**Page 24**

On March 29, 2017, the state board held a special meeting for the purpose of considering the draft state plan. During the seven-hour public meeting, public comment was received from 115 individuals, including parents, educators, principals, superintendents, school board members, legislators, and representatives from professional educator associations, advocacy groups, and business and industry. As noted in the meeting minutes, the board voted to endorse the draft state plan and directed the LDE to make several adjustments to address stakeholder feedback. Those adjustments related to the planned transition to higher academic expectations; public reporting on student achievement, growth, and subgroup performance; the use of Title I funds to support direct student services; consultation with school leaders throughout the spring and summer 2017 as the school quality/student success accountability indicator is fully developed; and continued dialogue regarding high school end-of-course tests in U.S. history and biology.

**Page 27**

Direct Student Services: ~~Three percent of the state’s Title I award will be set aside and distributed to LEA’s using the Title I formula, and LEAs must budget and expend these funds for activities in accordance with the Direct Student Services provision of the law. This will mean that no LEA will see a reduction in its overall Title I funds as a result of this measure, but will guarantee that school systems are prioritizing access for the most disadvantaged students. LEAs will develop a budget for the three percent of DSS funding within the Title I budget of their annual ESSA consolidated application completed during the summer.~~ Beginning in the 2022-23 school year, the Louisiana State Department of Education will not set aside three percent of the state’s Title I award for Direct Student Services (DSS). The three percent of the state’s Title I award will be added back to the Title I formula funding for distribution to the eligible school systems. LEAs will be allowed to carry forward any prior year remaining balances of DSS funding until the expiration of the viable carryover. During this transition year, in addition to the DSS carryover funding, LEAs will use their Title I funding to support DSS programming activities. Although the state is not reserving the three percent for DSS, LEAs based on their individual needs, will be encouraged to continue providing DSS services to its students. ~~When identifying the students served, LEAs must prioritize services in this order, consistent with ESSA: 1) low-achieving students who are enrolled in Title I schools identified as needing comprehensive support and improvement; 2) low-achieving students who are enrolled in schools identified as needing targeted support and improvement; 3) low-achieving students in other Title I schools; and 4) low-achieving students in non-Title I schools. Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.~~

**Pages 93-94**

Newly authorized in ESSA are two distinct programs meant to increase student access to challenging courses and enriching opportunities – Direct Student Services (DSS) and Student Support and Academic Enrichment grants (SSAE). The two programs offer the flexibility to tailor investments based on the needs of their unique student populations, particularly students attending schools identified in need of comprehensive or targeted support where enriching experiences and challenging coursework are too rare today.

**Direct Student Services**

Congress has provided the opportunity for states to target up to three percent of the state’s total Title I allotment for grants to geographically diverse local school systems, prioritizing those with greatest needs, to support students in gaining access to academic courses, credentials, and services that are not currently available at their schools. These student experiences include:

* Advanced courses such as dual enrollment coursework;
* Career and technical education courses;
* Credit recovery and academic acceleration courses that lead to a high school diploma;
* Examinations used to validate learning and earn college credit;
* High-quality academic tutoring;
* Transportation to enable students to receive instruction at another public school; and
* Post-secondary transition support.

~~Three percent of the state’s Title I award will be set aside and distributed to LEA’s using the Title I formula, and LEAs must budget and expend these funds for activities in accordance with the Direct Student Services provision of the law. This will mean that no LEA will see a reduction in its overall Title I funds as a result of this measure, but will guarantee that school systems are prioritizing access for the most disadvantaged students. LEAs will develop a budget for the three percent of DSS funding within the Title I budget of their annual ESSA consolidated application completed during the summer.~~ Beginning in the 2022-23 school year, the Louisiana State Department of Education will not set aside three percent of the state’s Title I award for Direct Student Services (DSS). The three percent of the state’s Title I award will be added back to the Title I formula funding for distribution to the eligible school systems. LEAs will be allowed to carry forward any prior year remaining balances of DSS funding until the expiration of the viable carryover. During this transition year, in addition to the DSS carryover funding, LEAs will use their Title I funding to support DSS programming activities. Although the state is not reserving the three percent for DSS, LEAs based on their individual needs, will be encouraged to continue providing DSS services to its students. ~~When identifying the students served, LEAs must prioritize services in this order, consistent with ESSA: 1) low-achieving students who are enrolled in Title I schools identified as needing comprehensive support and improvement; 2) low-achieving students who are enrolled in schools identified as needing targeted support and improvement; 3) low-achieving students in other Title I schools; and 4) low-achieving students in non-Title I schools. Low-achieving students will be defined as students that have most recently scored below the state proficiency level on any state administered assessment.~~

~~The assurances that must be completed with the Title I application will include assurances specific to the Direct Student Services portion of the award, including the commitment that the LEA will provide adequate outreach to ensure that parents can exercise a meaningful choice of direct student services for their child’s education and have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service.~~ Assurances must be completed with the Title I application that will include the use of Title I funding to support DSS programming activities. The LDE will continue to monitor the expenditures of the remaining DSS funds and parent engagement as part of the annual federal monitoring process. ~~The LDE will additionally publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents.~~

As part of the annual planning process, Louisiana school systems will identify strengths and weaknesses ~~within this challenge area~~ through a local needs assessment. Local school systems will expend Title I dollars ~~in accordance with~~ to address DSS programming activities which ~~to~~ address weaknesses, identifying the specific courses and/or services they wish to provide based on identified student needs and articulating the manner in which they will involve parents and high-quality providers. ~~DSS~~ Title I funds ~~will~~ can support:

1. Enrollment and participation in academic courses not otherwise available at a student’s school, including advanced courses, career and technical education coursework, and dual enrollment courses to address developmental/remedial needs;
2. Credit recovery and academic acceleration courses that lead to a regular high school diploma;
3. Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations;
4. Components of a personalized learning approach, which may include high-quality academic tutoring; and
5. Transportation to allow a student enrolled in a school identified for comprehensive intervention to transfer to another public school that has not been identified by the state as a struggling school.