

Louisiana Believes

2021-2022 - Federal Funding 101

*Identifying and Braiding Federal Funding to
Support School System Priorities*

November 6, 2020



Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.



Objectives

School system planning teams will:

- Make connections between Super App priorities and federal funding sources.
- Understand the purpose of federal funding and allowable expenditures.
- Apply the content shared to identify and braid funding sources that support priorities.

Today's Agenda

- I. Super App Grants
- II. Super App Funding Scenario - Part I
- III. Every Student Succeeds Act (ESSA) Programs
- IV. Individuals with Disabilities Education Act (IDEA) Programs
- V. Super App Funding Scenario - Part II

Super App Grants

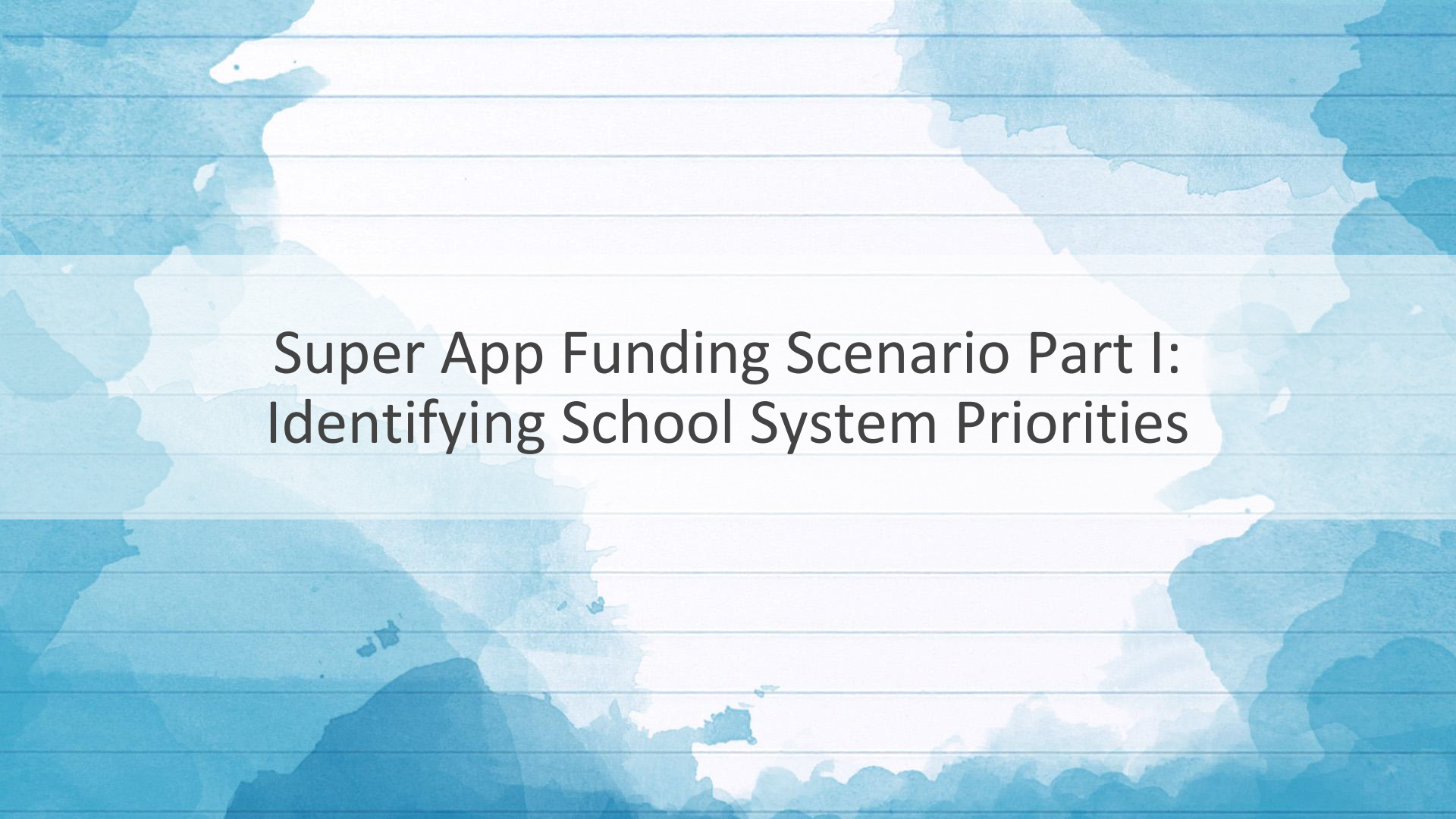
Super App Grants

School systems access formula funds and request competitive funding by completing the school system Super App. The following plans and budgets are consolidated in the Super App:

- Comprehensive Literacy State Development Program 2019 (CLSD CIR/UIR-A)
- Comprehensive Literacy State Development Program 2020 (CLSD UIN)
- Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act (IDEA)
- Perkins
- Real-time Early Access to Literacy (REAL)
- Redesign 1003A
- Title IV set-aside

Today's Agenda

- I. Super App Grants
- II. Super App Funding Scenario - Part I
- III. Every Student Succeeds Act (ESSA) Programs
- IV. Individuals with Disabilities Education Act (IDEA) Programs
- V. Super App Funding Scenario - Part II



Super App Funding Scenario Part I: Identifying School System Priorities

Super App Facilitates School System Planning



IDENTIFY PRIORITIES

School systems review data and identify priorities for the coming year.

+



DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.

+



IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from System Relations team and professional learning partners.

Super App Funding Scenario - Part I

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

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

Super App Funding Scenario - Part I

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

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



IDENTIFY
PRIORITIES

Today's Agenda

- I. Super App Grants
- II. Super App Funding Scenario - Part I
- III. Every Student Succeeds Act (ESSA) Programs
- IV. Individuals with Disabilities Education Act (IDEA) Programs
- V. Super App Funding Scenario - Part II

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and minimalist.

ESSA Programs

Every Student Succeeds Act (ESSA)

The [Every Student Succeeds Act](#) (ESSA) is a federal law that governs K-12 public education policy. The law replaced its predecessor, the No Child Left Behind Act.

To ensure opportunity for all students ESSA:

- Holds **all** students to high academic standards
- Prepares **all** students for success in college and career
- Promotes local innovation and investment in what works
- Provides funding support the academic achievement of at-risk, disadvantaged students

ESSA 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
Title V, Part B	Rural Education (mostly same allowability as Title I)
Title I 1003A	Direct Student Services (DSS)

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 to close educational achievement gaps.

Title I Programs

- Schoolwide - every student is eligible for Title I services
- Targeted Assistance - only students identified by objective criteria are eligible for services

Levels of Support

- School level - required (>75 percent poverty) and supports school-level activities based on the school's Title I plan
- District level - "district-wide" Instructional Programs, CIR/UIR, English Learners, and PD

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

Title I Part C

The Louisiana [Migrant Education Program](#) (MEP) supports high-quality education and comprehensive educational programs for migratory children and helps ensure that migratory children are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

School systems that receive MEP funds are required to comply with the state's [MEP Service Delivery Plan](#). Examples of allowable costs include:

- Instructional services (before and/or after school tutoring)
- Support services (access to health and social service provider)
- Family literacy (GED and ESL programs)

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

Title II Part A

The purpose of [Title II, Part A](#) is to provide funding for school systems to:

- Increase student achievement consistent with [Louisiana Student Standards](#).
- Improve the quality and effectiveness of teachers, principals, and other school leaders e.g. assistant principals.
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools and provide low income and minority students greater access to effective teachers, principals, and other school leaders.

Examples of allowable costs based on workforce needs include:

- High-quality professional development
- Mentor stipends and training
- Performance-based incentives
- Recruitment and retention efforts

Title III Part A

[Title III](#) 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, [Dual Language - Two-Way Immersion](#))
- 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 Part A

[Title IV, Part A](#) is purposed to improve student academic achievement by increasing the capacity of LEAs and schools to:

- Provide all students with access to a well-rounded educational program.
- Improve school conditions for student learning.
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

School systems with allocations greater than \$30,000 are required to use funds for all three purposes, with specific minimum percentages of the total allocation: **Well-Rounded Education** (20 percent), **Safe and Healthy Students** (20 percent) and **Effective Use of Technology** (no more than 15 percent on infrastructure).

Title IV Part A

Program costs must be based on the results of a comprehensive needs assessment. Examples of allowable costs by program area include:

Well-Rounded Education

- 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

- Social and Emotional Learning/Trauma Support/Mental Health Awareness
- Promote the involvement of parents

Effective Use of Technology

- Professional development to effectively implement virtual learning
- Technology infrastructure, devices, and internet connectivity

Title V Part B

The purpose of the [Rural and Low-Income School](#) (RLIS) grant program is address the unique needs of rural school systems that frequently lack the personnel and resources needed to compete effectively for federal competitive grants; and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Allowable costs based on school system needs may include:

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

Today's Agenda

- I. Super App Grants
- II. Super App Funding Scenario - Part I
- III. Every Student Succeeds Act (ESSA) Programs
- IV. Individuals with Disabilities Education Act (IDEA) Programs
- V. Super App Funding Scenario - Part II

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized letter 'A' or a wide arrow. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended together with soft, irregular edges, giving it a painterly, artistic feel. The overall composition is balanced and clean.

IDEA Programs

Individuals with Disabilities Education Act (IDEA)

The [Individuals with Disabilities Education Act](#) (IDEA) is federal legislation that ensures students with a disability are provided with a free, appropriate public education that is tailored to their individual needs. There are six major principles of the IDEA that focuses on students' rights and public school responsibilities:

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Individualized Education Plan (IEP)
- Least Restrictive Environment (LRE)
- Parental Participation
- Procedural Safeguards

IDEA Funding Basics

Fund	Program Description
IDEA B 611	Students with Disabilities, ages 3-21
IDEA B 619	Students with Disabilities, ages 3-5
CEIS	Coordinated Early Intervening Services (CEIS)- funding flexibility to address significant disproportionality, providing services to children who need academic and behavioral supports

IDEA Part B - 611 and 619 (Preschool)

The purpose of [IDEA](#) is to ensure that all children with disabilities are provided FAPE including special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Allowable costs based on students with disabilities (SWD) needs include:

- Instructional programs designed to help SWD access the curriculum and achieve
- Professional development for all teachers on how to implement curriculum that supports students with disabilities
- Assistive technology
- Related services and supports
- Transition to employment and secondary education
- 619-preschool services and supports to SWD, ages 3-5

Coordinated Early Intervening Services (CEIS)

[CEIS](#) is a flexibility under IDEA that allows and may require school systems to set aside up to 15 percent of their IDEA Part B funds for academic and behavioral interventions.

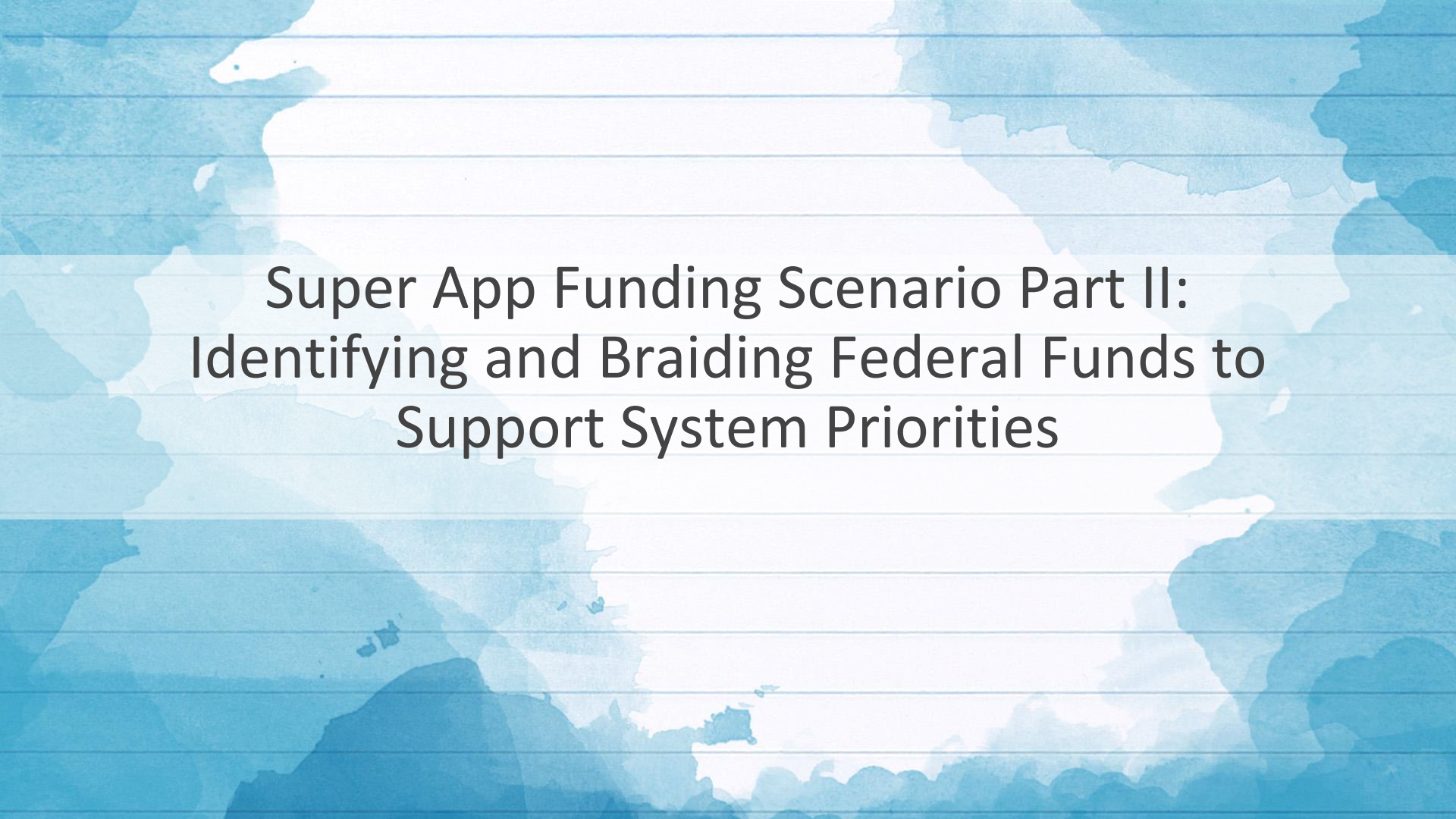
- **Required CEIS** - School systems are required to set aside 15 percent of IDEA funds for CEIS due to discipline, identification, or placement outcomes. School systems can use these funds for children ages 3 to grade 12.
- **Voluntary CEIS** - School systems can also volunteer to set aside up to 15 percent of their IDEA funds. School systems are required to use funds for children in kindergarten through grade 12 who are general education students.

In general, CEIS can fund academic and behavioral interventions (including salaries, benefits, and PD) and educational and behavioral evaluations and supports.

Detailed [allowability guidance](#) is available.

Today's Agenda

- I. Super App Grants
- II. Super App Funding Scenario - Part I
- III. Every Student Succeeds Act (ESSA) Programs
- IV. Individuals with Disabilities Education Act (IDEA) Programs
- V. Super App Funding Scenario - Part II



Super App Funding Scenario Part II: Identifying and Braiding Federal Funds to Support System Priorities

Super App Funding Scenario - Part II

Pelican School System Overview:

- Rural district with all Title I schools
- Challenges in subgroup academic performance
- Disproportionate percentage of out-of-school suspension for students of color
- Increased percentage of non-certificated staff in CIR schools

Comprehensive need assessment results finds that:

- Teachers lack skills needed to differentiate instruction and provide evidence-based intervention.
- Suspension rates are higher for middle school males in classrooms led by female instructors.
- Provides the same level of services and support for CIR schools as higher performing schools.

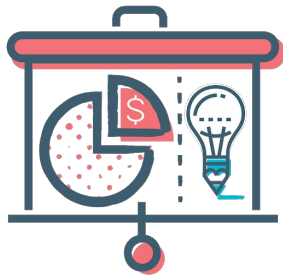
Super App Facilitates School System Planning



IDENTIFY PRIORITIES

School systems review data and identify priorities for the coming year.

+



DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.

+



IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from System Relations team and professional learning partners.

Super App Funding Scenario - Part II

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



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



IDENTIFY
PRIORITIES

Super App Funding Scenario - Part II

Pelican School System braids federal, state and local funds to address school system priorities. The chart below demonstrates how the school system invests federal resources aligned with school system needs.

 IDENTIFY PRIORITIES +  DEVELOP AN ALIGNED BUDGET	Funding Sources				
	Title I, Part A	Title II, Part A	Title IV, Part A	Title V - RLIS	IDEA - CEIS
Teacher PD/Support	X	X		X	X
Student Well-Being	X	X	X	X	X
CIR Schools	X	X		X	

Federal Funding Guide

The Department is creating a [Federal Funding Guide](#) to support school system efforts to better understand:

- Allowable expenses of each funding source
- Braiding or coordinating federal funds to support priorities

The Federal Funding Guide will be released within the Super App launch timeline.

Super App Support

Support for completing the Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include “Super App” in the subject line.