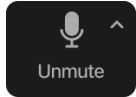
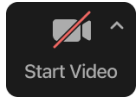


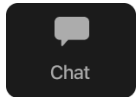
Zoom Meeting Preparation



- 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.



New Federal Programs Manager Training Parent and Family Engagement

Presented By: Dr. Antiqua Hunter



April 23, 2026

Agenda

- Introduce/Review the updated Parent and Family Non-Regulatory Guidance (revised January 2025)



What's Consistent In Education?

CHANGE



Expectations

GROWTH



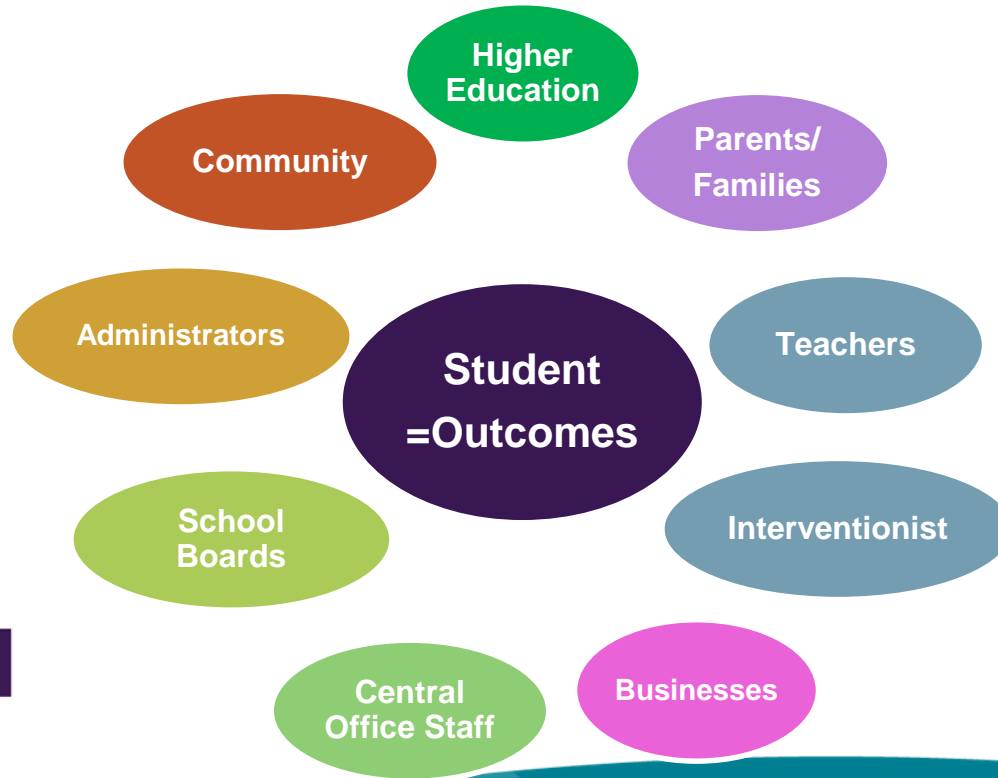
What?

Why?

How?



The Ecosystem



What? Why?

How?



Research

- While estimates vary, somewhere between **75% and 85%** of a child's waking hours are spent outside the influence of school, several research studies show that parent engagement in the educational development of their children improves achievement more than any other single factor.
- “Many studies found that students **with involved parents, no matter what their income or background**, were more likely to; **earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behavior, and adapt well to school and graduate and go on to postsecondary education.**” Henderson and Mapp, 2002



Federal Mandates

Federal Mandates and Funding

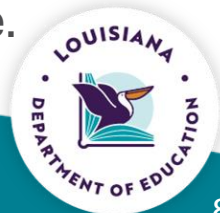
The Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2015 (ESSA) requires that states and school districts engage parents and families in the work of ensuring positive outcomes for all students. School districts that receive Title I funds are required to have written parent and family engagement policies with expectations and objectives for implementing meaningful parent and family involvement strategies. They are required to involve parents and family members in jointly developing district plans and to provide technical assistance to schools on planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. There is also a new provision added by ESSA requiring that all school districts that receive Title I funds implement an effective means of outreach to parents of English learners, including holding regular meetings for those parents. Other references to the inclusion of parents and families in their children's education can be found throughout the ESEA.

<p>Title 1: Improving the Academic Achievement of the Disadvantaged</p>	<p>SEC. 1111. [20 U.S.C. 6311] STATE PLANS SEC. 1112. [20 U.S.C. 6312] LOCAL EDUCATIONAL AGENCY PLANS. SEC. 1112(e)(3)(C). PARENT RIGHT TO KNOW, LANGUAGE INSTRUCTION, PARENTAL PARTICIPATION SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT. In General: A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.</p>	<p>Title 1 ESSER IDEA</p>
<p>Title II: Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leader</p>	<p>SEC. 2101 20 U.S.C. 6611 (3) CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall— (A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;</p>	<p>Title II EESER</p>
<p>Title III: Language Instruction for English Learners and Immigrant Students</p>	<p>SEC. 3115. [20 U.S.C. 6825] 1. to provide and implement other effective strategies that enhance or supplement language instruction educational programs for English Learners which- 1. shall include parent, family, and community engagement activities, and 2) may include strategies that serve to coordinate and align related programs.</p>	<p>Title III ESSER</p>
<p>Title IV: 21st Century Schools</p>	<p>SEC 4001 20 U.S.C. 7101 General Provisions 1. PARENTAL CONSENT- 1. IN GENERAL.— 1. INFORMED WRITTEN CONSENT.—A State, local educational agency, or other entity receiving funds under this title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title. 2. CONTENTS.—Before obtaining the consent described in subparagraph (A), the entity shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.</p>	<p>Title IV-SSAE ESSER</p>



Title I

- Title I is the largest federal aid program for public schools in the United States. These funds pay for **extra** educational services to help at risk students achieve and succeed regardless of any disadvantages through no fault of their own.
- The purpose of this title is to ensure that **all children have a fair, equal, and significant opportunity to obtain a high-quality education** and reach, at a minimum, **proficiency on challenging State academic achievement standards and state academic assessments**. Under the authority of No Child Left Behind, schools that receive Title I, Part A funds must operate either a Schoolwide Program or Targeted Assistance.



Title I cont.

- Title I is a federal entitlement program that gives **funds to schools in need** based on student enrollment, the free and reduced lunch percentage for each school, and other informative data.
- The US Department of Education distributes Title 1 funds to State Departments of Education that, in turn, distribute the funds to individual school districts.
- Each school district **divides its funding among qualifying schools** based on their numbers of low-income children. In addition, under Title 1, participating school districts **must provide supplemental educational services for eligible private school students.**



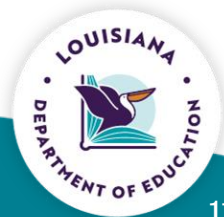
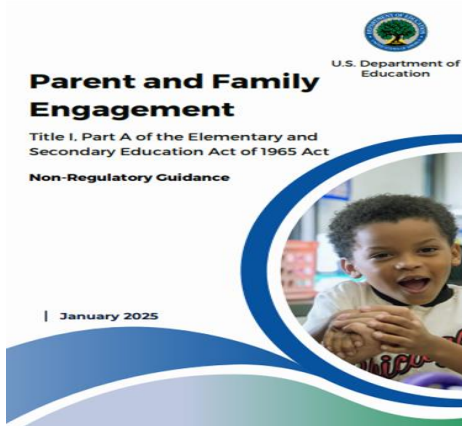
Title I cont.

- Parental involvement is a **crucial factor** of Title 1 legislation. Schools receiving Title 1 funding **must** implement programs, activities, and procedures that include and promote parent involvement in school-related activities.
- Schools must also provide opportunities that **encourage parents** to increase their knowledge and skills as they relate to their child's education.
- One of the objectives of these programs and activities is to **help parents understand and show them** how important their involvement is in shaping the lives of their children in becoming successful and productive contributors to our society.



Resources

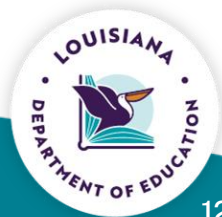
- U.S. Dept. Of Education [PAFE Non-Regulatory Guidance](#)



PAFE Non-Regulatory Guidance

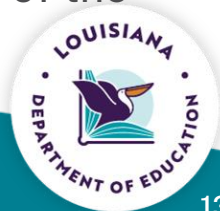
Table of Contents

- Part A. General Information
- Part B. SEA Responsibilities
- Part C. LEA Responsibilities
- Part D. School Responsibilities
- Part E. LEA & School Responsibilities to Build Parent Capacity
- Appendix- Samples



What is Parent and Family Engagement under the ESEA?

- The statute defines “parental involvement” as the participation of parents in **regular, two-way, and meaningful communication** involving student academic learning and other school activities, including ensuring —
- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are **full partners** in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that carrying out of other activities, such as those described in section 1116 of the ESEA (Parent and Family Engagement). (ESEA section 8101(39)). 0



LEA Funding For PAFE

- An LEA that receives a Title I, Part A allocation of greater than \$500,000 **must reserve at least one percent of its Title I, Part A allocation** to carry out ESEA section 1116. The percentage reserved for parent and family engagement must be calculated on the basis of the **LEA's total Title I, Part A allocation**. (ESEA section 1116(a)(3)(A)). (Pg 12)
- If an LEA's allocation exceeds \$500,000, the LEA must distribute at least 90 percent to its Title I schools, **giving priority to high-need schools**. (ESEA section 1116(a)(3)(C)). (Pg 12) An LEA has discretion to define what “high need” means for this purpose. (pg 13)
- LEAs with a Title I, Part A allocation of **\$500,000 or less must carry out the provisions of ESEA section 1116 but are not required to reserve at least one percent** of their Title I, Part A allocation to do so. (ESEA section 1116(a)(3)). (pg 12)



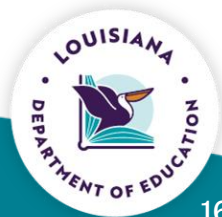
Funds for PAFE Activities For Private School

- If an LEA's Title I allocation exceeds \$500,000 ESEA requires such an LEA to reserve **at least one percent from the proportional share allocated for equitable services and at least one percent of the total remaining amount for Title I activities in public schools.**
- For example, an LEA's total Title I allocation is \$1,000,000. From that amount, \$100,000 (10 percent) is allocated for **all Title I equitable services activities** and \$900,000 (90 percent) for all Title I activities in public schools. Therefore, with respect to equitable services, the LEA must spend at least one percent (\$1,000 from the \$100,000 proportional share) to provide engagement activities for the parents and families of participating private school students (leaving \$99,000 for other equitable services activities).
- If an LEA's Title I allocation does not exceed \$500,000, the LEA **may** still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating private school students. The amount reserved by the LEA would be based on timely and meaningful consultation with private school officials.



Updates: Reporting to LDOE E-Grants Management System

- PAFE questions appears in a separate application from Super App.
- Migrant questions are included.
- LEAs will receive preliminary allocations at the end of August.



eGMS PAFE Application Location

Formula Grant				
	Application Name	Revision	Status	
	Carl Perkins Secondary Grant Application	Original Application ▼	Final Approved	7/12/2025
	IDEA Consolidated Application	Original Application ▼	Final Approved	7/12/2025
	Education Excellence Fund	Original Application ▼	Final Approved	10/20/2025
	ESSA Consolidated Application	Original Application ▼	Final Approved	7/12/2025
	Super App	Amendment 4 ▼	Not Submitted	
	McKinney Vento Subgrantee	Amendment 2 ▼	Not Submitted	
	CSPR Title I Part A and Part D	Original Application ▼	Final Approved with Comments	12/17/2025
	Title III EL	Original Application ▼	Final Approved	11/18/2025
	CSI and TSI Plan	Original Application ▼	Not Submitted	
Discretionary Grant				
	Application Name	Revision	Status	
	Positive Behavioral Support	Original Application ▼	Not Submitted	
	Redesign 1003a	Original Application ▼	Final Approved	7/12/2025
	Title IVA Set Aside	Original Application ▼	Final Approved	7/12/2025
	IDEA 611 Set Aside	Original Application ▼	Final Approved	7/12/2025
	IDEA 619 Set Aside	Original Application ▼	Final Approved	7/12/2025
	Comprehensive Literacy State Development (CLSD) CIR/UIR	Original Application ▼	Final Approved	7/12/2025
	Comprehensive Literacy State Development CLSD UIN	Original Application ▼	Final Approved	7/12/2025
	LA Recruitment and Retention	Amendment 1 ▼	Not Submitted	
	CSP Microgrant	Amendment 1 ▼	Final Approved	9/22/2025
	Comprehensive Literacy State Development (CLSD3)	Original Application ▼	Final Approved	7/12/2025
	EC Literacy Initiative	Original Application ▼	Submitted For Review	4/20/2026
	CPR/First Aid Certification	Original Application ▼	Not Submitted	
Competitive Grant				
	Application Name	Revision	Status	
	21st CCLC	Amendment 1 ▼	Final Approved with Comments	3/24/2026
	High Cost Services Rnd 1	Amendment 1 ▼	Not Submitted	
	High Cost Services Rnd 2	Original Application ▼	Submitted For Review	1/8/2026
	Louisiana Public Charter Schools Program	Amendment 1 ▼	Submitted For Review	4/10/2026
	EC State General Fund	Original Application ▼	Final Approved	9/11/2025
	EC CCDF Consolidated Application	Amendment 1 ▼	Final Approved with Comments	4/7/2026
	High Dosage Tutoring	Amendment 3 ▼	Final Approved	2/26/2026
	Computer Science TA Grant	Amendment 2 ▼	Final Approved	11/6/2025
	Direct Student Services	Original Application ▼	Final Approved	10/9/2025
	CSP Supplemental	Original Application ▼	Final Approved with Comments	12/30/2025
Payments Only				
	Application Name	Revision	Status	
	NonPublic Textbooks	Original Application ▼	Final Approved	10/8/2025
	Nonpublic Textbook Admin	Original Application ▼	Final Approved	10/8/2025
Maintenance of Effort				
There currently aren't any Maintenance of Effort applications created.				
Non Funded				
	Application Name	Revision	Status	
	Title I Comparability	Original Application ▼	Final Approved	11/12/2025
	LAU Plan	Original Application ▼	Final Approved with Comments	12/9/2025
	Parent and Family Engagement	Original Application ▼	Final Approved	11/5/2025



eGMS PAFE Application

Application: 2025-2026 PAFE - 00-
Cycle: Original Application

Project Period: 7/1/2025 - 6/30/2026

Printer-Friendly
Click to Return to Sponsor Select
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

The application has been submitted. No more updates will be saved for the application.
This page has been marked Final by the state agency. You must contact the agency to have it unlocked if legitimate changes are needed.

Overview	Program Specific	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Parental Communication		Engagement of Parents		Notification/Parent Capacity		

General PAFE/Parental Communication [Click for Instructions](#)

Yes No 1. Does your LEA receive a Title I Part A Allocation?

Yes No 2. Did your LEA reserve 1% for equitable service?

TA SW 3. Does your LEA implement Target Assisted or Schoolwide PAFE?

Yes No 4. The LEA communicates with parents in an understandable format.

Yes No 5. The LEA communicates with parent with alternative formats. (hardcopies, digitally, phone, text)

Yes No 6. The LEA communicates in a language that parents understand.

Yes No 7. The LEA notifies parents of their child's identification as an EL and their placement in a language instruction education program (LIEP) within 30 days of the beginning of the school year or within two weeks of placement in an LIEP for students who enroll after the start of school.

Yes No 8. The LEA provides translations of materials and alternative outreach methods (texts, phone messages) provided to English speaking parents to parents whose primary language is not English in a language they can understand.

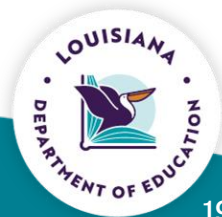
Yes No 9. The LEA holds regular meetings with parents of ELs that are specifically held for ELs parents and are not held at the same time as other meetings for parents.

Yes No 10. The LEA furnishes aids and services to afford a parent with disability an equal opportunity to participate.



Title I, Part A Requirements: Communication

- SEAs, LEAs, and schools must provide information to parents of students participating in Title I, Part A programs in an **understandable and uniform format, including alternative formats upon request**, and, “to the extent practicable,” in a **language that parents can understand**. (ESEA section 1116(e)(5)) pg 4
- SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a **parent with a disability** an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parent and family engagement provisions.



C. LEA Responsibilities

Meaningful Consultation

- An LEA may receive funds under Title I, Part A only if the LEA conducts **outreach to all parents and family members** and implements programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs that are consistent with the requirements of ESEA section 1116.
- LEAs **must plan and implement these programs**, activities, and procedures with **meaningful consultation** with parents and families of children participating in Title I, Part A programs.



PAFE Policy Requirement

- Each LEA that receives Title I, Part A funds must develop a written parent and family engagement policy that establishes the LEA's expectations and objectives for **meaningful** parent and family engagement. The policy must be **developed jointly** with, and agreed upon with, the parents and family members of and distributed to parents and family children participating in Title I, Part A programs (ESEA section 1116(a)(2)). (pg7-8)
- If the LEA already has a district-level parent and family engagement policy that applies to **all parents**, the LEA **may amend that existing policy**, if necessary, to meet the requirements of section 1116. (ESEA section 1116(b)(3)).



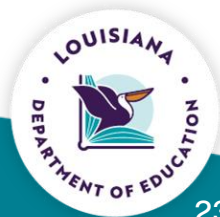
Information Included in Policy

- Provide technical assistance, and other support necessary to assist and **build capacity of all Title I, Part A schools** in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which **may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise** in effectively engaging parents and family members in education; (pg 8)
- Conduct, with the meaningful involvement of parents and family members, **an annual evaluation** of the content and effectiveness of the parent and family engagement policy



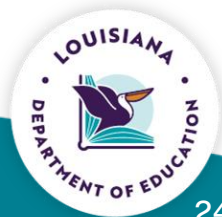
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- **Use the findings of the evaluation** to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policies under ESEA section 1116
- Involve parents in the activities of Title I, Part A schools, which may include **establishing a parent advisory board** comprised of a sufficient number and representative group of parents or family members served by the LEA to **adequately represent the needs of the population served.**



LEA Plan Submitted To SEA

- An LEA **must incorporate its written parent and family engagement policy** (developed in accordance with section 1116 of the ESEA) into its **local plan** (developed under section 1112 of the ESEA), **which is submitted to its SEA.** (ESEA section 1116(a)(2)). Pg 9
- If the LEA's plan is not satisfactory to the parents of participating children, the **LEA must submit any parent comments**, along with the LEA's plan, to the SEA. (ESEA section 1116(b)(4)).



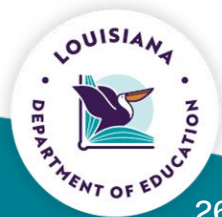
Outreach to Parents of English Learners

- LEAs' outreach to parents of English learners must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. (ESEA section 1112(e)(3)(C)). (Pg 10)
- In the case of a **child with a disability who is in a language instruction educational program**, parents must be notified, not later than 30 days after the beginning of the school year, of how the language instruction educational program meets the objectives of the child's IEP under the IDEA. (ESEA section 1112(e)(3)(A)(vii)). (Pg 11)



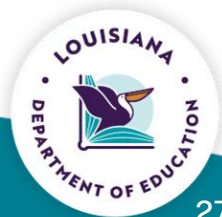
Private School Children

- An LEA must ensure that teachers, parents, and families of children participate, on an equitable basis, in services and activities developed pursuant to ESEA section 1116. (ESEA section 1117(a)(1)(B)).
- Activities for parents and families of private school participants **must be planned and implemented after meaningful consultation with private school officials and parents and families.** (pg 11)



Activities Funded

- Professional Development
- Support Programs that reach parent and families
- Disseminating information on best practices
- Collaborating or providing subgrants to schools
- Other activities and strategies that the LEA determines appropriate and consistent with the LEA's PAFE policy.



Part D: School Level Responsibilities

- Each school must develop, **jointly with parents** of children participating in Title I, Part A services, a written school parent and family engagement policy that describes how the school will carry out the requirements in ESEA section 1116(c)-(f), including the **development of a school-parent compact**. (Pg 14)
- If the school already has a parent and family engagement policy that applies to all parents, the school **may amend that existing policy**, if necessary, to meet the requirements of ESEA section 1116(b). Schools must update these policies periodically to meet the changing needs of parents and the school. (Pg 14)



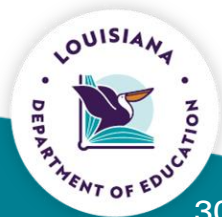
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- Each school served under Title I, Part A **must** notify parents of its written parent and family engagement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language the parents can understand.
- In addition, each school **must** make its written parent and family engagement policy available to the local community. (Pg 14)
- Right to Know:
 - Student achievement level and growth
 - If child is being taught 4 or more weeks by a teacher who does not meet State certification or licensure at the grade level and subject are in which the teacher has been assigned.
 - Upon request the LEA will provide policy on student participation on any assessment and parental right to opt the child out of the assessment, where applicable. (pg 14)



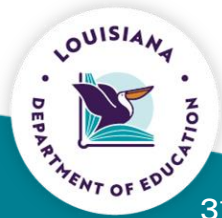
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- Each school served under Title I, Part A **must convene an annual meeting**, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs.
- Schools **must offer a flexible number of additional parent and family engagement meetings**, such as in the morning or evening, so that as many parents as possible are able to attend. (ESEA section 1116(c)(1)-(2)).



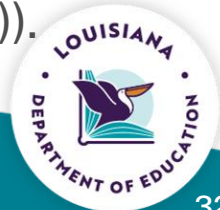
School-Parent Compact

- Each Title I, Part A school **must** jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parent and family engagement policy. (Pg 16)
- A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.
- The school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high standards. (ESEA section 1116(d)).



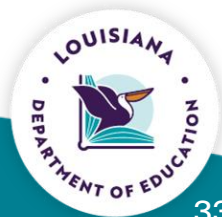
LEA and School Responsibilities to Build Parent Capacity

- Engage parents through training, information, and coordination activities. (ESEA section 1116(e)). (Pg 17)
- Schools and LEAs must **help parents understand** such things as —
 - Challenging State academic standards;
 - State and local academic assessments, including alternative assessments;
 - The parent and family engagement requirements of section 1116;
 - How to monitor their child’s progress and work with educators to improve the achievement of their child. (ESEA section 1116(e)(1)).



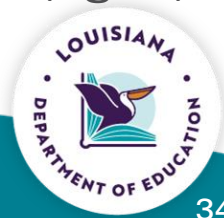
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- Schools and LEAs **must** provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training for parents, if necessary, and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. (ESEA section 1116(e)(2)). (Pg 17)
- Volunteering and observing in their child's classroom.



Cont.

- Schools and LEAs must educate their staffs in how to work with parents as equal partners.
- Schools may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- **Paying travel** and other costs associated with attendance at out-of-State conferences and workshops may be allowable in some special cases. (Pg 18)



Cont.

- Parents of children receiving Title I, Part A services, LEAs, and school officials may decide at the school level to **pool their individual resources to pay for district-level parent and family engagement activities, such as a parent resource center**, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4) and (12)). (Pg.18)
- To the extent feasible and appropriate, schools and LEAs must coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, **including public preschool programs**, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4)).



Journey to Growth/Next Steps

- Acknowledge your current position/ reality
- Examine current policy and plan (Students & Staff)
- Conduct a deep dive of available, reliable, and valid data
- Prioritize Needs
- Set Goals/ Desired Outcomes
- update a plan of action w/ stakeholders (What, Why, How?)
- Communicate plan
- Work the Plan
- Evaluate and tweak the plan
- Attend PD to build capacity
 - Spring Conference (LAFEPA) & Fall (Back to School Conference)



Remember....

Parent Involvement Requirements

Notification

- Language and Format
- Parents Right to Know - Teacher and Paraprofessional Qualifications
- Parents Right to Know - Non State Certified Teachers
- Annual Report Cards
- Parents Right to Know - Student Achievement
- Written Parent and Family Engagement Policies
- School-Parent Compacts
- Frequent Reports on Student Progress
- Schoolwide Plan for Title I School
- Homeless Students
- Limited English Proficient Students - Outreach
- Limited English Proficient Students - Language Instruction Educational Programs
- Unsafe School Choice

Consultation

- Written Parent and Family Engagement Policies
- Annual Evaluation of Parent and Family Engagement Policy
- Written School-Parent Compact
- Parent-Teacher Conferences
- Schoolwide Plan and Program Plan
- Program Plans
- Consolidated Application, Title Programs
- Reservation of Funds
- Parent Advisory Council (PAC)
- Title I, Part A Meeting

Other Requirements

- Recruiter Access
- Family Education Rights

eGMS Super App Title I Parent Engagement Questions

1. Describe the process for soliciting input from a diverse group of families/parent leaders (including parents of English Learners and Students with disabilities) to provide input on the development or evaluation of the current parent and family engagement policy.

2. Please provide **examples of changes that were made to the parent and family engagement policy** based on the input received from families/parents.

3. Describe the process for soliciting input from a diverse group of families/parent leaders (including parents of English Learners and Students with disabilities) to provide input on the development or evaluation of the Schoolwide Improvement Plan.

4. Please provide **examples of changes that were made to the Schoolwide Improvement Plan** based on the input from families/parents.

5. Describe how schools provide all families at least annually with a description and explanation of the schools' curricula, assessments used to measure progress, and the achievement levels of state standards.

6. Describe the **process for offering or connecting families/parents to training** on analyzing performance data, policies or use of the curriculum and assessments. (0 of 5000 maximum characters used)

Move beyond compliance to make an impact!



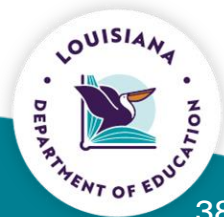
Thank You!!!

Dr. Antiqua Hunter

PAFE Coordinator

Louisiana Department of Education

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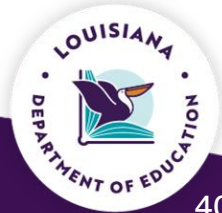
Questions & Answers



Survey

Click the link below...

<https://forms.gle/EhMfFd2YnNhhmE5z8>



Save the Date

Topic: eGMS Guidance

Date and Time: May 14, 2026

10:00-11:00 AM

Zoom Link: <https://ldoe.zoom.us/j/94307225730>

Meeting ID: 943 0722 5730

