

Louisiana Association of School Administrators of Federally Assisted Programs

Louisiana Department of Education Updates

Spring LASAFAP Conference 2020

Agenda

- 2020 Census Information
- Super App Reminders/Timelines
- Title IV Evaluation
- Pooling Title I Funds for Equitable Services Across LEAs
- Other Federal Program Updates
- Equitable Services Updates



**2020 Census
Louisiana's Children Count**



Every Child Counts: Census 2020

Census Day is observed nationwide on April 1. By this date, every home will receive an invitation to participate in the 2020 Census.

[Watch this short video to learn more about the 2020 Census.](#)

The 2020 Census count impacts the federal funds that communities receive each year for programs and services that are critical for schools, students, and younger children, such as:

- Special education, Head Start, after-school programs, and classroom technology.
- Food assistance, including free and reduced-price school lunches.
- Maternal and child health programs.



Completion of the census **ensures federal funding to support Louisiana students.** The Department encourages school systems to explore the [2020 Census Toolbox](#) to find activities specially designed to be engaging and appropriate for each grade level, from counting for kindergarteners to examining career statistics for high schoolers. Each activity also teaches students about the importance of a complete count in the 2020 Census.



Every Child Counts: Census 2020 Historically Undercounted Populations

Some communities are typically hard to locate, contact, persuade, or interview for the census, therefore require additional resources and support to acquire the appropriate census count.

- Young children aged 0-5
- Rural residents
- Households with low incomes
- Renters
- African Americans, Asian Americans, Latinos and Native Americans
- Residents who live in non-traditional housing (on campus, senior centers,
- Highly mobile residents, such as farmworkers
- Immigrants and individuals with low English-language proficiency

2020 Census Department's 2020 Census Toolbox

DEPARTMENT of EDUCATION
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LOUISIANA BELIEVES WELCOME VIDEO

2020 CENSUS TOOLBOX

FAMILY SUPPORT TOOLBOX
Tools to Support Student Learning at Home

CLASSROOM SUPPORT TOOLBOX
Tools to Support Teachers and School + System Leaders

LEADERS' Cagniappe
ISSUE: FEBRUARY 2020

Paula Polito
DIRECTOR & OWNER,
BEAR-Y CHERRY TREE

“It is my mission to provide high-quality care and education to all families.”

2020 Census Timeline

2020 Census Timeline:

March 12-20, 2020

- All United State citizens receive notification about the 2020 Census.

March 23

- Census is available for completion and submission online, over the phone, and mail-in questionnaire.

April 1, 2020

- Census Day observed nationwide

April-May 2020

- Census takers start visiting college campuses

May-July 2020

- Census takers start going door-to-door visiting residential homes, senior centers, and other large groups who have not responded

Louisiana Children Count!

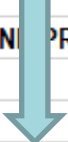
2020 Census



Census Relevance Example

USDOE Preliminary Title I Projections	
Fiscal Year 2019 (2019-2020 SY)	\$341,542,020
Actual	\$341,692,272
Fiscal Year 2020 (2020-2021 SY)	\$345,068,561

Census Relevance Example



FORMULA COUNTS USED TO DETERMINE PRELIMINARY FY 2020 (SY 2020-2021) TITLE I ALLOCATIONS						
LOUISIANA	CENSUS	OCT.	OCT.	OCT.	OCT.	TOTAL
LOCAL EDUCATIONAL AGENCY (LEA)	2018 POVERTY	2018 NEG.	2018 DEL.	2018 FOSTER	2018 TANF	FORMULA COUNT
Acadia Parish School District	3,917	0		38	0	3,955
Allen Parish School District	848	0		25	0	873
Ascension Parish School District	3,340	0		59	0	3,399
Assumption Parish School District	975	0		5	0	980
Avoyelles Parish School District	2,535	0		31	0	2,566
Baker City School District	630	0		10	0	640
Beauregard Parish School District	1,105	0		24	0	1,129

Super App Reminders

Timelines

Submission and Approval Timeline

Submission Timeline

School System Planning Guide and Super App released. School systems begin the 2020-21 planning process.	Nov 7
Super App Launch events orient school systems to the planning materials for 2020-2021.	Nov 8-15
School systems work on the Super App with the guidance and assistance of LDOE staff and Network coaches	Nov-Jan
School systems receive estimated 2020-2021 allocations of formula funds (ESSA, IDEA, and Perkins) in Super App.	Early Dec
Super App due. <i>Applications submitted after this date will not be eligible for competitive funds.</i>	Feb 7

Approval and Allocations Timeline

Department reviews Super Apps and provides feedback on plans and budgets, as necessary.	Feb-Mar
School systems conduct nonpublic school consultations and complete nonpublic budget detail in SuperApp.	Feb-May
BESE approves competitive allocations. The LDOE approves CIR and UIR strategies.	April 20
Competitive funds are uploaded to Super App. School systems amend Super App to account for all formula and competitive allocations.	April
Super App grant period begins.	Jul 1
Prior year funds rollover into Super App. Adjustments to estimated formula allocations are made, as necessary.	Aug
School systems receive final allocations for ESSA, IDEA, and Carl Perkins.	Winter

Original Application Review Timelines

Review Timeline	
Super App due.	February 7, 2020
Super App Review Period	February 7, 2020 – April 17, 2020

Return Application Protocols

LEA Heads-up Communication Returned Application

- Any rejection noted on the Administration or Level 2 Domain reviews will require the application to be returned to the LEA for changes.
- LDOE Federal Program staff will:
 - Run daily reports from eGMS and notifying LEAs by emails whose applications will be returned.
 - Highlight areas of concern in the email communication
 - Provide step by step instructions on how to access the checklist, make changes, and steps for resubmission.
- If additional assistance is needed regarding any comments please submit them to the LDOE Help Desk.

What Warrants a Returned Application

- **Program Review**
 - Is the cost allowable?
 - Is the cost reasonable and necessary?
 - Is there a presumption of supplanting? Less likely regarding Title I, doesn't exist with IDEA.
 - Is the expenditure an evidenced based practice?
- **Fiscal Review**
 - Is there a coding issue?
- **All Reviewers**
 - Previous comments addressed?

If above requirements are not met, a return is warranted.

Title IV Program Evaluations Reminder

Title IV Evaluation Location Why?

Title IV Law - Background

Title IV Law - SEC. 4104. STATE USE OF FUNDS.

(a) IN GENERAL.—Each State that receives an allotment under section 4103 for a fiscal year shall—

(1) reserve not less than 95 percent of the allotment to make allocations to local educational agencies under section 4105; (2) reserve not more than 1 percent of the allotment for the administrative costs of carrying out its responsibilities under this subpart, **including public reporting on how funds made available under this subpart are being expended by local educational agencies, including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes described in section 4106(e)(1)(E);**

Title IV Evaluation Location Where to Create?

Select Fiscal Year:

[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	
LEA Central Data	<input type="text" value="Original Application"/>	Created		<input type="button" value="Open"/>

Formula Grant

Application Name	Revision	Status	Date	
Carl Perkins Secondary Grant Application	<input type="text" value="Original Application"/>	Final Approved View GAN	6/29/2019	
IDEA Consolidated Application	<input type="text" value="Original Application"/>	Final Approved View GAN	6/29/2019	
ESSA Consolidated Application	<input type="text" value="Original Application"/>	Final Approved View GAN	6/29/2019	
Super App	<input type="text" value="Amendment 3"/>	Not Submitted View GAN		<input type="button" value="Open"/>

Discretionary Grant

Application Name	Revision	Status	Date	
Striving Readers Comprehensive Literacy Consolidated 2	<input type="text" value="Original Application"/>	Final Approved View GAN	6/29/2019	
Get Ready Cohort	<input type="text" value="Original Application"/>	Final Approved View GAN	11/14/2019	<input type="button" value="Open"/>

Competitive Grant

Application Name	Revision	Status	Date	
EC Network Lead Agency Consolidated	<input type="text" value="Amendment 1"/>	Final Approved View GAN	1/22/2020	<input type="button" value="Open"/>

Payments Only
There currently aren't any Payments Only applications created.

Maintenance of Effort

Application Name	Revision	Status	Date	
IDEA MOE Verification	<input type="text" value="Original Application"/>	Final	7/26/2019	<input type="button" value="Open"/>
ESSA Maintenance of Effort	<input type="text" value="Original Application"/>	Final	6/20/2019	<input type="button" value="Open"/>

Non Funded

Application Name	Revision	Status	Date	
Title IV Program Objective Evaluation	<input type="text" value="Amendment 1"/>	Submitted For Review View GAN	2/24/2020	<input type="button" value="Open"/>

Title IV Evaluation

What will it look like?

Application Cycle: 2019-2020 Title IV Pgm Obj Eval - 00-Original Application

Project Period: 7/1/2018 - 6/30/2019

The application has been submitted. No more updates will be saved for the application.

Overview	Program Evaluation	Amendment Description	Submit	Application History	Page Lock Control
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Program Evaluation

SSAE Program Objective 1:

Provide All Students with Access to a Well-Rounded Education

Yes

LEA Program Description (434 of 1000 maximum characters used)

To expand student learning in foreign language, art, and music.
To expand student learning in science, technology, engineering and mathematics. (STEMS)
To increase student achievement in technology integration.
To provide students and teachers with innovative learning tools and training for technology.
To increase online instructional opportunities for learners through digital textbooks, online resources, and online collaboration.

Program Description Intended Outcome (924 of 1000 maximum characters used)

The intended outcome will be to increase student awareness of STEM activities, and additional hands on experiences in science. Students will do experiments, and will report and present their findings. A second outcome will be to equip students to deal with real life situations.
The areas of technology will be computational thinker, curriculum integration, online collaboration, digital citizenship, innovation, and digital literacy.
Professional Development activities will involve leading and learning in the digital age, transforming school cultures, integration of technology to facilitate learning, and improving communication skills.
The I CARE Prevention Specialist will conduct training of students, teachers, school personnel, parents and the general community on issues relative to educating and preparing all children for living a healthy, safe and drug-free lifestyle. The specialist will

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

Approaching maximum character limit.

District Data teams will utilized principal observations, teacher observations and school data reports to evaluate student effectiveness.
Other Measures will include: an increase in student learning and engagement, a proficient rating in teacher performance, an online collaboration between students and teachers.
The technology devices will be utilized to provide well rounded education and a safe environment to students. The technology devices are vital tools that enhance and provide students with an interconnected learning experience. The devices are resources to help students connect to the outside world in a safe environment. The educators deliver the well-rounded instruction the students need and use the devices to provide for the unique learning opportunities that are enhanced by the various technology devices.
Some of these experiences include STEM initiatives for students, individualized learning, blended learning, enhanced arts integrated classes, distance virtual field trips

Evaluation Status: Met objective Partially met objective Did not meet objective

If LEA partially met or did not meet program objectives what adjustments will be made for the current program? (4 of 1000 maximum characters used)

TEST

Title IV Evaluation

What will it look like?

Evaluation Status: Met objective Partially met objective Did not meet objective

If LEA partially met or did not meet program objectives what adjustments will be made for the current program? (4 of 1000 maximum characters used)

TEST

Title IV Evaluation Timelines?

Release Mid April 2020

Due July 1, 2020

LEA Pooling of Funds for Title I Equitable Services

Equitable Services: Pooling Title I Funds

- **ESEA section 1117(b)(1)(J)** authorizes an LEA, after consultation with, and the agreement of, appropriate private school officials, to
 - (1) Provide equitable services to eligible children in each private school with the Title I funds generated by the children from low-income families who reside in participating Title I public school attendance areas and attend that private school; or
 - (2) Create a pool or pools of Title I funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend a private school in a group of schools and provide equitable services to eligible children in any school in the group.
- **ESEA section 1117(b)(1)(I)** requires an LEA to consult with appropriate private school officials regarding whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor.

Equitable Services: Pooling Title I Funds

- After a decision is made regarding the option for providing services, ESEA section 1117(b)(1) generally requires the entity that will provide equitable services to consult with appropriate private school officials on topics such as:
 - How the children's needs will be identified,
 - What services will be offered,
 - How, where, and by whom the services will be provided,
 - The size and scope of the services to be provided,
 - The proportion of Title I funds allocated for such services and how that proportion of funds is determined,
 - The method or sources of data that are used to determine the number of children from low-income families who reside in participating Title I public school attendance areas and attend private schools.

Equitable Services: Pooling Title I Funds

ESEA section 1117(b)(1) requires private school officials and officials of the entity that will provide services to **“have the goal of reaching agreement”** on how to provide equitable and effective programs for eligible private school children.

Equitable Services: Pooling Title I Funds

Pooling of Funds Can Be Done:

- Within a school district
- Across School Districts
 - Private Schools in consultation request pooling
 - Districts involved determine who will provide the Title I services
 - All Private school included in the pool will receive services in accordance to the agreed upon Scope of Services for all schools and not in accordance to the funding they have contributed to the pool.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'V' or a drop. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended and layered, giving the background a soft, artistic, and textured appearance.

Other Federal Program Updates

Compliance Supplement Proposed Updates

Title IV Requirements

- ESSA Title IV, Part A
 - Clarifies that the 15% limitation on technology infrastructure applies to the Effective Use of Technology set-aside (not the entire Title IV allocation)

Note: It is allowable to include technology purchases as a part of the Well Rounded indicator, however there must be a strong tie to the well rounded initiative (i.e. STEM, robotics, etc.)

Compliance Supplement Proposed Updates Supplement Not Supplant

- Defines Title I “neutral” regarding distribution of state and local funds

- Connection between Sec. 1118(b) and Sec. 1003(e)(2)
 - ▷ If meet Title I, Part A SNS then 1003 SNS is met

- Applicability of SNS to Migrant and Neglected and Delinquent programs
 - ▷ Parts C and D do not flow funds directly to schools, therefore the Title I, Part A special rule does not apply.
 - ▷ Follows the presumptions of supplanting

Compliance Supplement Proposed Updates Supplement Not Supplant

■ Application of SNS test for LEA-reserved funds

▷ An LEA must conduct districtwide activities supported by such funds in a manner that does not take into account a school's Title I status (e.g., LEAP remediation). All Title I schools receive the support or a specific subset of schools (i.e. "D" schools).

■ Requirements to meet "Title-I like" funding exclusion

- ▷ Be supplemental State and local funds; and
- ▷ Meet the intent and purposes of Title I, Part A.



Equitable Services Updates

Carryover is no longer an extenuating circumstance



- If an LEA is providing equitable services as required and meeting the obligation of funds requirement in ESEA section 1117(a)(4)(B), it generally should not have any, and certainly not significant, carryover. The ESEA, however, does not prohibit carryover of funds for equitable services and, in most cases, requires it.
- *Budget consultation meetings and updates are very crucial. You can never have too many.*
- *This applies to Titles I, II and IV until new guidance is available.*

The 15% Title I carryover limitation

- If a district exceeds the 15% carryover limitation and their carryover amount is reduced...
the nonpublic carryover must remain at 100%.
- *Please note... Carryover is for the next fiscal year only. Be sure to follow the FICO process to ensure carryover is expended.*
- *ESEA section 1117(a)(4)(B)*



When equitable services carryover can go back to the LEA

Scenario...

- An LEA uses a third-party contractor to provide equitable services, and the invoiced amount for services in one of the private schools is \$1,000 less than anticipated. Because this occurs late in the summer, the LEA is unable to responsibly obligate the funds prior to the end of the Federal fiscal grant cycle, which is 27 months.

Response...

- Therefore, The LEA, in consultation with private school officials, must use these funds the following year to provide equitable services to students in the affected private school.



... but allowable

Response con't.

If, after consultation, those private school officials decline such services, the LEA must add the funds to the proportional share available for equitable services to other participating private schools.

But, if there are no other participating private schools, the funds may be used to provide Title I services in public schools.

Nonpublic delivery of services

- The old guidance very clearly stated... teachers hired by third party contractors were not required to be properly licensed.



- The new guidance clearly...leaves that determination, as well as the determination regarding the qualifications of paraprofessionals up to state law.

- *“An LEA would apply any qualification requirements to a contract for equitable services that it applies to a contract for services for public school students.”*

Title IV equitable services

- **Nonpublic schools Needs Assessment must be submitted with all of the required information.**
- **LEAs need to work with the Nonpublic schools to ensure that the programs/activities, and/or request address a need and is supplement.**
- **During consultation have the nonpublic school explain the need and desired outcome.**

At present nonpublic schools still do not have to adhere to the percentage caps.



Title IV equitable services update coming soon

- The U.S. Department of Education will be working on updating the guidance and regulations for Title IV in the very near future.
- Please email your questions about Title IV equitable services. All questions will be submitted via the state ombudsmen from across the country.





**THE FACE U MAKE WHEN THE
PLANS MIGHT CHANGE**



Super App Timeline and Next Steps

Nonpublic School Super App Data Collection Timeline and Next Steps

Timeline	Action Required by the LEAs
February - May 2020	LEAs and nonpublic schools will engage in timely and meaningful consultations to: <ul style="list-style-type: none">• Sign affirmation of consultation and agreement• Discuss scope and sequence for LEA/Nonpublic Title I Program• Submit Needs Assessment for Titles II and IV equitable services• Discuss Title III (English Learners) services• Discuss IDEA Services
May - June 2020	LEAs submit nonpublic school budgets for the 2020 - 2021 School Year to ensure equitable services will start on time

Important Reminders

- LEAs have collected the following from nonpublic schools for the 20 - 21 Super App February submission:
 - Nonpublic low - income student counts for the Title I equitable services calculations
 - Intent to Participate forms for the 20 - 21 School Year
- LEAs have received the Nonpublic School Academic Classifications list with the BESE/Brumfield v Dodd approved schools for the 2020 - 2021 school year which includes the 2019 enrollment numbers.

Important Reminders Continued

- The enrollment numbers from the Nonpublic School Academic Classifications list are used to calculate the nonpublic 2020 - 2021 Titles II and IV equitable services allocations
- Non public officials should continue to discuss and ask LEAs questions during meaningful consultation regarding any resolves relative to allocations, administrative cost, carryover, transferability, etc. for which they all impact the levels of equitable services offered.

Important Reminders Continued

- Continue to have regular ongoing consultation meetings regarding the LEA implementing effective and efficient ESSA Programs, in particular Title I equitable services throughout the school year
- Nonpublic schools should request meaningful consultation with LEAs to discuss the status of the Titles I, II and IV budgets for the 2019 - 2020 school year, as well as, plans to expend the allocation by June 30, 2020 and no later than September 30, 2020.
- Nonpublic schools and LEAs need to work together to alleviate the need for carryover if at all possible. Submit carryover request before LEA's deadline.

Notice of Annual Allocation Report

Under the Every Student Succeeds Act (ESSA), states must annually provide information on the amount of funds, by programs, allocated for equitable services for eligible private school children, teachers, educational personnel, and families.

Private school officials and LEAs can review the **Private School Allocation Report by District** located on the Equitable Services page of the Louisiana Believes website.

[NP 2020 Private Schools Allocation Report by District.pdf](#)

Resources for Nonpublic Schools

- Most nonpublic information is located on the Louisiana Believes website.

<https://www.louisianabelieves.com/schools/nonpublic-schools>

- Resources to apply for nonpublic services

<https://www.louisianabelieves.com/resources/library/nonpublic-schools>

- Any questions regarding allocations and payment of nonpublic textbooks, nonpublic school lunch salary supplement, and Education Excellence Fund (EEF) should be directed to

schoolfinancehelpdesk@la.gov.

- Any questions regarding the approved list of nonpublic schools should be sent to Lindsey Bush lindsey.bush@la.gov

- Any questions regarding providing equitable services to nonpublic schools should be sent to Daphne Flentroy daphne.flentroy@la.gov

LDOE.GrantsHelpdesk@la.gov