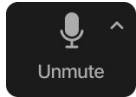
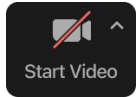


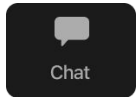
# Zoom Meeting Preparation



- 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).



# Federal Support and Grantee Relations Monthly Call



November 21, 2024

# Agenda

- I. **2025-26 Super App**
- II. **Federal Programs**
  - **Title III Data Collection**
  - **Title IV Part A Program Evaluation**
  - **Equitable Services**
  - **CSPR Title I, Part A & D**
- III. **Grants Management**
  - **Updates**
  - **High Cost Services Rnd 2**
  - **ESSER III Funding**
- IV. **Questions & Answers**
- V. **Reminder/Updates**

Suggested participants for this call:

- **Federal Program Supervisors**
- **IDEA Supervisors**
- **Business Managers**

[LDOE.GrantsHelpdesk@la.gov](mailto:LDOE.GrantsHelpdesk@la.gov)



# 2025-2026 Super App



# 2025-2026 Super App Launch



NEXT LEVEL VISION FOR SUCCESS

2025-2026 SCHOOL SYSTEM PLANNING & BUDGETING WORKBOOK

The [2025-2026 Next Level Vision for Success School System Planning and Budgeting Workbook](#), including 2025-2026 Super App questions, was released this fall.

Access the [launch deck](#) for additional information.

Please update Super App contact information in eGMS.

Please contact [LDOEOperations@la.gov](mailto:LDOEOperations@la.gov) with questions.



# Super App Workbook and eGMS Updates

- **ELA Grades K-2:** Into Reading (Houghton Mifflin Harcourt, 2020) has been added as a curriculum choice.
- **Science, Grades 6-8:** NSTA has been added as a professional learning partner for OpenSciEd (Kendall Hunt).
- **Super App Required Addendum:** The [Coordinated Funding Request Template](#) link has been updated.



# CSI/TSI Application



## Comprehensive Support and Improvement (CSI) & Targeted Support and Improvement(TSI) Plan

ESEA section 1111(d)(1)(B) requires LEAs, in partnership with stakeholders (including principals and other school leaders, teachers, parents, and, as applicable, Tribes), to develop and implement a plan for a school identified for CSI (CIR-A and UIR-A) to improve student outcomes.

1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance against State-determined long-term goals;
2. includes evidence-based interventions;
3. is based on a school-level needs assessment;
4. identifies resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
5. is approved by the school, LEA, and State; and
6. upon approval and implementation, is monitored and periodically reviewed by the State.

LEAs must develop comprehensive support and improvement (CSI) and targeted support and improvement (TSI) plans based on labeled status under 1111(d)(1). LEAs will be required to submit a CSI/TSI plan to eGMS. The deadline to submit is May 2, 2025.

LEA Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Plan Type\*: (TSI) Targeted Support and Improvement Plan ▾

*\*If your site is labeled as both CIR & UIR, submit a CSI plan.*

Date of Plan Implementation: \_\_\_\_\_

Date of Plan Update: \_\_\_\_\_

LEAs must develop a comprehensive support and improvement (CSI) plan or targeted support and improvement (TSI) plan based on labeled status under 1111(d)(1). LEAs will be required to submit a [CSI/TSI plan](#) in eGMS. The application will open in January with a **May 2 deadline to submit.**

A [CSI/TSI application rubric](#) is now available.

The list of CIR/UIR-A schools is available in the [2025-2026 Super App Workbook](#).

Please contact [LDOEOperations@la.gov](mailto:LDOEOperations@la.gov) with questions.



# School System Planning Support Structures

Type of Resource	Detailed Information
Weekly Newsletter	<a href="#">LDOE Weekly Newsletters</a>
System Leaders Monthly Call	<a href="#">December 6 at 9 a.m.</a> <a href="#">January 10 at 9 a.m.</a>
Federal Support and Grantee Relations Monthly Call	<a href="#">December 19 at 10 a.m.</a> <a href="#">January 16 at 10 a.m.</a>
2025-2026 Super App Office Hours	<a href="#">December 18 at 10 a.m.</a> <a href="#">January 15 at 10 a.m.</a>
2025-2026 Super App Launch Deck	<a href="#">2025-2026 Super App Launch Deck</a>
2025-2026 Super App Launch FAQ	<a href="#">2025-2026 Super App FAQ</a>





# Contact Information

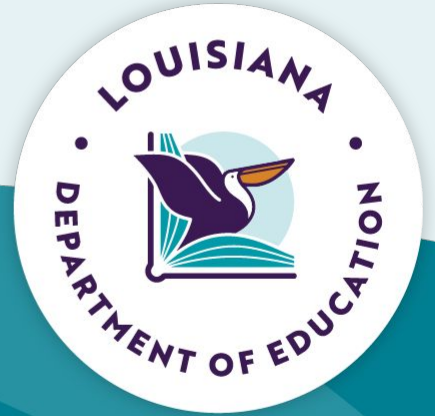
For more information or questions contact:

Jodi Crockett  
Director of School System Planning  
[jodi.crockett2@la.gov](mailto:jodi.crockett2@la.gov)

LDOE Operations Help Desk  
[ldoeoperations@la.gov](mailto:ldoeoperations@la.gov)



# Federal Programs



# Title III Data Collection



# Consolidated State Performance Report (CSPR)

- The CSPR is a required annual reporting tool authorized under the amended Elementary and Secondary Education Act (ESSA).
- The CSPR is a method for states to collect data on certain federal programs for monitoring and identifying technical assistance needs.
- The LDOE must submit data related to services and activities provided under Title III.



# Data Collection for 2023-2024 CSPR

- The LDOE created a specialized application, “Title III EL,” in eGMS to collect the data for the 23-24 CSPR.
- All school systems receiving Title III funds, either stand-alones or members of a Title III consortium, must submit data for the CSPR.



# Creating the Title III EL application

- As with the creation of any new application, first verify the ESSA contact information in LEA Central data, and save the page.
- “Title III EL” application will appear in the Formula Grant section near the bottom of the GMS Select page.
- Select the “Create” button.



# DATA ENTRY TABS

Overview	Program Specific	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Title III	Student Counts	2023-2024 Teacher Information	Sub Grantee Activities	Racial Categories		

**Title III** [Click for Instructions](#)

Does the LEA receive Title III funding directly or as a member of the consortium?  Yes  No

Is this LEA fiscal agent of a consortium?  Yes  No

[Save Page](#)



# Entering Data - Student Services

- Use EL counts as of 10/1/2023
  - Only count identified ELs in grades K-12
- Enter the counts of English learners (ELs) in the designated Language Instruction Educational Program by grade level
  - If a student is receiving EL services from more than one program, only count the primary LIEP program.
  - A link to the program descriptions is included.





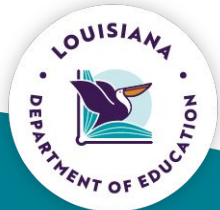
# TITLE III DATA COLLECTION DECK

For more detailed information about data entry, please see the following presentation deck:

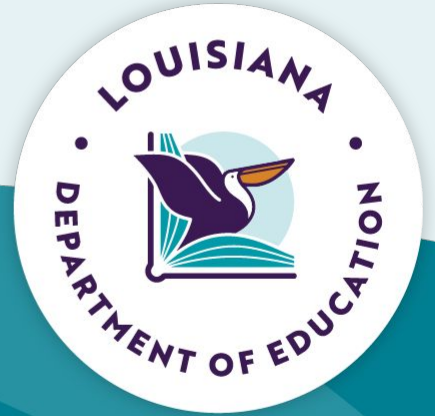
[Title III CSPR Data Collection -2 PDF](#)

Due date for completing of data entry is **12/10/2024**

Please send questions to [LDOE.grantshelpdesk@la.gov](mailto:LDOE.grantshelpdesk@la.gov)



# Title IV, Part A Program Evaluation



# Title IV, Part A Program Evaluation Reminder

- The FY24 Program Evaluation, released October 16, is available in eGMS. Please ensure submissions are finalized by December 2.
- The application is located in FY24 on the GMS Access Select page in the Non-Funded Section.

<b>GMS Access Select</b>	
<b>026 Jefferson Parish</b>	
Select Fiscal Year:	2024 ▼

<b>Non Funded</b>		
	<b>Application Name</b>	<b>Revision</b>
	TIA Waiver Requests	Original Application ▼
	Title I Comparability	Original Application ▼
	Title IV Program Objective Evaluation	Original Application ▼
	Academic Recovery and Acceleration Plan	Original Application ▼



# Title IV Program Objective Evaluation Application

School systems must complete the program evaluation for each program objective as applicable. If the objective was not met, the district must provide a description of adjustments that will be made to meet the objectives in the current year. **The evaluation year is 2022 - 2023.**

## Program Evaluation

### SSAE Program Objective 1:

### Provide All Students with Access to a Well-Rounded Education

Yes

#### LEA Program Description (670 of 1000 maximum characters used)

To inspire a higher level of academic achievement through comprehensive, challenging curriculum, JPS will proceed with full implementation of the International Baccalaureate Organization (IBO) program at 2 high schools. To prepare students for post-secondary education, all seniors who score between 15-20 on the ACT will participate in a 9-week ACT prep class. To create a culture of reading and literacy, Accelerated Reader program will be implemented in all K-5 grades. To ensure that the Louisiana Student Standards for Science will be implemented using hands-on approach while integrating standards from other content areas, a STEM curriculum will be implemented.

#### Program Description Intended Outcome (487 of 1000 maximum characters used)

The number of college ready students will increase by 2% based upon coursework offerings including academic, and non-credit dual enrollment opportunities. The number of students scoring above the state average on the ACT will increase by 1%. The number of students earning college credit while in high school will increase by 2%. Students will read on grade level. Students will master science standards through hands-on STEM curriculum and will increase mastery and above on LEAP by 2%.

#### Program Description Measure(s) of Effectiveness (i.e. data used evaluation protocols) (841 of 1000 maximum characters used)

JPS is committed to ensuring that all participants in these programs increased in student academic achievement, improve in student behavior, and develop a more positive attitude and connection to school through well rounded educational activities. To this end, accelerated reader, the IBO program, and the ACT test prep program will be evaluated for their effectiveness in meeting the performance outcomes and will be measured using the following data: 1) LEAP test scores; 2) benchmark comparison for individual participants; 3) end-of-year teacher & student surveys; 4) school retention rates/report cards; 5) student pre- and post-attitudinal surveys; 6) discipline records; 7) attendance records; 8) pre- and post-interest and aptitude inventories; 9) ACT test scores; 11) IBO test scores and number of students enrolled in IBO program.

Evaluation Status:  Met objective  Partially met objective  Did not meet objective  N/A



# Title IV, Part A Uniform Guidance Update

- Revised 2024 Uniform Guidance (24 UG) **“Participant Support Costs”**
  - Prior approval for student travel (i.e., participant support costs) is no longer required per the revised 2024 Uniform Guidance (24 UG).
  - The effective date for implementing the 24 UG was October 1, 2024.



# Title IV, Part A - Activities Reminder



## Activities to Support Well-Rounded Educational Opportunities

- College and career guidance and counseling programs
- Music and arts education
- Science, technology, engineering, and mathematics (STEM)
- Accelerated learning programs
- American history, civics, economics, geography, and government education
- Foreign language
- Environmental education
- Volunteerism and community involvement
- Multidisciplinary programs



## Activities to Support Safe and Healthy Students

- Drug and violence prevention
- School-based mental health, mentoring, and counseling services
- Health, nutrition, and physical fitness programs
- Bullying and harassment prevention
- School dropout prevention
- School and family support systems
- Suicide prevention
- Crisis management and conflict resolution
- Human trafficking prevention
- Child sexual abuse awareness and prevention
- Reducing exclusionary disciplinary practices



## Activities to Support the Effective Use of Technology

- Providing professional learning tools and resources related to:
  - Personalized learning
  - Discovering, adapting, and sharing high-quality educational resources
  - Administering computer-based assessments and blended learning strategies
  - Using technology to inform instruction and support teacher collaboration
- Building technological capacity and infrastructure
- Developing or using effective or innovative strategies for the delivery of academic content through the use of technology
- Carrying out blended learning projects
- Providing students in rural, remote, and underserved areas expanded access to educational opportunities through the use of technology

# Equitable Services Updates and Reminders



# LDOE Equitable Services Friendly Reminders

- The State Nonpublic office is compiling documentation for the 2025 -2026 Nonpublic Academic Classification Checklist.
- The state ombudsman will notify all LEAs with new nonpublic schools in their attendance zones.
- LEAs should be following up on new identified nonpublic schools to determine next steps for consultation for the 2025-2026 school year.
- LEAs may offer support, however, it is not their responsibility to obtain the non-profit status or register the nonpublic school(s) for BESE approval.
- Remind the nonpublic schools they must be non-profit to receive equitable services even if they have BESE approval.





# LDOE Equitable Services Friendly Reminders con't.

- Be sure to conduct site visits and monitor/conduct equitable services consultations regarding Titles I, II, III and IV programs, updates/services, budgets, needs assessments for current/carryover allocations, status of contracts, travel request/reimbursements, requisitions/purchases/invoices, and establishing a timeline reasonable carryover deadlines for next semester.
- Set-up carryover consultations between Thanksgiving and winter holidays no later than the first week in January.
- Contact State Ombudsman if a Zoom meeting is needed.



# LDOE Equitable Services Friendly Reminders con't.

- Please be sure to follow up “accept with comments” in eGMS. If assistance is needed do not hesitate to reach out.
- The LDOE is revising a few EIC# codes for nonpublic equitable services to help ensure the allocations are being used according to federal guidance/guidelines.
- Keep in mind that the LEA Nonpublic Title I Program is a targeted assistance program and not a schoolwide program like our public schools.
- The nonpublic school program is only for the eligible nonpublic students who are endanger of failing or in need of academic support, and the nonpublic classroom teachers who teach them daily.



# LDOE Equitable Services Friendly Reminders con't.

If Nonpublic Title allocations are available, professional development may be provided for

- LEA Title I teachers tutoring the eligible nonpublic students through tutorial software and instructional strategies, and
- nonpublic classroom teachers of the eligible nonpublic Title I students on instructional strategies to increase academic performance

The Nonpublic Title I professional development is **not** for

- Nonpublic school administrators or instructional staff (teachers, paras, etc.) that do not teach the eligible Title I students.



# LDOE Equitable Services Friendly Reminders con't.

- Keep in mind that the allocation for the LEA Title I Program is to provide as many instructional tutoring hours to nonpublic students who are in danger of failing or need academic assistance.
- This is inclusive of a tutorial program that should start at the beginning of the school year when public school services start and end at the end of the school year.
- If there is an adequate allocation amount left, the LEA, in agreement with the nonpublic schools' administrators, may conduct a summer school session to continue assisting the eligible students with academic support.



# LDOE Equitable Services Friendly Reminders con't.

- Once the LEA determines the allocation needed to provide the eligible nonpublic students tutorial services for the academic school year and/or summer program, the remaining allocation is to be used for ordering
  - online tutorial program(s) for the eligible nonpublic students only
  - materials, supplies, manipulatives, kits, supplemental workbooks, equipment, cabinets, tables, etc. to be used in the designated LEA Title I Program room/area only

These items are to remain in the designated room/area and are not to be used by the other nonpublic teachers/administrators. Please contact the State Ombudsman if consultation/clarification is needed.



# LDOE Equitable Services Friendly Reminders con't.

- Title II allocations are designated for nonpublic school administrators, teachers, and instructional staff professional development.
- Use object code 300 for nonpublic professional development (payment for on-site consultants/vendors).
- Use object code 800 for nonpublic travel reimbursements (Object code 800 is used to reimburse our nonpublic schools because they are not public school employees).
- Use object codes 100 and 200 to pay part-time LEA Title I and/or nonpublic teachers to tutor eligible nonpublic Title I students.
- For questions or clarification, please email the State Ombudsman.



# Nonpublic Equitable Services Support and Technical Assistance

Please feel free to contact the State Ombudsman for any technical support/assistance or clarification regarding the non-public equitable services program. When in doubt reach out:))!

“KEEP SOARING and Remember... On -going Consultation and Documentation are the KEYS to a Successful Non-public Equitable Services Program.”

Daphne Flentroy @ [Daphne.Flentroy@la.gov](mailto:Daphne.Flentroy@la.gov)



# Title I, Part A & D

## Consolidated State Performance Report (CSPR) Submission and Annual Count





# TIA CSPR

**The LDOE must report student data for participation in Title I, Part A (TIA) in the Consolidated State Performance Report (CSPR).**

**In the past, LEAs/Charters have submitted their CSPR data in the LEADS portal. The process has changed. You will now submit the data in eGMS.**



# Instructions

Log into eGMS and navigate to the GMS Access/Select Page. Click LEA Central Data/Super App Contacts/ ESSA Program Contacts and save the page. Return to the GMS Access/Select Page and scroll to the bottom. You will see create application for CSPR Title I Part A and Part D.

If Title I Schoolwide Program (SWP), certify that pre-populated 2022 data is correct and if applicable, enter data in Private School/Neglected columns. Click certify button and save page.

If Title I Targeted Assistance Support (TAS), complete Tables 1-5. Click certify button at the bottom of Table 5 and save page.



012 Cameron Parish

[Click for Instructions](#)

Select Fiscal Year: 2025 ▾

[Click to view Funding Summary](#)

Created

**Central Data** NOTE: Before a new year application will be available, you MUST complete the contact information (LEA Central and related program), and agree to assurances (Common and related program).

Application Name	Revision	Status	Date	Actions
LEA Central Data	Original Application ▾	Created		<a href="#">Open</a>

**Formula Grant**

Application Name	Revision	Status	Date	Actions
Education Excellence Fund	Original Application ▾	Final Approved	8/27/2024	<a href="#">Open</a> <a href="#">Amend</a> <a href="#">Payments</a> <a href="#">Review Summary</a> <a href="#">Delete Application</a>
Super App	Amendment 1 ▾	Submitted For Review	6/27/2024	<a href="#">Open</a> <a href="#">Amend</a> <a href="#">Review Summary</a> <a href="#">Delete Application</a>
CSPR Title I Part A and Part D	Amendment 1 ▾	Not Submitted		<a href="#">Open</a> <a href="#">Amend</a> <a href="#">Review Summary</a> <a href="#">Delete Application</a>

**Applicant:** 012 Cameron Parish  
**Application:** 2024-2025 Title I Part A and Part D - 00-  
**Cycle:** Original Application

**Project Period:** 7/1/2024 - 6/30/2025

Title I Part A and Part D ▾

[Printer-Friendly](#)

[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	Title I Part A	Title I Part D	Submit	Amendment Description	Application History	Page_Lock Control	Application Print
Part A							

### Title I Part A

[Click for Instructions](#)

Does your LEA receive Title I Part A?  Yes  No

Type of Agency?

Does your agency utilize School Wide Program (SWP) or Targeted Assistance Support (TAS)?  SWP  TAS

# Title I Part A

**Table 1**

Utilizing the October 1 student count, in the table below provide the Title I, Part A student participation counts by grade and by public, private, and local neglected in your LEA. Include students in public Target Assistance Programs (TAS), Private school students participating in Title I programs, and students served in Part A local neglected programs.

Public school-wide program counts have been preloaded. If any changes are made please maintain documentation on site.

	Public TAS	Public SWP	Private	Local Neglected	Public Total	Total	Percentage
Age 0-2:		0			10	10	100.00
Age 3-5:		0			80	80	100.00
K:		115			85	85	100.00
1:		144			92	92	100.00
2:		139			78	78	100.00
3:		118			68	68	100.00
4:		128			81	81	100.00
5:		138			86	86	100.00
6:		112			91	91	100.00
7:		117			88	88	100.00
8:		121			78	78	100.00
9:		121			65	65	100.00
10:		118			62	62	100.00
11:		118			74	74	100.00
12:		106			86	86	100.00
Ungraded:		0			39	39	100.00
<b>TOTALS</b>	0	1,163	0	0	1,163	1,163	100.00

I certify that the SWP/TAS is correct?

Yes

No

Save Page

# Table 1



**Table 2**

Utilizing the October 1 student counts, provide the number of students racial or ethnic group funded by Title I, Part A in Targeted Assistance programs. Total students reported in this table should agree with the Public TAS students count in Table 1.

American Indian or Alaska Native:	4
Asian:	8
Black:	25
Hispanic:	15
White:	10
Pacific Islander:	1
Multiple:	2
<b>TOTAL</b>	<b>65</b>

**Table 2**

### Table 3

Utilizing the October 1 student counts, provide the number of students receiving special services or programs funded by Title I, Part A in Targeted Assistance programs.

Students with Disabilities:

2
---

Limited English Proficient:

2
---

Homeless:

5
---

Migrant:

1
---

### Table 3

**Table 4**

Utilizing the October 1 student counts, provide the number of students receiving instructional and support services funded by Title I, Part A in Targeted Assistance programs.

**Instructional Services**

Mathematics:	<input type="text" value="5"/>
Reading/Language Arts:	<input type="text" value="5"/>
Science:	<input type="text" value="5"/>
Social Studies:	<input type="text" value="5"/>
Vocational/Career:	<input type="text" value="5"/>
Other(specify):	<input type="text" value="0"/>
Other(specify):	<input type="text" value="0"/>
Other(specify):	<input type="text" value="0"/>

**Support Services**

Health, Dental and Eye Care:	<input type="text" value="0"/>
Supporting Guidance/Advocacy:	<input type="text" value="0"/>
Other(specify):	<input type="text" value="0"/>
Other(specify):	<input type="text" value="0"/>
Other(specify):	<input type="text" value="0"/>

**Table 4**



### Table 5

Please provide the number of full-time equivalent (FTE) staff funded through Title I, Part A targeted assistance (TAS) programs by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

Administrators (non-clerical):	1.00
Instructional Support Paraprofessionals:	3.00
Non-Instructional Support Paraprofessionals:	0.00
Teachers:	5.00
Support Staff (clerical & non-clerical)	1.00
Other(specify):	0.00
Other(specify):	0.00
Other(specify):	0.00

I certify that the SWP/TAS is correct?  Yes  No

# Table 5 and Certification

# TID CSPR

- Data is collected annually and includes ALL students served through Title I, Part D in the previous school year, which is typically defined as July 1-June 30.
- It is important to note that all students that were served using Part D funds should be included in the CSPR.
- LEAs can submit data through new tabs in eGMS.



**Applicant:** 012 Cameron Parish

Title I Part A and Part D ▾

**Application:** 2024-2025 Title I Part A and Part D - 00-

**Project Period:** 7/1/2024 - 6/30/2025

[Printer-Friendly](#)

**Cycle:** Amendment 1

[Click to Return to GMS Access/Select Page](#)

[Click to Return to Menu List / Sign Out](#)

Overview	Title I Part A	Title I Part D	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Part D	Student Demographics		Academic and Vocational		Reading and Math		Annual Counts

### Title I Part D

[Click for Instructions](#)

Does your LEA/SEA receive Title I Part D?  Yes  No

Type of Agency?

Number of facilities the agency serves:

# Agency/Facility Information

[Click for Instructions](#)

**Student Demographics**

	Neglected	Delinquent	Counts by Gender			
Duplicated Number of Students	0	0				
Unduplicated Number of Students	0	183	Male	140	Female	43
Unduplicated Long Term Students Served	0	5				
Average Length of Stay Provided in number of days (duplicated count)	0	25	Counts by Age			
Students with Disabilities	0	11	Age 3-5	0	Age 14	0
English Learners (EL)	0	0	Age 6	0	Age 15	25
American Indian and/or Alaskan Native	0	0	Age 7	0	Age 16	40
Asian	0	5	Age 8	0	Age 17	25
Black or African American	0	100	Age 9	0	Age 18	50
Hispanic	0	30	Age 10	0	Age 19	43
White	0	30	Age 11	0	Age 20	0
Native Hawaiian or Other Pacific Islander	0	0	Age 12	0	Age 21	0
Multiple	0	6	Age 13	0		

# Student Demographics



Overview	Title I Part A	Title I Part D	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Part D	Student Demographics		Academic and Vocational		Reading and Math		Annual Counts

[Click for Instructions](#)

**Academic and Vocational Outcomes**

Are your facilities able to collect data on student outcomes after exit?  Yes  No

The number of students enrolled in their local school district:

Number of students receiving transition services:

The number of students who earned a High School Equivalency:

In facility:

Within 90 days after exit:

Reason: ([count] of 250 maximum characters used)

test

The number of students who obtained High School Diploma:

In facility:

Within 90 days after exit:

Reason: ([count] of 250 maximum characters used)

test

Overview	Title I Part A	Title I Part D	Submit	Amendment Description	Application History	Page_Lock Control	Application Print
Part D	Student Demographics		Academic and Vocational		Reading and Math		Annual Counts

[Click for Instructions](#)

**Reading and Math Outcomes**

**This section captures reading outcomes**

Number of students who were in placement from July 1, 2023 - June 30, 2024 (unduplicated number of Long Term Students)

Number of students who took both the reading initial test and follow-up test(unduplicated number of Long Term Students)

Name test(s) given: (4 of 250 maximum characters used)

test

Number of students who showed negative grade level change in reading from the initial test to follow-up test exams

Number of students who showed no change in grade level change in reading from the initial test to follow-up test exams

Number of students who showed improvement of up to 1/2 grade level in reading from the inital test to follow-up test exams

Number of students who showed improvement of up to one full grade level in reading from the inital test to follow-up test exams

Number of students who showed improvement of more than one full grade level in reading from the inital test to follow-up test exams

**This section captures math outcomes**

Number of students who were in placement from July 1, 2023 - June 30, 2024 (unduplicated number of Long Term Students)

Number of students who took both the math initial test and follow-up test(unduplicated number of Long Term Students)




Total Count:

Total Count:

By checking this box and saving the page, the applicant hereby certifies that the information provided is accurate.



Local Education Agencies ensures that local institutions for neglected or for delinquent children included in the annual count meets the definition of a institution for neglected children, an institution for delinquent children, or an adult correctional institution as provided in §1432(1) and (4).

**Please upload your formal agreements/facility eligibility documents.**

Allowable file types are Microsoft Word (.doc/.docx), Microsoft Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 10MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Uploaded Files:

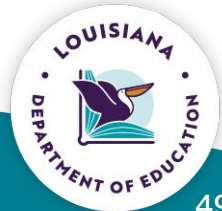
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# Timeline

## CSPR/Annual Count submission

- **November 1, 2024** – Request for data (eGMS Tabs)
- **January 3, 2025** – Completion deadline



# Contact Information

Edeltress Brown

[edeltress.brown@la.gov](mailto:edeltress.brown@la.gov)



# Grants Management

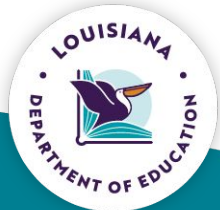


# Updates

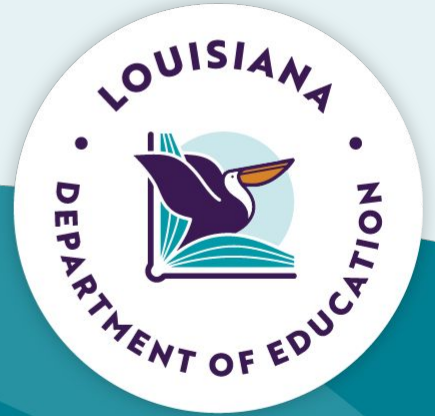


# Updates

- **Super App Amendment 1 Review: all amendment one reviews have been completed.**
  - **Comments provided must be addressed on the next amendment submission. Failure to address comments could result in the application being returned for change.**

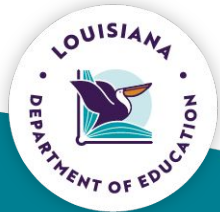


# 2024-25 High Cost Services Round 2



# High Cost Services

- The High Cost Services (HCS) fund supports school systems serving Louisiana students with disabilities who have the most difficult needs by providing additional funding for high-cost special education and related services.
- **The HCS Round 2 application opens December 2 and closes January 10.**
- HCS guidance is available in the [2024-2025 State Plan](#) and [webinar materials](#) in the [Special Education Reporting and Funding](#) library.



# ESSER III Funding

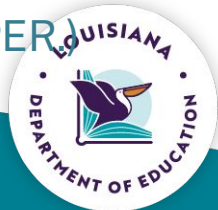




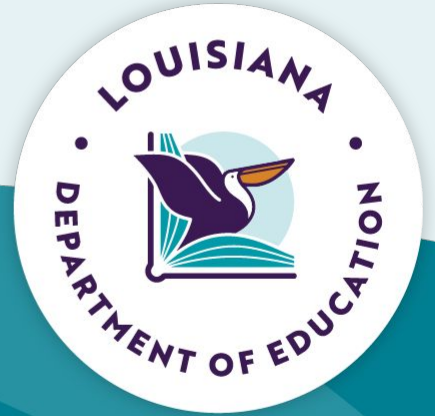
# Amended Liquidation Protocols

- **ESSER III and Homeless ARP I and II Obligation Date: 9/30/2024**
- **Amended Liquidation Date: 12/16/2024**
  - Claims should be submitted now for all completed expenditures. Please do not hold these claims.
  - 12/16 extension should only be used for submission of claims that were not complete as of 11/15.
- **PER Submission:** If you have complete all drawdown of funds, the 12/16 Final can now be submitted.
- If there has been a change in the projected obligation amounts resulting in funding that will not be obligated, please let us know immediately.

**Note:** All ARP ESSER claims/PERs must be submitted on or before 12/16/24. (A 12/16/2024 PER has been added to ESSER III which will be marked as the final PER.)



# Question & Answer



# Important Reminders/Call Summary



# Call Summary

Month	Key Deadlines	Support and Resources
Nov.	<ul style="list-style-type: none"><li>November 15: 9/30 Reimbursement Claims and PER due</li></ul>	<ul style="list-style-type: none"><li><a href="#">PER Instructions</a></li><li><a href="#">FSGR Library</a></li></ul>
Dec.	<ul style="list-style-type: none"><li>December 10: Title III CSPR Data due</li><li>December 16: Final Reimbursement and PER submission for ESSER III funding</li></ul>	<ul style="list-style-type: none"><li><b>December 18 at 10 a.m.:</b> <a href="#">Super App Launch Office Hours</a></li><li><b>December 19 at 10 a.m.:</b> Federal Support &amp; Grantee Relations Monthly Call</li></ul>



# Contact Information

For more information or questions contact:

LDOE Grants Management Helpdesk

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