Vision for Success
2024-2025
SCHOOL SYSTEM PLANNING GUIDE

November 16, 2023

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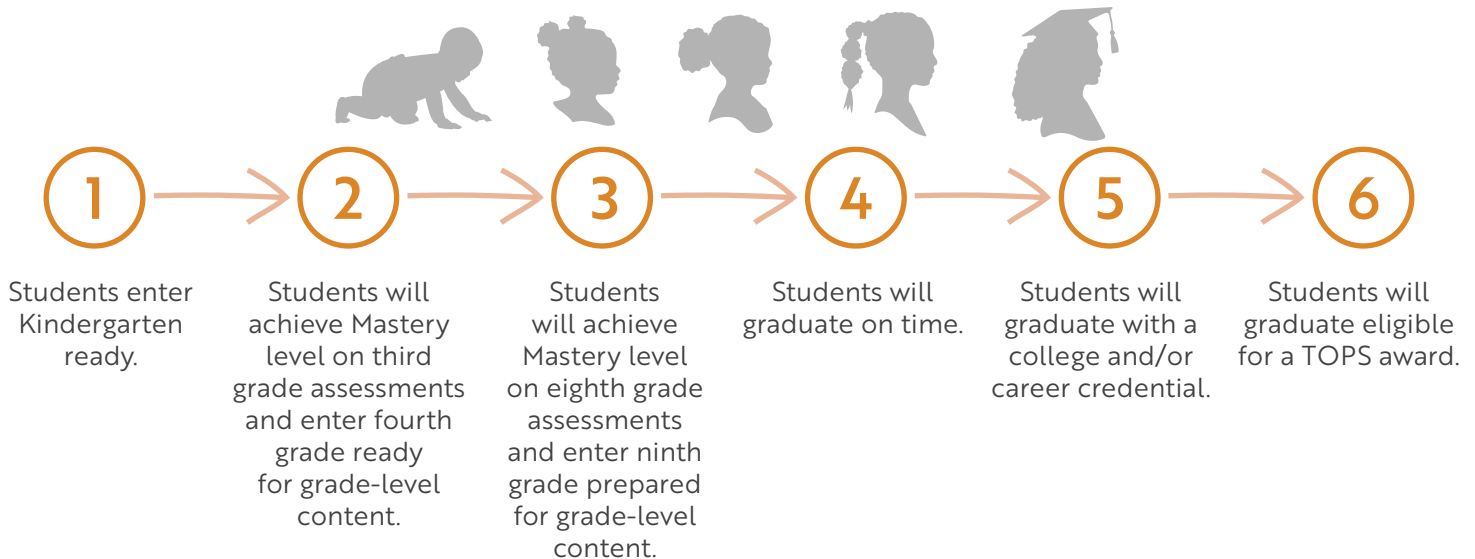
VISION FOR SUCCESS

Vision

It is our vision that **every child can reach their potential**, no matter where they're from, how much money their family makes, or where they live.

Mission

Our mission is to **give all children the opportunities and tools they deserve**, so they are prepared to graduate high school ready for success in a career, college, or service.

Six Critical Goals

1 Students enter Kindergarten ready.

2 Students will achieve Mastery level on third grade assessments and enter fourth grade ready for grade-level content.

3 Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.

4 Students will graduate on time.

5 Students will graduate with a college and/or career credential.

6 Students will graduate eligible for a TOPS award.

Educational Priorities

1 Ensure every student is on track to a professional career, college degree, or service.

2 Remove barriers and create equitable, inclusive learning experiences for all children.

3 Provide the highest quality teaching and learning environment.

4 Develop and retain a diverse, highly effective educator workforce.

5 Cultivate high-impact systems, structures, and partnerships.

MASTER TIMELINE

APPLICATION	ACTION	TIMELINE
Planning Guide	LDOE School System Planning Guide & Workbook released	**October 19**
Super App	Super App planning questions released	**October 19**
Super App	Final 2023-2024 ESSA formula funds loaded in Super App	**December 31**
Super App	2024-2025 Super App **DUE**	**January 26**
Super App	LDOE reviews Super App submissions and provides feedback on plans and budgets, as necessary.	**February-March**
Super App	School systems conduct nonpublic school consultations and complete the nonpublic budget detail in Super App.	**February-May**
Super App	Super App competitive allocations approved (April BESE) LDOE approves CIR/UIR-Academics strategies	**April**
Super App	Estimated allocations for 2024-2025 loaded into Super App	**May 1**
Super App	Super App grant period begins School systems begin implementing 2024-2025 school system plan	**July 1**

SCHOOL SYSTEM PLANNING PROCESS OVERVIEW

Each year, school systems and lead agencies plan for how to improve student learning in the coming year. This process involves reviewing student achievement and progress data, establishing priorities, aligning budgets to these priorities, and implementing plans with support. Ensuring students receive the supports they deserve will require ongoing data-driven decision-making that responds to community needs.

From developing the leadership team, to setting a vision and mission, and ultimately resulting in multi-year strategic plan and budget aligned to priorities, the **Strong School Systems Strategic Planning Tools, Resources, and Activities** can aid the school system planning process.

IDENTIFY PRIORITIES

Review data and identify priorities

ALIGN FUNDING

Budget all funding aligned with priorities

IMPLEMENT

Implement plans with support from LDOE and partners

ESSENTIAL PROFESSIONAL LEARNING STRUCTURES

Implementing the highest priority work is possible when schools and childcare centers implement proven strategies to increase educator effectiveness and advance outcomes for all children.

INSTRUCTIONAL LEADERSHIP TEAM

TEACHER COLLABORATION SUPPORT

CAREER PIPELINE SUPPORT

2024-2025 PRIORITY FOCUS AND FUNDING

1 Strong School Systems

2 High-Quality Instructional Materials (science and social studies curriculum and professional learning)

3 Literacy Coaches

4 Recruitment and Retention (aspiring principals, new teacher supports, etc.)

5 Specialized Supports (diverse learners)

6 High School Experiences (IGP planning partners, apprenticeships[1])

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1   As a result of a resolution passed during the 2023 Regular Legislative session, funding is available for 500 students enrolled in an approved Registered Apprenticeship program during the 2023-2024 academic year. Pending the 2024 Legislative session, funding for this opportunity in 2024-2025 is TBD.

2024-2025 SUPER APP

Super App is a comprehensive application that allows school systems to plan for their needs, access formula funds, and apply for competitive funds on one timeline. When approved, school systems can access federal formula and competitive dollars and meet the **federal requirement for each school system's ESSA plan** (20 USC §6312). This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR), Urgent Intervention Required - Academics (UIR-A), and Urgent Intervention Required - Discipline (UIR-D) sites. To learn more about CIR and UIR labels, refer to the **Identification of Struggling Schools** document or the **list of struggling schools**.

LABEL	CRITERIA
UIR-Academics	Schools earned a score for one or more student groups that is equivalent to an "F" for at least two years
CIR-Academics	Schools identified as D- or F- rated for three consecutive years, or two years for new schools; and/or schools that have a graduation rate less than 67 percent; and/or schools identified as UIR for the same student group for three consecutive years
UIR-Discipline	The out-of-school suspension rate is more than two times the national average for the past three years (Two times the national average equals 5.2 percent for grades PK-4 and 20.2 percent for grades 5-12)
CIR-Discipline	Schools identified as UIR for discipline for three consecutive years
UIN	Schools earned a score that is equivalent to a "D" or "F" for one or more student groups

School systems and lead agencies will use four resources to create and submit successful applications.

1. **School System Planning Guide:** Louisiana's 2024-2025 School System Planning Guide (SSPG) is a resource for LEAs and lead agencies to plan and budget resources to meet the needs of all students in Super App.

2. **Strong School System Planning Tools**: School systems are encouraged to use the Strong School Systems planning tools, resources, and activities to develop and/or update their multi-year strategic plans to drive funding requests for Super App.

3. **School System Planning Framework and Funding Guidance:** School systems should use the **School System Planning Framework and Funding Guidance** to identify their own evidence-based priorities for student improvement.

4. **Strategic Planning and Budgeting Workbook (SPB Workbook):** The LDOE has created an editable **SPB Workbook** as an optional tool for school systems to use in preparation to submit Super App.

CIR and UIR-Academics Planning

For CIR/UIR-Academics plans to be approved and funded, school systems should ensure that within the Super App, all approval and funding criteria are met as described in **Appendix B: CIR/UIR-Academics Requirements**. To better understand each question and funding opportunity included in Super App, refer to **Appendix A: School System Planning Framework and Funding Guidance**.

CIR-Discipline Planning

In order for students to be successful, they must engage in positive, intentional relationships to meet their individual needs. Schools should implement policies and practices to ensure students receive appropriate support as behavior incidents are often a signal of need. A school identified as CIR-Discipline must conduct a forensic data analysis to identify the root cause of discipline issues within the school. Utilize the data to develop a strategic plan to focus on the discipline issues identified to lower the out-of-school suspension rate.

Managing Schools with Multiple Labels

While any individual school may have multiple designations, each school should only be focused on the one strategy that will have the most significant impact on the school. Therefore, a school that is identified as being both CIR and UIR-Academics/UIR-Discipline should only focus on a CIR plan. A school that is UIR-Academics and UIR-Discipline should only focus on the plan for UIR-Academics. Ultimately, this means a school system may be managing multiple strategies across schools that are focused on CIR, UIR-Academics, or UIR-Discipline.

IF A SCHOOL HAS THESE LABELS:			CREATE A PLAN FOR THIS LABEL:
CIR	UIR-A	UIR-D	**CIR**
CIR	UIR-A		**CIR**
CIR		UIR-D	**CIR**
	UIR-A	UIR-D	**UIR-A**
CIR		CIR	**CIR-D**

Funding for Optional Priorities

The LDOE provides competitive funds to support a variety of priorities identified at the state level to help struggling schools improve; these items are identified in the "Funding Guidance" column of **Appendix A**. While the majority of funding priorities identified at the state level may align to local school-level improvement plans, there may be additional strategies a school system would like to implement at struggling schools where competitive Super App funding is not available. School systems may use the LDOE **Federal Funding Guide** to better understand the funding sources included in Super App and strategies to optimize the use of each source.

Alternate Evidence-Based Option

To address the unique needs of Louisiana's students and educators, school systems will have the ability to demonstrate meeting federal requirements by uploading an evidence-based alternate option in various focus area sections of Super App. In order to submit, the LEA must complete the **Alternate Evidence-based Option form**.

New in Super App

- Recruitment and Retention (P4.10.9) - Required for CIR and UIR-A schools.
- CIR-D label (P4.5.12) - Required funding for schools who did not meet UIR-D exit requirements within three years.
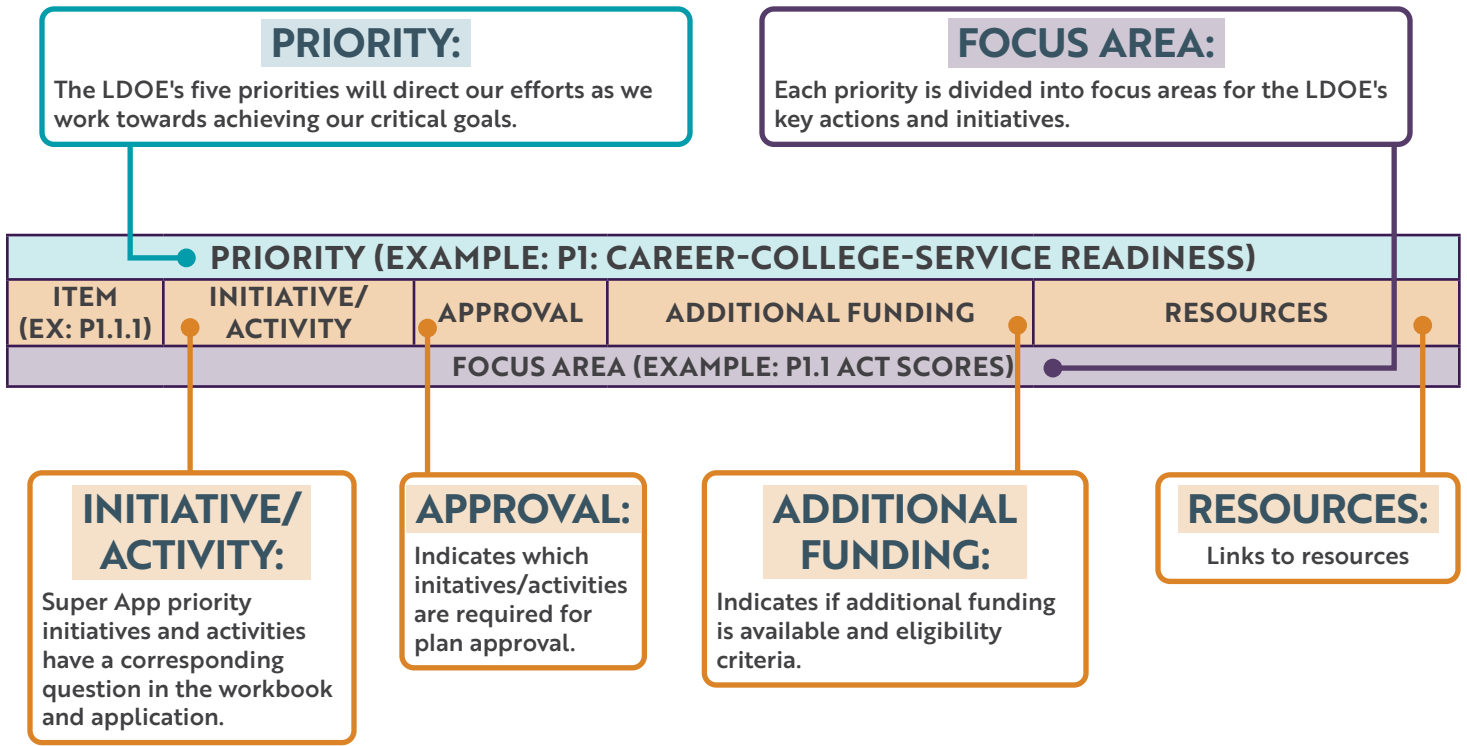
SCHOOL SYSTEM SUPPORT

Support for completing the Super App will be provided through:

- **School Improvement Library;**

- **LDOE Weekly Newsletters;**

- **School System Leader Calls;**

- **Early Childhood Office Hours;**

- **Federal Support and Grantee Relations Calls** and Super App Office Hours will be conducted within the standing FSGR monthly calls (details provided via the LDOE Weekly Newsletter); and

- Email: **LDOE.grantshelpdesk@la.gov** and include "Super App" in the subject line, as applicable.

APPENDIX A:
SCHOOL SYSTEM PLANNING FRAMEWORK AND FUNDING GUIDANCE

The School System Planning Framework and Funding Guidance is the primary planning tool for school systems and is structured by priority and focus area, providing guidance on responding to each question within Super App.

PRIORITY:
The LDOE's five priorities will direct our efforts as we work towards achieving our critical goals.

FOCUS AREA:
Each priority is divided into focus areas for the LDOE's key actions and initiatives.

PRIORITY (EXAMPLE: P1: CAREER-COLLEGE-SERVICE READINESS)

ITEM (EX: P1.1.1)	INITIATIVE/ ACTIVITY	APPROVAL	ADDITIONAL FUNDING	RESOURCES

FOCUS AREA (EXAMPLE: P1.1 ACT SCORES)

INITIATIVE/ ACTIVITY:
Super App priority initiatives and activities have a corresponding question in the workbook and application.

APPROVAL:
Indicates which initatives/activities are required for plan approval.

ADDITIONAL FUNDING:
Indicates if additional funding is available and eligibility criteria.

RESOURCES:
Links to resources

To see a succinct list of all priorities within Super App, refer to **Appendix D**.

☀ = 2024-2025 Priority Focus and Funding

		P1: CAREER-COLLEGE-SERVICE READINESS			
ITEM	**INITIATIVE/ACTIVITY**	**APPROVAL**	**ADDITIONAL FUNDING**		**RESOURCES**
		P1.6 CREDENTIALS			
P1.6.1	STEM Pathways	○ CIR ○ UIR-A ○ CIR-D			**Louisiana STEM Initiative**
		P1.9 INDIVIDUALIZED GRADUATION PLANS			
P1.9.1 ☀	IGP Partners	⊘ CIR ⊘ UIR-A ○ CIR-D	May request up to $10,000 per CIR/UIR-A high school.		**Student Planning Partners**

		P2: EQUITABLE INCLUSIVE LEARNING			
ITEM	**INITIATIVE/ACTIVITY**	**APPROVAL**	**ADDITIONAL FUNDING**		**RESOURCES**
		P2.1 ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION			
P2.1.1 – P2.1.2	Early Childhood Education	○ CIR ○ UIR-A ○ CIR-D			**Early Childhood Guidance for Super App** October 1 Child Count data (individually sent to Early Childhood Community Networks)

	P2: EQUITABLE INCLUSIVE LEARNING			
ITEM	**INITIATIVE/ACTIVITY**	**APPROVAL**	**ADDITIONAL FUNDING**	**RESOURCES**
P2.3 PROVEN, EVIDENCE-BASED STRATEGIES FOR DIVERSE LEARNERS				
P2.3.1 - P2.3.2	Early and Accurate Identification with High Quality Assessments	○ CIR ○ UIR-A ○ CIR-D		**Professional Learning Partner Guide** **Early Childhood Developmental Screening Guidebook** **Early Childhood Developmental Screening Guidance for Lead Agencies**
P2.3.3	Diverse Learners LEAP 2025 Assessment	○ CIR ○ UIR-A ○ CIR-D		**Instructional Materials Reviews** **Special Education Playbook for System Leaders** **Professional Learning Partner Guide** **The English Learner Guidebook: Changing Educational Outcomes for English Learners** **Louisiana's Glossary of Strategies for English and World Language Acquisition and Instructional Best Practices**
P2.3.5	Diverse Learners LEAP 2025 Assessment	○ CIR ○ UIR-A ○ CIR-D		**Professional Learning Partner Guide** **Special Education Playbook for System Leaders** **The English Learner Guidebook: Changing Educational Outcomes for English Learners**
P2.3.6	Special Education Transition Support	○ CIR ○ UIR-A ○ CIR-D		**Special Education Playbook for System Leaders** **Transition Self-Assessment** **Early Childhood Transition Process**
P2.3.7	Strategies for Diverse Learners	○ CIR ○ UIR-A ○ CIR-D		**Special Education Playbook for System Leaders**

P3: QUALITY TEACHING AND LEARNING

ITEM	INITIATIVE/ACTIVITY	APPROVAL	ADDITIONAL FUNDING	RESOURCES
P3.3 ACCELERATED LEARNING RECOVERY				
P3.3.1	Accelerated Learning Recovery	○ CIR ○ UIR-A ○ CIR-D		**Summer Learning Program Guidance**
P3.4 ALIGNED INSTRUCTIONAL MATERIALS AND RESOURCES				
P3.4.3 – P3.4.4 ✴	ELA, Math ,and K-8 Science High-Quality Curriculum	⊘ CIR ⊘ UIR-A ○ CIR-D	May request funds for K-8 science curriculum at CIR/UIR-Academics schools. School systems should indicate which high-quality curriculum materials are being used at each grade band in ELA, Math, and K-8 science.	**Instructional Materials Reviews** **High-Quality Science Curriculum Overview** **ELA Guidebooks**
P3.4.5 ✴	Social Studies High-Quality Curriculum	○ CIR ○ UIR-A ○ CIR-D	May request funds for K-8 social studies curriculum at CIR/UIR-Academics schools.	**High-Quality Social Studies Curriculum Overview: Bayou Bridges** **Instructional Materials Reviews**
P3.4.6 ✴	Social Studies	○ CIR ○ UIR-A ○ CIR-D	School systems should indicate which high-quality curriculum materials are being used at each grade band in K-8 social studies.	**High-Quality Social Studies Curriculum Overview: Bayou Bridges** **Instructional Materials Reviews**

P4: EFFECTIVE EDUCATOR WORKFORCE

ITEM	INITIATIVE/ACTIVITY	APPROVAL	ADDITIONAL FUNDING	RESOURCES
P4.5 JOB-EMBEDDED COLLABORATION AND PROFESSIONAL LEARNING				
P4.5.1	Job-Embedded Collaboration and Professional Learning	○ CIR ○ UIR-A ○ CIR-D	May request competitive funds for professional learning to support developmental screening regardless of site label.	**Early Childhood Guidance for Super App** **Professional Learning Partner Guide**
P4.5.2	Early Childhood Specialized Supports Professional Learning	○ CIR ○ UIR-A ○ CIR-D	May request competitive funds for professional learning on specialized supports for children with disabilities ages three to five.	**Professional Learning Partner Guide** **Early Childhood Guidance for Super App**
P4.5.3	High-Quality Professional Learning	⊘ CIR ⊘ UIR-A ○ CIR-D	May request competitive funds.	**Professional Learning Partner Guide**
P4.5.4	K-8 Science Professional Learning	⊘ CIR ⊘ UIR-A ○ CIR-D	May request competitive funds at CIR/UIR-Academics schools conducted by a professional learning partner for ongoing, focused coaching and initial support for new adoptions only.	**Professional Learning Partner Guide**
P4.5.5	Social Studies Curriculum Professional Learning	○ CIR ○ UIR-A ○ CIR-D	May request competitive funds at CIR/UIR-Academics schools conducted by a professional learning partner for initial implementation and ongoing support.	**Professional Learning Partner Guide**
P4.5.8 ⭐	Specialized Supports Professional Learning	⊘ CIR ⊘ UIR-A ○ CIR-D	May request up to $12,000 at each CIR/UIR-Academics site to provide Specialized Support professional learning for students with disabilities.	**Professional Learning Partner Guide**
P4.5.12	CIR-Discipline	○ CIR ○ UIR-A ⊘ CIR-D	May request up to $10,000 for each CIR-Discipline (only) school to support the implementation of the action plan.	**CIR-D Forensic Data Analysis and Strategic Plan Development** **Smart Goal Worksheet**
P4.5.15	English Learner Professional Learning Guide	○ CIR ⊘ UIR-A ○ CIR-D	May request up to $20,000 at each CIR/UIR-Academics school to support EL professional learning.	**Professional Learning Partner Guide**
P4.10 TEACHER LEADER OPPORTUNITIES				
P4.10.1	Mentor Teachers	⊘ CIR ○ UIR-A ○ CIR-D	May request up to $2,200 per new Mentor Teacher trainee for tuition costs to attend an approved training program, and funding for up to one new trainee at CIR schools where there is not currently a trained Mentor Teacher.	**Mentor Teacher Webpage** **Professional Learning Partner Guide**

P4: EFFECTIVE EDUCATOR WORKFORCE

ITEM	INITIATIVE/ACTIVITY	APPROVAL	ADDITIONAL FUNDING	RESOURCES
P4.10.3	K-2 Literacy Content Leaders	○ CIR ○ UIR-A ○ CIR-D	May request up to $3,000 for one K-2 Literacy Content Leader to be trained at each CIR/UIR-Academics school serving grades K-2 where there is not currently a trained K-2 Literacy Content Leader, and up to $1,000 per credentialed K-2 Literacy Content Leader facilitating teacher collaboration for each CIR/UIR-Academics school.	**K-2 Literacy Content Leader Overview** **Professional Learning Partner Guide**
P4.10.4	Content Leaders	☑ CIR ○ UIR-A ○ CIR-D	May request up to $1,000 per credentialed ELA and Math Content Leader facilitating teacher collaboration for each CIR/UIR-Academics school.	**Professional Learning Partner Guide** **Content Leader Webpage**
P4.10.5	Science Content Leaders	○ CIR ○ UIR-A ○ CIR-D	May request up to $3,000 for one Science Content Leader to be trained at each CIR/UIR-Academics school where there is not currently a trained Science Content Leader, and up to $1,000 per credentialed Science Content Leader facilitating teacher collaboration for each CIR/UIR-Academics school.	**Professional Learning Partner Guide** **Science Content Leader Overview**
P4.10.6 - P4.10.8 ⭐	Literacy Coaches	○ CIR ○ UIR-A ○ CIR-D	May request the salary and benefits of one Literacy Coach at each CIR/UIR-Academics school, or Early Childhood site, with a maximum request of $50,000 per school. School systems should refer to the CLSD CIR/UIR-A guidance for determining the number of Literacy Coaches needed in a school system. Early childhood requests may support any school or center in the community network, whether or not it has a label. To be eligible for funding, the LEA's literacy plan must be uploaded.	**CLSD CIR/UIR-A**
P4.10.9 ⭐	Recruitment and Retention	☑ CIR ☑ UIR-A ○ CIR-D	May request funds to support the career pipeline strategies the school system will use to increase recruitment and retention of educators. Systems with CIR/UIR-A schools must select at least two strategies.	**Para-to-Teacher Program** **New Teacher Experience** **Registered Apprenticeship in Teaching** **Professional Learning Partner Guide** (Educator Preparation Programs) **Differentiated Compensation** **Pre-Educator Pathway** **Recruitment and Retention Fellowship**
P4.10.10	Recruitment and Retention	○ CIR ○ UIR-A ○ CIR-D		**Guidance for Early Childhood Workforce Recruitment and Retention** **Professional Learning Partner Guide** (Educator Preparation Programs)

P5: SYSTEMS-STRUCTURES-PARTNERSHIPS

ITEM	INITIATIVE/ACTIVITY	APPROVAL	ADDITIONAL FUNDING	RESOURCES
P5.3 SCHOOL IMPROVEMENT ASSISTANCE				
P5.3.1	School Improvement Assistance	⊘ CIR ○ UIR-A ○ CIR-D	May request up to $11,000 at each CIR school to support implementation and use of Professional Learning Structures. Funding requests should only include portal access and vendor support coaching. *UIR-A funds are optional.	**School Improvement Best Practices** **Professional Learning Roadmap**
P5.3.2	School Improvement Assistance	⊘ CIR ○ UIR-A ○ CIR-D	Required funding opportunity: Provide a response to opt into receiving funding for this initiative at CIR Academics schools. *UIR-A funds are optional.	**2024 Teacher Leader Summit Overview**
P5.3.3	School Support Institutes	⊘ CIR ○ UIR-A ○ CIR-D	*UIR-A funds are optional.	**School Support Institutes Overview**
P5.9 STRATEGIC PLANNING, RESOURCE ALLOCATION, AND ALIGNMENT TO CRITICAL GOALS				
P5.9.2	EC Blueprint	○ CIR ○ UIR-A ○ CIR-D		**Early Childhood Guidance for Super App** **Early Childhood Blueprint Guidance**
P5.9.3	Coordinated Funding Request	○ CIR ○ UIR-A ○ CIR-D		**Early Childhood Guidance for Super App** **Coordinated Funding Request** **LA 4 Reporting and Payment Requirements**
P5.9.4 🌟	Strong School Systems: Strategic Planning	○ CIR ○ UIR-A ○ CIR-D	**Optional funding opportunity:** Select "Yes" and provide a response to opt into receiving up to $120,000 in funding for this initiative. This opportunity is available to all school systems regardless of site labels.	**LDOE's Strong School Systems Strategic Planning Partners**
P5.9.5 🌟	Strong School Systems: Progress Monitoring	○ CIR ○ UIR-A ○ CIR-D	**Optional funding opportunity:** Select "Yes" and provide a response to opt into receiving funding for this initiative. This opportunity is available to all school systems, regardless of site labels, who have participated in the Strong School System Initiative.	**LDOE's Strong School Systems Strategic Planning Partners**
P5.9.6 🌟	Strong School Systems: Implementation Support for Strategic Plan	○ CIR ○ UIR-A ○ CIR-D	**Optional funding opportunity:** Select "Yes" and provide a response to opt into receiving funding for this initiative. This opportunity is available to all school systems, regardless of site labels, who have participated in the Strong School System Initiative.	**LDOE's Strong School Systems Strategic Planning Partners**

APPENDIX B: CIR/UIR-ACADEMICS REQUIREMENTS

In order to determine whether the school system's CIR/UIR-Academics strategies have achieved the bar for approval and funding, the LDOE will review the questions within the Super App that correspond to each criteria listed below.

ITEM (S)	APPROVAL CRITERIA	FUNDING CRITERIA	ELIGIBLE FOR FUNDING
P1.9.1	For CIR and UIR-A high schools: Partner(s) are identified to provide individual student graduation planning support	For CIR and UIR-A high schools: Partner(s) from the LDOE's Student Planning Partners list are identified to provide individual student graduation planning support	Individual student graduation planning support through **approved partners** at CIR and UIR-A high schools
P3.4.3 - P3.4.5	No more than one curriculum per grade in math. In K-2 ELA, school systems must pair a foundational skills curriculum with an ELA curriculum if the ELA curriculum does not include foundational skills. In ELA, school systems may include a foundational skills curriculum in all other grades. No more than one curriculum per grade in science for grades K-8.	High-quality curriculum materials in each grade for ELA and math, and in each grade K-8 for science	The purchase of materials for **high-quality curriculum** and associated materials required to implement the curriculum fully for: » **Tier 1 Curricula** » **ELA Guidebooks** » **High-quality Science Pilots**
P4.5.3 - P4.5.5	Professional learning on the curriculum in each grade level for ELA and math, and in each grade level K-8 for science	Professional learning from partners in the Professional Learning Partner Guide which are specifically identified in the School System Planning Guide for each high-quality curriculum used in each grade level for ELA and math, and in each grade level K-8 for science	Professional learning on high-quality curriculum at CIR/UIR-Academics schools that is conducted by a partner in the **Professional Learning Partner Guide**
P4.5.15	For UIR-Academics sites with a UIR-EL label: EL professional learning	For UIR-Academics sites with a UIR-EL label: EL professional learning	EL professional learning provided by a partner in the **Professional Learning Partner Guide**
P4.10.1	At least one certified or provisional Mentor Teacher at each CIR school	At least one certified or provisional Mentor Teacher at each CIR school*	Training fees for new Mentor Teachers at CIR schools
P4.10.4	At each CIR school: one credentialed ELA and one credentialed Math Content Leader facilitating teacher collaboration*	At each CIR school: one credentialed ELA and one credentialed Math Content Leader facilitating teacher collaboration*	Stipends for credentialed Content Leaders facilitating teacher collaboration at CIR sites**
P4.10.9	For CIR and UIR-A schools: School/school system identify at least two career pipeline strategies to increase the recruitment and retention of educators.	For CIR and UIR-A schools: The pre-educator pathway is offered (high schools only), new teachers are enrolled in the New Teacher Experience, and/or candidates are enrolled in the para-to-teacher program. Employees are enrolled in certification courses or required assessments to obtain certification in high need area.	Para-to-Teacher Program costs Travel costs or $1000 completion stipends for those enrolled in the New Teacher Experience Educator preparation program costs for high-need certification areas Pre-educator pathway costs (curriculum, teacher training)
P5.3.1	For CIR schools: School Improvement Best Practices including portal access, Instructional Leadership Team Support, and Teacher Collaboration Support are implemented	For CIR schools: School Improvement Best Practices including portal access, Instructional Leadership Team Support, and Teacher Collaboration Support are implemented	Portal access and vendor support coaching.
P5.3.3	For CIR schools: School leader and school system leader participants agree to attend School Support Institute sessions	For CIR schools: School leader and school system leader participants agree to attend School Support Institute sessions	School Support Institute tuition costs

*Stipends of up to $1,000 annually for certified Content Leaders who have presented Content Leader Module trainings and/or facilitated unit/lesson unpacking during common planning at CIR sites.

APPENDIX C: PROGRAM-SPECIFIC QUESTIONS

For additional guidance on the use of Perkins funding, refer to the **Perkins Planning and Funding Webinar** and **2023-2024 CLNA Targeted Support Document**.

Perkins

CLNA has been completed and is available upon request. (Yes/No)

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; and
   f. program size, scope, and quality.

2. 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

3. Provide a description of how the **eligible recipient**, in collaboration with the **regional team**, local workforce development boards/agencies, one-stop delivery systems, and/or other partners, will provide
   a. a **continuum** of career exploration and career guidance activities;
   b. **information to students** 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.

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 to provide a well-rounded education. Description must include
   a. a continuum of academic and technical skill enhancement, and
   b. expansion of statewide basic and advanced credentials.

5. Provide a description of 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 identify how the school system will
   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, and
   d. ensure members of special populations will not experience discrimination based on their status as members of special populations.

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.

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.

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 learning and training, state certification (standard or alternate), state licensure requirements, and access and equity to individuals from underrepresented groups.

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), and
   c. evaluating the outcomes in subsequent year(s).

APPENDIX D:
SUPER APP SUBMISSION CHECKLIST

The Super App Submission Checklist can be used by the planning team member submitting the application in eGMS to ensure all tabs are complete.

ADMINISTRATION
○ ESSA Transfers
○ Title I
○ Title Targeting
○ Targeting Step 1
○ Targeting Step 2
○ Targeting Step 3
○ Targeting – Served Schools
○ Targeting Step 4
○ Family Engagement Policy
○ Schoolwide Waiver Request*
○ School Choice
○ School Choice Pages 1–5*
○ School Choice Expenditures
○ Title IV
○ Title IV Specific Program Objectives
○ Title IV Allowable Uses
○ IDEA
○ Nonpublic
○ ESSA Equitable Share
○ Title III
○ IDEA Proportionate Share
○ Nonpublic Consultation
○ Private School Continuation (1-15, 16-40, 41-75) (Including Letter of Intent to Participate, Affirmation of Consultation) **
○ Nonpublic Budget Detail
○ Allocations
Budget Indirect Cost

PRIORITY 1: CAREER-COLLEGE-SERVICE READINESS
Focus Areas
○ Credentials
○ Individualized Graduation Plans
Budget Detail

PRIORITY 2: INCLUSIVE LEARNING EXPERIENCES
Focus Areas
○ Access to high-quality early childhood education
○ Proven, evidence-based strategies for diverse learners
Budget Detail

PRIORITY 3: QUALITY TEACHING AND LEARNING
Focus Areas
○ Accelerated Learning Recovery
○ Aligned instructional materials and resources
Detail

PRIORITY 4: EFFECTIVE EDUCATOR WORKFORCE
Focus Areas
○ Job-embedded collaboration and professional learning
○ Teacher Leader Opportunities
Budget Detail

PRIORITY 5: SYSTEMS-STRUCTURES-PARTNERSHIPS
Focus Areas
○ Strategic planning, resource allocation, and alignment to critical goals**
Budget Detail

*As needed

**Upload required