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**LASAFAP**  
**October 26, 2022**

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# Agenda

- I. English Learners (EL)
  - Louisiana EL's
  - School System EL Programming Self-Evaluation Tool
- II. IDEA: Special Education
- III. Federal Program Initiatives
  - Homeless Program
  - Parent & Family Engagement
- IV. Federal Funding Updates
  - ESSER
  - 2023-24 Super App
- V. Question & Answer





## English Learners (EL)

# Louisiana ELs by the Numbers

- Over 30,000 identified English learners (4.1% of our population)
- Over 80% identify as Latino/a/x
- Over 30% are newcomers (17% without Grade K)
- Large population of ELs from Honduras, EL Salvador and Guatemala
- Other ethnic groups represented in our EL population include Vietnamese, Arabic, and Portuguese
- ELs are mainly concentrated in our urban areas
- Content Based English Instruction-main identified EL program in place
- 11 teachers earned their EL certification through the NPD grant in 2021
- Trained 24 EL Coaches in 2021
- Trained 20 Sheltered English Instruction Trainers in 2021-2022



# Statewide EL Demographic Trends

Year	2021	2022
Number of ELs	26,480	30,650
Grade Levels	K-12%, 1-12.7%, 2-11%, 3-9% 4-8%, 5-7%, 6-6%, 7-6%, 8-6% T9-1%, 9-4.7%, 10-6.5%, 11-4%, 12-2%	K-12.7%, 1-12.6%, 2-11%, 3-9% 4-8%, 5-6%, 6-6%, 7-6%, 8-5% T9-1.6%, 9-6%, 10-4%, 11-4%, 12-2.9%
Proficiency Levels	Emerging=24%, Progressing=68%, Proficient=8%	Emerging=29%, Progressing=62%, Proficient=10%
Growth on ELPT	39%	45.7%
SIFEs	Data not accurate	Data not accurate

## LEAP 2025 Grades 3-8 EL “Unsat” Data

Grade/Subject	ELA	Math	Science	SoStu
3	53%	25%	32%	50%
4	44%	31%	31%	45%
5	35%	29%	29%	61%
6	44%	46%	46%	70%
7	55%	37%	37%	67%
8	47%	51%	51%	67%
HS	57%/58%	34%/19%	53%	68%



# Lau Plans: What We Learned

In 2021-2022 we collected Lau Plans (EL Plans) from all LEAs. Here's what we learned:

- ELP testing is being done with fidelity
- Confusion about EL programming, difference between direct and indirect English language development, targeting supports
- Struggling to find qualified staff to work with ELs
- Not using bilingual supports effectively
- How do we monitor the effectiveness of EL programming

[Lau Plan 2022-2023 Guidance](#) is available on the [FSGR Library](#).

All Lau Plans are due Monday, October 31, 2022 by 4:30

# Funding and Reporting

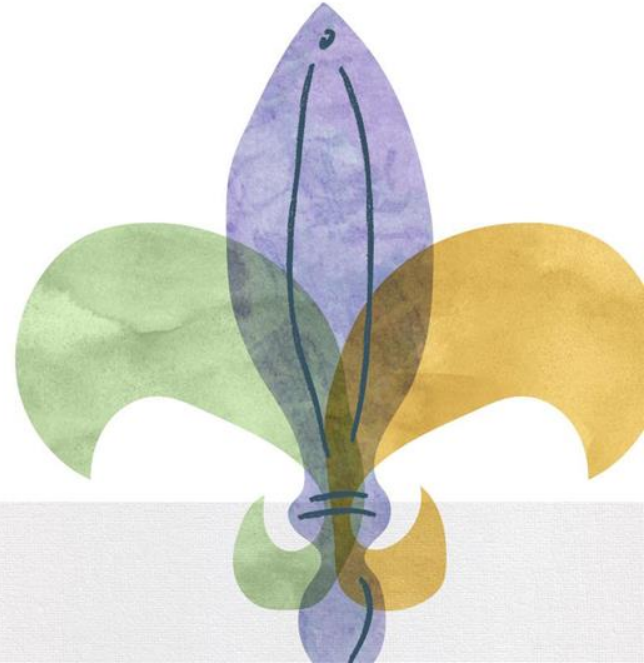
Title III Consortia are a way for school systems that do not meet the minimum EL enrollment requirements to be allocated Title III money (for 2022-2023, that is 76 ELs). They also enable lower-incidence EL school systems to share resources, expertise, and experiences in the consortium setting.

If you are interested in joining or forming a Title III Consortium, review the [Title III Consortium Handbook](#) and email [alice.garcia@la.gov](mailto:alice.garcia@la.gov).

[The Consolidated State Performance Report \(CSPR\)](#) for Title III is available now for all school systems who received Title III funds in 2021-2022. If you have not received the link to the jotform, please contact [alice.garcia@la.gov](mailto:alice.garcia@la.gov).



# School System EL Programming Self-Evaluation Tool



# Evaluating English Learner (EL) Programs

Evaluating EL Programs is a federal requirement under the Castañeda Framework. This policy requires that all programs supporting ELs be-

1. based on sound education theory or research;
2. implemented with adequate resources and personnel;
3. **evaluated as effective in overcoming language barriers.**

But, how do we evaluate the effectiveness of our programs beyond SPS/Accountability?

Need help- [alice.garcia@la.gov](mailto:alice.garcia@la.gov)




# School System EL Programming Self-Evaluation Tool

LDOE created a self evaluation tool for school systems to use to evaluate their EL programming.

This tool will not be submitted to LDOE, but it is part of the [Lau Plan 2022-2023](#).

Parts of the Eval Tool:

- Programming
- Resources
- Academic Results
- Action Plan

	School System EL Programming Self-Evaluation Tool
<b>The Evaluation Tool</b>	
School System: _____	School Year: _____
Evaluator: _____	Title: _____ Date: _____
<b>Part I: Programming (30 Points)</b>	
1. Which program(s) based on sound educational theory/research is/are in use in the school system?	
A. Content Based English Instruction (i.e. Sheltered English Instruction)	
B. Newcomer	
C. ESL (Stand-alone)	
D. Two Way Immersion	
E. Other _____	

[School System EL Programming Self Evaluation Tool](#)

## Next Steps-EL

The EL Programming Self-Evaluation Tool is just one of many tools available for support ELs and EL programming on the [EL Library](#).

The Self-Evaluation Tool is not to be turned in to LDOE, but it can be used as part of the [Lau Plan's](#) programming evaluation piece.

- Lau Plans are due Monday, October 31, 2022 by 4:30.
- Title III Consortium MOUs and Plans are due Friday, November 11.
- CSPR for all Title III school systems is due Friday, November 18.
- Prepare for ELPT 2023 testing-February 13-March 24

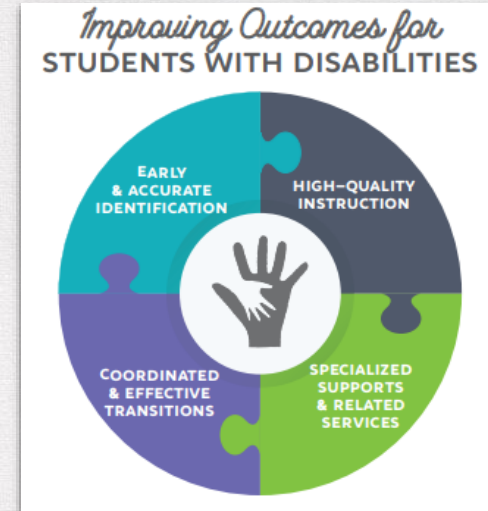




# IDEA: Special Education

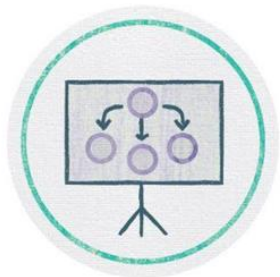
# Our Students

- 13.4%, or roughly 92,057 students have a disability and receive special education services.
- Top disability categories in our state include Specific Learning Disability (24%), speech or language impairment (13.9%), developmental delay (11.8%), and Other Health Impairment (10.3%)
- 68% of students with disabilities spend the majority of their day in a regular education classroom.
- Students with disabilities saw a 1% gain in academy recovery in our latest 2021-2022 LEAP mastery data.





# Ensuring Appropriate Supports



Diverse Learner **instructional strategies** ensure that Students with Disabilities and English Learners have access to inclusive, high quality teaching and learning.



Intentional **educator development** builds capacity to implement best practices for Students with Disabilities and English Learners.



Strong partnerships through **stakeholder engagement** aligns a broad range of supports to best serve children.



Clarity on **program compliance** through effective data collection, monitoring, and reporting provides all partners clarity on student support.

# Key Work

- Partnerships for Success provides partners and funding support that delivers direct services to students and professional development on specialized supports.
- **Literacy** resources and supports.
- Ensuring **successful high school outcomes** and meaningful transition to set students up for success on their day after high school graduation.
- Staffing and scheduling plans that ensure equitable, inclusive extra time for intervention.
- Supporting the **development** of special education leaders, educators, general educators and interventionists to build capacity to support students in our state: SPED Fellow Academy, para to teacher model, and Guidance for Leading Inclusive Special Education Programs.



# Three Instructional Best Practices



FOCUS  
ON CORE  
INSTRUCTION



EXTRA  
TIME TO  
LEARN



CONTENT  
STRONG  
TEACHERS

# IDEA Funding Overview

## IDEA Part B 611

Must be used for the **excess costs** of special education and related services for students with disabilities **ages 3-21**.

## IDEA Part B 619 Preschool

Must be used for the **excess costs** of special education and related services for students with disabilities **ages 3-5**.

## CEIS

Must be used for services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. (34 CFR 300.226)



# Building a Common Language

**necessary and reasonable**: While allowable uses of IDEA funds are pretty broad, it must be necessary and reasonable for proper and efficient performance and administration of the grant. A cost is considered reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost (2 CFR 200.404).

**excess cost**: In addition to the necessary and reasonable standard, IDEA funds must only be used for the excess costs of providing special education and related services to students with disabilities. This ensures that students with disabilities receive the same supports to the same extent as their peers in general education before IDEA funds are used.

- In the absence of sped needs, would the cost exist?
- Is this cost also generated by students without disabilities?
- Is this a child-specific need documented in the IEP?

# CEIS: The Basics

Coordinated Early Intervening Services (CEIS) are services provided to students who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports (Tier 2 or 3) to succeed in a general education environment. (34 CFR 300.226)

There are two paths through which a school system may reserve IDEA funds to support CEIS activities: mandatory and voluntary.

- If a school system is identified as **significantly disproportionate**, they must set aside **15 percent** of their IDEA Part B funding for coordinated early intervening services (CEIS).



# Significant Disproportionality

To identify when significant disproportionality based on race and/or ethnicity is occurring in school systems, the Department annually collects and examines data related to the:

- **identification** of students with disabilities, including particular impairments;
- **placement** of children with disabilities in restrictive educational settings; and
- exclusionary **discipline** of children with disabilities, including suspensions and expulsions.

The Department then analyzes the likelihood that students from one race or ethnicity will be subject to a certain outcome (over identification, restrictive placement, or exclusionary discipline) relative to students from all other races and ethnicities in each school system across the state.

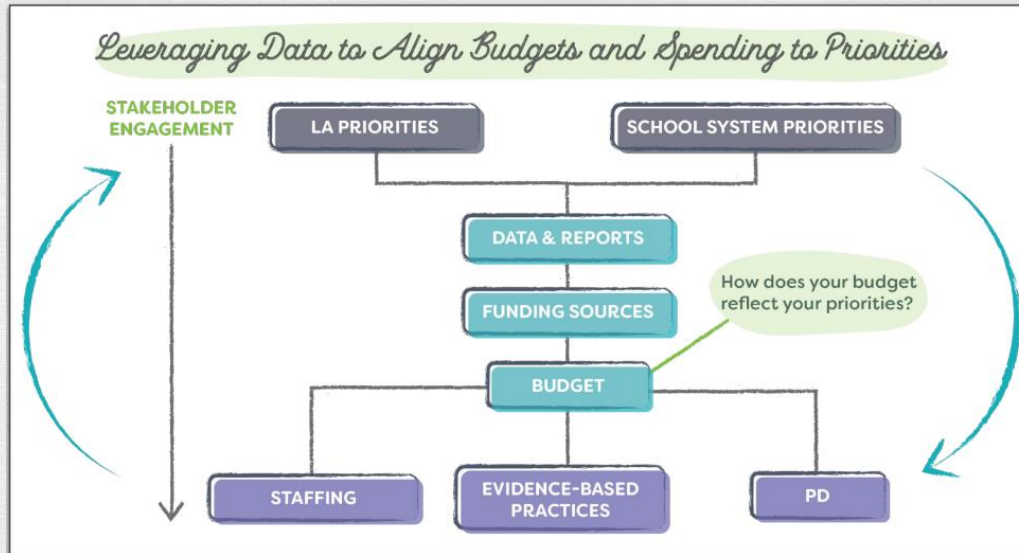
# Voluntary and Mandatory CEIS

Type	Voluntary CEIS	Mandatory CEIS
Grade level / ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	General education students	General education OR general and special education
Funds	Up to 15 percent of IDEA Part B funds	Exactly 15 percent of IDEA Part B funds
Allowable Expenses	<a href="#">allowable expenses</a>	

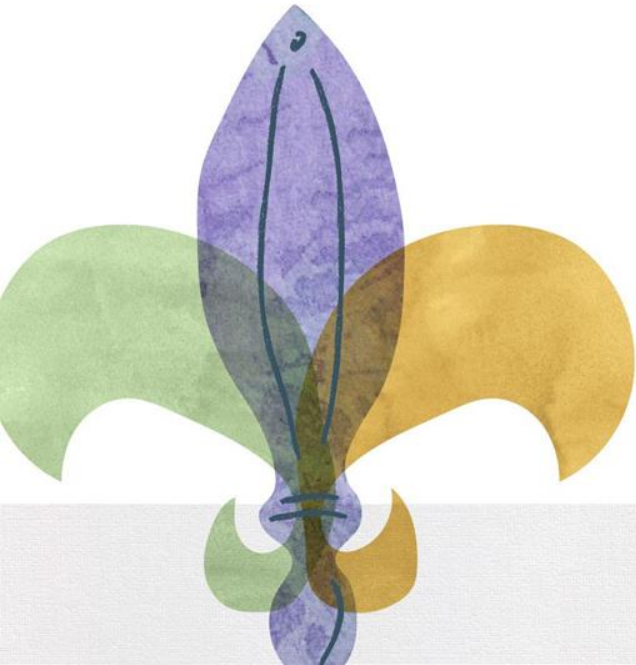


## Leveraging Funding: Two Main Questions

- As a school system, what are your strategies to improve outcomes for students with disabilities?
- How are you leveraging funds to accomplish your goals?



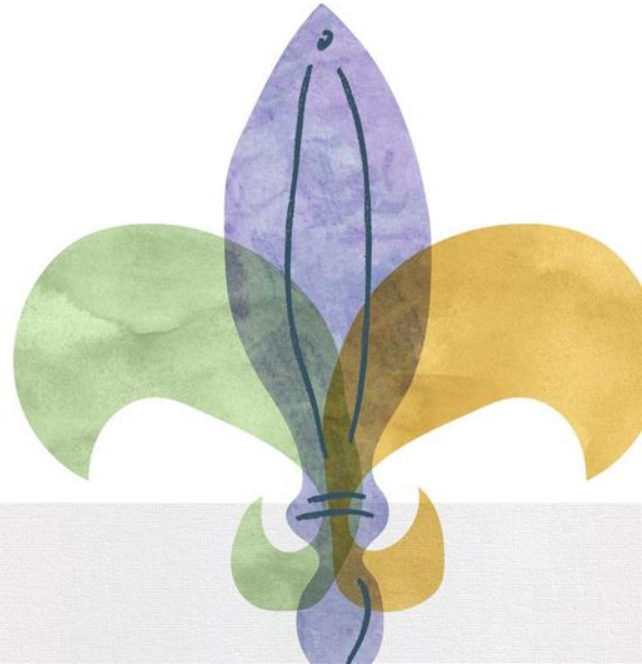
# Guidance for Leading Inclusive Special Education Programs: Leveraging Data to Align Budgets and Spending to Priorities



# Federal Programs Initiatives



# Homeless Program



# Launched Statewide Initiative Fall 2021

**BE  
ENGAGED.**

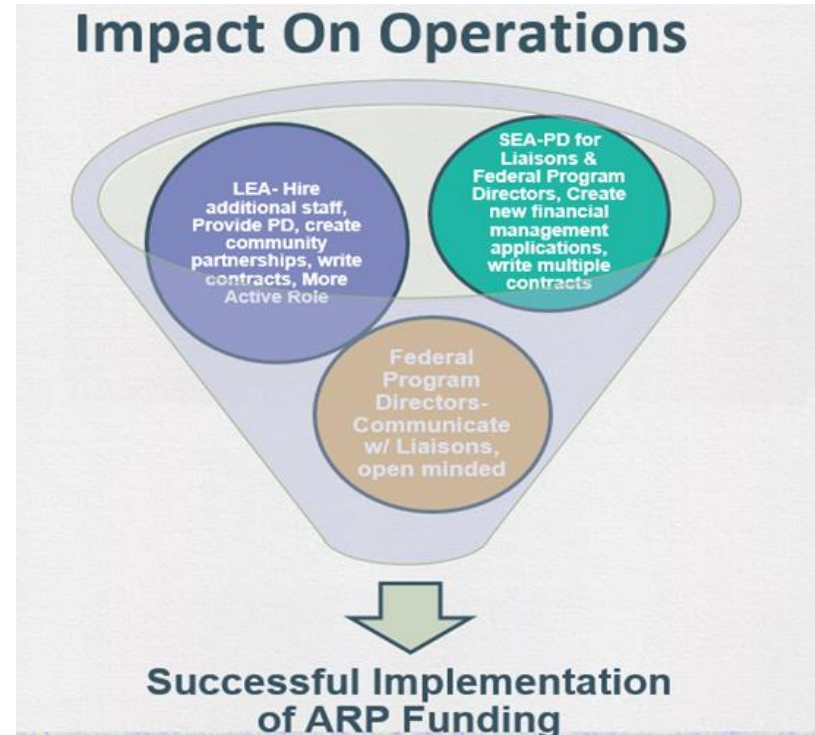
While estimates vary, somewhere between **75% and 85% of a child's waking hours are spent outside the influence of school**, several research studies show that parent engagement in the educational development of their children improves achievement more than any other single factor.

“Many studies found that students with **involved parents, no matter what their income or background**, were more likely to; earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes and earn credits, attend school regularly, have better social skills, show improved behavior, and adapt well to school and graduate and go on to postsecondary education.” Henderson and Mapp, 2002



# Funding Received

Funding Sources	
McKinney Vento Funding	\$2,000,000+
ARP Homeless I	\$4,266,793
ARP Homeless II	\$12,808,812
<b>Title I Set Asides</b> McKinney Vento Students Parent and Family Engagement Activities	



# LDOE's Actions

## 4 Goals of BE ENGAGED

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.



	-Held PD/ Regional Trainings (21-22) -August Joint Back to School Workshop (PAFE, MV, Migrant, EL)		Developed the BE ENGAGED Landing Page <i>(help w/ identification of MV students-low enrollment)</i>
	Revamped the Homeless Evaluation questions to align w/ priorities		Partnered w/ ALL Here to launch the Be Engaged Bot
	Developed the BE ENGAGED Framework		Partnered w/ Louisiana Public Broadcasting (Media Campaign/ Family Workshops)



# Overall Impact on McKinney Vento Program



## 2021-2022 LEAP 2025 Assessment Results Percent of Tests Scoring Mastery and Above for Subgroups Combining ELA, Math, Science and Social Studies

School System Code	School System Name	Subgroup	2021 % Mastery+ Grades 3-8	2022 % Mastery+ Grades 3-8	2021-2022 % Mastery+ Change Grades 3-8	2021 % Mastery+ Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology	2022 % Mastery+ Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology	2021-2022 % Mastery+ Change Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology
LA	Louisiana Statewide	Total Population	29	31	2	30	31	1
LA	Louisiana Statewide	Homeless	16	18	2	16	19	3

# Louisiana's National Recognition



Louisiana's Homeless  
Liaison of the Year:  
Quentina Brown



<h2>School House Connection</h2>	<div> <div>LOUISIANA</div> <div> <p>Early in the pandemic, Louisiana observed a significant decrease in the number of students identified as experiencing homelessness. In response, Louisiana decided to focus its ARP-HCY statewide funds on family engagement. The emphasis on family engagement is supported both by research that shows that students with engaged families have better health, education and overall life outcomes and by Federal laws, such as the McKinney-Vento Act, Title I Part A, and IDEA, that require educators to engage parents/families in meaningful ways. Louisiana's goal in using its statewide ARP-HCY funds is to support families in being more engaged in their children's education, regardless of housing status, while also strengthening family-school relationships.</p> <p>The Louisiana Department of Education (LDOE) is partnering with Louisiana Public Broadcasting on a media campaign that uses television commercials and Public Service Announcements to launch the family engagement initiative, highlighting the definition of family engagement and providing resources to reach and engage families. In addition, the Department is providing Ready to Learn Family Workshops to over 750 families across the state to expose families to enrichment activities through play. LDOE also partnered with All Here, a mobile messaging app, to launch the "Be Engaged Bot," which provides 24/7 tutoring and mental health services to families experiencing homelessness, and launched the Be Engaged Framework, which provides daily guidance to schools and districts on building relationships. LDOE also implemented PasaPoints, which is a tool to incentivize parents to increase engagement while providing economic relief through coupons. Lastly, LDOE used its annual statewide survey to get feedback from parents to guide future initiatives.</p> <p>In conjunction with the Be Engaged campaign, the State McKinney-Vento Coordinator, Dr. Antiqua Hunter, is focusing statewide professional development efforts on instructing Homeless Liaisons about how to engage and build quality relationships with families that are experiencing homelessness.</p> </div> <div> <p>We all play a part in getting each child to graduation day, and it is our goal to find and connect with students and families who have become disengaged because of the pandemic. We want to strengthen the relationships to support re-engagement and success no matter where they reside or their socioeconomic status. As we begin to focus on engaging families by building their capacity, it is our aim to intentionally empower the support nucleus which will ultimately impact student achievement.</p> <p><i>Dr. Antiqua Hunter, McKinney-Vento State Coordinator</i></p> </div> </div>
<h2>National Center for Homeless Education (NCHE)</h2>	<p>Presented Webinar on August 23, 2022 on Wrap Around Services</p>
<h2>National Association for the Education of Homeless Children and Youth (NAEHYC)</h2>	<p>Will present at the National Conference in San Diego, CA in October on Homeless Identification &amp; Awareness Efforts in Louisiana</p>



# There's More Work To Do!

Are You Spending Your Funding?  
Are You In Need of Extra Funding?

Funding Source	Deadlines	Additional Ways to Spending Funding
McKinney Vento Funding	2021-2022 expires 9/30/23 2022-2023 expires 9/30/24	
ARP Homeless I	Awarded April 2021 <b>Available until September 30, 2024</b> Drawdown by January 31, 2025	<input type="checkbox"/> Hotel/Motel Stay <input type="checkbox"/> Store/Prepaid Cards <input type="checkbox"/> Cellphones for Unaccompanied Youth <input type="checkbox"/> Additional Staff <input type="checkbox"/> Summer Programs <input type="checkbox"/> Community Collaborations
ARP Homeless II	Awarded July 2021 <b>Available until September 30, 2024</b> Drawdown by January 31, 2025	



# Parent and Family Engagement



# LDOE's Actions

## 4 Goals of BE ENGAGED

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.**



	Held PD/ Regional Trainings		Partnered w/ Louisiana Public Broadcasting (Media Campaign/ Family Workshops)		Partnered w/ MetroMorphosis to provide TA around Collective Impact
 	Launched 2 <sup>nd</sup> PAFE Statewide Survey	 	Governor Edward's Proclamation declaring November as PAFE Month across the state	 	Partnered w/ IdleMinds Technology to launch PimsPoints
 	Developed the BE ENGAGED Framework	 	Developed the BE ENGAGED Landing Page		

# 2022 Parent and Family Engagement Survey Results



Statements	2020-2021 Results	2021-2022 Results
	% Agreed	% Agreed
1. In my child's/children's school, the staff (e.g., administrators, teachers, counselors) build positive relationships with families.	69%	81%
2. When I walk into my child's/children school, I feel welcome.	72%	85%
3. I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).	66%	79%
4. The school offers an easy-to-navigate website with meaningful information.	68%	81%
5. School staff listens to my concerns.	71%	82%
6. I'm provided understandable data on my child's progress.	75%	83%
7. In my child's school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).	71%	80%
8. I'm provided clear information about policies, programs, improvement efforts and events.	74%	83%

Statements	2021 Results	2022 Results
	% Agreed	% Agreed
9. The school staff consults me before making important decisions about my child's education.	66%	79%
10. If my child receives additional supports, I am provided with information about these supports.	66%	81%
11. The school staff keeps me well informed about how my child is doing in school.	67%	77%
12. I have a good working relationship with school staff in which we solve problems together.	64%	78%
13. I'm provided useful information about how to support my child's learning.	65%	75%
14. The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	52%	73%
15. The school helps my family connect with community resources that we need.	52%	71%



# Parent and Family Engagement



Trained- 50 Coordinators  
15 Families each  
750 Families will be served  
across Louisiana!!

LEAs are providing outreach in  
innovative ways!

## PIMSPPOINTS

- 17 LEAs engaged
- 2,800 Participants engaged statewide
- 84% participation rate of active MOUs
- 22,000 points earned statewide
- Most active parent
- Most active school- Rapides Parish
- Most active accounts- Lafourche Parish



**Caddo's Title 1- Family and Community Engagement Presents**



**Step Right Up and R.E.A.D.**  
Remember Education and Determination

Turner Elementary/Middle School  
5904 W. 70th Street  
Shreveport, LA 71129

**Saturday, September 10, 2022 at  
10 AM - 1PM**

Community and Informational Booths  
Join us for some Fun, Food and Games!!

For questions and information please contact  
Rosallind Glover-Bryant or Evorn Griffin at  
318-603-6561



# Next Steps

## McKinney Vento Program

All Homeless Liaisons should submit their 22-23 Planning Worksheets to [laverne.dunn@la.gov](mailto:laverne.dunn@la.gov).

All Homeless Liaisons should be logged into McKinney Vento.Org to complete training courses.

Ensure MV & ARP funds are being drawn down.

## Parent and Family Engagement

November-Recognize and Plan activities for:

- ★ National Homeless Awareness Month and Hunger Awareness Week
- ★ National Parent and Family Engagement Month

***MV Liaisons & PAFE Coordinators should plan to attend LDOE's Kick Off Webinar on November 3rd.***

***Emailed zoom info to Liaisons & Coordinators***

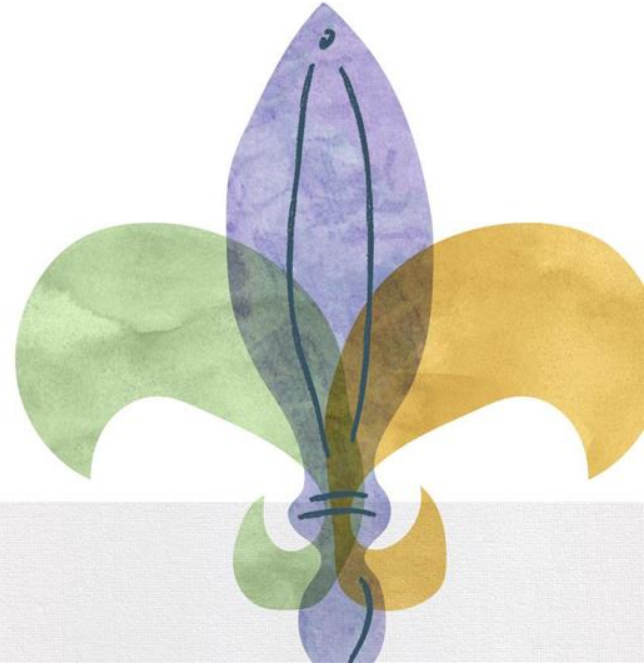


# Louisiana Department of Education

Dr. Antiqua Hunter  
State Homeless Coordinator  
[antiqua.hunter@la.gov](mailto:antiqua.hunter@la.gov)



# **Periodic Expenditure Reports (PERs) & Grant Award Notifications (GANs)**





# PERs & GANs

## How does PER Submission support ED requirements for Federal Funding?

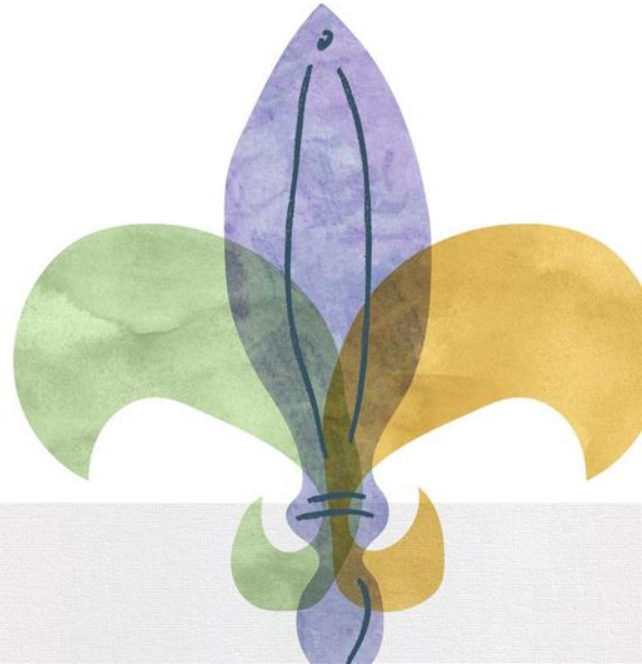
- Program implementation protocols
- Data Reporting for federal funds
- Title I Excess Funds/District notification of Title I Waiver
- Dashboard updates for Transparency
- Late liquidation application decisions

# PERs & GANs

- New functionality allows for “**special conditions**” to be added to the GANs
- **Special Conditions:**
  - **PER Submission**
    - Are PERs being submitted on or before deadline?
    - Is there a pattern of late submission or lack of submission of PERs?
  - **Reimbursement Claims:**
    - Is funding being drawn down in a timely manner?
    - Is there a pattern of funding only being drawn down at the end of the grant cycle?
    - Does your school system average at least one reimbursement claim per quarter?
- Conditions will be added to individual LEA GANs as indicated by lack of adherence to submission of PERs and Reimbursement Claims guidelines



# Federal Funding Updates





# ESSER Funding



# 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 estimated ESSER II and ESSER III 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 and ESSER II funds *first*, and
- help school systems meet the 20% 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%)	Formula EB <i>Action 1</i> (20%)	Formula <i>Action 2</i> (80%)
Released in eGMS	April 2020	June 2020	March 2021	August 2021	March 2021	<i>August 2021</i>
Obligation Period	September 30, 2022		September 30, 2023		September 30, 2024	



# ESSER I Formula/Incentive Funding

## ESSER I - Next Steps

- Submit your 9/30 PER marked as Final on or before November 15, 2022
- LDOE notified LAS with an unexpended balance for \$100,000 or more
- Next steps for any LEAs with a fund balance that will not be expended:
  - Notify LDOE via [LDOE.GrantsHelpdesk@la.gov](mailto:LDOE.GrantsHelpdesk@la.gov).
  - Use Subject Line: Unexpended ESSER I Funds
  - Indicate the amount that will not be expended in ESSER I Formula and/or Incentive
  - LDOE will determine if submitting a Late Liquidation application to ED is warranted.

## Late Liquidation of ESSER I Funding

- ED has released information on the potential Late Liquidation of ESSER I funding
- LDOE must determine the need for Late Liquidation of the ESSER I funding
- Information being requested on ESSER I funding will help inform this decision

# ESSER II and III Program Completion Considerations

- School Systems Identifying ESSER programs that are effective
- Sustainability - Use of entitlement funding (i.e. Title I, Title IV Part A, etc.)
- Projects and program completion within required timelines (i.e. construction/renovations, online subscriptions ending)
- School systems making Achieve Application budget shifts to ensure funds are obligated within the required timelines. (i.e. transferring ESSER III expenditures to ESSER II).



# LDOE ESEA Waiver Request

- **FY 2021 Funds:** Title I Waiver for Excess Funds would not count against the LEA
- **FY 2020 Funds:** Period of Availability would be extended to 9/30/23
  - Current Title I flow-through balance: \$ 8,117,613
  - Current Redesign flow-through balance: \$ 5,338,234
- **LDOE** will be submitting the Waiver request this week.
- LEAs should continue to operate under currently guidelines for this funding



# 2023-24 Super App



# 2022-23 Super App Timeline

October 20, 2022

- Super App Planning Questions released

January 27, 2023

- Super App Due (Planning portion only)

February/March

- LDOE reviews Super App submissions and provides feedback on plans and budgets

February/May

- School systems conduct nonpublic school consultations

April

- Super App competitive allocations approved (April BESE) LDOE approves CIR/UIR-Academics strategies

May 1, 2023

- Estimated allocations for 2023-2024 loaded into Super App

July 1, 2023

- Super App grant period begins School systems begin implementing 2023-2024 School System Plan

# 2023-24 Formula Funding Timeline

- **Formula Funding** (ESEA, IDEA, Carl Perkins)
  - **April:** School systems receive their “Estimated” allocation amount
    - Estimated amount is 90% of the final award amount for the specific funding source
  - **August:** School systems receive “Preliminary” allocation amounts
    - This is an adjustment to bring the estimated amount into alignment with the preliminary award amount based on Grant Award from ED
  - **December:** School systems receive their “Final” allocations amounts.
    - This is the last adjustment to bring the award amount to the true final award.





# **LDOE Instructional Program Initiatives**

# Office of Teaching and Learning



# Literacy Supports for Grades 3-5: Foundations Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Lesson sequence:
  - Attention getter
  - Explicit instruction
  - Guided Practice
  - Student Application
- Additional supports:
  - Overview of skill/concept
  - Supports for diverse learners



Please contact [LouisianaLiteracy@la.gov](mailto:LouisianaLiteracy@la.gov) with questions.



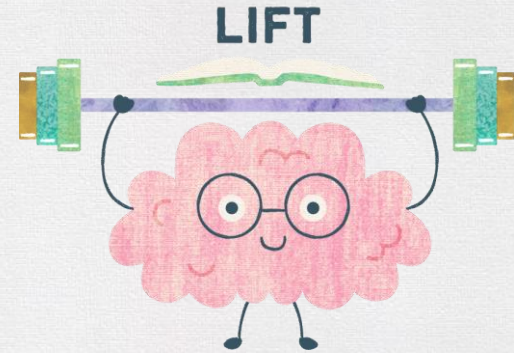
# Literacy Intervention Resources for Grade 3 and Beyond

The Literacy Interventions and Foundational Tools (LIFT) Kit helps teachers pinpoint specific gaps in foundational skills for students beyond Grade 2. It includes:

- fluency passages
- code-knowledge inventory
- phonological awareness screener
- intervention activities targeted to specific skill needs of students
- student recording trackers

All resources are housed in the [LIFT Library](#).

Please contact [LouisianaLiteracy@la.gov](mailto:LouisianaLiteracy@la.gov) with questions.

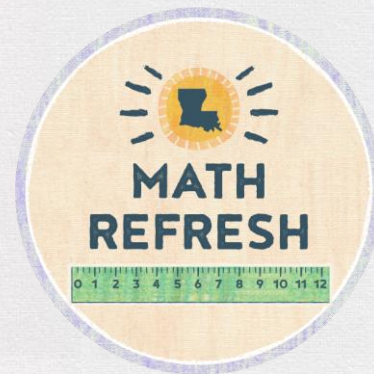




# Accelerating Math Learning: Louisiana's Math Refresh

The Department is launching a new initiative to support students in catching up and moving forward in mathematics.

The **Louisiana Math Refresh** will provide strategically focused support to teachers and school and system leaders in two key areas:



- Funding to support a refresh of math materials to ensure resources used during any instructional time are of the same high level of quality as core instruction
- Explicit guidance, resources, and professional learning to support a refresh of existing instructional practices to align with evidence-based approaches for maximum impact in accelerating students' math progress

Please contact [STEM@la.gov](mailto:STEM@la.gov) with questions.





# Louisiana Math Refresh: Support Schedule

Key Event	Timeline
special webinar for school and system leaders <i><b>“Accelerating Math Learning: Evidence and Impact”</b></i>	<b>October 6 at 10 a.m.</b>
Math Refresh funding opportunity and resources released with <b>2023-2024 School System Planning Guide</b>	<b>October</b>
Launch of <b>Math Refresh Library</b>	<b>November</b>
ongoing opportunities for professional learning and individualized assistance provided by LDOE	<b>October - January 2023</b>

Please contact [STEM@la.gov](mailto:STEM@la.gov) with questions.



# Recruitment, Recovery, and Retention Listening Sessions & Teacher Survey

The Department, in partnership with the Region 14 Comprehensive Center, will be hosting an additional series of facilitated listening sessions across the state to provide the opportunity for stakeholders to describe their experiences and perceptions as well as offer suggestions on issues related to teacher recruitment, recovery, and retention.

Additionally, a fall Teacher Recruitment, Recovery, and Retention survey will be conducted so even more teachers can submit feedback about recruitment and retention.

Specific details about the listening sessions and survey will be shared over the next several weeks.

Please reach out to [louisianaleaders@la.gov](mailto:louisianaleaders@la.gov) for more information.



# **Office of Career and College Readiness**



# Career and College Readiness

## SAVE THE DATE: Fall CTE Leadership Perkins Retreat

LCTCS and LDOE will convene the second in-person CTE Leaders Retreat on November 1, 2022 in Lafayette, LA from 9AM - 4PM. Registration will be posted in the LDOE newsletter.

Additional information for this event will be provided in the upcoming weeks.

Please contact [jumpstart@la.gov](mailto:jumpstart@la.gov) with any questions.



# Supplemental Course Academy (SCA) Catalog

The [SCA Portal](#) is open for 2022-2023 reporting.

The 2022-2023 [Course Choice Provider Directory](#) is available. Schools register students directly with the course provider college and/or university. Please refer to the [Course Choice Registration Procedures](#) for details on this process. Once students are registered, schools should document enrollments in the Course Choice Reporting System.

Postsecondary enrollments should be reported by **October 10 at 5 p.m.**

The portal will reopen for spring enrollments on **November 21.**

Please contact [sca@la.gov](mailto:sca@la.gov) with questions.



## Question & Answer



# Contact Information

For more information or questions contact:

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