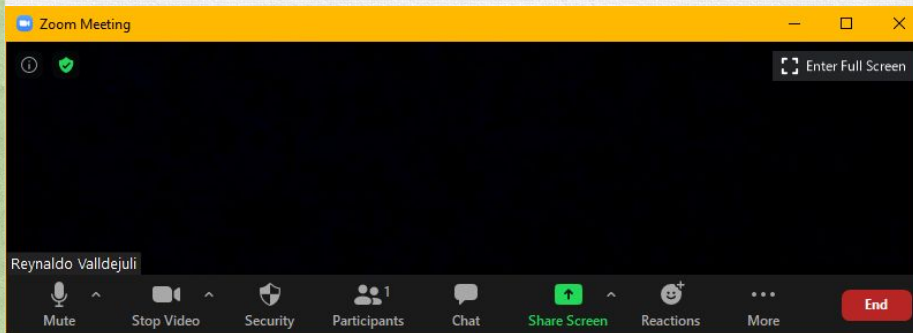


Zoom Meeting Preparation

- 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.



If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Launch

March 30, 2021

Agenda

- Goals and Priorities
- *Achieve!* Funding Overview
- *Achieve!* Planning Support
 - Initiatives & Resources
- Closing
 - Timeline
 - Support

Questions?



Throughout this call we will be collecting questions submitted through the chat and will try and respond to as many as possible during the launch. Any questions not addressed today will be documented and addressed in the [Achieve! FAQ](#) document or a team member from the agency will reach out.

We encourage you to submit all questions to LDOE.grantshelpddesk@la.gov. Please include the word “Achieve!” in the subject line.

Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued
professionals



Schools are invaluable to
communities



Graduates must be ready



Our future is bright



SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

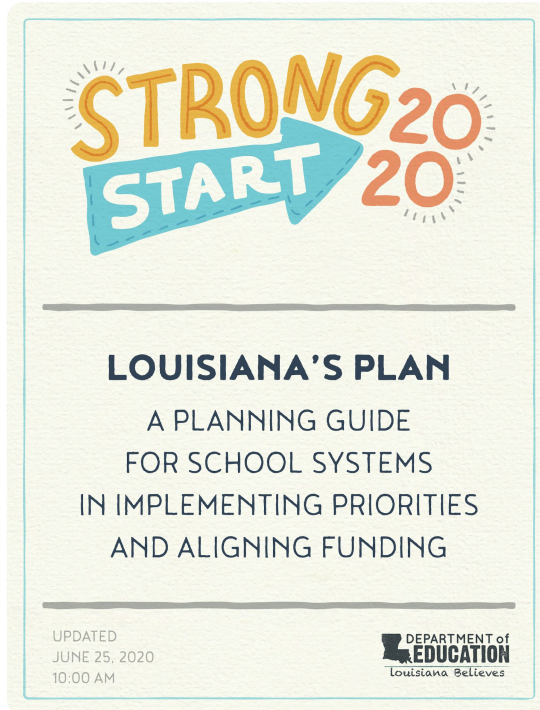
Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

From a Strong Start to Achieve!



The cover features the title 'STRONG START 2020' in a colorful, playful font. 'STRONG' is in orange, 'START' is in a blue arrow pointing right, and '2020' is in orange with radiating lines. Below the title is a horizontal line, followed by the subtitle 'LOUISIANA'S PLAN' in bold black text, and then 'A PLANNING GUIDE FOR SCHOOL SYSTEMS IN IMPLEMENTING PRIORITIES AND ALIGNING FUNDING' in smaller black text. At the bottom left, it says 'UPDATED JUNE 25, 2020 10:00 AM'. At the bottom right is the Louisiana Department of Education logo with the tagline 'Louisiana Believes'.

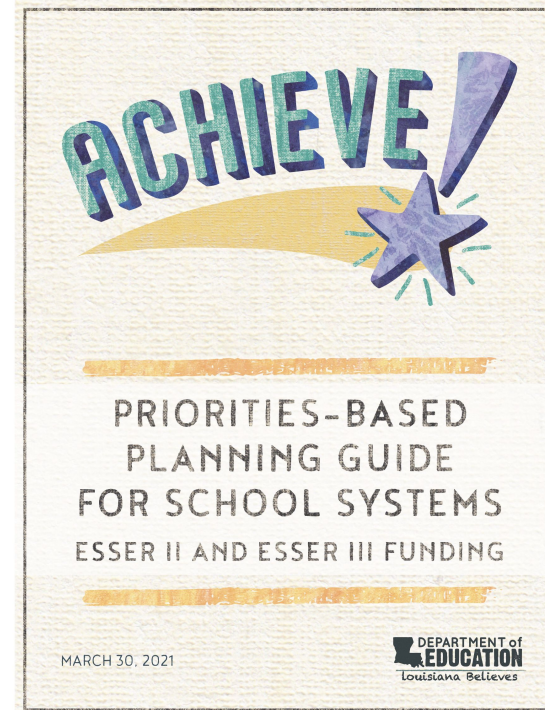
STRONG START 2020

LOUISIANA'S PLAN

A PLANNING GUIDE
FOR SCHOOL SYSTEMS
IN IMPLEMENTING PRIORITIES
AND ALIGNING FUNDING

UPDATED
JUNE 25, 2020
10:00 AM

**DEPARTMENT of
EDUCATION**
Louisiana Believes



The cover features the title 'ACHIEVE!' in a large, colorful, playful font. 'ACHIEVE!' is in blue and green, with a yellow swoosh underneath and a blue star with radiating lines to the right. Below the title is a horizontal line, followed by the subtitle 'PRIORITIES-BASED PLANNING GUIDE FOR SCHOOL SYSTEMS' in bold black text, and then 'ESSER II AND ESSER III FUNDING' in smaller black text. At the bottom left, it says 'MARCH 30, 2021'. At the bottom right is the Louisiana Department of Education logo with the tagline 'Louisiana Believes'.

ACHIEVE!

**PRIORITIES-BASED
PLANNING GUIDE
FOR SCHOOL SYSTEMS**

ESSER II AND ESSER III FUNDING

MARCH 30, 2021

**DEPARTMENT of
EDUCATION**
Louisiana Believes

Louisiana 7th nationally for in-person instruction

"Louisiana schools have been at the forefront of safely providing in-person instruction this entire school year. National reports are starting to highlight what we've known for some time in Louisiana; daily face-to-face instruction can be safe and effective when following strong mitigation efforts like we have in our state." - Dr. Brumley




Elementary and Secondary School Emergency Relief Fund (ESSERF)

Grant Fund	<u>ESSER I</u>	<u>ESSER II</u>	<u>ESSER III</u>
Stimulus Program	<u>CARES Act</u> (March 2020)	<u>CRRSA</u> (December 2020)	<u>ARPA</u> (March 2021)
Main purpose of funds	Ensure students and educators have the device, connectivity, and support needed to continue learning virtually. Provide communication and support to families and students for continuous learning.	Measure and address learning loss among students disproportionately affected by the coronavirus and school closures, particularly students with high-needs.	Reopen schools and sustain their safe operation aligned to CDC prevention guidance, so students can return to in-person learning. Provide evidence-based interventions to meet social, emotional, and academic needs of students.

Elementary and Secondary School Emergency Relief Fund (ESSERF)

Grant Fund	<u>ESSER I</u>	<u>ESSER II</u>	<u>ESSER III</u>
<p>Notable Differences</p>	<p>LEAs are required to provide equitable services to nonpublic schools.</p>	<p>LEAs are <i>not</i> required to provide equitable services to nonpublic schools.</p> <p>New allowable costs, such as:</p> <ul style="list-style-type: none"> ● risk-mitigating facility repairs and improvements ● air quality improvements to school buildings ● reporting on efforts to measure and address learning loss for students disproportionately affected by coronavirus and school closures, particularly high-need students 	<p>LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions.</p> <p>Within 30 days of receiving funds, LEAs must seek public comment on plans for safe return to in-person instruction and post on website.</p> <p>New maintenance of equity requirement to ensure that state and district leaders do not ask students from low-income backgrounds or underrepresented student groups to shoulder a disproportionate share of cuts in state and local education spending.</p>

Elementary and Secondary School Emergency Relief Fund (ESSERF)

Grant Fund	<u>ESSER I</u>	<u>ESSER II</u>	<u>ESSER III</u>
Total ESSER Allocation	\$13.2 billion	\$54.3 billion	\$122 billion
LDOE Total Award Amount	\$286,980,175	\$1,160,119,378	\$2,605,462,325
Minimum LEA Allocation	\$258,282,158	\$ 1,044,107,100	\$2,344,916,922
Available for Obligation*	9/30/2022	9/30/2023	9/30/2024
LDOE Application			

ESSERF III Allocation Methodology and Breakdown

SEAs must distribute a minimum of **90% of their total allocation to LEAs**. Like ESSER II, LDOE will use the same [funding methodology](#) to calculate estimated LEA allocations based on 2020-2021 LEA shares of Title I, Part A allocations. Of the LEAs total allocation, **20% reservation is required to provide evidence-based interventions**.

- **Louisiana's Total ESSERF III allocation - \$2,605,462,325**
 - State-level reservation (10%) - \$247,518,086
 - Allocation to LEAs (90%) - \$2,344,916,922
 - Evidence-based interventions (20%) - \$468,983,384

ESSER II and III Allocations

LDOE will release estimated ESSER II and ESSER III allocations to school systems in two action periods in order to:

- support strategic and coordinated response efforts through 2024,
- ensure school systems are spending down their ESSER I and ESSER II funds *first*, and
- help school systems meet the 20% requirement of ESSER III.

	ESSER I Funds		ESSER II Funds		ESSER III Funds	
	Formula	Incentive	Formula <i>Action 1</i> (50%)	Formula <i>Action 2</i> (50%)	Formula EB <i>Action 1</i> (20%)	Formula <i>Action 2</i> (80%)
Released in eGMS	April 2020	June 2020	March 2021	January 2022	March 2021	TBD
Obligation Period	September 30, 2022		September 30, 2023		September 30, 2024	

ESSER II Funding Timeline and Support

To support school systems in using this money in a strategic, priorities-based manner, LDOE will release a guidance document with evidenced-based best practices.

Timeline	Action
March, 2021	Release 50% of ESSER II and 20% of ESSER III EB formula allocations to LEAs with guidance
April, 2021	LEAs use the guidance and assess needs to build out budgets in Achieve!
May 3, 2021	Achieve! budget applications are due in eGMS.
May, 2021	LDOE reviews Achieve! budgets
June 1, 2021	UPDATE: Initial reviews and feedback provided on all Achieve! budgets by June 1.

Please contact LDOE.grantshelpdesk@la.gov with questions.

Priorities-Based Strategic Planning

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

School systems should **consider multi-year budgets** in alignment with the priorities and focus areas outlined in [Believe to Achieve: Louisiana's Educational Priorities](#), mapping out how they will **support their schools in meeting 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

Louisiana School System Planning Process

IDENTIFY PRIORITIES

School systems review their data and identify priorities in alignment with *Believe to Achieve: Louisiana's Educational Priorities*.

DEVELOP AN ALIGNED BUDGET

School systems budget funds in alignment with priorities and focus areas to prepare, prevent, and respond to impacts of the COVID-19 pandemic.

IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from LDOE, professional learning partners, and other organizations.

Pre-Approval Process

The Department is implementing a new process for school systems seeking pre-approval for equipment and capital expenditures.

The following types of expenditures would require use of the pre-approval process (Rules 1 & 3):

1. General equipment purchases (van, bus, etc.,)
2. Land purchases
3. Building purchases
4. Improvement to general equipment, land, and/or building that increase the value or use life

The following rules of allowability must apply to equipment and other capital expenditures in accordance with Edgar 200.439:

1. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
2. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
3. Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the pass-through entity (LDOE).

Note: The eGMS application approval serves as pre-approval for special purpose equipment (servers, smartboards, body scan thermometers, etc.) Rule 2

To submit a pre-approval request for equipment/capital expenditures please complete and submit the [Pre-Approval for Equipment/Capital Expenditures Form](#). The equipment/capital expenditure pre-approval form can also be accessed via the [FSGR Library](#). Once received, LDOE staff will review the request and provide either an approval or denial response to the request.

Reporting

ESSER I, II, and III funds must be tracked separately for reporting and budgeting purposes. For ESSER II and III, LDOE will use specific funding codes to track school system expenses by the [allowability](#) and by [priority and focus areas](#).

To provide transparency around these funds, the Department will create a dashboard that reports the amounts budgeted and expended by LEA on a monthly/ quarterly basis. Additionally, LDOE will track state set-aside funds in the same manner, and provide quarterly updates on these expenses. This reporting will begin this summer.





Priorities-aligned Initiatives and Planning Resources

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

Priorities-Based Strategic Planning

In planning, school systems should determine remaining ESSER I allocations to account for those funds

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

Achieve! Planning Guidance

The Department developed *Achieve!* planning guidance to support school systems as they begin planning for the development of *Achieve!* budgets using ESSER II and ESSER III formula funds. There are new, updated, and previously released high-impact initiatives aligned to each priority and corresponding focus areas.

In planning, school systems will:

- Commit to priorities within the [*Believe to Achieve Educational Priorities*](#) and initiatives
- Identify stakeholders to be a part of the *Achieve!* planning team
- Use three key resources while planning: [*ESSER II and ESSER III Allowabilities*](#), *Achieve!* Planning Guidance, and EIC codes

Achieve! Planning Guidance Organization

- **Priority** - five priorities established by the Department to direct our efforts as we work towards achieving our critical goals.
- **Focus Areas** - tied to priorities and align the Department's key actions and initiatives.
- **Initiatives** - high-impact, evidence-based work that aligns to our focus areas
- **Resources** - guidance and tools aligned to initiatives and supporting school systems with planning for and implementing initiatives.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.




Develop and retain a diverse, highly effective educator workforce.


Cultivate high-impact systems, structures, and partnerships


Priority: Ensure every student is on track to a professional career, college degree, or service.

Focus Areas	Initiatives	Resources
Individualized Graduation Plans	Individual Graduation Planning Partners	Student Planning Partners
FAFSA completion	Financial Aid Planning	
Credentials	Career Transition Planning Support	
	Strengthen Advanced Placement	ESSER II Funding: AP
	Jump Start Summers	Jump Start Summers RFA
Cohort Tracking	Drop-out Prevention	JAG JAG Brochure
	Freshman Academy	Ninth Grade Academy Planning Support Partners
Dual Enrollment	Fast Forward	Fast Forward
ACT Scores	ACT Preparation	SCA ACT Providers


Priority: Remove barriers and create equitable, inclusive learning experiences for all students.

Focus Areas	Initiatives	Resources
Mental and behavioral health, social-emotional learning, and trauma-informed care	Prioritizing SEL 	Job Description Example: School Social Worker
Proven, evidence-based models for diverse learners	Specialized Support and Related Services	Compensatory Services Guidance for Students with Disabilities Partnerships for Success
	Early and Accurate Identification with High Quality Assessments 	Diagnostic and Screener Guidance Early Childhood Developmental Screening
	Improving Outcomes for Diverse Learners	English Learner Guidebook: Changing Educational Outcomes for English Learners Strategies for Success: A Guidebook for Supporting Students with Disabilities
Supports and services for English Learners	Intentional EL Instructional Planning	Achieve! Funding Guidance for English Learners (ELs)
Access to high-quality early childhood education	Expanded Pre-K or B-3 seats 	Expanding Access to High-Quality Early Childhood Education for School Systems

Priority: Provide the highest quality teaching and learning environment from birth through graduation.		
Focus Areas	Initiatives	Resources
Aligned instructional materials and resources	High-Quality LMS 	LMS Vendor Guide
	High-Quality Curriculum	Louisiana Curriculum Vendor Guide
	Summer Learning Program	Summer Learning Program Guidance
Accelerated Learning Recovery	Accelerate: Louisiana's Tutoring Strategy	Accelerate - Louisiana's Pre-K-12 Tutoring Strategy
	Supporting Pre-K-First Grade Transitions 	Guidance for Early Childhood Transitions
Proven, evidence-based models for diverse learners	High-Quality Curriculum	Louisiana Academic Content PD Vendor Guide
Supports and services for English Learners	Intentional EL Instructional Planning	Achieve! Funding Guidance for English Learners (ELs)

Priority: Develop and retain a diverse, highly-effective educator workforce.		
Focus Areas	Initiatives	Resources
Job-embedded teacher collaboration and professional development	School Improvement Best Practices	School Improvement Best Practices Guidance
School-based Instructional Leadership Teams	School Support Institutes	School Support Institutes 2021-2022
Observation, feedback, and coaching cycles		
Job-embedded teacher collaboration and professional development	Supporting Student Well-Being	Louisiana Student Well-Being Vendor Guide
	Supporting Educator Well-Being	Employee Assistance Programs EAP Discussion Checklist
Supports and services for English Learners	Intentional EL Instructional Planning	ESSER II Funding Guidance for English Learners (ELs)
	High Quality Professional Development	Louisiana Academic Content PD Vendor Guide
Improve Educator Compensation	Differentiated Compensation Models 	Achieve! Compensation Guidance

Priority: Cultivate high-impact systems, structures, and partnerships.

Focus Areas	Initiatives	Resources
Strategic planning, resource allocation, and alignment to critical goals	Scheduling and Staffing Supports 2.0 	<u>Staffing and Scheduling Guidance</u>
Universal connectivity for all students	Connectivity	<u>Achieve! Emergency Broadband Benefit for Families</u>
COVID-19 guidance and support	School Reopening 2.0	<u>Achieve! School Reopening Guidelines and Resources</u>

Achieve! Planning Teams

Within the guidance, the Department has released six recommended steps for school systems to take for *Achieve!* planning teams.

1. Determine appropriate stakeholders for the team
2. Review ESSER II and ESSER III allowabilities
3. Determine school system needs based on data
4. Review the *Achieve!* Priority Alignment and Planning Support within the Pandemic Relief Funding and Planning Guidance document.
5. Determine which initiatives support identified school system needs
6. Review resources aligned to initiatives and determine how those resources support district planning and budgeting

Step 1: Determine appropriate stakeholders for the team

The Department recommends school systems involve the following stakeholders:

- District leaders (Operations, Curriculum and Instruction, Assessment, Professional Development, Fiscal, SPED, EL)
- School leaders (Administrators from a variety of schools, Content Leaders, Instructional Coaches, Mentor Teachers)
- Teachers
- Parents/Guardians
- Community organizations

Step 2: Review ESSER II and ESSER III allowabilities

Within the *Achieve!* guidance, school systems can access the allowabilities for ESSER II and ESSER III.

Other resources available:

- [ED Allowabilities](#)
- [Achieve! Allowable Uses \(ESSER II and III Funds\)](#)
- [Allowability Crosswalk](#)

Allowable Use of Funds

ESSER II requires that all expenditures must be an allowable activity under the CARES Act, however, these funds may be leveraged for a wide range of activities. The allowable activities include uses permitted by ESSER I in addition to several new categories of expenditures associated with measuring and remediating learning loss and efforts to ready school facilities for reopening. ESSER II does not include a supplement, not supplant provision (SNS) providing additional flexibility in budgeting to meet the needs of addressing the impact of the COVID-19 pandemic.

It is important to remember that ESSER funding is one-time, non-recurring emergency aid when developing spending plans. There are 15 uses of funds for ESSER II formula funds which may be used on a wide variety of activities as identified under the [CAA](#):


1. Any activity authorized by the ESEA of 1965, IDEA, AEFLA, Perkins, McKinney-Vento Homeless Assistance Act.
2. Coordination of preparedness and response efforts.
3. Providing principals and other school leaders with resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agencies.
8. Planning, coordinating, and implementing activities during long-term closures.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental after-school programs.
12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including:
 - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess academic progress and assist educators in meeting students' academic needs, including differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.
15. Other activities that are necessary to maintain the operation and continuity of services in LEAs and continuing to employ existing staff of the LEA. Any entity that receives funds under the Education Stabilization Fund shall, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19.

To support school systems with determining how ESSER II formula funds can be allocated, the Department has developed an [ESSER II Allowability Examples](#) document to provide school systems with examples of how ESSER II formula funds can be allocated. This is not an exhaustive list but is meant to provide quality examples to support with planning.

Allowability 1

Any activity authorized by the ESEA of 1965, including the:

- **Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act** (20 U.S.C. 6301 et seq.),
- **Individuals with Disabilities Education Act** (20 U.S.C. 1400 et seq.) (“IDEA”),
- **Adult Education and Family Literacy Act** (20 U.S.C. 1400 et seq.),
- **Carl D. Perkins Career and Technical Education Act of 2006** (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or
- Subtitle B of title VII of the **McKinney-Vento Homeless Assistance Act** (42 U.S.C. 11431 et seq.).

 Believes

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Allowability 1 Examples

Hire

- Staff or contract with a partner to deliver virtual learning supports and services for diverse learners
- Staff or contract with a partner to review all Individualized Graduation Plans and coordinate necessary revisions so all students are on track to graduate on time

Provide

- Differentiated compensation for teachers who hold Sped certification or to recruit Sped teachers
- Professional development on the science of reading for all teachers, focusing on elementary grades
- Community based learning experiences for students with significant cognitive disabilities through contracted services

LDOE has developed this document to support school systems with aligning Educational Priorities to ESSER II allowabilities based on guidance from the United States Department of Education (ED). Within this document are examples of high-impact investments aligned to the ED allowabilities. School systems must remember the general cost principles in 2 CFR Subpart E, including but not limited to obtaining necessary prior approval for equipment and capital expenditures (including construction and capital improvement projects), and maintaining appropriate time and effort documentation to support compensation (including stipends) for personnel.

ED Allowability	High-Impact Investments	Example Cost Per Unit	LDOE Priorities Aligned
1.4.8.10.12	Additional Staff	\$20,000 - \$80,000	<ul style="list-style-type: none"> ✓ Equitable, inclusive environment ✓ High-quality teaching & learning
1.3	Differentiated Compensation	\$2,000 - \$5,000	<ul style="list-style-type: none"> ✓ Equitable, inclusive environment ✓ High-quality teaching & learning ✓ Develop, retain HQ workforce
1.11	Early Childhood	\$1,500 - \$3,500	<ul style="list-style-type: none"> ✓ Equitable, inclusive environment ✓ High quality teaching & learning
9.12	Educational Technology and Infrastructure	\$20 - \$1,149	<ul style="list-style-type: none"> ✓ Equitable, inclusive environment ✓ High-quality teaching & learning ✓ High impact systems
5.6.9	Family Engagement	\$25 - \$100	<ul style="list-style-type: none"> ✓ High impact systems
9.11	Graduation Readiness	\$6 - \$580	<ul style="list-style-type: none"> ✓ Career, college, degree, or service ✓ Equitable, inclusive environment ✓ High-quality teaching & learning



<i>Investment Examples</i>	<i>Unit</i>	<i>Cost</i>	<i>Considerations</i>
Hire additional staff or contract with a partner to review all Individualized Graduation Plans (IGPs) and coordinate necessary revisions so all students are on track to graduate on time	Per staff member	\$50,000	As an alternative to hiring staff, districts can work with <u>student planning partners</u> to support IGP development
Hire additional staff or contract with a partner to support providing services to students in accordance with their individualized education programs (IEPs)	Per psychologist, social worker, or OT/PT	\$52,000	
Hire a student re-engagement coordinator, or contract with organizations to assist in attendance, truancy, or engagement	Per coordinator, support staff	\$80,000	Partner organizations may be able to provide more cost-effective short-term support.
Hire additional nutrition staff to ensure eligible students learning on campus and at home receive meals daily	Per nutrition staff	\$20,000	
Hire additional staff or contract with a partner to provide services and activities to meet the unique needs of students with disabilities	Per aides	\$20,000	As an alternative to hiring staff, districts can work with <u>partners</u> to provide professional development to educators or help fulfill the direct service needs often required to support students with disabilities.

Step 3: Determine school system needs based on data

Achieve! planning teams should determine school system needs based on data relevant to:

- High-quality assessments
- Observation
- Attendance
- Surveys
- Literacy
- Intervention

Step 4: Review *Achieve!* Priority Alignment and Planning Support

Within the *Achieve!* planning guidance, the Department has aligned high-impact initiatives to each new priority and corresponding focus area. Some initiatives have previously been released while others are newly being released within this guidance.

Priority: Ensure every student is on track to a professional career, college degree, or service.		
Focus Areas	Initiatives	Resources
Individualized Graduation Plans	Individual Graduation Planning Partners	<u>Student Planning Partners</u>
FAFSA completion	Financial Aid Planning	
Credentials	Career Transition Planning Support	<u>ESSER II Funding: AP</u>
	Strengthen Advanced Placement	
	Jump Start Summers	<u>Jump Start Summers RFA</u>

Step 5: Determine which initiatives support identified school system needs

Achieve! Planning teams should review the Priorities, focus areas, initiatives and resources and determine which priorities and initiatives address the identified needs.

Priority: Ensure every student is on track to a professional career, college degree, or service.		
Focus Areas	Initiatives	Resources
Individualized Graduation Plans	Individual Graduation Planning Partners	<u>Student Planning Partners</u>
FAFSA completion	Financial Aid Planning	
Credentials	Career Transition Planning Support	<u>ESSER II Funding: AP</u>
	Strengthen Advanced Placement	
	Jump Start Summers	<u>Jump Start Summers RFA</u>

As shown above, Excellent School System has determined IGP Planning is an initiative that will address previously identified needs.

Step 6: Review Associated Resources

Once the *Achieve!* planning team identifies an initiative, members of the team should review associated resources.

Priority: Ensure every student is on track to a professional career, college degree, or service.		
Focus Areas	Initiatives	Resources
Individualized Graduation Plans	Individual Graduation Planning Partners	Student Planning Partners
FAFSA completion	Financial Aid Planning	
Credentials	Career Transition Planning Support	
	Strengthen Advanced Placement	ESSER II Funding: AP
	Jump Start Summers	Jump Start Summers RFA

From our previous example, Excellent School System will review the Student Planning Partners resource to determine how funds will be allocated to address the need.

A watercolor illustration of a tree on the left side of the page. The tree has a thick, light green trunk and several branches with green leaves. The ground is depicted with a textured, greenish-blue wash. A small purple flower is visible at the base of the tree. The background is a light, textured grey.

eGMS *Achieve!* Application and Budget Information

Reporting and Coding

TYPE OF EXPENSE EIC	EIC	ESSER I	ESSER II	ESSER III
Individual student supports - diagnostics, learning plans, tutoring	ISS	✓	✓	✓
Core subject curricular supplements/materials for continuous learning	CRCL	✓	✓	✓
Non-core/CTE supplements/materials for continuous learning	NCCL	✓	✓	✓
High School Supports - IGPs and graduate transitions	HS	✓	✓	✓
Social, emotional, and mental health screeners and supports	SEMH	✓	✓	✓
English learner supports - curriculum access, compensatory ed, etc.	ELS	✓	✓	✓
Students with disabilities support - related services, AT, etc.	SPED	✓	✓	✓
Students with disabilities - compensatory education	CMPED	✓	✓	✓
Other subgroup supports - homeless, foster care, low-income	SUB	✓	✓	✓
Professional development for workforce talent	PD	✓	✓	✓
Adaptive staffing plan support	STAFF	✓	✓	✓
Expanded learning time - summer school, early start, after-school	ELT	✓	✓	✓
Student devices - laptops, tablets, etc	STUDEV	✓	✓	✓
Student Connectivity - Internet access, phone access	WIFI	✓	✓	✓
Early childhood - preschool seats and related costs	EC	✓	✓	✓
Feeding	FEED	✓	✓	✓
Sanitation - training and supplies	SAN	✓	✓	✓
Operations - response and preparedness activities	OPS	✓	✓	✓
Other allowable expense	OTHER	✓	✓	✓
Nonpublic student devices	NPDEV	✓		
Nonpublic student connectivity - Internet access, phone access	NPWIFI	✓		
Other nonpublic school equitable services	NPES	✓		
High-quality assessments	HQA		✓	✓
*Evidenced-based activities academics - summer learning and enrichment	EBASL	✓	✓	✓
*Evidenced-based activities academics - tutoring	EBAT	✓	✓	✓
*Evidenced-based activities academics - after-school programming	EBASP	✓	✓	✓
*Evidenced-based activities academics - other	EBAO	✓	✓	✓
*Evidenced-based activities social emotional/mental health	EBS	✓	✓	✓
*Extended school day or extended school year	ESDY	✓	✓	✓
Information and assistance to parents and families	FAM		✓	✓
Student attendance and engagement	AE		✓	✓
School facility repairs and improvements	FRI		✓	✓
In-door air quality in school facilities	IAQ		✓	✓
Continuity of services	CS		✓	✓
Reopening schools in alignment with CDC guidance	RO	✓	✓	✓
*EIC codes that have an asterisk and bolded text are specific to the 20% of ESSER III funds.				

eGMS Overview Page

Overview	Allocations	GEPA Requirement	Consolidated Budget Detail	Grant Summary	Consolidated Budget Summary by Focus Area	Submit
Achieve! Overview						
Program:	Achieve!					
Purpose:	<p>To support school systems with planning for and budgeting the new ESSER II and ESSER III funds, the LDOE has launched Achieve! (pre-K-12). School systems have access to Achieve! guidance which outlines high impact initiatives and associated resources aligned to the priorities and focus areas within the Department's Believe to Achieve Priorities Plan. Through Achieve!, the Department is supporting school systems with creating comprehensive plans that prioritize safety and focus additional efforts on:</p> <ul style="list-style-type: none">- getting back to in-person teaching and learning safely- assessing and addressing academic needs and accelerating learning- meeting the social-emotional and mental health needs of our students and educators					
Legislation and Guidance:	<p>School systems will use the Achieve! guidance to plan for and submit a successful Achieve! application.</p> <p>Believe to Achieve: Louisiana's Educational Priorities</p> <p>ESSA Guidance Using Evidence to Strengthen Education Investments</p>					

eGMS Allocations Page


Overview	Allocations	GEPA Requirement	Consolidated Budget Detail	Grant Summary	Consolidated Budget Summary by Focus Area	Submit	Amendment Description	Application Functions
Allocations Click for Instructions								
	ESSER II Formula	ESSER II Incentive	ESSER III Formula	ESSER III Incentive	ESSER III EB Interventions	ARP Hold		
Current Year Funds								
Allocation	\$1,115,771	\$0	\$0	\$0	\$128,530	\$0		
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0		
Released (-)	\$0	\$0	\$0	\$0	\$0	\$0		
Total Current Year Funds	\$1,115,771	\$0	\$0	\$0	\$128,530	\$0		
Prior Year(s) Funds								
Rollover (+)	\$0	\$0	\$0	\$0	\$0	\$0		
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0		
Total Prior Year(s) Funds	\$0	\$0	\$0	\$0	\$0	\$0		
Sub Total	\$1,115,771	\$0	\$0	\$0	\$128,530	\$0		
Multi-District								
Transfer In (+)	\$0	\$0	\$0	\$0	\$0	\$0		
Transfer Out (-)	\$0	\$0	\$0	\$0	\$0	\$0		
Administrative Agent								
Adjusted Sub Total	\$1,115,771	\$0	\$0	\$0	\$128,530	\$0		

eGMS Consolidated Budget Page - Fund

Description of Object Codes, EIC Codes and Priority/Focus Areas

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

Paid to Date Amounts	100	200	300
	\$0	\$0	\$0
Current Budgeted Amounts by Object Code	\$0	\$0	\$0

Fund 	Object Code	Exclude from MTDC	EIC	Priority Area	Focus Area
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESSE _R _II_Formula	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESSE _R _III _{EB} _Interventions	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

eGMS Consolidated Budget Page - EIC

Itemize and explain each expenditure amount that appears

Summary. Click on the "Create Additional Entries" button

ESSER II Formula

	\$1,115,771
	\$1,115,771

Description of Object Codes, EIC Codes and Priority/Focus Area

Note: This Budget Summary displays to aid in creating an entry request and will not display once the Request is submitted

Paid to Date Amounts

	100	200	300
STUDEV	\$0	\$0	\$0
WIFI	\$0	\$0	\$0

Current Budgeted Amounts by Object Code

Fund	Object Code	Exclude from MTDC	Priority Area	Focus Area
		<input type="checkbox"/>		

- ISS
- CRCL
- NCCL
- HS
- SEMH
- ELS
- SPED
- CMPED
- SUB
- PD
- STAFF
- ELT
- STUDEV
- WIFI
- EC
- FEED
- SAN
- OPS
- OTHER




eGMS Consolidated Budget Page - Priority Area

Description of Object Codes, EIC Codes and Priority/Focus Areas

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

Paid to Date Amounts	100	200	300
	\$0	\$0	\$0
Current Budgeted Amounts by Object Code	\$0	\$0	\$0


Fund	Object Code	Exclude from MTDC	EIC	 Priority Area	Focus Area
▼	▼	<input type="checkbox"/>	▼	▼	▼
▼	▼	<input type="checkbox"/>	▼	Career-College-Service Readiness Equitable Inclusive Learning Quality Teaching and Learning Effective Educator Workforce Systems-Structures-Partnerships	▼
▼	▼	<input type="checkbox"/>	▼		▼

eGMS Consolidated Budget Page - Focus Area

Description of Object Codes, EIC Codes and Priority/Focus Areas

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	
	\$0	\$0	\$0	
Current Budgeted Amounts by Object Code	\$0	\$0	\$0	

Fund	Object Code	Exclude from MTDC	EIC	Priority Area	Focus Area
▼	▼	<input type="checkbox"/>	▼	Career-College-Service Readiness ▼	▼ 
▼	▼	<input type="checkbox"/>	▼	▼	ACT
▼	▼	<input type="checkbox"/>	▼	▼	Associates degrees
▼	▼	<input type="checkbox"/>	▼	▼	Cohort tracking
▼	▼	<input type="checkbox"/>	▼	▼	Community Service
▼	▼	<input type="checkbox"/>	▼	▼	Credentials
▼	▼	<input type="checkbox"/>	▼	▼	Dual enrollment
▼	▼	<input type="checkbox"/>	▼	▼	FAFSA
▼	▼	<input type="checkbox"/>	▼	▼	Apprenticeships
▼	▼	<input type="checkbox"/>	▼	▼	IGPs

NEW Pandemic Relief Access

The screenshot shows the Louisiana Department of Education website. At the top left is the logo for the Department of Education with the tagline "Louisiana Believes". To the right of the logo is a navigation menu with links for HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, and CONTACT US. Further right is a search bar and a "Select Language" dropdown menu. Below the navigation is a dark banner with white text listing various categories: EDUCATORS, EARLY CHILDHOOD, TEACHING + LEARNING, MEASURING RESULTS, GRADUATION PATHWAYS, SCHOOL CHOICES, and FUNDING. The main content area features several circular icons: "PANDEMIC RELIEF FUNDING, PLANNING GUIDANCE, AND RESOURCES" (highlighted with a yellow arrow), "TLV SUMMIT (2021)", "ACCESS THE EANS APPLICATION", and "SCHOOL SYSTEM SUPPORT CALENDAR". A large central banner contains two circular logos for "ACHIEVE pre-k to 12" and "BELIEVE early childhood", with a yellow arrow pointing to the "BELIEVE" logo. Below these logos is the text "PANDEMIC RELIEF GUIDANCE AND RESOURCES LIBRARY". At the bottom of the banner is a navigation bar with a play button and a series of dots.

NEW Pandemic Relief Landing Page

DEPARTMENT of EDUCATION
Louisiana Believes

HOME ABOUT US BESE NEWSROOM LIBRARY CONTACT US

SEARCH

EDUCATORS · EARLY CHILDHOOD · TEACHING + LEARNING · MEASURING RESULTS · GRADUATION PATHWAYS · SCHOOL CHOICES · FUNDING

PANDEMIC RELIEF FUNDING, PLANNING GUIDANCE, AND RESOURCES

On April 15, 2020, Gov. John Bel Edwards signed a proclamation closing K-12 public schools in Louisiana to students until the end of the school year, with students getting their education via remote learning, in an effort to fight the spread of COVID-19. Since Louisiana's school facilities first closed in response to the pandemic, school systems and the Department prioritized the safety of students and staff.

In anticipation of school facility closure or modified operations in the 2020-2021 academic year, the Department focused on supporting school systems with preparing for a strong start, developing comprehensive plans to ensure all students had access to continuous quality teaching and learning, whether virtual, in-person, or hybrid.

Now, one year later, the Department is working with school systems to create comprehensive plans that prioritize safety, with additional efforts focused on:

- Getting back to in-person teaching and learning safely
- Assessing and addressing academic needs and accelerate learning
- Meeting the social-emotional and mental health needs of our students and educators

To support school systems with planning for and budgeting new pandemic relief funds the LDOE has launched *Achieve! (pre-K-12) PDE* and *Believe! (Early Childhood) PDE*. The *Pandemic Relief Library* contains links to resources for *Achieve!* and *Believe!*, as well as resources previously made available to districts during the pandemic. The library will be updated as additional resources and information become available.

PANDEMIC RELIEF LIBRARY

EXPLORE THE COVID-19 LIBRARY FOR MORE RESOURCES

EXPLORE THE STRONG START LIBRARY

BELIEVE
early childhood

ACHIEVE
pre-K to 12

NEW Pandemic Relief Library

The screenshot shows the Louisiana Department of Education's website. At the top, the logo reads "DEPARTMENT of EDUCATION Louisiana Believes". Navigation links include HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, and CONTACT US. A search bar is present with the text "SEARCH". A secondary navigation bar lists: EDUCATORS · EARLY CHILDHOOD · TEACHING · LEARNING · MEASURING RESULTS · GRADUATION PATHWAYS · SCHOOL CHOICES · FUNDING. A dark blue sidebar on the left contains a "BROWSE BY CATEGORY" menu with items: DATA CENTER, CLOSING THE EQUITY GAP, COUNSELOR TOOLBOX LIBRARY, FAMILY SUPPORT TOOLBOX LIBRARY, HIGH SCHOOL PERFORMANCE, and TEACHER SUPPORT TOOLBOX LIBRARY. The main content area is titled "PANDEMIC RELIEF GUIDANCE AND RESOURCES LIBRARY" and is divided into four sections:

- BELIEVE OFFICE HOURS ARCHIVE** and **ACHIEVE! OFFICE HOURS ARCHIVE**
- OFFICE HOURS RECORDINGS** and **RESOURCES RELEASED BY ED**. This section lists several PDF documents:
 - Education Stabilization Fund ESSER Web Page
 - CARES Cover Letter to Commissioners PDF
 - CARES ESSER FAQ PDF
 - CARES ESSER Methodology and Allocation Table PDF
 - CRRSA Cover Letter to Commissioners PDF
 - CRRSA ESSER II Methodology and Allocation Table PDF
 - CRRSA ESSER II Fact Sheet PDF
 - CRRSA ESSER III Use of Funds
 - ARPA ESSER III Methodology and Allocation Table PDF
 - ARPA ESSER III Fact Sheet PDF
- EARLY CHILDHOOD GUIDANCE** and **PRE-K-12 GUIDANCE**. Each of these sections contains a table with a "File" header and several PDF links.

Timeline

Timeline	Action
March, 2021	Release 50% of ESSER II and 20% of ESSER III EB formula allocations to LEAs with guidance
April, 2021	LEAs use the guidance and assess needs to build out budgets in Achieve!
May 3, 2021	Achieve! budget applications are due in eGMS.
May, 2021	LDOE reviews Achieve! budgets
June 1, 2021	UPDATE: Initial reviews and feedback provided on all Achieve! budgets by June 1.

Support

Support for completing the *Achieve!* application will be provided through:

- [*Achieve!* Office Hours](#)
- [*Achieve!* Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leaders Monthly Calls](#)

Please contact LDOE.grantshelpdesk@la.gov with questions.