Believes

Federal Support and Grantee Relations Monthly Call
September 15, 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.
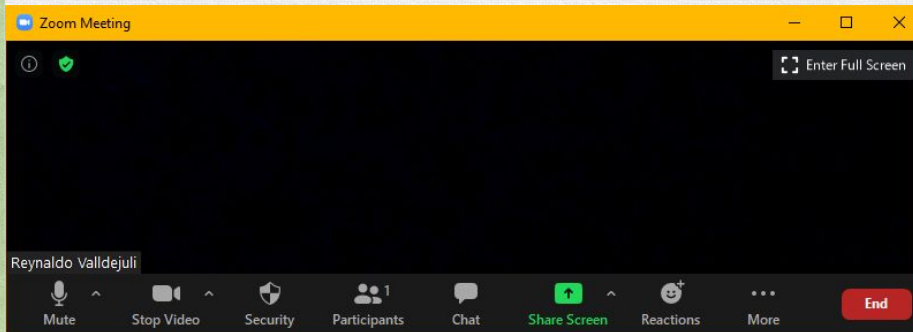
NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact ldoecommunications@la.gov.

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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
   - ESSA and IDEA
   - Title I Comparability

IV. Grants Management
   - Updates/Reminders
   - Expiring Funds
   - SPED Cameras

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*

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

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

Percent Scoring Mastery and Above
By Subject and Grade Level

Subject	Grade	2021	2022	Change
ELA	3	39	38	-1
	4	42	44	2
	5	37	40	3
	6	33	38	5
	7	42	45	3
	8	44	47	3
Math	3	34	37	3
	4	32	36	4
	5	26	29	3
	6	24	27	3
	7	22	24	2
	8	21	24	3

Subject	Grade	2021	2022	Change
Science	3	20	23	3
	4	27	30	3
	5	30	31	1
	6	23	23	0
	7	24	26	2
	8	27	29	2
Social Studies	3	20	21	1
	4	20	27	7
	5	23	24	1
	6	22	17	-5
	7	31	32	1
	8	35	32	-3

Percent Mastery and Above: High School Courses
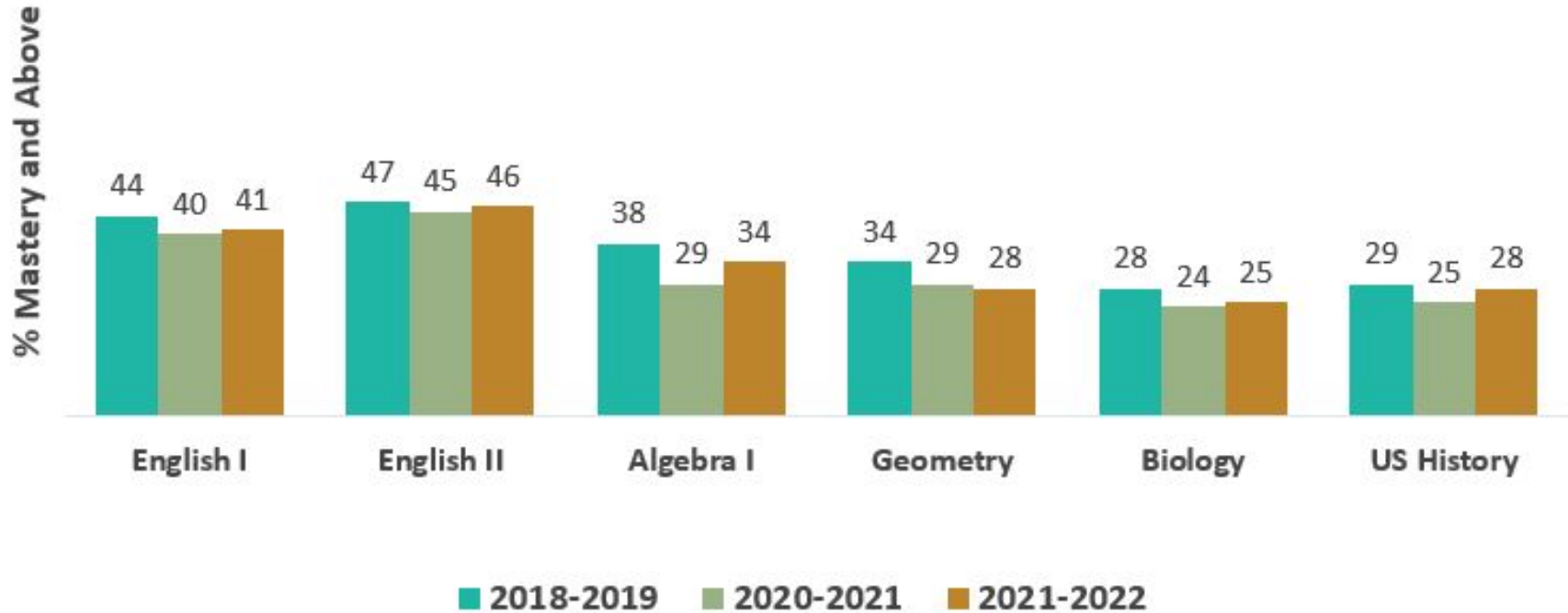
2022 Six Critical Goals Assessment Results

Critical Goal	2020 - 2021	2021- 2022
K- Ready	40%	42%
Fourth Grade Ready	ELA 39% Math 34%	ELA 38% Math 37%
Ninth Grade Ready	ELA 44% Math 21%	ELA 47% Math 24%
Graduate on time	Class of 2020 - 84%	Class of 2021 - 83%
Career/ College Credentials	52%	53%
Tops Award Eligible	66%	66%
Avg. ACT Score	18.7	18.2

PANDEMIC RELIEF GUIDANCE AND RESOURCES LIBRARY

New Resources:
- 2022-2023 Academic Recovery and Acceleration Plan and Guidance Webinar

- Academic Recovery and Acceleration Plan FAQ *(released 9.15.22)*

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 (*Coming soon, data will be released as it becomes available*)

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

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 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 Groups¹

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*															

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 enrichments 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

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 literary 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

Review Checklist

1. Review your data and focus revisions on three main areas: attendance and well-being, academic recovery and acceleration, and professional learning.
2. Focus acceleration and recovery efforts on third and fourth grade students.
3. Plan improvement processes and procedures that enable school leaders and teaching teams to design high-impact approaches based on their most pressing student needs.
4. Assemble cross-functional teams and empower them to accelerate improvement.
5. Improve school environments as evidenced by increased student attendance and engagement (decrease in chronic absenteeism and truancy).
6. Plan for "most impacted" students to participate in before and after school opportunities, high-dosage tutoring, and summer learning programs.
7. Analyze student data and student work in alignment with improvement strategies frequently (progress monitor student outcomes).
8. Increase inclusive learning settings, professional learning structures, and increase more students in dual enrollment coursework.
9. Account for high school LEAP 2025 retesters *(name tag accountability).*
10. Get input from stakeholders on how to invest stimulus dollars and publicly post the plan on their website.

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.**

New Comeback 2.0 Office Hours

Complete Attendance Sign-Up form to select time slot		
Office Hour Date and Time	**Zoom Links**	
September 20th	12:00 PM	4:00 PM
September 23rd	8:30 AM	11:00 AM
September 27th	12:00 PM	4:00 PM
September 28th	8:00 AM	12:00 PM

Questions?

Ldoe.grantshelpdesk@la.gov

Please place "Academic Recovery Plan" in the subject.
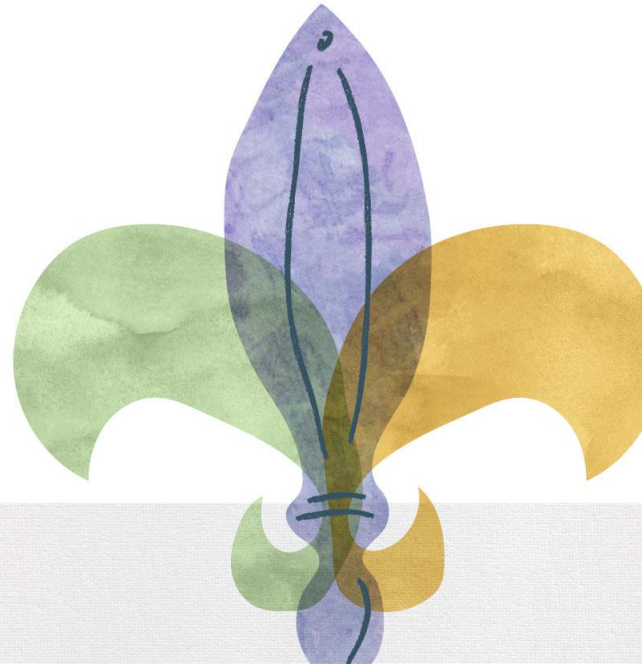
Federal Programs

LASAFAP Fall Conference

October 26-28, 2022
Crown Plaza Hotel and Conference Center
Baton Rouge, LA

www.lasafap.net to register

EL Services

Enrolling Students with Interrupted Formal Education (SIEF)

Many Louisiana parishes are seeing an influx of newly enrolled ELs. If those students are age 13 or older, have limited or interrupted formal education, they may also be a SIFE.

SIFEs may require additional support to meet their needs. Therefore, it is important to have conversations with a SIFE, especially those who are 16 or older, to determine the best education pathway for them.

As a best practice, please discuss all options with them before recommending adult education as an option.

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

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: SIFE One Pager EL Program Handbook Educating English Learners and Beyond

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Title III Funding

Title III Preliminary Allocations have been loaded into eGMS. These funds must be used-

- 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 Allowable Uses   Title III Consortium Handbook

Equitable Updates and Services Reminders

Non-public Equitable Services Updates and Reminders

- The updated Title I Non-public Family Income Survey and the Intent to Participate forms for the 2023-2024 school year were emailed to all LEAs on, Tuesday, September 6, 2022.

- If a non-public school decline all services on the Intent to Participate form you do not have to do an Affirmation of Consultation and Agreement because, the LEA will not be providing any equitable services. Just upload the Intent to Participate form documenting the denial of equitable services.

- In the eGMS application only upload the Intent to Participate forms in the section for "Letter of Intent to Participate" and the Affirmation of Consultation and Agreement, as well as, MOUs in the section for "Private School Affirmations".

- Upload Carryover Forms and consultation notes to the bottom of the Nonpublic Budget Detail page in the "Upload Files" section.

- LEAs do not need to upload the Needs Assessments, Timely and Meaningful Consultation documents, agendas or sign - in sheets, etc. to eGMS. File these documents/items in the LEA Federal Program Department for LDOE monitoring protocols.

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

- U. S. Dept. of Ed. is focusing on non-public equitable services across the LEAs and state lines more than in the past. Therefore, LEAs need to do a MOU (memorandum of understanding) if you provide Title I services across LEAs and in other states.
- Samples of MOUs were sent to LEAs that provide services to other LEAs. If you need samples or assistance creating one, please send an email.
- Be sure to address all comments in the eGMS checklist. If you have questions or need clarification related to equitable services send an email to the State Ombudsman.

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

- The LDOE will have the Annual Non-public Equitable Services Meetings in October of 2022 in four locations (2 in the Northern area and 2 in the Southern area of the state.) to review and provide updates regarding the equitable services program.
- A session for all new directors, staff, etc. regarding equitable services will be held prior to the Annual Non-public Equitable Services Meeting to address specific questions and concerns.

Look for Your **"Save the Date"** email soon.

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 ESSA and IDEA Monitoring

Monitoring Risk Ranking Evaluation Schedule

- Provide relief where reasonable

- Re-engage with school systems not monitored

- Use your ESSA and IDEA monitorings for 2020-2021 as starting point (Year 1)

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2022-2023 ESSA and IDEA Monitoring

2020-2021 Year 1	2021-2022 Year 2	2022-2023 Year 3
No Monitoring	No Monitoring	Desk Review
No Monitoring	Self-Assessment	Desk Review
No Monitoring	Desk Review	No Monitoring *optional Self-Assessment*
Self-Assessment	Self-Assessment	No Monitoring *optional Self-Assessment*
Self-Assessment	Desk Review	No Monitoring *optional Self-Assessment*
Self-Assessment	On-Site	1. No monitoring; or 2. Required follow-up on any prior year non-compliance to verify correction
Desk Review	No Monitoring	**Mandatory** Self-Assessment
Desk Review	Desk Review	No Monitoring *optional Self-Assessment*
On-Site with **no findings**	Self-Assessment	No Monitoring
On-Site with **findings**	1. Follow-up On-Site; or 2. Follow-up Desk Review *follow-up cancels out rubric assigned monitoring*	No Monitoring *optional Self-Assessment*

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2022-2023 Title I Comparability

Comparability Release Date*	**September 19, 2022**
TIER I Data: - **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)	*Use February 2023*

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

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Statewide Monitoring Questions?

ESSA/ESSER/State Programs / Audits / Comparability	IDEA Programs / SPLC	Early Childhood Programs / Civil Rights / MOA
Tasha Anthony	Cindy Hilton	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) were loaded in Super App.
  - Carl Perkins will be loaded in 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.

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Expiring Funds

LDOE sent out email communications to LEAs that have remaining balances in fund sources that have an 9/30/22 end date. Communication was sent to Superintendent, Business Managers and respective program staff for each fund source. (DSS expiring funds was sent in a separate email.)

Funding expiring 9/30/2022
- ESSA: FY20 and FY21 funding
- IDEA: FY21 funding
- ESSER I: Formula and Incentive funding (Strong Start application)

Next Steps
- Submit claims for at least the amount of the expiring funds amount no later than November 15, 2022. All expenditures must have occurred on or before September 30, 2022.
- ESSA/IDEA: will need to submit your 9/30 PER by November 15, 2022
- ESSER I: will need to submit your 9/30 PER marked as Final by November 15, 2022

SPED Cameras (State Grant)

Cameras in Special Education Classrooms

- $8 million allocation approved at August BESE

- Funding is for the purchase and installation of cameras in self-contained classrooms

- Allocation basis tied to the estimated number of self-contained classrooms in each school system

- Each school system that had enrolled students with exceptionalities in self-contained classrooms will receive an allocation of $3,808 per estimated number of these classrooms

SPED Cameras (State Grant)

Cameras in Special Education Classrooms

- Allocation funding will be sent directly to the school systems and will not be on a reimbursement basis

- **Payments will be released on or before September 29**

- A SPED Camera application will be released in eGMS on or before September 30, 2022 that will be used to collect additional information.

- For further information, contact specialeducation@la.gov

SPED Cameras Allocations

Question & Answer

Important Reminders/Call Summary

Call Summary

Month	Key Deadlines	Support and Resources
Sept.	• **September 30, 2022:** **ARAP Plan submission** due in eGMS •	• PER Instructions • FSGR Library
Oct.	•	• Federal Support & Grantee Relations Monthly Call: **October 20, 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	Statewide Monitoring	Grants Management
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