



LASAFAP
October 29, 2021

Agenda

- I. Vision of Success
- II. Funding and Program Collaboration
- III. Elementary and Secondary School
Emergency Relief Fund
- IV. Maintenance of Equity
- V. Equitable Services
- VI. Parent & Family Engagement Initiative
- VII. Academic Recovery and Acceleration Plan
- VIII. Comparability
- IX. Pandemic Relief Programs Consolidated
Monitoring
- X. Reminders
- XI. Stakeholders Group
- XII. Q & A



Vision of Success

Believe to Achieve

In January 2021, the Department released [Believe to Achieve: Educational Priorities](#). This priorities plan serves as the Department's roadmap to improving outcomes for all Louisiana children.

Believe to Achieve includes the Department's new belief statements, state data to help track progress toward Louisiana's six critical goals, and the new priorities that will direct the LDOE's efforts as they work toward achieving the critical goals. Each priority outlines focus areas for the key actions and initiatives.

ACCESS

Believe to Achieve

Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright

Louisiana's Goals and Priorities

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

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

Students will graduate on time.

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

Students will graduate eligible for a TOPS award.

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 Beliefs in Action

Our Why

We are servant leaders who support all stakeholders to ensure all students have what they need to succeed.

Our Values

Service Relationships Responsibility Transparency Authenticity

Our Commitment

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

Louisiana's Planning Process

IDENTIFY PRIORITIES

Review data and identify priorities in alignment with [Louisiana's Educational Priorities](#).

ALIGN FUNDING

Budget funds in alignment with priorities and focus areas.

IMPLEMENT

Implement approved plans with support from LDOE, professional learning partners, and other organizations.

Main Grant Applications

School systems will create a plan and budget resources to meet the needs of all students in three main eGMS applications:




What's New in School System Planning

Previously	Now
<ul style="list-style-type: none">● planning mainly for schools with an intervention label	<ul style="list-style-type: none">● planning for <i>all</i> schools
<ul style="list-style-type: none">● centered around a single application	<ul style="list-style-type: none">● involves multiple applications
<ul style="list-style-type: none">● limited inclusion of early childhood	<ul style="list-style-type: none">● cohesive birth through graduation planning
<ul style="list-style-type: none">● selecting partners from vendor guides	<ul style="list-style-type: none">● opportunity to request alternate partnerships
<ul style="list-style-type: none">● release of preliminary ESSA funds in December	<ul style="list-style-type: none">● hold releasing ESSA funds until competitive funds have been awarded

Alternate Evidence-Based Options

Steps to submit:

1. Download the [form](#)
2. Complete the form
 - a. [EB Guidance](#)
 - b. [Using Evidence to Strengthen Education Investments](#)
3. Upload the form

 DEPARTMENT of EDUCATION Louisiana Believes		Alternate Evidence-based Option Form
Contact Name	<input type="text"/>	
Contact Phone Number	<input type="text"/>	
Contact Email Address	<input type="text"/>	
School System	<input type="text"/>	
Priority & Focus Area	Choose an item. <input type="text"/>	
Item & Initiative	Choose an item. <input type="text"/>	
Provide a brief summary of the alternate option your school system would like to implement:		
<input type="text"/>		
Assurances		
The evidence being provided meets one of the following two criteria (select either a or b):		
<input type="radio"/>	A. Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of the following 3 types of evidence. (Note: evidence provided meeting this criteria is eligible for funding in both Achieve! and Super App) <ol style="list-style-type: none">i. Strong evidence from at least 1 well-designed and well-implemented experimental studyii. Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental studyiii. Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias	
<input type="radio"/>	B. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity,	

Achieve! Incentive Planning

- Alternative Ed Curriculum Support
 - CLASS Certification
 - **Community Service App**
 - Dropout Early Warning Systems
 - **Early Childhood Education Access**
 - Foundations of Literacy PD
 - High-Need Certification Expansion
- **Individual Graduation Plans**
 - Ninth Grade Academy
 - Pre-ACT and ACT
 - Pre-Educator Pathway
 - Reimagine School Systems
 - School Improvement Best Practices
 - School Social Work Expansion



We can't meet the demands of our students with piecemeal solutions.

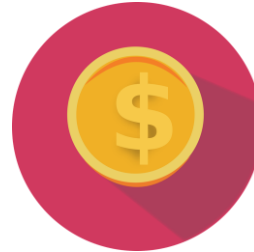
We need a strategy that connects the dots . . .



People



Time



Money

. . . across the entire system to ensure system and school leaders, teachers, students have what they need to reach high standards.



Strategy for Connecting People, Time, and Money

Phase 1 **Lay the foundation for a planning process**

- A. Working principles
- B. Detailed project plan
- C. Stakeholder engagement plan
- D. Launch collection of diagnostic data

Phase 2 **Complete diagnostic; make high-level decisions**

- E. Diagnostic
- F. Refinement of system's vision
- G. Strategic priorities
- H. Definition of the role of the center

Phase 3 **Develop a strategic plan**

- I. Outcome goals
- J. Sequenced initiatives and deliverables
- K. Decision-making rights

Phase 4 **Plan for implementation**

- L. Implementation plan
- M. Communication plan
- N. Plan for allocation of resources
- O. Dashboard

Phase 5 **Implement and progress monitor**

- P. Meeting structures

Strong School Systems examine several sources of data to diagnose strengths and areas for growth.



Performance Data

Review of key organizational data to identify areas of strength, weakness and opportunity



Instructional Quality Review

Quality and equity assessment of specific instructional practices and structures



Constituent Perspectives

Surveys and interviews with community, staff and others to collect perspectives on what to start, stop, continue



Org Diagnostic Report

Key findings are synthesized into a detailed report covering the organization's strengths and growth areas across the following practices

- ▶ Student culture
- ▶ Curriculum, instruction, and assessment
- ▶ Talent management and development
- ▶ Family and community engagement
- ▶ Operations, finance, and progress monitoring



School System Support

Support for completing the Achieve! Incentive applications and Super App will be provided through:

- [School Improvement Library](#) (updated Nov 2021)
- [LDOE Weekly Newsletters](#)
- [School System Leaders Calls](#)
- [Federal Support and Grantee Relations Calls](#)
- School System Planning Office Hours (Achieve!, Believe!, and Super App) on scheduled Fridays (details provided via LDOE Weekly Newsletter)
- Email: LDOE.grantshelpdesk@la.gov; include “Achieve!,” “Believe!,” or “Super App” in the subject line, as applicable.



Exclusive Announcement

**Isn't she
Lovely!**

9 yrs old





Funding and Program Collaboration

Funding Basics

Title	Program Description
Title I, Part A	Basic Programs (mostly Schoolwide Programs)
Title I, Part C	Migrant
Title I, Part D	Neglected/Delinquent (SSD, OJJ, DOC)
Title II, Part A	Prepare/Recruit/Train Teachers, Principals, School Leaders
Title III, Part A	English Learners / Immigrants
Title IV, Part A	Student Support and Academic Enrichment Grants

Funding Basics

Title	Program Description
Title V, Part B	Rural Education (mostly same allowability as Title I)
Title I 1003A	Direct Student Services (DSS)
1003a Redesign	School Redesign Funding
IDEA CEIS	Coordinate Early Intervening Services

Title I Part A

The purpose of Title I Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and close educational achievement gaps. Title I, Part A, supports schools in implementing either a schoolwide program or a targeted assistance program. The Title I program model a school operates impacts the student population the program serves and determines how a school may use its Title I allocation.

A schoolwide program permits a school to use funds from Title I, Part A and other federal programs to upgrade the entire education program in an effort to improve the achievement of the lowest achieving students. This contrasts with a targeted assistance program, in which Title I, Part A funds are used only for programs that provide services to eligible children identified as failing, or being most at-risk of failing to meet the [State's challenging academic standards](#).

Title I Part A

Title I allowable costs that are aligned with school needs and [Title I plan](#), may include the following:

- High-quality curriculum, professional development, assessments, and interventions
- AP/Dual Enrollment/IB assessment and CLEP fees for disadvantaged students
- Middle and High School Academic Counseling
- Early Childhood Education
- PBIS/Discipline
- STEM
- Supplement School Redesign Activities for CIR/UIR schools

Areas of District- wide Collaboration

Potential areas for district wide collaboration may include the following:

- Parent and Family Engagement
- Professional Development for School Leaders (i.e. TAP; Core Content; Curriculum Mapping; Behavior Management)
- District-wide Instructional Programs (i.e. Technology Integration, Arts Integration, District-wide tutoring, Acceleration Plans, School Climate, etc.).
- Pre-School/Early Childhood Education
- Incentive/Rewards - CIR/UIR Schools only (i.e. Hard to staff positions; attract exceptional school leaders, etc.)
- Supplement School Redesign Activities for CIR/UIR schools

Title I Permitted Reservations

Set-Asides			
Parent and Family Engagement (District-level)		0	
Parent and Family Engagement (School-level)		0	
Non-Instructional Non-public costs			
Homeless		0	
Administration		0	
Indirect Costs		0	
English Learners (EL)		0	
Neglected/Delinquent Children		0	
Incentives and Rewards		0	
Preschool (District Wide)		0	
Professional Development (District Wide)		0	
Instructional Programs (District Wide)		0	
Comprehensive and Urgent Intervention School Supports		0	
Foster Care		0	
Transportation for School Choice		0	
Private School Equitable Services (Instruction and			

1003A - Direct Student Services (DSS)

[DSS](#) is a Title I allotment to support students in gaining access to academic courses, credentials, and services that are not otherwise available at their schools.

Allowable costs are based on the prioritization of CIR/UIR schools and low achieving students. The chart below provides examples of DSS experiences at the elementary and secondary levels.

Examples of elementary level experiences	Examples of high school level experiences
<ul style="list-style-type: none">● Tutoring services● STEM academic courses or experiences (e.g., Robotics)● Foreign language course instruction● Technology programs to advance reading comprehension or mathematics acumen	<ul style="list-style-type: none">● Tuition for dual enrollment● Test fees for PreAct, PSAT, AP, IB or CLEP● Test fees related to IBCs● Stipends for Jump Start internship● Advanced STEM academic courses● Credit Recovery for at-risk students

Redesign 1003a

The purpose of the Redesign 1003a grant is to award competitive grants to local education agencies (LEAs) to implement high-quality evidence based school improvement interventions at schools with CIR or UIR-Academics labels.

The requirements of an approved and funded CIR or UIR-Academics plan can be found within Appendix B of the [School System Planning Guide](#).

Title II

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

This program is carried out by: increasing the number of highly effective teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals

Allowable costs based on workforce needs include:

- High-quality professional development (i.e. Teacher Leader travel expenses, Eureka PD)
- Mentor stipends and training
- Performance-based incentives
- Recruitment and retention efforts

Title III

This program is designed to improve the education of English Learners (ELs) by helping them learn English and meet challenging state academic content and student academic achievement standards.

Allowable costs based on English learner (EL) needs include:

- Language instruction programs designed to help EL students access the curriculum and achieve (i.e. Sheltered Instruction-SCIOP)
- PD for all teachers on how to implement a curriculum that supports EL students
- Parent and family engagement activities
- EL Instructional Coach
- Translation services

Title IV

This program is designed to improve student's academic achievement by increasing the capacity of LEA and schools to:

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning- Safe and Healthy;
3. improve the use of technology in order to improve the academic achievement and digital literacy for all students – PD focus and small percentage for infrastructure.

Allowable costs based on LEA needs assessment results include:

Program area	Examples of allowable costs
Well-rounded Educational Opportunities	<ul style="list-style-type: none">•AP/Dual Enrollment/ IB assessment and course-related fees for low-income students•High quality courses in STEM, including computer science•Music and Arts Programming
Safe and Healthy Students	<ul style="list-style-type: none">•Social and Emotional Learning/ Trauma Support/ Mental Health Awareness•Promote the involvement of parents
Effective Use of Technology	<ul style="list-style-type: none">•Professional development to effectively implement virtual learning•Infrastructure, devices and internet connectivity

IDEA - CEIS

CEIS is a funding flexibility under IDEA. It targets students who are not currently identified for special education or related services, but need additional academic and behavior support to succeed in a general education environment.

Mandatory CEIS: School systems [identified as significantly disproportionate](#) must set aside exactly 15% of their IDEA Part B funding for mandatory CEIS. The LDOE calculates significant disproportionality, based on race or ethnicity, with respect to:

- Identification of children as children with disabilities, including identification as children with particular impairments
- Placement of children with disabilities in particular educational settings; and
- Discipline of children with disabilities, including suspensions and expulsions

Mandatory CEIS is for students ages 3 through grade 12 (with a particular emphasis on students through grade 3) who are not currently identified as needing special education or related services, but need additional academic and behavior support to succeed in a general education environment.

IDEA - CEIS

Voluntary CEIS: School systems may also volunteer to set aside up to 15% of their IDEA Part B funds for CEIS activities.

This happens when a school systems has not been flagged as significantly disproportionate, but has identified a need to target funds at academic or behavior interventions for students in grades kindergarten through 12 who are not currently identified as needing special education or related services.

Allowable Costs

- Implementing Tier II or Tier III interventions as part of MTSS or RTI frameworks
- Evidence-based social/emotional curriculum and strategies used for behavior intervention
- Educational/behavioral evaluations, services and supports
- Professional development for teachers and other school staff on academic and behavior interventions
- Salaries and fringe benefits for school system employees (e.g. general education teachers, mentors, interventionists) who provide academic and behavioral interventions

Super App Funding Scenario - Part I

Pelican School System, a rural district with all Title I schools, is facing challenges in subgroup academic performance, a disproportionate percentage of out-of-school suspension for students of color and an increased percentage of non-certificated staff in CIR schools.

Pelican School System conducts a comprehensive need assessment and based on the results finds that teachers lack skills needed to differentiate instruction and provide evidence-based intervention. Needs assessment results also reveal that the suspension rates are higher for middle school males in classrooms led by female instructors. Lastly, the school system provides the same level of services and support for CIR schools as higher performing schools.

Super App Funding Scenario

To address these issues, Pelican School System identifies three priorities:

- **Teacher Professional Development and Support** - providing training and master teachers serving as coaches and interventionists;
- **Student Well-Being** - using conscious discipline practices, culturally responsive classroom training, and mental health support; and
- **CIR School Support** - employing recruitment and retention efforts, sign-on bonuses, and merit-based incentives to adequately staff CIR schools.

Super App Funding Scenario - Part II

Pelican School System braids federal, state and local funds to address school system priorities.

The chart below demonstrates how the school system invests federal resources aligned with school system needs.

	<i>Funding Sources</i>				
	Title I, Part A	Title II, Part A	Title IV, Part A	Title V - RLIS	IDEA - CEIS
Teacher PD/Support	X	X		X	X
Student Well-Being	X	X	X	X	X
CIR Schools	X	X		X	

Matrix and Funding Guide

Funding Matrix




		Carl Perkins	CEIS	DSS	IDEA	Negl. Delinq. At Risk	Title I	Title I, Part C (Migrant)	Title II	Title III	Title III (Immigrant)	Title IV	Title V (REAP)	Title IX (Homeless)	CLSD CIR/UIR-A	CLSD UIN	IDEA 611 set-aside	IDEA 619 set-aside	REAL	Redesign 1003	Title IV set-aside
Domain	Description	Flow-through Sources										Competitive Sources									
Core Academics	ELA high-quality curriculum				X	X						X								X	
	ELA high-quality PD	X	X				X		X						X	X	X			X	
	ELA high-quality assessments						X					X								X	
	Math & Science high-quality curriculum				X	X						X								X	
	Math & Science high-quality PD	X	X				X		X			X					X			X	
	Math & Science high-quality assessments						X					X								X	
	IGP Partners	X		X			X					X	X							X	
	Early Literacy Supports (devices)		X		X	X	X					X							X	X	
	Early Literacy Supports (tutoring)		X	X	X	X	X					X							X	X	
Students w/ Diverse Needs	Specialized Supports PD	X	X		X	X	X		X			X				X	X			X	
	UIR-Discipline Bias, Culturally Responsive, or Diversity, Equity and Inclusion training PD	X	X		X		X		X			X	X								X
Workforce Talent	Mentor Teacher (training + stipends)	X	X				X		X			X								X	
	K-2 Literacy Content Leader (CL) & ELA CL		X				X		X			X			X	X				X	
	Math & Science CL		X			X	X		X			X								X	
	Literacy Coach		X			X	X		X			X			X	X				X	
	School Improvement Best Practices						X		X			X								X	
LEA Systems	Birth - age 5 high-quality curriculum						X					X			X						
	Birth - age 5 high-quality PD						X		X			X			X	X					
	High-quality curriculum in PK at CIR/UIR-Academics						X					X			X					X	
	High-quality PD in PK at CIR/UIR-Academics						X		X			X			X	X				X	

[2021-22 Federal Funding Guide](#)



Elementary and Secondary School Emergency Relief Fund

Elementary and Secondary School Emergency Relief Fund (ESSERF)

Grant Fund	<u>ESSER I</u>	<u>ESSER II</u>	<u>ESSER III</u>
Total ESSER Allocation	\$13.2 billion	\$54.3 billion	\$122 billion
LDOE Total Award Amount	\$286,980,175	\$1,160,119,378	\$2,605,462,325
Minimum LEA Allocation	\$258,282,158	\$ 1,044,107,100	\$2,344,916,922
Available for Obligation*	9/30/2022	9/30/2023	9/30/2024
LDOE Application			

ESSER II and III Allocations

LDOE released ESSER II and ESSER III formula allocations to school systems in two action periods in order to:

- support strategic and coordinated response efforts through 2024,
- ensure school systems are spending down their ESSER I (Strong Start) funds *first*, and
- encourage school systems in planning early to meet the 20% evidenced based requirement of ESSER III.

	ESSER I Funds		ESSER II Funds			ESSER III Funds		
	Formula	Incentive	Formula <i>Action 1</i> (50%)	Formula <i>Action 2</i> (50%)	Incentive	Formula EB <i>Action 1</i> (20%)	Formula <i>Action 2</i> (80%)	Incentive
Released in eGMS	Apr-20	Jun-20	Mar-21	Aug-21	Jan-22	Mar-21	Aug-21	Mar-22
Obligation Period	30-Sep-22		30-Sep-23			30-Sep-24		

ESSER II and III - Construction

Construction is authorized under Title VII of the ESEA (Impact Aid) and therefore is an allowable use of GEER and ESSER funds under sections 18002(c)(3) and 18003(d)(1) of the CARES Act, sections 312(c)(3) and 313(d)(1) of the CRRSA Act, and section 2001(e)(2) of the ARP Act.

The broad Impact Aid definition of “construction” includes new construction as well as remodeling, alterations, renovations, and repairs under which many activities related to COVID-19 would likely fall.

- Note:** ED discourages LEAs from using ESSER and GEER funds for new construction because
- a. may limit an LEA’s ability to support other essential needs or initiatives.
 - b. Remodeling, renovation, and new construction are often time-consuming
 - c. Subject to a number of additional Federal requirements

ESSER II and III - Construction

While construction is generally allowable, it is the responsibility of a Governor, SEA, LEA, or other subgrantee to assure that individual costs:

- a. comply with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” (2 CFR §§ 200.403-200.404));
- b. meet the overall purpose of the CARES Act, CRRSA Act, or ARP Act programs, which is “to prevent, prepare for, and respond to” COVID-19; and
- c. are consistent with the proper and efficient administration of those programs.

Under these general principles, any construction activities, including renovations or remodeling, that are necessary for an LEA to prevent, prepare for, and respond to COVID-19 could be permissible, though the burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.

ESSER II and III - Construction

As noted above, an LEA using ESSER or GEER funds for remodeling, renovation, and new construction must comply with additional federal requirements.

1. require prior written approval by an LEA's Governor or SEA
2. must comply with
 - a. applicable Uniform Guidance requirements,
 - b. [Davis-Bacon](#) prevailing wage requirements, and
 - c. all of the Department's applicable regulations regarding construction at [34 CFR §§ 76.600](#) and [75.600-75.618](#)



Maintenance of Equity

What is Maintenance of Equity (MOEquity)?

- The American Rescue Plan Act of 2021 (ARP Act) includes new maintenance of equity provisions that are a condition for a State education agency (SEA) and local education agency (LEA) to receive funds under the Elementary and Secondary School Emergency Relief (ARP ESSER) Funds.
- The MOEquity provisions ensure that LEAs and schools serving a large number of students from low-income backgrounds do not experience a disproportionate share of such cuts in fiscal years (FYs) 2022-2023, and that the highest poverty LEAs do not receive a decrease in State funding below their FY 2019 level.
- The MOEquity provisions also ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low-income families in each LEA are not disproportionately impacted by State and local cuts to vital resources.

Maintenance of Equity

Next Steps:

- The federal support team is working with our developers to integrate a process for school systems to be able to determine the high-poverty school in eGMS.
- In the coming months, please continue to check the newsletter and participate in the FSGR monthly call for MoEQ updates.



Equitable Services

Equitable Services for Non-public/Private Schools

- Under the Title I Elementary and Secondary Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), local education agencies (LEAs/school districts) must provide equitable services for eligible non-profit non-public/private schools students, teachers, educational school personnel and their families.
- In addition, LEAs are required to offer equitable services for Title VIII (Titles II, III and IV) as per ESEA, as amended by ESSA.
- Equitable services are only required for the programs that the LEA/school district participates in for the academic/fiscal year.

Non-public Equitable Services Reminders

- LEAs should have requested...
 - Carryover and Needs Assessment forms
 - Non-public Family Income Survey forms or official Free and Reduced Lunch list to calculate LEA Non-public Title I Program allocation
 - Consultation with non-public schools to provide equitable services budget updates for the 2021 - 2022 school year
- LEAs may send the Intent to Participate form with the Non-public Family Income Survey or Free and Reduced Lunch request to expedite the process to determine which non-public schools will participate or decline services.
- LEAs will receive an update Flexible Equitable Services Timeline and Checklist, as well as, other resources from the Non-public Equitable Services Workgroup for the 2022-2023 program implementation in December 2021.

Contact Information

Contact the LDOE State Ombudsmen, Daphne Flentroy, Daphne.Flentroy@la.gov regarding the equitable services program for non-public/private schools.



Parent and Family Engagement Initiative



Louisiana Department of Education

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



Believes

Why Focus on Parent and Family Engagement?



Federal Mandates

ESSA Programs	Parent Involvement Requirements
Title 1 Part A- Building Capacity for Parental and Family Involvement	Notification <ul style="list-style-type: none"> • Language and Format • Parents Right to Know - Teacher and Paraprofessional Qualifications • Parents Right to Know - Non State Certified Teachers • Annual Report Cards • Parents Right to Know - Student Achievement • Written Parent and Family Engagement Policies • School-Parent Compacts • Frequent Reports on Student Progress • Schoolwide Plan for Title I School • Homeless Students • Limited English Proficient Students - Outreach • Limited English Proficient Students - Language Instruction Educational Programs • Unsafe School Choice Consultation <ul style="list-style-type: none"> • Written Parent and Family Engagement Policies • Annual Evaluation of Parent and Family Engagement Policy • Written School-Parent Compact • Parent-Teacher Conferences • Schoolwide Plan and Program Plan • Program Plans • Consolidated Application, Title Programs • Reservation of Funds • Parent Advisory Council (PAC) • Title I, Part A Meeting Other Requirements <ul style="list-style-type: none"> • Recruiter Access • Family Education Rights
Title 1 Part A- Improving Basic Programs	
Title 1 Part C- Migrant Education	
Title III, Part A- LEP and Immigrant	
Title IX, Part A- McKinney Vento Homeless Assistance Act	
(Title II, Title IV, Title V)	



Definition of Parent and Family Engagement

Family engagement is an empowering partnership among families, educators, practitioners and the community with shared responsibility for the personal success of children and youth.

» **An Empowering Partnership** means that families, educators, practitioners and the community cultivate and sustain relationships that are active, equitable and respectful to support the learning and social-emotional growth of children and youth.

» **Shared Responsibility** means that families, educators, practitioners and the community collaborate and communicate to promote positive educational outcomes for children and youth.

» **The Personal Success of children and youth** means the accomplishment of their desired visions and goals.

Global Family Research Project: Joining Together to Create a Bold Vision for Next Generation Family Engagement (2018).

4 Goals of the BE ENGAGED Initiative



Bring awareness to the importance of parent and family engagement.



Meaningfully engage stakeholders to gain INPUT that drives initiatives.















Construct platforms that ignites engagement from the state level administration to the classroom



Cultivate engagement that ENERGIZES LEARNER SUCCESS.

Progress Made on Launching the BE ENGAGED Initiative

- ❖ Held 2 trainings on Parent and Family Engagement Initiative (TL Summit and 9.29.21) 
- ❖ Developed LDOE Parent and Family Engagement Council (comprised of LDOE team members & Parents) 
- ❖ Received approximately 26, 000 Parent responses on the LDOE PAFE Survey 
- ❖ Developed Louisiana's [BE ENGAGED Birth-12 Framework](#) *using stakeholder input* 
- ❖ Revamped Super App Parent and Family Engagement questions to drive meaningful change 
- ❖ Partnered with ALL HERE/Harvard University to pilot the BE ENGAGED Bot which provides 24/7 mental health and tutoring services to families experiencing homelessness 
- ❖ Partnered with Louisiana Public Broadcasting (LPB) for media campaign 
- ❖ Partnered with LPB to facilitate STEM workshops for 750 families experiencing homelessness 
- ❖ Entered a partnership with MetroMorphosis to provide TA to LEAs around the Collective Impact Theor 
- ❖ Hosting 3 Regional Trainings for PAFE Coordinators and EC Lead Agencies 
- ❖ Launching PimsPoints on November 1, 2021 
- ❖ Developed the Be ENGAGED landing page at louisianabelieves.com/beengaged 

Reminders:

- PimsPoints has been paid for by LDOE for 2021-2022.
- Best practices highlight the fact that all schools should engaged parents.
- Funding streams to fund activities will vary between Title I and Non-Title 1 schools.
- Signed Assurances in eGMS on use of Redesign and ESSER Funds for PimsPoints
- Parent and Family Engagement is an agency priority and PimsPoints is “one” of the ways that LDOE is supporting the LEAs in fulfilling the parent and family engagement Title I Part A requirement.
- PimsPoints is an innovative way to provide quantifiable data to evaluate your efforts in engaging ALL parents while also assessing the impact that engagement has directly on student achievement.
- If you need more information about the program please visit www.pimspoints.com or review the previous held webinars at <https://www.youtube.com/watch?v=MXGGNI9HD9s&feature=youtu.be>.

Next Steps

- You are challenged to stimulate discussion and increase your understanding about family and community engagement.
- You are challenged to share the importance and be innovative in your ways to approach it.
- Engagement is an ongoing process of meaningful interaction between schools and families that involves two-way communication and a purposeful focus on supporting student learning.





Louisiana Department of Education

Dr. Antiqua Hunter
State Parent and Family Engagement Coordinator
antiqua.hunter@la.gov



Academic Recovery Plan

Overview of Review Process

- **October 1, 2021** - All Academic Recovery and Acceleration Plans were due.
- **October 1 - October 15, 2021** - Academic Recovery and Acceleration Plans evaluated by two independent reviewers.
- **October 18 - 22, 2021** - the individual listed as the Planning Contact will receive feedback regarding the Academic Recovery and Acceleration Plan.
- **October 23 - November 2, 2021** - Based on the reviewer's feedback and using the Academic Recovery and Acceleration Planning Guidance, the Planning Contact should submit the revisions srutledge@invicataconsultingllc.org (5 - 7 business days from receipt of feedback).

Update on Plan Reviews

- Total Number of Academic Recovery and Acceleration Plans Submitted - 171
- Number of Academic Recovery and Acceleration Plans Reviewed by reviewer A - 171
- Number of Academic Recovery and Acceleration Plans Reviewed by reviewer B - 91
- Number of Academic Recovery and Acceleration Plans Reviewed - 262
- Number of Academic Recovery and Acceleration Plans “Approved” 0
- “Needs Revisions” - 171

Recommendation:

Utilize the [Academic Recovery and Acceleration Guidance](#) document when making revisions. Specifically, reference the “Approval Criteria” for any guidance.

Please email any questions to: srutledge@invictaconsultingllc.org

Commitment: ATTENDANCE & WELL-BEING ✓✓		
Key Investment: Attendance		
How will the LEA identify students who need to be re-engaged?		
Response Example:	Approval Criteria	Revisions Needed/ Reviewer's Comments
<p>The TLC LEA collects student attendance data in a student information system. This data captures students by: demographic (race), socio-economic status, and diverse learner status. TLC disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings:</p> <ul style="list-style-type: none"> Overall, the TLC LEA student enrollment decreased from 4,231 in 2019-20 to 3,765 in 2020-21. Nearly twice as many students (~400) who are ED are considered chronically absent in 2020-21 compared to 2019-2020. African American and Hispanic/Latino students have substantially lower attendance rates year to date 2020-21 compared to the previous school year (94% dropping to 89%). Data show that while students with disabilities, much like English learners, have experienced a rise in chronic absenteeism (20.8% in 2019-20 to 32.4% in 2020-21), only 10% of students accessed remote instruction in 2020-21. Current data indicates that there are 100 students who are not consistently participating in remote instruction and are on an attendance watch and contact list with the CWA office. 	<ul style="list-style-type: none"> <input type="checkbox"/> LEA uses data sources from needs assessment used to identify students who need to be re-engaged. <input type="checkbox"/> LEA identifies an approximate number of students who need to be re-engaged by student groups. <input type="checkbox"/> LEA identifies students who have missed the most in-person instruction during the 2019-2020, 2020-2021, and 2021-2022 school years <input type="checkbox"/> LEA identifies current students who do not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations. 	<p>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</p>



Comparability

TITLE I COMPARABILITY

Required Information pulled from 2021-2022 SuperApp:

- October 2020 Data – Targeting Steps 2 & 4
 - Attendance Center Enrollment
 - Attendance Center Poverty Percentages
 - Grade Span of each public school

REQUIRED INFORMATION – *prepopulated from SuperApp*

Attendance Centers	Grade Span Category	Grade Spans	Low Income Percent	Student Enrollment Prior Year October Counts (Tier 1)
Category A Schools				
0023 - Ross Elementary School	A	PS,K-6	95.87%	313
0012 - Estherwood Elementary School	A	PS,PK4,K-7	76.55%	226
0020 - Martin Petitjean Elementary School	A	PS,1-3	74.40%	379
0004 - Church Point Elementary School	A	PS,PK,K-5	74.29%	548
Category B Schools				
0006 - Church Point Middle School	B	6-8	72.87%	268
0001 - Armstrong Middle School	B	6-8	68.02%	368
0008 - Crowley Middle School	B	6-8	66.30%	478
0015 - Iota Middle School	B	6-8	53.27%	306
Category X Schools				
0007 - Crowley High School	X	7-12	67.81%	655
0021 - Rayne High School	X	8-12	62.72%	686

TITLE I COMPARABILITY

Required Information provided by school systems:

- October 2020 Data
 - Number of full-time equivalent (FTE) instructional staff* paid with state and local funds
 - Staff Salaries

REQUIRED INFORMATION – *FTE and Salaries entered*

Attendance Centers	FTE Staff	Salaries Excluding Longevity	FTE: Student Ratio	Sal: Student Ratio
Category A Schools				
0023 - Ross Elementary School	<input type="text"/>	<input type="text"/>	.00	.00
0012 - Estherwood Elementary School	<input type="text"/>	<input type="text"/>	.00	.00
0020 - Martin Petitjean Elementary School	<input type="text"/>	<input type="text"/>	.00	.00
0004 - Church Point Elementary School	<input type="text"/>	<input type="text"/>	.00	.00

DETERMINING STAFF INCLUDED IN TITLE I COMPARABILITY

Three classes of Instructional Staff

1. Direct Instruction
 - Staff members who provide actual instruction to students
2. Administrative/Instructional Support
 - Principals, librarians, guidance, and psychological personnel
3. Special Education Staff

Note: It is recommended that LEAs not include Special Education Instructional Staff in the counts since they are placed in schools based on concentrations of students with disabilities and according to general staffing models.

METHODS TO DETERMINING TITLE I COMPARABILITY

Student/Instructional Staff Ratio

- School systems may compare the number of students per staff in Title I and non-Title I schools.
- The key is to be consistent across schools when counting FTE instructional staff.

Student/Instructional Staff Salary Ratio

- School systems may compare the salaries of staff in Title I and non-Title I schools *without considering length of service*.

PIVOT POINT SELECTIONS:

Title I only Schools

Select half or fewer of low poverty schools

Title I and non-Title I Schools

The highest non-Title I school will automatically be chosen

PIVOT POINT SELECTIONS

Grade Span A - Larger

Title I Schools

0004 - Church Point Elementary School	PS,PK,K-5	74.29 %	548	<input type="radio"/>
0018 - Mire Elementary School	PS,PK,K-8	57.82 %	569	<input type="radio"/>
0014 - Iota Elementary School	PS,PK,K-5	50.00 %	528	<input type="radio"/>

Grade Span B - Smaller

Title I Schools

0006 - Church Point Middle School	6-8	72.87 %	268	<input type="radio"/>
0001 - Armstrong Middle School	6-8	68.02 %	368	<input type="radio"/>
0008 - Crowley Middle School	6-8	66.30 %	478	<input type="radio"/>
0015 - Iota Middle School	6-8	53.27 %	306	<input type="radio"/>

Grade Span X - Smaller

Title I Schools

0017 - Midland High School	6-12	60.78 %	296	<input checked="" type="radio"/>
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IF NOT COMPARABLE

The revised **October 2021** enrollment data will be automatically populated into eGMS.

The school system will enter the current staff and salary data and SUBMIT.

If still not comparable, the LEA will submit a hard copy report with **February 2022** enrollment data and the same staff and salary data.



PANDEMIC RELIEF PROGRAMS CONSOLIDATED MONITORING

ESSER I

- School systems must show evidence of allowable activities
 - Procedures and policies developed to prepare for, respond to, or recover from COVID-19
 - Invoices from 2 months
 - Evidence of PD on sanitation
- Internal Control with an inventory management tracking system
- Evidence of meaningful consultation with non-publics

GEER

- Procedures and policies to:
 - achieve 1:1 student device ratio
 - address connectivity issues
- Invoices for devices (public and non-public)
- Evidence of meaningful consultation with non-publics
- Internal Control with an inventory management tracking system



Reminders

Schoolwide Guidance and Template

The 2021 Schoolwide Guidance is now available with a pdf fillable Schoolwide Plan template.

It can be found at the link below: <https://www.louisianabelieves.com/funding/grants-management/federal-grants>

Reminders

Achieve! Formula funding Timelines

- December 31, 2021: LDOE approves ESSER II and III formula budgets

Achieve! ESSER II Incentive Timelines

- September 10, 2021: LDOE released questions in the Achieve! Incentive application (Rnd 1)
- December 1, 2021: LDOE approves Achieve! Incentive Applications
- January 2022: LDOE loads ESSER II Incentive funding after January BESE approval in Achieve! app

Achieve! ESSER III Incentive Timelines

- November 1, 2021: LDOE releases questions in the Achieve! Incentive Application (Rnd 2)
- December 16, 2021: LEAs submit Achieve! Incentive Application to LDOE for review
- February 10, 2022: LDOE approves Achieve! Incentive Applications
- March 2022: LDOE loads ESSER III Incentive funding after March BESE approval in Achieve! app

Reminders

2022-23 Super App Timelines

- November 1, 2021: LDOE releases Super App application (competitive planning portion only)
- February 2022: LEAs submit Super App application to LDOE (competitive portion only)
- March 2022: LDOE approves Super App applications (competitive portion only)
- April 2022: LDOE loads Formula and Competitive funding for 2022-23 in Super App

2021-22 Super App

- December 2021: load final allocations for Formula funding (ESSA, IDEA, Carl Perkins)

Pre-Approval Requests

- Submit any Capital Expenditure Pre-Approval requests using the application in eGMS
- If an estimated cost amount changes after receiving approval on a Capital Expenditure request, you should only re-submit a pre-approval request for the item if the change is 40% or greater.

Stakeholders Group



Reminders

- This group consisting of Superintendents, Business Managers Federal Program Directors, IDEA Directors, was established to help provide feedback to the Agency on ways to best support school systems with planned initiatives.
- Approximately 13 stakeholders are invited to participate
- **Areas of impact:**
 - Hold on releasing Estimated Formula allocations in December, and release Formula and Competitive funding in Super App in April
 - Established August 12, 2021 as the best time to release remaining ESSER II and II Formula funding
 - Confirmed best dates for release of the Achieve! Incentive Rnd 1 and Rnd II application

Question & Answer



Contact Information

For more information or questions contact:

LDOE Grants Management Helpdesk

ldoe.grantshelpdesk@la.gov

Federal Support and Grantee Relations

Bernell Cook

bernell.cook@la.gov

Randy Littleton

randy.littleton@la.gov

Federal Support

Kenya Jenkins

kenya.jenkins@la.gov

Statewide Monitoring

Angela Randall

angela.randall@la.gov

Grants Management

Susan Andre

susan.andre@la.gov