

# Louisiana Believes

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**ESSA Implementation in Louisiana**

**LASAFAP Conference**

**March 24, 2017**

# Louisiana's Current Plan

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

# Progress to Date

Louisiana Students have achieved record gains in recent years:

- Louisiana fourth-grade students **achieved the highest growth among students in all states** on the 2015 National Assessment of Educational Progress (NAEP) in reading and the second highest growth in math.
- Since 2014, Louisiana students **have made more progress on the ACT than has been made in any other state** using the ACT as its high school assessment.
- Louisiana's 2015 high school **graduation rate is an all-time high** of 77.5 percent.
- Louisiana's class of 2015 **Advanced Placement®** results showed **greater annual improvement than any state other than Massachusetts**.
- Fewer schools today are rated F than in 2012, **benefiting more than 28,000 students** who otherwise would have attended a struggling school.

# The Federal Role: Targeted Support to Disadvantaged Students

In the United States, the vast majority of education policies are determined at the state and local levels. Federal law establishes minimum requirements in all states, primarily addressing the civil rights of historically disadvantaged student populations.

- **1965:** The federal role in public education expanded dramatically as part of the push to assure civil rights of disadvantaged Americans. The Elementary and Secondary Education Act (ESEA), authorized in 1965, created specific, targeted programs for the poor through Title I. The Act has been reauthorized five times since.
- **2002:** No Child Left Behind (NCLB) Act was a recent reauthorization of ESEA, requiring that schools measure student achievement in uniform ways that intervene in instances of failure to close achievement gaps between disadvantaged students and their peers.
- **2015:** The Every Student Succeeds Act (ESSA) maintains the NCLB requirement that states, districts, and schools maintain uniform measurement, reporting of results, and rating of schools. However, states and districts have greater discretion to design elements of the improvement systems than existed under NCLB.

# Reviewing the State Plan

## Louisiana Believes Home Page



## ESSA Webpage



Email feedback to [ESSALouisiana@la.gov](mailto:ESSALouisiana@la.gov).

# ESSA Title Funds

# ESSA Programs

- **Title I - Improving Basic Programs\***
- Title I Part C - Migrant
- Title I Part D – Neglected and Delinquent
- **Title II Part A – Supporting Effective Instruction\***
- Title III Part A – English Language Acquisition and Language Enhancement
- **Title IV Part A – Student Support and Academic Enrichment Grants (NEW)\***
- Title IV Part B – 21st Century Schools
- Title V - Rural Education Achievement Program (REAP)
- Title IX Part A – McKinney Vento Homeless Education

\*received by every LEA in the state

# NCLB to ESSA: LEA Dedicated Funds

Funding Source	NCLB Targeted Set-Aside Grants	NCLB Admin	NCLB Unrestricted Flow Through	NCLB Total Funding to LEAs	ESSA Targeted Set-Aside Grant	ESSA Admin	ESSA Unrestricted Flow Through	ESSA Total Funding to LEAs
Title I – Supporting Disadvantaged Students	7%*	1%	92%	99%	7%-10%**	1%	89%-92%	99%
Title II – Supporting Educators in Low-Income Communities	4%	1%	95%	≥95%	4%-7%***	1%	92%-95%	≥95%
Title III – Supporting English Language Learners	2.5%	2.5%	94%	≥94%	2.5%	2.5%	94%	≥94%
Title IV – Academic Enrichment and Student Support Grants ( <b>NEW</b> )	N/A	N/A	N/A	N/A	5%	1%	94%	≥94%

\* In NCLB, school improvement funding was divided into two separate grant programs for LEAs. This percentage reflects the funding in both the 1003a funding reservation and the School Improvement Grants (SIG).

\*\* The LDOE must reserve 7 percent for school improvement grants to LEAs. The LDOE may reserve an additional 3 percent for subgrants to LEAs to provide direct student services. Targeted set-aside funds may not be spent at the state education agency (SEA) level.

\*\*\*The LDOE may reserve up to 5 percent for state activities and an additional 3 percent for subgrants to LEAs for school leadership activities. The school leadership funds may not be spent at the SEA level.



# Title I – School Improvement

## **State Administration (1% of state award)**

## **School Improvement (Mandatory 7% of state award)**

- 95% of the state award must be given as grants to LEAs
- These funds are a combination of the School Improvement Grants (SIG) and the four percent of Title I that was previously reserved for 1003(a) state discretionary funds for priority and focus schools. Those two programs (SIG and 1003a) have been eliminated in the new law and school improvement is now funded by the new set-aside.
- The law requires that districts develop plans to improve student achievement in their persistently struggling schools, and the law requires the state to competitively grant funds to districts with strong, evidence-based plans.
- Research indicates that nearly every effective model of school transformation includes some external support. Therefore, school improvement applications in Louisiana must identify an external partner who has demonstrated success with struggling schools or student populations.
- Schools identified for comprehensive intervention would receive a minimum grant of \$500,000. Schools identified for targeted intervention would receive a minimum grant of \$50,000.

# Title I – Direct Student Services

## Direct Student Services (Optional 3% of state award)

### The Need for Targeted Funding

- Title I within the federal Every Students Succeed Act (ESSA) is intended to provide a “fair, equitable, and high-quality education, and to close educational achievement gaps.” Direct Student Services is Louisiana’s program, funded through Title I, to provide fair access to courses for low-income students living in remote regions of the state.
  - Today more than 33 percent of Louisiana 8th grade students attend a school that does not offer Algebra I.
  - Of high schools that have a majority of students of color, approximately 20 percent do not provide Algebra II, 25 percent do not provide Chemistry, 70 percent do not provide calculus, and 90 percent do not provide physics.
- Through the newly authorized Direct Student Service provision within the new federal law, Louisiana can target up to three percent of the state’s total Title I award to provide more money to school systems around the state that have historically struggled to provide access to basic courses and opportunities for students.
- The overall share of Title I funds going to school systems does not change under this plan. However, this plan does prioritize rural, low-income communities in targeting three percent of Title I funds, explicitly for these purposes.

# Direct Student Services – Benefits for Rural Communities

School systems will have an opportunity to apply for funding to support:

- Opportunities for students to participate in fully funded courses not otherwise available to them at their school, particularly advanced academic courses and innovative CTE courses and internships that lead to industry-recognized credentials that prepare students beyond high school;
- Access to Advanced Placement and International Baccalaureate coursework and exam fee reimbursement options;
- Access to enrichment courses such as, the Arts, Music, Foreign Language for elementary school students;
- Access to post-secondary transition student planning services;
- New and expanded pathways for individualized learning, including approaches such as high-quality academic tutoring from a state-approved list; and
- Transportation costs associated with accessing coursework
- School system partners may include: Post-secondary institutions, non-public entities, community based organizations, state approved tutoring providers, or partnering school systems.

# Direct Student Services – How Does It Work?

- **Step One:** Any school system may apply for Direct Student Services grant funding to provide the services to students listed above.
- **Step Two:** Applications from school systems in rural parishes with high percentages of persistently struggling schools will be prioritized for funding, followed by applications from non-rural school systems with high percentages of persistently struggling schools. Applications from any remaining school system with a persistently struggling school will then be considered.
- **Step Three:** Three percent of the state's federal Title I award is set-aside and redistributed to eligible districts with approved applications.
- No school system in the state would experience more than a 3 percent reduction while school systems operating in rural, impoverished communities would have the opportunity to significantly increase the Title I funding they receive.

The school systems that would be prioritized due to 1) their identification by USDOE as a rural school system and 2) the percentage of persistently struggling schools they serve are:

<b>Bienville Parish</b>	<b>Red River Parish</b>
<b>Claiborne Parish</b>	<b>Richland Parish</b>
<b>Catahoula Parish</b>	<b>St. Helena Parish</b>
<b>Concordia Parish</b>	<b>Sabine Parish</b>
<b>East Feliciana Parish</b>	<b>St. James Parish</b>
<b>Grant Parish</b>	<b>St. Landry Parish</b>
<b>Jackson Parish</b>	<b>Tangipahoa Parish</b>
<b>Madison Parish</b>	<b>Tensas Parish</b>
<b>Morehouse Parish</b>	<b>Vermilion Parish</b>
<b>Natchitoches Parish</b>	<b>City of Bogalusa</b>

# Title II – Effective Instruction

## **State Administration and Activities (5%)**

### **Targeted funding for principals and other school leaders (Optional 3%)**

- Following in the intention of the law, if these funds were reserved, they would be provided to LEAs to target areas of highest need within the focus area.
- The LDOE does not plan to take advantage of this set-aside in 2017-2018.

### **Formula Adjustments**

- ESSA changes the formula used to award state grants. Under NCLB states generate 35 percent based on population and 65 percent based on poverty. The percentages shift between 2018 and 2020 until it is based 20 percent on population and 80 percent based on poverty. It is estimated this will slightly reduce Louisiana's allocation.
- The state to local formula maintains the previous allotment formula (20 percent population/80 percent poverty) but eliminates the “hold harmless” set to the FY2001 level immediately.

# Title II – Effective Instruction

## Expanded Local Uses of Funds

- Recruiting, hiring, and retaining teachers
- Developing and improving evaluation and support systems of teachers, principals, and other school leaders.
- PD for STEM activities
- Training to recognize child sexual abuse and gifted identification

## Expanded State Activities

- Reform and improve teacher, principal, and other school leaders preparation programs (Believe and Prepare residencies)
- PD Opportunities on how to incorporate career and technical education content into instructional strategies

**Special Class-size Reduction Note:** CSR teachers still allowable but only to a level that is evidenced based.

# Title III – English Learners

## **Required Activities for LEAs receiving Title III subgrants under ESSA:**

- professional development for teachers of English learners
- providing a language instruction educational program for English learners
- parent, family, and community engagement activities related to English learners and their families

## **New authorized activities for LEAs receiving Title III subgrants under ESSA:**

- preschool language instruction educational programs for English learners
- early college high school for English learners
- dual or concurrent enrollment programs for English learners

## **The accountability of students who are English learners was moved from Title III to Title I. As a result of this, LEAs can use both Title I and Title III funds for:**

- Identification of English learners
- Notification of parents of English learners
- Developing English learner assessments/ensuring alignment with State standards
- Reporting requirements regarding English learners and former English learners

(Non-regulatory guidance: <http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidep102016.pdf>)

# Title IV – Student Support and Academic Enrichment Grants

- Title IV contains a new grant program called the **Student Support and Academic Enrichment grants** (SSAE).
- Funds are awarded to LEAs using the Title I formula and must be spent in the following three categories:
  1. Safe and Healthy Students – 20%
  2. Well Rounded Educational Opportunities – 20%
  3. Effective Use of Technology - a portion of funding, no more than 15% may be spent on infrastructure
- The [non-regulatory guidance released by USDOE](#) states that all LEAs must receive \$10,000 and those that receives at least \$30,000 must complete a needs assessment and dedicate funds in all three content areas.
- It will remain unclear how much funding is available to Louisiana and each LEAs through this grant program until Congress approves the budget.



# Eliminated NCLB Programs

- Title I School Improvement Grants (SIG)
- Title I – Part G, Advanced Placement Exam Fee Program
- Title II – Part B, Math and Science Partnerships
- Title IV – Part A, Safe and Drug Free Schools

# ESSA Accountability

# ESSA School Accountability

Replacing “priority” and “focus” schools, the new law requires states to annually identify schools for **“comprehensive support and improvement”** and **“targeted support and improvement.”**

- *Comprehensive support – struggling school*
- *Targeted support – struggling subgroup*

A comprehensive and targeted support school list will be provided for 2016-2017.

# Identification of Schools – Comprehensive Support

States must establish a methodology for identifying schools for comprehensive support. The requirements in ESSA for the identification include:

<b>Types of Schools</b>	<b>Description</b>	<b>Timeline for Identification</b>
Lowest-Performing	Lowest-performing five percent of schools in the State participating in Title I.	At least once every three years
Low High School Graduation Rate	Any public high school in the State with a four-year adjusted cohort graduation rate at or below 67 percent, or below a higher percentage selected by the State, over no more than three years.	At least once every three years
Chronically Low-Performing Subgroup	Any school participating in Title I that was identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest-performing schools and did not improve after implementing a targeted support and improvement plan over a State-determined number of years.	At least once every three years

# Identification of Schools – Targeted Support

States must establish a methodology for identifying schools for targeted support. The requirements in ESSA for the identification include:

<b>Types of Schools</b>	<b>Description</b>	<b>Timeline for Identification</b>
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups.	Annually
Low-Performing Subgroup	<p>Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest-performing schools. These schools must receive additional targeted support under the law.</p> <p>If this type of school is a Title I school that does not improve after implementing a targeted support and improvement plan over a State-determined number of years, it becomes a school that has a chronically low-performing subgroup and is identified for comprehensive support and improvement.</p>	At least once every three years

# District and School Report Cards

ESSA expanded the list of metrics that must be included on the Louisiana school and district report cards.

The expanded list includes:

- Academic achievement by subgroup
- Percentage of students assessed/not assessed
- Descriptions of States' accountability system
- Graduation rates
- Information on indicators of school quality
- Professional qualifications of teachers: including distribution in high – low poverty schools
- NAEP results (State only)
- Per-pupil expenditures for federal, State, and local funds

# Federal Programs ESSA Fiscal Information

# Local Educational Agency Plans

In Louisiana, the districts planning process and submission of the consolidated state application in eGMS meet the ESSA requirements for a needs assessment and local plan.

- **Consolidated Application Timelines**

- April release
- District planning activities – Now through March

- **The Consolidated Application will include the following:**

- The District's educational plan for addressing the needs of all subgroups of students, in particular those who are most at risk, including the school system goals in each focus area
- Coordination of all federal/state funding sources to fund effective educational activities
- Federal program budgets



# School System Planning Guide

1. Consider District/School Needs
2. Key Planning Decisions
3. Funding Considerations

## School System Support Calendar:

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/2016-2017-district-support-calendar.pdf?sfvrsn=8>

## School System Planning Guide:

<http://www.louisianabelieves.com/docs/default-source/district-support/louisianas-school-system-planning-guide.pdf?sfvrsn=8>

## Planning Template:

<https://www.louisianabelieves.com/docs/default-source/district-support/appendix-a---planning-template---fillable.pdf?sfvrsn=2>

# eGMS Central Data Changes District Planning

**Applicant:** 002 Allen Parish  
**Application:** 2017-2018 LEA Central Data - 00-  
**Cycle:** Original Application

**Project Period:** 7/1/2017 - 6/30/2018

LEA Central Data |

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**The page has saved with the following warnings (they will need to be corrected to pass the consistency check):**

**Warnings:**

Additional Key Planning Decisions need to be entered to reach the number of Key Planning Decisions entered.

Focus Areas	Contact Information	Assurances	Allocations Summary	Grant Summary	Summary Key Planning Decisions by Program	Summary Key Planning Decisions by Object Code	Page_Lock Control	Application Print
Key Planning Decisions					Key Planning Decisions Continued			

## Key Planning Decisions 1-5

[Click for Instructions](#)

For a complete list of the Key Planning Decisions, refer to the [School System Planning Guide](#)

**If this page has been locked and 'marked Final', please contact your ESSA point-of-contact to unlock the page if revisions or updates are needed.**

As part of the 2017-2018 planning process, your district has spent time reflecting on current progress and gaps, prioritizing specific improvements for 2017-2018, and selecting key actions and planning decisions to drive those improvements. These key planning decisions should have been recorded on the planning template (Appendix A) provided in the School Systems Planning Guide. To help ensure your 2017-2018 budget reflects your prioritized projects and initiatives, please upload your planning template below. After you upload your template, please identify the number of key planning decisions your district will have in the box. Next, type the corresponding activities and select the appropriate funding sources to support your key planning decisions. You may input up to ten (10) key planning decisions. ([count] of 4000 maximum characters used)

[School Systems Planning Template](#)

testing file upload for KPD

# eGMS Central Data Changes District Planning

## Upload

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Uploaded Files:

<input type="checkbox"/> TEST file upload document 1-20170214111741-e002ar.pdf
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## Delete Selected Files

Total number of Key Planning Decisions entries needed:

Key Planning Decision 1

Early Childhood

High School Pathways

High Quality Classroom Teaching:

Interests and Opportunities

Curriculum

Assessment

Professional Development

Leadership Development

Enter a description of the activity. ([count] of 4000 maximum characters used)

## Funding Source

- |  |   |  |  |   |
|--|---|--|--|---|
| <input checked="" type="checkbox"/> Title I-A: Basic | <input type="checkbox"/> Title I-C: Migrant         | <input type="checkbox"/> Title I-D: N or D           | <input type="checkbox"/> Title II-A: Teacher Quality             | <input checked="" type="checkbox"/> Title III-A: EL |
| <input type="checkbox"/> Title III: Immigrant        | <input type="checkbox"/> Title V: REAP              | <input type="checkbox"/> Homeless                    | <input type="checkbox"/> IDEA, Part B 611                        | <input type="checkbox"/> IDEA, Part B 619           |
| <input type="checkbox"/> ESYS                        | <input type="checkbox"/> Carl Perkins               | <input type="checkbox"/> Positive Behavior Support   | <input type="checkbox"/> Assistive Technology                    | <input type="checkbox"/> JAG                        |
| <input type="checkbox"/> C and S schools-1003        | <input type="checkbox"/> School Improvement-1003(g) | <input type="checkbox"/> Believe and Succeed-1003(a) | <input type="checkbox"/> High Cost Services-IDEA                 | <input type="checkbox"/> High Cost Services-MFP     |
| <input type="checkbox"/> LA4-TANF                    | <input checked="" type="checkbox"/> LA4-State       | <input type="checkbox"/> SPDG-IDEA                   | <input type="checkbox"/> EEF                                     | <input type="checkbox"/> 21st CCLC                  |
| <input type="checkbox"/> Title IV: SSAE              | <input type="checkbox"/> 8(g)                       | <input type="checkbox"/> CCDF                        | <input checked="" type="checkbox"/> RTT Early Learning Challenge | <input type="checkbox"/> TSLP                       |
| <input type="checkbox"/> State Funds                 | <input type="checkbox"/> Charter School Funds       | <input type="checkbox"/> Direct Student Services-DSS |  |   |

Key Planning Decision 2

Remove/Skip this Activity (see Instructions)

Early Childhood

High School Pathways

High Quality Classroom Teaching:

Interests and Opportunities

# Title I Schoolwide Program Requirements

## Schoolwide Programs Characteristics:

- Schools must have 40% or more poverty (ESSA allows states to waive 40% poverty upon district's request)
- Comprehensive reform strategy designed to upgrade the overall educational program
- Aimed to improve the achievement of lowest performing students
- One year for plan development unless a lesser amount of time is needed.

# Title I Schoolwide Program Requirements

## Comprehensive Needs Assessment

- Academic achievement data
- Perception data from school staff, students, parents, community, etc.
- Identify root cause analysis to identify problem areas to be addressed

## Comprehensive Schoolwide Plan

- How school will improve academic achievement
- Addresses all problem areas identified in the comprehensive needs assessment
- Coordination of federal, state, and local funding

## Annually Review Schoolwide Plan

- Use data from state assessments
- Use teacher evaluation data
- Perception data

# Title I Schoolwide Program Requirements

## Schoolwide Programs Under ESEA/NCLB:

- Nine components (Highly Qualified Removed)
- Comprehensive reform strategy designed to upgrade the overall educational program (Researched Based)
- Aimed to improve the achievement of lowest performing students

# Title I Schoolwide Plan Requirements

## Schoolwide Programs Under ESSA:

- Improve Academic Achievement Throughout School
- Address Needs In Comprehensive Needs Assessment
- Captures Strategies to improve the achievement of all students in particular the lowest performing students, and provide opportunities for all students.

# Title I Schoolwide Plan Requirements

## Schoolwide Programs Under ESSA

- Description of how methods and instructional strategies will:
  - Strengthen the academic program
  - Increase the amount and quality of learning time
  - Help provide an enriched and accelerated curriculum
  - Implement programs and activities to provide a well rounded education.
  - Include benchmarks that measure program results
  - Plan may be integrated into an existing plan

Schoolwide Plan Non-regulatory guidance:

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>



# Title I Parent and Family Engagement Set-aside

The LEA shall reserve at least 1%

- To assist schools carry out activities
- For smaller LEAs, set-aside not required if 1% is less than \$5,000 (i.e. allocation is less than \$500,000)
- May reserve more
  
- Previously, 95% of the reservation must flow to school level activities and 5% was designated for district level activities.
- ESSA shifts that to a 90% reservation for schools, with priority to high-need schools

# Parent and Family Engagement – Use of Funds

Must perform at least one:

- Professional development re: parent and family engagement strategies;
  - Reaching parents and family at home, in the community and at school;
  - Disseminating information on best practices;
  - Collaborating with others who have a record of success; and
  - Activities consistent with LEA plan.
- There must be annual evaluations of content and effectiveness of the policy involving parents and family members.

# Parent and Family Engagement - Accessibility

- Accessibility policies should, *to the extent practicable*, provide engagement opportunities for parents and family members, including:
  - parents and family members who have limited English proficiency,
  - parents and family members with disabilities, and
  - parents and family members of migratory children

# Rank and Serve

## Must Rank First and Serve:

- Schools exceeding 75 percent poverty
  - Strictly by poverty
  - Without regard to grade span
- **(NEW)** LEAs may now include in this “must group” high schools with 50 percent or above poverty.

## Then, Rank and Serve:

- At or below 75 percent poverty
  - May rank by grade span
- LDOE’s eGMS consolidated application will be adjusted to accommodate the flexibility for serving High Schools with 50 percent or above poverty.

# Title I Rank and Serve Changes

LEA can select high schools with 50% or above poverty for services on Targeting Step 2.

Applicant: 001 Acadia Parish Application Sections: Title I  
 Application: 2016-2017 NCLB Consolidated Application - 00- Project Period: 7/1/2016 - 6/30/2017  
 Cycle: Amendment 1

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Overview	Program Specific	Budget Detail	Budget Summary	Budget EIC Rollup	Budget Key Planning Decisions Summary			Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4	Preschool Data	School Choice			

Title I Targeting [Click for Instructions](#)

The application has been approved. No more updates will be saved for the application.

This page has been locked by the agency review. You must unlock it on the Page Lock Control Tab if changes are needed.

Step 2:

If the totals are correct, select your choice below for ranking and click the 'Proceed to Ranking' button. Otherwise, [Click here to return to Step 1.](#)

School Attendance Areas	Feeder	Public Enrollment	Public Low Income	Multiplier	Calculated Pub Low Income	Nonpublic Enrollment	Nonpublic Low Income	Total Enrollment	Total Calc Low Income	Calc Pct Low Income (Public Only)	Calc Pct Low Income (Public & Nonpublic)	Serve High School?
000 - Administrative Services -- Special Education	N	0	0	1.0	0	0	0	0	0	0 %	0 %	
001 - Armstrong Middle School	N	375	322	1.0	322	135	33	510	355	85.87 %	69.61 %	
002 - Branch Elementary School	N	265	147	1.0	147	0	0	265	147	55.47 %	55.47 %	
003 - Central Rayne Kindergarten School	N	147	134	1.0	134	33	7	180	141	91.16 %	78.33 %	
004 - Church Point Elementary School	N	579	522	1.0	522	163	42	742	564	90.16 %	76.01 %	
005 - Church Point High School	N	460	295	1.0	295	95	9	555	304	64.13 %	54.77 %	<input checked="" type="checkbox"/>
006 - Church Point Middle School	N	243	217	1.0	217	76	18	319	235	89.30 %	73.67 %	
007 - Crowley High School	N	624	469	1.0	469	100	9	724	478	75.16 %	66.02 %	<input type="checkbox"/>
008 - Crowley Middle School	N	522	485	1.0	485	188	29	710	514	92.91 %	72.39 %	
009 - Crowley Kindergarten School	N	226	209	1.0	209	64	3	290	212	92.48 %	73.10 %	
010 - North Crowley Elementary School	N	333	295	1.0	295	101	15	434	310	88.59 %	71.43 %	
011 - Egan Elementary School	N	214	109	1.0	109	0	0	214	109	50.93 %	50.93 %	
012 - Estherwood Elementary School	N	224	182	1.0	182	0	0	224	182	81.25 %	81.25 %	
013 - Evangeline Elementary School	N	234	166	1.0	166	0	0	234	166	70.94 %	70.94 %	
014 - Iota Elementary School	N	519	314	1.0	314	82	21	601	335	60.50 %	55.74 %	
015 - Iota Middle School	N	313	203	1.0	203	26	5	339	208	64.86 %	61.36 %	
016 - Mermentau Elementary School	N	142	100	1.0	100	0	0	142	100	70.42 %	70.42 %	
017 - Midland High School	N	280	179	1.0	179	3	2	283	181	63.93 %	63.96 %	<input type="checkbox"/>
018 - Mire Elementary School	N	551	349	1.0	349	0	0	551	349	63.34 %	63.34 %	

Serve High School?

# Private School Equitable Services Calculation Shifts

## Title I

- Proportionate Share Prior Years
  - Percentage of Economically Disadvantaged Students Attending Private Schools
  - District Level (Parental Involvement, Professional Development, District-wide Instructional Program)
  - School Level Allocations (PS Students generated same PPA as public students)
- Proportionate Share Under ESSA
  - Percentage of Economically Disadvantaged Students Attending Private Schools
  - Proportionate Share Off Total Title I Allocation

## Title II

- Proportionate Share Prior Years
  - Percentage of Students Attending Private Schools
  - Title II Administrative funds and Class size Reduction Allocations Excluded from Proportionate Share Calculation
- Proportionate Share Under ESSA
  - Percentage of Students Attending Private Schools
  - Proportionate Share Off Total Title II Allocation less Administration funding

# Title I Proportionate Share Example

An LEA with four Title I public school attendance areas and a total Title I allocation of \$1,000,000 would determine the total amount available for all equitable services activities (proportionate share) as follows...

# Title I Proportionate Share Example

<b>EXAMPLE OF DETERMING THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES</b>			
<b>Public School Attendance Area</b>	<b>Number of Public School Low-Income Children</b>	<b>Number of Private School Low-Income Children</b>	<b>Total Number of Low-Income Children</b>
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
<b>TOTAL</b>	<b>1,350</b>	<b>150</b>	<b>1,500</b>
<b>PROPORTIONATE SHARE</b>	90%	10%	
	\$900,000	\$100,000	



# Title I Proportionate Share Display

## Targeting Step 4

Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4	Preschool Data	School Choice
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**Title I Targeting** [Click for Instructions](#)

The application has been approved. No more updates will be saved for the application.

**Step 4:**

- Input all necessary set asides for your district and then click the 'Calculate Distribution Amount' button.
- Select eligible schools that will not be served.
- Click the 'Distribute Amount Evenly' button to distribute the same per pupil amount to each school being served.
- Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the 'Check Distribution' button.
- If the distribution amounts are correct click the 'Save Distribution' button to accept the distribution.
- If the chosen ranking method did not achieve the desired results, [return to step 3](#) to select an alternate ranking method.

<b>Title I Allocation</b>	<b>+ Prior Year Funds</b>	<b>+ Transfers In</b>	<b>= Total Title I Available for LEA</b>
\$3,084,367	\$883,990	\$0	\$3,968,357

LEA is electing to use Schoolwide Program Fiscal Flexibility:  Yes  No

Set Asides				NonPublic Equitable Service Reservation
Private School Noninstructional Costs	0	Parent Involvement (District Level)	474	151
Administration	106,063	Parent Involvement (School Level)	9,011	\$323
Homeless Children	56,900	Professional Development (District Wide)	31,000	29,943
English Learners (EL) (EP)	10,000	Private School Equitable services		\$1,057
Neglected/Delinquent Children	0	Instructional Programs (District Wide)	9,000	8,693
Incentives and Rewards	0	Targeted and Comprehensive Support Schools	0	
Preschool (District Wide)	505,354	Foster Care		
Remaining Funds Available	244,626	Transportation for School Choice	0	
RFA Budgeted as Indirect Cost	27,819	Indirect Cost	107,864	
		<b>Total Distribution Amount:</b> \$112,826		
		Minimum Per Pupil Amount (equal to 125% if applicable) 0		

Number of  Students Attending Title I: Public  NonPublic  Proportional Percentage 3.41 %

# Title II Proportionate Share Example

## EXAMPLE OF FORMULA TO DETERMINE AMOUNT FOR TITLE II, PART A EQUITABLE EXPENDITURES

### (A) Number of Students

- A1: LEA Enrollment 900
- A2: Participating Private Schools Enrollment 100
- A3: Total Enrollment = A1 + A2 1,000

### (B) Title II, Part A Allocation

- B1: Total LEA Allocation \$1,000,00
- B2: Administrative Costs (public and private school programs) \$50,000
- B3: LEA Allocation Minus Admin Costs = B1-B2 \$950,000

### (C) Per Pupil Rate

- C1: B3 divided by A3 \$950

### (D) Equitable Services

Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1 = 100 x \$950 = \$95,000

# Title II Proportionate Share eGMS

## LEA Program Admin Cost Deduction

### Title IIA Private Schools Share

[Click for Instructions](#)

NOTE: For the purposes of determining the amount of Title IIA funds that an LEA must make available for equitable services to private school teachers and other educational personnel, the statute has the LEA assume that it is spending at least as much for Professional Development under Title IIA as it did in FY 2001 under the Eisenhower Professional Development and Class-Size Reduction programs [Title IX, Section 9501(b)(3)(B)].

The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 4 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these four lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.

1.		<b>Number of Students</b>
1.a	3,330	Public District Enrollment Current Amount saved on the Targeting Step 1 page for Public Enrollment Total: 3,330
1.b	203	Enter the number of students enrolled in the participating private schools. (District must enter enrollment. Note: Count all students enrolled in private schools regardless of district of residence.)
1.c	3,533	Total Enrollment (1a + 1b calculated only on Save)
2.		<b>Title II, Part A Allocation To Be Used for Professional Development</b>
2.a		Amount for public and private schools used in last save of this page. Amount: 382,486
2.b	43,480	Budgeted Administration Cost amount (value from 2b on last save). Current Indirect Cost on the Budget Detail page: 43,480
2.c	0	Budgeted Administration Costs (for public and private programs) for all expenditures assigned to EIC's 41 and 51 The amount will be calculated using the following formula with amounts entered for the Object Code and EIC/CFA (Current Funds Available) code combinations on the Title IIA Budget Detail page: $((\text{Object Code 100 EIC 41 CFA} + \text{Object Code 200 EIC 41 CFA}) + (\text{Object Code 100 EIC 41 RFA} + \text{Object Code 200 EIC 41 RFA})) + ((\text{Object Code 100 EIC 51 CFA} + \text{Object Code 200 EIC 51 CFA}) + (\text{Object Code 100 EIC 51 RFA} + \text{Object Code 200 EIC 51 RFA})) + (\text{Object Code 300 EIC 51 CFA} + \text{Object Code 300 EIC 51 RFA})$
2.d	339,006	Amount District is Using for Professional Development $((2a - (2b + 2c))$ calculated only on Save Amount calculated with lines 2a through 2c current amounts: 339,006

Updates to Item 2.c for 2017-18

# Proportionate Share Carryover

- Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.
- **(NEW)** There may be extenuating circumstances in which an LEA is unable to obligate all funds within the timeframe.
- Under these circumstances, funds may remain available for the provision of equitable services under the respective program during the subsequent school year.

# Title I – Supplement not Supplant

General Rule: Federal funds must be used to supplement and in no case supplant state, and local resources

- **(NEW)** To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds.
- **(NEW)** No LEA shall be required to:
  - Identify individual costs or services as supplemental; or
  - Provide services through a particular instructional method or in a particular instructional setting to demonstrate compliance.
- **(NEW)** The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.

# Homeless Student Provisions Under ESSA

# Preschool-Aged Homeless Children

- Under the new law, Louisiana's Education of Homeless Children and Youth Program (EHCY) must increase the efforts to identify **Preschool-aged homeless children**, including clarification that local liaisons shall ensure that these children and their families have access to and receive services, if eligible, under LEA-administered preschool programs.
- Preschools are also entitled to School of Origin rights including access to transportation.
- An increased emphasis has been placed on Early Childhood homelessness.
- Early Childhood becomes a major focus in professional development and technical assistance.
- Liaisons shall ensure homeless families and children can access early intervention services under IDEA Part C, if eligible.
- Must be included in data reporting.

# Dispute Resolution Process

- The Louisiana Education of Homeless Children and Youth Program (EHCY) shall continue to provide technical assistance and training to LEAs regarding the requirement to have a dispute resolution process for school selection or enrollment.
- The dispute resolution process includes the following requirements:
  - Provide training to LEA personnel, parents, unaccompanied homeless youth and community on the dispute appeal process.
  - All denials and explanations shall be written.
  - If a dispute arises over school selection or enrollment, the child/youth shall be immediately admitted to the school in which he/she is seeking enrollment, pending resolution of the dispute (five days).
  - Enrollment shall continue in the school until the dispute and appeals are satisfactorily resolved at all levels (local, state, national) when necessary.
  - The student shall be provided with all services to which McKinney-Vento eligible students are entitled (e.g. transportation, Title I services, free meals).



# Foster Care Provisions Under ESSA

# ESSA Title I Foster Care Provisions

- Reinforce and complement the landmark Fostering Connection Act efforts to ensure educational stability for foster youth
- Shared responsibility of education and child welfare agencies in promoting the well-being of children in foster care.

# Foster Care Point of Contact

LEAs were required to designate a foster care point of contact by December 10, 2016 to ensure school stability and support educational success of children in foster care.

## Responsibilities include:

- » Coordinating with local child welfare agency (CWA) to develop a process for implementing ESSA provisions;
- » Leading development of best interest determination process; and
- » Facilitating the transfer of records and immediate enrollment and data sharing with CWAs.

The POC can also serve as the homeless liaison. However, it is essential that the designated point of contact have sufficient capacity and necessary resources to fulfill his or her duties.

# Foster Care Transportation

An LEA receiving Title I funds must collaborate with the State or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care

These procedures must ensure that children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner.

If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if:

- 1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
- 2) the LEA agrees to pay for the cost; or
- 3) the LEA and local child welfare agency agree to share the cost.

LEAs and child welfare agencies must develop plans for providing cost-effective transportation when necessary to allow students to remain in the same school.

# “Awaiting Foster Care”

- Effective December 10, 2016, “awaiting foster care placement” was removed from the definition of “homeless children and youths” for purposes of the Education for Homeless Children and Youths (EHCY) program.
- Now the LDOE and school systems must meet the Title I requirements for children in foster care, including those awaiting foster care placement.

2017-2018

Electronic Grants Management (eGMS)

# New Log-in Page

The screenshot displays the login interface for the Louisiana Department of Education's E-Grants Management System. The page features a teal header with the department's logo and slogan, "Louisiana Believes". Below the header, a dark teal banner reads "Louisiana Department of Education Welcome to the E-Grants Management System". The main content area is divided into several sections: "ANNOUNCEMENTS", "INFORMATION", "TRAINING", and "ACCOUNT INFORMATION", each with a "No notifications found" message. On the right side, there is a "LOGON" section with input fields for "Username/Email" and "Password", a "Forgot Password" link, and a "LOGON" button. Below the login fields is an "UPCOMING" section for "February 2017" with a "No events found" message. A footer contains contact information for the Louisiana Department of Education.

**DEPARTMENT of EDUCATION**  
Louisiana Believes

Louisiana Department of Education  
Welcome to the E-Grants Management System

**ANNOUNCEMENTS**  
No notifications found.

**INFORMATION**  
No notifications found.

**TRAINING**  
No notifications found.

**ACCOUNT INFORMATION**  
No notifications found.

**LOGON**  
Username/Email   
Password  [Forgot Password](#)  
**LOGON**

**UPCOMING**  
February 2017  
No events found.

LOCAL

For additional information please contact the Louisiana Department of Education  
Contact Us or call 1-877-453-2722 (toll free)

# Private School Consultation

- Adding Date of Consultation Meeting

Overview | Key Planning Decisions | Allocations | Private\_School Consultation | FTE | Grant Summaries | Submit | Amendment Description | Application History | Page\_Lock Control | Application Print

Private\_School Consultation (1-15) | Private\_School Consultation (16-40) | Private\_School Consultation (41-75)

**NCLB - Private School Consultation (Schools 1-15)** [Click for Instructions](#)

General Information/Equitable Services Worksheet

Consultation Form

How many Brumfield Dodd approved schools are invited to participate in NCLB programs?

How many Brumfield Dodd approved schools participate in NCLB programs?

General Comment (92 of 500 maximum characters used)

Northside Christian school declined to participate in 2016-17 Title I and Title II programs.

**B. Private School Allocation**

	Equitable Share by Title			
	Title I	Title II	Title III English Language Acquisition	Title III Immigrant
<b>(A) Equitable share amounts from the Program Detail pages</b>	42,615	22,164		
<b>Private Schools</b>				
Notre Dame High School	<input type="text" value="0"/>	<input type="text" value="5421"/>	<input type="text" value="213"/>	<input type="text"/>
Our Mother of Peace	<input type="text" value="11893"/>	<input type="text" value="3251"/>	<input type="text" value="213"/>	<input type="text"/>

Tuition/Praxis Assistance       PD Stipends  
 PD Travel/Consultant       PD Material and Supplies  
 Other (0 of 250 maximum characters used)

Date of Consultation Meeting (MM/DD/YYYY):



# Title I - Targeting Step 4

## Set-aside updates

Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4	Preschool Data	School Choice
<b>Title I Targeting</b> <a href="#">Click for Instructions</a>					
<p><b>The application has been approved. No more updates will be saved for the application.</b></p> <p><b>Step 4:</b></p> <ol style="list-style-type: none"> <li>Input all necessary set asides for your district and then click the 'Calculate Distribution Amount' button.</li> <li>Select eligible schools that will not be served.</li> <li>Click the 'Distribute Amount Evenly' button to distribute the same per pupil amount to each school being served.</li> <li>Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the 'Check Distribution' button.</li> <li>If the distribution amounts are correct click the 'Save Distribution' button to accept the distribution.</li> <li>If the chosen ranking method did not achieve the desired results, <a href="#">return to step 3</a> to select an alternate ranking method.</li> </ol>					
<b>Title I Allocation</b>		<b>+ Prior Year Funds</b>	<b>+ Transfers In</b>	<b>= Total Title I Available for LEA</b>	
\$3,084,367		\$883,990	\$0	\$3,968,357	
LEA is electing to use Schoolwide Program Fiscal Flexibility. <input type="radio"/> Yes <input checked="" type="radio"/> No					
<b>Set Asides</b>					
Private School Noninstructional Costs	0	Parent Involvement (District Level)	474	151	\$323
Administration	106,063	Parent Involvement (School Level)	9,011		
Homeless Children	56,900	Professional Development (District Wide)	31,000	29,943	\$1,057
<input type="checkbox"/> English Learners (EL) <input type="checkbox"/> EP	10,000	<b>Private School Equitable services</b>			
Neglected/Delinquent Children	0	Instructional Programs (District Wide)	9,000	8,693	\$307
Incentives and Rewards	0	Targeted and Comprehensive Support Schools	0		
Preschool (District Wide)	505,354	Foster Care			
Remaining Funds Available	244,626	Transportation for School Choice	0		
RFA Budgeted as Indirect Cost	27,819	Indirect Cost	107,864		
<b>Total Distribution Amount: \$112,826</b> Minimum Per Pupil Amount (equal to 125% if applicable) 0					
<b>Number of <input type="text" value="Low Income"/> Students Attending Title I:</b>					
Public <input type="text" value="1728"/>		NonPublic <input type="text" value="61"/>		Proportional Percentage 3.41 %	

# Education Improvement Category Changes

## Title I

Title I Summary by EIC Label -- % calculated against total budget shown above

EIC #	Education Improvement Category	100 - Salaries	200 - Benefits	300 - Purchased Profes
ADM	Administration	84,233	21,830	
DL	District Level PI <b>FC Foster Care</b>	25	26	
<del>FPS</del>	<del>Focus and Priority Schools Initiatives</del>			
HC	Homeless	40,178	14,122	
<del>HQ</del>	<del>Highly Qualified PD</del>			
IP	Instructional Program (District Wide)			
IR	Incentives and Rewards			
LEP	LEP			
ND	Neglected and Delinquent			
NP	Non Public			4,0
PD	Professional Development	19,400	5,241	
PS	Pre-School	342,841	162,513	
RFA	Remaining Funds Available	108,785	20,228	
SB	School Budget	65,557	23,104	
SES	SES			
SL	School Level PI	2,700	311	
TSC	Transportation For School Choice <b>TCS Targeted and Comprehensive Support Scho</b>			

# Education Improvement Category Changes

## Title II

**Applicant:** 004 Assumption Parish  
**Application:** 2016-2017 NCLB Consolidated Application - 00-  
**Cycle:** Amendment 1

**Application Section:** Title IIA

**Project Period:** 7/1/2016 - 6/30/2017

[Click to Return to GMS](#)  
[Click to Return to I](#)

Overview	Program Specific	Budget Detail	Budget Summary	Budget EIC Rollup	Budget Key Planning Decisions Summary	Page_1 Cont
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**Budget Summary**(Read Only) [Click for](#)

EIC #	Education Improvement Category	100 - Salaries	200 - Benefits	300 - Purchased Professional / Technical Svcs	400 - Purchased Property Svcs	500 - Other Purchased Svcs	600 - Supplies	700 - Property	800 - Other objects	TOTAL
11	Instruction									
11 CFA	Current Funds Available									
11 RFA	Remaining Funds Available									
23	Personnel Certification and Professional Dev									
23 PUB	Professional Development for Public Schools	159,532	57,013	5,300					300	222,145
23 NP	Professional Development for Private Schools			8,062		8,000			2,000	18,062
23 NPQ	Highly Qualified for Private Schools									62.63 %
23 NPT	Nonpublic Travel									
23 NPS	Nonpublic Supplies									
23 RFA	Remaining Funds Available	37,500	3,155			31,496	2,000			74,151
24	Instructional Technology									20.91 %
24 CFA	Current Funds Available									
24 RFA	Remaining Funds Available									
41	Administration									
41 CFA	Current Funds Available									
41 RFA	Remaining Funds Available									
51	Support Services									
51 CFA	Current Funds Available									
51 RFA	Remaining Funds Available									
Total Direct Costs		197,032	60,168	13,362		39,496	2,000		2,300	314,358
		55.55 %	16.96 %	3.77 %		11.14 %	0.56 %		0.65 %	88.63 %
Approved Indirect Cost X 12.8313 %										40,330
Total Budget										12,8293 %
										354,688

Change NPQ to display to display "NPPD" for 2017-18 TIIA Budget

ADD 41 NP to the 2017-18 TIIA Budget grid

Change EIC Code for Highly Qualified for Private Schools from NPQ to "NPPD" for 2018 and future

**TitleIIa Summary by EIC Label** % calculated again

EIC #	Education Improvement Category
CFA	Current Funds Available
NP	Professional Development for Private Schools
NPQ	Highly Qualified for Private Schools
NPS	Nonpublic Supplies
NPT	Nonpublic Travel
PUB	Professional Development for Public Schools
RFA	Remaining Funds Available

# Title III Program – ESSA Question Changes

Questions adjusted to reflect ESSA Changes (i.e. removed references to AMAO's)

1. Describe the effective language instruction educational program (LIEP) the district will provide to meet the needs of ELs and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement (ESEA Section 3115(c)(1)).
2. Describe how district will ensure approaches and methodologies for teaching ELs are effective (ESEA Section 3115(a)).
3. Describe the high-quality professional development the district will provide to educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) to improve knowledge and skills necessary to meet the diverse needs of English learners (ESEA Section 3111(b)(2)(B)).
4. Describe how the professional development described in #3 will be delivered and how fidelity of implementation will be monitored.
5. Describe how the district's family, parent, and community engagement strategies and activities (ESEA Section 3115(c)(3)).
6. Describe how the district will build its capacity to continue to offer *effective* language instruction educational programs that assist English learners in meeting challenging State academic standards (ESEA Section 3113(b)(3)(E)).

# Migrant Program – ESSA Question Changes

**Describe the instructional programs or program services that will be developed or implemented to achieve the following measurable program outcomes by the end of the program year. Please indicate if program will be conducted in summer and include any collaboration with other Title programs.**

- At least 50% of migrant students in grades 3-8 who had a “D” or “F” in a language arts class will improve their grade as a result of participating in a migrant-funded literacy intervention.
- At least 50% of migrant students in grades 9-12 who had a “D” or “F” in a core class will improve their grade as a result of participating in a migrant-funded intervention.
- At least 30% of migrant students in grades 7-12 who participated in a migrant-funded summer intervention program will obtain credits leading toward high school graduation.

# Migrant Program – ESSA Question Changes

**Describe parental involvement programs and/or services that will be developed to achieve the following measurable outcomes by end of program year:**

- At least 80% of migrant parents responding to surveys who participated in a migrant-sponsored or co-sponsored parent activity addressing literacy and/or mathematics will report being better prepared to help their child with reading and literacy and mathematics at home.
- At least 80% of migrant parents responding to surveys who participated in a migrant-sponsored or co-sponsored parent activity addressing school readiness will report being better prepared to help their child with school readiness skills at home.
- At least 80% of migrant parents responding to surveys who participated in a migrant-sponsored or co-sponsored parent activity addressing graduation and career readiness will report being more knowledgeable about graduation requirements and college and career readiness.

# Migrant Program - ESSA Question Changes

- Describe programs and services that will be developed or implemented to achieve measurable program outcome that at least 80% of 3-5 year old migrant children (not in kindergarten) will be enrolled in early childhood programs and/or receive MEP-sponsored services by the end of the program year.
- Please describe how district will maintain ongoing communication/collaboration with instructional staff, Federal programs, State initiatives, and other relevant organizations (such as early childhood providers) regarding the unique academic and support needs of migrant students.
- Please describe how district will monitor effectiveness of its identification and recruitment efforts to ensure all eligible migratory students in its area, including out-of-school youth and drop-outs, are identified

# Title IV – Student Support and Academic Enrichment Grants Program Specific

Three funding categories:

1. Safe and Healthy Students
2. Well Rounded Educational Opportunities
3. Effective Use of Technology - a portion of funding, no more than 15% may be spent on infrastructure

Title IV Specific Program Objectives			
<b>SSAE Program Objective 1: Provide All Students with Access to a Well-Rounded Education.</b>			
LEA Program Description (1000 maximum)			
<input type="text"/>			
Program Description Intended Outcome (1000 maximum)			
<input type="text"/>			
Program Description Measure(s) of Effectiveness (i.e. data used, evaluation protocols) (1000 maximum)			
<input type="text"/>			
Direct Administrative Cost:	Yes	No	(If Yes, please describe) (500 maximum)
<input type="text"/>			
<b>SSAE Program Objective 2: Improve School Conditions for Student Learning</b>			
LEA Program Description (1000 maximum)			
<input type="text"/>			
Program Description Intended Outcome (1000 maximum)			
<input type="text"/>			
Program Description Measure(s) of Effectiveness (i.e. data used, evaluation protocols) (1000 maximum)			
<input type="text"/>			
Direct Administrative Cost:	Yes	No	(If Yes, please describe) (500 maximum)
<input type="text"/>			



# Title IV – Student Support and Academic Enrichment

## Allowable Uses of Funds

### Allowable Uses

Title IV Part A Total Available Amount:

This page must only be completed for recipients of funding equal to or greater than \$10,000

#### Notes:

20% Minimum - 80% Max  
0% Minimum - 100% Max

20% Minimum - 80% Max  
0% Minimum - 100% Max

0% Minimum - Max is 60%

Note: No more than 15% on Technology Infrastructure: devices, eqpt, software & digital content

0% Minimum - Max 100%

Note: No more than 15% on Technology Infrastructure: devices, eqpt, software & digital content

#### Funding Over \$29,999 - Mandatory Profile Funding Between \$10,000 - \$29,999 - Mandatory Profile

Well Rounded Education

Safe and Healthy Students

Effective Use of Technology

### Title IV - Part B Allowable Uses of Funds

LEA receiving less than \$30,000 may fund activities in one, two, or three of the program areas.

#### Well-Rounded Education Opportunities

If the LEAs total award  $\text{is } \geq = \$30,000$ , at least 20 percent must be used for well-rounded education opportunities. Select the category or categories that most closely align with the LEAs program.

- |   |   |
|---|---|
| <input type="checkbox"/> Advanced Placement/International Baccalaureate Exams | <input type="checkbox"/> History  |
| <input type="checkbox"/> Career and technical education                       | <input type="checkbox"/> Mathematics  |
| <input type="checkbox"/> Civics and government                                | <input type="checkbox"/> Music  |
| <input type="checkbox"/> College and Career Guidance and Counseling           | <input type="checkbox"/> Physical education                                       |
| <input type="checkbox"/> Computer science                                     | <input type="checkbox"/> Reading/language arts                                    |
| <input type="checkbox"/> Early learning                                       | <input type="checkbox"/> Science  |
| <input type="checkbox"/> Economics  | <input type="checkbox"/> Science, technology, engineering, mathematics (STEM)     |
| <input type="checkbox"/> Engineering  | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> English  | <input type="checkbox"/> Visual and Performing Arts                               |
| <input type="checkbox"/> Foreign languages                                    | <input type="checkbox"/> Writing  |
| <input type="checkbox"/> Geography  | <input type="checkbox"/> Other Student Success and Engagement Programs/Activities |
| <input type="checkbox"/> Health   |   |

#### Safe and Healthy Students

If the LEAs total award  $\text{is } \geq = \$30,000$ , at least 20 percent must be used for safe and healthy school opportunities in the following ways:

#### Foster Safe Environments

- |   |   |
|---|---|
| <input type="checkbox"/> Drug and Violence Prevention Training                      | <input type="checkbox"/> <u>Schoolwide</u> Positive Behavioral Interventions Support (PBIS) Activities and Programs |
| <input type="checkbox"/> Foster Gun Free Schools Activities and Programs            | <input type="checkbox"/> Violence Prevention, Crisis Management and Conflict Resolution Training                    |
| <input type="checkbox"/> Human Trafficking Awareness and Training for Teachers      | <input type="checkbox"/> Other Programs/Activities to Promote Safe Students   |
| <input type="checkbox"/> Preventing Bullying and Harassment Activities and Programs |   |
| <input type="checkbox"/> Relationship-Building Activities and Programs              |   |

# Title V – RLIS Grants Program Activity

## ESSA Adjustments:

1. Removed Title II Part D
2. Removed Title IV Safe and Drug Free Schools
3. Added Title IV Student Support and Academic Enrichment

Overview	Program Specific	Budget Detail	Budget Summary	Budget EIC Rollup	Budget Focus Area Summary
Program Activity					
<b>Title VIB Program Activity</b>					
Allocation available: <input type="text" value="1,009"/>					
<b>Proposed Program Category</b>			<b>Amount Allocated</b>		
Educational Technology, Title II, Part D			<input type="text"/>		
Improving Basic Programs Operated by LEAs, Title I, Part A			<input type="text"/>		
Language Instruction for Limited English Proficient and Immigrant Students			<input type="text"/>		
Teacher Recruitment and Retention Activities			<input type="text"/>		
Teacher Professional Development Activities			<input type="text"/>		
Safe and Drug-Free Schools Program, Title IV, Part A			<input type="text"/>		
Parental Involvement Activities			<input type="text"/>		
Indirect Cost			<input type="text"/>		
TOTAL Expenditures for Title VI Program			<input type="text"/>		

# Key ESSA-related eGMS Dates to Remember

Action	Date
LEA Planning Process	In progress
LDOE Central Data Release Date	Late April
LDOE Program Budget Release	Late April – Early May
Statewide In-Person eGMS Training Opportunities	Throughout May
LEA Consolidated Application Due Date	June 30
Release of School Improvement and Direct Student Services Applications	Summer (due in Fall)

# Sole Source (Non-Competitive Procurements)

- In order for a subrecipient to use federal funds to purchase an item as sole source, the SEA must agree that the item in question is indeed a sole source item and the *aggregate* purchase must be over \$3,000 (CFR Section 200.320 – Methods of Procurement).
- CFR 200.320(f) – Procurement by non-competitive proposals - states that noncompetitive procurements (sole source) may only be used when one or more of the following circumstances apply:
  - *(f) Procurement by noncompetitive proposals. Procurement by non-competitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:*
    - *(1) The item is available only from a single source;*
    - *(2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;*
    - *(3) The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or*
    - *(4) After solicitation of a number of sources, competition is determined inadequate.*

**Please be advised the local agency is responsible for securing and maintaining the necessary documentation to support the noncompetitive purchase no matter the option or combination of options used. This documentation must be kept on file for the purpose of any state or federal audit.**

# Sole Source Review Process

The process listed below **only** applies when Option 3 is chosen by the LEA:

1. Subrecipient submits request to LDOE\*
2. DOE program staff forwards request to Grants Management
3. Grants Management routes request to identified program staff for review
4. Identified program staff review request for compliance with CFR 200.320(f)
5. Program staff submits findings to Grants Management
6. Grants Management responds to subrecipient and copies LDOE Federal program staff\*\*

# Sole Source Review Process

Note that the request must include:

- 1) Fiscal and program documentation from the subrecipient which shows that the subrecipient is requesting the purchase of a product/services that may be considered sole source (as defined by CFR 200.320[f] – Procurement by non-competitive proposals).
- 2) Documentation from the subrecipient or the vendor which demonstrates that the product/service is only available from a particular vendor.