



LASAFAP

April 1, 2022

Agenda

- I. Federal Funding Basics**
- II. Federal Program Updates**
- III. Sustainability**
- IV. Capital Improvements
(Construction/Renovations)**
- V. Prepare, Prevent, Respond**
- VI. Reminders**
- VII. Question & Answer**

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



Believes



Federal Program Funding Basics

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 | | | |



Believes

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 |

Direct Student Services Funding Changes

2022-23 School Year

- The Agency will not allocate the 3% DSS reserve for the 2022-2023 school year.
- The 3% DSS reservation will be added back to the formula funding for distribution to school systems as flow-through for Title I.
- For the 2022-23 school year, school systems will be able to carry forward any viable prior year remaining balances for DSS funding. This will include:
 - Remaining balances from 2020-2021: this funding will expire as of 9/30/22
 - Remaining balance from 2021-2022: this funding will expire as of 9/30/23
 - Remaining balances will be available in Super App once 6/30 PERs are approved.
- **Note:** LEAs can use any DSS remaining funds and Title I funding to help support DSS programming activities

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



Federal Program Updates

**Title I, Part D
Neglected or Delinquent**



Title I, Part D

Neglected or Delinquent

Purpose: Improve educational services and meet the state academic achievement standards.

- The program provides financial assistance to supplement existing educational programs for youth in correctional or juvenile justice institutions, neglect facilities, or community day programs
- Prevent youth who are at-risk from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Participating LEAs are asked to review the Annual Count recently submitted in the LEADS portal and verify that the count is correct.

Please send an email to Edeltress.Brown@la.gov



Title IV

eGMS Program Objective Evaluation

Title IV Program Objective Evaluation Application

In the coming week...

- April 6, 2022 the 19-20 Title IV Program Objective Evaluation application will be available in eGMS. You will find this application under the FY 21 fiscal year on the gms access select page.

In the coming months...

- August 2022 the 20-21 Title IV Program Objective Evaluation application will be available in eGMS.

Reminders - ensure you are reporting on the correct program year and remember that a COVID-19 waiver was provided by ED for 19-20 and 20-21. We have addressed this by adding a checkbox at the bottom of each SSAE Program Objective.

☐ The LEA was granted Title IV, Part A, CARES Act Fiscal Waiver Flexibilities for 2019 – 2020 and/or 2020 – 2021 to meet the immediate needs of the school systems due to the impact of COVID 19 pandemic/emergency to maximize the fiscal flexibility to address safety, academic instruction and testing conditions.



Title IV Program Objective Evaluation Application

Title IV, Part A COVID Waiver Benefits (19-20):

The following requirements in Title IV, Part A of the ESEA (check those that apply). Note: These requirements are only applicable to the LEAs that receive \$30,000 or more in Title IV, Part A funds:

- Needs assessment requirements in section 4106(d) for the 2019-2020 school year.
- Content area spending requirements in section 4106(e)(2)(C), (D), and (E): the requirements to use a minimum percentage of the Title IV, Part A funds for activities under sections 4107 for FY 2019 funds and any available FY 2018 carryover funds.
- Spending limitation in section 4109(b): the 15 percent limit on the use of funds under section 4109 to purchase technology infrastructure for FY 2019 funds and any available FY 2018 carryover funds.

2019-2020 Title IV Program Objective Evaluation

To open the evaluation, first select fiscal year 2021:

[Click to Return to Menu List / Sign](#)

GMS Access Select

008 Bossier Parish [Click for Instructions](#)

Select Fiscal Year: 2021 ▼ [Click to view Funding Summary](#)

TIV Evaluation is located in Non-funded section of eGMS Access Select page.

| Non Funded | | | | | | | | | |
|---------------------------------------|------------------------|----------------|------------|---------|-------|----------|----------------|--------------------|--|
| Application Name | Revision | Status | Date | Actions | | | | | |
| TIA Waiver Requests | Original Application ▼ | Not Submitted | 10/30/2020 | Open | Amend | | Review Summary | Delete Application | |
| Title I Comparability | Original Application ▼ | Final Approved | | Open | Amend | | Review Summary | Delete Application | |
| Title IV Program Objective Evaluation | Original Application ▼ | Not Submitted | | Open | Amend | | Review Summary | Delete Application | |
| ESSER Data Reporting | Original Application ▼ | Not Submitted | | Open | Amend | Payments | Review Summary | Delete Application | |

Questions: ldoe.grantshelpdesk@la.gov Subject Line: TIV Evaluation

TIV Program Evaluation Page

School Systems will need to complete the program evaluation for each program objective as applicable. Evaluation year is 2019-2020:

SSAE Program Objective 1:

Provide All Students with Access to a Well-Rounded Education

Yes 

LEA Program Description (287 of 1000 maximum characters used)

Train teachers to teach AP and Pre-AP courses by sending them to summer institutes. Provide fee relief for students to pay some or all of the AP, CLEP and IBC test fees. Provide supplies for AP teachers such as Graphic Calculators, resource books, online question banks and the like.

Program Description Intended Outcome (262 of 1000 maximum characters used)

Increase the number of AP and CLEP test preparation courses by training teachers. Increase the number of students receiving credit bearing scores in AP testing and CLEP testing. Increase the number of students receiving state-wide industry based certifications.

Program Description Measure(s) of Effectiveness (i.e. data used evaluation protocols) (219 of 1000 maximum characters used)

Increase the number of AP and Pre-AP courses offered. Increase the number of students earning college credit from AP and CLEP tests. Increase the number of students receiving state-wide industry based certifications.

Evaluation Status: ☐ Met objective ☐ Partially met objective ☐ Did not meet objective ☐ N/A



Title IV Reminders and Clarifications

- LEAs are to use evidence - based practices/activities that are in alignment with its Title IV Comprehensive Needs Assessment.
- The LEA Program Description, Program Description Intended Outcome and Program Description Measures of Effectiveness must align with budgeted items.
- The evidence - based practices/activities must guide budgetary decisions.
- The non-public allocation does not have to adhere to the percentages the LEA must use if the Title IV, Part A allocation exceeds \$30,000.00

Helpful Title IV T4PA resources:

<https://t4pacenter.ed.gov>

Student Support and Academic Enrichment Grants - ed

Title III/EL Updates



Title III

- [Title III Consortia](#) have been set for the 2022-2023 school year. The purpose of a Title III consortium is to combine resources and programs to benefit ELS in all members of consortium.
- Title III Immigrant funds should be used for more than just language acquisition services. See the [Title III Immigrant Funds Guidance](#) for more information.
- As you begin planning for next year, look at the [EL PD Vendor Guide](#) and the [Supporting Newcomer and Beginner ELs Curriculum Guidance](#) for additional suggestions of ways to use your Title III money to supplement EL programming in your school system

If you have questions or what to discuss Title III funding or other EL supports, email alice.garcia@la.gov



Equitable Services

Equitable Services Reminders...

- LEAs are responsible for designing, implementing, managing and evaluating the Title I Non-public equitable services program. (The written format must include input from the non-public school designee(s)).
- Keep in mind...The non-public school is not responsible for the written program/plan or its implementation or evaluation.
- LEAs must evaluate the Non-public Titles II/IV equitable services based on the Non-public Needs Assessment and include documentation/input from the non-public designee.
- Be sure to obtain the non-profit documentation for participating non-public schools in order to confirm their eligibility to receive federal equitable services. Keep in mind...For - profit schools cannot receive services.
- Schedule budget consultation meetings to discuss rollover, carryover, Needs Assessments updates and transfers.
- As per federal guidance, LEAs are not to transfer Titles II and IV funds prior to consulting with non-public schools to determine their need for equitable services.

Equitable Services Reminders

- Email State Ombudsman if non-public schools have carryover from 2019, 2020 and/or 2021 and list the school's name, amount of carryover and contact person.
- Non-public schools need to connect their Title IV services to an evidenced - based strategy/skill or best practice with related goals, objectives, activities, expected outcomes and evaluations.
- Title III services may be braided into the LEA Non-public Title I program to address low - performing non-public EL students' academic needs.
- Title II allocations may be used to recruit non-public teachers for a specific need, such as, a reading specialist for non-public students below grade level, but not for the general classroom instruction.
- Title II may be used to pay for non-public teachers to take college courses in education to address a specific need or skill which may lead to a degree or certification, but not for the sole purpose of obtaining a degree or to meet certification requirements.

Email, State Ombudsman, Daphne.Flentroy@la.gov with questions or request for assistance regarding non-public equitable services. Thanks for all you do!



21st Century Community Learning Centers (21st CCLC)



Request for Application Release

The Department has released the [21st CCLC RFA](#). The purpose of the RFA is to obtain competitive applications from qualified applicants who are interested in establishing a 21st Century Community Learning Center. Applicants will establish learning centers, in partnership with local educational agencies, to provide students, particularly those who attend high-poverty and low-performing schools, with academic and enrichment opportunities to meet state and local academic standards before and/or after school, as well as in the summer.

| Event | Date |
|---|-------------------|
| RFA released and post to LaPac and LDOE website | March 22, 2022 |
| Deadline for receipt of applications | April 22, 2022 |
| Grant Award Execution, on or about | September 1, 2022 |



Sustainability

Sustainability

How does the district sustain effective programs after the availability of ESSER funds?

- Ensure alignment of district's needs across all federal programs
- Identify federal program with similar purpose
- Reassess activities effectiveness of existing programs
- Align federal funds to only support the prioritized needs of the district

Braided Funding

Benefits

- No statutory authority required
- Allows you to leverage funding from multiple sources to complete projects/programs that could otherwise not occur

Challenges

- Each funding stream maintains its identity including eligibility criteria and scope of authorized activities
- Supplement not supplant requirements
- Clearly document allocability
- Loss of “ownership” / “territory”

Braided Funding

Step 1

Create a braided project plan.
(Include program administrators from the programs utilized.)



Step 2

Develop a budget for the project that shows the share of funds provided from each contributing program.



Step 3

Monitor accountability, outputs and outcomes for each program that contributes to the project.

Braided Funding

Questions to Consider

1. **Can we clearly articulate the scope of the project and how each program will contribute?**
 - a. Determine whether this is a new project or program or whether the goal is to expand the scope of an existing project.
 - b. Articulate how braiding funds would help accomplish what you want to achieve.
 - c. Address long term sustainability, as applicable.
2. **Have we verified that sufficient resources will be available to accomplish our goals?**
 - a. Requires clear budgets.
 - b. Documentation demonstrating that funding is available to accomplish and complete the program.
 - c. Verification each program contribution is allowable.
 - d. Clearly identify how any matching or in-kind services required will be met and documented.

Braided Funding

Questions to Consider

3. **Have we identified potential barriers or challenges to implementation and determined how we can overcome them?**
 - a. Does the entity have the financial capability to track the braided funding?
 - b. Each program should clarify all limitations on funding or allowable uses.
 - c. Administrative caps, allowable use limitations, supplanting, etc.
 - d. Inevitably adjustments will need to be made, it must be clear how adjustments must occur

4. **How do we demonstrate project completion/goals have been met?**
 - a. Make sure all programs understand and agree to common goals and how success will be measured.
 - b. Agree how the project will be overseen and resources tracked.

Braided Funding

ESSER Project: Expand districtwide summer school program to address learning loss

- **What are the needs for this initiative**
 - Staff - Coordinator for summer program, Tutors
 - Professional development for staff
 - Enrichment Activities
 - Transportation
 - Supplies

| District Initiative | Carl Perkins | CEIS | DSS | IDEA | Neg. & Del. | Title I | Migrant | Title II | Title III | Title IV | Title V | Homeless | 21st CCLC | Redesign |
|--|--------------|------|-----|------|-------------|---------|---------|----------|-----------|----------|---------|----------|-----------|----------|
| Districtwide Summer School Program to address learning loss. | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

Braided Funding

ESSER Project: Expand districtwide summer school program to address learning loss

| District Initiative | Carl Perkins | CEIS | DSS | IDEA | Neg. & Del. | Title I | Migrant | Title II | Title III | Title IV | Title V | Homeless | 21st CCLC | Redesign |
|--|--------------|------|-----|------|-------------|---------|---------|----------|-----------|----------|---------|----------|-----------|----------|
| Districtwide Summer School Program to address learning loss. | | X | X | | | X | | X | | X | X | | X | |
| | | | | | | | | | | | | | | |

Braided Funding

ESSER Project: New District mental health services program

- **What are the needs for this initiative**
 - Mental Health staff
 - Professional development for staff
 - Screeners
 - Supplies
 - Transportation

| District Initiative | Carl Perkins | CEIS | DSS | IDEA | Neg. & Del. | Title I | Migrant | Title II | Title III | Title IV | Title V | Homeless | 21st CCLC | Redesign |
|---|--------------|------|-----|------|-------------|---------|---------|----------|-----------|----------|---------|----------|-----------|----------|
| New District mental health services program | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

Braided Funding

ESSER Project: New District mental health services program

| District Initiative | Carl Perkins | CEIS | DSS | IDEA | Neg. & Del. | Title I | Migrant | Title II | Title III | Title IV | Title V | Homeless | 21st CCLC | Redesign |
|---|--------------|------|-----|------|-------------|---------|---------|----------|-----------|----------|---------|----------|-----------|----------|
| New District mental health services program | | X | | | | X | | X | | X | X | X | | |
| | | | | | | | | | | | | | | |

Capital Improvements (Construction/Renovations)



Construction/Renovations

Construction Projects

- Use of a contracted facilities manager to review construction projected
- Assist LEAs in making sure all documentation needed is available
- Determine if scope of planned work is aligned with plan to complete by end of fund availability
- Contractual monitoring of construction projects

Pre-Approval for construction/renovation projects

- Pre-approval required for all construction/renovation projects
- Based on availability of funding approaching a critical point for pre-approvals on construction/renovation
- LEAs should submit pre-approval for any construction/renovation projects in the near future

Capital Expenditures: Indirect Cost

- Indirect Cost cannot be calculated on Capital expenditures (construction, renovations, contracts for construction/renovations services, etc.)
- A new EIC Code has been added in the Achieve! application for these types of expenditures
 - EIC: CAPIMP
- Using the CAPIMP EIC code will automatically exclude the cost from IDC calculations
- Review current budget detail and adjust any construction/renovation line items to use the new CAPIMP EIC Code



Prepare, Prevent, Respond

Prepare, Prevent, Respond

Do all ESSER funds have to be related to COVID?

- The overall purpose of the program, which is “to prevent, prepare for, and respond to” COVID-19.
- **Updated Guidance**
 - “These Federal emergency resources are available for a wide range of activities to address diverse needs **arising from or exacerbated by the COVID-19 pandemic, or to emerge stronger post-pandemic** including responding to students’ social, emotional, mental health, and academic needs and continuing to provide educational services as States, LEAs, and schools respond to and recover from the pandemic” [emphasis added].
 - The Department encourages SEAs and LEAs to think holistically about their response to COVID-19 in order to address the impact of lost instructional time from the pandemic on all students and **to address pre-existing challenges that, if left unaddressed, will impede recovery from the pandemic.**

Prepare, Prevent, Respond

The Department has advised that allowable approaches to prevent, prepare for, and respond to the pandemic could include:

- Maintaining healthy facilities, which could include addressing pre-existing or new ventilation, roofing, and plumbing needs, or other needs that may inhibit healthy learning environments during full-time in-person learning.
 - This might include:
 - roof repairs or replacement
 - mold and asbestos remediation
 - facility updates (such as upgrading science labs) to address the impact of lost instructional time.
- While these are allowable, still need to address your current needs of ensuring safe environment and meeting student needs.

[Elementary and Secondary School Emergency Relief \(ESSER\) Fund and Governor's Emergency Education Relief \(GEER\) Fund \(12/29/21\)](#)

Reminders



Reminders

Achieve! Incentive Timelines

- **March 2022:** LDOE has loaded Rnd 2 ESSER III Incentive funding. LEAs can begin the process of budgeting the funding.
 - Claims will be paid out based on current budget approval.
 - A rejected application or a delay greater than 60 day in submitting an amendment could result in an interruption in the reimbursement process.

2022-23 Super App Timelines

- **April 2022:** LDOE loads Formula and Competitive funding for 2022-23 in Super App
- **June 24, 2022:** Submission deadline for 2022-23 Super App
 - Submission by the deadline is critical - Substantial Approval

ESSER DATA Reporting

- April 1, 2022: Submission deadline for the ESSER Data Reporting app

Reminders

FY 22 Year-End Deadlines

- June 20: 8g claims due in eGMS
- July 6: Carl Perkins claims for June expenses are due in eGMS
- July 15: All other state and federal awards (excluding 8g and Carl Perkins) ending June 30, 2022 due in eGMS

Note: Failure to meet these deadlines risks funding availability.

- The Department cannot guarantee the payment of late claims and/or late claims might have to wait until the following fiscal year (June 2023) for funds to be available.



Question & Answer

Contact Information

For more information or questions contact:

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