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# Federal Support and Grantee Relations Monthly Call
July 21, 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.
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- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.
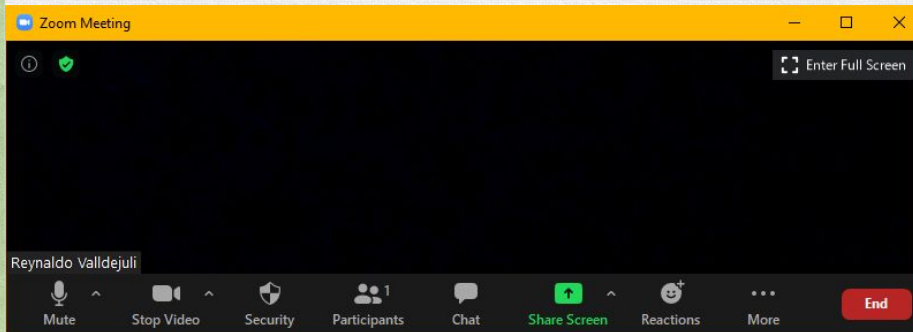
NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact ldoecommunications@la.gov.

Agenda

I. Louisiana Comeback 2.0 - Academic Recovery and Acceleration Plan Guidance

II. Federal Programs
   - HCS Rnd 2
   - EL Identification and Support
   - Equitable Services
   - Title I Part C

III. Statewide Monitoring

IV. Grants Management
   - Updates/Reminders
   - Act 420

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*

Louisiana Comeback 2.0

Academic Recovery and Acceleration Plan and Guidance

July 2022

VISION for SUCCESS

Elementary and Secondary School Emergency Relief Fund (ESSERF)

Grant Fund	ESSER I	ESSER II	ESSER III
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	ARAP template due 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 Data Template

3. 2022-2023 Academic Recovery and Acceleration Plan Template

4. 2022-2023 Key Investment Guiding Questions, Review Criteria, examples, and resources.

PLAN

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

DATA

DEPARTMENT of EDUCATION
Louisiana Believes

✓LA Comeback ✓Federal Reporting ✓Act 294   Investing ESSER Funds

2022-2023 Academic Recovery and Acceleration Plan

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 federal and state 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	T9	9	10	11	12
2019															
2020															
2021															
2022*															

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

Questions?

Federal Programs

High Cost Services (HCS)

High Cost Services Round 2

- Allocations for Round 2 of the 21-22 High Cost Services (HCS) grant are now visible in eGMS. School systems that have been approved through the application process should now create budgets by creating an amendment in the HCS Round 2 application in eGMS. School systems must create this amendment to include all students for whom an allocation was received. The Department will review budget amendments for eligibility and allowability as they are submitted.

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

EL Identification and Support

School system must use the English Language Proficiency Screener (ELPS) to identify newly enrolled students who have indicated a language other than English on the Home Language Survey. If your school system is using another way to identify ELs, please contact alice.garcia@la.gov.

Suggestions for recommended EL programming options can be found on the EL Programming One-Pager and the EL Program Handbook. Reminder: Title I, Part A funds can be set-aside to serve ELs.

EL Technical Assistance

LDOE is pleased to offer assistance in the following areas of EL programming and support:

Programming, compliance, funding, and federal requirements	alice.garcia@la.gov
Instruction and Content	margaret.piccoli@la.gov
Assessment and Accountability	assessment@la.gov

Equitable Services Reminders

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**

" Your time, dedication and leadership are greatly appreciated!"

Non-public Equitable Services Reminders

- LEAs that did not upload the The Intent to Participate, Affirmation of Consultation and Agreement forms need to do so with the next submission

- All Intent to Participate and Affirmation of Consultation forms must include/offer Title III and Title IV 21st Century services

- Non-public Schools Title IV request should…

  - be evidenced - based or researched - based

  - include a program description, objective/purpose, activities, intended outcomes and measures of effectiveness

- Request justifications/clarifications if needed

Title I, Part C
Migrant Education Program (MEP)

Overview

Title I, Part C funds are allocated to SEAs to establish or improve education programs for migrant children.

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.

MEP Eligibility

Who is a Migratory Child?

- younger than 22 years of age

- entitled to a free and public education under State Law

- made a qualifying move as, with, to join or precede a migratory agricultural worker or migratory fisher (migratory qualifying worker)

Who is a Migratory Qualifying Worker?

- an individual who made a Qualifying Move, and soon after the move, engaged in new qualifying work in agriculture or fishing

What is a Qualifying Move?

- due to economic necessity

- from one residence to another • from one school district to another

- within the past 36 months

Eligibility determination

To determine if a child is eligible for the MEP, a highly qualified MEP recruiter conducts an interview with the family or guardian. The recruiter completes a Certificate of Eligibility (COE), and submits it for approval.

Family SEARCH forms

To ensure that every eligible migratory child is identified, we asks that every district include family search forms in its registration packets. Districts will submit Search Forms and MEP staff reviews them. If a family is potentially eligible, a MEP recruiter contacts the family and conducts interview.

The district is notified if child is eligible for the MEP.

Search form are available in English, Spanish, and Vietnamese.

Search Forms and Letter to District

MEP Services

● Automatically eligible for free lunch

● Virtual English development classes for 9th graders and older

● Access to course history and testing information from previous school district(s) and/or states (if child was in the MEP)

● Dedicated advocate to help monitor child's academic progress and family needs.

● Summer camps and activities (planning for 2023

Contacts and Resources

For more information on services and/or search forms:
Laurie Stewart, laurie.stewart@louisiana-mep.org, 225-369-0560

For general questions about Louisiana's MEP,
Melanie Mayeux, melanie.mayeux@la.gov, 225-235-1704

Resources:

Louisiana MEP Website

USDOE Office of Migrant Education

RESULTS Website

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Statewide Monitoring

2021-2022 Monitoring Updates

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 - *May 12th* With IDEA Self - *June 23rd*
4th	July 1st - September 30th	ESSA only & ESSA/IDEA Desk - *July 25th* With IDEA Self - *Sept 7th*

*All ESSA self and all desk documentation should be inside the "MONITORING" folder of the Data Management FTP.

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2021-2022 Monitoring Updates

<u>**Common Concerns**</u>

- Section 18011(b)(2) of Division B the CARES Act
  - The school system will comply with <u>all reporting requirements</u>
  - Monitors are looking at ESSER Reports
    - Report completion
    - Report submission date
- Inventory Records
  - The school system follows state and local laws, policies, and procedures for using, managing, and disposing of <u>items purchased with federal funds</u>
    - Date of Purchase, Item, Cost, Location, Current Condition
    - Monitors are matching items listed as a CARES Act purchase with Invoices

FYE 2021 Single Audit/FYE 2020 Fiscal Monitoring Resolution

Common Federal Findings

- SEFA Reports not properly indicating federal awards <u>expended</u>
- Construction contracts paid with ESSER funds <u>must</u> include a provision that the contractor/subcontractor comply the Wage Rate Requirements (Davis-Bacon Act)
  - weekly payroll and statements of compliance
- Deficiencies in Internal Controls
  - proper <u>documentation</u> and <u>oversight</u>
  - <u>review</u> and <u>approval</u> of grants, reimbursement requests, and reporting

Grants Management

Updates/Reminders

Updates/Reminders

2022-23 Super App Timelines

- August: Preliminary allocations for formula funding (ESSA, IDEA and Carl Perkins) will be loaded in Super App.

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

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Act 420 Information Slides

Act 420 Overview

- In 2021, the Louisiana Legislature passed Act 420 (R.S. 17:4035.1). Overall, this law:
    - Under certain conditions, allows parents or guardians to choose the public school in which their children enroll "without regard to residence, school system geographic boundaries, or attendance zones"
    - In order to qualify under the law, students must be transferring from a "D" or "F" school to an "A", "B", or "C" school, under Louisiana's accountability system.

- The law also mandates that school systems report additional data around student transfers, including the number of interdistrict and intradistrict transfers received, accepted, appealed, and denied

Act 420 Collection Process

- For 2021-2022 school year, LEA's must report, to the best of their knowledge, interdistrict and intradistrict transfers received, accepted, appealed and denied
- Reporting will be made via an online survey that will be emailed to data managers on July 29.
- **All surveys must be submitted by August 31, 2022**. Any LEA not submitting by this deadline will be marked as "not reported" in reporting provided to the Louisiana State Legislature.
- Reporting of transfers will include all transfer requests received during each LEA's transfer period. Each system's transfer period is determined at the LEA level, but must extend, at minimum, from March 1 to March 30, 2022, and, at maximum, from March 1 to July 30, 2022.

	Interdistrict Transfer Requests RECEIVED	Interdistrict Transfer Requests ACCEPTED	Interdistrict Transfer Requests APPEALED	Interdistrict Transfer Requests DENIED
All Students				
Economically Disadvantaged Students				
American Indian Students				
Asian Students				
Black Students				
Hispanic Students				
Hawaiian/Pacific Islander Students				
White Students				
Multiple Races				

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Question & Answer

Important Reminders/Call Summary

Call Summary

Month	Key Deadlines	Support and Resources
July	●	● PER Instructions ● FSGR Library
August	● August 30, 2022: Amendment Deadline for Strong Start application ● August 31, 2022: Act 420 Surveys are due.	● Federal Support & Grantee Relations Monthly Call: **August 18, 2022 at 10am**

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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	Statewide Monitoring	Grants Management
Kenya Jenkins	Angela Randall	Susan Andre
kenya.Jenkins@la.gov	angela.randall@la.gov	susan.andre@la.gov

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