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.
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.
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
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
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
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

Description MUST include, at minimum, the following item:

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

Describe opportunities for students to gain postsecondary CTE credit
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
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
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
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)
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
Data analysis should be completed for all Core Indicators.
Questions
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
Contact: jumpstart@la.gov