

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANTS
UNDER THE**

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200042

Grants.gov Tracking#: GRANT13155114

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200042

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Louisiana Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

7 [REDACTED]

* c. Organizational DUNS:

[REDACTED]

d. Address:

* Street1: 1201 North Third Street

Street2:

* City: Baton Rouge

County/Parish:

* State:

LA: Louisiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code: 70802-5243

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr .

* First Name:

Randy

Middle Name:

* Last Name:

Littleton

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

[REDACTED]

Fax Number:

* Email:

[REDACTED]

PR/Award # S425B200042

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

* 12. Funding Opportunity Number:

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Remote Learning Portal for Early Childhood and Elementary Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant LA-A11

* b. Program/Project LA-A11

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2020

* b. End Date: 08/31/2023

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.

* First Name: Cade

Middle Name:

* Last Name: Brumley

Suffix:

* Title: State Superintendent of Education

* Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed: 06/29/2020

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	2,226.00	2,226.00	2,226.00			6,678.00
6. Contractual	3,419,990.00	3,419,989.00	3,419,989.00			10,259,968.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	3,280,000.00	1,180,000.00	1,180,000.00			5,640,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200042

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Louisiana Department of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name Louisiana Department of Education * Street 1 1201 North Third Street Street 2 * City Baton Rouge State LA: Louisiana Zip 70802 Congressional District, if known: LA-006		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund CFDA Number, if applicable: 84.425	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name Not Applicable Middle Name * Last Name Not Applicable Suffix * Street 1 Not Applicable Street 2 * City Not Applicable State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name Not Applicable Middle Name * Last Name Not Applicable Suffix * Street 1 Not Applicable Street 2 * City Not Applicable State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: * Name: Prefix Dr. * First Name Cade Middle Name * Last Name Brumley Suffix Title: State Superintendent of Education Telephone No.: Date: 06/29/2020		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S425B200042

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-GEPA Appendix E.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S425B200042

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Strategies for Ensuring Equal Access and Treatment.

LDOE serves an academically and racially diverse student population and is committed to equal treatment for all students, employees and the general public. It does not discriminate based on gender, race, national origin, color, disability, or age. This is reflected in LDOE's hiring policies and admissions policies. In addition to nondiscrimination policies for hiring and admissions, LDOE acknowledges the following barriers participants and teachers may face while participating in the proposed activities and proposes solutions to each barrier, including:

- Barrier: Students (especially students from low-income backgrounds) face added barriers to success such as a lack of familiarity with the format and requirements of online learning.
 - Solution: Project money will ensure that providers strongly support students, especially students from low-income backgrounds, in dealing with the challenges of remote learning. Providers must offer help desks staffed for extensive hours, guidance documents for parents using their remote learning materials, and easy to navigate websites.
- Barrier: Parents for whom English is a second language, or whom have lower levels of literacy, may struggle with the setup and implementation of remote learning.
 - Solution: Providers must make parent materials accessible in Spanish and Vietnamese for parents to be able to set up remote learning for their students. Providers must also use accessibility principles listed under the

following barrier to make sure online directions are clear to parents of all levels of literacy.

- Barrier: Students with visual or other impairments may have difficulty assessing online materials.
 - Solution: The following accessibility principles will be utilized in the design of online coursework: all non-text content will have alternative text; all data tables will have headings; users will be able to complete and submit all forms; links will make sense out of context; media will have captions and/or transcripts; non-HTML content will be accessible; users can skip repetitive elements on the page; users can comprehend the page structure and purpose; meaning will not be conveyed through color alone; content will be clearly written and easy to read; JavaScript will be accessible; users will be able to access content from various devices and browsers; and all sites will comply with accessibility standards.

LDOE employs teachers, staff and administrators under a policy that promotes equal opportunity hiring practices conforming with state and federal laws and regulations. LDOE does not discriminate in offering access to its educational programs and activities, or with respect to employment terms and conditions, on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, veteran status, or any legally protected class or basis. This commitment applies to the State's relationships with outside organizations, including the federal government, contractors, and private employers to the extent of state and federal

requirements. Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination if such disparate treatment is required by federal or state law.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Louisiana Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Cade Middle Name:
* Last Name: Brumley Suffix:
* Title: State Superintendent of Education

* SIGNATURE:

* DATE: 06/29/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Maya"/>	<input type="text"/>	<input type="text" value="McLaughlin"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="1201 North Third Street"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Baton Rouge"/>
County:	<input type="text"/>
State:	<input type="text" value="LA: Louisiana"/>
Zip Code:	<input type="text" value="70802-5243"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

ABSTRACT

The Louisiana Department of Education (LDOE) is applying under Absolute Priority 1 for \$17,000,000 from the Education Stabilization Fund-Rethink K-12 Education Models Discretionary Grant Program from 9/1/2020-8/31/2023. LDOE serves 716,416 students in 1,400 schools in 160 Local Education Agencies (LEAs). LDOE will provide funding through microgrants for parents to meet the educational needs of their children in the early grades (Pre-K to 3rd grade) through increased access to high-quality remote learning programs, tutoring, and the devices/internet connectivity needed for those services. 75,000-87,500 students annually will access microgrants for remote learning resources, and at least 12,000 families will receive devices or hotspots through this program. The student achievement goals for the program are: the percentage of “disadvantaged children” (as defined below) prepared to enter kindergarten ready to read increases by 18% as measured by the Language and Literacy indicators on the PreK end-of-year benchmark assessment (GOLD) (for students below age 5), and the percentage of “disadvantaged children” in Grade 3 achieving Mastery in Reading increases 12% as measured by the state’s ELA assessment (for students K-5). The program will commit 85% of microgrants to students from low-income backgrounds and in schools in need of intervention. Providers on the portal will work closely with LEAs and parents to ensure that the portal promotes continuity of learning for students across all settings.

This application addresses all six application requirements:

1. The applicant is applying under Absolute Priority 1. LDOE will provide funding through microgrants to allow parents to meet the educational needs of their school-age children through increased access to high-quality remote learning.
2. LDOE outlines the primary needs satisfied by this project: lost instruction in spring 2020, the digital divide, a lack of quality remote resources for learning, opportunity gaps in Louisiana among early learners, and low parent support in supporting remote learning.
3. Louisiana's coronavirus burden is extremely high, based on the statistics shared in the Notice Inviting Applications, and the economic, educational, and health consequences cited in this application.
4. LDOE has committed significant state assets, in collaboration with parents, Local Education Agencies (LEAs) and nonprofits, to support student learning outcomes during the COVID-19 pandemic.
5. LDOE provides all needed assurances, including as requested for evaluations that the Secretary may carry out.
6. LDOE demonstrates support for this project through a letter signed by Governor John Bel Edwards.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Louisiana Department of Education

Education Stabilization Fund-Rethink K-12 Education Models Discretionary Grant Program

Remote Learning Portal for Early Childhood and Elementary Students

Absolute Priority 1

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INTRODUCTION

The Louisiana Department of Education (LDOE) is applying under Absolute Priority 1 for \$17,000,000 for the Remote Learning Portal for Early Childhood and Elementary Students (Remote Learning Portal) from the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program from 9/1/2020-8/31/2023. LDOE serves 716,416 students in 1,400 schools in 160 Local Education Agencies (LEAs). LDOE will use ESF-REM funds to support parents in meeting the educational needs of their children in the early grades (Pre-K to 3rd grade) by providing microgrants for high-quality remote learning programs, virtual tutoring, and the devices/internet connectivity needed for those services. 75,000-87,500 students annually will access microgrants for remote learning resources, and at least 12,000 families will receive devices or hotspots through this program. The student achievement goals for the program are: the percentage of “disadvantaged children” (as defined below) prepared to enter kindergarten ready to read increases by 18% as measured by the Language and Literacy indicators on the PreK end-of-year benchmark assessment (GOLD) (for students below age 5), and the percentage of “disadvantaged children” in Grade 3 achieving Mastery in Reading increases 12% as measured by the state’s ELA assessment (for students K-5). The program will commit 85% of microgrant funds to students from low-income backgrounds and students who attend schools in need of intervention. Remote learning provider partners will work closely with LEAs and parents to ensure continuity of learning for students across settings.

CORONAVIRUS BURDEN

State Burden

Louisiana's Coronavirus burden is in the 61st to 80th percentile in the nation, as defined by the U.S. Department of Education. 17.6% of Louisiana households lack broadband internet. 24.89% of students, ages 5-17, are in poverty; 13.46% of students are served by rural agencies; and the share of nationwide COVID-19 cases is 5.31% per capita.

Significance of Impact of COVID-19 on Students, Parents, and Schools

The first COVID-19 patient in Louisiana was confirmed March 9, 2020, and cases climbed quickly relative to other states. As of June 21, the state has 52,477 cases and 3,039 deaths.¹ Louisiana's infections per capita ranks in the top ten nationwide. The rate of deaths in Louisiana is 65 per 100,000, compared with 35 deaths per 100,000 nationwide.² In response to these alarming infection rates, Governor John Bel Edwards closed public schools on March 16, earlier than most other states.³ A week later, he issued a statewide stay-at-home order.⁴

The economic impact of COVID-19 in Louisiana is devastating. Louisiana is the second-most vulnerable state to the COVID-19 recession.⁵ Unemployment has surpassed levels from the Great Recession and Hurricane Katrina.⁶ Louisiana lost over 273,000 jobs in the first quarter of 2020, leaving unemployment at 14.5%, its highest rate since 1994 and more than three times April 2019 levels.^{7 8 9} The impact on state revenues will be significant: an estimated 10% or more for FY 2021, as the state projects significant drops in collections from sales, gaming, and motor fuel taxes.¹⁰ State economists forecast a \$1 billion gap in this year's state budget.¹¹

¹ <https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html#hotspots>

² <https://www.statista.com/statistics/1109011/coronavirus-covid19-death-rates-us-by-state/>

³ 6/10/20, <https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html>

⁴ <https://gov.louisiana.gov/order/>

⁵ <https://wallethub.com/edu/state-economies-most-exposed-to-coronavirus/72631/#methodology>

⁶ <https://www.datacenterresearch.org/covid-19-data-and-information/covid-19-economic-analysis/>

⁷ <http://www.laworks.net/Downloads/LMI/LMIBulletin.pdf>

⁸ <https://pelicaninstitute.org/blog/the-truth-about-those-recent-louisiana-employment-numbers/>

⁹ https://www.bls.gov/regions/southwest/louisiana.htm#eq_la.f.3

¹⁰ <https://www.ncsl.org/research/fiscal-policy/coronavirus-covid-19-state-budget-updates-and-revenue-projections637208306.aspx>

¹¹ <https://www.wafb.com/2020/05/11/la-economists-project-covid-will-cause-nearly-b-shortfall-states-budget/>

COVID-19 is placing Louisiana public school students at extreme risk for learning loss. The Collaborative for Student Growth at NWEA (formerly known as the Northwest Evaluation Association) warns of an impending “COVID Slide,” in which students return to school this fall having retained only 70% of typical learning gains in reading and less than 50% of usual learning gains in math.¹² In some grades, students may end up a full year behind. Louisiana students already struggle compared with their peers in the rest of the nation. The situation in early childhood education is particularly dire and has major downstream impacts on student success. Louisiana’s Early Literacy Commission reported that only 43% of kindergarten students and 54% of first graders had met key early phonics benchmarks in 2019.¹³ Research suggests that if a child starts kindergarten behind grade level, it’s difficult to catch up, which can dramatically decrease their chances of graduating high school.¹⁴ The self-directed learning and focus required for continued virtual learning during school closures is more challenging for younger students. Without high-quality content and instruction, and families scrambling to provide supervision during the day, the likelihood of learning loss at this critical age is even greater.

Louisiana educators are concerned the available content and technological gaps are not sufficient to reverse this slide. According to an LDOE survey of school leaders, 61% of the content delivered to students during the pandemic has been a review of past instruction, more than one third of students do not have access to the right technology for distance learning, and one quarter of students are not receiving feedback on their learning. Statewide, 71% of school leaders identified technology access for students as one of their top three needs.¹⁵

¹² https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

¹³ https://www.louisianabelieves.com/docs/default-source/early-childhood/louisiana-s-early-literacy-commission-legislative-report.pdf?sfvrsn=984b9a1f_4

¹⁴ <https://knowledgecenter.csg.org/kc/content/early-childhood-investments#2>

¹⁵ [https://www.louisianabelieves.com/docs/default-source/covid-19-resources/distance-learning-survey-results-\(april-2020\).pdf?sfvrsn=86599b1f_2](https://www.louisianabelieves.com/docs/default-source/covid-19-resources/distance-learning-survey-results-(april-2020).pdf?sfvrsn=86599b1f_2)

Alongside statewide school closures and extended stay-at-home orders, as of April 22, 1,024 early learning centers statewide--64% of all centers--had closed, impacting 14,600 children.¹⁶ 30% of them expected their closures to be permanent.¹⁷

The racial disparities in COVID-19's public health impact have disproportionately impacted public school students and their families. Nationally, only 15% of public school students are Black.¹⁸ In Louisiana, Black students constitute 44% of public school students.¹⁹ Black Louisianans constitute 55% of the state's COVID-related deaths, despite making up 32% of the population.²⁰ In addition to racial disparities in the health impacts of the pandemic, Black workers in Louisiana are more likely to be "essential" and less likely to be able to work from home, which increases their exposure risk.²¹ The trends hold true in all nine state regions. Throughout Louisiana, Black residents are dying at three times the rate of other races.²²

The disparate impact of COVID-19 on Black Louisianan's health and livelihoods and the massive closures of early learning centers magnifies racial disparities in the educational outcomes of their children. In 2017, Louisiana was tied with Ohio in creating the conditions in which Black children had the second worst health and educational outcomes in the country.²³ The pandemic only exacerbates these challenges as Black caregivers are more likely to lose income and loved ones due to the virus. Despite these additional stressors, with schools and child care facilities closed, they are expected to do more to facilitate their children's education, which

¹⁶ https://docs.google.com/presentation/d/13fA_a45Gkj5_9jzgEKjeYjUrrfS_Slm/edit#slide=id.p6

¹⁷ <https://www.policyinstitute.org/covid-19-impact-child-care>

¹⁸ <https://www.kidsdata.org/topic/36/publicschoolenrollment-race/table#fmt=451&loc=2,127,347,1763,331,348,336,171,321,345,357,332,324,369,358,362,360,337,327,364,356,217,353,328,354,323,352,320,339,334,365,343,330,367,344,355,366,368,265,349,361,4,273,59,370,326,333,322,341,338,350,342,329,325,359,351,363,340,335,1&tf=108&ch=7,11,621,85,10,72,9,939&sortColumnId=0&sortType=asc>

¹⁹ <https://www.louisianabelieves.com/docs/default-source/katrina/final-louisiana-believes-v4-african-americans.pdf?sfvrsn=2>

²⁰ <https://www.datacenterresearch.org/covid-19-data-and-information/covid-19-data/>

²¹ <https://www.datacenterresearch.org/covid-19-data-and-information/covid-19-data/>

²² https://www.nola.com/news/coronavirus/article_107fec9c-8408-11ea-9d9b-df1bbef7d777.html

²³ <https://www.aecf.org/resources/2017-race-for-results/>

is primarily expected to take place at home. Black and Latino families are less likely than white families to have a desktop or laptop computer; are more likely to rely on a smartphone for important household priorities like looking for work or healthcare; and are more likely to have canceled their smartphone plan due to the expense.²⁴ The combination of these disruptions undermines the progress Louisiana has made in increasing equitable access to high-quality early childhood education, which research shows is one of the best investments a state can make.²⁵

Vulnerable Louisiana children may face significant mental health challenges in the wake of the pandemic.²⁶ Household stressors and parental limitations during Hurricane Katrina (which are similar to today) contributed to a five-fold increase in the number of children showing serious emotional disturbance.²⁷

Actions Taken to Date

As the state education agency in one of the first states to close schools for COVID-19 prevention, LDOE quickly adapted to the new reality. LDOE moved quickly to address immediate family needs, increase access to and support for early childhood education, and ensure appropriate resources, plans, and support were in place for K-12 education to continue.

First, in response to the escalating economic distress caused by the pandemic, LDOE prioritized efforts to support families' immediate needs--especially food security--and transition education to occur at home. On March 15, LDOE published a map of all school meal sites across the state and worked with Baylor University to create a website (www.meals2you.org) of

²⁴<https://www.pewresearch.org/fact-tank/2019/08/20/smartphones-help-blacks-hispanics-bridge-some-but-not-all-digital-gaps-with-w>
[hites/](https://www.pewresearch.org/fact-tank/2019/08/20/smartphones-help-blacks-hispanics-bridge-some-but-not-all-digital-gaps-with-w)

²⁵ <https://heckmanequation.org/resource/research-summary-lifecycle-benefits-influential-early-childhood-program/>

²⁶ [https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(20\)30109-7/fulltext](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30109-7/fulltext)

²⁷ <https://www.cambridge.org/core/journals/disaster-medicine-and-public-health-preparedness/article/children-as-bellwethers-of-recovery-dysfunctional-systems-and-the-effects-of-parents-households-and-neighborhoods-on-serious-emotional-disturbance-in-children-after-hurricane-katrina/AE525D70DA90C9F0EA1A20AF493B780E>

additional food resources for parents. This support expanded in mid-May as Governor John Bel Edwards announced the opening of the Pandemic EBT program, which ensured that the families of over 600,000 Louisiana students would have increased food assistance benefits. As of June 19, nearly 478,000 children were approved for these benefits.²⁸

LDOE worked to address gaps in technology and content to prevent equity gaps from widening . In mid-April, LDOE released a step-by-step guide for school administrators on how to secure discounted equipment, software, and internet coverage for students.²⁹ This support helped Louisiana schools get thousands of laptops and internet hotspots to families who needed them to continue their children’s education. Recognizing that families needed to access content independently for their children, LDOE created an online library of COVID-19 learning resources for families to use in their homes and partnered with Louisiana Public Broadcasting to broadcast high-quality educational programming.

To support continued care and education for the high number of young children in Louisiana whose parents are frontline or essential workers, LDOE moved quickly to maintain and expand child care access statewide, enabling over 5,600 additional children to receive free or reduced-cost child care during the pandemic. As the state agency responsible for administration of child care and the Child Care Development Block Grant (CCDBG), LDOE expanded Child Care Assistance Program (CCAP) eligibility on March 23 to include critical infrastructure workers. LDOE worked with regional Child Care Resource & Referral (CCR&R) agencies to offer respite contracts for early learning centers to provide care for essential workers, at no cost

²⁸<https://www.louisianabelieves.com/newsroom/news-releases/2020/06/16/by-close-of-application-nearly-470-800-louisiana-children-approved-for-p-ebt-program>

²⁹https://www.louisianabelieves.com/docs/default-source/covid-19-resources/technology-for-continuous-learning.pdf?sfvrsn=2c269b1f_2

to the family. 54 Type I and II child care providers converted to Type III centers (which receive CCAP funds) to accommodate these families. To provide care safely, LDOE requested a waiver of license fees for early learning centers and streamlined the process to become an in-home child care provider, resulting in 46 new in-home providers becoming certified. LDOE also contracted 20 early learning centers and partnered with hospitals to provide respite care for hospital workers that served 392 children.

LDOE has worked closely with child care providers to address changing needs during the pandemic. Early responses from child care providers painted a grim picture: \$37 million in losses, layoffs in 46% of centers, closures in 70% of centers, and enrollment decreases of 50% for those centers that remained open.³⁰ To offset these financial difficulties, LDOE issued two rounds of CCAP relief grants, totalling \$20 million. To support the continued needs of child care providers as they reopen, LDOE awarded 57 community networks a total of \$5,680,000 to support local child care recovery in alignment with their Strong Start plans and worked with CCR&Rs to distribute nearly \$1 million in health and safety supplies to 1,649 providers.

LDOE also provided support and flexibility for educators during their transition to online learning. In early May, LDOE distributed \$260 million in Federal relief funds authorized by the CARES Act to Louisiana schools. LDOE published an academic and workforce planning toolkit for school systems, guidance to support continued learning of students with disabilities, guidance for supporting high school students through their next steps, and resources to prepare students for the 2020-2021 school year. LDOE also held its Teacher Leader Summit--the state's largest professional development conference for educators and administrators--virtually, with 6,000 participants and topics on addressing trauma and better serving historically underserved students.

³⁰ <https://www.policyinstitute.org/covid-19-impact-child-care>

To support system-wide agility and responsiveness, LDOE worked with the Board of Elementary & Secondary Education (BESE) and the Federal government to waive over 40 rules and guidelines that would negatively impact students and families during the crisis. Some of the waivers obtained include flexibility for school district and early childhood performance scores for the 2019-20 school year; waiving diploma requirements for graduating seniors; allowing teacher evaluations to be filed without further action; increasing flexibility for Individualized Education Program teams; and waiving compulsory attendance requirements.³¹

QUALITY OF PROJECT SERVICES AND PROJECT PLAN

Approach to Absolute Priority 1

Strategies

LDOE will support parents in meeting the educational needs of their children in the early grades (Pre-K to 3rd grade) by providing microgrants for high-quality remote learning programs, virtual tutoring, and the devices/internet connectivity needed for those services. Remote learning provider partners will work closely with LEAs and parents to ensure continuity of learning for students across all settings. LDOE will execute five strategies as outlined below.

- 1. Create an online portal for families to use microgrants to pay for high-quality remote early literacy learning, including live tutoring with trained specialists, remote learning programs, devices and internet hotspots.**

LDOE will create an online portal that allows parents to access high-quality remote learning. The portal will be housed on LDOE's *Louisiana Believes* website. The website will be modeled on Louisiana's Course Choice website (www.lacourses.net), which provides remote

³¹[https://bese.louisiana.gov/docs/default-source/bese-documents/letter_to_governor_final_\(002\)_with_signatures.pdf?sfvrsn=d905df6f_2](https://bese.louisiana.gov/docs/default-source/bese-documents/letter_to_governor_final_(002)_with_signatures.pdf?sfvrsn=d905df6f_2)

courses for students that are unavailable at their schools. To access the website, parents will create a login and profile that includes their student's full name and home school or early learning center. LDOE will promote continuity of learning between school and home by providing unique data elements to remote learning vendors and school sites to share data securely without compromising student personally identifiable information (PII). The portal will include:

- *A list of program providers:* Parents and families will see a list of Tier 1 ([vetted by LDOE to be high-quality; description below](#)) remote learning program providers to choose from. The focus of this list is to provide an accessible way for all parents to understand the programs, how to sign their students up, and how to support students as they begin the program. The list of program providers will be designed for parents for whom English is not a second language, and parents who have struggles with literacy. Families then can click the link, create a username and password for the provider, and begin accessing the program.
- *Links to live, free tutoring services:* LDOE will include developmentally appropriate live tutoring on its portal. LDOE already has a tutoring partnership with the Louisiana State Library focused on older students, and has begun conversations with the Associated Professional Educators of Louisiana (APEL) on retired educators providing tutoring. LDOE will work with the tutoring provider(s) to ensure that the online system is sufficiently student-friendly and developmentally appropriate for children in the early grades. In addition, LDOE will ensure that providers train their tutors in high-quality instruction with children in the early grades.

- *List of devices:* LDOE seeks to put a computer device in the hands of every child. The Remote Learning Portal portal will further these efforts (described in the “Coronavirus Burden” section). Once a parent verifies that their child’s school and LEA do not otherwise provide a free device or hotspot, they can use microgrant funds to buy one device and/or wireless hotspot per student. The portal will draw on LDOE’s [existing list](#) of approved devices. LDOE will transfer funds for the device to the vendor after verifying the student’s school placement and the vendor will ship the device to the family.

The portal will be established and online no later than October 1, 2020. The remainder of the timeline, including detailed phases, is listed in the *Project Plan* below.

2. Implement a rigorous outreach and vetting process through a rolling request for applications (RFA) to ensure that the portal includes multiple, high-quality, Louisiana-based providers with strong plans for partnering with parents and LEAs.

LDOE will use a rolling RFA process to approve high-quality providers to add to the portal, as has been used in the Instructional Materials Review process for the last two years. The portal will launch with a small number of providers, and LDOE will add to them over time.

LDOE will evaluate provider applications as they are received and respond to applicants within 30 days. If providers do not meet the criteria for inclusion, they may resubmit.

LDOE will engage the following groups to recruit providers for the portal:

- *Tier 1 Providers:* Louisiana has evaluated instructional materials and sorted them into tiers as listed on the Louisiana Believes website. Tier 1 curricula have instructional materials that meet all non-negotiable criteria and score the highest possible on all quality

indicators. LDOE will reach out directly to invite all providers listed in its [Professional Development Vendor Guide](#), which includes all Tier 1 providers, to participate. To qualify as a Tier 1 provider, outside vendors go through a rigorous Instructional Materials Review process that uses [rubrics](#) to assess quality of materials, complexity of instruction, developmentally appropriate assessments, and parent engagement.

- *Tutoring Services:* LDOE will recruit providers to offer live tutoring services through the portal. These tutoring services have trained early childhood tutors, and satisfy the needs of the rolling RFA (listed below).
- *Other Providers:* Louisiana also specifically will seek additional in-state providers, including community-based organizations and nonprofits that have developed or expanded online offerings amidst the pandemic, to build their long-term capacity to provide virtual learning. LDOE will conduct outreach to school systems, schools, community organizations and early childhood providers to recruit existing in-state providers, especially those from disadvantaged communities and communities of color, that may be eligible for inclusion in the portal. LDOE will provide capacity-building grants for these in-state organizations to create more remote high-quality early literacy programming to be included in the portal in future years.

After recruiting providers, LDOE will review applications to ensure that the remote learning serves students in Louisiana well. Applicants' materials will be evaluated through the existing Instructional Materials Review process (rubric linked above), followed by an assessment of its remote learning and stakeholder engagement plans.

The remote learning plan review process will ensure that the remote learning materials

provide affordable, differentiated and equitable instruction for students. The criteria make sure that the provider: includes a reasonable budget cost; can demonstrate that the virtual system is usable for the target age group; and can create instructional data reports for teachers and parents. LDOE will prioritize providers that offer remote learning programs in languages other than English. LDOE will prioritize tutoring services in other languages (particularly Spanish and Vietnamese) to provide services for students for whom English is not a first language.

The stakeholder engagement plan must ensure that the provider will communicate extensively with LEAs and parents. Providers must demonstrate the experience, capacity and a plan to (1) engage all priority LEAs (defined in Strategy 3) in communicating with parents, aligning remote learning materials to classroom teaching, and supporting schools and teachers in using remote learning data in their classroom; and (2) engage parents directly in remote learning by communicating with them about the program, providing them ongoing support to understand their student's progress and offering differentiated materials for parents who speak English as a second language and/or have low levels of English literacy.

Once providers pass this three-pronged evaluation, they will be posted in the portal. In-state providers, especially those from disadvantaged communities and communities of color, will receive priority placement in the portal's design. Once parents select a provider and use a microgrant to purchase the materials online, the funds will be transferred directly from LDOE to the service provider. Parents never receive the actual funds. LDOE will use the existing financial processes it has in place for transferring funds to service providers. LDOE will ensure there are at least three training providers in the portal in Year 1, with an increase in Years 2 and 3.

3. Ensure the most disadvantaged families have priority access to the online portal.

LDOE will prioritize students and parents from the following classifications:

1. *Struggling Schools*: Under the Every Students Succeeds Act (ESSA), LDOE requires schools with low School Performance Scores, low subgroup scores, or high suspensions/expulsions to submit extra improvement strategies. These schools (classified as Comprehensive Intervention Required, Urgent Intervention Required Academics, or Urgent Intervention Required Discipline) represent those in most need of support.
2. *Districts with Community Eligibility Provision (CEP)*: CEP allows highest poverty districts and schools to serve meals at no cost to all enrolled students. Eligibility is based on the percent of students or families enrolled in a public assistance program, or homeless, migrant, runaway, in Head Start or in foster care.
3. *Early Care and Education Providers with Unsatisfactory Evaluations*: LDOE provides annual evaluations for all Type III early learning centers. Centers with unsatisfactory grades are considered “struggling schools”.

Students in the three priority areas above constitute 50% of all pre-k through 3rd grade students in Louisiana schools. For every \$1 that a non-priority student receives in microgrants, a priority student will receive \$6, meaning that priority students will receive 86% of all microgrant funding. This funding will ensure that priority students receive the vast majority of access to remote learning materials through this portal. LDOE will communicate with families who meet the above priorities both through their LEAs (letters home, inclusion on system websites and other communications) and by sending letters directly to them. LDOE also will expect providers to conduct outreach to these priority families as well (both through LEAs and directly).

Students from all other public schools, non-public schools and child care centers (that do

not meet the above priorities) also will receive notification about the Remote Learning Portal. LDOE will communicate with these institutions through their LEAs and administrations with clear information in the portal, including a letter/flyer that can be sent home to families.

LDOE will track microgrant usage to assess progress against its goals for serving priority students through the remote learning portal. LDOE will run reports weekly for the first two months after the portal goes live, noting how many students have used microgrants, their grade levels, their home schools, and the amount of remaining funds. If families are exhausting microgrants more quickly than expected, LDOE may allocate more microgrants to priority students. In the event that the number of requests for remote learning microgrants exceeds available capacity, LDOE will give resources to priority students.

4. Ensure providers work closely with LEAs to support continuity of student learning.

LDOE will ensure continuity of learning by holding providers accountable for developing and implementing plans to work closely with LEAs, based on systems already implemented in LDOE's Course Choice program. Providers must submit plans for engaging LEA plans upon application (and update them annually) and demonstrate the capacity (and staffing) to engage with the proper LEA staff (typically, curriculum specialists). LEAs also include early learning centers. Providers must ensure their LEA contacts understand how parents access the program, what content it covers and for whom, and typical problems (and solutions) that may arise. Providers will deliver and ensure their LEA contacts understand how to use regular reports, including: twice-monthly student level reports on student learning (for use by teachers), monthly school reports (showing the school's monthly progress, including how many students accessed remote learning), and twice-annual summary reports. These reports allow LEAs to track program

alignment to their curricula and to provide student progress updates for teachers and instructional leaders. Providers also will administer twice-annual surveys on their engagement with LEA partners and share the results with LDOE. LDOE will evaluate providers on the implementation of their LEA engagement plans at the end of each school year.

5. Partner with parents to provide appropriate, continuously improving remote learning for students, and ensure that providers do the same.

LDOE will partner with parents closely, and will hold providers accountable for parent engagement using annual reports on the implementation of the parent engagement plans they submitted with their applications. LDOE will create a Parent Advisory Group for this project. The Parent Advisory Group will be a working group of the Early Childhood Advisory Council (ECAC), which provides input and guidance to LDOE on matters related to all publicly funded early care and education programs. The Parent Advisory Group will include parents from the ECAC and other LDOE working groups who represent the diversity of Louisiana families. The Parent Advisory group will provide guidance on how to design and market the portal to parents and meet quarterly throughout the grant period to review remote learning progress, provide feedback on the program, and offer strategic guidance on the future of the program.

In addition, LDOE will implement a parent involvement and feedback process that allows parents substantial input into the portal's offerings and format. Ongoing feedback will come in three forms. First, after using a microgrant, parents will be prompted to fill out a short survey on their experience in the portal, including any services or providers that are not offered, and input on services provided on the list. LDOE staff will review survey results every two weeks and reach out to parents who request services not offered. Second, parents of participating students

will be prompted with a survey after four weeks of program usage. This survey will provide feedback on actual program usage thus far. Third, the portal will feature a virtual help desk that allows parents to submit questions, issues, or requests for services or providers not offered. LDOE staff will answer questions within seven days.

LDOE will implement an annual feedback and improvement process. Between March 1 and May 1 of each year, LDOE will use portal records to identify and survey a random sample of at least 400 parents annually. This survey will cover parents' perceptions of the portal and service providers as well as suggestions on additional services and how to improve the portal. LDOE will use this information to improve the portal each summer based on parent's feedback.

Project Plan

This project will be implemented by the Office of Early Childhood Strategy within LDOE's Office of Academic Policy and Early Childhood, which is run by the Assistant Superintendent for Academic Policy and Early Childhood. Within the Office of Early Childhood Strategy, the Project Director will be Maya McLaughlin, Education Program Consultant. The Leadership team for this project will include the Birth-3rd Grade Academics team and the Instructional Materials Review team. More information on the Leadership team is found in the Management Plan.

The grant-funded portion of this project will take place over 36 months, from September 1, 2020 through August 31, 2023. Each year, LDOE will engage in a cycle of planning, implementation and feedback. In this model, each summer will be used to make large-scale improvements using feedback collected from parents, providers and LEAs each spring.

- Year 1, 9/1/2020-8/31/2021

1. Planning for Launch, 9/1/2020-9/30/2020: LDOE will recruit and evaluate providers, conduct outreach to students and parents, and launch the website.
 2. Implementation, 10/1/2020-5/30/2021: Parents and students will have full access to the portal for remote learning. LDOE will add new providers regularly and partner with parents, providers and LEAs on implementation.
 3. Feedback, 4/1/2021-5/30/2021: In the final two months of the academic year, LDOE will survey a sample of parents and collect annual reports from providers.
 4. Planning, 6/1/2021-8/31/2021: While the portal remains live, and the rolling RFA process continues, LDOE will evaluate all feedback from the year, assess progress toward its goals and outcomes, and make improvements to the portal.
- Year 2, 9/1/2021-8/31/2022: The activities for Year 2 are identical to the activities for Year 1, except without the initial planning phase. Year 2 dates are: Implementation, 9/1/2021-5/30/2022; Feedback, 4/1/2022-5/30/2022; and Planning, 6/1/2022-8/31/2022.
 - Year 3, 9/1/2022-8/31/2022: The cycle for Year 3 mirrors Year 2: Implementation, 9/1/2021-5/30/2022; Feedback, 4/1/2022-5/30/2022; Planning, 6/1/2023-8/31/2023.

Needs to be Addressed by Project

This section addresses Application Requirements 2 and 4, while also describing how the project addresses these needs.

1. Early learners lost months of instruction due to the closure of schools and early learning centers this spring and summer, and could lose further instruction this fall.

As outlined above, Louisiana closed its public schools on March 16, 2020, approximately nine weeks before the completion of the school year. This meant that students lost one fourth of

the school year, including all state assessments. While all public and non-public schools were ordered shut, students in grades PK-3 were particularly hurt by these closures. Anecdotal evidence suggests that students in the middle and high school grades were more likely to complete full remote courses. The transition to remote learning was more difficult for younger students, who have unique developmental needs and need different approaches for remote learning to be effective. Online learning is likely to exacerbate inequities in educational opportunity, even when teachers have experience and training with online teaching (and most did not).³² NWEA has projected significant summer learning loss for students in lower grades.³³ Moreover, teachers reported that the majority of content being shared with students was review.³⁴ Students in early learning centers may be facing even greater learning losses. Hundreds of child care providers shut down during the pandemic and face uncertain futures. As of June 1st, the number of open early learning centers had decreased by 41%. These centers did not provide regular remote learning services for students, causing even larger learning gaps than for elementary school students who received some remote instruction. This project seeks to provide additional instruction for early learners to make up this ground, beginning in the 2020-21 school year, as parents use microgrants to access remote learning aligned to their students' needs.

2. Louisiana faces huge digital divides: nearly one third of students do not have access to a device at home, with large disparities for students of color and students from low-income communities.

³²<https://www.npr.org/2020/03/26/821921575/the-biggest-distance-learning-experiment-in-history-week-one>

³³<https://www.brookings.edu/blog/brown-center-chalkboard/2020/03/11/using-federal-stimulus-to-get-schools-through-the-coronavirus-crisis-the-case-for-summer-school-and-summer-teacher-pay/>

³⁴[https://www.louisianabelieves.com/docs/default-source/covid-19-resources/distance-learning-survey-results-\(april-2020\).pdf?sfvrsn=86599b1f_2](https://www.louisianabelieves.com/docs/default-source/covid-19-resources/distance-learning-survey-results-(april-2020).pdf?sfvrsn=86599b1f_2)

A LDOE survey in April showed that 34% of students do not have internet at home, 22% do not have access to a phone, and 28% do not have access to a computer or tablet. With future school schedules uncertain, students need a device and internet to participate in remote learning. This project reduces the digital divide by providing microgrants and a portal for parents to purchase devices and internet connectivity through prepaid hotspots. 40% of microgrant funds are dedicated for families to purchase devices and hotspots, which should reach 12,000 families.

3. Families lack access to quality remote learning resources for young children, especially for early literacy instruction.

As described above in the “Strategies” section, LDOE has implemented a rigorous evaluation and tiering of curricula. Only the strongest curricula get placed into Tier 1, which the state then incentivizes for use by districts, schools, and early learning centers. Parents, however, do not have similar quality remote learning offerings. LDOE provides parents access to the Noggin Cares (play-based remote) program and Louisiana Public Broadcasting, but these are limited. This program enhances the number and availability of quality remote learning resources for early literacy. LDOE aims to offer at least 3 resources in Year 1, increasing to 7 by Year 3.

4. Children who enter school behind, usually remain behind, further contributing to Louisiana’s current academic challenges.

Despite Louisiana’s educational progress, the state still faces major challenges. In 2019, Louisiana ranked 48th for 4th Grade Math and 4th Grade Reading on the 2019 National Assessment of Educational Progress (NAEP)³⁵ with disproportionately worse results for vulnerable children. These data demonstrate that not only are Louisiana’s students lagging the

³⁵<https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2019R3>

national average in all areas, the gaps are the widest for the highest-risk students, including those with disabilities, those in poverty, and those who are English Learners.

Meanwhile, failure to read by third grade has major consequences for students throughout their lives. Students proficient in reading by the end of third grade shift from learning to read to reading to learn, which enables them to master more complex subject matter in fourth grade and beyond. A landmark study funded by the Annie E. Casey Foundation found that 16% of children who are not reading by the end of third grade do not graduate from high school on time--four times the rate of proficient readers. This percentage jumps to 26% for children living in poverty, 31% for poor Black children, and to 35% for children living in areas of concentrated poverty³⁶. This project prioritizes resources and services for the students who need it most before they reach the end of third grade in an attempt to close the literacy achievement gap for early learners.

5. Schools and teachers need more support to help students succeed in remote learning.

LDOE trains educators across all grades to use student data to inform and improve instruction. Formative assessment, behavioral data, individualized education plans (IEPs), and cumulative test scores provide data (often broken out by individual behavior or standard) that teachers use to differentiate instruction, provide additional resources, and re-teach necessary material. Resources students use outside of school, however, rarely make these types of data available to their teacher or school. Out-of-school experiences like camps, library visits, afterschool programs and cultural experiences do not allow teachers to learn what students enjoy, seek to learn, or have learned. The same is true for remote learning programs, which minimizes the ability of parents and teachers to connect student learning and inform future learning. This

³⁶ <https://www.aecf.org/resources/double-jeopardy/>

project requires remote learning providers to communicate frequently with LEA staff, who will help teachers and parents use these data to integrate student learning across settings. It also ensures teachers and parents receive frequent standards-based learning reports on students' progress in each remote learning curricula with which they are engaged.

6. Parents need to understand and be able to support students in remote learning for students to succeed.

Parents and students use remote learning curricula more than teachers, principals, or LEA central office staff do. Too often, however, language, literacy, and technology barriers prevent parents from supporting their children in accessing remote learning. This project engages parents in the design, evaluation and improvement of the program, as described above in Strategy 5. It ensures providers create support structures for parents (accessible materials, help desks, training) that help them understand the remote learning programs.

Expanding Access to Remote Learning and Improving Student Outcomes.

This project will expand access to remote learning by increasing the number of providers, centralizing all early literacy resources in one portal, providing additional technology for students and families who need it, and engaging in focused outreach to parents. Previously, LDOE provided limited remote learning materials for families, and posted them in various places on its website, or provided access through schools. This project centralizes and expands those resources, makes more approved providers available to parents, and promotes them to parents through school districts, schools, community organizations, churches, remote learning providers, early learning centers, and community centers. It will serve 250,000 students over three years.

The project also will improve outcomes for students in PK-3rd grades, whether or not school takes place in person. First, remote learning opportunities provide additional instruction aligned to the standards being taught at school. Remote learning opportunities allow students to gain proficiency at skills and master content in important standards through scaffolded practice. Second, the portal provides remote instruction that can continue student progress even if students are forced to be away from school during the pandemic. In the case that students are not at school five days a week, attend for part of the day, or have to stay at home for extended periods, this project ensures students can continue their learning with high-quality aligned remote options and teachers can monitor student progress and align it with their virtual instruction.

Evidence Basis for Project

LDOE's project design is based on evidence supporting the impact of high-quality early childhood education for students from disadvantaged backgrounds, closing the digital divide, effective digital learning, and using student data to support instructional decision making.

A strong evidence base exists for the value of investments in early childhood education for children, families and society. In a 2015 comprehensive meta-study of the effectiveness of public investment in early childhood programs, the authors found two key insights that shape this project³⁷. First, high-quality programs (as measured both through interactions and curriculum) delivered high-quality outcomes. High-quality programs had lasting effects on student achievement, boosted long-term economic achievement, and helped prevent the incidence of chronic disease and obesity in adulthood. This project features a focus on evaluating remote learning materials (only Tier 1 programs), and on training remote tutoring staff to be high-quality. The focus on quality programs and interactions will help this project increase

³⁷ <https://heckmanequation.org/www/assets/2017/01/FINALMoffitt-ECE-Paper2015.pdf>

student outcomes. Second, high-quality programs have particular effectiveness for those who are economically disadvantaged. Studies have found that programs that provide disadvantaged families with access to high-quality care are more effective alternatives than no care³⁸. This project serves economically disadvantaged students with priority outreach and funding. Similarly, McCoy and researchers at the Harvard Graduate School of Education found that children at high-quality early childhood education programs are less likely to be retained, and more likely to graduate from high school than peers who didn't attend such programs³⁹.

This project's effort to provide the internet for students is based on evidence showing that the digital divide can worsen achievement disparities. A 2013 Pew Research survey of over 2,400 teachers saw technology disparities by income level. In high-poverty schools, only 3% thought that their students had the digital tools needed to complete assignments--compared to 52% of teachers in low-poverty schools⁴⁰. By providing devices and internet connections directly to students from disadvantaged backgrounds, this project will help close the digital divide.

Meanwhile, research has indicated three important variables for success with at-risk students who are learning new skills through technology: interactive learning, the use of technology to explore and create rather than to "drill and kill", and the right blend of teachers and technology⁴¹. These interactive techniques diagnose students' abilities and focus instruction on that level. In addition, several studies show that digital learning can increase student motivation across grade levels and positively impact learning outcomes⁴². This project was designed with this evidence in mind. It seeks to improve student outcomes by providing students

³⁸ https://heckmanequation.org/www/assets/2017/01/F_Heckman_Moffitt_093016.pdf

³⁹ <https://www.gse.harvard.edu/news/uk/17/11/lasting-payoff-early-ed>

⁴⁰ <https://www.pewresearch.org/internet/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>

⁴¹ <https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf>

⁴² <https://www.ejmste.com/article/a-study-of-the-effects-of-digital-learning-on-learning-motivation-and-learning-outcome-4843>; <https://www.sciencedirect.com/science/article/abs/pii/S0360131508000845>

with devices and an internet connection, with engaging programs to use on those devices, and with access to one-on-one interactions with high-quality direct instruction.

Finally, the evidence base for teachers using student achievement data in instructional decision making is strong. The Institute of Education Sciences has included this instructional practice in its What Works Clearinghouse as *meeting evidence standards*, meaning that it has met the most rigorous evaluation standards used by the U.S. Department of Education. Using data to prioritize instructional time, target individual instruction on particular topics, and refine instructional methods has significant positive impacts on student achievement. This project incorporates this evidence by sharing student progress data from remote learning with the student's teacher and supporting them in using these data to target and improve instruction.

QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES

Management Plan

Project Leadership Team

As noted above, the Project Leadership team will come from two existing LDOE teams: the Birth-3rd Grade Academics team and the Instructional Materials Review team. These two teams already collaborate regularly on the Instructional Materials Review process described above. The Leadership team will meet weekly during the planning phase through the first month of implementation (until 11/1/2020) and twice-monthly thereafter. Meetings will focus on refining, coordinating and assessing progress on plans for provider outreach, provider curriculum review progress, website development and management, parent outreach, and school/district outreach. The Project Director will lead these meetings and create agendas, track follow-ups,

incorporate provider and parent feedback, and manage the project to a successful launch by 10/1/2020 and achievement of all milestones.

Post-launch, the Leadership team will meet twice-monthly to monitor performance measurement data, review parent and provider feedback, progress on annual goals, and microgrant usage. If the project misses a milestone (as shown below on the Gantt Chart), remedial action will be taken by the Project Director within two weeks.

The Leadership team will consist of the following people, whose resumes are included in Appendix I.

- **Maya McLaughlin**, Education Program Consultant, will serve as Project Director. She manages LDOE's Birth-3rd Grade Academics team. Maya will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.
- **Lisa Holliday**, Education Program Consultant, will oversee data collection, parent engagement, LEA engagement, and spending reports. Lisa is a member of the Birth-3rd Grade Academics team. Lisa will collect and report performance measurement data (including spending reports) to the Leadership team. Lisa will also be the lead interface with the Parent Advisory Group, and will manage parent feedback processes.
- **Connie Hebert**, Direct of Instructional Materials Review, will oversee the review of all instructional materials and manage provider relationships. Connie and her team will recruit providers, manage the rolling RFA process, and review instructional materials and applications from providers.

- **Jennifer Wichers**, Education Program Consultant, will support Instructional Materials Review.
- **Nasha Patel**, Deputy Assistant Superintendent for the Office of Early Childhood, will ensure that the program aligns with all department-wide Early Childhood strategy. Nasha also will manage external facing communication and relationships with advocates and early childhood providers to ensure program success.
- **Pheriche Perkins**, Director of Special Projects, will support all aspects of the project, including tracking progress to goals, project management, and financial reports.

Gantt Chart: See Appendix C

Proposed Use of Funds

More detail on spending, including a year-by-year breakdown, is included in the Budget Narrative (Appendix G). The proposed use of funds complies with the grant requirement that at least 80% of grant funds are used directly by students through microgrants, and no more than 5% of grant funds are used for administrative (indirect) costs.

- **Personnel/Fringe:** LDOE requests a total of \$955,420 on salaries and fringe benefits for members of the Project Leadership team.
- **Travel:** No travel funds are requested.
- **Equipment:** No equipment funds are requested.
- **Supplies:** LDOE requests a total of \$6,678 on supplies for basic administrative supplies (laptops, monitors) for newly hired personnel.
- **Contractual:** LDOE requests a total of \$10,259,968 for contractual costs, for microgrants used by parents for remote learning and tutoring services, and for capacity-building

grants for other Louisiana providers. \$8,449,386 of this request will be spent on microgrants, and \$1,810,582 will be spent on capacity-building grants for other Louisiana providers.

- **Other:** LDOE requests a total of \$5,640,000 for other costs, for device and internet hotspot costs to ensure students have a device and internet access for their remote learning.
- **Administrative (Indirect):** LDOE requests \$137,934 for indirect/administrative costs, including legal, financial, accounting, and administrative costs needed for project success.

Significance of Expected Outcomes

Strategies, Objectives, and Performance Measures

The Strategies, Objectives and Performance Measures are located in the chart in Appendix B. In Appendix J, the Project Director assures cooperation with any evaluation.

Anticipated Results and Benefits

This project has two major long-term results and benefits:

1. It allows **12,000 more families to access virtual learning**. Consistent internet access allows students to access remote learning opportunities and additional research and learning opportunities shown to have a positive impact on student learning over time.
2. It **improves early literacy for 75,000-87,5000 students annually** who access remote learning. Before COVID-19, LDOE’s early literacy goals were: the percentage of “disadvantaged children” (as defined below) prepared to enter kindergarten ready to read increases by 30% as measured by the Language and Literacy indicators on the PreK

end-of-year benchmark assessment (GOLD) (for students below age 5), and the percentage of “disadvantaged children” in Grade 3 achieving Mastery in Reading increases 20% as measured by the state’s ELA assessment (for students K-5). But COVID-19 has created three major barriers for these goals: no baseline exists from the 2019-20 school year; the next 2-3 school years include significant uncertainty around the safety of in-person instruction; and the GOLD assessment is administered in-person. If those barriers make the above goals impossible to measure, then LDOE will use parent surveys to determine program success (as outlined in Strategy 5 on the “Strategies, Objectives and Performance Measures” section).

Organizational and Financial Sustainability

This project is part of a larger vision for school transformation in Louisiana, built on the ideas of ensuring high-quality instruction and learning materials and a commitment to closing the digital divide. Louisiana has engineered curriculum-driven reforms over the last decade that have made it easier for more schools, early childhood programs, and teachers to become experts in and use high-quality curricula. Through the evaluation process described above in the “Strategy” section, and by financially incentivizing school systems to use Tier 1 curricula, LDOE has promoted the widespread adoption of aligned, rigorous curricula.

LDOE also has put significant resources into closing the digital divide in Louisiana. Pre COVID-19, Louisiana [announced](#) in the Fall of 2019 that every K-12 student in Louisiana had access to high-speed broadband in school on par with the Federal Communications Commission’s minimum bandwidth goal of 100kbps per student. As the pandemic continues to

create uncertainty about in-person learning, LDOE now is focused on providing similar internet access levels at home to all students.

This project is being integrated into pre-existing systems, divisions and departments within LDOE to ensure it is sustainable. By working in existing departments, the program is more likely to have continuity of staff and requires minimal hiring of new staff who are not funded in the department's existing budget. If this project meets outcomes as projected and parent, LEA and provider feedback support its continuation beyond the grant period, LDOE will identify sustainable funding for it. LDOE has done this with the Course Choice program since it was created in 2013, despite significant state budget shortfalls along the way.

Community and Political Sustainability

LDOE will build community and political support for this project as follows:

- **Family Support:** Serving 250,000 students through microgrants necessitates strong partnership with parents, outlined in the “Project Services” section. LDOE’s close partnership with parents will ensure that parent voices are heard and inform this project. LDOE has already begun working with EdNavigator to provide meaningful feedback on this program. EdNavigator will continue to provide LDOE guidance.
- **Political Support:** Governor Edwards has signaled his support for this project, as shown in his letter in Appendix A. State Superintendent of Education Cade Brumley began June 8th and outlined a 100 Day Entry Plan that closely aligns with the goals of this project., including the two goals of (1) students entering kindergarten ready, and (2) students achieving mastery level on third grade assessments⁴³. As Superintendent of Jefferson

⁴³ <https://www.louisianabelieves.com/resources/about-us/meet-the-department-of-education>

Parish (the state's biggest district), Dr. Brumley adopted district-wide, Tier 1 curriculum for all core content, aligning with this project's focus on quality remote materials. In addition, the Louisiana State Board of Elementary and Secondary Education (BESE) has prioritized early childhood education, having created an Early Childhood Care and Education Advisory Council to provide guidance on early childhood policy.

APPENDIX

All Appendix documents are attached in order.

Appendix A: Governor's Letter

Appendix B: Strategies, Objectives and Performance Measures

Appendix C: Gantt Chart

Appendix D: Logic Model

Appendix E: Strategies for Ensuring Equal Access

Appendix F: Abstract

Appendix G: Budget Narrative

Appendix H: References

Appendix I: Resumes

Appendix J: Assurances

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Office of the Governor
State of Louisiana

JOHN BEL EDWARDS
GOVERNOR



P.O. Box 94004
BATON ROUGE, LOUISIANA 70804-9004
(225) 342-7015
GOV.LA.GOV

June 19, 2020

Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Ms. Todd:

As Governor of the State of Louisiana, I am proud to support the Louisiana Department of Education's application for the Education Stabilization Fund - Rethinking K-12 Education Models grant. I am committed to creating support systems for our students that respond directly to the needs of families impacted by the coronavirus pandemic. I am also whole-heartedly committed to supporting early literacy; learning to read is fundamental for children's educational success. This grant will provide critical funding for early literacy resources and educational support tools for children in this crisis. The pandemic has had particularly devastating impacts in the state of Louisiana. Louisiana's coronavirus burden has created what could become lifelong educational gaps for some of our youngest learners, gaps that will only be exacerbated by race and poverty.

This grant will allow the Louisiana Department of Education to provide online learning support to close literacy gaps that have been worsened by the coronavirus. The online support system will be parent-driven, streamlined, and scalable and will support the diverse needs of children throughout our state. I am confident that this grant will help us build systems to ensure that our youngest learners have access to the resources they need during these unprecedented times.

I strongly encourage the Department of Education to make this grant to the Louisiana Department of Education. It is much needed and will help to remediate the devastating impacts of this pandemic on the education of our children, bolstering the foundation on which they will build the rest of their educational careers.

Sincerely,

A large black rectangular redaction box covering the signature of John Bel Edwards.

JOHN BEL EDWARDS
Governor

Strategies, Objectives and Performance Measures for Louisiana Department of Education ESF-REM

GOALS: The percentage of disadvantaged children prepared to enter kindergarten ready to read increases by 18% as measured by the Language and Literacy indicators on the PreK end-of-year benchmark assessment (GOLD) (for students below age 5), and the percentage of disadvantaged children in Grade 3 achieving Mastery in Reading increases 12% as measured by the state's ELA assessment (for students K-5). <i>*These goals are pre-COVID goals; the possible barriers to them are outlined in the Narrative, "Significance of Expected Outcomes" section. Parent survey questions in Strategy 5 will replace these goals if they cannot be administered.</i>				
Objectives	Performance Measures	Data Sources:	Instruments/ Methodology:	Completion Dates:
STRATEGY 1: Create an online portal for families to use microgrants to access high-quality early literacy remote learning, including live tutoring with trained specialists, remote programs, devices and internet hotspots.				
Objective 1.1: 75,000-87,500 students annually will access microgrants for remote learning resources on the portal over the three years of the grant.	Y1: 75,000 students Y2: 87,500 students Y3: 87,500 students	Microgrant purchase records	-Each student will be counted as new each year if they make one microgrant purchase per academic year	Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023
Objective 1.2: At least 12,000 families will receive devices or hotspots through this program from an approved list of devices.	Y1: 6,000 Y2: 3,000 Y3: 3,000	Microgrant purchase records	-Each family will be counted if they make one purchase of either a device or hotspot per year	Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023

STRATEGY 2: Implement a rigorous outreach and vetting process through a Rolling RFA process to ensure that the portal includes multiple, high-quality, national and Louisiana providers with strong plans for partnering with parents and LEAs.

Objective 2.1: The portal will have at least three remote learning options in year 1, five in year 2, and seven in year 3. (including tutoring and programs), as measured by the number of vendors providing microgrant accounts to families.	Y1: 3 Y2: 5 Y3: 7	List of providers		Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023
Objective 2.2: The portal will only host providers either trained to tutor students with high-quality early-childhood direct instruction or providing Tier 1 remote programs.	Y1: 100% Y2: 100% Y3: 100%	List of curricula	-LDOE will evaluate on a rolling basis throughout year	Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023
Objective 2.3: The portal will have at least 10% of its providers located in Louisiana	Y1: 10% Y2: 10% Y3: 10%	List of providers	-LDOE will prioritize local vendors	Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023

STRATEGY 3: Ensure the most disadvantaged families have priority access to the one stop shop.

Objective 3.1: 85% of total microgrants funds are spent on	Y1: 85% Y2: 85% Y3: 85%	Microgrant purchase reports	-LDOE will examine monthly	Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023
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students from struggling schools (as defined in the grant).				
STRATEGY 4: Ensure that providers work closely with LEAs to promote continuity of learning for students in the project.				
Objective 4.1: 100% of providers will implement LEA engagement plans, including reports to schools to use for progress monitoring, support for LEA curriculum directors, summary reports, and provider surveys.	Y1: 100% Y2: 100% Y3: 100%			Y1: 6/1/2021 Y2: 6/1/2022 Y3: 6/1/2023
STRATEGY 5: Partner with parents to provide appropriate, continually improving remote learning for students and ensure that providers are doing the same.				
Objective 5.1: 80% of parents surveyed through a random sample will express satisfaction with the remote learning options available.	Y1: 80% Y2: 80% Y3: 80%		-Survey will be administered in spring of each academic year	Y1: June Y2: June Y3: June
Objective 5.2 80% of parents surveyed express increased familiarity and proficiency with digital and remote learning	Y1: 80% Y2: 80% Y3: 80%		-Survey will be administered in spring of each academic year	Y1: June Y2: June Y3: June

LDOE Gantt Chart: ESF-REM

Blue boxes note when activities are occurring.

For each year, Fall is 9/1-12/31, Spring is 1/1-5/31, and Summer is 6/1-8/31.

	Owner	Year 1 9/1/2020 - 8/31/2021			Year 2 9/1/2021-8/31/2022			Year 3 9/1/2022-8/31/2023		
		<i>Fall</i>	<i>Spr</i>	<i>Sum</i>	<i>Fall</i>	<i>Spr</i>	<i>Sum</i>	<i>Fall</i>	<i>Spr</i>	<i>Sum</i>
Activity #1: Implement a rigorous outreach and vetting process for providers (Objectives 2.1, 2.2)	Maya McLaughlin Support: Connie Hebert									
Task: Design/update rubric for evaluation of remote learning materials	Maya McLaughlin									
Task: Advertise opportunity to providers	Maya McLaughlin									
Task: Collect and review applications from providers	Maya McLaughlin									
Task: Select providers	Maya McLaughlin									
Task: Notify providers of selection, host orientation for them (ongoing)	Connie Hebert									
Activity #2: Build capacity for Louisiana providers (Objectives 2.3)	Connie Hebert									
Task: Create capacity- building application for Louisiana providers	Connie Hebert									
Task: Evaluate capacity-building applications for Louisiana providers	Connie Hebert									
Task: Receive reports from Louisiana providers, support them in portal application	Connie Hebert									
Activity #3 Engage stakeholders, and ensure providers are engaging stakeholders (Objectives 3.1, 4.1, 5.1)	Lisa Holliday Support: Maya McLaughlin									
Task: Convene and hold meetings of the Parent Advisory Group	Lisa Holliday Support: Maya McLaughlin									

<i>Task: Engage LEAs, and support providers in engaging LEAs</i>	<i>Lisa Holliday</i>									
<i>Task: Recruit families to use portal through emailed invitation, mail, and/or notices sent home with student materials</i>	<i>Lisa Holliday</i>									
<i>Task: Provide technical assistance to families using the portal</i>	<i>Lisa Holliday</i>									
Activity #5: Deliver services through portal (Objectives 1.1, 1.2)	<i>Connie Hebert Support:</i>									
<i>Task: Add providers and programs to web portal</i>	<i>Connie Hebert</i>									
<i>Task: Coordinate with school districts to provide laptops, hotspots, or other necessary devices to families</i>	<i>Connie Hebert</i>									
<i>Task: Monitoring and assess the ongoing delivery of services by providers</i>	<i>Connie Hebert</i>									
<i>Task: Adjust delivery based on provider services</i>	<i>Connie Hebert</i>									
Activity #6: Maintain aligned grant management	<i>Maya McLaughlin Support: Lisa Holliday</i>									
<i>Task: Hold Weekly Project Management Team Meetings</i>	<i>Maya McLaughlin</i>									
<i>Task: Attend ESF-REM trainings and meetings</i>	<i>Maya McLaughlin, Lisa Holliday</i>									
<i>Task: Conduct annual parent surveys, implement changes based on data</i>	<i>Lisa Holliday</i>									
<i>Task: Submit Annual Reports</i>	<i>Maya McLaughlin</i>									
<i>Task: Submit Final Report</i>	<i>Maya McLaughlin</i>									

Logic Model for Early Childhood Literacy Portal

Needs	Inputs	Strategies	Outcomes – Impact	
			Short-Term (3 years)	Long-Term
<ul style="list-style-type: none"> Early learners lost months of instruction due to the closure of schools and child care centers this spring and summer, and could lose further instruction this fall. Louisiana faces huge digital divides: nearly one third of students do not have access to a device at home, with large disparities for students of color and students from low-income communities. Families lack access to quality remote learning resources for young children, especially for early literacy instruction Children who enter school behind, usually remain behind, further contributing to Louisiana's current academic challenges. Schools and teachers need more support to help students succeed in remote learning. Parents need to understand and be able to support students in remote learning for students to succeed 	<ul style="list-style-type: none"> Online tutoring and access to certain curricula for all parents Communications and website management team Project coordination by LDOE Early Childhood Academics team Technology devices and hotspots for students 	<ul style="list-style-type: none"> Create an online portal for families to use microgrants to access high-quality early literacy remote learning and devices Provide technology devices and internet to students without access 	<ul style="list-style-type: none"> Students from low-income families are prepared to continue their education remotely if COVID-19 forces continued closures 75,000-87,500 students annually access microgrants for remote learning 12,000 families receive devices or hotspots 	<ul style="list-style-type: none"> Digital divide for Louisiana students is reduced long-term Families continue to be equipped to access from online content, internet access and devices Learning loss prevented and gains supported in early childhood have lifelong benefits
	<ul style="list-style-type: none"> Rigorous curriculum vetting process Consultation with Early Childhood Care and Education Advisory Council 	<ul style="list-style-type: none"> Implement a rigorous outreach and vetting process through a rolling RFA process to ensure that the portal includes multiple high-quality providers, with capacity-building grants for in-state providers 	<ul style="list-style-type: none"> LDOE will still achieve the ambitious literacy student achievement goals set out in its pre-COVID Comprehensive Literacy Plan Portal will have at least 3 learning options 100% of providers meet curriculum criteria 10% of providers based in LA 	
	<ul style="list-style-type: none"> List of struggling schools Regular purchase report data review 	<ul style="list-style-type: none"> Ensure the most disadvantaged families have priority access to the online portal, learning technology, and internet 	<ul style="list-style-type: none"> Percentage of families without appropriate technology access is reduced 85% of total microgrants are spent on students from struggling schools 	
	<ul style="list-style-type: none"> Teacher experience in using data to improve instructional practice ECE provider and school survey to inform content 	<ul style="list-style-type: none"> Ensure providers work closely with LEAs to support continuity of student learning 	<ul style="list-style-type: none"> 100% of providers implement LEA engagement plans, reports to schools 	
	<ul style="list-style-type: none"> Course choice framework Consultation with Parent Advisory Group 	<ul style="list-style-type: none"> Partner with parents to provide appropriate, continuously improving remote learning for students, and ensure that providers do the same 	<ul style="list-style-type: none"> 80% of parents surveyed through random sample express satisfaction with the remote learning options available 80% of parents surveyed express increased familiarity and proficiency with digital and remote learning 	

Strategies for Ensuring Equal Access and Treatment.

LDOE serves an academically and racially diverse student population and is committed to equal treatment for all students, employees and the general public. It does not discriminate based on gender, race, national origin, color, disability, or age. This is reflected in LDOE's hiring policies and admissions policies. In addition to nondiscrimination policies for hiring and admissions, LDOE acknowledges the following barriers participants and teachers may face while participating in the proposed activities and proposes solutions to each barrier, including:

- Barrier: Students (especially students from low-income backgrounds) face added barriers to success such as a lack of familiarity with the format and requirements of online learning.
 - Solution: Project money will ensure that providers strongly support students, especially students from low-income backgrounds, in dealing with the challenges of remote learning. Providers must offer help desks staffed for extensive hours, guidance documents for parents using their remote learning materials, and easy to navigate websites.
- Barrier: Parents for whom English is a second language, or whom have lower levels of literacy, may struggle with the setup and implementation of remote learning.
 - Solution: Providers must make parent materials accessible in Spanish and Vietnamese for parents to be able to set up remote learning for their students. Providers must also use accessibility principles listed under the

following barrier to make sure online directions are clear to parents of all levels of literacy.

- Barrier: Students with visual or other impairments may have difficulty assessing online materials.
 - Solution: The following accessibility principles will be utilized in the design of online coursework: all non-text content will have alternative text; all data tables will have headings; users will be able to complete and submit all forms; links will make sense out of context; media will have captions and/or transcripts; non-HTML content will be accessible; users can skip repetitive elements on the page; users can comprehend the page structure and purpose; meaning will not be conveyed through color alone; content will be clearly written and easy to read; JavaScript will be accessible; users will be able to access content from various devices and browsers; and all sites will comply with accessibility standards.

LDOE employs teachers, staff and administrators under a policy that promotes equal opportunity hiring practices conforming with state and federal laws and regulations. LDOE does not discriminate in offering access to its educational programs and activities, or with respect to employment terms and conditions, on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, veteran status, or any legally protected class or basis. This commitment applies to the State's relationships with outside organizations, including the federal government, contractors, and private employers to the extent of state and federal

requirements. Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination if such disparate treatment is required by federal or state law.

ABSTRACT

The Louisiana Department of Education (LDOE) is applying under Absolute Priority 1 for \$ [REDACTED] the Education Stabilization Fund-Rethink K-12 Education Models Discretionary Grant Program from 9/1/2020-8/31/2023. LDOE serves 716,416 students in 1,400 schools in 160 Local Education Agencies (LEAs). LDOE will provide funding through microgrants for parents to meet the educational needs of their children in the early grades (Pre-K to 3rd grade) through increased access to high-quality remote learning programs, tutoring, and the devices/internet connectivity needed for those services. 75,000-87,500 students annually will access microgrants for remote learning resources, and at least 12,000 families will receive devices or hotspots through this program. The student achievement goals for the program are: the percentage of “disadvantaged children” (as defined below) prepared to enter kindergarten ready to read increases by 18% as measured by the Language and Literacy indicators on the PreK end-of-year benchmark assessment (GOLD) (for students below age 5), and the percentage of “disadvantaged children” in Grade 3 achieving Mastery in Reading increases 12% as measured by the state’s ELA assessment (for students K-5). The program will commit 85% of microgrants to students from low-income backgrounds and in schools in need of intervention. Providers on the portal will work closely with LEAs and parents to ensure that the portal promotes continuity of learning for students across all settings.

This application addresses all six application requirements:

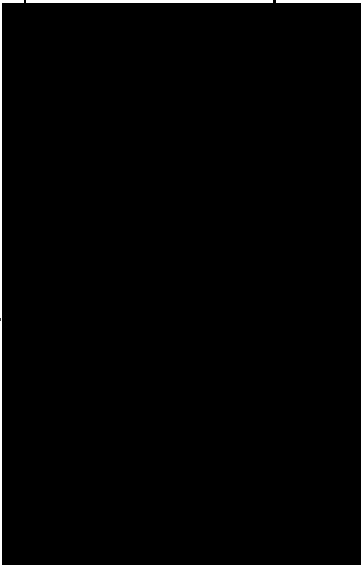
1. The applicant is applying under Absolute Priority 1. LDOE will provide funding through microgrants to allow parents to meet the educational needs of their school-age children through increased access to high-quality remote learning.
2. LDOE outlines the primary needs satisfied by this project: lost instruction in spring 2020, the digital divide, a lack of quality remote resources for learning, opportunity gaps in Louisiana among early learners, and low parent support in supporting remote learning.
3. Louisiana's coronavirus burden is extremely high, based on the statistics shared in the Notice Inviting Applications, and the economic, educational, and health consequences cited in this application.
4. LDOE has committed significant state assets, in collaboration with parents, Local Education Agencies (LEAs) and nonprofits, to support student learning outcomes during the COVID-19 pandemic.
5. LDOE provides all needed assurances, including as requested for evaluations that the Secretary may carry out.
6. LDOE demonstrates support for this project through a letter signed by Governor John Bel Edwards.

BUDGET NARRATIVE**Budget Narrative LDOE, ESF-REM**

	
Year 1, 9/1/20-8/31/2021	
Year 2, 9/1/21-8/31/2022	
Year 3, 9/1/22-8/31/2023	
Total Direct Costs	
Total Indirect Costs	
Total Cost	

YEAR 1, 9/1/2020-8/31/2021

PERSONNEL AND FRINGE BENEFITS - \$309,871

Position	Job Description	Salary
Education Program Consultant Maya McLaughlin	The team member will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership Team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.	
Education Program Consultant, Lisa Holliday	The team member will oversee data collection, parent engagement, LEA engagement, and spending reports.	

<p>Direct of Instructional Materials Review</p> <p>Connie Hebert</p>	<p>The team member will oversee the review of all instructional materials, including provider relationships.</p>
<p>Education Program Consultant</p> <p>Jennifer Wichers</p>	<p>The team member will support instructional materials review.</p>
<p>Deputy Assistant Superintendent for the Office of Early Childhood</p> <p>Nasha Patel</p>	<p>The team member will ensure that the program aligns with all department-wide Early Childhood strategy</p>
<p>Deputy Assistant Superintendent</p> <p>Chanda Johnson</p>	<p>The team member will oversee Instructional Materials Review process and support vendor relations.</p>
<p>Director of Special Projects</p> <p>Pheriche Perkins</p>	<p>The team member will support implementation of all parts of the project</p>
<p>Educational Program Consultant To be hired</p>	<p>The team member will focus on all aspects of remote learning portal implementation</p>

Total salaries and wages	
Fringe benefits for all employees	
TOTAL	

SUPPLIES -\$2,226

LDOE will provide supplies for 100% FTE employees (laptops, cell phone, monitor).

Expense	Supplies Cost
Cell phones, laptops, monitor, docking station	\$2,225.52
Total:	\$2,225.52

Contractual

LDOE will provide microgrants for parents to use to access remote learning and tutoring services. LDOE will provide capacity-building grants for in-state providers to build remote learning and tutoring programs.

Expense	Cost
Microgrants for remote learning and tutoring services	\$2,816,462
Capacity-building for Louisiana providers	\$603,528
TOTAL	\$3,419,990

Professional Services: Other Services

LDOE will provide devices and hotspots for priority students who cannot access the portal. Each device/hotspot costs approximately \$470 when combined (prices vary by device).

Vendor	Cost
Vendors with existing relationships with LDOE (various) for devices and internet hotspots	\$3,280,000
TOTAL	\$3,280,000

TOTAL, YEAR 1

Personnel	
Fringe Benefits	
Supplies	
Contractual	
Other	
Total Direct Costs	
Total Indirect Costs	
Total Costs, Year 1	

YEAR 2, 9/1/2021-8/31/2022**PERSONNEL AND FRINGE BENEFITS - \$318,391**

Position	Job Description	Salary
Education Program Consultant Maya McLaughlin	THE TEAM MEMBER will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership Team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.	25% of salary: \$21,837
Education Program Consultant, Lisa Holliday	The team member will oversee data collection, parent engagement, LEA engagement, and spending reports.	100% of salary = \$73,990

<p>Direct of Instructional Materials Review</p> <p>Connie Hebert</p>	<p>The team member will oversee the review of all instructional materials, including provider relationships.</p>
<p>Education Program Consultant</p> <p>Jennifer Wichers</p>	<p>The team member will support instructional materials review.</p>
<p>Deputy Assistant Superintendent for the Office of Early Childhood</p> <p>Nasha Patel</p>	<p>The team member will ensure that the program aligns with all department-wide Early Childhood strategy</p>
<p>Deputy Assistant Superintendent</p> <p>Chanda Johnson</p>	<p>The team member will oversee Instructional Materials Review process and support vendor relations.</p>
<p>Director of Special Projects</p> <p>Pheriche Perkins</p>	<p>The team member will support implementation of all parts of the project</p>
<p>Educational Program Consultant To be hired</p>	<p>The team member will focus on all aspects of remote learning portal implementation</p>

Total salaries and wages
Fringe benefits for all employees
TOTAL

SUPPLIES -\$2,226

LDOE will provide supplies for 100% FTE employees (laptops, c

Expense	Supplies Cost
Cell phones, laptops, monitor, docking station	\$2,225.52
Total:	\$2,225.52

Contractual

LDOE will provide microgrants for parents to use to access remote learning and tutoring services. LDOE will provide capacity-building grants for in-state providers to build remote learning and tutoring programs.

Expense	Cost
Microgrants for remote learning and tutoring services	\$2,816,461
Capacity-building for Louisiana providers	\$603,528
TOTAL	\$3,419,989

Professional Services: Other Services

LDOE will provide devices and hotspots for priority students who c
Each device/hotspot costs approximately \$470 when combined (pri

Vendor	
Vendors with existing relationships with LDOE (various) for devices and internet hotspots	
TOTAL	

TOTAL, YEAR 2

Personnel	
Fringe Benefits	
Supplies	
Contractual	
Other	
Total Direct Costs	
Total Indirect Costs	
Total Costs, Year 2	

YEAR 3, 9/1/2022-8/31/2023

PERSONNEL AND FRINGE BENEFITS - \$327,148

Position	Job Description
Education Program Consultant Maya McLaughlin	THE TEAM MEMBER will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership Team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.
Education Program Consultant, Lisa Holliday	The team member will oversee data collection parent engagement, LEA engagement, and spending reports.
Direct of Instructional Materials Review Connie Hebert	The team member will oversee the review of all instructional materials, including provider relationships.
Education Program Consultant	The team member will support instructional materials review.

Jennifer Wichers	
Deputy Assistant Superintendent for the Office of Early Childhood Nasha Patel	The team member will ensure that the program aligns with all department-wide E Childhood strategy
Deputy Assistant Superintendent Chanda Johnson	The team member will oversee Instruction Materials Review process and support ven relations.
Director of Special Projects Pheriche Perkins	The team member will support implementation of all parts of the project
Educational Program Consultant To be hired	The team member will focus on all aspects remote learning portal implementation
Total salaries and wages	
Fringe benefits for all employees	
TOTAL	

SUPPLIES -\$2,226

LDOE will provide supplies for 100% FTE employees (laptops, cell phone, monitor).

Expense	Supplies Cost
Cell phones, laptops, monitor, docking station	\$2,225.52
Total:	\$2,225.52

Contractual

LDOE will provide microgrants for parents to use to access remote learning and tutoring services. LDOE will provide capacity-building grants for in-state providers to build remote learning and tutoring programs.

Expense	Cost
Microgrants for remote learning and tutoring services	\$2,816,461
Capacity-building for Louisiana providers	\$603,528
TOTAL	\$3,419,989

Professional Services: Other Services

LDOE will provide devices and hotspots for priority students who cannot access the portal. Each device/hotspot costs approximately \$470 when combined (prices vary by device).

Vendor	Cost
Vendors with existing relationships with LDOE (various) for devices and internet hotspots	\$1,180,000
TOTAL	\$3,280,000

TOTAL, YEAR 3

Personnel	
Fringe Benefits	
Supplies	
Contractual	
Other	
Total Direct Costs	
Total Indirect Costs	
Total Costs, Year 3	

Louisiana Department of Education ESF-REM
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Chanda Johnson

Chanda Johnson currently serves as Deputy Assistant Superintendent of Humanities in the Office of Academic Policy and Analytics at the Louisiana Department of Education where she develops and implements Louisiana's Humanities strategy. She leads Louisiana's Innovative Assessment Pilot work. Chanda also manages the coordination and support of staff, vendors, and local school systems. Chanda has worked in the Louisiana Department of Education as the Chief of Staff for the Office of Academic Content, the Director of Instructional Materials Review, a Math Specialist, and a Network Coach. She was also one of the first Teacher Leaders for the state of Louisiana in the Spring of 2013. Chanda worked at EdReports.org as a Senior Instructional Materials Review Specialist for two years. Prior to leaving the classroom, Chanda worked as a Math and English teacher in Acadia Parish for twelve years. Chanda has continued to teach online English classes at LSU Eunice for the last thirteen years. Chanda received a B.S. in secondary education, a M. Ed. in Curriculum and Instruction, and +30 from the University of Louisiana at Lafayette.

EDUCATION

+30	UL Lafayette, May 2002
M. Ed.	Curriculum and Instruction (Minor-English), UL Lafayette, May 2001
B.S.	Secondary Education (Major-English, Minor-Math), UL Lafayette, May 2000

CERTIFICATIONS

Louisiana Teaching Certificate , Type B–Valid for Life

General Areas of Certification: English (Grades 6-12) and Mathematics (Grades 6-12)

EMPLOYMENT HISTORY

2017–Present	Louisiana Department of Education, Baton Rouge Deputy Assistant Superintendent of Humanities
2015–2017	EdReports.org, Virtual Senior Instructional Materials Review Specialist
2013–2015	Louisiana Department of Education, Baton Rouge Education Program Consultant 3
2007–Present	LSU Eunice English/Mathematics Adjunct Professor
2008–2011	Louisiana Department of Education, Baton Rouge Private Contractor
2002–2013	Acadia Parish Math and English Teacher

KEY LEADERSHIP EXPERIENCES

2019 – present	Member of Louisiana’s Early Literacy Commission. Leads all meetings.
2013 – 2016	Member of EQuIP Peer Review Panel

SELECTED PRESENTATIONS

- Johnson, C.S. (2019, June). *Innovative Assessment Demonstration Authority: Year One Reflections*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Innovative Assessment Initiatives in Four States*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Multiple Pathways to Assessment Innovation: Diverse Approaches from Three States*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Innovative Assessment Pilot*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 Overview*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360: Deep Dive into the Teacher’s Guide to LEAP 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360: Deep Dive into the District’s Guide to LEAP 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 ELA: A Deep Dive*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 Math: A Deep Dive*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, May). *A 360 Approach to Assessment Systems*. Presentation at Elevating Instructional Advocacy conference, Denver, CO.

Pheriche Perkins

SKILLS SUMMARY

Data collection, analysis, and reporting. Presenting and facilitating. Early Childhood and education. Microsoft Office Suite. Italian, Spanish, and English speaker.

AWARDS

- *Leadership Baton Rouge:* competitively selected leadership development program

EXPERIENCE

Education Program Consultant, Louisiana Department of Education Baton Rouge, Louisiana — 2019-present

Support early childhood teacher preparation through data collection, analysis and reporting. Build out dashboards and connect institutional metrics to state-wide accountability system. Staff team creating state-wide longitudinal database and provide guidance on data collection.

Managing Director of Academic Programs, Baton Rouge Youth Coalition Baton Rouge, Louisiana — 2015-2019 (promoted from Director in 2017)

Manage all organizational data collection, analysis and reporting. Develop and implement survey methodology. Communicate results with diverse stakeholders. Guide strategic growth of the organization through sustainable funding, investments, and relationships. Run retirement committee and manage retirement investments. Manage team of 5 staff members to enhance academic programs for 250 student Fellows at the Baton Rouge Youth Coalition. Develop and manage ACT curriculum for 200 students focusing on literacy and numeracy.

Volunteer Manager, Capital Area United Way Baton Rouge, Louisiana — 2014-2015

Create online database of volunteer opportunities for over 50 partner agencies and provide all technological training and support. Create large-scale opportunities for 400+ volunteers. Manage strategic partnerships with corporate sponsors to increase volunteer engagement in partner agencies.

Graduate Hall Director, Texas A&M University College Station, Texas — 2012-2014

Supervised daily operations for three different residence halls, ranging from 250 to 500 students. Managed staffs of 4-16 resident advisors. Developed, presented, and evaluated hall director training. Directed and evaluated programming and hall council. Presented modules on financial literacy, conflict management, and administration

Literacy Coordinator, FIRST 5 Mendocino Ukiah, California — 2011-2012

Advocated for educational supports for birth- 5 population in Mendocino county. Presented fundraising and outreach data to community stakeholders on regular basis. Managed distribution of over 20,000 books to 2,000 children for the local Imagination Library. Raised over \$17,000 to meet operating costs by writing grant proposals, executing large-scale events, and giving speeches.

EDUCATION

Texas A&M University Master of Science Applied and Agricultural Economics— 2012-2014

Tulane University Bachelor of Arts Economics, Spanish, and Italian— 2007-2011

JENNIFER WICHERS

(504) [REDACTED] | [REDACTED]

EDUCATION > SOUTHEASTERN LOUISIANA UNIVERSITY, HAMMOND, LA

Bachelor of Science, Early Childhood Education PK – 3 | Graduated May 2006
GPA: 3.6, Praxis Exams Completed

Gamma Beta Phi Honor Society; Kappa Delta Pi (educator's honor society); President's List: Fall 2003, Fall 2004, Fall 2005; Dean's List: Spring 2005

UNIVERSITY OF LOUISIANA AT MONROE, MONROE, LA

Elementary Education Courses Completed K – 8 | 2001 to 2003

PROFESSIONAL EXPERIENCE >

LOUISIANA STATE DEPARTMENT OF EDUCATION, BATON ROUGE, LA

Education Program Consultant 3 | November 2019 to Present

Education Program Consultant 2 | May 2019 to November 2019

Created and assisted in creating professional development for ELA K-2 Guidebooks and Foundational Reading Supports. Support ELA implementation through collaboration events. Work on the development of systematic foundations of reading supports for diverse learners in grades 3 to 5. Manage a team of Teacher Leader Advisors in continued development of the foundations of reading supports. A liaison with SPDG in future roll out of literacy supports. Work closely with the SPDG and IMR teams to review intensive intervention programs to continue the support of literacy in grades 3-5. Began the process of meeting with curriculum vendors and SPDG schools to begin implementation of the pilot for intensive intervention programs during the 2020-2021 school year. Completed LETRS training to gain knowledge on the science of reading for future Early Childhood, K-2, and 3-5 support work. Supported the development of the High School Guidebooks 2020 by working with a vendor, Xanadu, on text permissions for twenty high school units and creating Guidebook Unit Readers. Created a template of a Teaching Guide. Trained TLAs to begin creating Teaching Guides for the twenty high school units. Assisted with high school units, using the compiler process for moving units to the new curriculum platform. Worked with the IMR team to directly review curriculum reviews for grades K-2. Managed the ELA Guidebooks email for teacher/school support.

LOUISIANA STATE DEPARTMENT OF EDUCATION, BATON ROUGE, LA

Teacher Leader Advisor, Team Leader for IMR K to 5 | July 2016 to June 2017

Served as a one year contract Teacher Leader Advisor as a Team Leader for Instructional Material Reviews for Grades K to 5. Responsible for managing two sub teams, K through 2 and 3 through 5. Completed Instructional Material Reviews using an effective, deliberate rubric. Set deadlines for team members and met deadlines for the state department.

DOYLE ELEMENTARY, LIVINGSTON, LA

Pre-K Teacher | August 2017 to May 2019

Kindergarten Teacher | August 2015 to May 2017

SPRINGFIELD ELEMENTARY, SPRINGFIELD, LA

Kindergarten Teacher | August 2013 to May 2015

ST. CHARLES PARISH PUBLIC SCHOOLS, LULING, LA

Substitute Teacher | January 2012 to May 2012

Long term sub position held at Allemands Elementary, DES ALLEMANDS, LA

WOODLAND PARK ELEMENTARY MAGNET, HAMMOND, LA

Kindergarten Teacher | August 2011 to December 2011

PERRIN EARLY LEARNING CENTER, PONCHATOUA, LA

Inclusion Kindergarten Teacher | August 2010 to May 2011

Kindergarten Teacher | August 2009 to May 2010

LORANGER ELEMENTARY, LORANGER, LA

Kindergarten Teacher | August 2007 to May 2008

3rd Grade Teacher | August 2006 to May 2007

Responsible for developing creative lesson plans based on the state required curriculum, Louisiana State Standards and/or Common Core State Standards. Implement time management and behavior management skills in the classroom. Focus on cognitive, social, physical, and emotional development through developmentally appropriate practices. Commit to creating an enthusiastic, positive, supportive, energetic, and diverse atmosphere.

PR/Award # S425B200042

QUALIFICATIONS > Understand young children’s behavior, desires for learning, and need for social, emotional, physical, and cognitive growth.

Strong organizational and time management skills, yet flexible and ready to address new challenges.

Effective communication skills contributing to increased productivity during collaboration with team members to establish and achieve goals.

Knowledgeable on the use of Google Docs, Google Sheets, Google Slides, Excel, PowerPoint, and Outlook, as well as, the LDOE style guide and expectations.

Lisa G. Holliday, Ed.D



Objective

I am seeking a dynamic career opportunity to utilize my strong leadership skills, relationship-building abilities, efficiency, organization, and strategic planning talents.

Education

2020

University of Louisiana at Monroe

Monroe, LA (Online)

- Doctor of Education in Curriculum and Instruction

2016

Northwestern State University

Natchitoches, LA (Online)

- Completed Courses:
 - ETEC 5710 Professional Development for Technology Integration
 - SPED 5890 Curriculum and Methods for the Academically Gifted

2016

Washington Parish School System

Franklinton, LA

- Superintendent's Leadership Academy

2012 Graduate

Southeastern Louisiana University

Bogalusa, LA (Cohort)

- Master of Educational Leadership & Technology
 - SLLA Score: [REDACTED]

[REDACTED] **LRCE - Teach Louisiana Consortium**

Baton Rouge, LA

- Teacher Certification, Elementary 1-5

2007 Graduate

American Intercontinental University Online

Buckhead, GA (Online)

- Bachelor of Business Administration
 - Concentration: Organizational Psychology and Development
 - Graduated summa cum laude

2005 Graduate

Louisiana Tech University

Ruston, LA

- Associate of General Studies
 - Concentration: Liberal Arts

2003 Graduate

Franklinton High School

Franklinton, LA

Employment

Literacy Coach

07/2016-present
Franklinton, LA

Washington Parish School System

- School Test Coordinator
- School English Learner Coordinator
- English Learner Proficiency Test Administrator
- School Improvement Plan team member
- Leadership Team member
- School Building Level Committee team member
- Lead a team of interventionists in program implementation
- Provide monthly professional development to teachers
- Served as School Test Administrator at Franklinton Elementary for past 2 years
- Itinerant literacy coach at Franklinton Elementary – 2017-2018

Teacher

12/2008-07/2016
Franklinton, LA

Washington Parish School System

- 2nd Grade at Franklinton Primary School (2014-2016)
 - Teacher Leader
 - School Leadership Team member for 2015-2016 school year
- 1st Grade at Franklinton Primary School (2012-2014)
 - 1st Grade Chairman for 2013-2014 school year
- 5th Grade English Language Arts at Franklinton Elementary School (2008-2012)
 - Student Council sponsor
 - Literacy Leadership Team member
 - School Improvement Plan Team member
 - 5th Grade Chairman for 2011-2012 school year

Substitute Teacher

08/2008-12/2008
Franklinton, LA

Washington Parish School System

Office Manager

01/2008-04/2008
Las Vegas, NV

Advanced Hearing Centers

Resident Services Representative

01/2006-03/2007
Las Vegas, NV

Turnberry Associates



Professional Memberships and Volunteer Community Positions

Education Outreach Coordinator, appointed by Senator Beth Mizell

The Honor Society of Phi Kappa Phi

2018-present

International Literacy Association

2011-present

Louisiana Reading Association

2009-present

Board of Directors member
2020-2022 – President
2018-2020 – Vice President (elected term position)
2016-2020 – Young Authors Chairperson

Washington Parish Reading Council

2009-present

2016-2020 – Secretary
2014-2016 – President
2013-2014 – Secretary
2012-2013 – President
2011-2012 – Vice President
2010-2011 – Public Relations

Specialized Trainings/Conferences/Workshops

- Classroom Assessment Scoring System (CLASS)
- COMPASS Teacher Evaluation System
- Teacher Leader Summit – annual attendance
- Plain Talk About Literacy and Learning Conference – annual attendance
- Louisiana Reading Association Leadership Training – annual attendance
- Louisiana Reading Association professional development sessions – quarterly attendance
- International Literacy Association Conference
- English Learner Proficiency Test training
- EAGLE/DRC
- Google
- Whole Brain Teaching Conference
- Conscious Discipline
- Open Court Reading
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- SmartyAnts
- Zearn
- Eureka Math
- Write From the Beginning
- Daily Grammar Practice
- LDOE Guidebooks

Louisiana Teaching Certifications

- Master's degree plus 30 graduate hours
- Level 3 Certificate
- Teacher Leader
- Educational Leadership – Level 1
- Elementary Grades 1-5

Computer/Technology Skills

- Proficient on all Microsoft programs
- Google
- ConnectEd
- JCAMPUS
- EAGLE/DRC
- AIRAST
- Title I Crate
- eWalk
- DIBELS
- OnCourse Systems
- SmartyAnts
- Zearn
- Classroom technology: Mimio, Elmo, Infocus, Promethean, ActivInspire

Conference/Professional Development Presentations

- Annual District Data Presentation
- Monthly professional development for teachers on core instructional programs and intervention programs
- Weekly professional learning communities with prekindergarten through third grade teachers
- Louisiana Reading Association Annual Conference, Sulphur, LA – October 5-6, 2017
 - Title of Presentation: “Relationships First, Learning Lasts”

Professional Awards

- WST Mini-Grant – March 2012
 - \$500 for classroom library
- Louisiana Reading Association's Educators as Authors winner
 - Fiction, Nonfiction, and Poetry Divisions – July 2018
 - Fiction, Nonfiction, and Poetry Divisions – July 2017
 - Fiction Division – July 2015
 - Fiction, Nonfiction, and Poetry Divisions – June 2013
- Literacy Mini-Grant – July 2015
 - \$500 for classroom technology
- Dr. Carrice Cummins Teacher of the Year – 2015-2016
- Janet Langlois Teacher Travel Grant – 2016
 - \$500 for travel expenses to International Literacy Association Conference

Nasha Patel

WORK EXPERIENCE

- **Louisiana Department of Education (LDOE)** Baton Rouge, LA
 - Deputy Assistant Superintendent, Office of Early Childhood* March 2020 – present
 - Chief of Early Childhood Strategy, Office of Early Childhood* March 2019 – March 2020
 - Director of Access and Quality, Office of Early Childhood* June 2018 – February 2019
 - Accountability Senior Manager, Office of Early Childhood* May 2016 – May 2018
 - Policy Analyst, Office of Early Childhood* June 2014 – May 2016
 - Leads a team of fifteen and reports to Assistant Superintendent to manage strategy for all early childhood initiatives, including accountability, enrollment, workforce preparation, academics, professional development, and access opportunities for publicly-funded programs serving at-risk children ages birth-to-five
 - Manages external facing communication and relationships, both with local and national stakeholders and advocates to establish and refine the vision for statewide early childhood approach and with the field to enact key strategic reforms to unify early childhood programs and to increase capacity of local leaders
 - Secured and oversees all strategy and projects under current federal Preschool Development Grant B-5
 - **Accountability:** Established and manages the statewide early childhood quality rating system that results in a performance rating and profile for 65 community networks and ~1,600 publicly-funded sites comprised of ~5,500 Head Start, child care, and pre-K classrooms
 - Leads accountability projects including drafting and revising policy for the state early childhood accountability system, aligning the state's former QRIS and school readiness tax credits to new quality rating system, and analyzing multi-year data to inform improvement initiatives
 - Manages approach and implementation for the state's unique observation-based accountability system that results in 14,000 local and third party observations conducted by ~1,200 observers, including the strategic deployment of a \$2.1 MM contract for ~3,700 statewide third party observations
 - Collaborates with other LDOE teams to develop creative solutions and first of their kind initiatives, including to build statewide K-2 accountability strategy that pilots tools to link early childhood accountability with upper elementary accountability components
 - **Enrollment:** Guides innovative locally-coordinated enrollment processes to solve complex access concerns for 65 community networks encompassing the state of Louisiana
 - Leads projects to increase collaboration and coordination at the local level to maximize funding and seats in communities, including facilitating collaborative planning, providing training and technical assistance, and incorporating data analysis that identifies trends and gaps to inform strategy for statewide approach
 - **Access:** Oversees Louisiana's state-funded pre-K portfolio and state component of Early Head Start-Child Care partnerships
 - Secured and managed \$32 MM federal Preschool Development Grant to expand access to high-quality pre-K in Louisiana over four years, including technical assistance to support mixed delivery partnership
 - Revised CCDF eligibility policy and reimbursement rates to increase access to affordable care for low-income, working families, and contributed to key strategy regarding CCDF funding opportunities
 - **Workforce Supports and Preparation:** Oversees the implementation of Louisiana's Early Childhood Ancillary Certificate requirement for lead teachers in child care centers, the management of child care support contracts including statewide Resource and Referral Agencies and Louisiana's Infant-Toddler Mental Health coaching, and other academic and improvement processes to promote quality and improvement in early childhood settings.
- Communications Strategist, Office of District Support** August 2012-July 2013
- Reported to the Assistant Superintendent and Chief of Staff in the District Support Office, which oversaw five field-based network teams to turn policy initiatives into actionable items for districts

- Strategized and created materials for network team trainings to increase district capacity around department priorities, including systems-level, sustainable changes to standards and evaluation

Policy Fellow

June 2012-August 2012

- Selected as a Leadership for Educational Equity Policy and Advocacy Summer Fellow
- Worked under LDOE Policy Advisor on communication and implementation of multiple projects related to several pieces of major education legislation

- **Slaughter Elementary School**

August 2010 – June 2012, East Feliciana, LA

4th Grade Teacher – ELA, Science, Social Studies (2011-12)/Science & Social Studies (2010-11)

- Instructed three classes of 20 students through interactive lessons, activities, and guided discussions
- Improved student achievement: 92% of students scoring Basic or above in ELA component of English

EDUCATION

Harvard Graduate School of Education –Cambridge, Massachusetts

May 2014

M.Ed., Education Policy and Management

- Recipient, Charles H. Smith Scholarship (full tuition, merit-based)
- Courses in state and federal education policy, data analysis and program evaluation, community-family partnerships, urban education, and inter-agency collaboration

Barnard College, Columbia University – New York, New York

May 2010

Classics – Latin, Bachelor of Arts, Specialization: Barnard Education Program

3.5 GPA

OTHER

- **Center on Enhancing Early Learning Outcomes Leadership Academy, Cohort 4** April 2018 – May 2019
 - Selected to participate in a yearlong national professional development academy to advance the leadership skills of employees of state education agencies and state early learning agencies
 - Academy includes interactive sessions on systems thinking, results based leadership, and change management, coaching from former senior-level early childhood leaders, and a job-embedded project
- **HGSE Alumni of Color Conference (AOCC), Co-chair** September 2013- March 2014, Cambridge, MA
 - Co-chaired the 12th Annual AOCC, the largest annual HGSE conference, with two other chairs
 - Managed three committee leads as Operations Lead and executed all logistics for two-day conference
- **Interests:** Reading fiction and about current events, exploring new places, and playing board games

MAYA AMELIA McLAUGHLIN

EDUCATION

Louisiana State University Master of Education, Curriculum & Instruction Early Childhood Focus, Reading Specialist Certification	Baton Rouge, LA 8/2012 - 8/2016
The New Teacher Project Louisiana Teaching Certification Program Elementary Teaching Certification, Grades 1-5	New Orleans, LA 9/2006 – 5/2007
New York University Bachelor of Arts, International Relations & Latin American Studies Member of CAS Presidential Honors Scholars	New York, NY 8/2001 – 5/2005

EXPERIENCE

Louisiana Department of Education, Education Program Consultant <ul style="list-style-type: none">• Manage the birth-3rd grade academics team within Early Childhood Strategy present• Develop strategies to promote quality experiences in early childhood classrooms• Lead initiatives for early literacy to ensure that all children are reading by 3rd grade• Collaborate on grant development and implementation for district support and teacher training• Work with curriculum vendors and state review processes to ensure classrooms utilize high quality instructional materials	Baton Rouge, LA 5/2020 –
Louisiana Children's Museum, Chief Learning Officer <ul style="list-style-type: none">• Provided oversight for the museum's mission-delivery programs• Managed a team of ten staff members in the Education Department• Provided training related to early learning, literacy, and childhood development• Established and maintained partnerships necessary for daily, monthly, and annual programmatic events• Collaborated with the museum's leadership team to set vision and direction across departments	New Orleans, LA 7/2019 – 5/2020
University of Chicago Urban Education Institute, Literacy Consultant <ul style="list-style-type: none">• Provide literacy support to schools in Louisiana, Texas, and Tennessee• Train teachers and administrators on use of Strategic Teaching and Evaluation of Progress (STEP)• Analyze school data and facilitate professional development aligned to schools' needs• Observe teachers and provide feedback on classroom-based literacy practices• Provide guidance to school-based administrators in order to improve student literacy outcomes• In 2018-19, Louisiana client schools outperformed state averages in reading proficiency	Various Locations 6/2016 – present
ReNEW Schools, Executive Director of Early Childhood Programs <ul style="list-style-type: none">• Provided comprehensive support to a network of turnaround-model schools• Established and managed two early childhood centers for children age 6 weeks - 5 years• Developed and managed a community-based program for 3-4 year olds with Individualized Education Plans• Designed a preschool - 2nd grade instructional program to serve over 1,000 students• Managed a team of up to five curriculum specialists and two center directors• Lead the implementation of teacher professional development for preschool - 2nd grade teachers• Designed and managed an annual early childhood budget of \$4.5 million• Supported school leaders with data analysis, classroom observations, and strategic goal-setting• Multiple ReNEW Pre-K sites recognized on Louisiana's Early Childhood Honor Roll for Top Gains	New Orleans, LA 5/2010 – 7/2019

PR/Award # S425B200042

- | | |
|---|-----------------------|
| Teach For America, Program Director and Director of Professional Development | New Orleans, LA |
| <ul style="list-style-type: none"> Analyzed data to determine progress and gaps for 480 teachers Strategized and managed implementation of targeted teacher development Designed and facilitated learning experiences for staff members and corps members Directly managed Program Coordinators and Learning Team Leaders Coached and developed a cohort of PK-4th grade teachers towards achieving ambitious student outcomes Engaged in broader organizational goal areas - recruitment, selection, development, and more | 7/2008 – 5/2010 |
| New Orleans West College Prep / KIPP McDonogh 15, Founding 1st grade teacher | Houston & New Orleans |
| <ul style="list-style-type: none"> Taught students in English Language Arts, Social Studies, Math, and Science Tutored 1st grade students in intensive reading intervention Tutored 4th grade students in LEAP preparation through intensive reading intervention Coached soccer for 2nd through 4th grade girls Homeroom students grew an average of 40 percentile points on SAT-10 reading and math | 9/2005 – 7/2008 |
| Teach For America Houston Institute, Corps Member Advisor | Houston, TX |
| <ul style="list-style-type: none"> Trained pre-service teachers to begin teaching in the fall Planned and facilitated daily group workshops and sessions Prepared teachers to work in a dual language program, including Spanish immersion classrooms Observed teachers, provided extensive feedback, and tracked development progress | 6/2007 – 7/2007 |
| Peer Health Exchange, Peer Educator and Leadership Council Member | New York, NY |
| <ul style="list-style-type: none"> Taught health education workshops to 9th grade students in NYC public schools Planned, organized, and facilitated a weekly meeting for Peer Educators | 2/2004 – 5/2005 |

ADDITIONAL EXPERIENCE

- Parent Educator - facilitates workshops for parents ranging from early literacy to health and nutrition
- Children's Wellness Class Instructor - teaches yoga and interval classes for children ages 1-10 and their parents

AWARDS/ RECOGNITION

- Graduated from Louisiana State University M. Ed program *Summa cum Laude*
- Graduated from New York University B. A. program *Magna cum Laude*, with honors in two majors
- Received multiple academic awards at New York University, including the Founder's Award for Academic Excellence, the Presidential Honors Scholar, the Julius Silver Scholarship, and the President's Service Award for extensive community service
- Received the ReNEW CMO Staff Member of the Year Award in 2012 for curriculum work related to Common Core State Standards implementation

SKILLS

- Conversational in Spanish
- Proficient in Word, Excel, PowerPoint
- Proficient in Google Suite - Calendar, Drive, Docs, Surveys, and more
- Research and writing experience

Connie Hebert

Connie Hebert currently serves as Director of Instructional Materials Review in the Office of Academic Policy and Analytics at the Louisiana Department of Education where she develops and implements Louisiana's instructional materials review process. She led the inaugural review of foundations of reading intervention materials. Connie manages the coordination and support of staff and vendors in the development of Louisiana's Professional Development Vendor Guide. Before coming to the department, Connie worked at EdReports.org as a ELA Content and Instructional Materials Review Specialist for two years. Prior to leaving the classroom, Connie worked as an elementary teacher in East Baton Rouge, Ascension, and Jefferson Davis Parish for twelve and a half years. During her time in the classroom, she served as a Teacher Leader for the state of Louisiana and helped in the development ELA Guidebook units. Connie received a B.S. in elementary education, and is pursuing a M. Ed. in Curriculum and Instruction from Northwestern State University in Natchitoches, Louisiana.

EDUCATION

M. Ed.	Curriculum and Instruction, Reading, Northwestern State University, Natchitoches, La, (exp. 2022)
B.S.	Elementary Education, Northwestern State University, Natchitoches, La, (2004)

CERTIFICATIONS

2004-2018	Louisiana Teaching Certificate, Grades 1-8
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EMPLOYMENT HISTORY

2018-Present	Louisiana Department of Education, Baton Rouge, LA Director of Instructional Materials Review
2016-2018	EdReports.org, Virtual ELA Content and Instructional Materials Review Specialist
2004-2016	Elementary Teacher, East Baton Rouge Parish, Ascension Parish and Jefferson Davis Parish School Systems

KEY LEADERSHIP EXPERIENCES

2015-2017	Louisiana State Teacher Leader Advisor
2014-2015	Louisiana Standards Review Committee Member (ELA)

SELECTED PRESENTATIONS

2017	ILA Conference, Orlando, FL
2016	STAND Education All Stars, Key Note Speaker, Lafayette, LA

2016	ECET2, Key Note Speaker, Shreveport, LA
2014-2018	Louisiana Teacher Leader Summit, New Orleans, LA
2015	STAND Education All Stars, Lafayette, LA
2015	Mississippi First Core Advocate Training, Biloxi, MS
2014	Louisiana Core Advocate Training, Baton Rouge, LA
2012-2017	Jefferson Davis Parish Summer Training, Jennings, LA

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Louisiana Department of Education
1201 North Third Street
P.O. Box 94064
Baton Rouge, LA 70802

Date: July 26, 2019

Agreement No: 2 [REDACTED]

Filing Reference: This replaces previous
Agreement No. [REDACTED]
Dated: 11/3/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>		<u>Base</u>	<u>Applicable To</u>
Predetermined	[REDACTED]	MTDC	Unrestricted
Predetermined		MTDC	Restricted

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

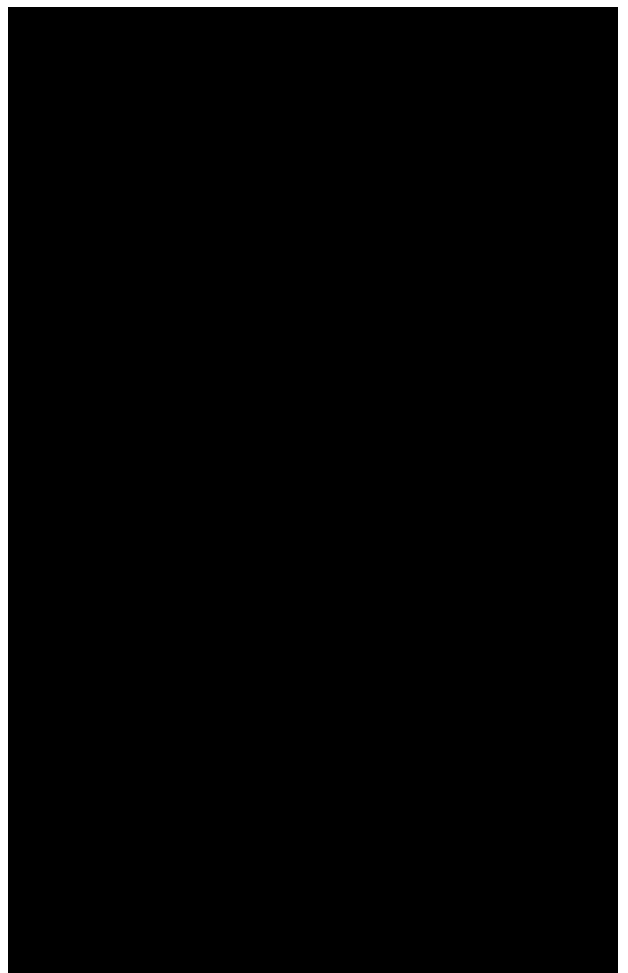
Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

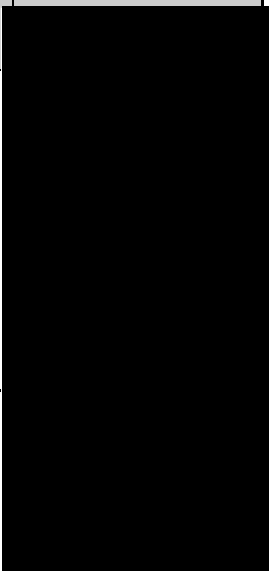
Delete Optional Budget Narrative

View Optional Budget Narrative

BUDGET NARRATIVE**Budget Narrative LDOE, ESF-REM**

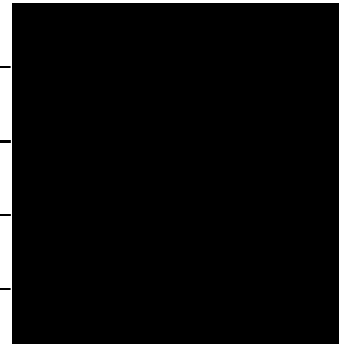
	
Year 1, 9/1/20-8/31/2021	
Year 2, 9/1/21-8/31/2022	
Year 3, 9/1/22-8/31/2023	
Total Direct Costs	
Total Indirect Costs	
Total Cost	

YEAR 1, 9/1/2020-8/31/2021**PERSONNEL AND FRINGE BENEFITS - \$309,871**

Position	Job Description	
Education Program Consultant Maya McLaughlin	The team member will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership Team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.	
Education Program Consultant, Lisa Holliday	The team member will oversee data collection, parent engagement, LEA engagement, and spending reports.	

<p>Direct of Instructional Materials Review</p> <p>Connie Hebert</p>	<p>The team member will oversee the review of all instructional materials, including provider relationships.</p>
<p>Education Program Consultant</p> <p>Jennifer Wichers</p>	<p>The team member will support instructional materials review.</p>
<p>Deputy Assistant Superintendent for the Office of Early Childhood</p> <p>Nasha Patel</p>	<p>The team member will ensure that the program aligns with all department-wide Early Childhood strategy</p>
<p>Deputy Assistant Superintendent</p> <p>Chanda Johnson</p>	<p>The team member will oversee Instructional Material Review process and support vendor relations.</p>
<p>Director of Special Projects</p> <p>Pheriche Perkins</p>	<p>The team member will support implementation of all parts of the project</p>
<p>Educational Program Consultant</p> <p>To be hired</p>	<p>The team member will focus on all aspects of remote learning portal implementation</p>

Total salaries and wages
Fringe benefits for all employees
TOTAL



SUPPLIES -\$2,226

LDOE will provide supplies for 100% FTE employees (laptops, cell phone, monitor).

Expense	Supplies Cost
Cell phones, laptops, monitor, docking station	\$2,225.52
Total:	\$2,225.52

Contractual

LDOE will provide microgrants for parents to use to access remote learning and tutoring services. LDOE will provide capacity-building grants for in-state providers to build remote learning and tutoring programs.

Expense	Cost
Microgrants for remote learning and tutoring services	\$2,816,462
Capacity-building for Louisiana providers	\$603,528
TOTAL	\$3,419,990

Professional Services: Other Services

LDOE will provide devices and hotspots for priority students who cannot access the portal. Each device/hotspot costs approximately \$470 when combined (prices vary by device).

Vendor	Cost
Vendors with existing relationships with LDOE (various) for devices and internet hotspots	\$3,280,000
TOTAL	\$3,280,000

TOTAL, YEAR 1

Personnel	
Fringe Benefits	
Supplies	
Contractual	
Other	
Total Direct Costs	
Total Indirect Costs	
Total Costs, Year 1	

YEAR 2, 9/1/2021-8/31/2022**PERSONNEL AND FRINGE BENEFITS - \$318,391**

Position	Job Description
Education Program Consultant Maya McLaughlin	THE TEAM MEMBER will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership Team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.
Education Program Consultant, Lisa Holliday	The team member will oversee data collection, parent engagement, LEA engagement, and spending reports.

<p>Direct of Instructional Materials Review</p> <p>Connie Hebert</p>	<p>The team member will oversee the review of all instructional materials, including provider relationships.</p>
<p>Education Program Consultant</p> <p>Jennifer Wichers</p>	<p>The team member will support instructional materials review.</p>
<p>Deputy Assistant Superintendent for the Office of Early Childhood</p> <p>Nasha Patel</p>	<p>The team member will ensure that the progra aligns with all department-wide Early Childhood strategy</p>
<p>Deputy Assistant Superintendent</p> <p>Chanda Johnson</p>	<p>The team member will oversee Instructional Materials Review process and support vendor relations.</p>
<p>Director of Special Projects</p> <p>Pheriche Perkins</p>	<p>The team member will support implementation of all parts of the project</p>
<p>Educational Program Consultant To be hired</p>	<p>The team member will focus on all aspects of remote learning portal implementation</p>

Total salaries and wages		
Fringe benefits for all employees		
TOTAL		

SUPPLIES -\$2,226

LDOE will provide supplies for 100% FTE employees (laptops, cell phone, monitor).

Expense	Supplies Cost
Cell phones, laptops, monitor, docking station	\$2,225.52
Total:	\$2,225.52

Contractual

LDOE will provide microgrants for parents to use to access remote learning and tutoring services. LDOE will provide capacity-building grants for in-state providers to build remote learning and tutoring programs.

Expense	Cost
Microgrants for remote learning and tutoring services	\$2,816,461
Capacity-building for Louisiana providers	\$603,528
TOTAL	\$3,419,989

Professional Services: Other Services

LDOE will provide devices and hotspots for priority students who cannot access the portal.
Each device/hotspot costs approximately \$470 when combined (prices vary by device).

Vendor	Cost
Vendors with existing relationships with LDOE (various) for devices and internet hotspots	\$1,180,000
TOTAL	\$3,280,000

TOTAL, YEAR 2

Personnel		
Fringe Benefits		
Supplies		
Contractual		
Other		
Total Direct Costs		
Total Indirect Costs		
Total Costs, Year 2		

YEAR 3, 9/1/2022-8/31/2023

PERSONNEL AND FRINGE BENEFITS - \$327,148

Position	Job Description
Education Program Consultant Maya McLaughlin	THE TEAM MEMBER will oversee all aspects of the project, including tracking progress to goals, project management, coordinating the Leadership Team, aligning offerings to existing academic offerings, and supervising the members of her team on the project.
Education Program Consultant, Lisa Holliday	The team member will oversee data collection, parent engagement, LEA engagement, and spending reports.
Direct of Instructional Materials Review Connie Hebert	The team member will oversee the review of all instructional materials, including provider relationships.
Education Program Consultant	The team member will support instructional materials review.

Jennifer Wichers	
Deputy Assistant Superintendent for the Office of Early Childhood Nasha Patel	The team member will ensure that the program aligns with all department-wide Early Childhood strategy
Deputy Assistant Superintendent Chanda Johnson	The team member will oversee Instructional Materials Review process and support vendor relations.
Director of Special Projects Pheriche Perkins	The team member will support implementation of all parts of the project
Educational Program Consultant To be hired	The team member will focus on all aspects of remote learning portal implementation
Total salaries and wages	
Fringe benefits for all employees	
TOTAL	

SUPPLIES -\$2,226

LDOE will provide supplies for 100% FTE employees (laptops, cell phone, monitor).

Expense	Supplies Cost
Cell phones, laptops, monitor, docking station	\$2,225.52
Total:	\$2,225.52

Contractual

LDOE will provide microgrants for parents to use to access remote learning and tutoring services. LDOE will provide capacity-building grants for in-state providers to build remote learning and tutoring programs.

Expense	Cost
Microgrants for remote learning and tutoring services	\$2,816,461
Capacity-building for Louisiana providers	\$603,528
TOTAL	\$3,419,989

Professional Services: Other Services

LDOE will provide devices and hotspots for priority students who cannot access the portal. Each device/hotspot costs approximately \$470 when combined (prices vary by device).

Vendor	Cost
Vendors with existing relationships with LDOE (various) for devices and internet hotspots	\$1,180,000
TOTAL	\$3,280,000

TOTAL, YEAR 3

Personnel		
Fringe Benefits		
Supplies	\$2,226	
Contractual	\$3,419,989	
Other	\$1,180,000	
Total Direct Costs		
Total Indirect Costs		
Total Costs, Year 3		