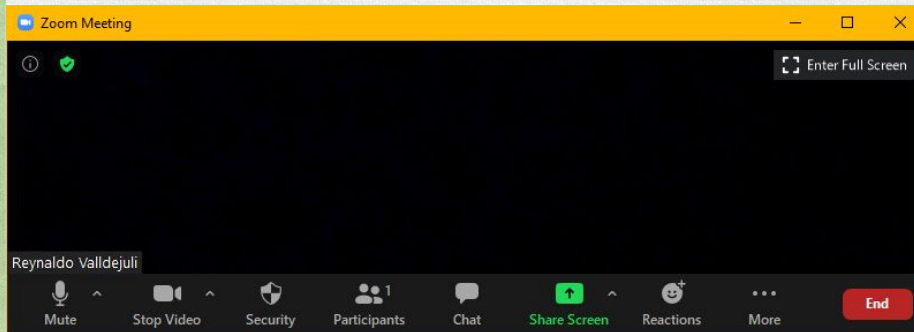




**Federal Support and
Grantee Relations
Monthly Call**
August 25, 2022

Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact Idoecommunications@la.gov.

Agenda

- I. Louisiana Comeback 2.0 - Academic Recovery and Acceleration Plan Guidance
- II. Federal Programs
 - EL Services
 - Equitable Services Reminders
 - High Cost Services
- III. Statewide Monitoring
 - Title I Comparability
 - Monitoring Reminders
- IV. Grants Management
 - Updates/Reminders
- V. Question & Answer
- VI. Important Reminders/Call Summary

Suggested participants for this call:

- Federal Program Supervisors
- IDEA Supervisors
- Business Managers

Believe to Achieve

The Department recently 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



Louisiana Comeback 2.0



Academic Recovery and Acceleration Plan and Guidance

August 2022



VISION for **SUCCESS**

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
LA Total Award Amount	\$286,980,175	\$1,160,119,378	\$2,605,463,325
Minimum LEA Allocation	\$258,282,158	\$ 1,044,107,100	\$2,344,916,992
Available for Obligation*	9/30/2022	9/30/2023	9/30/2024
LDE Application			

Multi-Year Plans

It is important to remember that these are **one-time emergency relief funds to prepare for and respond to impacts of the COVID-19 pandemic.**

The Department developed a **multi-year budget** in alignment with the priorities and focus areas outlined in *[Believe to Achieve: Louisiana's Educational Priorities](#)*, mapping out **support that will be provided to school systems as they work to meet the social, emotional, and academic needs of their students through the fall of 2024.**

Strong Start	ESSER I	April 2020	September 2022
Achieve!	ESSER II	January 2021	September 2023
Achieve!	ESSER III	March 2021	September 2024



Master Timeline

August 5	Academic Recovery and Acceleration Plan (ARAP) Template released
August 10	Academic Recovery and Acceleration Plan (ARAP) Data Template released
September 30	2022-23 ARAP Plan submission due date in eGMS
October 2022	School System Planning Launch / Super App questions live



Comeback 2.0 Overview

During the 2021-2022 school year, each school system was required to submit an Academic Recovery and Acceleration Plan, detailing how ESSER funds were being invested to support Louisiana's students, particularly those disproportionately impacted by the pandemic. School systems will review their 2022 data and revise their plans to propel academic recovery and accelerate learning for all students.

Focus areas include:

- Attendance and Well-Being
- Recovery and Acceleration
- Professional Learning
- School Safety Operations

Data template includes (new):

- Average attendance rates
- Chronic absenteeism
- Science of Reading completion
- LEAP 2025 Senior retesters
- ACT
- FAFSA



Academic Recovery and Acceleration Plan Guidance

LEAs will use several resources to complete their plan:

1. [2021-2022 Approved ARAP Plan](#)
2. [2022-2023 Academic Recovery and Acceleration Plan Template](#)
3. [2022-2023 Key Investment Guiding Questions, Review Criteria, examples, and resources.](#)
4. [Scoring Checklist](#)
5. 2022-2023 Data Template (FTP 8.10.22)

PLAN

DATA

Commitment: ATTENDANCE & WELL-BEING ✓✓				
2022-2023 Key Investment: Attendance	ESSER II	\$0	ESSER III	\$0
Guiding Questions Click or tap here to enter text.				
2022-2023 Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$0
Guiding Questions Click or tap here to enter text.				
The Attendance and Well-Being Commitment can be written as one narrative response in this section. Please be sure to include response criteria from both key investments in the narrative response . Click or tap here to enter text.				
ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment				\$0

DEPARTMENT of EDUCATION Louisiana Believes		2022-2023 Academic Recovery and Acceleration Plan ✓LA Comeback ✓Federal Reporting ✓Act 294 Investing ESSER Funds												
LEAs will use this data and planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet <u>federal</u> and <u>state</u> requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and Louisiana Comeback Commitments .														
LEA:	[LEA code]	[LEA Name]												
Count of Students (K-12) by October 1 Enrollment by Student Groups ¹														
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD						
2019														
2020														
2021														
2022*														
Count of Students (K-12) by October 1 Enrollment by Grade Bands														
Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2019														
2020														
2021														
2022*														

Attendance Example Response

According to the 2021-2022 data, the number of chronically absent students decreased from 400 (SY 2020-2021) to 300. The number of truant students decreased from 150 (SY 2020-2021) to 100 (2021-2022). To increase our students' daily attendance, we participated and will continue to participate in the [LDOE Attendance Alliance initiative in partnership with LSU](#). This initiative assisted us with contacting students and parents who we identified with three absences within the first month of school. Once we identified the students, we tracked their daily attendance, assigned attendance monitors to conduct routine check-ins with students and parents, and assigned a student peer mentor and a parent liaison to make weekly positive impact calls. To build upon our increased student attendance rate, we will also use discipline data to determine other root causes of students missing school. Using discipline data will allow us to provide students with restorative methods to reconcile misbehavior with teachers and/or peers. In addition, we will provide PD on the [BE Engaged initiative](#) framework at each school to ensure we move from parental involvement to parental engagement strategies. With the continued use of the strategies we put in place last year (Attendance Alliance) and adding the Be Engaged Framework this year, we will reduce the number of students who are chronically absent by 15% and the number of students identified as truant by 10%, we will track our progress by mid-year and adjust our goals accordingly.

2022-2023 Attendance Supports Response Criteria

Narrative response includes a summary of the information referenced below:

- ☐ Identification of students who were chronically absent and truant in SY 2021-2022
- ☐ Outcomes described for students who received attendance supports in SY 2020-2021
- ☐ Anticipated outcomes described for students who will receive attendance supports in SY 2022-2023
- ☐ Description of evidence-based attendance supports that will continue in SY 2022-2023
- ☐ Description of data being used to make these decisions



Before School Program Example Response

In reviewing SY 2021-2022, LEAP 2025 ELA and math Assessment data, 5% of our 4th-8th grade students improved their achievement levels from basic to mastery, which is an increase from last year. Approximately 3,900 Elementary and 4,440 middle school students did not score mastery and need targeted instruction during the instructional school day. Grades 4-5, received and will continue to receive a minimum of 60 minutes of accelerated instruction embedded within the school day. Grades 6-8, received and will continue to receive a minimum of 25 minutes of accelerated instruction embedded within the school day. All students are taught using high-quality materials daily and is monitored through CIS, implementation of NIET best practices, and utilization of the Instructional Practice Guide. In addition, all teachers are provided with continuing education for teachers to provide quality instruction by external curriculum coaches once a month. To increase the number of students scoring mastery this year by 5%, we will increase the number of accelerated instructional minutes by adding before school and Saturday tutoring opportunities at the elementary and middle school grades for identified students. We will provide transportation, breakfast, snacks, and a 30-minute enrichment period. To determine which enrichment activities to provide, we will conduct an interest inventory for students.

2022-2023 Before and After School Program Response Criteria

Narrative response includes a summary of the information referenced below:

- ☐ Identification of students needing before and after school supports in SY 2022-2023
- ☐ Outcomes described for students who received before and after school supports in SY 2021-2022
- ☐ Anticipated outcomes described for students who will receive before and after school supports in SY 2022-2023
- ☐ Description of before and after school supports that will continue in SY 2022-2023
- ☐ Description of data being used to make these decisions



Literacy Professional Development Example Response

In the 2021-2022 academic year, 100 % of our K-3 teachers participated in the foundational literacy course. Beginning in January - July 2022, 160 K-8 teachers, coaches, leaders, and interventionists will be trained in AIMS Pathways to Proficient Reading training. This year we will continue to develop educators who teach or lead grades 4th – 8th throughout the year and during Summer 23. We are using DIBELS Scores and LEAP 2025 scores to determine our students' needs. Last year, DIBELS scores were K-3, 57% of first grade students, 36% of second grade students, and 57% of third grade students scored below benchmark on the district literacy screener indicate students are struggling in foundational skills. This year our students improved – only 50% (1st), 30% (2nd), and 54% (3rd) students scored below benchmark on the district literacy screener. Fewer students are struggling in foundational skills. Hence, 25% of our students who scored below mastery, exhibited growth.

2022-2023 Literacy Professional Development Response Criteria

Narrative response includes a summary of the information referenced below:

- ☐ Identification of educators participating in literacy best practices (literacy content leaders and or literacy coaches) in SY 2021-2022
- ☐ Identification of literacy best practices professional learning implemented in SY 2021-2022
- ☐ Description of the impact of the literacy professional learning implemented in SY 2021-2022
- ☐ Identification of educators participating in literacy best practices professional learning in SY 2022-2023
- ☐ Description of the literacy best practices professional learning that will happen in SY 2022-2023 based on data from SY 2021-2022
- ☐ Description of data being used to make these decisions



2022-2023 Key Investments

Guiding questions, examples, and resources

Attendance	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/attendance_arap-guiding-questions-(1).pdf
Well-Being	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/well-being_arap-guiding-questions-(1).pdf
Targeted Learning Support	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/targeted-learning_arap-guiding-questions.pdf
Before and After School	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/before-and-after-school-programs_arap-guiding-questions-(1).pdf
Summer Learning Programs	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/summer-learning_arap-guiding-questions-(1).pdf
Extended Instructional Time	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/extended-learning-time_arap-guiding-questions-(1).pdf
Individual Student Plans for Success	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/individual-student-plans-for-success_arap-guiding-questions-(1).pdf
School Improvement Best Practices	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/school-improvement-best-practices_professional-development_arap-guiding-questions.pdf
Literacy Professional Development	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/literacy_professional-development_arap-guiding-questions.pdf
School Safety Operations	https://www.louisianabelieves.com/docs/default-source/louisiana-believes/school-safety_arap-guiding-questions.pdf



Submission Process

LEAs will submit their Academic and Recovery Plans in eGMS by September 30, 2022, with the following assurances:

1. The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
2. Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
3. Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
4. The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
5. The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
6. Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.



Review Process

LEAs will submit their Academic and Recovery Plans in eGMS by September 30, 2022.

In compliance with federal and state requirements, the Department must put in place expectations for LEA plans, as well as a process to collect, review, provide feedback, and approve such plans.

To encourage school systems in developing and implementing robust plans that include evidence-based actions to accelerate student achievement, the Department prioritized a review process that:

- includes multiple external reviewers who are current/ former Louisiana educators,
- will provide feedback and guidance throughout the review process, and
- reviewers comments will be sent via eGMS.



Resources

1. 2022-2023 Academic Recovery and Acceleration Plan guidance and data to support completion of the [template](#).
2. LDOE Academic Recovery and Acceleration Plan support office hour calls.
3. Monthly Federal Support and Grantee Relations call.
4. LouisianaComeback.com, where school system's plans will be shared.
5. LDOE's [fiscal dashboard](#), where detailed budget information is provided.



Improvement Cycle Framework

1. Analyze student, educator, and family trend data to **establish target outcomes**
2. Choose **evidence-based activities** with proven success with your student and educator population
3. Collect and **review data to learn what is working** - continue, stop, and start
4. Design a process to guide **cycles of inquiry** with all stakeholders
5. Track and compare the **cost of improvement strategies**
6. Evaluate and elevate **system barriers, equity issues and needed supports**
7. Assemble and empower cross-functional “strategy teams” to **accelerate improvement**
8. Establish **progress monitoring** data collection systems and processes in schools and LEAs
9. **Share/ Report** progress monitoring data and student work in schools and LEA collaborative structures
10. **Celebrate** improved student outcomes and **repeat the cycle** to establish new target outcomes



VISION

for SUCCESS



Questions?

Ldoe.grantshelpdesk@la.gov

Please place "Academic Recovery Plan" in the subject.

Federal Programs



LASAFAP Fall Conference

October 26-28, 2022

**Crown Plaza Hotel and Conference Center
Baton Rouge, LA**

www.lasafap.net to register



EL Services



Students with Interrupted Formal Education (SIFE)

English learners who are also:

- 13 or older
- Have 2 years or more of interrupted formal education in their home country
- Two or more grade levels behind in reading and mathematics (when able to assess)

Identified SIFEs will often require additional services to address gaps in their education.

There are ways to further identify a student as a SIFE in SIS and in the [TIDE Portal](#). For additional information, email alice.garcia@la.gov.

Resource: [SIFE One Pager](#)

Grade Placement for SIFEs/ELs

- If a student enrolls without any documentation of previous schooling, that student must be placed in their age appropriate grade.
- If a student is 16 or older, they must be enrolled in high school.
- Since grade placement in high school is based on earned credits, a newly enrolled EL may need to be placed in grade 9 and given opportunities to earn additional credits each year to graduate in 4 years.
- ELs can remain enrolled in school until they are 22.

Resources: [EL Program Handbook](#) [Educating English Learners and Beyond](#)

For any questions related to ELs email: alice.garcia@la.gov

Title III Funding

As preliminary Title III funds become available this month (August) be sure to remember the allowable uses:

- To improve programming and instruction for ELs
- To provide EL professional development to teachers, administrators, paras
- To conduct parent, family, and community outreach to support ELs

If your school system is part of a consortium, reach out to the fiscal agent to see how the funds are being used to support ELs for all consortium members.

Resource: [Title III Consortium Handbook](#)



Equitable Services Reminders

Non-public Equitable Services Updates and Reminders

Important Update from U.S. Department of Education...

The U.S. Department of Education has received several questions regarding the disposition of equipment and supplies purchased by a local educational agency (LEA) as part of providing equitable services to non-public school students and teachers with funds from either the Elementary and Secondary School Emergency Relief (ESSER) Fund or the Governor's Emergency Education Relief (GEER) Fund under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). The following is intended to address those questions and assist LEAs and non-public school representatives in planning for the end of the performance period.

Equipment and supplies purchased by an LEA with CARES Act funds to provide equitable services to students and teachers in a non-public school may be used for the authorized purposes of a CARES Act program during the period of performance (i.e., through September 30, 2022) or until the equipment and supplies are no longer needed for the purposes of the program (see 34 C.F.R. § 76.661(b); 2 C.F.R. §§ 200.313(a)(1), (c)(1) and 200.314(a)). If an LEA determines, in consultation with non-public school representatives, that non-public school students and teachers continue to need such equipment and supplies for the purposes of the CARES Act program beyond the period of performance, the LEA may, but is not required to, continue to permit non-public school students and teachers to use the equipment and supplies; otherwise, the use of equipment and supplies provided with CARES Act funds would terminate at the end of the period of performance. If an LEA permits use to continue beyond the period of performance, the LEA must continue to maintain title to, and keep administrative control over, the equipment and supplies.



Non-public Equitable Services Updates and Reminders con't.

The LEA may, in consultation with non-public school representatives, continue to use the equipment and supplies for students and teachers in the non-public school to the extent they are needed for other allowable purposes under another Federal education program in which the non-public school participates, such as programs under the Elementary and Secondary Education Act of 1965 or the Individuals with Disabilities Education Act. (See 2 C.F.R. § 200.313(c)). Once equipment and supplies are no longer needed for purposes of a CARES Act program, an LEA must, in consultation with non-public school representatives, remove the equipment and supplies from the non-public school. (34 C.F.R. § 76.661(d)(1)). **When equipment is no longer needed the LEA must dispose of the equipment and supplies in accordance with 2 C.F.R. §§ 200.313(e) and 200.314(a)...**

Equipment That Is No Longer Needed: An LEA must request disposition instructions from the Department. Items of equipment purchased with CARES Act funds that have a current per unit fair market value of \$5,000 or less may be retained, sold, including to a participating non-public school, or otherwise disposed of without additional responsibility to the Department. If an item of equipment has a current per unit fair market value in excess of \$5,000, the LEA may retain or sell the equipment. In this case, the Department is entitled to an amount calculated by multiplying the current fair market value or proceeds from the sale by the Department's percentage of the cost of the original purchase (2 C.F.R. § 200.313(e)).

Supplies That Are No Longer Needed: If there is a residual inventory of unused supplies exceeding \$5,000 in total aggregate value upon completion of the CARES Act program and the supplies are not needed for any other Federal award, an LEA must retain the supplies for use on other activities or sell them but must, in either case, compensate the Department for its share, as calculated above for equipment (2 C.F.R. § 200.314(a)).



Non-public Equitable Services Reminders and Next Steps...

- Unspent non-public ESSER I allocations/funds cannot be transferred to the LEA.
- Public and non-public funds not expended will be returned to the U.S. Dept. of Ed.
- If needed you may do an amendment to transfer the allocation to another category to assist with expending the allocation/funds such as... 600 - materials/supplies. Contact State Ombudsman for other suggestions.
- Notify the non-public school to discuss the unspent allocation/funds and potential rebudgeting of funds and provide a deadline to submit request/requisitions, etc. Keep in mind funds have to be obligated by September 30, 2022.

Nonpublic Equitable Services Support and Technical Assistance

Please feel free to contact the State Ombudsman for any assistance or clarification regarding the non-public equitable services program.

Daphne Flentroy@Daphne.Flentroy@la.gov

Keep soaring and have a productive school year!



High Cost Services

High Cost Services (HCS)

- School Systems that have been approved through the application process should have already created an amendment so that funds could be budgeted for those students with eligible and allowable expenses. Once the amendments are submitted the Department will review the budget amendments for eligibility and allowability as they are submitted.
- Note - the IDEA portion of these funds will expire as of 9/30/22

Questions: Dr. Chauncey McElwee at chauncey.carr-mcelwee@la.gov or Kenya Jenkins at kenya.jenkins@la.gov



Statewide Monitoring

2022-2023 Title I Comparability

Comparability Release Date*	September 19, 2022
TIER I Data: <ul style="list-style-type: none">- Enrollment / Poverty Data- Staffing / Salary Data	Use October 2021
DUE Date	November 18, 2022
TIER II Data (revised counts)	Use October 2022
Additional Failed Test (new counts)	<i>Use February 2023</i>

* School systems with one school per grade span and Type 2, 3, 3B, and 5 charters are exempt from this submission.

2021-2022 Monitoring Reminders

Quarter	Dates	Documentation Deadlines
1st	October 1st - December 31st	Closed
2nd	January 1st - March 31st	Submit Final Corrective Actions
3rd	April 1st - June 30th	ESSA only & ESSA/IDEA Desk - <i>May 12th</i> With IDEA Self - <i>June 23rd</i>
4th	July 1st - September 30th	ESSA only & ESSA/IDEA Desk - <i>July 25th</i> With IDEA Self - <i>Sept 7th</i>

*All ESSA self and all desk documentation should be inside the “MONITORING” folder of the Data Management FTP. FTP folders are being purged every 30 days.

Statewide Monitoring Questions?

ESSA/ESSER/State
Programs / Audits /
Comparability

Tasha Anthony

IDEA Programs / SPLC

Cindy Hilton

Early Childhood Programs
/ Civil Rights / MOA

Terry Simoneaux

DOE-program.monitoring@la.gov



Grants Management

Updates/Reminders



Updates/Reminders

2022-23 Super App Timelines

- **August 31, 2022:** Preliminary allocations for formula funding (ESSA and IDEA) will be loaded in Super App.
 - Carl Perkins will be loaded by September.
- **Budget Additional Funding**
 - Application in an **“Approved” posture**: will need to create an amendment to budget the additional funding.
 - Application in **“Returned for Change” posture**: funding will be visible and must be budgeted prior to re-submitting the application
 - Application in review process: will have to wait for the review process to complete to budget funding.

Note: Keep in mind that preliminary allocations could result in either an increase or decrease in funding. Funding decreases can be attributed to drops in census formula counts, changes in Multi-Stat data, decrease in total award from ED based on July 1 GANs, etc. LEAs that experience a decrease in funding can look at ESSER funding to potentially backfill any deficits.

Updates/Reminders

2020-21 Strong Start (ESSER I funding)

- **Obligation period end date:** September 30, 2022
- **Amendment Deadline:** August 30, 2022
- **Reimbursement Claim submission:** November 15, 2022
- **9/30 Final PER:** November 15, 2022

SIG Rnd 7 Funding

- **Obligation period end date:** September 8, 2022
- **Reimbursement Claim submission:** September 8, 2022
- **9/30 Final PER:** September 8, 2022

Expiring Funds

- LDOE will be sending out email communications to LEAs that have remaining balances in fund sources that have an 9/30/22 end date.
- Communication will be sent to Superintendent, Business Managers and respective program staff for each fund source.



Question & Answer

Important Reminders/Call Summary



Call Summary

Month	Key Deadlines	Support and Resources
August	<ul style="list-style-type: none">• August 30, 2022: Amendment Deadline for <u>Strong Start</u> application• August 31, 2022: <u>Act 420 Surveys</u> are due.	<ul style="list-style-type: none">• <u>PER Instructions</u>• <u>FSGR Library</u>
Sept.	<ul style="list-style-type: none">• <u>September 30, 2022: ARAP Plan submission</u> due in eGMS	<ul style="list-style-type: none">• Federal Support & Grantee Relations Monthly Call: September 15, 2022 at 10am

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