Improving Equity and Access - 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. Perkins §134(c)(2)(E)

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Programs of Study

Program of Study Definition

Perkins §3(41) 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.



Required Uses of Funds

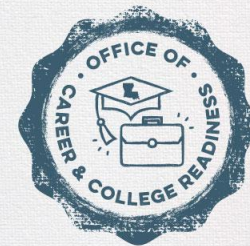
6 Required Uses of Funds

[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>

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.



Program Specific Questions

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)

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 2

Aligned
Required
use of funds
#3 & #5

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
- 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
- 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

Perkins §134(b)(2)

Program Specific Question 3

Aligned
Required
use of
funds #1

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,
- b. to 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
- 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

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
- b. expansion of statewide basic and advanced credentials

Perkins §134(b)(4)

Aligned
Required
use of funds
#4

Program Specific Question 5

Aligned
Required
use of funds
#3 & #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
- b. prepare CTE participants for non-traditional fields
- c. provide equal access for special populations to Jump Start Pathways and Perkins Eligible Program(s) of Study
- d. ensure members of special populations will not experience discrimination based on their status as members of special populations.

Perkins §134(b)(5)

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.

Perkins §134(b)(6)

Aligned
Required
use of funds
#3 & #5

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.

Perkins §134(b)(7)

Aligned
Required
use of funds
#3 & #5

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.

Perkins §134(b)(8)

Aligned
Required
use of funds
#2

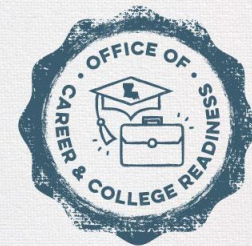
Program Specific Question 9

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)
- b. identifying strategy(ies) to address the gap(s)
- c. evaluating the outcomes in subsequent year(s)

Perkins §134(b)(9)

Aligned
Required
use of funds
#6



Budget

Comprehensive Local Needs Assessment

All budget items must meet a need identified in the CLNA. Program Specific Question #1 must show this need.

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.”

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. 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)

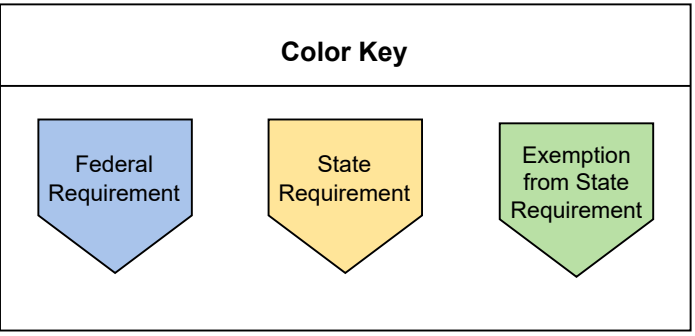
Louisiana State Perkins Plan §2(e):

“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)

Flow Chart

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.

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.

Yes → 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...

No → 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.

Yes → Is the budget item mutually beneficial?

Are you part of a Consortium?

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

No → Budget item will be rejected until addressed

Yes → Is the Program of Study stated in the budget?

No → Budget item will be rejected until addressed

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