Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

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Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.

2021-2022 SUPER APP LAUNCH VIEW NOW!

Objectives

School system planning teams will:

- Receive an overview of Perkins V, the program specific questions, funding requirements, and how to incorporate performance indicators into program evaluation.

Today's Agenda

I.   Overview of Perkins V

II. Program Specific Questions

III. Required Uses of Funds

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Perkins V

Eligible recipients, through Perkins Regional Coalitions, collaborate with regional stakeholders to identify regional career clusters and provide access to approved Perkins Eligible Career and Technical Education (CTE) Programs of Study aligned with high-wage, high-demand, or emerging job sectors in these clusters.

Perkins Eligible CTE Programs of Study are designed to include preparation for the achievement of postsecondary recognized credentials, including industry-recognized credentials, career and technical certificates, certificates of technical studies, a technical diploma, or the achievement of an associate degree in a CTE program area.

Program of Study

At a minimum, all Perkins Eligible CTE Programs of Study should:

- lead to the attainment of a recognized postsecondary certificate, credential and/or degree;
- be designed in partnership with business and industry as well as regional economic development entities (in order to meet both current and future sector needs);
- have multiple entry and exit points, stackable and portable credentials and/or credits;
- include opportunities for acceleration, contextualization, work-based learning, virtual work-based learning, concurrent/dual enrollment, and articulated credit;
- include a logical progression/sequence of courses that are applicable to the target credential;
- include opportunities to attain postsecondary credit for prior learning;
- integrate student support services; and
- be approved prior to submitting final Super App budget for the 2021-2022 basic grant.

Major Funding Shifts for 2021-2022

Louisiana's Perkins V state plan, beginning with the 2021-2022 grant year:

- Aligns with the Perkins act by using the comprehensive local needs assessment as an integral component of the bi-annual regional needs assessment used to select regional clusters and their approved Perkins Eligible CTE Program(s) of Study
- Has a three year funding cap for activities in a Program of Study
- Limits funding to approved Program(s) of Study aligned to the three regionally selected clusters

Today's Agenda

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Required Narratives

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

Concise Responses to Program Questions

Responsive descriptions

- Begin with an in-depth data review and an evaluation of the size, scope, and quality of the CTE program (CLNA).
- Align expenditures with regional workforce needs and identify how expended funds will support these needs through approved Program(s) of Study.
- Include a continuum and an organizational plan for career exploration and guidance from middle grades through postsecondary.
- Identify regional workforce stakeholders who provide access to work-based learning opportunities which are characterized by equitable access.
- Articulate definitely how data is expanding access to academic and technical skills for all students.
- Specify the gaps and the specific strategies which will address through gaps and the expected outcomes.

Today's Agenda

I.   Overview of Perkins V

II. Program Specific Questions

III. Required Uses of Funds

Required Uses of Funds

Perkins V requires that budgeted monies be spent to:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the 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.
6. Develop and implement evaluations of the activities carried out with Perkins, including evaluations necessary to complete the comprehensive needs assessment.

Aligning Perkins Programs of Study, Narratives, and Budget

Narrative #1

- Perkins Regional Coalition completes a bi-annual regional needs assessment, including using regional workforce data to specify three (3) regional clusters and approved Perkins Eligible CTE Program(s) of Study aligned to those clusters
- Perkins Eligible Recipient completes an annual needs assessment evaluating scope, size and quality of its CTE Programs, including Jump Start Pathways and Perkins Eligible CTE Program(s) of Study and identified how its program aligns with its Regional Perkins Coalition
- Perkins Eligible Recipient indicates status of regional Program(s) of Study, specifically alignment to regional or locally selected clusters

Narrative #2

- Perkins Eligible Recipient affirms that is annual Attestation Document has been approved and received by its Regional Perkins Coalition Coordinator, including, if applicable, a fourth locally selected cluster
- Perkins Eligible Recipient identifies how its basic grant supports course offerings and basic/advanced Industry-Based Credentials aligned with approved Perkins Eligible CTE Program(s) of Study in the regionally selected and locally approved fourth cluster.

Aligning Perkins Programs of Study, Narratives, and Budget

Required Uses of Funds

- Review budget details for all expenditures of federal and local funds to identify, using the following notated examples, how funds are being spent to support Perkins' six (6) required uses of funds
  - Notation example for Use #1: Career Compass (DSS, 11), Nepris license (PerkinsSec 1.5)
  - Notation example for Use #3: IBC Student Vouchers for CCMA (Title IVA_SSAE,11WR)
  - Notation example for Use #4: ACT and WorkKEYS (DSS, 11), STEM Instructional Technologist (Title IVA_SSAE,23 TPD) and Elevate K-12 (DSS, 11)
  - Notation for Use #6: Travel to Perkins regional meetings (PerkinsSec 6.0)

Budget Details

- Using EDGAR guidance, specify expenditures under Budget Details, usually Core Academics and/or Workforce Talen
- Use the following notated examples to align budgeted funds with Narrative #2 which states "Perkins funds will be expended for training, materials and supplies (software licenses, vouchers, computing devices, equipment) for Welding Technology, Cyber Security, and Emergency Medical Technician.
  - Budget Item: Object Code 500, EIC 3.0: PearsonVue License for CompTIA A+ (Cyber Security) at 3 sites (Allendale, Bayou Bend, and Pointe East)
  - Budget Item: Object Code 600, EIC 5.6: 120 NCCER Online Testing Vouchers (Welding Technology) @ $2.75/test
  - Budget Item: Object Code 600, EIC 2.0: 10 Registrations for Quest for Success (training) @$250/registrant

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Please contact jumpstart@la.gov with questions about Perkins or LDOEgrantshelpdesk@la.gov with questions about eGMS.

Super App Support

Support for completing the Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include "Super App" in the subject line.

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