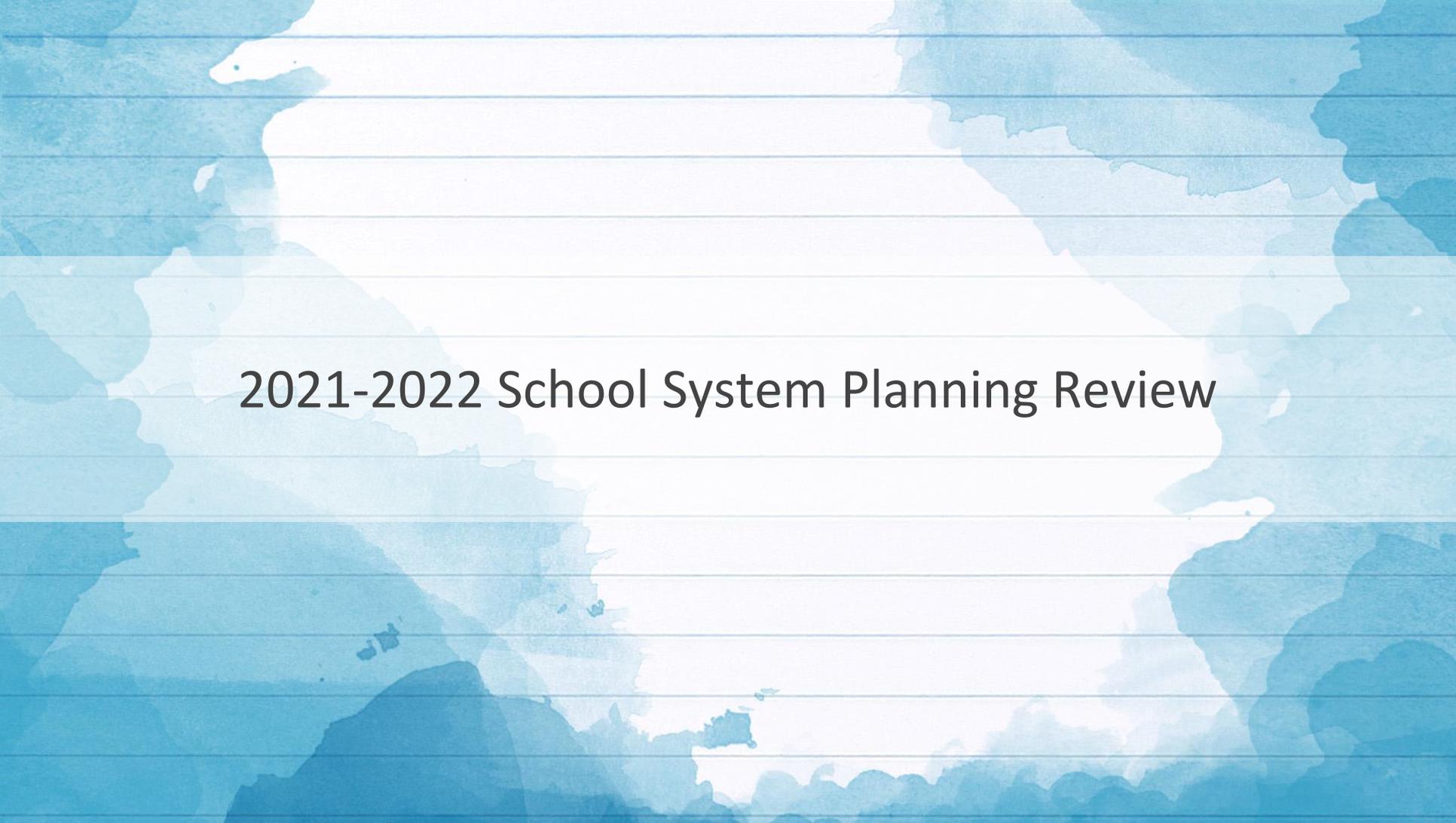


Louisiana Believes

Super App Office Hours
December 18, 2020

Agenda

- 2021-2022 School System Planning Review
- 2021-2022 Super App Application
 - Administration Section
 - Title I
 - Title IV
 - Non-public
 - Budget Indirect Costs
 - Reminders
 - Central Data
 - Allocations
 - 2021-22 Super App - Estimated Allocations
 - 2020-21 Super App - Final Allocations
- Questions
 - Support

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 sense of depth. This white area is surrounded by soft, blended washes of light blue and teal. The colors are more saturated and darker in the corners, creating a frame-like effect. The overall aesthetic is clean, modern, and professional.

2021-2022 School System Planning Review

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.



Leaders of improving schools ensure that:



All students learn grade-level content alongside their peers. Students with unfinished learning are provided additional support focused on preparing them to achieve mastery of grade-level content.



High school students have graduation plans aligned to coursework and credentials relevant to life after high school including AP, IB, dual enrollment, and statewide industry credentials.



Groups of teachers including core, special education, English language, and reading interventionists collaborate weekly.



An established Instructional Leadership Team meets weekly focused on improving student outcomes through systems and structures.



All educators and students are afforded equitable access to opportunities in the learning environment and treated with dignity and respect.

Structures

Improving schools implement three foundational structures to drive professional and student growth.



Instructional Leadership Teams

- ✓ **Instructional Leadership Teams develop a long-range plan for improving educator and student outcomes.** Weekly meetings focus on reviewing teacher and student data that align with improving classroom instruction, incorporating best practices for high-impact leader actions, and planning for regular, high-quality feedback and support through an observation and feedback cycle for educators.



Learning Communities

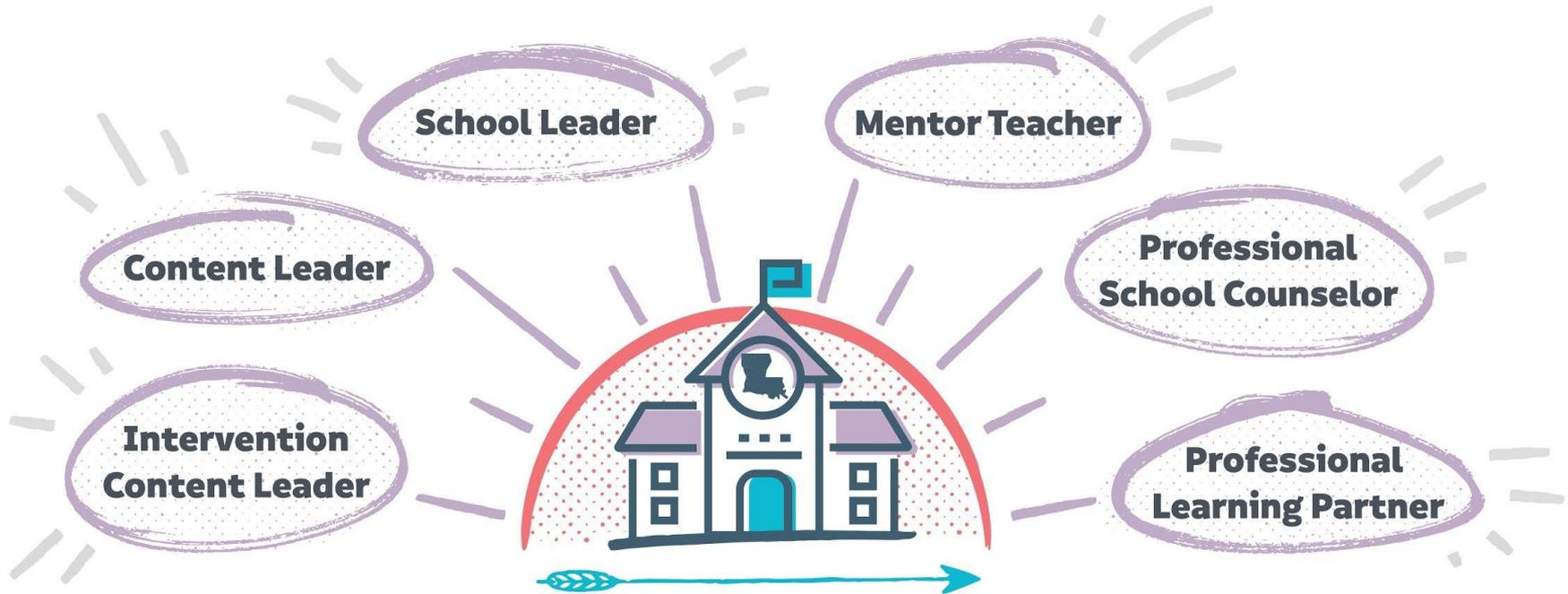
- ✓ **Learning communities are established to provide weekly collaboration time for groups of teachers including core, special education, English language, and reading interventionists.** Teachers and the Instructional Leadership Team plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, plan for individual lessons with embedded supports to address unfinished learning, and study the units within the curriculum. Learning Communities can be implemented in a variety of structures such as common planning time, student and teacher data analysis, teacher support, professional learning partner partnerships, and the use of on-campus leaders such as Content Leaders, Intervention Content Leaders, and Mentor Teachers.



Observation and Feedback Cycles

- ✓ **Observation and Feedback Cycles, led by the Instructional Leadership Team, are frequent and cyclical.** The collection and analysis of data around those observations and high-quality coaching focus on improvements in instructional practices and student outcomes.

Each leader within the school plays a role in supporting teachers to improve outcomes for their students.



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.

2019-2020 School and District K-12 Accountability Results

- Due to the lack of 2020 assessments, BESE policy, and state and federal waivers, **school performance scores and letter grades will not be produced for the 2019-2020 school year.** The Department has released an [FAQ](#) to answer common questions related to the pandemic's effect on the release of 2020 accountability data.
- **K-12 accountability data in the [Louisiana School Finder](#) will be kept static with 2018-2019 results.** Available data from the 2019-2020 school year (such as cohort graduation rates) are posted in the [LDOE Data Center](#).



Continuing Priorities for 2021-2022

Next school year, CIR and UIR-A schools will continue to focus on these priorities:

Priority	CIR	UIR-A
High-quality curriculum in all grade levels	Required	Required
High-quality professional development for all teachers on the selected curriculum	Required	Required
High-quality assessments	Required	Required
Teacher preparation partner to address schools' greatest needs	Required	Required
Increased school-based capacity through Content Leader and Mentor Teacher participation	Required	
Student planning partners for the transition to college and/or a professional career	Required	

New or Improved Priorities for 2021-2022

Next school year, CIR and UIR schools will have some additional required and/or optional priorities:

New or Improved	Priority	CIR	UIR-A	UIR-D
Improved	Participation in School Support Institutes	Required	Required	
New	K-2 Literacy Content Leaders	Required	Optional	
Improved	Certified Ancillary Mentor Teachers	Required		
New	Culturally Responsive PD			Required

2021-2022 UIR-Discipline Requirements

Why are we focusing on this?

In order for students to be successful, they must engage in a positive, inclusive, and culturally responsive learning environment that develops social, emotional, and academic skills to cultivate personal agency and life-long success. Louisiana will build the capacity of educators to provide students the unique support they require to be successful both personally and academically.

(NEW) Next school year, 2021-2022, UIR-D schools will focus on:

1. Professional development focused on Unconscious Bias, Culturally Responsive Teaching, Culturally Responsive Leadership, or Diversity, Equity, and Inclusion training.

Optional Funding Priorities

Next school year, 2021-2022, CIR and UIR-A schools will have access to these optional funding opportunities:

New?	Optional Funding Opportunity	CIR	UIR-A
Continuing	Science curriculum, professional development, and Content Leaders	Optional	Optional
New	Ongoing professional development	Optional	Optional
New	Early Literacy Support	Optional	Optional
Continuing	Specialized Support professional development		Optional
New	K-2 Literacy Content Leaders	Required	Optional
New	School Improvement Best Practices	Optional	
New	Literacy Coaches	Optional	Optional
New	Early Childhood (ages 3-5) Specialized Support professional development	Community Networks	

New: 2021-2022 UIN Opportunities

Why are we focusing on this?

Schools receive an Urgent Intervention Needed (UIN) label when one or more student group earns a score equivalent to a “D” or “F.” These are sites which may be in jeopardy of receiving a UIR-A label in the near future. While UIN schools are not required to submit a plan for improvement in the way CIR and UIR schools are, the LDOE has secured funding to support UIN schools in implementing a variety of ELA interventions.

In order to be eligible for optional competitive funding at schools with exclusively a UIN label, school systems must select “Yes” on Super App question WT5.2 after reviewing the [CLSD UIN guidance document](#).

School System Planning Guide

The [School System Planning Guide](#) provides guidance on how a school system will build a plan and submit Super App for formula and competitive funds to support that plan.

For those who are generally familiar with the School System Planning Process, each section throughout the guide includes “New This Year” callout boxes which highlight the notable changes from last year.

NEW THIS YEAR

The priorities within this year's Super App are largely the same as in the previous year. There are a few notable changes from the previous year which are highlighted in the “New This Year” callout boxes throughout this Guide.

Super App Workbook

The LDOE has created an editable [Super App Workbook](#), for planning purposes, in preparation to submit the online Super App application which communicates school system 2021-2022 school year priorities .



SUPER APP WORKBOOK NOVEMBER 2020

High-Quality Curricula

CA1.1 Which specific ELA curricula will be used in each grade band at CIR/UIR-Academics schools?

Grade band	ELA Curriculum Selection
Pre-K	<i>Appears if "Other..." is selected</i>
K - 2nd	
3rd - 5th	
6th - 8th	
9th - 12th	

Contribution with Existing Funds

State/Local

Federal Formula

Funding Request

Provide funding in LEA Systems (LS3.1)

Super App Support

Support for completing 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)

Please contact your School System Relations Coach (formerly Network Coach) prior to emailing LDOE.grantshelpdesk@la.gov with questions.

December Key Actions

This information can be found on page 12 of the [School System Planning Guide](#).

KEY ACTIONS

Review strategic plan: Review existing strategic plans to identify goals or priorities.

Collect Feedback from School Leaders: Solicit feedback from school leaders on the school system plan and their unique needs aligned to the indicators in the planning framework.

Hold Planning Team Meetings To Select Strategies: 1) Review data to determine areas for improvement; 2) Use the planning framework to select relevant strategies to address areas of improvement; and 3) Collaborate with key personnel to complete the [Professional Development Plan](#) and [Coordinated Funding Request](#) templates.

Conduct Planning Team Meeting(s) To Develop Funding Proposal: Consider available funds and develop a proposal for budget priorities and competitive funding requests.

Conduct Planning Team Meeting(s) To Complete Super App Workbook: Develop and enter answers to all application questions in the [Super App Workbook](#).

January Key Actions

This information can be found on page 13 of the [School System Planning Guide](#).

KEY ACTIONS

Complete Contacts and Assurances in Central Data (eGMS): Within Central Data, school systems must review, update, and save the Contacts tabs. School systems will also sign-off on assurances for ESSA, IDEA, and Perkins. Central Data must be complete to submit Super App.

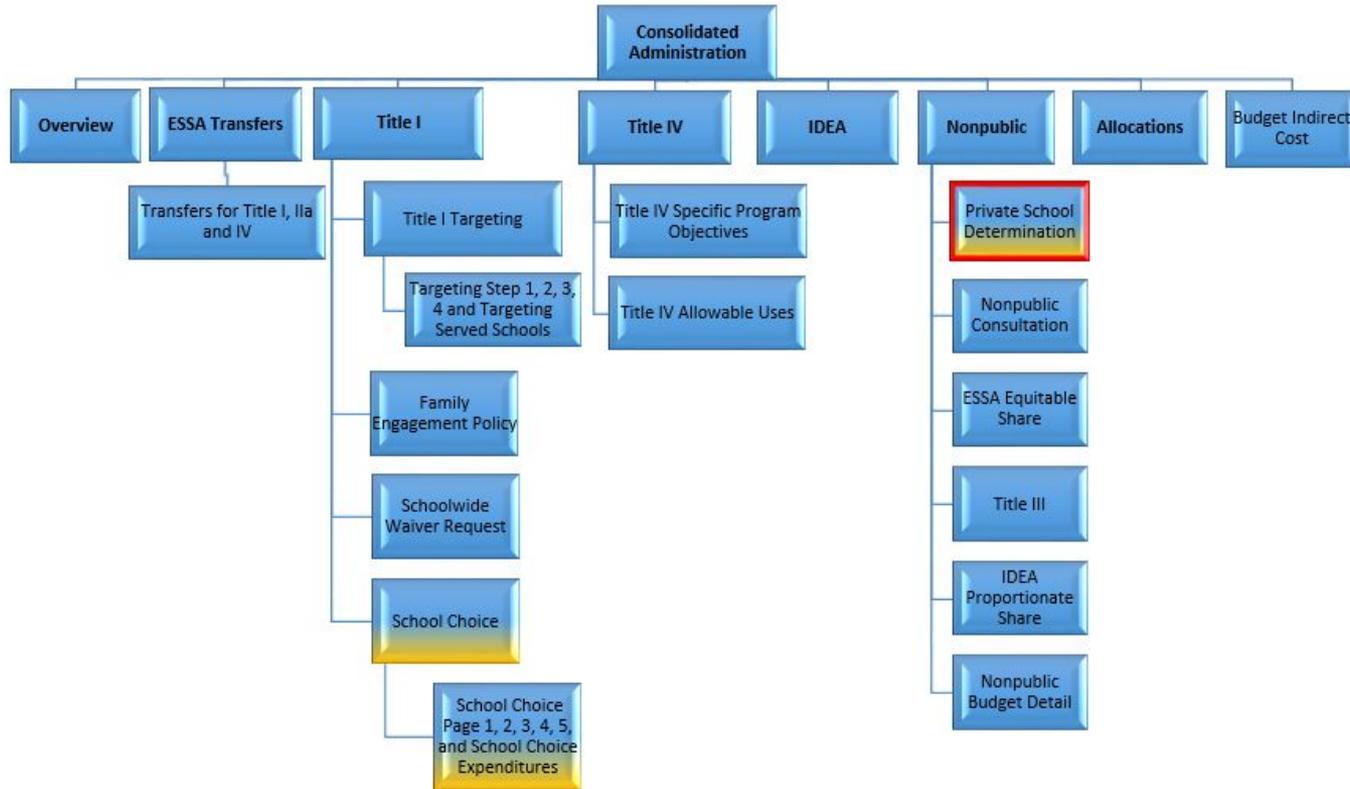
Enter Data In Super App (eGMS): The planning lead and school system leadership select one person to complete Super App in eGMS. This team member enters answers from the Super App Workbook into eGMS and completes steps identified in the Super App Submission Checklist. Two additional document uploads are required as part of Super App submission: the Professional Development Plan and Coordinated Funding Request.

2021-2022 Super App Application



Administration Section

Super App: Site Map - Administration



Overview

Overview

ESSA
Transfers

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I

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IV

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School System Planning Overview

Each year, school systems build a plan for how to improve student learning for the coming year. This process involves reviewing student achievement and student progress, establishing priorities, and building a budget aligned to these priorities using all available funding sources.

In an effort to support school systems with this process, the Louisiana Department of Education (LDOE) has consolidated three processes that historically have been separate - 1. School system planning 2. the budgeting process for federal formula funds and 3. the applications for competitive funds, - into one unified process. School systems will build one plan, grounded in the School System Planning Framework, and use one application to access most federal formula and competitive funds.

School systems will use the three resources below to create and submit a successful Super App:

1. [SCHOOL SYSTEM PLANNING FRAMEWORK AND RESPONSE GUIDANCE](#)

The School System Planning Framework serves as the primary planning tool that includes evidence-based priorities established in partnership with school systems over the past several years. School systems should use this framework to identify their own priorities for student improvement.

2. [SCHOOL SYSTEM PLANNING GUIDE](#)

The School System Planning Guide provides guidance on how a school system will build a plan and submit Super App for formula and competitive funds to support that plan. The guide also includes additional resources that align to priorities highlighted in the Framework as well as a checklist that outlines the process to complete Super App.

3. [SUPER APP WORKBOOK](#)

LDOE has created an editable Super App Workbook, for planning purposes, in preparation to submit the online Super App application which communicates school system priorities for the upcoming school year.

ESSA Transfers

ESSA Allocation Transfers

Instructions

	TitleI	TINeglectDelinquent	TitleIIa	TitleIII	TitleIVA_SSAE	TitleV_B	PerkinsSec	Migrant_Education
Current Year Funds								
Allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Released (-)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Current Year Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior Year(s) Funds								
Rollover (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Prior Year(s) Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Multi-District								
Transfer In (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transfer Out (-)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Agent								
Adjusted Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Complete the section below to notify the SEA that the applicant is transferring or flexing funds per the provisions of the State and Local Transferability Act. Guidance on Transferability is available at [ESSA Transferability Guidance](#).

Funds Available for Transfer/Flex	TitleI	TINeglectDelinquent	TitleIIa	TitleIII	TitleIVA_SSAE	TitleV_B		
Applicable Percentage	0%	0%	100%	0%	100%	0%		
Current Year	\$0	\$0	\$0	\$0	\$0	\$0		
Cap for Rollover								
Total Available for Transfer/Flex	\$0	\$0	\$0	\$0	\$0	\$0		
From TitleIIa (+)	0	0	0	0	0	0		
From TitleIVA_SSAE (+)	0	0	0	0	0	0		
From Title IIa to Migrant (+)			0					
From TitleIVA_SSAE to Migrant (+)					0			
Total Transfer/Flex	\$0	\$0	\$0	\$0	\$0	\$0		
Net Adjustment	\$0	\$0	\$0	\$0	\$0	\$0		
Total Available for Budgeting	\$0	\$0	\$0	\$0	\$0	\$0		
	TitleI	TINeglectDelinquent	TitleIIa	TitleIII	TitleIVA_SSAE	TitleV_B	PerkinsSec	Migrant_Education

Title I

The Title I section under Administration, includes the Targeting Step Pages, Family & Parent Engagement and School Choice. School systems should be sure to address the following:

- Targeting Step 1 - October 2020 Counts (without pre-school counts)
- Targeting Step 2 & 3
- Family & Parent Engagement - thoroughly address each question and include how **all** **(including EL and SPED)** parents will:
 - Review and give input on the Family Involvement Policy, not just those who attend in person meetings, who are a part of the PTA, or who have a role on the school improvement team. Answers should indicate how communication with **all** parents is done, e.g. post policy on school websites, conduct surveys, etc.
 - Review and provide feedback on school improvement plans, this includes Title I plans e.g. Schoolwide Plan.
 - Receive an annual description and explanation of curriculum, assessments used to measure (formative and summative) and the achievement level of state standards

Title IV

School systems should ensure that the Title IV Program Objectives describe a robust and intentional program with SMART goals and evidence-based activities and aligns with Title IV line items budgeted across the domains.

Well-Rounded Program Objective Exemplar

Research shows that students whose teachers integrated music and arts with STEM curricula and lessons experienced significant increases in math learning. The STEM/Arts project of the George Rodrigue Institute will pair teachers with artists to receive intensive professional development in applying arts-integrated techniques to math curricula. The artists will visit classrooms for in-class sessions with the students and transition from classroom leaders to coaches. The teachers will gain skills in integrating music, dance, and drama into their own instruction. Students in the classrooms of teachers who participate in the STEM/Arts program will increase by 25% on pretest vs. post benchmark math assessments and/or show 1 year growth on end-of-year math assessments by the spring 2022.

IDEA

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

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

IDEA

- **Voluntary CEIS** - LEAs can use funds for children in kindergarten (including four-year-old kindergarten) through grade 12 who are not currently identified as needing special education or related services.
- **Required CEIS** - LEAs must use these funds for children ages 3 through grade 12 who are 1) general education students, or 2) general education and special education students.
- In both cases, whether voluntary or required, the LEAs must use these funds on students needing additional academic and behavioral intervention at the Tier 2 or Tier 3 levels to succeed in a general education environment.

IDEA

[Overview](#)[ESSA
Transfers](#)[Title
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IV](#)[IDEA](#)[Nonpublic](#)[Allocations](#)[Budget
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Coordinated Early Intervening Services / Maintenance of Effort Funds

[Click for Instructions](#)

Coordinated Early Intervening Services

Required CEIS. School systems identified as "significantly disproportionate" ("YES" below) must set aside 15% of IDEA funding to address areas of disproportionality. LEAs can use these funds for students ages 3 through grade 12 who are 1) general education students, or 2) general education and special education students.

Voluntary CEIS. When a school system is significantly disproportionate ("NO" below) it may voluntarily set-aside up to 15% of IDEA Part B funds for CEIS. LEAs must use these funds for general education students in kindergarten through grade 12.

Coordinated Early Intervening Services Requirement

School system identified as Significantly Disproportionate in the identification, placement, or discipline of students with disabilities by race / ethnicity. No

Non-public

School systems should remember to do the following on the **Non-public Consultation** pages to assist with approval:

- Input accurate numbers for the number non-public schools **invited to participate** and those **that are participating** in the equitable services program.
- List schools that decline participation in the General Comment box.
- List all schools in section Part B - Private School Allocation that are participating and provide allocations for each school for Titles I, II, III, IV-A and put a zero dollar amount if there is no allocation.
- Input the initial timely and meaning consultation date where the consultation date is requested.

Non-public continued

- Only upload the **Intent to Participate** and **Affirmation of Consultation and Agreement** forms.
- Spell out the non-public schools and school districts names, do not abbreviate.
- Upload certified mail documentation i.e. green cards and mail receipt **only** if the non-public school has not returned the Intent to Participate Form declining services.
- Do not upload non-public Needs Assessment forms, consultation agendas, etc.

Non-public Budget Detail Page *(not required for Feb 12 submission)*

- Use the correct non-public object codes and EICs.
- Follow grants management guide for writing expenditure descriptions and itemization

Allocations

	Allocation	Adjustments	Multi-District	Transfers	Total Current Year	Prior Year	Non Public	(=) Total Funds Available	Core Academics	Diverse Needs	Workforce Talent	LEA Systems	Total Invested
Title I	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
Direct Student Services	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0				\$0
Title I Neglected or Delinquent	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0			\$0
Title IIA	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0		\$0
Title III	\$0	\$0	\$0	\$0	\$0	\$0		\$0		\$0			\$0
Title III - Immigrant	\$0	\$0	\$0	\$0	\$0	\$0		\$0		\$0			\$0
Title IVA SSAE	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0		\$0
Title V-B RLIS	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
IDEA Part B 611	\$0	\$0	\$0	\$0	\$0	\$0		\$0		\$0			\$0
IDEA Preschool 619	\$0	\$0	\$0	\$0	\$0	\$0		\$0		\$0			\$0
Carl Perkins - Secondary	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0		\$0		\$0
Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0		\$0		\$0			\$0
Totals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budgeting Indirect Cost

Budget Indirect Cost

To alleviate eGMS warnings and consistency check errors, school systems should follow the recommended sequence noted below when completing the Budget Indirect Cost page.

Step 1: Complete the required fields on the ESSA Equitable Share page.

Step 2: Invest across the domains on the Allocations page.

- ***Note that the amount available for Title II and Title IVA SSAE will already have the equitable share deducted.***

Step 3: Create expenditure lines for direct charges on that will be budgeted in the Budget Detail Pages and complete IDC for all titles *except Title II and Title IV*

Step 4: Budget IDC for **Title II and Title IV only** on the Budget IDC page.

ESSA Equitable Share (Title II)

Overview	ESSA Transfers	Title I	Title IV	IDEA	Non public	Allocations	Budget Indirect Cost	Submit	Amendment Description	Application Functions
ESSA Equitable Share			Title III		IDEA Proportionate Share		Nonpublic Consultation			Nonpublic Budget Detail
ESSA Private Schools Share										Click for Instructions

1.		Number of Students
1.a	<input type="text" value="0"/>	Public District Enrollment Current Amount saved on the Targeting Step 1 page for Public Enrollment Total: <input type="text" value="4,764"/>
		Title II, Part A Number of Students Private Schools
1.b	<input type="text" value=""/>	Enter the number of students enrolled in the participating private schools. (District must enter enrollment. Note: Count all students enrolled in private schools regardless of district of residence.)
1.c	<input type="text" value="0"/>	Total Enrollment (1a + 1b calculated only on Save)
2.		Title II, Part A Allocation To Be Used for Professional Development
2.a	<input type="text" value="248,204"/>	Amount available for public and private schools used in last save of this page. Total Current Year Funds Available for Budgeting: <input type="text" value="248,204"/>
2.b	<input type="text" value="0"/>	Reserved Indirect Cost amount Estimated Excluded Costs: <input type="text" value=""/>  Maximum Indirect Cost (2a - Excluded Costs) * IDC Rate <input type="text" value="8.8793"/> : <input type="text" value="22,039"/> (calculated only on Save)
2.c	<input type="text" value="0"/>	Reserved Administration Costs (for public and private programs). Enter amount for Reserved Administration Costs: <input type="text" value=""/>
2.d	<input type="text" value="248,204"/>	Amount District is Using for Professional Development ((2a - (2b + 2c)) calculated only on Save) Amount calculated with lines 2a through 2c current amounts: <input type="text" value="248,204"/>
3.		Title II Per Pupil Rate
3.a	<input type="text" value="0.000000"/>	Private School Per Pupil Allocation (PPA) for Title IIA Equitable Services. (2d / 1c calculated only on Save)
4.		Title II Equitable Services - Current Year Funding
4.a	<input type="text" value="0"/>	Amount Current Year Funds District must reserve for equitable services for participating private schools. (1b x 3a calculated only on Save)
5.		Title II Equitable Services - Prior Year Funding
5.a	<input type="text" value=""/>	Optional: Amount of prior year funds available for private schools Equitable Services. Total Prior Year Funds Available for Budgeting: <input type="text" value="0"/> Note: If Prior Year Funds display as zero leave box 5.a blank
6.		Title II Total Equitable Services
6.a	<input type="text" value="0"/>	Amount District must reserve for equitable services for participating private schools. (4.a + 5.a calculated only on Save)

ESSA Equitable Share (Title IV)

Title IV, Part A Number of Students Private Schools		
1.b	<input type="text"/>	Enter the number of students enrolled in the participating private schools. (District must enter enrollment. Note: Count all students enrolled in private schools regardless of district of residence.)
1.c	<input type="text" value="0"/>	Total Enrollment (1a + 1b calculated only on Save)
Title IV, Part A Allocation To Be Used for Student Support and Academic Enrichment		
2.a	<input type="text" value="150,962"/>	Amount available for public and private schools used in last save of this page. Total Current Year Funds Available for Budgeting: <input type="text" value="150,962"/>
2.b	<input type="text" value="0"/>	Reserved Indirect Cost amount Estimated Excluded Costs: <input type="text"/>  Maximum Indirect Cost (2a - Excluded Costs) * IDC Rate <input type="text" value="8.8793"/> : <input type="text" value="13,404"/> (calculated only on Save)
2.c	<input type="text" value="0"/>	Reserved Administration Costs (for public and private programs) Enter the amount for Reserved Administration Costs: <input type="text"/>
2.d	<input type="text" value="150,962"/>	Amount District is Using for Title IV Activities ((2a - (2b + 2c)) calculated only on Save) Amount calculated with lines 2a through 2c current amounts: <input type="text" value="150,962"/>
Title IV Per Pupil Rate		
3.a	<input type="text" value="0.000000"/>	Private School Per Pupil Allocation (PPA) for Title IV Equitable Services. (2d / 1c calculated only on Save)
Title IV Equitable Services - Current Year Funding		
4.a	<input type="text" value="0"/>	Amount Current Year Funds District must reserve for equitable services for participating private schools. (1b x 3a calculated only on Save)
Title IV Equitable Services - Prior Year Funding		
5.a	<input type="text"/>	Optional: Amount of prior year funds available for private schools Equitable Services. Total Prior Year Funds Available for Budgeting: <input type="text" value="0"/> Note: If Prior Year Funds display as zero leave box 5.a blank
Title IV Total Equitable Services		
6.a	<input type="text" value="0"/>	Amount District must reserve for equitable services for participating private schools. (4.a + 5.a calculated only on Save)

Allocation Page

Overview	ESSA Transfers	Title I	Title IV	IDEA	Nonpublic	Allocations	Budget Indirect Cost	Submit	Amendment Description	Application Functions			
Allocations											Instructions		
	Allocation	Adjustments	Multi-District	Transfers	Total Current Year	Prior Year	Non Public	(-) Total Funds Available	Core Academics	Diverse Needs	Workforce Talent	LEA Systems	Total Invested
Title I	\$644,700	\$0	\$0	\$0	\$644,700	\$0	\$71,626	\$573,074	\$573,074	\$0	\$0	\$0	\$573,074
Direct Student Services	\$21,476	\$0	\$0	\$0	\$21,476	\$0		\$21,476	\$0				\$0
Title I Neglected or Delinquent	\$62,700	\$0	\$0	\$0	\$62,700	\$0		\$62,700	\$0	\$0			\$0
Title IIA	\$73,693	\$0	\$0	\$0	\$73,693	\$0	\$22,210	\$51,483	\$0	\$0	\$0		\$0
Title III	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0			\$0
Title III - Immigrant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0			\$0
Title IVA SSAE	\$49,577	\$0	\$0	\$0	\$49,577	\$0	\$14,942	\$34,635	\$0	\$0	\$0		\$0
Title V-B RLIS	\$19,995	\$0	\$0	\$0	\$19,995	\$0		\$19,995	\$0	\$0	\$0	\$0	\$0
IDEA Part B 611	\$249,480	\$0	\$0	\$0	\$249,480	\$0	\$93,090	\$156,390		\$0			\$0
IDEA Preschool 619	\$7,948	\$0	\$0	\$0	\$7,948	\$0	\$6,679	\$1,269		\$0			\$0
Carl Perkins - Secondary	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0		\$0		\$0
Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0		\$0		\$0			\$0
Totals	\$1,129,569	\$0	\$0	\$0	\$1,129,569	\$0	\$208,547	\$921,022	\$573,074	\$0	\$0	\$0	\$573,074

Budget Detail Page

Priorities

Program
Specific Questions

Budget
Detail

Page_Lock
Control

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., \$2536)

[Click for Instruction](#)

Itemize and explain each expenditure amount that appears on the Budget Summary. Click on the "Create Additional Entries" button to enter additional information.

	Title	TitleIIa	TitleIVA SSAE	TitleV B	DSS	TINeglectDelinquent	Total
Investment	\$573,074	\$18,821	\$15,283	\$5,000	\$21,476	\$30,000	\$663,654
Unbudgeted	\$0	\$0	\$0	\$200	\$476	\$2,000	\$2,676

Description of Educational Improvement Categories (EIC) and Object Codes

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100	200	300	400	500	600	700	800	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Budgeted Amounts by Object Code	\$700	\$645	\$19,394	\$570,727	\$21,001	\$48,511	\$0	\$0	\$0

Object Code: Fund Source: [Sort](#)

Fund	Object Code	Exclude from MTDC	EIC	Expenditure Description and Itemization	Amount	Delete Row
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0	<input type="checkbox"/>

IDC Budget Detail

Overview	ESSA Transfers	Title I	Title IV	IDEA	Nonpublic	Allocations	Budget In direct Cost	Submit	Amendment Description	Application Functions
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Programs:

Total Direct Costs	\$0
- Excluded Costs	0
Modified Total Direct Costs	\$0
In direct Cost Rate %	8.8793
Maximum In direct Cost	
In direct Cost	<input type="text" value="0"/>

Calculate Totals

Save Page

Programs:

Total Direct Costs	\$0
- Excluded Costs	0
Modified Total Direct Costs	\$0
In direct Cost Rate %	8.8793
Maximum In direct Cost	
In direct Cost	<input type="text" value="0"/>

Calculate Totals

Save Page

Reminders

2021-22 Central Data

- **Central Data:** is now available in eGMS. School systems can begin completing contact and assurance information for 2021-22.
- **Central Data:** not required to create the 2021-22 Super App application
- **Contact and Assurance information:** must be completed to pass the Consistency Check prior to February submission

2021-2022 Super App Estimated Allocations

The Department will upload *estimated* 2021-2022 ESSA, IDEA, and Perkins formula allocations to the new 2021-2022 Super App by January 12, 2021.

Estimated allocations are 90 percent of the prior year (2020-2021) final allocations.

- School systems will budget these allocations in Super App for the February 12, 2021 submission deadline.
- The Department will review and approve these budgets by April 2021.
- The grant period for these federal formula funds will begin on July 1, 2021.

2020-2021 Super App Final Allocations

The Department will upload final 2020-2021 ESSA, IDEA, and Perkins formula allocations to the current 2020-2021 Super App by January 12, 2021. To minimize disruption to the amendment process:

- The “submit” function will be turned off from during the time final allocations are uploaded. We will issue a notice on the eGMS landing page when this process is complete and the submit function is turned back on.
- We recommend that school systems do not start amendments during this window since the allocation amounts will be changing.

Questions

Plan with 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 are scheduled on 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.