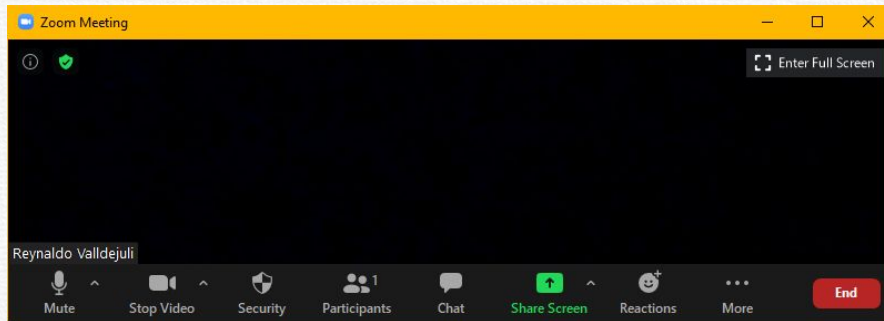


# Zoom Meeting Preparation

- 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](mailto:LDOEcommunications@la.gov).





# Louisiana Comeback 3.0

## Academic Recovery and Acceleration Plan and Guidance

August 2023



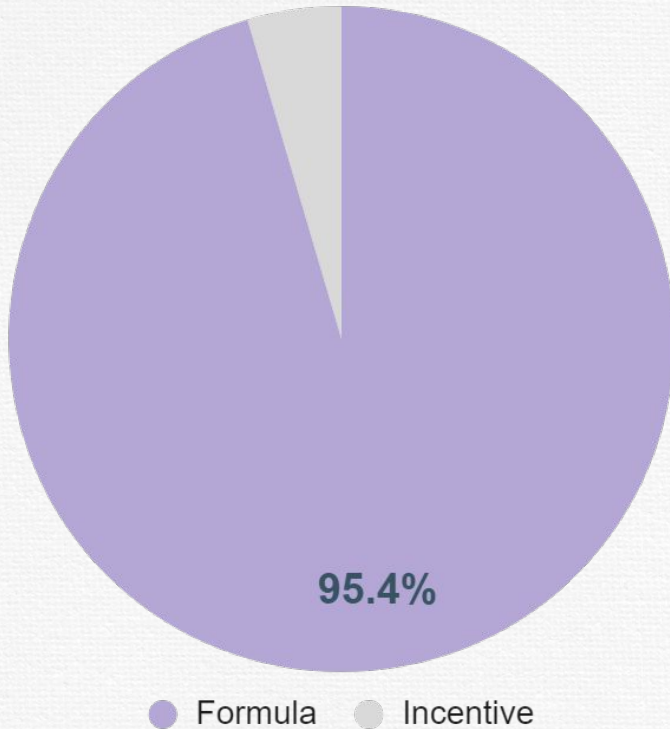
# Louisiana's ESSER Allocations

Grant Fund	ESSER I	ESSER II	ESSER III
LDOE admin/ set-aside	\$28,182,636	\$116,011,938	\$260,734,405
LEA formula	\$258,797,539	\$1,044,107,440	\$2,346,609,649
<b>TOTAL</b>	<b>\$286,980,175</b>	<b>\$1,160,119,378</b>	<b>\$2,607,344,054</b>

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



## ESSER II Allocations to LEAs



## Funding Summary for Allocations to LEAs

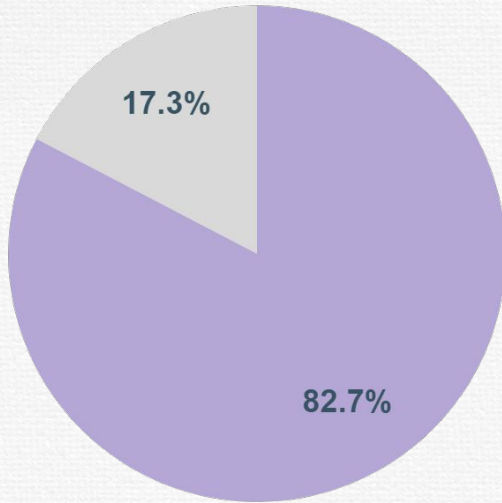
	Allocation
Formula	\$ 1,044,107,440
Incentive	\$ 46,234,707
Incentive SC	\$ 3,735,200
<b>TOTAL</b>	<b>\$ 1,094,077,347</b>





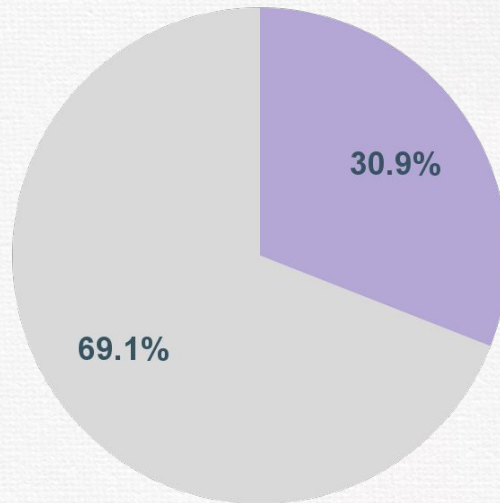
# ESSER II Fund Balances

## ESSER II Formula



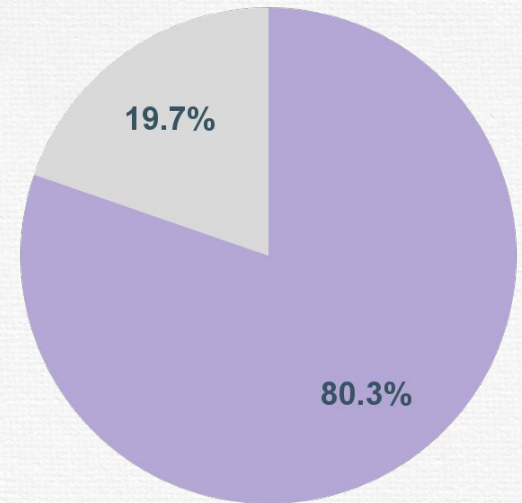
● Total Payments ● Total Remaining

## ESSER II Incentive + SC



● Total Expended ● Total Remaining

## ESSER II Formula + Incentive

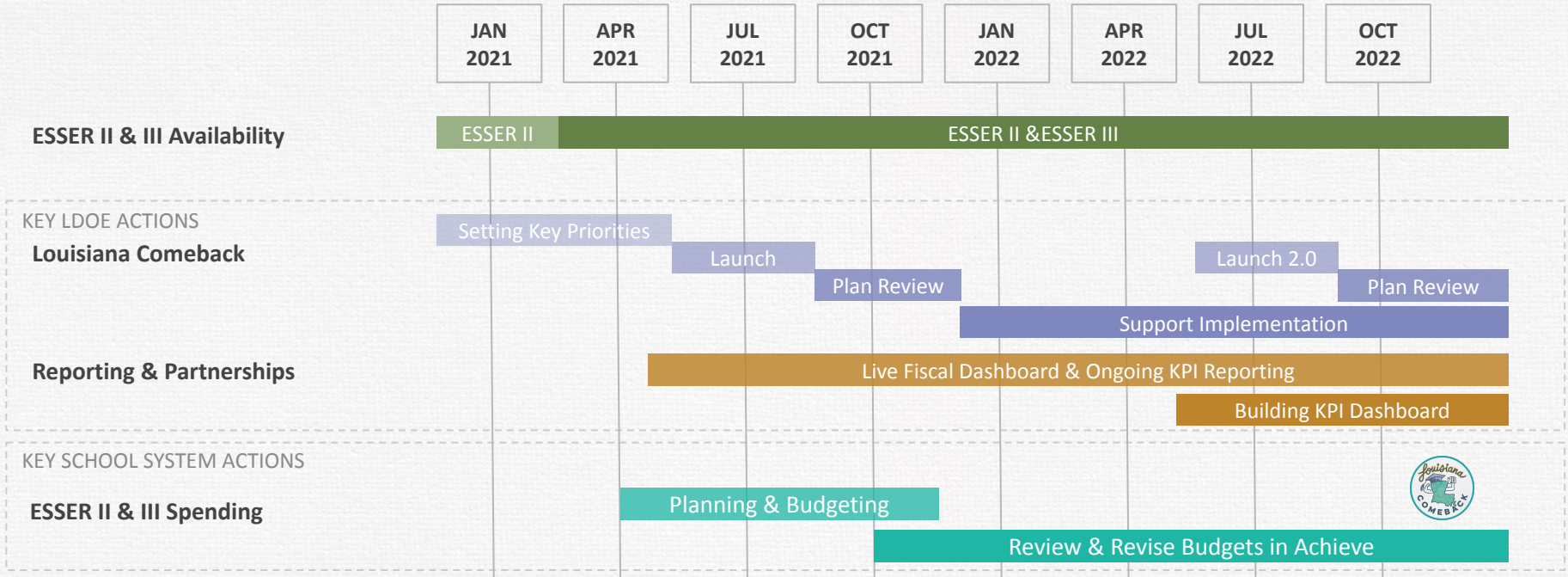


● Total Expended ● Total Remaining



# Academic Recovery and Acceleration

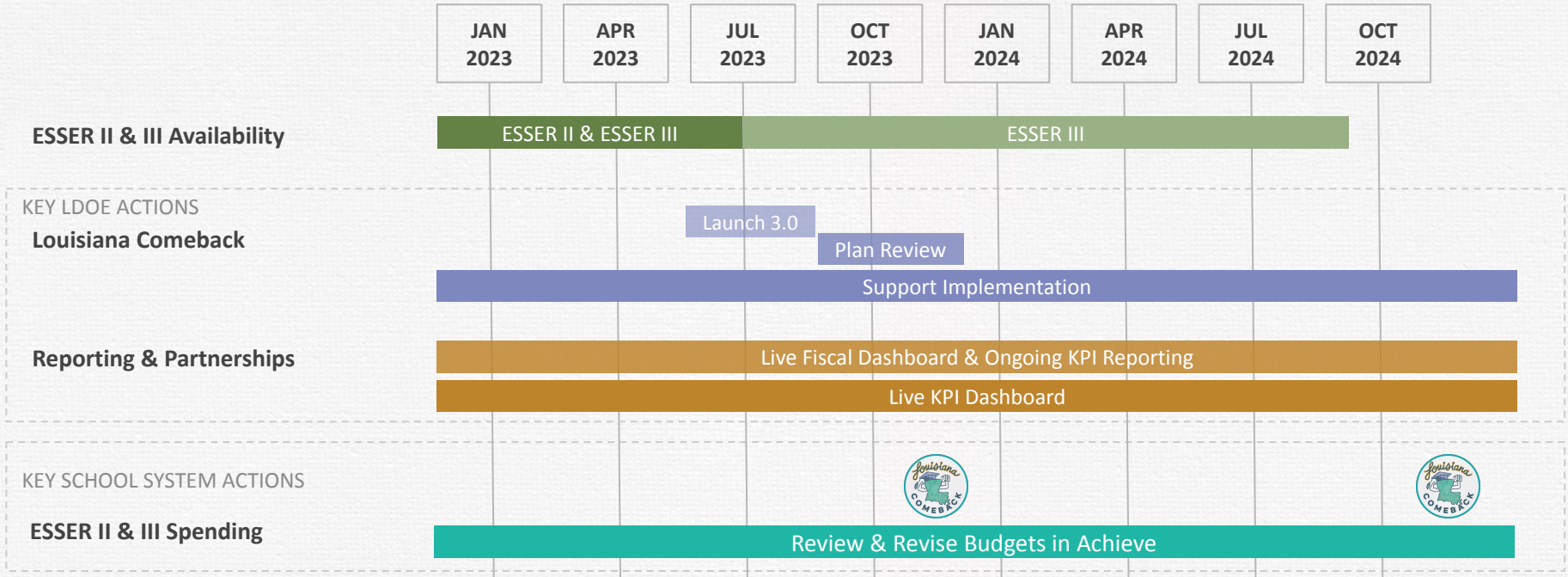
## Overview of Key Implementation Timelines





# Academic Recovery and Acceleration

## Overview of Key Implementation Timelines



# Requirements and Commitments

<b>Federal</b>	Develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds
<b>State</b>	Provide expanded academic supports for students in grades 3 through 8 who failed to achieve mastery on the statewide assessment in reading or math
<b>LDOE</b>	Statewide collective impact based on three key investments: 1) attendance and well-being, 2) recovery and acceleration, and 3) professional learning





# Academic Recovery and Acceleration Plan







### **“Louisiana Comeback Campus” Criteria:**

- Increase percent of students scoring mastery and above on the statewide assessment
- Decrease percent of students scoring unsatisfactory on the statewide assessment
- Increase student ACT scores (*high-school*)



# 2023-2024 ARAP Timeline

August 1	Release <a href="#">2023-2024 Academic Recovery and Acceleration Workbook</a>
August 2 - 4	Additional ARAP launch calls
August 15	ARAP data template released (FTP)
<b>September 1</b>	<b>2023-2024 ARAP plans due</b>
September - October	2023-2024 ARAP plans reviewed and posted to the <a href="#">Louisiana Comeback website</a>



# 2023-2024 ARAP Sections

<b>Needs Assessment</b>	Information/ data to identify needs and address all sections of the ARAP
<b>Attendance and Well-Being</b>	Attendance, student well-being, and educator well-being
<b>Recovery and Acceleration</b>	Targeted learning, summer learning, before and after school programs, and a <b>narrative response describing how Louisiana Math Refresh will be implemented across sites</b>
<b>Professional Learning</b>	School improvement best practices, literacy professional learning and math professional learning
<b>School Safety and Operations</b>	Reopening, school safety and operations, and continuity of learning
<b>Data Infrastructure</b>	<b>Narrative response describing the plan for investing in cybersecurity and system upgrades</b>





# Criteria for Approval

- Each section must be **completed** and have evidenced-based activities indicated.
- The local, state, and/or federal **fund source(s) must be identified** for each key investment. *The funds are anticipated amounts for the 2023-2024 academic year.*
- Where applicable, a **brief description for significant changes** should be provided in alignment with the key investment.
- Plans must be **submitted no later than September 1, 2023.**  
Failure to meet this deadline will result in approval delay and could delay other application reviews and approvals.



# Key Resources and Support

## Key Resources

- [Pandemic Relief Guidance and Resources Library](#)
- [2023-2024 ARAP Workbook](#)
- [2023-2024 ARAP Checklist](#)
- [2022-2023 ARAP](#) (*LEA plan from prior year on Louisiana Comeback*)
- 2023-2024 ARAP Data Template (*will be sent via FTP to LEAs mid-August*)

## Support

- ARAP calls August 2-4
- [FSGR monthly calls](#)
- [2023-2024 ARAP FAQ](#) (*coming soon*)
- [2023-2024 ARAP launch deck](#)

Contact [ldoe.grantshelpdesk@la.gov](mailto:ldoe.grantshelpdesk@la.gov) with questions.





# NEW Workbook and Reviewer Guidance

## ATTENDANCE & WELL-BEING

Key Investment: Attendance

Funding Source

Select fund source.

Amount

Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Participate in [LSU Attendance Alliance](#)
- Implement drop-out early warning systems
- Utilize [student planning partners](#)
- Implement [Jobs for America's Graduates \(JAG\) program](#)
- Participate in the [BE ENGAGED: LDOE Parent and Family Engagement Statewide Initiative](#)
- Other:  Click or tap here to enter text. (125 character limit)

Will the LEA make significant changes to attendance and engagement efforts for the 2023-2024 school year? (e.g., hire welfare and attendance specialist, provide attendance PD to educators, launch new parent engagement/student find initiative)

- No
- Yes

If yes, please provide a brief description of the new activity/initiative (1250 character limit)

Click or tap here to enter text.

## 2023-2024 Academic Recovery and Acceleration Plan Reviewer Guidance

To meet [federal](#) and [state](#) requirements, school systems are required to submit plans to the Louisiana Department of Education detailing how they will meet the academic and well-being needs of all students and 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 1, 2023, in the *Achieve!* eGMS application. This document outlines approval criteria for each section of the [2023-2024 Academic Recovery and Acceleration Plans \(ARAP\)](#) submitted.

### ARAP Sections and Approval Criteria

<p>1. Needs Assessment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA must indicate what information the LEA will use to identify needs.</li> <li><input type="checkbox"/> The LEA must indicate that the information will be used to address all sections of the ARAP.</li> </ul>
<p>2. Attendance and Well-Being</p>	<p><b>Key Investment: Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA must indicate <i>at least one</i> funding source and amount.</li> <li><input type="checkbox"/> The LEA must indicate <i>at least one</i> evidence-based activity.</li> <li><input type="checkbox"/> If the LEA indicates significant changes, the LEA must provide a brief description.</li> </ul> <p><i>Approval:</i></p> <ul style="list-style-type: none"> <li>• Participate in LSU Attendance Alliance</li> <li>• Implement drop-out early warning systems</li> <li>• Utilize student planning partners</li> <li>• Implement Jobs for America's Graduates (JAG) program</li> <li>• Participate in the BE ENGAGED: LDOE Parent and Family Engagement Statewide</li> </ul> <p><b>Key Investment: Well-Being (for students)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA must indicate <i>at least one</i> funding source and amount.</li> <li><input type="checkbox"/> The LEA must indicate <i>at least one</i> evidence-based activity.</li> <li><input type="checkbox"/> If the LEA indicates significant changes, the LEA must provide a brief description.</li> </ul> <p><i>Approval:</i></p> <ul style="list-style-type: none"> <li>• Mental and Behavioral Health site-based teams</li> </ul>

# Guidance for Narrative Responses

Response Type	Guidance	Example
<b>Other</b> (evidence-based activity)	Brief word or phrase indicating the activity (125 character limit)	<i>Partner with local community organization to re-engage chronically absent students</i>
<b>Significant change description</b>	Narrative describing the significant shift such as a major start, stop, pivot from, personnel changed, etc. (1250 character limit)	<i>Hired a new parent/ family coordinator to work with three high-schools to implement attendance awareness and family support services. The coordinator will work with schools to optimize drop out early warning systems and facilitate communication with families and students. Additionally, the coordinator will lead a PLC for the three school leadership teams to progress monitor and share best practices.</i>





**Thank you for joining us!**

**For additional information or questions please contact [ldoe.grantshelpdesk@la.gov](mailto:ldoe.grantshelpdesk@la.gov).**

