

# Louisiana Believes

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## **Louisiana Department of Education Updates**

Louisiana Association of School Administrators of Federally Assisted Programs

Fall 2019



# Agenda

- 2020-2021 School System Planning
  - Academic Strategy
  - School System Planning
- Schoolwide & District Plan Alignment
- NEW: Title I Supplement Not Supplant Guidance
- Title I CSPR Updates
- Title I Carryover Protocols
- NEW: Equitable Services Carryover Guidance
- ED Federal Program Update
- Q/A

# Academic Strategy



Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



+



+



+



**build** knowledge  
of the world,

**read**  
meaningful texts,

**express** ideas through  
writing and speaking, and

**solve**  
complex problems.

In order to achieve these goals, **teachers** are fully prepared to deliver high-quality instruction every day and are supported by...



*Principals, Content Leaders,  
and Mentor Teachers*

- ✓ use **observations, common planning time, and coaching** to support teachers



*School Systems*

- ✓ create supportive structures to facilitate **teacher preparation and student learning**



*The Louisiana  
Department of Education*

- ✓ provides tools and resources to **support school systems** in executing academic plans

# 2020-2021 School System Planning



# Louisiana School System Planning Process



## CREATE A PLAN

School systems review data and identify priorities for the coming year.



## DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.



## IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from Network teams and vendor partners.

# Pre-Super App

Districts reported that the planning process had:

- **Fragmented Priorities**—Every grant prioritized different focus areas for school systems such as teacher training, dropout prevention, or curriculum selection, which prevented districts from having a unified set of priorities across all funding sources
- **Inefficient Processes**—School systems developed individual plans and budgets for each grant, resulting in both a significant and inefficient use of time
- **Multiple Timelines**—Planning and grants did not operate on the same timeline causing school systems to juggle multiple budgets at various stages of the grants cycle



# The Super App

Last year, the Department launched an improved planning process that:

- Unifies school systems' priorities—The **School System Planning Framework** establishes a uniform set of priorities to help school systems create **one plan**.
- Creates efficient processes—The **Super App** is **one application** for formula and competitive dollars; and
- Streamlines and accelerates timelines—The **Super App** is submitted and approved on **one timeline** and provides school systems with federal formula and competitive allocations before the fiscal year begins.



# One Application, One Timeline

The **Super App** is one application that allows school systems to plan for their needs, access their formula funds and apply for competitive funds on one timeline.

The Super App replaces several required plans and budgets:

Plans	Budgets	
ESSA Consolidated	Title I	IDEA B 611
IDEA Consolidated	Title I Migrant	IDEA B 619 Preschool
Carl Perkins	Title I Neglected	Carl Perkins
School Redesign	Title II	School Redesign
SRCL	Title III	SRCL
SPDG	Title III Immigrant	SPDG
TIF	Title IVA SSAE	TIF
	Title V	



# School System Planning Framework

The Super App is structured around the School System Planning Framework. The Framework has four domains. Within each domain are indicators, questions that school systems must answer, and the resources available to support planning.

Domain	Indicators	Questions	Resources
Core Academics	Each domain includes 4-7 indicators that describe the most important priorities within each.	Every school system will answer <i>each question</i> in <i>each domain</i> to illustrate its commitment to the key priorities.  The responses cover the requirements of all federal formula and competitive grants.	Domain-specific resources are provided to assist school systems in planning for the 2020-2021 school year and effectively answering Super App questions.
Students with Diverse Needs			
Workforce Talent			
LEA Systems			



# Two Approvals

The Department will reviews each Super App in two ways:

➔ **Approval of Super App**

Department will review school system budgets for formula funds to ensure that each expenditure is allowable under the specific grant.

➔ **Approval of School Improvement Strategy, as required by ESSA**

Department will review answers to designated questions within the Super App to approve a school system's school improvement strategy for CIR and UIR schools. The Department also grants competitive funds designated by ESSA for school improvement to support these strategies.



# Table Talk

How was last year's application process different from prior years in your district?

# Year 1 Results

## Results:

- 100% of districts submitted Super App by the February 1 deadline.
- \$44.6M was awarded to support school improvement strategies at CIR and UIR schools.
- All 102 CIR/UIR-A school systems had their plans approved.
  - Of these, 97 school systems received competitive funds or did not have any eligible requests.
- 431 of 445 CIR/UIR-A schools received competitive funds or did not have any eligible requests.



# Table Talk

Think about how your district ran its Super App process last year ...

- What worked?
- What would you change for this year?

# Feedback

## **Feedback:**

- Improve technical features of application (e.g. budgeting of indirect costs)
- Include more grant programs in Super App / greater alignment with grant cycle timeline
- Expand functions (e.g. printing Title I budget items)
- Revisit amount of estimated allocations (85% of prior year allocations)

# 2020-21 Super App Highlights

- Migrant funding will be included in Super App
- Carl Perkins grant will be included in the November release of Super App; consortium function added (similar to Title III)
- Early Childhood Consolidated Seat Request will be uploaded to Super App and the timeline will coincide with the Super App process
- Drop-down selections for curriculum, PD, assessments, etc.
- Removed link between Priorities pages and budget detail
- Adjustments to IDC calculation for Titles II and IVA
- Ability to upload any parent/family comments re: school system plan
- Improvements to page design: more space for budget description, only relevant funding sources listed, etc.



# Estimated Allocations

## Context:

- Before Super App, districts received preliminary ESEA (Title) and IDEA allocations in May/June for a July 1 start.
- To allow districts to plan earlier in the year, the Department released “estimated” allocations in December based on 85 percent of the prior year final allocation.
- 85 percent is the minimum amount guaranteed for Title I, the largest formula grant.
- The Department received feedback from some districts that they would prefer for the estimated allocation to be a higher percentage (e.g. 90 percent).

## Proposal:

While the default percentage for estimated allocations would be 85 percent, superintendents would be able to submit a formal request for the Department to release an estimated allocation based on 90% or 95%.

# Table Talk

How can the Department support you and your district's school system planning process?

What additional resources / information / guidance do you need?

# 2020-21 School System Planning Timeline

<b>November 4</b>	School System Planning Guide and Super App are released. Super App Launch events begin. School systems can begin the 2019-2020 planning process.
<b>November-January</b>	School systems work on the Super App with the guidance and assistance of Department staff and Network coaches.
<b>February 7</b>	Super App is due.
<b>February-March</b>	Department reviews Super Apps and provides feedback on plans and budgets, as necessary.
<b>April</b>	BESE approves competitive allocations. The Department approves CIR and UIR strategies.
<b>May 1</b>	Competitive funds are uploaded to Super App.
<b>May-June</b>	School systems amend Super App to account for all formula and competitive allocations.
<b>July 1</b>	Super App grant period begins.



# Super App Launch Events

The Department will launch the 2020-2021 school system planning process and Super App in November.

Each district should send a core group of district leaders who will collaborate on the district planning process.

Attendees will participate in sessions on these topics:

- Academic Strategy and School System Planning Process
- Super App platform (eGMS)
- Strategy-specific sessions
- Funding priorities
- Team planning

## **When:**

**8 am - 1 pm**

November 4, Baton Rouge

November 7, Baton Rouge

November 8, Baton Rouge

November 12, Ruston

## **Who:**

CAO, federal program director, CTE/sped coordinators, business managers, etc.

Questions?

[LDOE.GrantsHelpdesk@la.gov](mailto:LDOE.GrantsHelpdesk@la.gov)

Please put “Super App” in the subject line.

# Schoolwide Plan & District Plan Alignment



# ESSA Requirements for Title I Schoolwide Plans

The [Every Student Succeeds Act](#) (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan (SWP).

The SWP is designed to capture, in writing, a focused and coherent course of action to upgrade the entire educational program of the school while incorporating any other plans for individual programs within the school.



# Schoolwide Planning Coordination

The agency is aware that schools engage in a variety of planning processes. Districts also develop plans for their schools, including the Super App.

Super App planning should **align** with and **support** schoolwide planning efforts. To ensure alignment, principals should be fully engaged in Super App planning process.

Additionally principals should align schoolwide plans to the Super App domains, indicators and questions where feasible and justified by school needs.

**NEW: Title I Supplement, Not Supplant (SNS) Guidance**

# Title I SNS: Requirement

The ESEA requires an SEA or LEA to use Title I funds only to **supplement** the funds that would, in the absence of those Title I funds, be made available from state and local sources for the education of students participating in Title I programs, and not to supplant such funds.

***ESEA section 1118(b)(1)***

# Title I SNS: Special Rule

No LEA shall be required to:

- Identify that an individual cost or service supported with Title I funds is supplemental; or
- Provide Title I services through a particular instructional method or in a particular instructional setting in order to demonstrate compliance.
- Title I School Level guidance only!

***ESEA section 1118(b)(3)***



# Title I SNS: LEA Compliance

To demonstrate compliance with the Title I supplement not supplant requirement, the ESEA now requires an LEA to demonstrate that the methodology used to allocate state and local funds to its schools ensures that each Title I school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. ***ESEA section 1118(b)(2)***

- Represents a substantial change in determining whether Title I funds are supplemental: focus is on allocation of state and local funds rather than on an activity funded by Title I; and
- Differs from supplement not supplant requirements of other ESEA programs in which the focus remains on whether an activity supported with federal funds is supplemental.

# Title I SNS: Exclusions

## EXCLUSIONS

- The ESEA permits an LEA to exclude from a supplanting determination supplemental state and local funds used for programs that meet the intent and purposes of Title I.

***ESEA section 1118(d)***

- A program meets the intent and purposes of Title I if it would be an allowable use of Title I funds were it implemented in a Title I schoolwide program or targeted assistance school. **34 C.F.R. § 200.79(b)**
- As a result, an LEA may allocate supplemental state or local funds that meet the intent and purposes of Title I in a manner that is **not** Title I neutral.

# Title I SNS: Exemptions

A LEA **does not** have to demonstrate compliance under **ESEA section 1118(b)(2)** if it has:

- Only one school
- All Title I Schools
- A grade span within a single school or all Title I schools (i.e., no methodology is required for this grade span)

NOTE: For all LEAs, including those that are exempt, review protocols will still include determining if costs are ***reasonable, necessary, and allowable***.

# Title I SNS: Allocation Methodology Results

Based on the approved rank and serve methodology in the 2019-2020 Super App, statewide results are as follows:

- 25 LEAs methodology required – LEAs with Title I and non-Title I schools
- 119 LEAs are exempt – single site
- 35 LEAs are exempt – all Title I schools
- 10 LEAs are exempt – all Title I schools in a grade span

LEAs will be officially notified of their status via email.



# Title I SNS: Targeting Step 4

Targeting  
Step 1

Targeting  
Step 2

Targeting  
Step 3

Targeting  
- Served Schools

Targeting  
Step 4

## Title I Targeting

[Click for Instructions](#)

### Step 4:

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

Title I Allocation	+/- Prior Year Funds	+ Transfers In	= Total Title I Available for LEA Distribution
\$4,975,866	\$0	\$100,000	\$5,075,866

Is your school system required to have a methodology in place to neutrally distribute its state and local funds to all of its schools for the 2020-2021 school year? (Note: Select "No" if your system meets the following criteria):

- a. Has one school per grade span
- b. Is a single site LEA
- c. Has all Title I schools in the LEA or grade span

Response buttons: ☒ Yes ☐ No

State the methodology the district uses to ensure state and local funds are distributed to its schools in a Title I neutral manner:

Comments

1 principal and assistant per school, 1 teacher per 25 students, \$100 SWD, \$100 EL, \$100 ED

# Title I CSPP Updates

# Title I CSPR Data Collection

LEAs will no longer enter data for:

- Student Participation in Title I, A by Special Services or Programs
- Student Participation in Title I, A by Racial or Ethnic Group
- Data for Public SWP (Schoolwide Programs) will be pre-populated by the agency

LEAs will complete the Student Participation in Title I, Part A by Grade Level

- Data for TAS (Targeted Assistance), Private, and Neglected will be entered



# CSPR Table

- The Public SWP column will be pre-populated by the agency
- LEAs will complete Public TAS, Private, and Neglected columns

Table 1 Table 2 **Table 3** Table 4 Table 5 State Totals Verification

View Report Export

2017-2018

001 Acadia Parish

All tables have been completed.

Utilizing the October 1 student count, in the table below provide the Title I, Part A student participation counts by grade and by public, private, and local neglected in your LEA. Include students in public Target Assistance Programs (TAS) and public School-wide Programs (SWP). Private school students participating in Title I programs, and students served in Part A local neglected programs.

## 2.1.3.2 Student Participation in Title I, Part A by Grade Level

	Public TAS	Public SWP	Private	Local Neglected	Public Total	Total	Percent of Total
Age 0 - 2:	0	91	0	0	91	91	0.91
Age 3 - 5:	0	424	0	0	424	424	4.24
K:	0	768	0	0	768	768	7.67
1:	0	718	0	0	718	718	7.17
2:	0	800	0	0	800	800	7.99
3:	0	759	0	0	759	759	7.58
4:	0	778	0	0	778	778	7.77
5:	0	754	0	0	754	754	7.53
6:	0	740	0	0	740	740	7.39
7:	0	753	0	0	753	753	7.52
8:	0	731	0	0	731	731	7.3
9:	0	783	0	0	783	783	7.82
10:	0	721	0	0	721	721	7.2
11:	0	556	0	0	556	556	5.55
12:	0	635	0	0	635	635	6.34
Ungraded:	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>10011</b>	<b>0</b>	<b>0</b>	<b>10011</b>	<b>10011</b>	<b>100</b>



# Title I Carryover Protocols

# Title I Carryover Requirements

- Under the General Education Provision Act (GEPA), sometimes referred to as the Tydings Amendment, an LEA that does not obligate all of the Title I, Part A funds allocated to it for a given fiscal year may carry over the unobligated funds and obligate them during the succeeding fiscal year.
- Title I funds made available under the FY 2018 regular appropriation had an initial period of availability for obligation through September 30, 2019.
- Under the Tydings Amendment, after the initial period of availability, FY 2018 funds remain available for obligation for an additional 12 months through September 30, 2020.

# Title I Carryover Limitation

- Although the Tydings amendment extends the period for obligating funds for an additional 12 months, Title I statute limits that authority. It provides that an LEA may carry over no more than 15 percent of its Title I allocation from one fiscal year to the next. The limitation also does not apply to an LEA that receives less than \$50,000.
- After September 30 of each year, an LEA is not allowed to use any prior-year funds that exceed the 15 percent carryover limitation, unless it has been granted a waiver.
- In cases where an LEA has exceeded its carryover limitation in the absence of a waiver, an SEA may reallocate the excess amount to other LEAs

# Title I Carryover Waiver

LDOE may waive the carryover limitation once every 3 years if—

- The agency determines that the request of an LEA is reasonable and necessary; or
- Supplemental appropriations for Title I, Part A become available.

For the coming cycle, all eligible school systems will not have had a waiver since 16-17.



# 2019 Title I Carryover Waiver Protocols

LDOE Title I Carryover Waiver includes the following protocols:

- School systems complete and submit their 9/30 PERs by November 15th.
- LDOE approves the 9/30 PER.
- All LEAs with Title I excess funds will be notified of the following:
  - Ensure all obligations have been included in the 9/30 PER
  - Whether or not you are eligible for a waiver
  - When to complete and submit your Title I Waiver

# NEW: Equitable Services Carryover Guidance

# Updated Title I equitable service non-regulatory guidance

## Carryover Update

Funds allocated to an LEA for educational services and other benefits to eligible private school children, their teachers, and their families must be obligated in the fiscal year for which the funds are received by the LEA. (ESEA section 1117(a)(4)(B)).

Note... The words “extenuating circumstances” has been removed from the guidance.

## B-27. May an LEA carryover unobligated funds despite the statutory requirement regarding obligation of funds?

If an LEA is providing equitable services as required and meeting the obligation of funds requirement in ESEA section 117(a)(4)(B), it generally should not have any, and certainly not significant, carryover. The ESEA, however, does not prohibit carryover of funds for equitable services and in most cases, requires it.



## B- 28. How does the 15 percent carryover limitation in ESEA section 1127(a) apply to equitable services carryover?

The 15 percent carryover limitation in ESEA section 1127(a) is calculated based on a LEA's total Title I allocation, including the portion allocated for equitable services. However, because a LEA generally must carry over any equitable services funds not obligated in accordance with ESEA section 1117(a)(4)(B), if a LEA exceeds the carryover limitation, and a SEA reduces the LEA's allocation as a result, such reduction may not come from the portion of carryover funds used to provide equitable services.

An exception would be if one or more private schools declines all or a portion of services, and there are no other participating private schools. In this case, the SEA would consider the funds generated for the declined services when making a reduction to an LEA's allocation.



Questions?

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