2020-2021 SCHOOL SYSTEM PLANNING GUIDE

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DEPARTMENT of EDUCATION
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INTRODUCTION

Vision

In preparation for the 2020-2021 school year, school system leaders across the state are building plans to improve their schools.

The improving school is one where

1. Students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year.
2. Students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job.
3. Teachers are prepared to deliver high-quality lessons each day that meet the needs of all students.

In order to achieve this vision, leaders of improving schools assure that

1. All students are scheduled to learn grade level content alongside their peers. Students who need additional support to achieve on grade level content are scheduled for additional time that is focused on preparing them to succeed with the grade level curriculum.
2. High school students have access to coursework and credentials relevant to life after high school, including AP, IB, dual enrollment, and statewide industry credentials. Students are able to review and revise their graduation plan twice a year.
3. Teachers are trained weekly on how to use a high-quality curriculum by vendors or school system experts such as Content Leaders. New teachers are supported to deliver high-quality instruction by a Mentor Teacher.
4. Groups of teachers, including special education, English language, and reading intervention teachers, have regular time together to learn the units within the curriculum and plan for individual lessons.

Roles

Each leader within the school plays a role in supporting students and teachers to achieve this vision.

School Leader

The School Leader ensures all teachers have access to high-quality curricula, training on the curricula, and the opportunity to learn units and plan for individual lessons collaboratively.

Content Leader

The Content Leader redelivers content modules in ELA, math, and science, which explain the structure and content of high-quality curricula, to support teachers as they prepare to deliver high-quality lessons.

Mentor Teacher & Residents

The Mentor Teacher supports all new and resident teachers through their first years of teaching to learn and deliver high-quality lessons.

Intervention Content Leader

The Intervention Content Leader ensures all students that need additional support to achieve at grade level are scheduled for additional time and consults with other teachers on how to support students who are not yet at grade level.

Counselor

Counselors work with high school students to establish an Individual Graduation Plan and a plan for post-secondary success.

Vendor

Vendor partners provide orientation to the curriculum for all teachers who are new to the curricula and provide in-school coaching to teachers and leaders on the use of high-quality curricula.

The Super App allows school systems to build a plan and secure funding for the core components of school improvement.

SCHOOL SYSTEM PLANNING PROCESS OVERVIEW

Each year, school systems plan for how to improve student learning in the coming year. This process involves reviewing student achievement and student progress data, establishing priorities, and building a budget aligned to these priorities using all available funding sources.

In an effort to support school systems with this process, the LDOE has consolidated three processes that historically have been separate: 1. establishing priorities; 2. budgeting of federal formula funds; and 3. applying for competitive funds. School systems can engage in all three of these processes using the Super App. The completion of the Super App fulfills the federal requirement for each school system's ESSA plan and for competitive grants being administered by the Department. A list of funds included and excluded in Super App is located in **Appendix C: Inclusion of Grants in Super App**.

School systems will use the three resources below to create and submit a successful Super App.

1. **SCHOOL SYSTEM PLANNING FRAMEWORK:** The **School System Planning Framework** serves as the primary planning tool that includes evidence-based priorities established in partnership with school systems over the past several years. School systems should use this framework to identify their own priorities for student improvement.

2. **SCHOOL SYSTEM PLANNING GUIDE:** The School System Planning Guide provides guidance on how a school system will build a plan and submit the Super App for formula and competitive funds to support that plan. The guide also includes additional resources that align with priorities highlighted in the Framework, as well as a **checklist** that outlines the process to complete the Super App.

3. **SUPER APP:** The Super App is an online application that communicates school system priorities for the 2020-2021 school year and consolidates the process for approval of formula and competitive funds. The Super App is submitted through eGMS, and the LDOE has created an editable **Super App Workbook** for planning purposes.

NEW THIS YEAR

The priorities within this year's Super App are largely the same as in the previous year. There are a few notable changes from the previous year which are highlighted in the "New This Year" callout boxes throughout this Guide.

2020-2021 SCHOOL SYSTEM PLANNING FRAMEWORK

The School System Planning Framework is the primary planning tool for school systems and is structured by domain, focus area, indicator, and application questions.

DOMAINS: The four domains encompass LDOE's most important priorities: Core Academics, Students with Diverse Needs, Workforce Talent, and LEA Systems.

FOCUS AREAS AND INDICATORS: Each domain is further subdivided into three to six focus areas with indicators. These indicators illustrate excellence for the focus area and are aligned to the key decisions school systems will make to plan for the upcoming school year.

APPLICATION QUESTIONS: School systems will make key decisions for one to four questions connected to each indicator in the Super App. Additional guidance on responding to questions and applying for competitive funding is in **Appendix A: Super App Response and Competitive Funding Request Guidance**.

SCHOOL SYSTEM PLANNING FRAMEWORK DOMAINS

1. **CORE ACADEMICS:** Schools have a coherent academic foundation including a plan for high-quality curriculum, assessment, and teacher professional development across all grade levels and core content areas. This includes a plan for ensuring students have access to individual student graduation planning services, quality TOPS University and Jump Start diploma pathways, and college and career transitional supports.

2. **STUDENTS WITH DIVERSE NEEDS:** Schools address the unique needs of English learners (ELs) and students with disabilities. This incudes a plan for early and accurate identification, high-quality and aligned instruction, specialized supports, and coordinated transitions. Schools also focus on creating and maintaining a learning environment that develops social, emotional, and academic skills.

3. **WORKFORCE TALENT:** School systems implement strategies to identify, recruit, retain, and coach top talent—especially in high-needs schools and high-needs content areas.

4. **LEA SYSTEMS:** School systems build a quality, cohesive birth to grade 12 system and organize themselves in a manner that helps struggling schools to improve. School systems that are Lead Agencies define a vision for their community network and increase access to and the quality of early childhood programs. Additionally, school systems can increase access to high-performing schools for students attending low-performing schools.

Super App fulfills the federal requirement for each school system's ESSA plan and for competitive grants being administered by the Department. School systems must still develop Title I schoolwide plans at applicable schools. These plans should be aligned to the strategies outlined in the school system's Super App, especially if the schools are identified under the state's ESSA plan as a Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) school.

NEW IN ACADEMIC PLANNING

This year, school systems will have access to competitive funding for two new academic areas--science and specialized supports for students with disabilities. This funding is available for CIR/UIR-Academics schools. Additionally, the Super App now includes the Coordinated Funding Request for early childhood seats which was formally a process run outside of the Super App.

SCIENCE: CURRICULUM, PROFESSIONAL DEVELOPMENT, AND CONTENT LEADERS

The LDOE has partnered with publishers and professional development vendors to offer high-quality science curricula options and teacher training on these curricula. In order to be eligible for optional funding, school systems should choose a curriculum and a professional development partner. Additionally, the LDOE will be launching Science Content Leaders in summer 2020. School systems should designate the number of participants from CIR/UIR-Academics schools they wish to participate in the Workforce Talent section of Super App. The LDOE will grant funds for participation in Science Content Leader training through Super App, and details about registration will be available in spring 2020.

SPECIAL EDUCATION: PROFESSIONAL DEVELOPMENT ON SPECIALIZED SUPPORTS

Students with disabilities often need specialized supports (e.g., assistive technology) to ensure they are able to achieve on grade level content. The LDOE has identified funds that school systems can request to provide training to teachers around how to utilize these supports in the Students with Diverse Needs domain of Super App. School systems with at least one school identified as UIR-Academics for the students with disabilities student group may request optional competitive funding to subsidize professional development costs in up to three areas of the five identified in the Partnerships for Success Guide.

The **Partnerships for Success Guide** includes organizations that can deliver high-quality professional development in areas of specialized supports and certified providers who can fulfill direct service requirements.

EARLY CHILDHOOD: VISION, ACCESS, AND QUALITY

Early learning opportunities for children from birth to age five have a great impact on a child's development and build a strong foundation for learning and success later in life. Achievement gaps develop well before children begin kindergarten. Too few children in need can access high-quality, affordable seats.

In prior years, school systems have built the plan for early childhood separate from Super App. In an effort to ensure school systems can build their entire plan for student success in one process, this year, the early childhood planning will occur in the Super App. The early childhood planning section has three areas of focus:

- **Long Term Early Childhood Vision**

  Communities will design long-term visions to expand access to quality early childhood programs by creating a community blueprint which includes the mission, vision, and goals to improve high-quality care and education.

- **Expanding Early Childhood Access**

  Communities will maximize existing funds to serve in-need children by selecting strategies that expand access for birth through four-year-old children. School systems who are also Lead Agencies will complete and upload the **Early Childhood Coordinated Funding Request template** to Super App.

- **Improving Early Childhood Quality**

  To improve quality of birth to age five seats, communities will use high-quality curriculum, receive orientation to curriculum training and ongoing support during the school year, and use high-quality curriculum-embedded assessments and/or other high-quality assessments to plan for individual needs of students.

School systems should use guidance found in **Appendix A: Super App Response and Competitive Funding Request Guidance** as well as **Appendix D: Early Childhood Vision, Access, and Quality Guidance** when completing this section of the Super App.

SCHOOL SYSTEM PLANNING **FRAMEWORK**

CORE ACADEMICS			
ROW	**AREA OF FOCUS**	**INDICATORS**	**APPLICATION QUESTION(S)**
CA1	**High-Quality Curricula**	Teachers in all grade levels and core content areas have access to and implement a high-quality curriculum.	1. Which specific ELA and math curricula will be used in each grade band at CIR/UIR-Academics schools? Check the box below if different curricula are used in non-CIR/UIR-Academics schools. Please specify grade bands and curricula that differ from those used in CIR and UIR-Academics schools. 2. Which specific science curricula will be used in each grade band at CIR/UIR-Academics schools? Check the box below if different curricula are used in non-CIR/UIR-Academics schools. Please specify grade bands and curricula that differ from those used in CIR and UIR-Academics schools.
CA2	**High-Quality Teacher Professional Development**	Teachers in all grade levels and core content areas receive orientation to the curriculum, content module redelivery, opportunities to prepare for units and lessons, and ongoing support.	1. Which partner(s) will provide ELA and math teacher orientation to curricula and in-school coaching on the curricula in each grade band at CIR/UIR-Academics schools? 2. Which partner(s) will provide science teacher orientation to curricula and in-school coaching on the curricula in each grade band at CIR/UIR-Academics schools? 3. Please upload the completed Professional Development Planning template as a Word document.
CA3	**High-Quality Assessments**	Teachers use high-quality, curriculum-embedded assessments, inclusive of screeners, and/or high-quality interim assessments to plan for individual needs of students.	1. Which assessments, inclusive of screeners, will be used in each grade, pre-K–2, at CIR/UIR-Academics schools? 2. Which Kindergarten Entry Assessment (KEA) will the school system administer at the start of kindergarten at CIR/UIR-Academics schools? 3. Which ELA and math assessments will be used in each grade band, 3–12, at CIR/UIR-Academics schools?
CA4	**Individual Student Graduation Planning + College and Career Transition Supports**	Every 9th grade student has an Individualized Graduation Plan inclusive of required coursework through the 10th grade. By the end of 10th grade each student chooses a diploma pathway, either TOPS University or Jump Start TOPS Tech and has an updated Individualized Graduation Plan. Students have a plan that will allow them to successfully transition to college and/or career.	1. Which partner(s) will provide individual student graduation planning (IGP) supports at CIR high schools? 2. Which partner(s) will provide financial aid planning and/or college and career transition supports at CIR high schools?
CA5	**Quality TOPS University Diploma**	All students on a TOPS University diploma pathway achieve a statewide basic or advanced credential through advanced coursework. All students have a funded post-secondary option identified upon graduation.	1. Which Louisiana STEM pathways will be adopted? 2. Please provide the total amounts of funding the school system will budget for TOPS-aligned college credit course offerings (AP, IB, dual enrollment) at CIR/UIR-Academics schools.
CA6	**Quality JumpStart Diploma**	All students on a Jump Start diploma pathway achieve a statewide basic or advanced credential through Jump Start coursework and internships. All students have a funded post-secondary option identified upon graduation.	1. Please provide the total amounts of funding the school system will budget for Jump Start TOPS Tech internships at CIR/UIR-Academics schools. List the business partners providing internships (e.g. Turner Industries, Ochsner Medical Center, etc.) 2. Please provide the total amounts of funding the school system will budget for Jump Start TOPS Tech coursework at technical colleges at CIR/UIR-Academics schools.

STUDENTS WITH DIVERSE NEEDS

ROW	AREA OF FOCUS	INDICATORS	APPLICATION QUESTION(S)
SDN1	**High-Quality Instruction for English Learners**	English learners access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum. English learners receive unique language intervention only as needed.	1. Will English learners receive core instruction using the curricula proposed in the Core Academics section (CA1.1)? If no, please specify grade bands and curricula that differ. 2. Will all teachers supporting English learners be trained on the use of the high-quality curricula by the professional development partner(s) proposed in the Core Academics section (CA2.1)? If no, please specify grade bands and partners that differ.
SDN2	**Evidence-based Behavior Systems**	Students engage in a positive and supportive learning environment that develops social, emotional, and academic skills to cultivate personal agency and life-long success.	1. Who at the school system level will be responsible for coordinating UIR-Discipline work? Please provide name and title.
SDN3	**Early + Accurate Identification of Students with Disabilities**	School systems administer high-quality screeners to identify students with disabilities early and accurately. Schools use screening and assessment data to make instructional decisions and/or to refer a student to the School Building Level Committee (SBLC).	1. What steps will the school system take to identify early and accurately children who have disabilities? How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disabilities? 2. How will you use the data from the assessments and screeners proposed in the Core Academics section (CA3.1 and CA3.3) to make instructional decisions and/or refer a student to the School Building Level Committee (SBLC)?
SDN4	**High-Quality Instruction for Students with Disabilities**	Students with disabilities access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum. Students receive individualized support and instructional programs based on the unique needs identified in their IEPs.	1. Will students with disabilities taking the LEAP 2025 assessments receive core instruction using the curricula proposed in the Core Academics section (CA1.1 and CA1.2)? If no, please specify grade bands and curricula that differ. 2. Will all teachers who support students with disabilities taking the LEAP 2025 assessments be trained to use high-quality curricula by the professional development partner(s) proposed in the Core Academics section (CA2.1 and CA2.2)? If no, please specify grade bands and partners that differ.
SDN5	**Specialized Supports + Related Services for Students with Disabilities**	Students access specialized supports and related services that allow them to access high-quality curriculum.	1. Which partner(s) will train teachers on the use of specialized supports for students with disabilities?
SDN6	**Coordinated Transitions for Students with Disabilities**	Each school system ensures students with disabilities successfully navigate key transition points, throughout pre-K to grade 12 and for preparing students with disabilities for success in post-secondary education, employment, and adult life.	1. What is the school system's plan for coordinated transitions for students with disabilities?

		WORKFORCE TALENT	
ROW	AREA OF FOCUS	INDICATORS	APPLICATION QUESTION(S)
WT1	**Teacher Pipeline**	The school system has identified teacher workforce needs in advance and has an established MOU with a teacher preparation provider that matches this need.	1. List the top three subject areas and grade bands in need of teachers at CIR/UIR-Academics schools as reported in the workforce section of the Secure Portal. Identify the primary preparation provider that will meet each need and indicate whether a signed MOU is in place for the 2020-21 school year.
WT2	**Educator Leadership and Support**	School systems are building opportunities for advancement and support through Mentor Teacher, Intervention Content Teacher, and Content Leader roles at all schools.	1. How many new Mentor Teachers will participate in state-approved Mentor Teacher training? Note: Each CIR school must have at least one Mentor Teacher. How many newly trained or existing Mentor Teachers will support post-baccalaureate candidates at CIR/UIR-Academics schools? 2. How many new ELA and Math Content Leaders will participate in Content Leader training? Note: Each CIR school must have at least one ELA and one Math Content Leader. 3. How many teachers will participate in Science Content Leader training? 4. How many new Intervention Content Leaders will participate in Intervention Content Leader training? Note: Each UIR-Academics school must have at least two Intervention Content Leaders.
WT3	**High-Quality Principal Support**	Principals, particularly those at CIR/UIR schools, participate in a high-quality principal support programming including the principal track at the annual Teacher Leader Summit, School Support Institutes, and the Principal Fellowship.	1. How many principals and aspiring principals will participate in Principal Fellowship?

		LEA SYSTEMS	
ROW	AREA OF FOCUS	INDICATORS	APPLICATION QUESTION(S)
LS1	**Increased Access to High-Quality Options**	The school system increases access to high-performing schools across the system for those students currently zoned to low-performing schools.	1. How is the school system increasing access to high performing schools?
LS2	**Long Term Early Childhood Vision**	The school system, in partnership with its Lead Agency partners, has a long-term vision shared via a Community Network Blueprint.	1. What is the website address for the community's early childhood blueprint?
LS3	**Expanding Early Childhood Access**	The school system increases access to child care centers and pre-kindergarten classrooms for children ages birth to five years old using a variety of strategies. Lead Agencies, in partnership with their early childhood community network, submit a Coordinated Funding Request.	1. Check all the strategies that the school system will use to maximize access to birth through three-year-old children within your community network. 2. Check all the strategies that the school system will use to maximize access for four-year-olds within your community network. 3. School systems that are the Lead Agency for their early childhood community network: Please upload the completed Coordinated Funding Request template as an Excel document.
LS4	**Improving Early Childhood Quality**	Teachers and staff of birth to five-year-old children have access to and implement high-quality curriculum, receive orientation to curriculum training and ongoing support during the school year, and use high-quality curriculum-embedded and/or high-quality assessments to plan for individual needs of students. The Lead Agency ensures that central office and site administrators are trained on the CLASS® observation tool, provide observation feedback to teachers, and use observation results to support staff improvement. Note: School systems will request funding for all classrooms, including CIR/UIR schools, in LS4.	1. Identify the number of birth to five-year-old classrooms that will be newly using the following high-quality curricula for the 2020-2021 school year. 2. Identify the number of birth to five-year-old classrooms for which partner(s) will provide teacher professional development on the curricula. 3. Identify the number of birth to five-year-old classrooms for which partner(s) will provide teacher professional development on child assessments.

THE SUPER APP

The Super App exists on the eGMS platform and is the single application that, when approved, unlocks the school system's access to federal formula and competitive dollars. The application is organized into five sections. Charter Management Organizations (CMOs) must complete and submit a Super App for each school system.

THE FIVE SECTIONS ARE:

1. ADMINISTRATION
2. SCHOOL SYSTEM PLANNING: CORE ACADEMICS
3. SCHOOL SYSTEM PLANNING: DIVERSE NEEDS
4. SCHOOL SYSTEM PLANNING: WORKFORCE TALENT
5. SCHOOL SYSTEM PLANNING: LEA SYSTEMS

Every school system should complete every section, question, and box within each section. For questions that request information for CIR/UIR-Academics schools, where a school system does not have a school identified for school improvement (e.g. CIR or UIR), the school system should respond for all schools. To ensure school systems meet the plan requirements for federal formula funds, responses are required for all questions unless the grade band is not relevant (for example, if the school system does not serve preschool students, it would reply "N/A" for pre-K-related questions and enter "0" for funding amounts). Below are details on each section of Super App. See **Appendix F: Super App Submission Checklist** for a summary of the items needed to complete Super App within eGMS.

SECTION 1: ADMINISTRATION

Because Super App replaces several applications for federal formula funds, school systems must complete the Administration sections within the Super App to meet compliance requirements. This section of Super App also allows school systems to transfer allocations where allowable, set aside amounts for priorities, and braid funding sources to support activities within each domain.

Administration includes the following:

- **Allocation Transfers** - This section allows School systems to transfer Title II and Title IV Part A funds.

- **ESSA Program Pages** - This section guides school systems through program questions for Titles I and IV Part A, including rank and serve determinations and set-asides.

- **Coordinated Early Intervening Services (CEIS)/ IDEA MOE** - School systems that are required to or choose to set aside up to 15 percent of IDEA funds for CEIS must complete this page.

- **Nonpublic Schools** - This section is only applicable to the 69 geographical school systems responsible for serving nonpublic schools, and it has two parts. For the February 7 deadline, school systems will need to determine the equitable and proportionate shares for ESSA and IDEA. Following consultation in the spring, school systems will complete the Nonpublic Budget Detail.

- **Allocation Summary** - This section displays all allocations available in Super App, including prior year funds. Estimated federal formula allocations for ESSA, IDEA, and Perkins will be available by

December 2019. Competitive allocations will be available after the April BESE meeting. School systems must record how they want to invest funds across domains before they can complete the budget detail for any domain.

SECTIONS 2 THROUGH 5: SCHOOL SYSTEM PLANNING

These sections of the Super App are organized to match the domains of the School System Planning Framework. Completing the questions in these sections of the Super App fulfills the requirements of each of the plans school systems are required to complete for formula funds.

The School System Planning sections of the Super App will provide places for:

- **Priorities:** Answer questions about how the school system is planning to implement the 2020-2021 funding priorities outlined in the School System Planning Framework.

- **Funding Investments and Requests:** Share the investment the school system is making in those priorities with its state, local, and federal formula funds and request any competitive funding needed to implement those priorities.

- **Program Specific Questions:** Answer any program questions required by specific grant programs.

- **Budget Detail:** Budget all allocations according to the four domains in the School System Planning Framework.

More details on each of these four sections are listed below.

PRIORITIES

Within each planning section of the application, which are aligned to each of the four domains of the School System Planning Framework, school systems will be asked to answer questions or provide plans that communicate strategies for school improvement. The plans and responses to these questions will help the LDOE understand each school system's priorities and, where applicable, will provide the LDOE with the information necessary to make competitive funding decisions. These questions are included in the **School System Planning Framework**.

The LDOE has developed these resources that can help school systems respond to planning questions:

- **Appendix A** provides guidance to ensure responses meet approval and funding criteria and includes data sources and indicator-specific resources to assist school systems in answering application questions within the **Planning Framework**.
- Guidance documents are available on engaging school leaders in the planning process, creating a **Professional Development Plan**, **Early Childhood Coordinated Funding Request**, and **Community Network Blueprint**.
- **The Super App Workbook** is an editable version of the priorities section of the application that can be used to draft answers for entry into eGMS.

FUNDING INVESTMENTS AND REQUESTS

Once each Super App question is answered, school systems will:

- Identify the financial commitment the school system is making toward these strategies. School systems may identify state and local funding sources, federal formula grants, or other available funding for investment.
- Where appropriate, identify the competitive funds that the school system is requesting of the LDOE to support these strategies. The application will only ask for funding requests when competitive funds are available to support a particular priority.

This structure ensures that school systems are allocating all available funds in support of the school system's priorities. For information on the LDOE's funding priorities, see **Appendix A**.

School systems will receive all competitive funding that has been committed to them as part of multi-year SPDG and TIF grants. School systems should not budget for or make requests for this continuation funding in the Super App.

PROGRAM SPECIFIC QUESTIONS

Perkins and Direct Student Services require additional questions. These questions are listed under the "Program Specific" tab within the Core Academics domain. Questions for those programs can be found in **Appendix E**.

BUDGET DETAIL

The budget detail enables school systems to identify individual line item expenses, funding sources, and funding amounts. The 2020-2021 budget detail within Super App will be organized by the domains in the School System Planning Framework, with the exception of Students with Diverse Needs which has separate details for student groups, to better facilitate budgeting according to programmatic plans.

- Core Academics
- Diverse Learners - English Learners, Migrant, and Behavior
- Diverse Learners - Students with Disabilities
- Workforce Talent
- LEA Systems

By early December, school systems will receive estimated allocations for 2020-2021. These estimated allocations will be 85 percent of the 2019-2020 final allocations for ESSA, IDEA, and Perkins. School systems may receive a higher estimated allocation of 90 or 95 percent for Title I, if the superintendent submits a formal request to the Department by Friday, November 22, 2019. The 2020-2021 **Estimated Allocation Request** has further information about requesting a higher estimated allocation for Title I.

For an overview of the allocations included in Super App and the timing of their release, school systems should refer to the 2020-2021 **Super App Allocation Timeline**.

COMPREHENSIVE INTERVENTION REQUIRED AND URGENT INTERVENTION REQUIRED STRATEGY APPROVAL AND FUNDING

The Every Student Succeeds Act (ESSA) requires school systems to develop improvement strategies for their struggling schools and to submit those strategies to the state. The state is responsible for approving or rejecting these strategies and ultimately intervening if school improvement efforts fail.

IDENTIFYING STRUGGLING SCHOOLS

Under ESSA, Louisiana school systems must plan for three types of struggling schools, which are defined as follows. See the **list of struggling schools** in each school system.

1. COMPREHENSIVE INTERVENTION REQUIRED (CIR):

- Schools that have been D- or F-rated for three consecutive years or two years for new schools, and/or
- Schools that have a graduation rate less than 67 percent, and/or
- Schools identified as UIR for the same student group or for discipline for three consecutive years

2. URGENT INTERVENTION REQUIRED FOR ACADEMICS (UIR ACADEMICS):

- Schools earned a score for one or more student groups that is equivalent to an "F" for at least two years

3. URGENT INTERVENTION REQUIRED FOR DISCIPLINE (UIR DISCIPLINE):

- The out-of-school suspension rate is more than two times the national average for the past three years (Two times the national average equals 5.2 percent for grades PK-4 and 20.2 percent for grades 5-12.)

In order to have demonstrated sufficient improvement to exit struggling school status, schools must meet the following criteria for two consecutive years. Thus, schools that have met exit criteria for only one year are still on the list of struggling schools.

LABEL	EXIT CRITERIA
CIR	School Performance Score is equivalent to a "C" or higher for at least two consecutive years and has a 67% or higher graduation rate (if applicable) in most recent year
UIR Academics	Student group score is equivalent to a "D" or higher for at least two consecutive years for each identified student group
UIR Discipline	Out-of-school suspension rate is less than twice the national average for two consecutive years

THE CIR AND UIR-ACADEMICS STRATEGY

In order for Louisiana schools to improve, students must spend the majority of their day reading complex text, communicating their ideas through speaking and writing and solving complex problems.

- All teachers—including special education, English language, and reading interventionists —prepare for and deliver instruction using high-quality materials.
- Principals, leadership teams, Content Leaders, and Mentor Teachers use classroom observation, common planning time, and one-on-one coaching to support each teacher to prepare for and deliver instruction.
- School systems support principals and their leadership teams in having the time, tools, and resources to support teachers to prepare for and deliver instruction.

In order to achieve this vision in our CIR/UIR-Academics schools, school systems will use Super App to build a plan for improvement. For that plan to be approved and funded, school systems should ensure that within the Super App, the following is included:

1. **High-quality curriculum** for each grade level in ELA and math

2. Professional development for all teachers, including teachers who serve students with disabilities and English language learners, on the curriculum from a **high-quality vendor provider** for each grade level in ELA and math

3. At least one **high-quality assessment** for each grade level in ELA and math

4. Partnerships with **teacher preparation programs** to meet these schools' workforce needs

5. At CIR schools:

   - A **Professional Development Plan** that includes a schedule and plan for content module redelivery and unit unpacking

   - At least one **Mentor Teacher** to support new and resident teachers

   - One ELA and one math **Content Leader** who will receive training on how to redeliver 6 modules to their peers focused on ensuring high-quality daily instruction

   - For CIR high schools: At least one **post-secondary planning partner** for every 9th grader at the school

6. At UIR-Academics schools:

   - An administrator and a teacher to participate in the **Intervention Content Leaders** program that will focus on supporting schools to build a strong intervention model that engages all teachers within the school building

If previously trained Mentor Teachers, Content Leaders, and Intervention Content Leaders will remain at the school in 2020-2021, school systems are not required to train additional staff members in these roles. School systems may request funds to meet CIR/UIR-Academics requirements for these roles if they need to be filled again due to staff transitions.

If all of these criteria are met, the school system will have an approved and funded plan. If these criteria are not met, the school system may have an approved, but not funded plan. For a list of CIR/UIR-Academics strategy approval and funding requirements, please refer to **Appendix B: CIR/UIR-Academics Requirements**.

UIR-DISCIPLINE STRATEGY

In order for students to be successful, they must engage in a positive and supportive learning environment that develops social, emotional, and academic skills. The Department will partner with school systems to create and implement a Student Management and Success Plan this school year.

1. Each school system should identity a school system level leader responsible for coordinating UIR-Discipline schools.

2. LDOE will connect with the designated leaders to learn about the school system's needs and plan for support.

MANAGING SCHOOLS WITH MULTIPLE LABELS

While any individual school may have multiple designations, each school should focus on strategies centered around one of their labels. In other words, a school that is identified as being both CIR and UIR-Academics should focus on a CIR plan. A school that is UIR-Academics and UIR-Discipline should focus on the plan for UIR-Academics.

Ultimately, this means a school system may be managing multiple strategies across schools that are focused on CIR, UIR-Academics, or UIR-Discipline. A school, though, should only be focused on the one strategy that will have the most significant impact on the school.

NEW IN CIR, UIR-A, AND UIR-D STRATEGIES

This year, there are three improvements to the CIR and UIR Strategy.

1. **Professional Development Plan: CIR schools plan for content module redelivery and unit unpacking.**

   In order to ensure that all students achieve grade level standards, teachers must be prepared to deliver high-quality instruction each day. To support teachers, school systems should ensure that: 1. Adequate time is scheduled for teachers to learn the units within the curriculum. 2. Teachers receive content module redelivery from their Content Leaders focused on helping teachers to learn their curriculum. School systems should complete the **Professional Development Plan** to ensure all teachers in their school system will have the opportunity to engage in unit unpacking and content module redelivery at CIR schools. Finally, school systems should upload an initial draft in February with the Super App submission and an updated plan in June during the amendment process.

2. **Post-secondary planning partner: CIR high schools have a partner to build Individual Graduation Plans (IGPs).**

   On average, the graduation rate at CIR high schools is 60% compared to the state's graduation rate of 81%. In order to ensure 9th graders have a plan for graduation and beyond, CIR high schools are required to work with a **post-secondary planning partner**.

3. **Identified school system leader: School systems choose a leader responsible for coordinating the UIR-Discipline planning process.**

   LDOE will connect with the designated leaders to learn about the school system's needs and plan for support. The **Student Engagement and Success** guidance will support school systems in planning for improvement.

This year, school systems will choose a partner to train new Content Leaders, Intervention Content Leaders, and Mentor Teachers.

Training for new Content Leaders, Intervention Content Leaders, and Mentor Teachers will now be provided by state-approved partners. This year, school systems should select and contract directly with the partner of their choice to ensure their participants receive training. Partners may have different cost structures and schedules; please use the Approved Mentor Teacher and Content Leader Vendors List for details. The Department will continue to provide funding per **Appendix A**. Vendors should be selected and personnel should be registered for ELA and Math Content Leader, Intervention Content Leader, and Mentor Teacher training by May 2020.

SUPER APP PLANNING CHECKLIST

School systems should use this document, along with associated resources and assistance from network teams, to create and submit a Super App.

STEP 1: ESTABLISH A TEAM AND SET A MEETING SCHEDULE FOR DEVELOPING AND SUBMITTING THE SUPER APP

	KEY ACTIONS	COMPLETED BY
✓	**Build Team:** School system leadership creates a planning team responsible for completing the Super App. The team should have decision-making authority and expertise in the following areas: academic content, assessment, high school programming, workforce talent, diverse student populations, early childhood, federal grant programs, budgeting, and finance.	
✓	**Assign Planning Lead:** School system leadership selects a planning lead to oversee and coordinate the planning process. The planning lead is responsible for setting and facilitating a schedule of regular planning meetings to ensure timely completion of the Super App and will serve as the primary point of contact for LDOE communications related to Super App.	November 30
✓	**Assign CIR/UIR Team Lead(s):** School system leadership selects a team member to coordinate among decision-makers to complete the CIR/UIR components of the plan and funding requests.	
✓	**Assign Super App Workbook Responsibilities:** Planning lead determines the team members responsible for completing each application section in the Super App Workbook.	

STEP 2: DEVELOP PLAN AND APPLICATION FOR FUNDING FOR SUPER APP

	KEY ACTIONS	PLANNING RESOURCES	COMPLETED BY
✓	**Collect Feedback from School Leaders**: School system leadership solicits feedback from school leaders on the school system plan. This process should allow school leaders to share their unique needs aligned to the indicators in the school system planning framework.		
✓	**Hold Planning Team Meetings to Select Strategies:** Planning team 1) reviews data, in particular the performance of schools identified as CIR/UIR, to determine areas for improvement; 2) uses the School System Planning Framework to select relevant strategies from each domain to address areas of improvement; and 3) collaborates with key personnel to develop the Professional Development Plan and Coordinated Funding Request template. **Note:** In addition to selecting strategies, two additional document uploads are required as part of the Super App submission. The Professional Development Plan will be uploaded in the Core Academics tab. The Coordinated Funding Request will be uploaded in the LEA Systems tab.	**School System Planning Framework** **Super App Workbook** **Appendix A** **Documents to Upload:** **Coordinated Funding Request** **Professional Development Plan Template**	December 31
✓	**Conduct Planning Team Meeting(s) To Develop Funding Proposal:** Based on the data review and strategies selected, the planning team considers available funds and develops a proposal for budget priorities and competitive funding requests.		
✓	**Conduct Planning Team Meeting(s) To Complete Super App Workbook:** Based on the strategy discussion and funding proposal, the planning team develops and enters answers to all application questions in the Super App Workbook.		

STEP 3: SUBMIT PLAN AND APPLICATION FOR FUNDING IN SUPER APP

KEY ACTIONS	PLANNING RESOURCES	COMPLETED BY
✓ **Complete Contacts and Assurances in Central Data (eGMS):** To ensure LDOE contacts the Super App Planning Lead with questions related to Super App, school systems must review, update, and save the Contacts tabs in eGMS within LEA Central Data. School systems will also sign-off on assurances for ESSA, IDEA, and Perkins. Central Data must be complete to submit Super App.	**Appendix D** **Super App Workbook** **Super App Submission Checklist** **Documents to Upload:** **Coordindated Funding Request** **Professional Development Plan Template**	January 25
✓ **Enter Data In Super App (eGMS):** Planning lead and school system leadership select one person to complete the Super App in eGMS. This team member enters answers from the Super App Workbook into eGMS and completes steps identified in the Super App Submission Checklist. Two additional document uploads are required as part of the Super App submission. The Professional Development Plan will be uploaded in the Core Academics tab. The Coordinated Funding Request will be uploaded in the LEA Systems tab.		
✓ **Verify Information:** Once all information has been entered in the Super App, the planning lead verifies accuracy and receives approval from school system leadership. The planning lead ensures submission of the application by due date.		February 7

NEW IN THE SUPER APP PLANNING CHECKLIST

This year as part of the Super App submission, there are two required document uploads: the Professional Development Plan and the Coordinated Funding Request. The Professional Development Plan will be uploaded in the Core Academics tab. The Coordinated Funding Request will be uploaded in the LEA Systems tab.

APPROVAL PROCESS

The Department will grant two types of approval: Super App and CIR/UIR-Academics Strategy.

1. APPROVAL OF THE SUPER APP

As in prior years, LDOE staff will review school system budgets to ensure that each expenditure is allowable under the grant. Applications that meet those standards will be approved. Expenses that are not allowable will require revision. Approval of the school system's Super App will be the equivalent to the approval of the following plans: ESSA, IDEA, Perkins, and any competitive allocations included in Super App.

2. APPROVAL OF CIR/UIR-ACADEMICS STRATEGY

LDOE staff will review the appropriate questions within the Super App to approve a school system's CIR/UIR-Academics strategy and may grant competitive funds to support this work.

All school systems with any CIR/UIR-Academics school must have an approved CIR/UIR-Academics strategy.

SCHOOL SYSTEM SUPPORT

Support for completing the Super App will be provided through:

- Super App Launch **events**;
- **School Improvement Library**;
- **LDOE Weekly Newsletters**;
- **School System Planning and Superintendent Calls**;
- **Network Teams**;
- **Super App Technical Assistance Guide**
- Office Hours (details provided via LDOE Weekly Newsletter); and
- **Email:** Contact **LDOE.GrantsHelpDesk@la.gov** and include "Super App" in the subject line.

NEW IN THE APPROVAL PROCESS

Last year, school systems received clarifying questions via email one month after the due date and submitted responses within two weeks to LDOE via email. This year, school systems will receive clarifying questions in the same manner; however, the Super App Planning Lead will revise responses related to CIR/UIR-Academics approval directly in Super App.

SUPER APP TIMELINE

School System Planning Guide and Super App are released. School systems can begin the 2020-2021 planning process.	**NOVEMBER 4**
Super App Launch events orient school systems to the school system planning process and planning materials for 2020-2021.	**NOVEMBER 4-12**
School systems work on the Super App with the guidance and assistance of LDOE staff and Network coaches.	**NOVEMBER- JANUARY**
School systems receive estimated 2020-2021 allocations of formula funds (ESSA, IDEA, and Perkins) in Super App.	**EARLY DECEMBER**
Super App is due. Applications submitted after this date will not be eligible for competitive funds.	**FEBRUARY 7**
LDOE reviews Super App submissions and provides feedback on plans and budgets, as necessary.	**FEBRUARY- MARCH**
School systems conduct nonpublic school consultations and complete the nonpublic budget detail in Super App.	**FEBRUARY-MAY**
BESE approves competitive allocations. LDOE approves CIR/UIR-Academics strategies.	**APRIL 20**
LDOE hosts webinar to explain allocations.	**LATE APRIL**
Competitive funds are uploaded to Super App. This will include previously awarded competitive funds from multi-year grants.	**MAY 1**
School systems amend Super App to account for all formula and competitive allocations and upload the updated Professional Development Plan.	**MAY/JUNE**
Super App grant period begins. School systems begin implementing 2020-2021 School System Plan.	**JULY 1**
Prior year funds roll over into Super App. Adjustments to estimated formula allocations are made, as necessary.	**AUGUST**
School systems receive final allocations for ESSA, IDEA, and Perkins.	**WINTER**

APPENDIX A:
SUPER APP RESPONSE AND COMPETITIVE FUNDING REQUEST GUIDANCE

School systems should use the guidance below to understand how to respond to application questions. The Response Guidance provided also identifies minimum requirements in order to achieve an approved and funded CIR/UIR-Academics plan.

CORE ACADEMICS				
ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
High-Quality Curriculum				
CA1.1	Which specific ELA and math curricula will be used in each grade band at CIR/UIR-Academics schools? Check the box below if different curricula are used in non-CIR/UIR-Academics schools. Please specify grade bands and curricula that differ from those used in CIR/UIR-Academics schools.	School systems should identify each curriculum they plan to use in CIR/UIR-Academics schools in a separate row, adding rows if necessary. If different curricula are used in non-CIR and/or non-UIR-Academics schools, check the box and list the curricula that differ. In order to achieve an approved CIR/UIR-Academics plan and to be eligible for any competitive funding, school systems with CIR/UIR-Academics schools must include no more than one high-quality curriculum in each grade in ELA and math. In ELA, school systems must pair a foundational skills curriculum with an ELA curriculum in K-2 if the ELA curriculum does not include this. In ELA, school systems may include a foundational skills curriculum in all other grades.	School systems may request competitive funds to support the purchase of high-quality curriculum materials at CIR/UIR-Academics schools where a high-quality curriculum was not previously in place.	**Instructional Materials Reviews**
CA1.2	Which specific science curricula will be used in each grade band at CIR/UIR-Academics schools? Check the box below if different curricula will be used in non-CIR/UIR-Academics schools. Please specify grade bands and curricula that differ from those used in CIR/UIR-Academics schools.	School systems should identify each curriculum they plan to use in CIR/UIR-Academics schools in a separate row, adding rows if necessary. If different curricula are used in non-CIR and/or non-UIR-Academics schools, check the box and list the curricula that differ. In order to be eligible for optional competitive funding for science, schools systems with CIR/UIR-Academics schools should identify a high-quality curriculum. Additionally, school systems should select a high-quality professional development vendor in the PD Vendor Guide in CA2.2.	School systems may request competitive funds to support the purchase of high-quality science curriculum materials at CIR/UIR-Academics schools where a high-quality curriculum was not previously in place.	**Instructional Materials Reviews** **K-12 Science Resources**

		CORE ACADEMICS		
ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
High-Quality Teacher Professional Development				
CA2.1	Which partner(s) will provide ELA and math teacher orientation to curricula and in-school coaching on the curricula in each grade band at CIR/UIR-Academics schools?	School systems should identify the vendors with which they will partner to provide curriculum-aligned professional development for each curriculum listed in response CA1.1. School systems partnering with the National Institute for Excellence in Teaching (NIET) to implement Teacher Advancement Program (TAP) should identify NIET in response to this question along with curriculum-specific vendors. In order to achieve an approved CIR/UIR-Academics plan and to be eligible for any competitive funding, school systems with CIR/UIR-Academics schools must include professional development from vendors in the PD Vendor Guide for each high-quality curriculum in each grade level for ELA and math.	School systems may request competitive funds for professional development on high-quality curriculum at CIR/UIR-Academics schools that is conducted by a vendor in the PD Vendor Guide.	**Professional Development Vendor Guide**
CA2.2	Which partner(s) will provide science teacher orientation to curricula and in-school coaching on the curricula in each grade band at CIR/UIR-Academics schools?	School systems should identify the vendors with which they will partner to provide curriculum-aligned professional development for each curriculum listed in response CA1.2. In order to become eligible for optional competitive funding for science, schools systems with CIR/UIR-Academics schools must include high-quality professional development from vendors in the PD Vendor Guide for each high-quality science curriculum identified in CA1.2.	School systems may request competitive funds for professional development on high-quality science curriculum at CIR/UIR-Academics schools that is conducted by a vendor in the PD Vendor Guide.	
CA2.3	Please upload the completed Professional Development Planning template as a Word document.	In order to achieve an approved CIR plan and to be eligible for any competitive funding, school systems with CIR schools must complete and upload the Professional Development Plan using the provided template. School systems will submit a revised plan in June during the amendment process in Super App. Please name the file being uploaded using the following format: School System Name_PD Plan_DATE. This file must be uploaded as a Word document.	N/A	**Professional Development Vendor Guide** **Professional Development Plan Guidance** **Professional Development Plan Template**
High-Quality Assessments				
CA3.1	Which assessments, inclusive of screeners, will be used in each grade, pre-K–2, at CIR/UIR-Academics schools?	For each grade band, school systems should list all assessments they will use, including screeners, diagnostics, interims, and curriculum-embedded assessments. In order to achieve an approved CIR/UIR-Academics plan and to be eligible for any competitive funding, school systems with CIR/UIR-Academics schools must include at least one high-quality assessment or LEAP 360 in each grade level in ELA and math.	School systems may request competitive funds for high-quality assessment materials at CIR/UIR-Academics schools.	**Instructional Materials Reviews** **LEAP 360 MOU**
CA3.2	Which Kindergarten Entry Assessment (KEA) will the school system administer at the start of kindergarten at CIR/UIR-Academics schools?	School systems should identify the Kindergarten Entry Assessment (KEA) which will be used at the start of kindergarten at CIR/UIR-Academics schools.	School systems may request competitive funds for LDOE-approved assessment materials at CIR/UIR Academics schools.	**Pre-K–3rd Grade Assessment Guidance**

CORE ACADEMICS

ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
CA3.3	Which ELA and math assessments will be used in each grade band, 3 - 12, at CIR/UIR-Academics schools?	For each grade band, school systems should list all assessments they will use, including diagnostics, interims, and curriculum-embedded assessments. In order to achieve an approved CIR/UIR-Academics plan and to be eligible for any competitive funding, school systems with CIR/UIR-Academics schools must include at least one high-quality assessment or LEAP 360 in each grade level in ELA and math.	School systems may request competitive funds for high-quality assessment materials at CIR/UIR-Academics schools.	**Instructional Materials Reviews** **LEAP 360 MOU**
**Individual Student Graduation Planning + College and Career Transition Supports**				
CA4.1	Which partner(s) will provide individual student graduation planning (IGP) supports at CIR high schools?	School systems should identify the vendors with which they will partner to provide individual student graduation planning support. Additionally, school systems should provide a total amount of State/Local, Perkins, DSS, and other Federal Formula funding the school system intends to obligate towards supporting planning partners for graduation at CIR schools. In order to achieve an approved CIR plan and to be eligible for any competitive funding, school systems with CIR high schools must identify individual graduation planning support partners from the approved Individual Student Graduation and Post-Secondary Planning Partners list.	School systems may request up to $10,000 of competitive funding per CIR high school for individual student graduation planning support through approved partners.	**Individual Student Graduation and Post-Secondary Planning Partners** **Graduation Requirements** **The State of Financial Aid in Louisiana** **DSS Planning and Funding Guidance** **Perkins Planning and Funding Guidance**
CA4.2	Which partner(s) will provide financial aid planning and/or college and career transition supports at CIR high schools?	School systems should identify the vendors with which they will partner to provide financial aid planning, and/or college and career transition supports. Additionally, school systems should provide a total amount of State/Local, Perkins, DSS, and other Federal Formula funding the school system intends to obligate towards supporting planning partners for financial aid and college and career transition supports at CIR schools.	N/A	**Individual Student Graduation and Post-Secondary Planning Partners** **Graduation Requirements** **The State of Financial Aid in Louisiana** **DSS Planning and Funding Guidance** **Perkins Planning and Funding Guidance**
**Quality TOPS University Diploma**				
CA5.1	Which Louisiana STEM pathways will be adopted?	School systems should identify all Louisiana STEM pathways being adopted in any CIR/UIR-Academics high school within the school system and/or at non-CIR/UIR-Academics schools.	N/A	**Louisiana STEM Initiative**
CA5.2	Please provide the total amounts of funding the school system will budget for TOPS-aligned college credit course offerings (AP, IB, dual enrollment) at CIR/UIR-Academics schools.	School systems should provide a total amount of State/Local, DSS, and other Federal Formula funding the school system intends to obligate towards TOPS aligned college credit course offerings (AP, IB, dual enrollment) at CIR/UIR-Academics schools.	N/A	**DSS Planning and Funding Guidance** **Advanced Placement Professional Development and Support**

CORE ACADEMICS

ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
Quality JumpStart Diploma				
CA6.1	Please provide the total amounts of funding the school system will budget for Jump Start TOPS Tech internships at CIR/UIR-Academics schools. List the business partners providing internships (e.g. Turner Industries, Ochsner Medical Center, etc.).	School systems should provide a total amount of State/Local, Perkins, DSS, and other Federal Formula funding the school system intends to obligate towards Jump Start TOPS Tech internships at CIR/UIR-Academics schools. School systems should identify the name of each business partner (eg. Turner Industries, Ochsner Medical Center, etc.) who provides an internship learning experience to students in CIR/UIR-Academics schools.	N/A	**DSS Planning and Funding Guidance** **Perkins Planning and Funding Guidance** **Internship Guidance**
CA6.2	Please provide the total amounts of funding the school system will budget for Jump Start TOPS Tech coursework at technical colleges for CIR/UIR-Academics schools.	School systems should provide a total amount of State/Local, Perkins, DSS, and other Federal Formula funding the school system intends to obligate towards Jump Start TOPS Tech coursework at technical colleges at CIR/UIR-Academics schools.	N/A	**DSS Planning and Funding Guidance** **Perkins Planning and Funding Guidance**

STUDENTS WITH DIVERSE NEEDS

ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
High-Quality Instruction for English Learners				
SDN1.1	Will English learners receive core instruction using the curricula proposed in the Core Academics section (CA1.1)? If no, please specify grade bands and curricula that differ from those used in CIR/UIR-Academics schools.	School systems should check "yes" if the curricula identified in CA1.1 will be used to support English learners. If no, please specify grade bands and curricula that differ from those used in CIR/UIR-Academics schools.	N/A	**Instructional Materials Reviews**
SDN1.2	Will all teachers supporting English learners be trained on the use of the high-quality curricula by the professional development partner(s) proposed in the Core Academics section (CA2.1)? If no, please specify grade bands and partners that differ from those used in CIR/UIR-Academics schools.	School systems should check "yes" if the partner(s) identified in CA2.1 will be used to train teachers on the curriculum being implemented. If no, please specify grade bands and partners that differ from those used in CIR/UIR-Academics schools.	N/A	**Professional Development Vendor Guide**
Evidence-based Behavior Systems				
SDN2.1	Who at the school system level will be responsible for coordinating UIR-Discipline work? Please provide name and title.	School systems with UIR-Discipline schools should identify the names and titles of the personnel who will lead the Student Engagement and Success work in these schools.	N/A	**Student Engagement and Success Guidance**
Early + Accurate Identification of Students with Disabilities				
SDN3.1	What steps will the school system take to identify early and accurately children who have disabilities? How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disabilities?	School system plans should identify which screening instrument(s) is used for children ages 3 through 5. Please describe how school system staff is coordinating with partners throughout the community network to increase the number of children 3-5 screened.	N/A	**Strategies for Success Guidebook** **Early Childhood Developmental Screening Guidebook**
SDN3.2	How will you use the data from the assessments and screeners proposed in the Core Academics section (CA3.1 and CA3.3) to make instructional decisions and/or refer a student to the School Building Level Committee (SBLC)?	School systems should describe the plan for using screening and assessment data to a) identify when students are struggling and b) students who need to be referred to the School Building Level Committee (SBLC).	N/A	**Strategies for Success Guidebook** **PK–3rd Grade Assessment Guidance**
High-Quality Instruction for Students with Disabilities				
SDN4.1	Will students with disabilities taking the LEAP 2025 assessments receive core instruction using the curricula proposed in the Core Academics section (CA1.1 and CA1.2)? If no, please specify grade bands and curricula that differ from those used in CIR/UIR-Academics schools.	School systems should check "yes" if students with disabilities taking the LEAP 2025 will receive core instruction using the curricula proposed on the Core Academics tab under High-Quality Curricula. If "no" is selected, school systems should identify the different curricula that is used.	N/A	**Instructional Materials Reviews** **Strategies for Success Guidebook**

		STUDENTS WITH DIVERSE NEEDS		
ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
SDN4.2	Will all teachers who support students with disabilities taking the LEAP 2025 assessments be trained to use high-quality curricula by the professional development partner(s) proposed in the Core Academics section (CA2.1 and CA2.2)? If no, please specify grade bands and partners that differ from those used in CIR/UIR-Academics schools.	School systems should check "yes" if teachers of students with disabilities taking the LEAP 2025 will be trained on the use of high-quality curricula by the professional development partner(s) proposed on CA2.1 and CA2.2. If "no" is selected, school systems should identify the different partner(s) to be used.	N/A	**Professional Development Vendor Guide** **Strategies for Success Guidebook**
		Specialized Supports + Related Services for Students with Disabilities		
SDN5.1	Which partner(s) will train teachers on the use of specialized supports for students with disabilities?	School systems should identify the vendors from the Partnerships for Success Vendor Guide with which they will partner to provide professional development for specialized supports.	School systems with at least one school identified as UIR in the students with disabilities student group may request optional competitive funding to subsidize professional development from vendors in the Partnerships for Success Vendor Guide. School systems with one eligible school may request up to a total of $5,000, and school systems with two or more eligible schools may request up to a total of $10,000 in up to three priority areas.	**Partnerships for Success Vendor Guide** **Strategies for Success Guidebook**
		Coordinated Transitions for Students with Disabilities		
SDN6.1	What is the school system's plan for coordinated transitions for students with disabilities?	School systems should identify their process for coordinating supports at key transition points throughout pre-K to grade 12 and for preparing students with disabilities for success in post-secondary education, employment, and adult life.	N/A	**Strategies for Success Guidebook**

		WORKFORCE TALENT		
ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
		Teacher Pipeline		
WT1.1	List the top three subject areas and grade bands in need of teachers at CIR/UIR-Academics schools as reported in the workforce section of the Secure Portal. Identify the primary preparation provider that will meet each need and indicate whether a signed MOU is in place for the 2020-2021 school year.	In the workforce needs boxes, school systems should list the top three workforce needs. Workforce needs are the subject areas with the highest percentage of classes being taught by uncertified and out-of-field teachers. In order to achieve an approved CIR/UIR-Academics plan and to be eligible for any competitive funding, school systems should identify the primary Louisiana-approved education preparation provider that will meet each need. Indicate whether an MOU has been entered into with that primary partner to meet the specified need. School systems will send completed MOUs via email in summer 2020.	N/A	**Sample Teacher Prep Provider MOU** **Educator Workforce Secure Portal Guide** **Secure Portal**: Educator Workforce Data **Approved Teacher Preparation Providers**
		Educator Leadership and Support		
WT2.1	How many new Mentor Teachers will participate in state-approved Mentor Teacher training? Note: Each CIR school must have at least one Mentor Teacher. How many newly trained or existing Mentor Teachers will support post-baccalaureate candidates at CIR/UIR-Academics schools?	In order to achieve an approved CIR plan and to be eligible for any competitive funding, school systems with CIR schools must identify the number of new Mentor Teachers needed in order to have one Mentor Teacher at each CIR school. For a complete list of previously trained Mentor Teachers in your school system, please reach out to your network leader. In addition, school systems should identify the total number of staff they plan to send to a state-approved Mentor Teacher training at UIR-Academics schools and in all non-CIR/UIR-Academics schools in 2020-2021. Then school systems should list the number of new and previously trained Mentor Teachers that will mentor post-baccalaureate candidates at CIR/UIR-Academics schools during the 2020-2021 school year.	School systems may request up to $2,200 per new Mentor Teacher trainee for tuition costs to attend an approved training program. School systems may request funding for up to one new trainee at CIR schools. School systems may request a $1,000 stipend for each certified Mentor Teacher supporting post-baccalaureate candidates at CIR/UIR-Academics schools during the 2020-2021 school year.	**Mentor Teacher Webpage** **Mentor Teacher/ Content Leader Vendor Guide** **Mentor Teacher Recruitment and Training Guidance** **2019 Louisiana's Alternate Certification Preparation Toolkit**
WT2.2	How many new ELA and Math Content Leaders will participate in Content Leader training? Note: Each CIR school must have at least one ELA and one Math Content Leader.	In order to achieve an approved CIR plan and to be eligible for any competitive funding, school systems should identify the number of ELA and math Content Leaders needed in order to have one ELA and one Math Content Leader at each CIR schools. For a complete list of previously trained ELA and math Content Leaders in your school system, please reach out to your network leader. In addition, school systems should identify the total number of staff they plan to send to an ELA and math Content Leader training at UIR-Academics schools and at non-CIR/non-UIR-Academics schools in the school system in 2020-2021.	School systems may request up to $3,000 per ELA and Math Content Leader for each CIR school where there is not currently a trained ELA and/or Math Content Leader.	**Mentor Teacher/ Content Leader Vendor Guide** **Content Leader Webpage**
WT2.3	How many teachers will participate in Science Content Leader training?	In order to be eligible for optional competitive funding for science, schools systems with CIR/UIR-Academics schools should indicate the total number of staff they plan to send to science Content Leader training at CIR schools and at UIR-Academics schools. In addition, school systems should identify the total number of staff they plan to send to a science Content Leader training at all non-CIR/non-UIR-Academics schools in the school system in 2020-2021.	School systems may request up to $3,000 for one Science Content Leader to be trained at each CIR/UIR-Academics school.	**Science Content Leader Overview**

		WORKFORCE TALENT		
ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
WT2.4	How many new Intervention Content Leaders will participate in Intervention Content Leader training? Note: Each UIR-Academics school must have at least two Intervention Content Leaders.	In order to achieve an approved UIR-Academics plan and to be eligible for any competitive funding, school systems should identify the number of Intervention Content Leaders needed in order to have two educators at each UIR-Academics school. For a complete list of previously trained Intervention Content Leaders in your school system, please reach out to your network leader. In addition, school systems should identify the total number of staff they plan to send to an Intervention Content Leader training at all schools in the school system in 2020-2021.	School systems may request up to $3,000 per Intervention Content Leader at UIR-Academics schools where there are not currently two trained Intervention Content Leaders.	**Mentor Teacher/ Content Leader Vendor Guide** **Intervention Content Leader Guidance**
		High-Quality Principal Support		
WT3.1	How many principals and aspiring principals will participate in Principal Fellowship?	In order to be eligible for additional competitive funding for the Principal Fellowship, schools systems with CIR schools should indicate the total number of principals and aspiring principals they plan to send to the Principal Fellowship training at CIR schools. For a complete list of previous Louisiana Principal Fellowship participants in your school system, please reach out to your network leader. In addition, school systems should identify the total number of principals and aspiring principals they plan to send to the Principal Fellowship training at all schools in the school system in 2020-2021.	School systems may request up to $10,600 for each principal at a CIR school who has not previously attended the Principal Fellowship training.	**Louisiana Principal Fellowship Program Guide**

LEA SYSTEMS

ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
Increased Access to High-Quality Options				
LS1.1	How is the school systems increasing access to high performing schools?	School systems should describe their process for adding seats at high-performing schools and creating new high-performing schools.	School systems may request competitive funds to add seats at high-performing schools and/or create new high-performing schools.	**School Performance Scores**
Long Term Early Childhood Vision				
LS2.1	What is the website address for the community's early childhood blueprint?	School systems should complete the community network's Blueprint and provide the website address/link where it can be viewed.	N/A	**Appendix D** Early Childhood data kits **Louisiana School and Center Finder**
Expanding Early Childhood Access				
LS3.1	Check all the strategies that the school system will use to maximize access to birth through three-year-old children within your community network.	School systems should check each strategy they will employ in the 2020-2021 school year to maximize access to birth through three-year-old children (infants/toddlers) within the community network.	N/A	**Appendix D** Early Childhood data kits October 1 Child Count data
LS3.2	Check all the strategies that the school system will use to maximize access for four-year-olds within your community network.	School systems should check each strategy they will employ in the 2020-2021 school year to maximize access to four-year-old children within the community network.	N/A	**Appendix D** Early Childhood data kits October 1 Child Count data
LS3.3	School systems that are the Lead Agency for their early childhood community network: Please upload the completed Coordinated Funding Request template as an Excel document.	School systems that are also the Lead Agency for their early childhood community network should complete and upload the Coordinated Funding Request template for all sites that are part of their community network. Please name the file being uploaded using the following format: School System Name_CFR. This file must be uploaded as an Excel document.	N/A	**Appendix D** **Coordinated Funding Request Template** Early Childhood data kits October 1 Child Count data **2019-2020 LA4 Reporting and Payment Requirements**
Improving Early Childhood Quality				
LS4.1	Identify the number of birth to five-year-old classrooms that will be newly using the following high-quality curricula for the 2020-2021 school year.	School systems should identify the number of classrooms in each age band who will be newly using high-quality curricula in the 2020-2021 school year.	School systems may request competitive funding at any school or center in the community network, whether or not it has a label, to support the purchase of new high-quality curriculum materials where high-quality curriculum was not previously in place.	**Appendix D** **Instructional Materials Reviews** Early Childhood data kits **Louisiana School and Center Finder**

		LEA SYSTEMS		
ROW	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
LS4.2	Identify the number of birth to five-year-old classrooms for which partner(s) will provide teacher professional development on the curricula.	School systems should identify the number of classrooms in each age band which will partner with vendors in the PD Vendor Guide to provide curriculum-aligned professional development for each high-quality curriculum listed in response LS4.1.	School systems may request competitive funds for professional development on high-quality curriculum at any school or center in the community network, whether or not it has a label, that is conducted by a vendor in the PD Vendor Guide.	**Appendix D** **Professional Development Vendor Guide** Early Childhood data kits **Louisiana School and Center Finder**
LS4.3	Identify the number of birth to five-year-old classrooms for which partner(s) will provide teacher professional development on child assessments.	School systems should identify the number of classrooms in each age band which will partner with vendors in the PD Vendor Guide to provide assessment-aligned professional development.	School systems may request competitive funds for professional development on high-quality assessments at any school or center in the community network, whether or not it has a label, that is conducted by a vendor in the PD Vendor Guide.	**Appendix D** **Professional Development Vendor Guide** Early Childhood data kits **Louisiana School and Center Finder**

CIR/UIR-ACADEMICS REQUIREMENTS

In order to determine whether the school system's CIR/UIR-Academics strategies have achieved the bar for approval and funding, the LDOE will review the questions within the Super App that correspond to each criteria listed below.

QUESTION	APPROVAL CRITERIA	FUNDING CRITERIA	ELIGIBLE FOR FUNDING
CA1.1	No more than one curriculum per grade in math. In K-2 ELA, school systems must pair a foundational skills curriculum with an ELA curriculum if the ELA curriculum does not include foundational skills. In ELA, school systems may include a foundational skills curriculum in all other grades.	High-quality curriculum in each grade in ELA and math	The purchase of materials for high-quality curriculum at CIR/UIR-Academics schools where a high-quality curriculum was not previously in place
CA2.1	Professional development on the curriculum in each grade level for ELA and math	Professional development from vendors in the PD Vendor Guide for each high-quality curriculum in each grade level for ELA and math	Professional development on high-quality curriculum at CIR/UIR-Academics schools that is conducted by a vendor in the PD Vendor Guide
CA2.3	For CIR schools: Complete and upload the Professional Development Plan using the provided template.	For CIR schools: Complete and upload the Professional Development Plan using the provided template.	
CA3.1	At least one assessment or LEAP 360 for each grade level in ELA and math	High-quality assessments or LEAP 360 in each grade level in ELA and math	High-quality assessment materials at CIR/UIR-Academics schools
CA4.1	For CIR high schools: Partner(s) are identified to provide individual student graduation planning support.	For CIR high schools: Partner(s) from LDOE's Individual Student Graduation and Post-Secondary Planning Partners list are identified to provide individual student graduation planning support.	Individual student graduation planning support through approved partners at CIR high schools
WT1.1	Identify the primary Louisiana-approved education preparation provider that will meet each workforce need. Indicate whether an MOU has been entered into with that primary partner to meet the specified need.	Identify the primary Louisiana-approved education preparation provider that will meet each workforce need. Indicate whether an MOU has been entered into with that primary partner to meet the specified need.	
WT2.1	At least one Mentor Teacher at each CIR school	At least one Mentor Teacher at each CIR school	Training fees for new Mentor Teachers at CIR schools Stipends for new and existing post-bac Mentor Teachers at CIR/UIR-Academics schools
WT2.2	At each CIR school: one ELA and one Math Content Leader	At each CIR school: one ELA and one Math Content Leader	Training fees for ELA and Math Content Leader candidates at CIR schools
WT2.4	At each UIR-Academics school: One administrator and one teacher Intervention Content Leader	Two educators at each UIR-Academics school	Training fees for Intervention Content Leader candidates at UIR-Academics schools

APPENDIX C:
INCLUSION OF GRANTS IN SUPER APP

The table below illustrates the plans and budgets that will be consolidated into the Super App.

GRANTS INCLUDED IN SUPER APP	GRANTS EXCLUDED FROM SUPER APP
• CLSD • ESSA (including Migrant) • IDEA • Perkins • School Redesign • SRCL • SPDG • TIF	• Believe & Prepare Formula Transition • Charter School Planning • Early Childhood Lead Agency • Education Excellence Fund (EEF) • High Cost Services • McKinney-Vento (Homeless) • Nutrition

For grants that are not included, processes for applying for and accessing funds remain the same as in prior years. School systems should email **LDOE.GrantsHelpdesk@la.gov** with any questions and include "Super App" in the subject line of the message.

APPENDIX D:
EARLY CHILDHOOD VISION, ACCESS, AND QUALITY GUIDANCE

LONG TERM EARLY CHILDHOOD VISION (LS2)

Ready Start Networks and networks participating in the Get Ready Cohort are developing blueprints as part of these initiatives. School systems associated with these networks will need to link their completed blueprint in Question LS2.1 of Super App. If your community network chooses not to develop an early childhood blueprint, leave this question blank. This will impact the prioritization of funds for your application for birth through three-year-old seats and resources for quality improvement.

There is also a suggested **template** and a **workbook** to support blueprint creation.

Early childhood blueprints should include:
- Analysis of network's current state
- Vision statement
- Mission statement
- Three to five goals on improving access to quality early childhood care and education, with accompanying strategies, resources, and performance metrics

ANALYSIS OF CURRENT STATE

This should introduce the community network and include its strengths and shortcomings. The LDOE will be providing data kits for each network that include data on quality of seats, enrollment numbers, and kindergarten readiness that the network can use as evidence to support its strengths and shortcomings.

VISION AND MISSION STATEMENTS

A vision statement is the community network's vision for its future in early childhood. In other words, if your network achieves all of its goals in 5-10 years, what will the state of early childhood education look like in your community?

A mission statement's purpose is to describe the reason for the early childhood community network's existence. It should answer the questions, "What do we do? How do we do it? Whom do we do it for?" A mission statement should clarify the community network's purpose clearly to internal and external key stakeholders, including potential funders The mission statement should define what the network is doing to achieve its vision statement.

GOALS AND STRATEGIES

Each community network should develop **3-5 goals** that address the shortcomings identified from analysis of your community's current state. Goals may have a 3-5 year focus. They should be focused on increasing access to quality seats, but there are other elements of improvement of early childhood care and education that can also be addressed in these goals.

The network should develop at least three **strategies** to support each goal. Where applicable, the list of strategies should encompass a combination of short- and long-term strategies to ensure that consistent progress is being made towards achieving goals. The strategies should be clearly stated, specific, and in direct support of your network's goals. Additionally, the network should identify whether achieving each goal will require existing or new **resources**, including additional funding or staff capacity. Networks should also include a **performance metric per goal**, which is a measurable gauge of progress toward the goal using specific data points (e.g., CLASS® scores in Instructional Support; number of infants served; attendance at a coordinated enrollment event).

EXPANDING EARLY CHILDHOOD ACCESS (LS3)

School systems will identify current strategies to maximize early childhood funding and request available seat funding for children birth-to-five. In order for school system leaders to successfully expand access to publicly-funded early childhood programs in their community, they must understand currently available funding sources and how to maximize the use of those funding sources.

GENERAL FUNDING REMINDERS

- Most income-limited seats are available for economically disadvantaged children, or children living in families at or below 200% of the Federal Poverty Level.
- Children in foster care or experiencing homelessness are categorically eligible for most seats, including LA 4, NSECD, child care assistance, and most Head Start programs.
- Programs that do not require a request for seats are either community-level grants for seats, like Head Start, or school system funding sources that can be used to fund pre-K, like Title I, REAP, or EEF.
- Diverse delivery, or locating seats in non-school settings, is embedded in the strategies below because it is one of the foundational components of providing families options for early childhood care and education.

For some funding sources, the allocation of seats is managed by the state. Communities must request this funding by submitting the early childhood community network Coordinated Funding Request (CFR). Sites and programs interested in these funding sources should work with lead agencies to develop a plan for requesting seats through the Coordinated Funding Request. School systems must consider how they use a combination of federal, state, local, and private funding to provide and expand access to early childhood in their community. The information described in the strategies on pages 33-34 may help school systems maximize the various funding sources available to them. For information about the various funding sources, see page 35.

GUIDANCE FOR QUESTIONS LS3.1 AND LS3.2: FUNDING STRATEGIES

As many communities in Louisiana have demonstrated, expanding access to publicly-funded early childhood seats requires creative problem solving and the use of multiple funding strategies. The Early Childhood Access component of Super App (Questions LS3.1, LS3.2) provides school systems the opportunity to demonstrate the strategies they plan to use to expand access to early childhood programs in their community. This section of the guidance document will provide details on how to answer each question and descriptions of funding strategies that communities in Louisiana have successfully used in the past to increase the number of publicly-funded early childhood seats.

QUESTION LS3.1: CHECK ALL THE STRATEGIES THAT THE SCHOOL SYSTEM WILL USE TO MAXIMIZE ACCESS TO BIRTH THROUGH THREE-YEAR-OLD CHILDREN WITHIN YOUR COMMUNITY NETWORK.

When answering this question, school systems should identify all of the funding strategies they plan to use to serve birth through three year olds in the following school year. Descriptions of several birth through three-year-old funding strategies are included below. If school systems plan to use strategies not included here, they should select "Other" and provide a written description of the funding strategy(s) they plan to use.

STRATEGY 1: PLACE FOUR-YEAR-OLD SEATS AT CHILD CARE CENTERS.

Child care centers often struggle to provide care for infants and toddlers because this care is more costly than care for three and four year olds. School systems can partner with Type III child care centers in their community to locate state-funded pre-K classrooms in Type III centers (e.g., LA 4, Title I, 8(g), etc.). This type of diverse delivery of four-year-old pre-K seats can provide stability to child care centers, allowing them to potentially create more birth through three-year-old seats and/or classrooms.

STRATEGY 2: PROVIDE MORE BIRTH THROUGH THREE-YEAR-OLD SEATS AT CHILD CARE CENTERS.

Applying other public funding sources (e.g., Title I) to fund seats for children birth through three provides more seats for eligible families who were previously unable to access a publicly-funded seat. This is another example of a diverse delivery strategy that increases access for children who are economically disadvantaged.

STRATEGY 3: CONVERT HEAD START SEATS TO EARLY HEAD START SEATS.

School systems have found that they can serve more four year olds through state and local funding, and some have worked with their Head Start partners to convert existing four-year-old Head Start seats into Early Head Start seats to serve children ages birth through two. Grantees can request to convert Head Start seats to Early Head Start seats through the re-funding application process, or as a separate grant amendment at any time.

Resource: Conversion of Enrollment Slots from Head Start Children to Early Head Start Children

STRATEGY 4: DEVELOP AGREEMENTS WITH HEAD START TO SERVE MORE THREE YEAR OLDS.

When a Head Start operates in a service area where eligible four-year-old children can enroll in a high-quality publicly funded pre-K program, the Head Start regulations state that the program must prioritize younger children in their selection criteria. This strategy allows Head Start dollars to be used to serve more three-year-old children.

Resource: Head Start Selection Process

STRATEGY 5: USE IDEA DOLLARS TO EXPAND DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES IN CHILD CARE CENTERS (CHILDREN WITH DISABILITIES AGE THREE AND OLDER).

Delivering special education services, in the form of fully-funded seats or consultative or related services depending on the need of the child, in child care centers may have two positive effects. First, this strategy expands options for families with three and four-year-old children who benefit from special education services and allows children to receive services in a mainstream and inclusive setting. Second, this strategy expands inclusive service options for three year olds with disabilities when there are not three-year-old class options at an school system level.

STRATEGY 6: SECURE GRANT FUNDING TO SERVE MORE CHILDREN BIRTH TO FIVE.

Communities may seek federal or philanthropic grants to serve additional children in need. For example, the federal government periodically makes available Early Head Start grants for communities.

QUESTION LS3.2: CHECK ALL THE STRATEGIES THAT THE SCHOOL SYSTEM WILL USE TO MAXIMIZE ACCESS FOR FOUR-YEAR-OLDS WITHIN YOUR COMMUNITY NETWORK.

When answering this question, school systems should identify all of the funding strategies they plan to use to serve or expand service for four year olds in the following school year. Descriptions of several four-year-old funding strategies are included below. If school systems plan to use strategies not included here, they should select "Other" and provide a written description of the funding strategy(s) they plan to use.

STRATEGY 1: TARGET SEATS FOR FOUR YEAR OLDS BEYOND THOSE FUNDED BY LA 4.

School systems can create a plan to provide targeted preschool to vulnerable populations of four year olds who are not economically disadvantaged. These children may belong to certain student groups struggling at UIR schools, be English learners, or may be low-income four year olds who are above 200% FPL (e.g., 350% FPL).

STRATEGY 2: PLACE SCHOOL-BASED PRE-K CLASSROOMS IN ZIP CODES OF HIGH NEED.

Moving pre-K classrooms strategically in certain zip codes where young children in need live but no pre-K schools are able to serve them, provides equitable access to families in the community (e.g., rural community). Communities can place these classrooms in schools that do not typically serve pre-K, or centers located in communities with no schools. Locating classrooms in schools can also help provide stability to child care centers, and provide families with before and after care.

STRATEGY 3: MAXIMIZE ELIGIBILITY CRITERIA FOR PRE-K FUNDING.

Many community networks have incorporated developmental screenings upon entry into their registration procedures. School systems can use the results of the screening to make decisions regarding the use of 8(g) funds in their pre-K programs. The benefit of using the screening results as eligibility criteria for 8(g) is that it allows school systems to serve their economically disadvantaged children with LA 4, while using 8(g) to serve children who may be over income, but meet the "developmentally unprepared" criteria.

Resource: 8(g) Grants Program and LDOE Developmental Screenings Guidebook

STRATEGY 4: COLLABORATE WITH HEAD START TO SERVE THE MAXIMUM NUMBER OF FOUR YEAR OLDS ACROSS EACH FUNDING SOURCE.

As part of their Title I funding, school systems are required to collaborate with Head Start programs in their community. As part of this collaboration, programs may develop agreements to work together to ensure funding sources for four year olds are fully maximized. This may include addressing the flexibility Head Start has to serve children over their typical income limits, the higher income eligibility requirement for LA 4, the flexibility to use 8(g) to serve academically at-risk children, or all of the flexibilities available to serve four year olds in Title I schools. Examining all incoming unified applications for eligibility and placement is conducted through a collaborative effort with lead agencies, Head Start directors, and child care directors.

STRATEGY 5: OFFER UNIVERSAL PRE-K FOR FOUR YEAR OLDS IN THE SCHOOL SYSTEM.

Several school systems have identified strategies for integrating multiple funding sources, including but not limited to local funds, LA 4, 8(g), Title I, and tuition to successfully offer universal pre-K to their four-year-old population, regardless of income.

GUIDANCE FOR QUESTION LS3.3: COORDINATED FUNDING REQUEST

Within the Coordinated Funding Request (CFR), lead agencies are able to request that current seats be continued and new seats be added. Lead agencies can also rank sites for each funding source in order of preference to receive funding, given that not all requests may be filled. Prioritization of seat requests is not required but will be helpful for the Department to understand the community's preferences when determining funding of seats. Ready Start networks and other communities indicating prioritization of seat requests must have an established process for determining prioritization. Diverse delivery of seats will be considered as part of the prioritization for awarding of seats, as well as Ready Start network status, performance profile information, and community need and demand.

- Each lead agency will submit ONE Coordinated Funding Request per community network
- Lead agencies are required to ensure that there is an opportunity for public comment on the Coordinated Funding Request before submission
- School systems that are not the early childhood lead agency should not complete this section of Super App
- Lead agencies should be using family demand and enrollment data from the prior year to complete this request

When completing the Coordinated Funding Request, lead agencies will need to input the following:

1. **School system, site name, and sitecode**
2. **2020-2021 Seat Request:** For each funding source (four year olds) and age group (birth through three), you will enter the number of requested seats. This can increase, stay the same, or decrease.
3. **Prioritization of requests:** The prioritization column allows community networks to indicate preferences, given limited funding. This is not required, but can be helpful to the decision process.

FOUR-YEAR-OLD SEATS: LA 4 AND NSECD

As in prior years, lead agencies will request LA 4 and NSECD seats for the following academic year through the Coordinated Funding Request.

Cecil J. Picard Early Childhood Program (LA 4): Lead agencies must request LA 4 seats at the school system level, including seats offered through diverse delivery and charter schools.

- LA 4 is available to each public school system that applies and uses the funding for the purpose of providing a program for early childhood development and enrichment activity classes.
- School systems that receive LA 4 funding may choose to place seats in Type 1 and or Type 3 charter schools that are authorized and governed by the school board. Type 2 and Type 5 charter schools that are authorized and governed by BESE may apply for seats as an independent school system.
- Any school system that receives LA 4 funding may offer LA 4 seats through diverse delivery partnerships with Type III child care centers.

Nonpublic School Early Childhood Development (NSECD): Lead agencies must request NSECD seats at the site level.

- **Nonpublic Schools:** For a nonpublic school to be eligible to participate as a Provider of the NSECD Program, the nonpublic school shall meet all requirements below:
  - Be BESE approved and in compliance with requirements set forth in Louisiana State Department of Education Bulletin 741.

- Be certified by the Louisiana Department of Education as Brumfield-Dodd compliant
- Have administered a four-year-old educational program for a full year during the previous school year

- **Child Care Centers:**
  - Be a Type III licensed early learning center
  - Have administered a four-year-old educational program for a full year during the previous school year

BIRTH THROUGH THREE-YEAR-OLD SEATS

The Department is requesting that lead agencies provide information about the potential number of economically disadvantaged birth through three year olds who could be served in the event funding becomes available. It is increasingly important to know and understand the network's capacity to add funded seats for this age group in local communities in order to make funding decisions that will improve access to high-quality early childhood care and education options.

In January 2019, the Early Childhood Care and Education Commission prepared a report that outlined a plan to strengthen Louisiana's early childhood care and education system for birth through three called **LA B to 3**. Local communities must know, understand, and articulate the need for birth through three publicly-funded seats within their community.

HOW MANY BIRTH THROUGH THREE-YEAR-OLD SEATS SHOULD BE REQUESTED?

The approach to determine the number of seats for this age group will be different for each community network, as every community in Louisiana is unique. There are many rural communities that currently have few to no publicly-funded child care centers. Families in these areas may be utilizing other available options including family child care, private child care, or faith-based child care settings. While these families are choosing the most appropriate setting for their family's needs, they may be eligible for a publicly-funded seat and would benefit from having more publicly-funded options available in their area.

Step 1: Analyze the network's current and future capacity to serve additional children birth through three in existing Type III centers. To do this, identify existing vacancies, engage in candid conversations with child care centers, and encourage creative solutions.

- To estimate capacity for every age birth through three, consider answering the following questions:
- What is the network's capacity at existing Type III centers to offer additional birth through three year olds?
- Could the network encourage centers to establish new classrooms or serve new age groups?
- Are there unique or nontraditional partnership opportunities available to offer seats in diverse settings that meet family needs?
  - For example, if there are no Type III centers in your community, is there an opportunity to develop partnerships with registered family child care homes, or encourage family child care to participate in child care assistance?
  - If there are no Type III centers in your community, can you work with Type I and Type II centers to become Type III in order to enroll children via public funds?
- How could the network engage (or initiate) with Type I or Type II sites to open discussions about the community need?

Step 2: Understand the current family demand for birth through three-year-old seats to inform your proposed placement of new seats. Using application, enrollment, and waitlist data from the previous year, identify high-need or high-demand localities and centers.

To use family demand to plan for birth through three-year-old seats, consider asking the following questions:

- Based on family demand data, where should these seats be placed? Note that you can request individual seats at the site level; full classrooms do not need to be requested.
- Is there a particular region of the community that has a high density of economically disadvantaged families that could benefit from increased child care options?
- Are there centers that consistently have a waitlist that may be able to expand to meet that demand?
- Are there high-quality centers that additional families would choose to send their children to if more funding became available?

Data: LDOE will be providing data kits to each community network that includes individualized data on quality of seats, enrollment numbers, and kindergarten readiness. Upon request, LDOE will also provide economically disadvantaged cohort data by zip code. This data shows the number of children in each age group that meet the eligibility requirements for LA 4 (in families at or below 200% of the FPL) by zip code.

Step 3: Enter the number of seats requested for each age group into the Coordinated Funding Request sheets document.

- The Department recommends that community networks estimate the comprehensive number of birth through three-year-old seats needed.
- The Department recognizes that these numbers are estimates and will use these numbers to guide future decision making. **Communities will have opportunities to revise requests once more information is released about how funding opportunity will be structured.**
- **Note:** While recognizing that there may be concerns about community networks' capacity to administer seats, the Department recommends that lead agencies not let these concerns limit the number of birth through three-year-old seats requested at this time.

PUBLIC COMMENT

Chapter 709, Part B of Bulletin 140 states that "The lead agency shall provide an opportunity for each publicly-funded program in the community network and the general public in the coverage area of the community network to comment on the proposed funding request prior to submission to the department and shall include documentation of this process in the funding request."

Providing opportunity for public comment can take several forms, including but not limited to:

- Conducting a public hearing, community town hall, or school board meeting that allows for public comment to be submitted
- Distributing the Coordinated Funding Request and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered
- Posting the Coordinated Funding Request in a public location or on a website and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered

Any publicly-funded program may request that the Department review an enrollment decision or funding request of its Lead Agency. Programs must email the request to **earlychildhood@la.gov** no later than 30 calendar days after the due date for funding requests (requests for review must be received by March 6, 2020).

Any program or individual may submit a written complaint to the Department regarding the action or inaction of the lead agency in its community network. Complaints must be submitted to **earlychildhood@la.gov** within 30 calendar days of the action or inaction of the lead agency upon which the complaint is based (complaints must be received by March 6, 2020).

IMPROVING EARLY CHILDHOOD QUALITY (LS4)

OVERVIEW

Teachers in all early childhood settings need strong and coordinated professional development, curricula, and assessments that advance the quality and continuity of practice across early childhood and early elementary settings.

The **PD Vendor Guide** identifies vendors who specialize in helping school systems and early childhood sites with designing and implementing an aligned early childhood system focused on connected high-quality curriculum, professional development, and assessment.

Successful implementation of high-quality curriculum and assessments requires the following:

- **Initial support:** Provide pre-service PD for teachers and leaders that builds their familiarity with the structure, approach, and key components of high-quality curricula and assessments.

- **Ongoing, focused coaching:** Build teachers' and leaders' ability to use the high-quality curricula and assessments; deepen knowledge of content and content pedagogy; build skill in using child data to meet the needs of all learners; and demonstrate how to use classroom observations to foster teacher leadership, collaboration, and improved implementation.

Question LS4.1 asks that school systems identify high-quality **curriculum**.

- Based on your blueprint, identify the number of early childhood classrooms, in each age band, that will be newly using the following high-quality curricula for the 2020-2021 school year.

- Curriculum purchases can be made for any early childhood classroom within the school system. This includes, Type III child care, Head Start/Early Head Start, and public and non-public pre-K.

Question LS4.2 asks that school systems identify **curriculum-aligned professional development**.

- Based on your blueprint, identify the number of early childhood classrooms, in each age band, that will partner with vendors in the **PD Vendor Guide** to provide curriculum-aligned professional development for each high-quality curriculum. This can be sites that are newly using a curriculum, as well as ones that have been using previously.

- Professional development for high-quality curriculum purchases can be made for any early childhood classroom within the school system. This includes, Type III child care, Head Start/Early Head Start, and public and non-public pre-K.

Question LS4.3 asks that school systems **identify the number of birth to five-year-old classrooms for which partner(s) will provide teacher professional development on child assessments.**

- Identify any assessments (inclusive of screeners) that may be used in pre-K (four-year-old) classrooms at CIR/UIR-Academics schools.

- Based on your blueprint, identify the number of early childhood classrooms, in each age band, that will partner with vendors in the **PD Vendor Guide** to provide assessment-aligned professional development.

- Assessment-aligned professional development can be purchased for any early childhood classroom within the school system. This includes, Type III child care, Head Start/Early Head Start, and public and non-public pre-K.

APPENDIX E:
PROGRAM SPECIFIC QUESTIONS

DIRECT STUDENT SERVICES

Direct Student Services provides support to school systems and students in gaining access to academic courses, credentials, and services that are not otherwise available at their schools. School systems may partner with third-parties to implement activities for low-achieving students.

1. Who are the school system's partners, and how were they selected?
2. How will parents know about choices available to them?
3. What forms of outreach will be implemented?
4. How will you publicly report results of student outcomes so they are easily accessible to parents?
5. How will you monitor the implementation of DSS activities within the school system?

PERKINS

1. Describe the results of the comprehensive needs assessment. Description MUST include, at minimum, the **findings** and the identification of the data analyzed regarding:
   a. evaluation of Student Academic and Technical Skill Performance;
   b. program Alignment to Industry;
   c. progress toward Program(s) of Study;
   d. Recruitment, Retention and Training of CTE Educators;
   e. progress toward Improving Equity; and
   f. program Size, Scope and Quality.

2. Provide a description of the course offerings, Industry-Based Certifications (IBC), and activities **supported** with Perkins funds as they align with the regionally identified clusters. Description MUST include, at minimum, the following items:
   a. how was the Comprehensive Needs Assessment utilized in the selection of clusters;
   b. how students, including special populations, **will learn** about their school's CTE course offerings and programs; and
   c. if applicable, a description of Programs of Study that the eligible agency and/or regional team will develop and submit for approval.

3. Provide a description of how the **eligible recipient**, in collaboration with **regional team**, local workforce development boards and other local workforce agencies, one-stop delivery systems, and/or other partners, will provide:
   a. a **continuum** of career exploration and career guidance activities;
   b. **to students** information on employment opportunities incorporating the most up-to-date information on high skill, high wage in demand **or emerging** occupations as determined by the comprehensive needs assessment **and local workforce trends**; and
   c. an **organizational plan** for career guidance and academic counseling to students before enrolling and while participating in CTE programs.

4. Describe how the **eligible recipient** will improve academic and technical skills of CTE students through the integration of coherent and rigorous content aligned with academic and CTE standards to provide a well-rounded education. Description, at a minimum, must include:
   a. continuum of academic and technical skill enhancement;
   b. expansion of statewide basic and advanced credentials; and
   c. integration of CTE students into a well-rounded education encompassing both academic and technical skills.

5. Provide a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, **in-demand or emerging** occupations that will **support** self-sufficiency. The description must include how the eligible agency will:
   a. prepare Special Populations for success in Jump Start Pathways of Study;
   b. prepare CTE participants for non-traditional fields;
   c. provide equal access for special populations to Jump Start Pathways of Study; and
   d. ensure members of special populations will not be discriminated against based on their status as members of special populations.

6. Describe work-based learning opportunities available to CTE students, **including in-person and virtual work-based learning opportunities.** This must include a description of how the **eligible recipient** will work with **regional team, workforce development boards/agencies and/or local employers** to develop and/or expand work-based learning opportunities.

7. Describe opportunities available for students attending high school to gain postsecondary CTE credit through dual, concurrent, articulated or early college programs. Description must include partner agency(ies) and available coursework and/or programs.

8. Describe how the eligible recipient will support the recruitment, preparation, retention, and training of CTE faculty, administrators, and other CTE professionals. The description must include how the eligible agency will:
   a. provide focused professional development and training;
   b. support state certification (standard or alternate) or licensure requirements; and
   c. provide access and equity to individuals from underrepresented groups.

9. A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years. The description must include how the eligible agency will:
   a. identified academic and technical skill gaps and
   b. address gaps.

APPENDIX F:
SUPER APP SUBMISSION CHECKLIST

The Super App Submission Checklist can be used by the planning team member submitting the application in eGMS to ensure all tabs are complete.

ADMINISTRATION

- ○ ESSA Transfers
- ○ Title I
  - ○ Title I Targeting
    - ○ Targeting Step 1
    - ○ Targeting Step 2
    - ○ Targeting Step 3
    - ○ Targeting – Served Schools
    - ○ Targeting Step 4
  - ○ Family Engagement Policy
  - ○ **Schoolwide Waiver Request***
  - ○ School Choice
    - ○ **School Choice Pages 1–5***
    - ○ School Choice Expenditures
- ○ Title IV
  - ○ Title IV Specific Program Objectives
  - ○ Title IV Allowable Uses
- ○ IDEA
- ○ Nonpublic
  - ○ ESSA Equitable Share
  - ○ Title III
  - ○ IDEA Porportionate Share
  - ○ Nonpublic Consultation
    - ○ **Private School Consultation (1-15, 16-40, 41-75)****
    - ○ **Nonpublic Budget Detail****
- ○ Allocations
- ○ Budget Indirect Cost

*As needed

**Not required for February 7 submission

***Upload required

CORE ACADEMICS

- ○ Priorities
  - ○ High-Quality Curricula
  - ○ **High-Quality Professional Development*****
  - ○ High-Quality Assessments
  - ○ Individual Student Graduation Plan and College and Career Transition
  - ○ Quality TOPS University Diploma
  - ○ Quality TOPS Tech Jump Start Diploma
- ○ Program Specific Questions
  - ○ Carl Perkins
  - ○ Direct Student Services
- ○ Budget Detail

DIVERSE NEEDS

- ○ Priorities
  - ○ High-Quality Instruction for English Learners
  - ○ Evidence-Based Behavior Interventions
  - ○ Early and Accurate Identification of Students with Disabilities
  - ○ High-Quality Instruction for Student with Disabilities
  - ○ Specialized Supports and Related Services for Students with Disabilities
  - ○ Coordinated Transitions for Students with Disabilities
- ○ English Language/Behavior Budget Detail
- ○ Students with Disabilities Budget Detail

WORKFORCE TALENT

- ○ Priorities
  - ○ Teacher Pipeline
  - ○ Educator Leadership and Support
  - ○ High-Quality Principal Support
- ○ Budget Detail

LEA SYSTEMS

- ○ Priorities
  - ○ Increased Access to High-Quality Options
  - ○ Long Term Early Childhood Vision
  - ○ **Expanding Early Childhood Access*****
  - ○ Improving Early Childhood Quality
- ○ Budget Detail