

VISION for **SUCCESS**

**2023-2024
SCHOOL SYSTEM
PLANNING GUIDE**

NOVEMBER 22, 2022

 DEPARTMENT of
EDUCATION
Louisiana Believes

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VISION FOR SUCCESS

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. Beyond merely believing, we are driven by a mission centered on getting the best outcomes for all kids who call Louisiana home. Our vision for Louisiana students is ambitious and attainable. Our 6 critical goals outline a student's successful progression – from birth through graduation. We are going to get there by giving all students the opportunities and tools they deserve, so they are prepared to graduate high-school ready for a career or college. Together with our educators, leaders, community members, and families - it is our responsibility to make sure every student has access to the best opportunities that opens doors for their future.

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.

BELIEVE TO ACHIEVE EDUCATIONAL PRIORITIES

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

OUR COMMITMENT

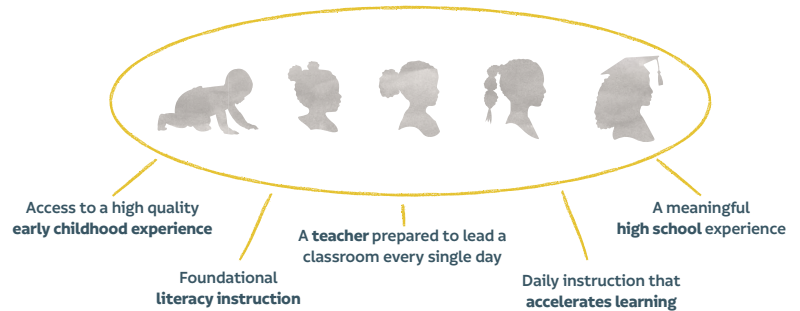
1. Our investments must have a **collective impact** – from the state to classrooms.
2. Our planning must be **strategic as well as outcomes- and priorities-based**.
3. We must be **transparent and accountable** for how resources are used.

SIX CRITICAL GOALS

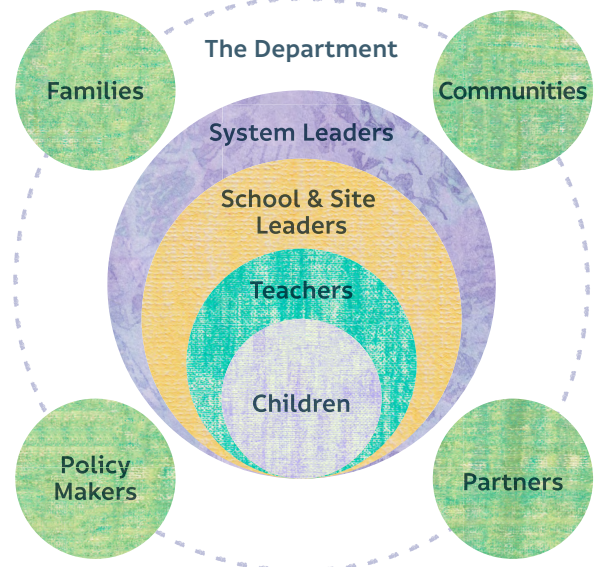
Birth through graduation

1. Students enter Kindergarten ready.
2. Students 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.

We know **several key things must** be true to position students for success along the educational journey:



STRONG TEAM



MASTER TIMELINE



APPLICATION	ACTION	TIMELINE
LEA Plan	Academic Recovery and Acceleration Planning Template and Guidance released	August 5
LEA Plan	Academic Recovery and Acceleration Data Template released	August 12
LEA Plan	Academic Recovery and Acceleration Plan DUE	September 30
Planning Guide	LDOE School System Planning Guide & Workbook released	October 20
Believe!	Believe! Planning Template and Guidance released <i>for early childhood lead agencies</i>	October 20
Super App	Super App Planning Questions released	October 20
LEA Plan	Academic Recovery and Acceleration Plan approved	December 30
Super App	Final 2022-2023 ESSA formula funds loaded in Super App	December 31
Super App	Super App DUE	January 27
Believe!	Believe! application <i>for early childhood lead agencies</i> DUE	January 27
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
Believe!	Believe! allocations approved (April BESE)	April
Super App	Estimated allocations for 2023-2024 loaded into Super App	May 1
Super App	Super App grant period begins School systems begin implementing 2023-2024 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 using all available funding sources. Ensuring children receive the supports they deserve will require ongoing data driven decision making that responds to community needs.



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

1. SCHOOL SYSTEM PLANNING GUIDE:

Louisiana’s 2023-2024 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 three main grants management applications: 1) Achieve!, 2) Believe!, and 3) 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 and budget modifications in the Achieve! application.

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):

LDOE has created an editable [SPB Workbook](#) as an optional tool for school systems to use in preparation to submit Super App.

Three Main Grant Applications:

APPLICATION	DESCRIPTION	EGMS GUIDANCE
Achieve!	<ul style="list-style-type: none"> Allows school systems to build a pre-K through graduation plan to address the academic, mental health and well-being needs of students, particularly those who were disproportionately impacted by COVID-19. The completion of Achieve! fulfills federal and state requirements for ESSER II and III formula funds and incentive grants administered by the Department. All ESSER II and III funds – formula and incentive – are budgeted in the Achieve! grants management application. 	FSGR Library Pandemic Relief Library (reference Pre-K-12 Planning Guidance section and Pre-K-12 Planning Resources section)
Believe!	<ul style="list-style-type: none"> Allows early childhood lead agencies to plan and budget stimulus funding with prioritized activities that address early childhood care and education at a systemic and impactful level. This funding is to be used to support early childhood community networks as they develop plans to support families and to ensure child care centers in their communities are stabilized and provide children with high-quality learning experiences. 	FSGR Library Believe! Early Childhood Planning Guide
Super App	<ul style="list-style-type: none"> Allows school systems to build a birth through graduation plan and secure funding for school improvement core components, in particular for schools identified as Comprehensive Intervention Required (CIR) or Urgent Intervention Required - Academics (UIR-A). The completion of Super App fulfills the federal requirement for each school system's ESSA plan and for competitive grants administered by the Department. 	FSGR Library Super App eGMS Summary

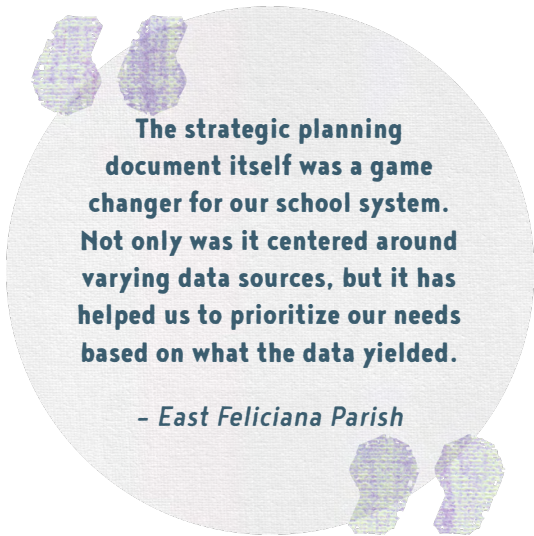
STRONG SCHOOL SYSTEMS

STRATEGIC PLANNING TOOLS, RESOURCES, AND ACTIVITIES

The **Strong School Systems** strategic planning initiative is designed to improve student outcomes by focusing on whole-system improvements required to accelerate and sustain school performance. The Strong School Systems approach ensures priority-based alignment of resources and executes a plan based on a shared vision.

The planning tools, resources, and activities outlined in this section of the School System Planning Guide sample the professional learning and technical assistance Strong School Systems leaders used to develop their five-year strategic improvement plans. This section is not a required component of the School System Planning Guide and completion of the Super App processes; however, it is highly recommended that each school system have a 3-5 year strategic plan with an aligned budget to drive funding requests. **See [Appendix A, Page 21: P5.9.4-5](#) for funding opportunities.**

The curated list of links, although not all-encompassing, lead system leaders to complete the following deliverables while participating in the Strong School Systems cohort: 1) establishing leadership norms, 2) planning stakeholder engagement, 3) diagnosing strengths and gaps, 4) developing a vision statement, 5) setting outcome goals, 6) strategizing priorities and initiatives, 7) aligning budgets, 8) building a dashboard to monitor progress, and 9) communicating and implementing the plan.



STEP 1: BUILD STRONG FOUNDATION	
	<p>Build a Strong Team: System Instructional Leadership Team (ILT) creates a strategic planning team responsible for developing or revisiting the strategic plan and completing the Super App. The team should have decision-making authority and expertise in the following areas: academic content, assessment, high school programming, educator development, diverse student populations, early childhood, federal grant programs, budgeting, and finance.</p> <ul style="list-style-type: none"> » Strong Practice: Guidance for creating a team » Strong Practice: Establish team norms
	<p>Assign Planning Lead: System Instructional Leadership Team (ILT) selects a planning lead to oversee and coordinate the strategic planning process. A successful planning lead has visibility across the whole organization, an orientation towards action and decision-making, the ability to marshal resources from across the organization, coordinate with more than one member of the ILT/strategic planning team, and manage multiple workstreams.</p> <ul style="list-style-type: none"> » Strong Practice: Create a detailed project plan for strategic planning process that includes the collection of diagnostic data and a timeline. Sample project plan for engagements Sample project plan with timeline » Strong Practice: Use a guidance tool outlining exemplar plan descriptors (rubric)
	<p>Collect data and artifacts, and create a plan for class observation: The Project Manager works with system leaders to collect performance data and instructional artifacts as well as schedule in-person observations of instruction and/or collect video recordings of instruction for review. This information will serve as inputs to assess the current state of the school system.</p> <ul style="list-style-type: none"> » Strong Practice: Performance data Tab 1 » Strong Practice: Artifact request Tab 2 » Strong Practice: Video request (or could be scheduled to be in person) Tab 3
	<p>Collect stakeholder input: Strategic planning team solicits input from school leaders, educators, students, parents/families, and community members on the implementation of the previous year's priorities and initiatives, including school and organizational cultural components.</p> <ul style="list-style-type: none"> » Strong Practice: Establish a stakeholder engagement plan » Strong Practice: Stakeholder survey and communications to frame the survey with stakeholders » Strong Practice: Interview guide » Strong Practice: Focus group guide



STEP 2: ARTICULATE ASPIRATIONS AND DIAGNOSE



✓	<p>Establish or Revisit Aspirations: Strategic planning team needs to be directionally aligned on organizational aspirations to identify priorities successfully. The team completely answers the question: What do we want to be true about our school system in 5 years in terms of 1) graduates' capabilities, 2) student academic outcomes, 3) student well-being outcomes, 4) access to opportunities, 5) the student academic experience, 6) the student culture experience, 7) the family experience, 8) the staff experience, and 9) operations and finance.</p> <p>» Strong Practice: Aspirations</p>
✓	<p>Needs Analysis: School system leadership 1) generates an organizational diagnostic report identifying the system's strengths and growth areas, grounded in analysis of performance data, classroom observations, instructional artifacts, and constituents' perspectives, and 2) reviews existing school system strategic plans to identify known revisions to goals or priorities.</p> <p>» Strong Practice: Org diagnostic report</p> <p>» Strong Practice: Constituent perspectives synthesis</p> <p>» Strong Practice: Video/classroom observation notes</p> <p>» Strong Practice: Artifact review analysis</p> <p>» Strong Practice: Lesson observation analysis</p> <p>» Strong Practice: Integrate data sources into diagnostic</p>

STEP 3: DEVELOP A SYSTEM-WIDE STRATEGIC PLAN



✓	<p>The planning team will work to develop a strategic plan in response to the needs analysis. This will include at the highest level 4-6 strategic priorities that articulate the major strategic areas the system will focus significant organizational attention over a five-year period. These strategic priorities will be broken down into multi-year initiatives representing new work or significant improvements to existing work for teams to implement. Then, these initiatives are broken down into concrete deliverables to ensure the success of the initiative.</p> <p>» Strong Practice: High-level overview of a strategic plan</p>
✓	<p>Develop/refine strategic priorities: The planning team 1) uses the organizational diagnostic report to identify 4 to 6 priorities that represent a) significant improvement or expansion of existing work or b) new work; and 2) uses the Professional Learning Roadmap, School System Planning Guide, and other relevant guidance to select strategies for priority areas.</p> <p>» Strong Practice: Criteria for success for strategic priorities</p> <p>» Strong Practice: Sample strategic priorities developed in response to a diagnostic</p>
✓	<p>Develop/refine and sequence initiatives: The planning team will work together to generate and sequence multi-year initiatives with which to pursue their strategic priorities. This is done through a series of exercises that involve both selection of initiatives and then prioritizing and sequencing these initiatives over the 5 year strategic plan.</p> <p>» Strong Practice: Criteria for success for initiatives</p> <p>» Strong Practice: Planning team activity - generate list of initiatives</p> <ul style="list-style-type: none"> » Strong Practice: Request to brainstorm initiatives » Strong Practice: Sample prioritizing activity <p>After the planning team has selected and/or generated initiatives, they then need to sequence these initiatives over 5 years. This is accomplished through another round of homework activities.</p> <p>» Strong Practice: Sample sequencing activity</p> <p>After the planning team has completed the activity above, they then need to synthesize the results and create a straw person (draft) of how they ultimately will sequence these initiatives given teammate capacity and system resources. The key criteria is to not take on too much in any given year. Additionally, the planning team will have to work together to assign leads to each initiative who will ultimately be accountable for the initiative's success.</p> <p>» Strong Practice: Sample strawperson and sequencing</p>
✓	<p>Develop/refine and sequence deliverables: Initiative leads define deliverables for initiatives launching in Year 1 of the plan. A deliverable represents a major component of an initiative and can be broken down into action steps. Each deliverable has a start date, due date, and lead who is responsible for ensuring the completion of each step.</p> <p>» Strong Practice: Develop/refine and sequence deliverables</p>




STEP 4: PLAN FOR IMPLEMENTATION

	<p>Build Implementation Plan through the creation and sequencing of action steps: Deliverable leads define action steps for their deliverables. Action steps represent the most important steps one must take to complete a deliverable. Each action step has a start date, due date, and lead who is responsible for ensuring completion of each step.</p> <p>» Strong Practice: Develop/refine and sequence deliverables</p>
	<p>Establish measures and targets at the mission-level: The planning team will work together to define mission key results (MKRs) for the purpose of 1) defining and communicating system-wide aspirations more precisely and 2) determining the extent to which you are making progress on our aspirations. Mission key results are broken into two components 1) the measures - what you will measure to gauge success and 2) the targets - the quantifiable goal your system is working toward on a particular measure.</p> <p>» Strong Practice: MKR measures and targets overview and how-to document</p> <p>» Strong Practice: Assessing MKR targets</p>

STEP 5: COMPLETE SUPER APP

	<p>Build Budget: The planning team 1) considers available funds and develops a proposal for budget priorities and competitive funding requests based on the data review and strategies selected; 2) develops and enters answers to all application questions into the SPB Workbook; and 3) collaborates with key personnel to develop the Coordinated Funding Request template for early childhood seats (Super App upload).</p> <p>» Strong Practice: Align priorities and initiatives in strategic plan to funding sources, e.g., competitive funding, Achieve! or Super App funding, and other federal funding.</p> <p>» Strong Practice: Completion of Super App</p> <p>The planning lead for Super App is responsible for setting and facilitating a schedule of regular budget planning meetings to ensure the timely completion of each application and will serve as the primary point of contact for LDOE communications related to Super App. The planning lead will also determine the team members responsible for completing each application section in the SPB Workbook.</p> <p>Assign CIR/UIR Team Lead(s): School system leadership selects a team member(s) to coordinate among decision-makers to complete the CIR/UIR components of the plan and funding requests.</p> <p>Complete Contacts in Central Data (eGMS): To ensure LDOE contacts the correct team members, school systems must review, update, and save the Contacts tabs in eGMS within LEA Central Data. Central Data must be complete in order to submit Super App. Note: school systems will be asked to provide a “Super App Primary Contact” (for questions specific to Super App) as well as a “School System Planning Lead” (for questions related to holistic school system planning). This may or may not be the same person on your team.</p> <p>For the Achieve! application: As school systems continuously monitor progress towards priorities, the Achieve! budget, including any ESSER II Incentive and/or ESSER III Incentive funding the school system may have received, should be updated to ensure funding aligns to current and future priorities.</p> <p>Enter Data In Super App (eGMS): School System Planning Lead and school system leadership select one person to complete the application in eGMS using answers from the SPB Workbook. Additional document uploads are required as part of the application submission: 1) the Coordinated Funding Request will be uploaded in the Priority 5: Systems-Structures-Partnerships section of Super App, and 2) any applicable “Alternate Evidence-based Options” will require an upload of the required form.</p> <p>Verify Information: Once all information has been entered in Super App, the planning lead verifies accuracy and receives approval from school system leadership. The planning lead ensures submission of the application by the due date.</p>
	<p>Build Communication Plan: The Superintendent and the planning team will develop a plan to share the strategic plan with the school community (staff, families, community members, etc.). This plan should include strategies for each key stakeholder group and will help inform the collateral needed to communicate the plan to various audiences. A school system may consider hiring an outside marketing firm to develop this collateral.</p> <p>» Strong Practice: Communication plan template and sample</p> <p>» Strong Practice: Town Hall Communications Deck sample</p>

STEP 6: PROGRESS MONITORING

	<p>Execute the strategic plan with excellence: Progress monitoring is a collection of tools and processes to help teams across an organization effectively and collaboratively manage their strategy by focusing on execution. Cohort participants are supported by a progress monitoring tool and monthly meeting cadence that allows teams to track their progress toward their plan and key results.</p> <p>» Strong Practice: Progress monitoring overview, dashboard, and sample meeting aims</p>
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ACHIEVE!



To address the impact of COVID-19, Congress provided financial support for districts and schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund in **three separate stimulus programs** to implement evidence-based activities¹ to help meet a wide range of needs including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs.²

In total, Louisiana received about \$4 billion, of which 90% flows directly to school systems. Of the remaining portion, the Department dedicated more than \$300 million of additional funds to school systems through two rounds of incentive grants. To support school systems with planning for and budgeting ESSER II and III pandemic relief funds (formula and incentive), the Department launched Achieve! (pre-K-12) eGMS application where school systems can allocate funding towards priorities-aligned initiatives.

RESERVATION REQUIREMENTS

While the same **allowabilities** are applicable across all three ESSER allocations, ESSER III funds have additional reservation requirements, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student groups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

SCALING HIGH-IMPACT INITIATIVES

In addition to a set of initiatives that address the academic, mental health, and well-being needs of students, the Department also dedicated incentive funds so school systems can scale initiatives previously reserved only for schools with intervention labels. Those initiatives include:

- **INDIVIDUALIZED GRADUATION PLANS**
- **HIGH-QUALITY CURRICULUM**
- **SCHOOL IMPROVEMENT BEST PRACTICES**
- **SCHOOL SUPPORT INSTITUTES**

It is important to remember that these are one-time funds that must be used to prepare for and respond to impacts of the COVID-19 pandemic. As school systems build the **Academic Recovery and Acceleration Plans**, they should consider multi-year budgets in alignment with the priorities and focus areas outlined in **Believe to Achieve: Louisiana's Educational Priorities**. Additionally, as school systems are planning for the 2023-2024 school year, existing Achieve! budgets should be evaluated to ensure alignment to current school system priorities.

Strong Start	ESSER I	April 2020	September 2022
Achieve!	ESSER II	January 2021	September 2023
Achieve!	ESSER III	March 2021	September 2024

ACHIEVE! RESOURCES

All resources can be found in the **Believe! and Achieve! Library**. Email LDOEgrantshelpdesk@la.gov, including "Achieve!" in the subject line, with any questions.

¹ **Evidence-Based Guidance**

² https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf



BELIEVE!

The [Believe! Early Childhood Planning Guide](#) was provided to community networks with prioritized activities, funding opportunities, and resources to develop community plans in alignment with the priorities and focus areas outlined in [Believe to Achieve: Louisiana's Educational Priorities](#).



OVERVIEW

Federal stimulus funding provided through the Child Care and Development Fund (CCDF) grants an opportunity for the state of Louisiana to address early childhood care and education at a systemic and impactful level. The [Believe! Early Childhood Planning Guide](#) outlines activities and funding opportunities for early childhood community networks to develop plans and partnerships to ensure that Louisiana achieves the following:

BELIEVE! PLANNING CATEGORY	LINKAGE TO LDOE PRIORITY
Strengthen the child care system to meet the needs of all families and support the stabilization of the child care sector.	Cultivate high-impact systems, structures, and partnerships.
Expand supply of and access to high-quality early childhood options for families and to identify opportunities to sustain that expansion long-term.	Remove barriers and create equitable, inclusive learning experiences for all children.
Prepare and support teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of all children every day.	Provide the highest quality teaching and learning environment from birth through graduation.
Empower families to access tools and resources to support their children's development.	Remove barriers and create equitable, inclusive learning experiences for all children.

Early childhood community networks will have the opportunity to apply for funding in a consolidated Believe! application to support them as they develop plans that align with the above categories. This application will be released to early childhood community networks in October 2022.

RESOURCES

New and updated resources aligned to each prioritized activity are linked to support early childhood communities in planning. All resources can be found in the [Pandemic Relief Guidance and Resources Library](#) under "Early Childhood Planning Guidance." Email earlychildhood@la.gov with any questions.



2023-2024 SUPER APP

Super App is the single birth through graduation plan that, when approved, gives each school system access to federal formula and competitive dollars and fulfills the [federal requirement for each school system's ESSA plan](#). 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
CIR	Schools that have been 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 or for discipline for three consecutive years
UIR-Academics	Schools earned a score for one or more student groups that is equivalent to an “F” for at least two years
UIR-Discipline	The out-of-school suspension rate is more than two times the national average for the past three years
UIN	Schools earned a score for one or more student groups that is equivalent to a “D” or “F”

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](#).

UIR-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. In order for a UIR-Discipline plan to be approved and funded, school systems must identify a nationally-recognized, evidence-based strategy with a proven track record of success when used in schools and systems serving similar student populations. This funding is optional because many discipline problems need to be addressed through philosophical change rather than programs which cost money. If, after exploring the root cause for the higher than national average rate of Out of School Suspension, school systems choose to address the issue with a paid-for program, they can apply for this funding. Additional information regarding required documentation and submissions procedures can be found in [2023-2024 UIR-Discipline Funding Guidance](#).

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



FUNDING FOR OPTIONAL PRIORITIES

The LDOE is able to provide 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 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

- High-quality science curriculum (P3.4.5) and Professional Development (P4.5.5) are now required in grades K-8 at CIR and UIR-Academics sites.
- Math Materials (P3.4.4) - Optional funding to support the purchase of eligible [Math Refresh](#) materials that accelerate learning for students at any site regardless of label.
- Arts Curriculum materials aligned to best practices (P3.4.8-9) - Optional funding to support curriculum aligned to arts standards at any site regardless of label.
- Remedial English Dual Enrollment (P3.9.5) - Optional funding for Remedial English Dual Enrollment courses for seniors at CIR and UIR-Academics sites.
- New Teacher Supports (P4.1.1) - Optional funding for new teacher induction programming, affinity groups, professional learning modules, and mentor support at any site regardless of label.
- Teacher Leader Summit (P4.5.10) - Optional funding for registration / travel costs of teachers / leaders attending 2023 Teacher Leader Summit at CIR / UIR-Academics sites implementing School Improvement Best Practices.
- Content Leader Stipends (P4.10.9) - Optional funding to support stipends for each credentialed Content Leader who is leading professional learning or supporting other educators at CIR schools.
- Para to Teacher Training (P4.10.10) - Optional funding for paraprofessionals participating in the a para to teacher training program at all sites regardless of label.
- Strategic Planning Partnerships (P4.9.4-5) - Optional funding to work with partners from LDOE’s Strong School Systems Strategic Planning Partners list to develop 3- to 5-year strategic plans. This opportunity is available to all school systems regardless of site labels.

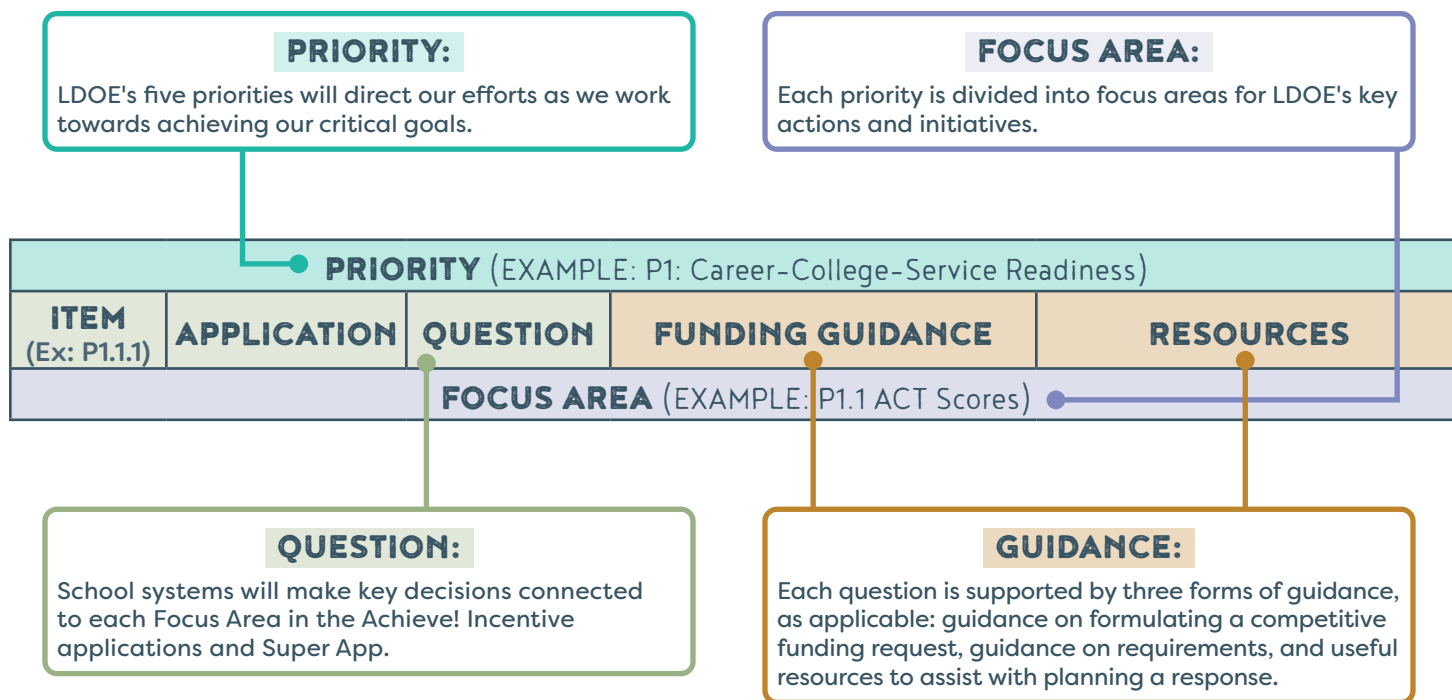
SCHOOL SYSTEM SUPPORT

Support for completing these 3 applications will be provided through:

- [School Improvement Library](#);
- [LDOE Weekly Newsletters](#);
- [School System Leader Calls](#);
- [Federal Support and Grantee Relations Calls](#) - Achieve!, Believe!, and Super App Office Hours will be conducted within the standing FSGR monthly calls (details provided via LDOE Weekly Newsletter); and
- Email: LDOE.grantshelpdesk@la.gov and include "Achieve," "Believe!," or "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 Achieve! and Super App.



To see a succinct list of all priorities within Super App, refer to [Appendix D](#).

P1: CAREER-COLLEGE-SERVICE READINESS

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P1.6 CREDENTIALS			
P1.6.1	Which Louisiana STEM pathways will be adopted? For each pathway selected, list all sites which are either newly adopting the pathway or continuing the pathway.	N/A	Louisiana STEM Initiative
P1.9 INDIVIDUALIZED GRADUATION PLANS			
P1.9.1	Required at CIR and UIR-Academics high schools: Will the school system partner with a vendor from LDOE's Student Planning Partners list to provide individual graduation planning (IGP) support, post-secondary planning, and/or career transitional support at CIR and UIR-Academics high schools?	School systems may request up to \$10,000 per CIR/UIR-A high school for this initiative.	Student Planning Partners

P2: EQUITABLE INCLUSIVE LEARNING

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P2.1 ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION			
P2.1.1	Check all the strategies that the school system will use to maximize access to birth through three-year-old children within the community network. Strategy 1: Provide more birth through three-year-old seats at child care centers, Strategy 2: Place four-year-old seats in diverse delivery at child care centers in an effort to stabilize child care, Strategy 3: Convert Head Start seats to Early Head Start seats, Strategy 4: Develop agreements with Head Start to serve more three-year-olds, Strategy 5: Use IDEA dollars to expand delivery of special education and related services in child care centers (children with disabilities age three and older), Strategy 6: Secure new funding to serve more children birth to five, Strategy 7: Raise local funding to be matched by the Early Childhood Education Fund, Strategy 8: Use ESSER funds to serve more birth through three-year-olds.	N/A	Early Childhood Guidance for Super App October 1 Child Count data
P2.1.2	Check all the strategies that the school system will use to maximize access for four-year-olds within the community network. Strategy 1: Offer targeted seats for four-year-olds beyond those funded by LA 4, Strategy 2: Place school-based pre-K classrooms in zip codes of high need, Strategy 3: Maximize eligibility criteria for pre-K funding, Strategy 4: Collaborate with Head Start to serve the maximum number of four-year-olds across each funding source, Strategy 5: Offer full-day pre-K to children with IEPs regardless of income eligibility, Strategy 6: Offer pre-K for all four-year-olds in the school system regardless of income eligibility, Strategy 7: Use ESSER funds to serve more four-year-olds, Strategy 8: Use Title I funds to support pre-K, Strategy 9: Place four-year-old seats in diverse delivery at child care settings.	N/A	Early Childhood Guidance for Super App October 1 Child Count data

P2: EQUITABLE INCLUSIVE LEARNING

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P2.3 PROVEN, EVIDENCE-BASED STRATEGIES FOR DIVERSE LEARNERS			
P2.3.1	What steps will the school system take to identify early and accurately children who have disabilities? How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disabilities?	N/A	Strategies for Success Guidebook Early Childhood Developmental Screening Guidebook Early Childhood Developmental Screening Guidance for Lead Agencies
P2.3.3	Will students with disabilities taking the LEAP 2025 assessments receive core instruction using the curricula proposed in the Priority 3 section (P3.4.4 & P3.4.5)?	N/A	Instructional Materials Reviews Strategies for Success Guidebook
P2.3.5	Will all teachers who support students with disabilities and English Learners taking the LEAP 2025 assessments be trained to use high-quality curricula by the professional learning partner(s) proposed in the Priority 4 section (P4.5.4 & P4.5.5)?	N/A	Professional Learning Partner Guide Strategies for Success Guidebook The English Learner Guidebook: Changing Educational Outcomes for English Learners
P2.3.6	What is the school system’s plan for coordinated transitions for students with disabilities, both within PK-12 and post-secondary?	N/A	Strategies for Success Guidebook
P2.5 SUPPORTS AND SERVICES FOR ENGLISH LEARNERS			
P2.5.1	Will English learners receive core instruction using the curricula proposed in the Priority 3 section (P3.4.4 & P3.4.5)?	N/A	Instructional Materials Reviews English Learner Program Handbook

P3: QUALITY TEACHING AND LEARNING

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P3.3 ACCELERATED LEARNING RECOVERY			
P3.3.5	For school systems who committed to using a partner from the Before and After School Program Vendor Guide for 2022-2023 and 2023-2024, please indicate the vendor partnership(s) which are being implemented in 2022-2023.	Funding for this initiative was previously provided through the Achieve! application.	Before and After School Program Vendor Guide
P3.4 ALIGNED INSTRUCTIONAL MATERIALS AND RESOURCES			
P3.4.3	Required at CIR and UIR-Academics schools: Will the school system utilize high-quality curriculum in each grade band K-12 for ELA and math, and K-8 for science at CIR and UIR-Academics schools?	N/A - curriculum funding requests may be entered in items P3.4.4 and P3.4.5.	Instructional Materials Reviews High-Quality Science Curriculum Overview ELA Guidebooks
P3.4.4	Required at CIR and UIR-Academics schools: Which specific ELA curricula will be used in each grade band at CIR/UIR-Academics schools? Required at CIR and UIR-Academics schools: Which specific math curricula will be used in each grade band at CIR/UIR-Academics schools? If a Math Refresh option is being selected, identify the number of sites implementing those materials.	School systems may request competitive funds to support the purchase of high-quality curriculum materials at CIR/UIR-Academics schools where a high-quality curriculum was not previously in place. School systems may request competitive funds at any site, regardless of label, for ELA and math curriculum materials.	Instructional Materials Reviews ELA Guidebooks Math Refresh Guidance
P3.4.5	Required at CIR and UIR-Academics schools in grades K-8: Which specific science curricula will be used in each grade band at CIR/UIR-Academics schools?	School systems may request competitive funds to support the purchase of high-quality curriculum materials at CIR/UIR-Academics schools where a high-quality curriculum was not previously in place.	High-Quality Science Curriculum Overview Instructional Materials Reviews
P3.4.8	Will the school system purchase new arts curriculum aligned to best practices in teaching and learning?	School systems may request funds to support the purchase of curriculum aligned to best practices in teaching and learning in visual art, dance, theatre, and music at any site regardless of label.	
P3.4.9	Indicate the number of dance, visual art, theatre, and music teachers that will need new curriculum by grade band.	School systems may request funds to support the purchase of curriculum aligned to best practices in teaching and learning in visual art, dance, theatre, and music at any site regardless of label.	
P3.9 LITERACY			
P3.9.5	Identify the CIR/UIR schools that will offer a Remedial English Dual Enrollment course for Seniors who have completed all required English courses but do not have qualified ACT scores to enter into DE ENG 101.	School systems may request competitive funds to support additional and enhanced literacy efforts outlined in the local literacy plan at CIR/UIR-Academics schools.	Sample Literacy Plan Template Comprehensive Literacy State Development Grant Guidance Document
P3.9.6	Upload the school system's local literacy plan.	In order to be considered for any literacy funding, a local literacy plan must be provided.	Louisiana Literacy Library (Local Literacy Plan Guidance section)

P4: EFFECTIVE EDUCATOR WORKFORCE			
ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P4.1 EFFECTIVE EDUCATOR WORKFORCE			
P4.1.1	Will the school system implement a new teacher induction program to support new teachers in the 2023-2024 school year? If yes, indicate the number of new teachers in the first five years of teaching that will participate in professional learning modules, affinity groups, and mentoring.	Optional funding opportunity: Select “Yes” and provide a response to opt into receiving funding for this initiative at any site regardless of label.	New Teacher Experience Guidance
P4.1.2	Would the school system be interested in being a part of the Department's Principal Mentor pilot program? If yes, how many first-year principals do you anticipate for the 2023-2024 school year?	N/A	Principal Mentor Pilot Program Overview
P4.4 INTENTIONAL PARTNERSHIPS WITH TEACHER PREPARATION PROVIDERS			
P4.4.1	Required at CIR and UIR-Academics schools: Identify the areas of need and primary preparation provider(s) for the 2023-2024 school year.	N/A	Educator Workforce Data Guide Workforce Data: EdLink Approved Teacher Preparation K12 Teacher Preparation Partnership Guidance
P4.5 JOB-EMBEDDED COLLABORATION AND PROFESSIONAL LEARNING			
P4.5.1	Identify the number of birth to five-year-old classrooms for which partner(s) will provide professional learning to support developmental screening.	School systems may request competitive funds for professional learning at any school or center in the community network, whether or not it has a label, that is conducted by a partner in the Professional Learning Partner Guide or Supporting Early Learning and Literacy PD Guide.	Early Childhood Guidance for Super App Professional Learning Partner Guide Supporting Early Learning & Literacy PD Guide
P4.5.2	Identify which vendor(s) will train teachers on the use of specialized supports for children ages three to five with disabilities.	School systems may request up to \$8,000 total for professional learning on specialized supports for children ages three to five.	Partnerships for Success Vendor Guide Strategies for Success Guidebook
P4.5.3	Required at CIR and UIR-Academics schools: Will the school system utilize partners identified in the LDOE Professional Learning Partner Guide or a certified Content Leader to provide teacher initial and/or ongoing support to LA and math (PK-12), and science (K-8) curricula at all CIR and UIR-Academics schools?	N/A - professional learning funding requests may be entered in item P4.5.4.	Professional Learning Partner Guide
P4.5.4	Required at CIR and UIR-Academics schools: Which partner(s) will provide ELA teacher initial and/or ongoing support to curricula in each grade band at CIR/UIR-Academics schools? Required at CIR and UIR-Academics schools: Which partner(s) will provide math teacher initial and/or ongoing support to curricula in each grade band at CIR/UIR-Academics schools?	School systems may request competitive funds for professional learning on high-quality curriculum at CIR/UIR-Academics schools that is conducted by a partner for professional learning and initial professional learning for new adoptions.	Professional Learning Partner Guide
P4.5.5	Required at CIR and UIR-Academics schools in grades K-8: Which partner(s) will provide science teacher initial and/or ongoing support to curricula in each grade band at CIR/UIR-Academics schools?	School systems may request competitive funds for professional learning on high-quality curriculum at CIR/UIR-Academics schools that is conducted by a partner in the Professional Learning Partner Guide and/or a certified Content Leader.	Professional Learning Partner Guide High Quality Science Curriculum Overview
P4.5.7	How many Early Childhood teachers and leaders will participate in Literacy Foundations training?	School systems may request funds to provide Literacy Foundations training to Early Childhood teachers and leaders.	Science of Reading Training Guidance

P4: EFFECTIVE EDUCATOR WORKFORCE

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P4.5.8	Which partner(s) from the LDOE Partnerships for Success Guide will train teachers on the use of specialized supports for students with disabilities?	School systems may request up to a total of \$12,000 at each CIR/UIR-Academics site to provide Specialized Support professional learning.	Partnerships for Success Vendor Guide Strategies for Success Guidebook
P4.5.9	Required at CIR schools: Which of these elements of LDOE’s School Improvement Best Practices will the school system’s CIR and UIR-Academics schools need additional support with? Provide the number of CIR and UIR-Academics sites which will implement these best practices. Note: Portal Access, Instructional Leadership Team Support, and Teacher Collaboration Support are required at all CIR sites. There will be no additional training during the summer, these trainings will now be embedded within School Support Institutes.	School systems may request up to \$11,000 at each CIR school to support School Improvement Best Practices. Funding requests should only include Portal Access and vendor support coaching.	School Improvement Best Practices Professional Learning Roadmap
P4.5.10	How many teachers and school leaders from CIR/UIR-A schools implementing School Improvement Best Practices does the school system plan on sending to Teacher Leader Summit 2023?	Optional funding opportunity: Provide a response to opt into receiving funding for this initiative at CIR and UIR-Academics schools.	Level Up: School Improvement Best Practices
P4.5.12	Optional at UIR-Discipline schools: Identify the primary underlying cause(s) for the UIR-Discipline label at the school system’s UIR-Discipline site(s). Which UIR-Discipline strategy or strategies will the school system implement at UIR-Discipline schools in the 2023-2024 school year? Provide a link to the supporting documentation for each strategy.	School systems may request up to \$10,000 at each UIR-Discipline (only) school to support coaching strategies.	2023-2024 UIR-Discipline Funding Guidance
P4.5.13	Required at CIR schools: Will the school system send school leader participants from each CIR school, as well as school system leader participants, to School Support Institute sessions? Identify the number of school system and school leader participants from CIR and UIR-A sites that will attend.	N/A	School Support Institutes Overview
P4.5.15	Required at UIR-Academics schools with a UIR-EL label: Which partner(s) from the English Learner Professional Learning Guide will train teachers on providing language support and instruction for EL students?	School systems may request up to \$20,000 at each CIR/UIR-Academics school to support EL professional learning.	English Learner Professional Learning Guide
P4.10 TEACHER LEADER OPPORTUNITIES			
P4.10.1	Required at CIR schools: How many new Mentor Teachers will participate in state-approved Mentor Teacher training? Note: Each CIR school must have at least one certified or provisional Mentor Teacher.	School systems may request up to \$2,200 per new Mentor Teacher trainee for tuition costs to attend an approved training program. School systems may request funding for up to one new trainee at CIR schools where there is not currently a trained Mentor Teacher.	Mentor Teacher Webpage Approved Mentor Teacher/Content Leader Provider List 2019 Louisiana’s Alternate Certification Preparation Toolkit
P4.10.3	How many new K-2 Literacy Content Leaders will participate in Content Leader training?	School systems 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.	K-2 Literacy Content Leader Overview Approved Mentor Teacher/Content Leader Provider List
P4.10.4	Required at CIR schools: How many new ELA and Math Content Leaders will participate in Content Leader training? Note: Each CIR school must have at least one ELA and one Math Content Leader.	School systems may request up to \$3,000 per ELA and Math Content Leader for each CIR/UIR-Academics school where there is not currently a trained ELA and/or Math Content Leader.	Approved Mentor Teacher/Content Leader Provider List Content Leader Webpage

P4: EFFECTIVE EDUCATOR WORKFORCE

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P4.10.5	How many teachers will participate in Science Content Leader training?	School systems 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.	Approved Mentor Teacher/Content Leader Provider List Science Content Leader Overview
P4.10.6	How many Literacy Coaches will the school system request the salary and benefits for in early childhood sites or CIR/UIR-Academics schools?	School systems may request a match of local funding to support the total 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.	CLSD CIR/UIR-A
P4.10.7	Name all early childhood sites or CIR/UIR-Academics schools which Literacy Coaches will support.	School systems may request a match of local funding to support the total 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.	CLSD CIR/UIR-A
P4.10.8	What percentage of total time will all Literacy Coaches support each grade band in early childhood sites or CIR/UIR-Academics schools? (the total of all responses below must add up to 100%)	School systems may request a match of local funding to support the total 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.	CLSD CIR/UIR-A
P4.10.9	How many staff members will serve in a Content Leader role at CIR schools?	School systems may request a \$1,000 stipend for each credentialed Content Leader who is leading professional learning or supporting other educators with unit unpacking and lesson planning in the 2023-2024 school year at CIR schools only.	Content Leader webpage
P4.10.10	How many paraprofessionals will participate in a para to teacher training program?	School systems may request a \$1,000 stipend for every employee who is enrolled in the a para to teacher training program during the 2022-2023 school year to pay upon the completion of the first year of coursework at all sites regardless of label.	Reach University

P5: SYSTEMS-STRUCTURES-PARTNERSHIPS

ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
P5.9 STRATEGIC PLANNING, RESOURCE ALLOCATION, AND ALIGNMENT TO CRITICAL GOALS			
P5.9.2	Please upload the community's early childhood blueprint for the upcoming school year in .PDF format. File name format: School System Name_Blueprint	N/A	Early Childhood Guidance for Super App Early Childhood Blueprint Guidance
P5.9.3	School systems that are the Lead Agency for their early childhood community network: Please upload the completed Coordinated Funding Request template. File name format: School System Name_CFR	N/A	Early Childhood Guidance for Super App Coordinated Funding Request LA4 Reporting and Payment Requirements
P5.9.4	Will the school system work with a vendor from LDOE'S Strong School Systems Strategic Planning Partners list to support the development of a 3- to 5-year system-wide strategic plan?	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.	LDOE's Strong School Systems Strategic Planning Partners
P5.9.5	Will the Strong School Systems Cohort 1, 2, or 3 school system work with a vendor from LDOE's Strong School Systems Strategic Planning Partners list to provide progress monitoring and implementation support for the system-wide strategic plan?	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.	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 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 or Math Refresh materials in each grade for ELA and math, and in each grade K-8 for science	The purchase of materials for high-quality curriculum at CIR/UIR-Academics schools where high-quality curriculum was not previously in place, or the purchase of Math Refresh materials at CIR/UIR-Academics schools
P4.4.1	Identify the primary Louisiana-approved teacher preparation provider that will meet workforce needs	Identify the primary Louisiana-approved teacher preparation provider that will meet workforce needs	
P4.5.3 - P4.5.5	Professional learning on the curriculum in each grade level for ELA and math, and in each grade 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 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
P4.5.9	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
P4.5.13	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
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 EL Professional Learning 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 ELA and one Math Content Leader*	At each CIR school: one ELA and one Math Content Leader*	Training fees for ELA and Math Content Leader candidates at CIR schools Stipends for certified Content Leaders at CIR sites**

*If previously trained Mentor Teachers and Content Leaders will remain at the school in 2023-2024, school systems are not required to train additional staff members in these roles. School systems may request funds to meet CIR requirements for these roles if they need to be filled again due to staff transitions.

**Stipends of up to \$2,000 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 Direct Student Services (DSS) funding, refer to the [DSS Guidance](#) document.

DIRECT STUDENT SERVICES

Direct Student Services provides support to school systems and students in gaining access to academic courses, credentials, and services that are not otherwise available at their schools. School systems may partner with third-parties to implement activities for low-achieving students.

1. Who are the school system's partners, and how were they selected?
2. How will parents know about choices available to them?
3. What forms of outreach will be implemented?
4. How will you publicly report results of student outcomes so they are easily accessible to parents?
5. How will you monitor the implementation of DSS activities within the school system?

For additional guidance on the use of Perkins funding, refer to the [Perkins Planning and Funding Webinar](#).

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
 - 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 **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**
 - 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. continuum of academic and technical skill enhancement
 - 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
 - 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)
 - 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**
<input type="radio"/> ESSA Transfers
<input type="radio"/> Title I
<input type="radio"/> Title Targeting
<input type="radio"/> Targeting Step 1
<input type="radio"/> Targeting Step 2
<input type="radio"/> Targeting Step 3
<input type="radio"/> Targeting - Served Schools
<input type="radio"/> Targeting Step 4
<input type="radio"/> Family Engagement Policy
<input type="radio"/> Schoolwide Waiver Request*
<input type="radio"/> School Choice
<input type="radio"/> School Choice Pages 1-5*
<input type="radio"/> School Choice Expenditures
<input type="radio"/> Title IV
<input type="radio"/> Title IV Specific Program Objectives
<input type="radio"/> Title IV Allowable Uses
<input type="radio"/> IDEA
<input type="radio"/> Nonpublic
<input type="radio"/> ESSA Equitable Share
<input type="radio"/> Title III
<input type="radio"/> IDEA Proportionate Share
<input type="radio"/> Nonpublic Consultation
<input type="radio"/> Private School Continuation (1-15, 16-40, 41-75) (Including Letter of Intent to Participate, Affirmation of Consultation) ***
<input type="radio"/> Nonpublic Budget Detail
<input type="radio"/> Allocations
<input type="radio"/> Budget Indirect Cost

Priority 1: Career-College-Service Readiness
<input type="radio"/> Priorities
<input type="radio"/> Credentials
<input type="radio"/> Individualized Graduation Plans
<input type="radio"/> Program Specific Questions
<input type="radio"/> Carl Perkins
<input type="radio"/> Budget Detail

Priority 2: Equitable Inclusive Learning
<input type="radio"/> Priorities
<input type="radio"/> Access to high-quality early childhood education
<input type="radio"/> Proven, evidence-based strategies for diverse learners
<input type="radio"/> Supports and services for English Learners
<input type="radio"/> Budget Detail

Priority 3: Quality Teaching and Learning
<input type="radio"/> Priorities
<input type="radio"/> Accelerated Learning Recovery
<input type="radio"/> Aligned instructional materials and resources
<input type="radio"/> Literacy
<input type="radio"/> Program Specific Questions
<input type="radio"/> Direct Student Services
<input type="radio"/> Budget Detail

Priority 4: Effective Educator Workforce
<input type="radio"/> Priorities
<input type="radio"/> Effective Educator Workforce
<input type="radio"/> Intentional partnerships with teacher preparation providers
<input type="radio"/> Job-embedded collaboration and professional learning
<input type="radio"/> Teacher Leader Opportunities
<input type="radio"/> Budget Detail

Priority 5: Systems-Structures-Partnerships
<input type="radio"/> Priorities
<input type="radio"/> Strategic planning, resource allocation, and alignment to critical goals***
<input type="radio"/> Budget Detail

***As needed**

****Not required for February 4 submission**

*****Upload required**

