

LEAs will use this guidance document to complete their plans for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). **LEAs must submit their plans by September 30, 2021, in the *Achieve!* eGMS application.**

Example responses are provided in the first section. As new information and resources are available, this document will be updated.



<b>LEA Name</b> Click or tap here to enter text.	<b>LEA Code</b> Click or tap here to enter text.
<b>Reviewer 1 (name)</b> Click or tap here to enter text.	
<b>Reviewer 1 (email)</b> Click or tap here to enter text.	
<b>Reviewer 2 (name)</b> Click or tap here to enter text.	
<b>Reviewer 2 (email)</b> Click or tap here to enter text.	
<b>Reviewer 3 (name)</b> Click or tap here to enter text.	
<b>Reviewer 3 (email)</b> Click or tap here to enter text.	
<b>Reviewer 4 (name)</b> Click or tap here to enter text.	
<b>Reviewer 4 (email)</b> Click or tap here to enter text.	
<b>Reviewer 5 (name)</b> Click or tap here to enter text.	
<b>Reviewer 5 (email)</b> Click or tap here to enter text.	
<b>LDOE Leader Signature</b>	<b>Date</b> Click or tap here to enter text.

**NEEDS ASSESSMENTS**   

**Criteria:** It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in LEA. Your plan must include a description of to what extent, and how frequently, the LEA collects now and will collect in the future data for all students in your LEA on:

- a. Mode of instruction: The number of students in your LEA that are attending fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
- b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups<sup>1</sup> (*underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care*) for each mode of instruction; and
- c. Attendance: Student attendance for all students and disaggregated for each of the student groups<sup>1</sup> (*underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care*) for each mode of instruction;
- d. Chronic absenteeism data: The number of students who miss at least 15 or more days of school in a year.

Other data sets used to identify the disproportionate impact of COVID-19:

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- Conversations with community (stakeholder input)
- Student instructional mode (virtual, hybrid, in-person)
- Student course enrollment data

2021-2022 Academic Recovery and Acceleration Plan Review and Scoring

**Needs Assessment Criteria Review:**

The LEA ensures the following:

- The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

**How will the LEA identify students who need to be re-engaged?**

Response Example:	Approval Criteria	Revisions Needed/ Reviewer's Comments
<p>The TLC LEA collects student attendance data in a student information system. This data captures students by: demographic (race), socio-economic status, and diverse learner status. TLC disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings:</p> <ul style="list-style-type: none"> <li>• Overall, the TLC LEA student enrollment decreased from 4,231 in 2019-20 to 3,765 in 2020-21.</li> <li>• Nearly twice as many students (~400) who are ED are considered chronically absent in 2020-21 compared to 2019-2020.</li> <li>• African American and Hispanic/Latino students have substantially lower attendance rates year to date 2020-21 compared to the previous school year (94% dropping to 89%).</li> <li>• Data show that while students with disabilities, much like English learners, have experienced a rise in chronic absenteeism (20.8% in 2019-20 to 32.4% in 2020-21), only 10% of students accessed remote instruction in 2020-21.</li> <li>• Current data indicates that there are 100 students who are not consistently participating in remote instruction and are on an attendance watch and contact list with the CWA office.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA references data sources from needs assessment used to identify students who need to be re-engaged.</li> <li><input type="checkbox"/> LEA identifies an approximate number of students who need to be re-engaged by student groups.</li> <li><input type="checkbox"/> LEA identifies students who have missed the most in-person instruction during the 2019-2020, 2020-2021, and 2021-2022 school years</li> <li><input type="checkbox"/> LEA identifies current students who do not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>

**How will the LEA seek to re-engage students with poor attendance?**

Response Example:	Approval Criteria	Revisions Needed/ Reviewer's Comments
<p>For the 2020-21 school year, LDOE expected districts to collect and report student learning modality data. The student learning modality data are discussed weekly with senior leadership and used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. When the attendance rate is 90% or less within a specified student group, that group of students is chronically absent, which also shows significant lost instructional time. As a system we will participate in the LSU Attendance Alliance initiative and prioritize schools with student groups whose attendance rates are 90% or less, based on the needs assessment findings. Our goal is to increase the targeted student group</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities</li> <li><input type="checkbox"/> LEA identifies who will provide</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>

<p>attendance rate to 95% or greater within the first three months of school. We will track and monitor re-engaged students' attendance daily. We will contract with part-time staff to conduct student outreach for any student marked as absent for two days consistently.</p>	<p>support and services for the evidence-based activities indicated.</p>	
<p><b>Examples</b></p>		<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>participate in collaborating with the LSU-social research and evaluation center to support schools and families in re-enrolling eligible pk-12 students</li> <li>plan for/ establish/ expand a ninth grade academy (this would be hard to “establish” between now and jun 30.</li> <li>partner with student planning partners to support IGP updates or college and career transitions for all students</li> <li>implement drop out &amp; early warning system (DEWS)</li> <li>hire additional staff to support re-engagement efforts</li> <li>employ a JAG specialist</li> <li>interpretation costs to ensure communication is accessible</li> <li>part-time staff to conduct student outreach daily for any student marked as absent</li> <li>family engagement and community partnerships</li> <li>engage governmental officials such as District Attorneys, Sheriffs, Juvenile Judges to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">LSU Attendance Alliance</a></li> <li><a href="#">Drop Out Early Warning Systems</a></li> <li><a href="#">Student Planning Partners</a></li> <li><a href="#">Ninth Grade Academy</a></li> <li><a href="#">Jobs for America's Graduates (JAG)</a></li> <li><a href="#">The JAG Model</a></li> </ul>	
<p><b>Key Investment: Well-Being</b></p>		
<p><b>How will the LEA identify students who need mental and behavioral supports?</b></p>		
<p><b>Response Example:</b></p>	<p><b>Approval Criteria</b></p>	<p><b>Revisions Needed/ Reviewer's Comments</b></p>
<p>The TLC LEA will administer BASC–3 Behavioral and Emotional Screening System (BESS) to all students in grades pre-k through grade 12 (~3,700 students) within the first 6 weeks of school. Additionally the TLC LEA will administer the Strengths and Difficulties Questionnaire (SDQ) to all educators, families, students within the first three months of school. The TLC will disaggregate this data by student groups (demographic (race), socio-economic status, and diverse learner status) by school, and by grade level to drill down to information that would help identify the individual students needs.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA references data sources from needs assessment used to identify students who need mental and behavioral supports.</li> <li><input type="checkbox"/> LEA identifies an approximate number of students who need mental and behavioral supports.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<p><b>(For Students) Describe the LEAs plan for implementing evidence-based activities.</b></p>		
<p><b>Response Example:</b></p>	<p><b>Approval Criteria</b></p>	<p><b>Revisions Needed/ Reviewer's Comments</b></p>
<p>The TLC LEA established a system-level Student Well-Being Task Force this summer to prepare for addressing the social and emotional health of our students. At the start of the school year, we charged each school leader to establish a school-based mental health team that will collaborate with the Task Force, to ensure all students, educators, and families can access and complete the</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>

<p>screeners so needs can be quickly identified. To date, we've hired five social workers, and two psychologists to support our students and provide professional mental and behavioral health services. Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) will participate in trauma-informed PD during the fall. Each school leader was given between \$20,000 - \$40,000 (depending on the size of the school) to purchase an SEL or character building and development curriculum/ program that best meets the unique needs of their school community. In December, the school-based mental health team will review the progress of students based on documentation from teachers and other mental and behavioral health professionals to determine the students social and emotional health based on one of the previously administered screeners. This will inform continued supports offered throughout the summer.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide support and services for the evidence-based activities indicated</li> </ul>	
<b>Examples</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>● establish school-based mental health team</li> <li>● salary/benefits for additional certified staff to provide mental, behavioral, and social supports and services including, but not limited to:             <ul style="list-style-type: none"> <li>○ nurses</li> <li>○ social workers</li> <li>○ licensed therapists</li> <li>○ psychologist</li> </ul> </li> <li>● electronic referral system to track student/ family needs and ensure adequate provision of service and support</li> <li>● high-quality character building and development curriculum/ program</li> <li>● part-time staff to conduct student outreach daily for any student marked as absent</li> </ul>		<ul style="list-style-type: none"> <li>● <a href="#">Student Well-Being Vendor Guide</a></li> <li>● <a href="#">Educator Well-Being</a></li> <li>● <a href="#">Educator Well-Being FAQs</a></li> <li>● <a href="#">Social Worker Job Description</a></li> <li>● <a href="#">Mental Health Investment Examples</a></li> </ul>

<b>Commitment: RECOVERY AND ACCELERATION</b> ✓ ✓ ✓	
<b>Key Investment: Targeted Learning Support</b>	
<b>How will the LEA allocate funds to students most impacted by the Covid-19 pandemic?</b> <i>(Please describe the formula or decision-making rubric to allocate funds across schools).</i>	
<p style="text-align: center;"><b>Approval Criteria</b></p>	<p style="text-align: center;"><b>Revisions Needed/ Reviewer's Comments</b></p>
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA references data sources from needs assessment used to identify students (by student group) most impacted by the Covid-19 pandemic.</li> <li><input type="checkbox"/> LEA identifies an approximate number of students by student group who have been most impacted by the Covid-19 pandemic.</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>

<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment <input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years. <input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities. <input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities. <input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<b>How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in <a href="#">Act 294</a> should be addressed)</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment <input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years. <input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities. <input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities. <input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<b>Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• salary/benefits for additional staffing to build tutoring into the school day</li> <li>• salary/benefits for teachers to tutor before/after school</li> <li>• vendor contracts for tutoring with HQ tutoring vendors</li> <li>• staffing and scheduling support</li> <li>• additional staff in the form of teachers or reading interventionists to implement literacy interventions and extensions</li> <li>• contract with local higher education institutions to provide additional tutors</li> <li>• establish an accelerated learning committee for students who did not achieve mastery ✓</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Accelerate</a></li> <li>• <a href="#">K-2 intervention for literacy</a></li> <li>• <a href="#">Literacy Block Scheduling</a></li> <li>• <a href="#">Targeted Literacy Intervention and Extension</a></li> <li>• <a href="#">Strategies for Success: Supporting Students with Disabilities</a></li> <li>• <a href="#">English Learner Guidebook – Changing Educational Outcomes for English Learners PDF</a></li> <li>• <a href="#">Staffing and Scheduling Guidance</a></li> </ul>
<b>Key Investment: Before and After School Programs</b>	
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b>	

Approval Criteria	Revisions Needed/ Reviewer's Comments
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
Examples	Resources
<ul style="list-style-type: none"> <li>• salary/benefits for LEA coordinator</li> <li>• stipends for LEA staff</li> <li>• transportation costs</li> <li>• high-quality instructional materials/ resources</li> <li>• stipends for mentors and coaches</li> </ul>	<p><i>Coming Soon!</i></p>
<p>Key Investment: <b>Summer Learning Programs</b></p>	
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b></p>	
Approval Criteria	Revisions Needed/ Reviewer's Comments
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated..</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
Examples	Resources
<ul style="list-style-type: none"> <li>• salary/benefits for LEA coordinator, teachers, and staff</li> <li>• transportation costs</li> <li>• supplies for academic and enrichment activities</li> <li>• field trips</li> <li>• contract with external organizations to facilitate part, or all, of summer programming</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Summer Learning Program Guidance</a></li> </ul>
<p>Key Investment: <b>Extended Instructional Time</b></p>	
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b></p>	
Approval Criteria	Revisions Needed/ Reviewer's Comments

<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<p><b>Examples</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• salary/benefits for LEA coordinator to plan and manage extra school time</li> <li>• stipends for LEA staff</li> <li>• transportation costs</li> <li>• high-quality instructional materials/ resources</li> </ul>	<p><i>Coming Soon!</i></p>
<p><b>Key Investment: Individual Student Plans for Success</b></p>	
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b></p>	
<p><b>Approval Criteria</b></p>	<p><b>Revisions Needed/ Reviewer's Comments</b></p>
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<p><b>Examples</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• vendor contract with a student planning partner</li> <li>• salary/benefits for Professional School Counselors</li> <li>• salary/benefits for CTE staffing</li> <li>• supplies for CTE focused coursework</li> <li>• tuition for dual enrollment coursework</li> <li>• fees for IBC and/or certifying exams</li> <li>• fees for ACT/preACT/CLEP/SAT/AP exams</li> <li>• transportation costs to CTE training facilities or post-secondary campus</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Student Planning Partners</a></li> </ul>

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

**Key Investment: School Improvement Best Practices**

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities**



<b>address the disproportionate impact of COVID-19 on subgroups of students?</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<b>Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• professional development vendor support for training and on-site implementation coaching</li> <li>• additional school-level staff salary/benefits to adequately schedule conducive teacher collaboration groups</li> <li>• additional school-level staff salary/benefits and/or stipends to support teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Leadership Teams Guidance</a></li> <li>• <a href="#">Teacher Collaboration Guidance</a></li> <li>• <a href="#">School Improvement Best Practices 2021-2022</a></li> </ul>
<b>Key Investment: Literacy Professional Development</b>	
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<p>Narrative statement clearly summarizing all approval criteria elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment</li> <li><input type="checkbox"/> LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.</li> <li><input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities.</li> <li><input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities.</li> <li><input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<b>Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• salary/benefits for system-level literacy leader</li> <li>• salary/benefits for literacy coaches and coordinators</li> <li>• costs for Literacy foundations PD for educators outside of grades k-3</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LDOE Literacy Library</a></li> <li>• <a href="#">Literacy Foundations Training - Approved Providers</a></li> </ul>

<b>EARLY CHILDHOOD EDUCATION</b> ✓	
<b>Early Childhood Program Expansion</b>	
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
Narrative statement clearly summarizing all approval criteria elements: <input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment <input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities <input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities <input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated	<i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i>
<b>Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• hire teachers and additional staff as needed</li> <li>• recruit and enroll children through social media, advertising campaigns, and in-person outreach events</li> <li>• purchase high-quality instructional materials</li> <li>• purchase necessary supplies for classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Expanding Early Childhood</a></li> <li>• <a href="#">Early Childhood Developmental Screening</a></li> </ul>
<b>Early Childhood Program Enhancement</b>	
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
Narrative statement clearly summarizing all approval criteria elements: <input type="checkbox"/> LEA identifies evidence-based activities which aligns with the needs assessment <input type="checkbox"/> LEA provides the frequency and timeline of the evidence-based activities. <input type="checkbox"/> LEA describes measurable outcomes and progress monitoring for evidence-based activities. <input type="checkbox"/> LEA identifies who will provide supports and services for the evidence-based activities indicated.	<i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i>
<b>Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• hire teachers and additional staff as needed</li> <li>• recruit and enroll children through social media, advertising campaigns, and in-person outreach events</li> <li>• purchase high-quality instructional materials</li> <li>• purchase necessary supplies for classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Expanding Early Childhood</a></li> <li>• <a href="#">Early Childhood Developmental Screening</a></li> </ul>

<b>SCHOOL SAFETY &amp; OPERATIONS</b> ✓	
<b>Safe School Reopening</b>	
Provide the URL to the following LEA documents.	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<input type="checkbox"/> The LEA ensures <b>all information is easily available and accessible via the LEA's website.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Reopening Plan for In-Person Learning</li> <li><input type="checkbox"/> COVID-19 Vaccination policies for staff and students</li> <li><input type="checkbox"/> Mask wearing policies for staff and students</li> <li><input type="checkbox"/> Physical distancing, cohorts, or learning pods</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<b>LEA Investment Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• signage to promote social distancing and sanitizing</li> <li>• purchase of PPE</li> <li>• purchase of cleaning supplies</li> <li>• purchase hand-hygiene stations</li> <li>• part-time site-based "reopening coordinator"</li> <li>• additional staff for operations (food, transportation, cleaning etc.)</li> <li>• create outdoor learning spaces</li> <li>• COVID testing/ screening</li> <li>• communication efforts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Ready to Achieve!</a></li> <li>• <a href="#">Ready to Achieve! FAQ</a></li> <li>• <a href="#">ED COVID-19 Handbook</a></li> <li>• <a href="#">Return to School Roadmap</a></li> <li>• <a href="#">Adaptive Staffing Plans</a></li> </ul>
<b>Continuity of Teaching &amp; Learning</b>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<input type="checkbox"/> The LEA indicates the <b>evidence-based activities to be implemented to support continuity of teaching and learning.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening</li> <li><input type="checkbox"/> Educational technology (computers/ laptops)</li> <li><input type="checkbox"/> Educational technology (software/ programs)</li> <li><input type="checkbox"/> Mobile hotspots with paid data plans</li> <li><input type="checkbox"/> Internet connected devices with paid data plans</li> <li><input type="checkbox"/> Cost of home internet subscription</li> <li><input type="checkbox"/> Cost of home internet through LEA-managed wireless network</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>
<b>LEA Investment Examples</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• staff training/professional development to support remote learning or safe reopening</li> <li>• educational technology (computers/ laptops)</li> <li>• educational technology (software/ programs)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Educational Technology Investment Examples</a></li> </ul>

<ul style="list-style-type: none"> <li>• internet connectivity devices (mi-fi, hotspot)</li> <li>• internet connectivity infrastructure</li> <li>• training for students/ families on remote learning</li> <li>• purchase tools/ resources/ materials for remote teaching and learning</li> <li>• ensuring accessibility of all communication and resources</li> <li>• learning management system (LMS)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Broadband Funding for Schools and Home Connectivity</a></li> <li>• <a href="#">Louisiana Virtual Instruction Guide</a></li> <li>• <a href="#">Teaching and Learning Toolkit</a></li> <li>• <a href="#">LMS Vendor Guide</a></li> </ul>
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<b>DATA INFRASTRUCTURE</b> ✓	
<b>Data Infrastructure Criteria Review:</b>	
Which activities will the LEA invest in using ESSER II & III funds? <i>(check all that apply)</i>	
<b>Approval Criteria</b>	<b>Revisions Needed/ Reviewer's Comments</b>
<input type="checkbox"/> <b>The LEA identifies and describes evidence-based activities to support data infrastructure:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Early warning system to track student progression</li> <li><input type="checkbox"/> Data security/cybersecurity</li> <li><input type="checkbox"/> Data storage</li> <li><input type="checkbox"/> Staff upskilling in data literacy/science/analysis</li> <li><input type="checkbox"/> Statistical programs or analytics software</li> <li><input type="checkbox"/> Enterprise data warehouse</li> <li><input type="checkbox"/> Data dashboards or other activities to improve public transparency</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> </ul>	<p><i>Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.</i></p>

<b>Budget Criteria Review:</b> ✓ ✓ ✓			
<b>ESSER Investments on Louisiana Comeback Commitments</b>			
	<b>ESSER II</b>	<b>ESSER III</b>	<b>ESSER II &amp; III Total</b>
<b>Total Award Amounts*</b>			
1. Attendance & Well-Being			
2. Recovery & Acceleration			
3. Professional Learning & Development			
<b>Total Amount on Commitments</b>			
<b>Percentage of total award invested in the Louisiana Comeback Commitments</b>			

\*The total award amounts may not reflect the totals in this plan, as funds may be used on expenses not included in this plan.

