

Kevin P. Reilly, Sr.

Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



2020-21

8(g) Annual Report

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Statewide Programs

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8(g)

The BESE 8(g) Grant Program

1986 – 2021

Program Overview

History

Constitutional Regulations

Funding Methods



Program Overview

In 1986, the Louisiana voters approved a constitutional amendment dedicating the Outer Continental Shelf Lands Act money to improve the quality of education by establishing the Louisiana Education Quality Trust Fund, more commonly known as 8(g). From this permanent fund 50 percent of the support fund is appropriated and allocated by the Board of Elementary and Secondary Education (BESE). The 8(g) funds administered by BESE are utilized for the support and enhancement of elementary and secondary education in all public schools, as well as approved nonpublic systems/schools.

BESE awards grants on an annual basis, using three funding methods – block, competitive, and statewide grants – and focuses its endowments on improving classroom teaching and learning. Local schools and school systems submit project proposals that are written according to published guidelines and funded through a review process. Through innovative programming, BESE strives to:

- build expectations of academic excellence;
- require accountability of performance;
- provide superior instruction/state-of-the-art technology; and
- enhance educational leadership.

Each year, a percentage of the funded projects are evaluated for program effectiveness. Independent evaluators are hired by BESE to make site visits and to assess the projects’ adherence to 8(g) guidelines. Student performance results and project goal attainment are reported by program administrators at year-end. Each project selected for evaluation receives a rating from 0-150 indicating appropriateness of activities, adherence to timelines, and evidence of impact at the local level.

8(g) Operates in 3 Fiscal years

Prior Year

BESE 8(g) conducts financial audits of prior year projects.

Current Year

BESE 8(g) oversees the implementation of projects funded for the current year.

Upcoming Year

BESE 8(g) plans the program and budget for the upcoming year.

8(g) History

Louisiana Education Quality Trust Fund (LEQTF) Origin

In the mid-1900s, major oil and gas deposits discovered in the outer continental shelf lands were the source of controversy between the federal government and the coastal states. Louisiana first began drilling offshore in 1947, and the federal government immediately challenged the state's claim to the area. It was generally acknowledged that the first three miles of the continental shelf, a shallow, flat portion of the continent that is underwater, belongs to the state, while the rest of the shelf is federally owned. It was the first three miles of the federal portion that was involved in the controversy.

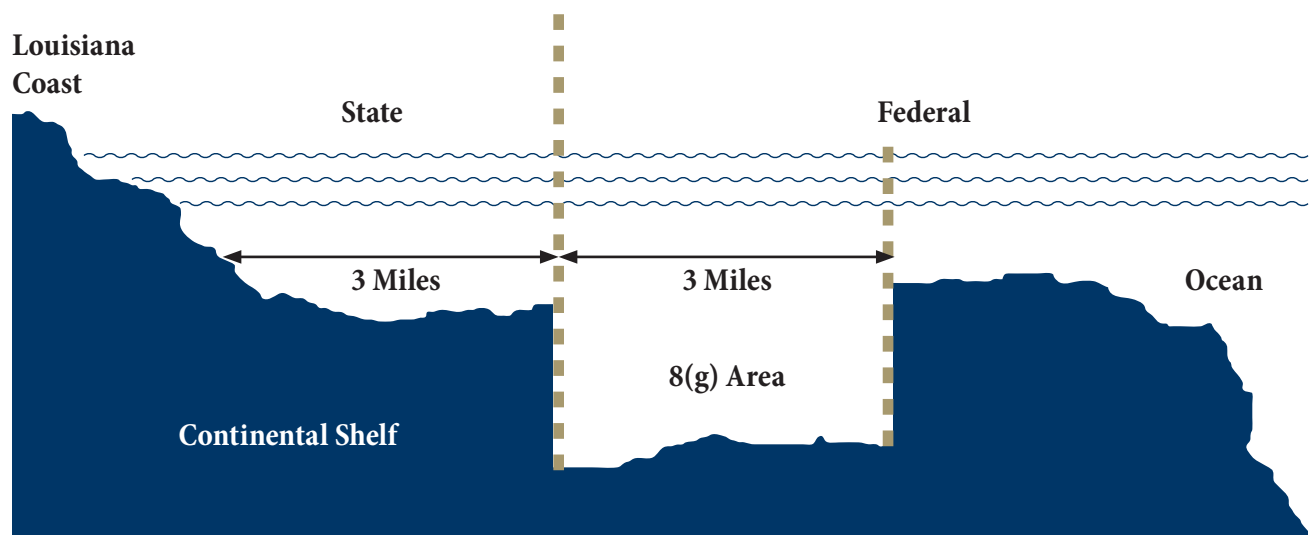
Since 1986...

More than
9,420 projects
approved

More than
\$1.1 billion
allocated

As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their resort and fishing industries, led a successful fight to reform the 1953 act. As a result, states gained more control over offshore activities through an amendment to the original act numbered 8(g).

The 8(g) amendment is what gives coastal states a “fair and equitable” share of the money made from offshore development. A final settlement was reached in 1986, which gives Louisiana 27 percent of the money made from the 8(g) area of the continental shelf. With the state's portion of the 8(g) resources, Louisiana voters chose to establish a trust fund for education, the Louisiana Education Quality Trust Fund (LEQTF), through a state constitutional amendment which allows the earnings of the Trust Fund to be spent for education purposes.



LEQTF Timeline

► 1978

A U.S. Constitutional Amendment to the federal Outer Continental Shelf Lands Act, number 8(g), was included on behalf of Louisiana and six other coastal states.

Each state received a “fair and equitable” share of mineral revenues from the act. Litigation occurred over the definition of “fair and equitable.”

► 1986

Louisiana received an initial payment of \$540 million in October of 1986.

Deferred payments, totaling \$84 million, were designated to be paid over the next 15 years.

Ongoing annual payments of \$5-15 million were to be paid for current oil and gas production.

The voters of Louisiana dedicated 8(g) funds for education.

The Louisiana State Office of the Treasury set up an education trust fund for 8(g).

► 1990

Constitutional amendment restricted administrative costs, clarified the oversight role of the Legislature, and strengthened the clause on supplanting.

► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

► 1995

Consent judgment 90-880-A restricted certain expenditures for pervasively sectarian entities.

► 2002

Constitutional amendment allows the Commissioner of Administration, as directed by the Governor, to eliminate a deficit by reducing appropriations or allocations from the state general fund and dedicated funds, including any which are constitutionally protected or mandated, by an amount not to exceed 5 percent of the total amount allocated from that fund.

► 2006

Legislative act allows administrative costs associated with managing the funds to be limited to 3 percent of the average amount of actual expenditures for the most recent three previous fiscal years.

Funding Requirements

Constitutional Categories

BESE is constitutionally mandated to allocate funds for any or all of the following purposes:

- A. To provide compensation to city or parish school board professional instructional employees;
- B. To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials;
- C. To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill;
- D. To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement;
- E. To fund school remediation programs and preschool programs;
- F. To fund the teaching of foreign languages in elementary and secondary schools; and
- G. To fund an adequate supply of teachers by providing scholarships or stipends to prospective teachers in academic or vocational-technical areas where there is a critical teacher shortage.

BESE 2015-2021 Strategic Plan Goals

- Expand high-quality P-12 college- and career-ready pathways that align to workforce demands;
- Develop a talent system that recruits, prepares, supports, retains and continuously builds the capacity of teachers and leaders to ensure student success;
- Maintain a system of high-quality and accountable educational options for students and families; and
- Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

BESE 2020-2021 Priority Areas

- High-Quality Early Childhood Education
- Leadership Development
- STEM (Science, Technology, Engineering, Mathematics)
- College and Career Readiness
- Technology and Innovation

Funding Methods

Student Enhancement Block Grant Program

The Elementary/Secondary Block Grant Program provides funds for projects that serve as catalysts for student academic or vocational-technical skill improvement. Participants select from designated focus areas in accordance with local priorities. Eligible participants are limited to public and nonpublic systems, public independent schools, and nonpublic independent schools meeting eligibility requirements.

Block grant guidelines and application packets are published in the spring, and proposals are due for BESE approval in the fall. Based on a per pupil allocation, eligible systems and schools receive block grant funding according to enrollment figures from the previous year. Agencies may apply for block grant funds for all Board-focused projects for up to four consecutive years.

Selected block grant projects are evaluated by independent evaluators selected by BESE. Evaluators conduct site visits to the schools being served and report on the strengths and weaknesses of the project design as well as the impact on student learning.

Since 1988,
BESE 8(g) has funded
over \$253 million
in pre-kindergarten
programs



Statewide Grant Programs

The Statewide Programs are administered by state agencies, usually the Department of Education, to provide goods (such as equipment), services (such as staff development), or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency. Some Statewide Programs are implemented on a pilot basis with selected sites, while others impact large numbers of schools and students throughout Louisiana.

Independent evaluators, selected by BESE, conduct visits to local program sites around the state. Evaluators interview teachers, administrators, and central office supervisors to determine how well the program is operating and whether it is meeting specific performance objectives.

Each year BESE allocates a percentage of the overall 8(g) budget for Statewide Grant Programs, and the program design and budgets are approved by BESE. The agencies administering the Statewide Programs have their own system for funding, identifying, and notifying participants, and districts or independent schools apply directly to these agencies for program guidelines and funding methods.

8(g) The Annual 8(g) Report of Results

FY 2020 – 2021

Program Summary
Program and Budget
Grants



Program Summary

Total 2020-21 Allocation:
\$23,500,000

163 Student Enhancement Block

8 Statewide

171 Total Grants

Student Enhancement Block and Competitive Project Results

Program evaluators conducted site visits and overall project evaluations for assigned projects, using forms and procedures prescribed by the BESE - 8(g) Office. Projects were evaluated in six categories: 1) Purpose; 2) Activities; 3) Personnel; 4) Resources; 5) Objectives and Evaluation; and 6) Results. All projects submitted an End of Year Report of results to the BESE - 8(g) Office. After reviewing the End of Year Reports, program evaluators assigned final evaluation scores out of 150 possible points.

Block and competitive projects receiving a final evaluation score of below 100 for two consecutive years were ineligible to receive continued funding. For projects scoring below 100, the agency was required to submit a written explanation of implementation problems and a plan for corrective action.

Statewide Program Results

All Statewide Grant Programs were evaluated in 2020-21. Each project submitted an End of Year Report of results to the BESE - 8(g) Office, detailing the regions served as well as the number of participating school districts, public and nonpublic schools. 8(g) program evaluators conducted site visits and overall program evaluations for assigned programs using forms and procedures prescribed by the BESE - 8(g) Office. Programs were evaluated in six categories: 1) Participants; 2) Personnel; 3) Activities; 4) Constitutional Category; 5) Objectives and Evaluation; and 6) Results. After reviewing the End of Year Reports, program evaluators assigned final evaluation scores out of 150 possible points. Evaluators also offered program observations and recommendations, based on their overall evaluation of the programs.

<i>Evaluation Score</i>	<i>Rating</i>
145-150	Excellent
130-144	Very Good
115-129	Good
100-114	Satisfactory
Below 100	Unsatisfactory



Program and Budget, Fiscal Year 2020-21

APPROVED DECEMBER 11, 2019

I. Block Allocation (48.1%)	\$11,315,000
II. Statewide Allocation (48.1%)	\$11,315,000
III. Review, Evaluation, and Assessment of Proposals; Management & Oversight (3.6%)	\$870,000
Total	\$23,500,000



Student Enhancement Block Grant Programs

FY 2020 – 2021

BESE Allocation: \$11,315,000

Percent of Total Allocation: 48.1%

Programs Funded: 163

Students Served: 35,030

Formula Basis:

\$55,000 base for public LEAs

\$9.14 per student for all agencies

Pre-Kindergarten Programs for At-Risk 4-Year Olds

64 Projects

Public school districts offered programs in this category that were developmentally appropriate to improve the readiness of at-risk 4-year olds and/or intervention strategies for children.

Priority Areas

99 Projects

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation
- STEM (Science, Technology, Engineering, Mathematics)

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Acadia Parish School Board

Evaluation Score: N/A *Award Amount:* \$144,009

This project provided opportunities for students to be exposed to instruction through top tiered curriculum and effective teaching that supported social, emotional, and academic development that addressed the Louisiana's Birth to Five Early Learning and Development Standards.

Schools: Central Rayne, Iota Elementary School

Results: All students met or exceeded the benchmark in Language and Literacy. All students met or exceeded the Mathematics benchmarks. Through activities such as family poster activities, drive through orientations, and end of year programs, more than 75 percent of parents participated in at least 2 activities during the 2020-2021 school year. Both teachers participating in the program participated in at least 18 hours of professional development.

Acadiana Renaissance Charter Academy 6-12 Campus

Evaluation Score: 148 *Award Amount:* \$8,189

This project provided after school tutoring to students in grades 6-8 to insure their success in math for the 2020-2021 school year.

Results: 87 percent of 6th students targeted met the growth target as measured on NWEA. In 7th grade, 82 percent of students targeted met the growth target, and in 8th grade, 81 percent met the growth target.

Advocates for Arts Based Education

Evaluation Score: 144 *Award Amount:* \$17,009

The project was designed to improve and sustain student learning in core subjects in order to increase student achievement.

Schools: Lusher Charter School

Results: 89 percent of the targeted 3rd-5th grade students did not score mastery or advanced on the LEAP assessment.

Advocates for Science and Math Education

Evaluation Score: 150 *Award Amount:* \$4,168

This project supported learning in Digital Media class and assisted students in passing the Adobe Illustrator certification.

Schools: New Orleans Charter Science and Math High School

Results: As of May 2021, 14 percent of students who took the Adobe Illustrator and 8 percent who took the Adobe Photoshop certification exam received a passing score.

Algiers Charter School Association \$16,268

Evaluation Score: 139 *Award Amount:*

This project provided a remediation program to students who performed below grade level in ELA and math.

Schools: L.B. Landry High School

Results: 50 percent of 9th grade students scored Basic or above on the 9th grade ELA LEAP assessment. 22 percent of 9th grade students scored Basic or above on the 10th grade ELA LEAP assessment. None of 11th grade students scored Basic or above on the 11th grade ELA LEAP assessment. 34 percent of 9th grade students scored Basic or above on the 9th grade Algebra I LEAP assessment. 41 percent of 10th grade students scored Basic or above on the Geometry LEAP assessment.

Allen Parish School Board

Evaluation Score: N/A *Award Amount:* \$93,341

This project provided a developmentally appropriate instructional program for four-year-olds that expanded kindergarten readiness, as well as future academic and life success.

Schools: Elizabeth High School, Kinder Elementary School, Oakdale Elementary School

Results: 90 percent of the Allen Parish 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TSGOLD Comparative Report. 90 percent of the Allen Parish 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TSGOLD Comparative. 83.3 percent (25/30) of the Allen Parish 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TSGOLD Comparative Report. All Allen Parish 8(g) pre-K students had a parent or guardian participate in a minimum of two parent activities. All Allen Parish 8(g) pre-k teachers participated in a minimum of 18 hours of professional development.

Archdiocese of New Orleans

Evaluation Score: 147 *Award Amount:* \$292,572

This project infused technology in classroom instruction for students in grades 4-7 that enhanced math and ELA proficiency and performance levels.

Schools: Academy of the Sacred Heart, Annunciation, Christian Brothers, Holy Cross, Immaculate Conception, Mary Queen of Peace, Our Lady of Lourdes, Our Lady of Perpetual Help-K, Our Lady of Perpetual Help-BC, Our Lady of Prompt Succor-C, Our Lady of Prompt Succor-W, Our Lady of the Lake, Resurrection of Our Lord, St. Pius X, St. Alphonsus, St. Andrew the Apostle, St. Ann, St. Anthony, St. Benedict the Moor, St. Benilde, St. Catherine of Sienna, St. Clement of Rome, St. Cletus, St. Dominic, St. Edward the Confessor, St. Elizabeth Ann Seton, St. Joan of Arc-NO, St. Joan of Arc-LaPlace, St. Leo the Great, St. Margaret Mary, St. Mary Magdalen, St. Matthew the Apostle, St. Michael, St. Phillip Neri, St. Rita-NO, St. Rita-H, St. Rosalie, St. Stephen, St. Therese, Stuart Hall, Visitation of Our Lady

Results: 82 percent of 4th grade students increased their diagnostic assessment score from August 2020 to May 2021. 87 percent of 5th grade students increased their diagnostic assessment score from August 2020 to May 2021. 87 percent of 5th grade students increased their diagnostic assessment score from August 2020 to May 2021. 92 percent of 6th grade students increased their diagnostic assessment score from August 2020 to May 2021. 95 percent of 7th grade students increased their diagnostic assessment score from August 2020 to May 2021.

ARISE Schools

Evaluation Score: N/A *Award Amount:* \$9,340

This project strengthened K-5 mathematics through tier 1 curriculum.

Schools: ARISE Academy, Mildred Osborne Charter School

Results: 17 percent of students in kindergarten will meet or exceed their end of year Math growth goal, which is established based on baseline NWEA MAP assessments in August 2020. 5 percent of students in Kindergarten met or exceeded their end of year math growth goal on the NWEA MAP assessment. 14 percent of students in first grade met or exceeded their end of year math growth goal on NWEA MAP assessment. 17 percent of students in grades 3-5 met their NWEA MAP growth goal.

Ascension Parish

Evaluation Score: N/A *Award Amount:* \$266,779

This project provided quality early childhood education to 4-year-old children who were academically, socially, emotionally, or economically at risk for being ready for kindergarten.

Schools: Dutchtown Primary School, Prairieville Primary School, Spanish Lake Primary School

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results: 92 percent of participating students met the goal on at least 90 percent or more of the objectives. 85 percent of participating students met the goal on at least 90 percent or more of the objectives. 90 percent of parents participated in two or more activities related to program goals. All teachers exceeded the minimum number of professional development hours required.

Assumption Parish School Board

Evaluation Score: 149

Award Amount: \$85,005

This project offered a rich learning experience which enhanced the development of cognitive, social, emotional, language and literacy, and motor skills at a manner and pace consistent with the needs and capabilities of each individual child.

Schools: Napoleonville Primary School, Pierre Part Primary School

Results: All 8(g) students are meeting or exceeding grade level expectancy in the math domain. All 8(g) students are meeting or exceeding grade level expectancy in the Language and Literacy domain. All parents of preschoolers served will have been involved in at least five parent activities associated with the project. All teachers and paraprofessionals participated in at least 18 hours of professional development.

Athlos Academy Charter School

Evaluation Score: 89

Award Amount: \$10,337

This project promoted literacy in K-2 classroom environments in preparation for the iSTEOP assessment.

Results: 67 percent were on grade level for first grade, 53 percent were on grade level for second grade. Kindergarten did not test in iSTEOP, in iReady however, students did have 62 percent on or above grade level.

Avoyelles Parish School Board

Evaluation Score: N/A

Award Amount: \$101,191

This project was designed to assist 20 at-risk four-year-old students in learning developmentally appropriate intervention strategies to improve their readiness for kindergarten.

Schools: Marksville Elementary School

Results: All targeted pre-K students met or exceeded expectations in Language as measured by the TS Gold Assessment Tool. All targeted pre-K students met or exceeded expectations in Literacy as measured by the TS Gold Assessment Tool. All targeted pre-K students met or exceeded expectations in Math as measured by the TS Gold Assessment Tool. All targeted pre-K parents/guardians attended all 6 pre-K Parent trainings.

Beauregard Parish School Board

Evaluation Score: N/A

Award Amount: \$108,612

This project provided high-quality, developmentally appropriate learning experiences that enhanced the kindergarten readiness of four-year-olds who are economically disadvantaged or who have developmental delays.

Schools: K. R. Hanchey Elementary, East Beauregard Elementary

Results: 95 percent of children in the project scored within the range of widely held expectations for four-year-olds in the areas of Literacy and Language. 95 percent of children in the project scored within the range of widely held expectations for four-year-olds in the area of Mathematics. All families of children in the project participated in at least two activities as documented by parent participation logs. Teachers and paraprofessionals in the project participated in 9 hours of site-based collaboration, including quarterly data meetings, using assessment data to increase students' kindergarten preparedness.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Belle Chasse Academy

Evaluation Score: 144

Award Amount: \$8,335

This project Incorporated proven methods of reading instruction and intensive literacy interventions that targeted first and second grade students that were academically below grade level.

Results: 40 percent of the targeted first and second grade students moved to “Core” level of support (which equates on level) on the spring DIBELS assessment.

Ben’s Ford Christian School

Evaluation Score: 150

Award Amount: \$2,842

The project provided high quality instruction in ELA in preparation for end of year assessments.

Results: 24.14 percent of students achieved 60 percent proficiency in vocabulary as demonstrated on the Sadlier Vocabulary post-assessment. 96.55 percent of eleventh and twelfth grade students achieved 60 percent proficiency in grammar and writing skills as demonstrated on the Quill Grammar/Writing post-assessment. 34.48 percent of eleventh and twelfth grade students achieved 60 percent proficiency in reading comprehension skills as demonstrated on the Commonlit post-assessment.

Bienville Parish School Board

Evaluation Score: N/A

Award Amount: \$74,842

This project provided developmentally-appropriate practices to identified at-risk four year olds for a successful transition to kindergarten.

Schools: Castor High School

Results: 75 percent of participating four year olds met or exceeded math objectives in TS GOLD by May 2021 based on Fall and Winter TS GOLD Checkpoints. 75 percent of participating four year olds met or exceeded Language and Literacy objectives in TS GOLD by May 2021 based on Fall and Winter TS GOLD Checkpoints. 80 percent of the parents attended at least one parent meeting or conference during the school year. The teacher received at least 18 hours of professional development.

Bishop McManus Academy

Evaluation Score: N/A

Award Amount: \$1,069

This project allowed students in 6 grade science the opportunity to facilitate their investigative learning by exploring the coding language and engineer design experiences through robotics integration.

Results: 33 percent of targeted students showed a 20 percent growth or greater from pre- to post-test.

Bishop Noland Episcopal Day School

Evaluation Score: N/A

Award Amount: \$3,473

This project incorporated technology that sparked more reading to increase scores on the post STAR achievement test.

Results: 90 percent of students showed more than 10 percent growth during the year.

Bogalusa City Schools

Evaluation Score: N/A

Award Amount: \$72,402

This project incorporated technology and selected applications into 3rd-10th grade math instruction to enhance education and improve academic achievement.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Schools: Bogalusa High School, Central Elementary

Results: 9 percent of 4th grade students scoring basic and above on math section of LEAP 2025 increased from 37 percent in 2019 to 47 percent in 2021. 11 percent of 5th grade students scoring basic and above on math section of LEAP 2025 increased from 36 percent in 2019 to 46 percent in 2021. 24 percent of 6th grade students scoring basic and above on the math section of LEAP 2025 increased from 35 percent in 2019 to 45 percent in 2021. 13 percent of 7th grade students scoring basic and above on the math section of the LEAP 2025 increased from 26 percent in 2019 to 36 percent in 2021. 16 percent of 8th grade students scoring basic and above on the math section of the LEAP 2025 increased from 7 percent in 2019 to 17 percent in 2021. 22 percent of Algebra I students scoring basic and above on the math section of the LEAP 2025 increased from 23 percent in 2019 to 33 percent in 2021. 8 percent of Geometry students scoring basic and above on the math section of the LEAP 2025 increased from 32 percent in 2019 to 42 percent in 2021.

Bossier Parish Schools

Evaluation Score: 147

Award Amount: \$261,853

This project provided 50 at-risk four-year-old children with developmentally appropriate experiences for the maximum development of physical, social, cognitive and emotional skills.

Schools: Bossier Elementary Central, Park Elementary, Elm Grove Elementary

Results: 98 percent of the students participating in the pre-kindergarten classes met widely held expectations for 4-year-olds on language objectives and 100 percent of the students participating in the pre-kindergarten classes met widely held expectations for 4-year-olds on literacy objectives for development and learning on the Teaching Strategies GOLD assessment tool. 100 percent of the students participating in the pre-kindergarten classes met widely held expectations for 4-year-olds on the mathematics objectives for development and learning on the Teaching Strategies GOLD assessment tool. 50 percent of parents attended at least 3 parent meetings conducted during the school year. All staff have completed 18 of the required 18 hours of in-service.

Bowling Green School

Evaluation Score: 150

Award Amount: \$4,067

This project provided high quality technology to students to enhance student productivity and knowledge in preparation for the Math Aspire test.

Results: 53 percent of students met or exceeded the benchmark score of “Ready” on the 2021 Aspire Math Assessment.

Caddo Parish Public Schools

Evaluation Score: 150

Award Amount: \$397,437

This project provided a pre-kindergarten program to at-risk 4-year-old children to improve kindergarten readiness skills in select Caddo Parish Public Schools.

Schools: A.C. Steere Elementary School, Broadmoor STEM Academy (formally Arthur Circle), Blanchard Elementary School

Results: 89.9 percent of all participants met or exceeded widely held expectations encompassing developmental milestones in math. 91.2 percent of all participants met or exceeded widely held expectations encompassing developmental milestones in language. 91.1 percent of all participants met or exceeded widely held expectations encompassing developmental milestones in literacy. All participating parents of 8(g) funded students participated in at least two parental involvement activities during the 2020-21 school year. All pre-K program funded staff participated in at least 18 hours of inservice related to early childhood.

Calcasieu Parish Schools

Evaluation Score: N/A *Award Amount:* \$343,185

This project provided a developmentally appropriate early childhood program for at-risk students to prepare them for kindergarten.

Schools: College Oaks, Dequincy Primary, Dolby

Results: 94 percent of students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in language. In May 2021, 97 percent of students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in literacy. 94 percent of students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in mathematics. All teachers and paraprofessionals attended 18 hours of training on student-teacher interactions and early childhood best practices. 90 percent of the parents attended three parent meetings or conferences.

Caldwell Parish School Board

Evaluation Score: 141 *Award Amount:* \$70,171

This project offered high quality pre-kindergarten to all eligible families in Caldwell Parish.

Schools: Caldwell Parish Pre-Kindergarten Center

Results: 71 percent of students met or exceeded the expectations on the TSG assessment in math. 71 percent of students met or exceeded the expectations on the TSG assessment in language. 80 percent of parents attended 2 or more events, including a conference with the teacher. The teacher exceeded the 18 hours of professional development for the 20-21 school year.

Cameron Parish School Board

Evaluation Score: N/A *Award Amount:* \$67,238

This project provided developmentally appropriate instruction for four year olds to establish kindergarten readiness.

Schools: Grand Lake High School, Hackberry High School

Results: 72 percent of the parents participating four-year-olds participated in 4 or more family engagement activities. All participating teachers completed 20 hours of professional development. 68 percent of participating four-year-olds scored at the meeting or above growth range in 7 out of 9 objectives/dimensions on the end of the year Teaching Strategies Gold Assessment in math. 95 percent of participating four-year-olds scored at the meeting or above growth range in 21 out of 26 objectives/dimensions on the end of the year Teaching Strategies Gold Assessment in Language & Literacy areas.

Catahoula Parish School District

Evaluation Score: 144 *Award Amount:* \$65,445

This project provided a quality developmentally appropriate pre-kindergarten program for academically at-risk four-year-old-children.

Schools: Sicily Island High School

Results: All staff attended 18 hours of professional development. 94 percent of students meet or exceeded the expectations in math on TS Gold assessment. 94 percent of students meet or exceeded the expectations in language. 90 percent of the parents attended three parent meetings or conferences.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Cedar Creek School

Evaluation Score: N/A

Award Amount: \$6,452

This project incorporated strategies to improve science readiness.

Results: The average number of science questions answered correctly on the 2020-2021 Stanford 10 test for sixth grade students decreased from 32 out of 40 questions answered correctly to 30.1 questions out of 40 answered correctly. The class average number of science questions answered correctly on the 2020-2021 Stanford 10 Test for seventh grade students decreased from the average of 29 out of 40 answered correctly to 26.9 questions out of 40 answered correctly. The percentage of eighth grade students on target to be college ready in STEM, on the PreACT 8/9, increased from 34 percent (2019-2020) to 39 percent (2020-2021). The percentage of eighth grades students on target to be college ready in science, on the PreACT 8/9, increased from 40 percent (2019-2020) to 47 percent (2020-2021).

Cedarwood School

Evaluation Score: 138

Award Amount: \$1,590

This project improved 1st and 2nd grade students' reading skills by providing instruction and reading materials on individual reading levels.

Results: 60 percent of targeted second and third grade students increased their reading fluency by 20 words per minute as determined by the pre-assessment with Dibels in August 2020 as compared to the post Dibels assessment in May 2021.

Central Community School System

Evaluation Score: N/A

Award Amount: \$98,805

This project increased student achievement of Grades 1-5 English Learners (EL's) by implementing the Louisiana Connectors for English Learners.

Schools: Tanglewood Elementary School, Central Intermediate School

Results: 49 percent of the students participating in the Language and Content Connections for English Learners will grow 1 level on the English Language Proficiency Test (ELPT) from their prior year ELPT. 39 percent of the students participating in the Language and Content Connections for English Learners will grow 1 level on the English Language Proficiency Test (ELPT) from their prior year ELPT.

Central Private School

Evaluation Score: N/A

Award Amount: \$3,747

This project infused technology to assist students with the skills need to write clear, compelling, and concise essays.

Results: 84 percent of the targeted students improved writing skills from the pre-test in October to the post-test given in April.

City of Baker School System

Evaluation Score: 147

Award Amount: \$67,000

The project allowed 20 four-year old students to participate in a classroom-based, preschool program.

Schools: Baker Heights Elementary School

Results: 77.78 percent of participating four-year-old students met or exceeded widely held expectations in mathematics in Teaching Strategies Gold - Math Assessment. 77.78 percent of participating four-year-old students met or exceeded widely held expectation in language in Teaching Strategies Gold - Language Assessment. 83.34 percent of participating

four-year-old students met or exceeded widely held expectation in literacy in Teaching Strategies Gold - Literacy Assessment. 100 percent of pre-kindergarten/ kindergarten teachers and paraprofessionals attended and participated in at least 18 hours of professional development activities. More than 75 percent of 8(g) students participated in at least two planned activities or events, virtual or in-person, during the school year.

Claiborne Christian School

Evaluation Score: 150

Award Amount: \$3,628

This grant improved grammar skills in 1st grade students through interactive technology.

Results: 85.7 percent of students scoring below the 1st grade level grew to at least 1st grade level on the STAR Reading end of year assessment.

Claiborne Parish School Board

Evaluation Score: 150

Award Amount: \$70,016

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of four-year-old participants and insure a successful educational experience in school.

Schools: Summerfield High School

Results: 87.35 percent of the participating four-year-olds scored “Accomplished” on the math component of the Teaching Strategies Assessment post-test as evidenced by the Snap Shot Dimension Report. 97.33 percent of the participating four-year-olds scored “Accomplished” on the language component of the Teaching Strategies Assessment post-test as evidenced by the Snap Shot Dimension Report. All parents of targeted students participated in parental involvement activity. Social distancing required parents to be contacted via phone and through google meets for conferences. All teachers and paraprofessionals participated in 15 hours of professional development.

Collegiate Academies

Evaluation Score: 139

Award Amount: \$22,373

This project supported student wellbeing and academic achievement in math and ELA in preparation for state testing.

Schools: Livingston Collegiate Academy, Abramson Sci Academy, G.W. Carver High School

Results: 28 percent of target students scored a Basic or above on the Geometry LEAP assessment. 32 percent of target students scored a Basic or above on the Algebra I LEAP assessment. 47 percent of target students scored a Basic or above on the English I LEAP assessment. 44 percent of target students scored a Basic or above on the English II LEAP assessment.

Community Leaders Advocating Student Success

Evaluation Score: 141

Award Amount: \$5,164

This grant improved student Lexile levels by integrating Achieve 3K and instructional resources into the reading intervention program.

Schools: Fannie C. Williams Charter School

Results: 37 percent of the third grade students increased their Lexile score by 40 points from the September Lexile Assessment to the April Lexile Assessment. 55 percent of the fourth grade students increased their Lexile by 40 points from the September Lexile Assessment to the April Lexile Assessment. 56 percent of the fifth grade students increased their Lexile score by 40 points from the September Lexile Assessment to the April Lexile Assessment. 34 percent of the sixth grade students increased their Lexile score by 40 points from the September Lexile Assessment to the April Lexile

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Assessment. 22 percent of the students in seventh grade increased their Lexile score by 40 points from the September Lexile Assessment to the April Lexile Assessment. 41 percent of the students in the eighth grade increased their Lexile score by 40 points from the September Lexile Assessment to the April Lexile Assessment.

Concordia Parish School Board

Evaluation Score: 148 *Award Amount:* \$85,242

This project offered students an early start in learning and prepare students to be kindergarten ready.

Schools: Vidalia Lower Elementary

Results: All pre-K students scored mastery as measured by T S Gold assessment. 75 percent of students' parents did participate in at least two activities virtually and working with children at home on activities because of the pandemic as evidenced by the parental chart. The teacher completed 18 hours of professional development.

Crescent City Christian School

Evaluation Score: 50 *Award Amount:* \$2,934

The project effectively implemented resources to assist student as they prepared for the ACT Aspire.

Results: Data was not available

Crescent City Schools

Evaluation Score: 150 *Award Amount:* \$22,968

This project provided interventions to students who are in the greatest need of individual support and small-group intervention in literacy.

Results: 50 percent of students who received intervention from the teacher for the majority of the year achieved the desired outcome.

D'Arbonne Woods Charter School

Evaluation Score: 147 *Award Amount:* \$8,929

This project provided college bound students with an ACT score of 18 or above who are planning to attend a Louisiana university through dual enrollment opportunities.

Results: 27 percent of 11th and 12th grade students participated in dual enrollment courses. 70 percent of participating students earned an A.

Delta Charter School

Evaluation Score: 146 *Award Amount:* \$4,332

This project allowed students to experience learning in 3D to enhance the science curriculum.

Results: 77 percent of students scored at mastery or above on science.

DeSoto Parish School System

Evaluation Score: N/A *Award Amount:* \$100,204

This project provided a developmentally appropriate pre-kindergarten program designed to improve the kindergarten readiness skills of four year old children.

Schools: North DeSoto Lower Elementary

Results: In literacy, All students met or exceeded TS Gold Objectives. In math, all students met or exceeded TS Gold Objectives. 95-100 percent of parents attended four parent conferences. 20+ hours of professional development were logged.

Diocese of Alexandria

Evaluation Score: 141

Award Amount: \$23,287

This project fostered the the love of reading by increasing reading levels by incorporating technology in classroom.

Schools: Our Lady of Prompt Succor School

Results: 57 percent of 4th grade students are now reading on grade level scored score on the 74th percentile or higher on the end of the year START Reading Assessment. 57 percent of 5th grade students are now reading on grade level scored score on the 74th percentile or higher on the end of the year START Reading Assessment. 53 percent of 6th grade students are now reading on grade level scored on the 74th percentile or higher on the end of the year START Reading Assessment.

Diocese of Baton Rouge Catholic Schools

Evaluation Score: 144

Award Amount: \$131,681

This project supported continuous learning in math and ELA.

Schools: Ascension Catholic, Catholic High School, Catholic Elem of PC, Catholic High of PC, Cristo Rey High School, Holy Family School, Holy Ghost School, Mater Dolorosa School, Most Blessed Sacrament, Our Lady of Mercy, Redemptorist St. Gerard Elementary, Sacred Heart, St. Aloysius, St. Alphonsus, St. Elizabeth, St. Francis Xavier, St. George, St. Jean Vianney, St. John Elementary, St. John High, St. John Primary, St. Joseph's Academy, St. Joseph Elem, St. Jude, St. Michael HS, St. Peter Chanel, St. Theresa, St. Thomas Aquinas HS, St. Thomas More, Special Education Program

Results: 95 percent of students in Grades K-2 who participated in the project received passing grades or grades of "C" or better in ELA (Reading, English, or Writing) on the mid-term and final report cards. ELA - Kindergarten - 96 percent, 1st grade - 92 percent; 2nd grade 96 percent. Math - Kindergarten - 92 percent; 1st grade - 98 percent; 2nd grade - 99 percent. 90 percent of higher of students in grades 3- 8 in schools participating in the 8(g) project, the average scale score on the ACT Aspire post Interim tests increased by at least two points in MATH from the pre in September to the post in April / May (pre-to post test). 99 percent of students in grades 3- 8 in schools participating in the 8(g) project, the average scale score on the ACT Aspire post Interim tests will increase by at least one point in READING from the pre-assessment in September to the post assessment April / May (pre-to-post test).

Diocese of Houma-Thibodaux

Evaluation Score: N/A

Award Amount: \$40,954

This project was designed to improve student achievement in mathematics and English language arts through the use of digital learning resources.

Schools: St. Joseph Catholic School, St. Genevieve, St. Bernadette

Results: 61.3 percent of third, fourth, fifth, sixth, seventh, and eighth grade mathematics students scored in the Readiness Range or above on the ACT Aspire Pre ACT Spring 2021 Summative Assessments. 90 percent of third, fourth, fifth, sixth, seventh, and eighth grade English language arts students scored in the Readiness Range or above on the ACT Aspire Spring 2021 Summative Assessments. 99 percent of students in grades kindergarten through 2nd grade

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

achieved at least 1 grade level growth in mathematics from beginning of year to end of year as measured by pretest and posttest benchmark assessments. 98 percent of students in grades kindergarten through 2nd grade achieved at least 1 grade level growth in English language arts from beginning of year to end of year as measured by pretest and posttest benchmark assessments.

Diocese of Lafayette

Evaluation Score: 150

Award Amount: \$118,493

This project allowed for the integration of technology across the curriculum which equipped teachers with the tools needed to differentiate, collaborate and integrate technology.

Schools: Teurlings Catholic High

Results: All students scored a minimum of 80 percent on the English I,II, III and IV on the end of the year assessment. All students scored a minimum of 80 percent on the Spanish end of the year assessment. All students scored a minimum of 80 percent on the Algebra II end of the year assessment. All students scored a minimum of 80 percent on the Advanced Math end of the year assessment. All students scored a minimum of 80 percent on the Advanced Math end of the year assessment. All students scored a minimum of 80 percent on the Advanced Math end of the year assessment.

Diocese of Lake Charles

Evaluation Score: N/A

Award Amount: \$22,675

This project provided effective virtual learning in math to increase student learning.

Schools: St. Margaret Catholic School

Results: 76-88 percent of the targeted 1st grade- 8th grade students, scored “at benchmark” on the STAR Math end of year assessment. 87 percent of target pre-kindergarten students scored “at benchmark” on the Early Math end of year assessment.

Diocese of Shreveport

Evaluation Score: 150

Award Amount: \$15,235

This project incorporated technology in reading/language arts to improve student achievement.

Schools: St. Joseph Catholic School

Results: As of May 2021, 94.8 percent of 4th grade students achieved on level (proficient) or above level (advanced) on the HMH Reading Growth Measure in May 2021. As of May 2021, 91.4 percent of 4th grade students achieved on level (proficient) or above level (advanced) on the HMH Math Growth Measure in May 2021. 84.6 percent of students of 7th grade students achieved on level (proficient) or above level (advanced) on the HMH Reading Growth Measure in May 2021.

East Baton Rouge Parish School System

Evaluation Score: 148

Award Amount: \$432,381

This project prepared at risk four-year-olds for success in kindergarten and throughout their lives.

Schools: Audubon Elementary, Brownfields Elementary, Melrose Elementary

Results: 92 percent of students met or exceeded expectations in Math for the 2020-2021 school year. 97 percent of students met or exceeded expectations in Math for the 2020-2021 school year. All families participated in at least one activity or conference each semester. All teachers met at least 18 hours of Professional Development during the 2020-2021 school year.

East Carroll Parish School Board

Evaluation Score: N/A *Award Amount:* \$63,518

This project developed kindergarten readiness skills of four-year old participants to ensure their readiness for entry into kindergarten that established a foundation for successful educational experiences in school.

Schools: Southside Elementary School

Results: 53 percent of the students progressed toward Level 6 in literacy. 53 percent of the students progressed toward Level 6 in math. All parents and families participated in at least two parent involvement activities virtual and or face-to face. All teachers participated in 100 percent of the planned professional development to foster implementation of teaching strategies designed to increase kindergarten readiness skills of participants. All teachers participated in professional development activities.

East Feliciana Parish School Board

Evaluation Score: N/A *Award Amount:* \$71,405

This project increased student achievement in the area of math (K-12) and ELA (K-8) at selected grades at each district school.

Schools: Clinton Elementary, Jackson Elementary School, Slaughter Elementary School

Results: 56 percent of participating K-8th students scored “mastery” on the district’s final math interim assessment. 41 percent of participating K-8th students scored “mastery” (60 percent correct) on the district’s initial interim assessment. The district was unable to administer the final interim assessment. Assessment data was not available for analysis.

Educators for Quality Alternatives

Evaluation Score: 150 *Award Amount:* \$3,016

This project incorporated technology into the high school math curriculum to increase student achievement.

Schools: The NET Gentilly (The NET 2)

Results: The targeted students achieved 33.33 percent passage rate on the math exam.

Episcopal School of Acadiana/Head of Lower School

Evaluation Score: 150 *Award Amount:* \$5,420

This project extend listening and speaking world language skills within French language curriculum for grades 3-6.

Results: 90 percent of novice French learners in grades 3-6 scored proficient (at least 50th percentile) on Le Grand Concours National French Contest post-test. 80 percent of novice French learners in grade 3 scored proficient (at least 50th percentile) on Le Grand Concours National French Contest post-test. 93 percent of novice French learners in grade 4 scored proficient (at least 50th percentile) on Le Grand Concours National French Contest post-test. 97 percent of novice French learners in grade 5 scored proficient (at least 50th percentile) on Le Grand Concours National French Contest post-test.

Evangel Christian Academy

Evaluation Score: 127 *Award Amount:* \$4,634

This project provided technological tools to provide instruction in math in preparation for STAR Math end of year assessment.

Results: 76 percent of the targeted 3rd grade students achieved “On level” grade level equivalent knowledge.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Evangeline Parish School Board

Evaluation Score: 147

Award Amount: \$107,195

This project closed the achievement gap for four year old participants in order to provide for kindergarten readiness.

Schools: Bayou Chicot Elementary, Vidrine Elementary, WW Stewart

Results: All students scored meet/exceed expectations on the Spring Language component of TS GOLD and 94 percent of students scored meet/exceed expectations on the Spring Literature component of TS GOLD. 97 percent of students scored meet/exceed expectations on the Spring Math component of TS GOLD. All 8(g) preschool parents attended at least two parent involvement activities during the 20-21 school year. All teachers and paraprofessionals attended at least 18 hours of professional development during the 20-21 school year.

False River Academy

Evaluation Score: 150

Award Amount: \$2,522

This project improved writing skills and proficiency through the use of the Writing Practice Program (WPP).

Results: 91.7 percent of the 5th grade students increased their writing score by at least 3 points. All 6th grade students increased their writing score by at least 3 points. 94.4 percent of the 7th grade students increased their writing score by at least 3 points. 82.6 percent of the 8th grade students increased their writing score by at least 3 points.

First Baptist Christian School

Evaluation Score: 150

Award Amount: \$1,910

This project improved first grade reading skills by equipping the first grade reading classroom with teacher-facilitated learning using multimedia lessons.

Results: 96 percent of the participating 1st graders achieved at least 80 percent on the Reading post test.

First Baptist Church School, Shreveport

Evaluation Score: 144

Award Amount: \$3,592

This project incorporated educational technology for reading, math, spelling, logic, and creativity.

Results: In the area of Language/Reading Readiness, 87 percent of the students reached or exceeded the goal of 80 percent. In the area of Mathematics, 93 percent of the students reached or exceeded the goal of 80 percent.

FirstLine Schools, Inc.

Evaluation Score: 150

Award Amount: \$27,355

This project improved reading mastery of 1-3 grade students by incorporating technology into the curriculum for increase student success.

Schools: SJ Green, Arthur Ashe, Phillis Wheatley

Results: 52.6 percent targeted first grade students scored “on level” on the end of year fluency assessment. 47.6 percent targeted second grade students scored “on level” on the end of year fluency assessment. 40.9 percent targeted third grade students scored “on level” on the end of year fluency assessment.

Franklin Parish School Board

Evaluation Score: N/A

Award Amount: \$83,305

This project provided high quality early learning experiences and a developmentally appropriate program for four-year-old participants.

Schools: Winnsboro Elementary School

Results: All students participating in the 8(g) Early Childhood Development class scored “Exceeding” in Language on the “Spring Checkpoint” administration of TS Gold Assessment. All students participating in the 8(g) Early Childhood Development class scored “Exceeding” in math on the “Spring Checkpoint” administration of TS Gold Assessment. All parents of 8(g) pre-K students will participate in Parenting Skills Workshops and PTO Open House during the 2020-2021 school year. All teachers and paraprofessionals engaged in professional development to improve instructional practices in math and reading.

Friends of King

Evaluation Score: 141 *Award Amount:* \$10,556

This project improved student achievement by integrating evidenced based teaching strategies, small group instruction and technology in teaching math to 6th grade students.

Schools: Dr. Martin Luther King Jr. Charter School

Results: 31.3 percent of the participating 6th grade students scored on level in math according to the end of year diagnostic test administered April 2021.

Glenbrook School

Evaluation Score: N/A *Award Amount:* \$3,053

The project improved student engagement by blending technology into the 11th grade American history curriculum.

Results: 44 percent of the targeted students in the 11-grade non-honors scored Basic and above.

Grant Parish School Board

Evaluation Score: N/A *Award Amount:* \$81,843

The program will provide educational, social and emotional support to at risk four year olds by using research based best practices.

Schools: Verda Elementary, Georgetown High

Results: 90 percent percent of students participating in the 8(g) program met or exceed expectations in Language and Literacy on the third checkpoint in May 2021 using TS GOLD portfolio assessments. 85 percent percent of the students participating in the 8(g) pre-kindergarten program met or exceed expectations in Math on the 3rd checkpoint in May 2021 using TS GOLD portfolio assessments. 15 percent of the parents, grandparents, or other family members of the 8(g) pre-kindergarten class students attended 4 out of 6 school functions to promote home/school relations during the 2020-2021 school year. Due to COVID restrictions, parents and guests were only invited to limited events. The 8(g) pre-kindergarten teacher attended at least 18 hours of planned professional development days during the school year 2020-2021. Teacher attended at least 18 hours of training.

Hosanna Christian Academy

Evaluation Score: 136 *Award Amount:* \$4,981

This project boosted student achievement for Kindergarten students by promoting reading fluency.

Results: All participating kindergarten students scored “on level” or above on the Entrance to First Grade End of the Year Assessment.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Houma Christian School

Evaluation Score: 129 *Award Amount:* \$5,922

This project increased student achievement on math content with embedded technology opportunities for students.

Results: 72 percent of students scoring in the Strategic or Intensive categories (below level) on the STAR math assessment moved to the next tier by the end of the 2020-2021 school year. 64 percent of students scoring in the At/Above Benchmark category grew by at least 0.5 grade equivalency on the STAR math assessment by the end of the 2020-2021 school year.

Hynes Charter School Corporation

Evaluation Score: 133 *Award Amount:* \$6,370

This project incorporated technology into the ELA curriculum for 1st and 4th grade students to increase student achievement.

Schools: Edward Hynes Charter School Lakeview, Hynes Charter School-UNO

Results: 89 percent of 4th grade students are reading on or above grade level. 66 percent of 1st grade students are reading on or above grade level

Iberia Parish School District

Evaluation Score: N/A *Award Amount:* \$167,781

This project provided high quality educational experiences to at-risk four year olds.

Schools: Johnston-Hopkins Elementary, Sugarland Elementary, Jefferson Island Road

Results: All participating 4-year-old students scored in the 2nd, 3rd, and 4th quartile on the ELA component of the Iberia Parish Pre-Kindergarten District Assessment. All participating 4-year-old students scored in the 2nd, 3rd, and 4th quartile on the Math component of the Iberia Parish Pre-Kindergarten District Assessment. 98.6 percent of parents of participating students attended two or more parental involvement activities by the end of the 2020-2021 school year. 100 percent of the teachers and paraprofessionals attended a minimum of 18 hours of training to increase professional knowledge and enhance instructional strategies.

Iberville Charter Academy

Evaluation Score: 73 *Award Amount:* \$3,583

This project was designed to improve writing abilities and overall student achievement in ELA.

Results: Data was not available

Iberville Parish Schools

Evaluation Score: N/A *Award Amount:* \$96,484

This project provided a developmentally appropriate pre-K program that allowed children to grow cognitively, socially, physically, and emotionally.

Schools: Dorseyville Elementary

Results: 95 percent of all parents participated in two or more school and parent activities as measured by teacher parent participation logs. All PK4 teachers and paras received 18 hours of professional development as measured by sign in sheets. All children met or exceeded the widely held expectations encompassing milestones in literacy as measured by TSGold in May 2021. 70 percent of the children met or exceeded the widely held expectations encompassing milestones in math as measured by TSGold in May 2021.

InspireNOLA Charter Schools

Evaluation Score: N/A *Award Amount:* \$25,171

This project utilized technology as a component of ACT preparation and instruction, with the goal of improving and increasing ACT composite scores for high school seniors.

Schools: Edna Karr High School, Eleanor McMain Secondary School

Results: Data was not available

Institute of Academic Excellence

Evaluation Score: 60 *Award Amount:* \$4,341

This project provided students with career based options through dual enrollment at New Orleans Career Center (NOCC), which provides high-quality, industry-informed, career and technical education training, credentialing, and support for successful high school transition, post-secondary placement, and persistence.

Schools: Sophie B. Wright Charter School

Results: Data was not available

Islamic School of Greater New Orleans

Evaluation Score: 150 *Award Amount:* \$1,133

This project provided effective math instruction by incorporating technology as an instructional tool to increase student achievement.

Results: 65 percent of students scored at “on level” or “above level” on the STAR 360 post assessment.

Jackson Parish School Board

Evaluation Score: N/A *Award Amount:* \$75,683

This project was designed to provide developmentally appropriate activities for 4-year old students to prepare them academically, socially, emotionally and physically.

Schools: Quitman High School

Results: 90 percent of the participating 4-year olds scored in or above the Blue Color Band in Math. 90 percent of the participating 4-year olds scored in or above the Blue Color Band in Language and Literacy. 95 percent of the parents participated in at least 2 or more activities during the 2020-2021 school year. All teachers and paraprofessionals participated in 18 or more hours of professional development during the 2020-2021 school year.

Jefferson Davis Parish School Board

Evaluation Score: N/A *Award Amount:* \$107,141

This project provided an excellent developmentally appropriate program of education for all four-year-old children aligned to the Early Learning & Development Standards in order to ensure kindergarten readiness.

Schools: Lake Arthur Elementary, Hathaway High School

Results: All Hathaway High Students and 85 percent of Lake Arthur Elementary students scored 80 percent or higher on ELA end of year district assessment. All Hathaway High Students and 85 percent of Lake Arthur Elementary students scored 80 percent or higher on Math end of year district assesment. All parents participated in at least three parental involvement activities or conferences designed to help parents gain a better understanding of developmentally appropriate readiness skills for kindergarten. All instructors received 18 hours of professional development.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Jefferson Parish Public Schools

Evaluation Score: 150

Award Amount: \$510,712

This project improved student outcomes for incoming pre-kindergarten students to prepare them for kindergarten in the areas of cognitive, physical, social/emotional and language development.

Schools: Cherbonnier Elementary, Isaac Joseph Elementary, Harry S. Truman Elementary

Results: All participating Pre-k students improved by at least 20 percent from the 1st checkpoint to the 3rd checkpoint for the 2020-2021 school year on the Literacy area of Development and Learning Objectives. All participating pre-K students improved by at least 20 percent from the 1st checkpoint to the 3rd checkpoint for the 2020-2021 school year on the Math area of Development and Learning Objectives. All participating pre-K students improved by at least 20 percent from the 1st checkpoint to the 3rd checkpoint for the 2020-2021 school year on the Language area of Development and Learning Objectives. All parents were given access to google classroom for the newsletter, google meet, access codes to ABCmouse.com, beginning of the year and end of the year activities, and apps to communicate with the parent such as Dojo. All teachers attended all of the required PD for the 2020-2021 school year.

John Curtis Christian School

Evaluation Score: 150

Award Amount: \$8,299

This project provided access to high-quality resources for students taking foreign language classes.

Results: Spanish I students had an average increase of 20.15 percent when comparing the scores of the pre-test taken in August 2020 to the post-test taken in May of 2021. Spanish II students had an average increase of 23.5 percent when comparing the scores of the pretest taken in August 2020 to the post-test taken in May of 2021.

Kehoe-France School

Evaluation Score: 143

Award Amount: \$3,171

This project infused technology in the classroom to support student learning in preparation for the ACT Aspire test.

Results: 67 percent of the sixth-grade students scored ready or above on the ACT Aspire test.

KIPP New Orleans Schools

Evaluation Score: 126

Award Amount: \$49,994

This project mitigated the socioeconomic achievement gap of the youngest learners by ensuring students develop the academic and social-emotional skills required to enter Kindergarten on or above grade-level.

Schools: KIPP East Primary, KIPP Morial Primary

Results: 88 percent of students met or exceeded their goal in literacy. 87 percent of students met or exceeded their score in Language. 84 percent of students met or exceeded their goal in mathematics.

Lafayette Parish School System

Evaluation Score: 148

Award Amount: \$145,821

This project targeted academic performance in low performing schools in ELA and Math.

Schools: Alice Boucher Elementary School, JW Faulk Elementary School, Raphael A. Baranco Elementary School

Results: 87 percent of the students met the expectation and 13 percent have exceeded the expectation in literacy according to the Widely Held Expectation for the literacy objective (15-19). 96 percent of the students participating have met the expectation in math according to the Widely Held Expectation for math Objective (20-23). All parents viewed the Parent Virtual Orientation, 91 percent viewed the Winter Performance, 92 percent participated in the parent survey,

87 percent participated in the Parent teacher Conference and 100 percent participated in the Graduation ceremony. All teachers and paras participated in 18 hours of professional development throughout the year.

Lafayette Parish School System

Evaluation Score: N/A *Award Amount:* \$196,432

This project provided a high quality, research-based pre-kindergarten education which resulted in improved school readiness for students who are at risk for failure.

Schools: Truman Early Childhood Education Center

Results: 43 percent of the participating 3rd-8th grade students performed at proficient or greater according to LEAP 2025 mat assessment issued in May 2021. 56 percent of the participating 3rd-8th grade students performed at proficient or greater according to LEAP 2025 ELA assessment issued in May 2021. 45 percent of the participating K-2 students were reading on grade level according to Dibels 8 issued in May 2021

Lafayette Renaissance Charter Academy

Evaluation Score: 112 *Award Amount:* \$8,957

This project provided supplementary science instruction to better prepare students in grades 3rd-8th for the success on the LEAP 2025 Science assessment. Lafayette Renaissance Charter Academy

Results: Data was not available.

Lafourche Parish School Board

Evaluation Score: 150 *Award Amount:* \$188,911

This project provided a high quality early childhood program for four year old students in preparation for kindergarten.

Schools: Chackbay Elementary, Bayou Blue Elementary, Lockport Lower Elementary

Results: 94 percent of participating four year olds scored on or above level on the Math objectives of the GOLD by Teaching Strategies assessment tool. 92 percent of participating four year olds scored on or above level on the Language objectives of the GOLD by Teaching Strategies assessment tool. 96 percent of participating four year olds scored on or above level on the Literacy objectives of the GOLD by Teaching Strategies assessment tool. All teachers and paraprofessionals participated in 19 hours of professional development. 96 percent of 8(g) parents participated in at least one parental involvement activity.

Lake Charles Charter Academy

Evaluation Score: N/A *Award Amount:* \$8,975

This project allowed middle school students in grade 6 to participate in STEM classes focused on robotics, coding, animation, app development, computer science, and architectural design.

Results: Students demonstrated growth and excitement through application of STEM related processes. The students' ability to evaluate, investigate and reason scientifically also improved.

Lake Forest Elementary Charter School

Evaluation Score: N/A *Award Amount:* \$6,032

This project incorporated technology into the 4th grade science curriculum in order to increase student achievement on the LEAP science assessment.

Results: 76 percent of the 4th grade students scored mastery or higher on the science LEAP assessment.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

LaSalle Parish School Board

Evaluation Score: N/A *Award Amount:* \$79,274

This project provided a quality Pre Kindergarten program to academically “at risk” four-year-olds.

Schools: Fellowship Elementary School, Jena Elementary School, Nebo Elementary School

Results: All students met or exceeded the Language and Literacy Objectives/Dimensions. All students met or exceeded the Math Objectives/Dimensions. All parents participated in at least two parental activities provided to assist them in their child’s educational experience at home. All teachers received 28.5 hours of professional development.

Lincoln Parish School Board

Evaluation Score: N/A *Award Amount:* \$109,572

This project will help children develop intellectually, academically, emotionally, socially, and physically through hands-on activities that will better prepare them for entrance into kindergarten.

Schools: Lincoln Parish Early Childhood Center

Results: All participating students met the Widely Held Expectation for Language on TSGold. All participating students met the Widely Held Expectation for Math by May 2021. All participating students met the Widely Held Expectation for Literacy by May 2021. Teachers attended more than 18 hours of in person and online staff training and professional development opportunities during the 20-21 school year.

Livingston Parish Public Schools

Evaluation Score: N/A *Award Amount:* \$290,624

This project provided high-quality pre-K classes for 60 at-risk children which better prepared them to be “ready to learn” in kindergarten the following year.

Schools: Albany Lower Elementary, Levi Milton Elementary, Holden School

Results: 94.6 percent of all 8(g) students met or exceeded the expectations in Language & Literacy on the TS GOLD assessment. 94.5 percent of all 8(g) students met or exceeded the expectations in Language & Literacy on the TS GOLD assessment. 96.6 percent of parents participated in two or more pre-K program activities. All pre-K teachers attended at least 18 hours of professional development.

Louisiana Schools for the Deaf and Visually Impaired

Evaluation Score: N/A *Award Amount:* \$1,673

This project provided professional development to staff for improving literacy and ELA outcomes.

Results: 37.2 percent of targeted students achieved basic or above on ELA LEAP end of year assessment.

LSU Laboratory School

Evaluation Score: 144 *Award Amount:* \$12,941

Cubs Keep Learning is a project that focused on preparing students for end-of-year assessments such as the LEAP 2025 and the ACT.

Results: 20 percent of 9th grade students scored advanced on the English I LEAP 2025. 59% of 10th grade students scored advanced on the English II LEAP 2025. 45 percent of the targeted 11th and 12th grade students scored a 25 or higher on the composite of English and reading tests.

Madison Parish School Board

Evaluation Score: N/A *Award Amount:* \$65,812

This project assisted in the preparation of pre-kindergarten at -risk-4-year old students in order to ensure kindergarten readiness for the 2021 school year.

Schools: Tallulah Elementary School

Results: 75 percent of the students or more will met or exceed the expectations in Language and Literacy.

Madison Preparatory Academy

Evaluation Score: N/A *Award Amount:* \$5,209

This project allowed students to develop skills in mathematics, science and technology that would provide opportunities to solve real-life applications, whether a degreed or skilled profession is desired.

Results: 60 percent of targeted students earned an “A” and 100 percent completed the class with a passing grade.

McKanstry Preparatory School

Evaluation Score: N/A *Award Amount:* \$210

This project provided supplementary support in math to increase student achievement.

Results: 75 percent of targeted 4th grade students scored an “average” or above on the Stanford 10 math end of year assessment.

McMillian’s First Steps CDC/Academy

Evaluation Score: N/A *Award Amount:* \$1,334

The project enhanced visual and kinesthetic learning in Literacy for 3rd grade students in order to increase student achievement.

Results: 75 percent of the 3rd graders improved their Math and Literacy skills based from their Pearson’s Assessments.

Metairie Park Country Day

Evaluation Score: 150 *Award Amount:* \$6,983

This project enhanced technology in digital media instruction to increase student mastery of skills.

Results: 90 percent of targeted students scored 85 or higher on the digital media rubric assessment.

Monroe City Schools

Evaluation Score: N/A *Award Amount:* \$129,742

This project taught kindergarten readiness skills to “at-risk” children who are age four by September 30th of the current school year.

Schools: Clara Hall Elementary, Cypress Point University Elementary

Results: 80.3 percent of the participating four year olds scored at meeting or exceeding on the Mathematics Component of TS Gold according to the end of the year exam by May 2021. 86.9 percent of the participating four year olds scored at meeting or exceeding on the Language Component of TS Gold according to the end of the year exam by May 2021. 90 percent of parents attended at least one virtual activity on their perspective campuses by May 2021 of the 2020-2021 school year. All pre-K teachers received at least 30 hours of professional development by May 2021

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Montessori Educational Center

Evaluation Score: N/A

Award Amount: \$1,535

This project increased student reading ability through the use of technology.

Results: 60 percent of targeted students demonstrated one year growth from pretest to post test, the group average was exactly one year of growth.

Morehouse Parish School District

Evaluation Score: 150

Award Amount: \$87,591

This project provided a pre-kindergarten program for at risk four years old students.

Schools: Morehouse Magnet

Results: 93.33 percent of the participating pre-kindergarten students reached proficiency in the area of mathematics. 93.33 percent of the participating pre-kindergarten students reached proficiency in the area of language. 93.34 percent of the participating students pre-kindergarten students reached proficiency in the area of literacy. 90 percent of the parents attended at least two conferences via in-person, text, Remind, Zoom, etc.

Natchitoches Parish School Board

Evaluation Score: 150

Award Amount: \$108,338

This project provided developmentally appropriate activities to pre-K students to better prepare these students for kindergarten.

Schools: L.P. Vaughn

Results: All participating 8(g) four-year-olds met or exceeded the widely held expectations for 4-year-olds in Language and Literacy Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment. All participating 8(g) four-year-olds met or exceeded the widely held expectations for 4-year-olds in Math Objectives for Development and Learning as measured by the Teaching Strategies Gold Assessment. All 8(g) parents attended at least one Parent-Teacher Conference, Open House, or other parent activities. The 8(g) teacher attended a minimum of 18 hours of professional development as evidenced by sign-in sheets.

New Vision Learning Academy

Evaluation Score: 134

Award Amount: \$2,852

This project provided superior reading instruction in hopes of increasing student LEAP scores.

Results: 25 percent of targeted 4th grade students scored Basic or above on the LEAP reading assessments.

Northeast Baptist School

Evaluation Score: 141

Award Amount: \$1,618

This grant provided students with technology and software to effectively improve reading and math proficiency.

Results: 64 percent of the 1st grade students showed a growth increase of more than one year in the Grade Equivalent score on STAR reading assessment. 45 percent of the 1st grade students showed a growth increase of more than one year in the Grade Equivalent score on the STAR math assessment.

Northlake Christian School

Evaluation Score: 141

Award Amount: \$5,584

This project incorporated IXL as the direct instructional tool in English classes in grades 1-12 in preparation for end of year assessments.

Results: 75 percent of the students tested at or above grade level. 95 percent of students tested at or above grade level. 81 percent of students tested at or above grade level. 76 percent of students tested at or above grade level. 60 percent of students tested at or above the grade level benchmark. 81 percent of students tested at or above the grade level benchmark. 64 percent of students tested at or above the grade level benchmark.

Orleans Parish School Board/NOLA Public Schools

Evaluation Score: N/A

Award Amount: \$128,207

This project provided high-quality pre-kindergarten experiences that prepared students to succeed in kindergarten.

Schools: Elan Academy Charter, Mary McLeod Bethune Charter, Homer Plessy Community Charter School

Results: 92.04 percent of pre-K students met or exceeded expectations in language and 94.9 percent of pre-K students met or exceeded expectations in literacy. 95.67 percent of pre-K students met exceeded expectations in the area of math. 85 percent of parents and family members participated in at least two parental involvement activities. All teachers and paraprofessionals received 18 hours or more of targeted and intentional professional development.

Ouachita Parish Schools

Evaluation Score: N/A

Award Amount: \$229,180

This project targeted preschool classes serving at-risk 4-year-olds to receive the knowledge and skills needed for kindergarten readiness.

Schools: Pinecrest Elementary, Woodlawn Elementary

Results: All 8(g) pre-kindergarten students who were assessed by TS GOLD during all checkpoint periods were at the growth level of Meeting or Exceeding in Language and Literacy. All 8(g) pre-kindergarten students who were assessed by TS GOLD during all checkpoint periods were at the growth level of Meeting or Exceeding in Mathematics. All 8(g) pre-kindergarten parents participated in at least one school related activity. All 8(g) pre-kindergarten parents participated in at least one school related activity.

Parkview Baptist School

Evaluation Score: 139

Award Amount: \$10,382

This project increased student performance in listening, phonemic awareness, reading comprehension, and creative thinking through purposeful play by incorporating a technological tool.

Results: 50 percent of the targeted students in kindergarten scored “on level” with probable reader status on the STAR end of the year assessment.

Pelican Educational Foundation

Evaluation Score: 140

Award Amount: \$3,674

The project offered foreign language courses (Spanish) to students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in these languages.

Schools: Kenilworth Science and Technology School

Results: 58 percent of the students achieved a grade of “B” or higher.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Plaquemines Parish Schools

Evaluation Score: 150

Award Amount: \$91,969

This project offered high quality education to prepare children for Kindergarten readiness.

Schools: Belle Chasse Primary

Results: 92 percent of the students enrolled achieved meeting or exceeding widely held expectations on the TS Gold Assessment. 87 percent of the students enrolled achieved meeting or exceeding widely held expectations on the TS Gold Assessment. All 8(g) parents were involved in partnerships with the child's school by attending and/or participating in at least one activity. All teachers and assistants participated in the professional development provided.

Pointe Coupee Parish Public School System

Evaluation Score: N/A

Award Amount: \$80,965

This project ensured the readiness skills of four year-old participants.

Schools: Valverda Elementary, Rougon Elementary

Results: 90 percent of the children participating in the 8(g) preschool classroom meant or exceeded the widely held expectation in Math. All children participating in the 8(g) preschool classroom meant or exceeded the widely held expectation in Math. All staff attended the required 18 hours of professional development. All families in the 8(g) program attended at least two parent involvement activities.

Rapides Parish School Board

Evaluation Score: N/A

Award Amount: \$263,882

This project provided developmentally appropriate Pre-Kindergarten experiences for at-risk four year olds in a nurturing environment that creates a community of learners.

Schools: J. I. Barron Elementary, Buckeye Elementary, J. B. Nachman Elementary

Results: 99 percent of the students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in Language and Literacy after the second checkpoint. 99 percent of the students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in Mathematics after the second checkpoint. 92.5 percent of the parents participated in at least one parent workshop and one parent conference in the fall and the spring. 100 percent participated in a minimum of 18 hours of job-embedded professional development training.

Red River Parish School Board

Evaluation Score: N/A

Award Amount: \$68,280

This project provided access to math and ELA technology.

Schools: Red River Elementary School

Results: 84 percent of participating students in Grades 1-5 scored at 80 percent or higher on ZEARN Math End of Year assessments. 80 percent of participating students in K-2 scored at least 80 percent on EL content standards covered.

ReNEW-Reinventing Education (ReNEW Schools)

Evaluation Score: 138

Award Amount: \$22,519

This project provided reading mastery strategies to boost students' decoding and comprehension skills in preparation for end of year assessment.

Schools: ReNEW Dolores Aaron Elementary, ReNEW Schaumburg Elementary, ReNEW SciTech Academy

Results: 21 percent of targeted students achieved 10 percentage points of growth on the end of year assessment.

Richland Parish School Board

Evaluation Score: N/A *Award Amount:* \$80,024

This project was designed to provide a high-quality learning experience for at-risk four year old students to ensure adequate preparation for success in kindergarten.

Schools: Mangham Elementary School

Results: 96.8 percent of the students met or exceeded the expectations in language and literacy by the third checkpoint with TS GOLD Assessment. 92.2 percent of the students met or exceeded the expectations in math by the third checkpoint with TS GOLD Assessment. All teachers and paraprofessionals participated in 18 professional development hours during the school year. 65 percent of the parents attended at least four family engagement activities during the school year.

Riverside Academy

Evaluation Score: 142 *Award Amount:* \$4,250

This project implemented technology to improve reading and writing scores for 3rd-5th graders.

Results: 75 percent of targeted 3rd - 5th grade students showed a 35 percent or higher growth rate as measured on the STAR Assessment.

Robert Russa Moton Charter School

Evaluation Score: 150 *Award Amount:* \$4,186

This project improved student achievement in mathematics by creating a comprehensive blended program of software applications.

Results: 6 percent of 6th graders scored at or above grade level at the end of the school year. 2 percent of 7th graders scored at or above grade level at the end of the school year. 10 percent of 8th graders scored at or above grade level at the end of the school year.

Sabine Parish School Board

Evaluation Score: 150 *Award Amount:* \$94,556

The project will provided students with a high quality, comprehensive educational experience.

Schools: Many Pre-Kindergarten, Pre-K Zwolle, Pre-K Pleasant Hill

Results: 93.3 percent of four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Literacy objectives in Teaching Strategies GOLD. 96.6 percent of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Language objectives in Teaching Strategies GOLD. 96.6 percent of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Mathematics objectives in Teaching Strategies GOLD. 96.7 percent of parents/caregivers of students enrolled in Sabine's 8(g) pre-kindergarten-Kindergarten classroom participated in parent/teacher conference in the Fall of 2020 and 87.8 percent of students enrolled in Sabine's 8(g) pre-kindergarten-Kindergarten classroom participated in parent/teacher conference in the Spring of 2021. All teaching staff attended a minimum of 18 hours of professional development, with a portion of training emphasizing improvement in the instructional support component of the Classroom Assessment Scoring System (CLASS) observation tool.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Southern University Laboratory School

Evaluation Score: 85

Award Amount: \$5,374

This project improved 6th and 7th grade students' science skills in preparation for the LEAP Science end of year assessment.

Results: 50 percent of the targeted 6th and 7th grade students scored a basic or above on the end of year LEAP science assessment.

Southwest Louisiana Charter Academy

Evaluation Score: N/A

Award Amount: \$6,544

This project Incorporated technology in the 6th grade math curriculum in order to increase student achievement. 18 percent scored 60 percent or better on the iReady Post Assessment in math.

Results: Data was not available.

St. Bernard Parish School Board

Evaluation Score: N/A

Award Amount: \$127,576

This project provided preschool services to 20 eligible four year old children in an effort to satisfy the requirement of a High-Quality Early Childhood Education which is a priority for the State of Louisiana.

Schools: Joseph Davies Elementary

Results: All students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectations range in language and literacy on the final progress checkpoint of Teaching Strategies GOLD. All students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectations range in math on the final progress checkpoint of Teaching Strategies GOLD. All parents participated in at least one parent involvement activity over the course of the year. The teacher and paraprofessional attended over 36 hours of PD during the school year.

St. Charles Parish Public Schools

Evaluation Score: N/A

Award Amount: \$143,708

The project provided developmentally appropriate preschool experiences for high risk four year old students while involving their parents in activities to increase knowledge for child development designed to enhance student learning.

Schools: St. Rose Elementary, Mimosa Park Elementary

Results: All students scored in the meeting to exceeding ranges for language on TS Gold. All students scored in the meeting to exceeding ranges for literacy. 97 percent of students scored in the meeting to exceeding ranges for mathematics.

St. George's Episcopal School

Evaluation Score: 66

Award Amount: \$2,806

This project provided instruction in math using Tier 1 Bridges Math Curriculum.

Results: Data was not available.

St. Helena Parish School District

Evaluation Score: 150

Award Amount: \$66,095

This project served at-risk four year old students to become kindergarten ready.

Schools: St. Helena Early Learning Center

Results: 86 percent of students scored in their widely-held expectation band for math. 86 percent of students scored in their widely-held expectation band for literacy and language. 79 percent of parents attended two parent activities. All teachers exceeded 18 hours of professional development

St. James Parish Schools

Evaluation Score: N/A

Award Amount: \$88,670

The project assisted in improving the readiness skills of four-year-old preschool students who are at-risk in the Vacherie, LA community.

Schools: Vacherie Elementary School

Results: 85 percent of the students met the language objective and all students met the literacy objective. 95 percent of the students met the mathematics objective. 93 percent of the parents participated in at least two activities. The teacher participated in 29 hours of professional development training and the paraprofessional participated in 22 hours of professional development training that supports the increase of students' proficiency in kindergarten.

St. John the Baptist Parish School Board

Evaluation Score: 114

Award Amount: \$109,087

The project allowed at risk students in the community access to pre-kindergarten/Kindergarten classes in order to strengthen skills needed for entry into kindergarten.

Schools: Emily C. Watkins

Results: All students met or exceeded performance expectations in math. 100 percent met or exceeded performance expectations in literacy. All teaching staff participated in 18 hours of professional development. 80 percent of parents attended orientation and two other parental involvement activities.

St. Landry Parish School Board

Evaluation Score: N/A

Award Amount: \$173,493

This project provided 60 "at-risk" four year old students the opportunity to receive full day, high quality, developmentally appropriate instruction in preparation for kindergarten.

Schools: Cankton Elementary, Grand Prairie Elementary, Highland Elementary

Results: All students are meeting expectations or above in the literacy component and 89 percent are meeting expectations or above in the language component of the TS Gold Assessment. 94 percent of the students meet or exceeded widely held expectations in the mathematics component of the TS Gold Assessment. All 8(g) teachers participated in 20 hours of professional development. 99 percent of the parents enrolled in the 8(g) program participated 3 to 5 parent meetings or conferences.

St. Luke's Episcopal School

Evaluation Score: N/A

Award Amount: \$2,148

This project provided high quality math instruction for virtual students in preparation for the ACT Aspire end of year assessment.

8(g) PROGRAMMATIC PROFILES BY AGENCY

Student Enhancement Block Grant Projects

Results: Data was not available.

St. Mark's Cathedral School

Evaluation Score: 150

Award Amount: \$2,815

This project incorporated technology into the 1st grade ELA class to increase student scores on the end of the year assessment.

Results: All 1st grade students earned 85 percent or higher in Language Arts grade for the 4th nine weeks.

St. Martin Parish School Board

Evaluation Score: 138

Award Amount: \$125,328

This project provided developmentally appropriate, high quality pre-kindergarten program for eligible four year olds that will help children achieve kindergarten readiness

Schools: Cecilia Primary, Parks Primary

Results: 95 percent of participating four-year olds scored on level or exceeded expectations for 80 percent of the objectives for Teaching Strategies Gold Development and Learning in the domain of Math and Cognitive which will be measured by individual reports and class reports. 100 percent of the participating four-year-olds will score on level or exceed expectations for 80 percent of the objectives for Teaching Strategies Gold Development and Learning in the domain of Literacy and Language which will be measured by individual reports and class reports generated by Teaching Strategies Gold. 85percent of parents participated in parent teacher conferences in the fall and spring semesters. 100 percent of 8(g) pre-kindergarten staff completed 18 hours of professional development for the 2020-2021.

St. Mary Parish School Board

Evaluation Score: N/A

Award Amount: \$131,835

This project provided pre-kindergarten classes for four year olds entering the public school system in order to exhibit kindergarten readiness at the end of the school year.

Schools: Berwick Elementary, Centerville

Results: More than 75 percent of the students met or exceeded the literacy goal on TS Gold assessment. 70 percent of the students met or exceeded the math goal on TS Gold assessment. More than 60 percent of students' parents attended (virtually) open house, orientation, LIM day, and academic conferences.

St. Paul's Episcopal School

Evaluation Score: 150

Award Amount: \$2,212

This project provided student-learning experiences that incorporated technology in math that improved academic achievement for 1st grade students in math.

Results: 83.3 percent of the participating 2nd grade students scored above 75 percent on the end-of-the-year unit math test.

St. Tammany Parish

Evaluation Score: 150

Award Amount: \$404,401

This project provided high quality instruction for at-risk four year olds in St. Tammany Pre-K.

Schools: Covington Elementary, Whispering Forest Elementary

Results: 94 percent of students scored at the meeting or exceeding level of expectation for their age on the language objectives measured by My Teaching Strategies Assessment. 94 percent of students scored at the meeting or exceeding level of expectation on the math objectives measured by My Teaching Strategies Assessment. All 8(g) teachers and paraprofessionals virtually attended 18 hours of professional development of their choice. Teachers chose these differentiated professional learning opportunities to impact student achievement. 96 percent of parents/guardians supported student learning through frequent communications with teachers.

Success Preparatory Academy

Evaluation Score: N/A *Award Amount:* \$4,058

This project provided targeted instruction and Tier III intervention to students in grades K-2 who have fallen significantly behind grade level, irrespective of special education status.

Schools: Success @ Thurgood Marshall

Results: More than 90 percent of students who consistently attended school in person during the second semester made some or significant growth in reading skills.

Tangipahoa Parish School System

Evaluation Score: 150 *Award Amount:* \$236,281

This project provided a Pre-School Program serving at-risk four year old students to achieve kindergarten readiness.

Schools: Chesbrough Elementary School, Independence Leadership Academy, Lucille Nesom Memorial School

Results: 90 percent of the 8(g) pre-K students met or exceeded on the Spring GOLD by Teaching Strategies assessment. 87 percent of the 8(g) pre-K students met or exceeded expectations on the Language portion of the Spring GOLD by Teaching Strategies assessment while 97 percent met or exceeded expectations on the Literacy portion of the Spring GOLD by Teaching Strategies assessment. All 8(g) parents attended at least 2 parent activities during the year (Zoom/calls due to COVID). All 8(g) pre-K teachers attended at least 18 hours of professional development. 25 percent of the paraprofessionals attended at least 18 hours of professional development.

Tensas Parish

Evaluation Score: 141 *Award Amount:* \$58,574

This project provided remediation in both Math and ELA to at risk students in grades K-5th.

Schools: Tensas Elementary

Results: 53 percent of students scored at or above grade level on the post test. 40 percent of students scored at or above grade level on the post test.

Terrebonne Parish School Board

Evaluation Score: N/A *Award Amount:* \$210,097

This project provided a developmentally appropriate program for at-risk four year old students.

Schools: Bayou Black Elementary, Bourg Elementary, Broadmoor Elementary

Results: 94.8 percent of the participating 4-year-olds scored in or beyond the four year old color band (Widely Held Expectations) on language objectives in TS GOLD. All participating 4-year-olds scored in or beyond the four year old color band (Widely Held Expectations) on literacy objectives in TS GOLD. All participating 4-year-olds scored in or beyond the four year old color band (Widely Held Expectations) for the Math objectives in TS GOLD. All participating teachers received 24 hours and all participating paraprofessionals received 6 hours of professional development specific to early childhood education.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

The Brighton School

Evaluation Score: N/A *Award Amount:* \$1,334

This project incorporated 3D technology to enhance student achievement and vocational skills.

Results: All American History students were proficient in the Westward Movement concept and 88 percent mastered the skill set needed to operate the 3D technology (AR sandbox). All World Geography students mastered with a score of 90 the Watershed and Ecosystems concept and skill set needed to operate 3D technology in the form of AR sandbox. 91 percent of the World Geography students mastered the Watershed and Ecosystems concept and the skill set needed to operate the 3D technology (AR sandbox). 77 percent of the Geometry students mastered the Cavalieri's Principle and the skill set needed to operate the 3D technology (3D printer). 21 percent of Environmental Science students mastered Coastal Restoration concept and 75 percent mastered skill set needed to operate 3D technology in the form of AR Sandbox.

The Dunham School

Evaluation Score: 143 *Award Amount:* \$6,909

This project infused software applications as a way to engage, explore and share resulting in positive student achievement in STEM.

Results: 49 percent of the students in 3rd and 4th grade scored Ready or Exceeding in STEM on the ACT Aspire standardized test.

The MAX Charter School

Evaluation Score: N/A *Award Amount:* \$1,097

The project improved student achievement in grades 1st through 8th by assessing, analyzing, and program monitoring in math with next generation technology.

Results: 65.5 percent of students in 1st through 8th were on grade level in math computation on iSTEOP.

Trafton Academy

Evaluation Score: N/A *Award Amount:* \$2,358

This project increased student academic learning in reading vocabulary and comprehension.

Results: 80 percent of the targeted students scored at or above 75 percent (National Percentile Rank) in reading on the IOWA Test.

Trinity Episcopal School

Evaluation Score: 150 *Award Amount:* \$3,181

This project incorporated web-based technology resources to assist in improving the writing skills of middle school students.

Results: 88 percent of the middle school students at each grade level scored at or above the fifth stanine on the Writing Subtests of the ERB (Educational Research Bureau) Achievement Test.

Union Parish School Board

Evaluation Score: N/A *Award Amount:* \$73,288

This developmentally appropriate project provided opportunities and experiences for at risk four year olds to be kindergarten ready.

Schools: Union Parish Elementary School

Results: 90 percent of the pre-kindergarten students met/exceeded language expectations and 80 percent met/exceeded literacy expectations from TS Gold Objectives. 90 percent met/exceeded Math expectations from TS Gold objectives. All parents attended at least one activity by participation or attendance at students' programs, field trips, parent conferences and/or graduation. The teacher and the paraprofessional completed at least 20 hours of professional development.

University View Academy

Evaluation Score: 137 *Award Amount:* \$29,329

This project enhanced student mastery of science concepts in order to better engage students in STEM fields.

Results: The average ACT composite score was 18.8 for 11th and 12th grade students. 25 percent scored "Mastery" or above on the Biology LEAP assessment.

V. B. Glencoe Charter School

Evaluation Score: 123 *Award Amount:* \$3,427

This project provided first and second grade students access to quality reading instruction and materials both at school and while at home to increase student reading levels.

Results: 66 percent of students, in first and second grades increased their reading levels, in comparison to the initial diagnostic administered in August, by at least 1.0 year of growth based on the ARC/IRLA end of year assessment.

Vermilion Parish School Board

Evaluation Score: N/A *Award Amount:* \$142,446

This project provided high quality curriculum and instruction that prepared the child for successful kindergarten entry.

Schools: Dozier Elementary, Jesse Owens Elementary

Results: All participating four year old children met or exceeded the blue band in literacy. All participating four year old children met or exceeded the blue band in language. All participating four year old children met or exceeded the blue band in Mathematics. All teachers participated in 90 percent of the professional training offered by May 28, 2021. All parents attended at least 3 events provided by the school sites by May 28, 2021

Vernon Parish School Board

Evaluation Score: 147 *Award Amount:* \$133,060

This project developed essential kindergarten readiness skills.

Schools: North Polk Elementary

Results: 82 percent of the students met or exceeded the Widely Held Expectations on the language section of the Teaching Strategies Gold. All students met or exceeded the Widely Held Expectations on the literacy section of the Teaching Strategies Gold. 76 percent of the students met or exceeded the Widely Held Expectations on the mathematics section of the Teaching Strategies Gold. As of May 2021, all teachers participated in a minimum of 18 hours of professional development related to early childhood education.

Warren Easton Charter High School

Evaluation Score: 87 *Award Amount:* \$9,048

This project increased Advanced Placement (AP) scores among Warren Easton students.

Results: 15 percent of students scored a 3 or higher on the AP test.

8(g) PROGRAMMATIC PROFILES BY AGENCY
Student Enhancement Block Grant Projects

Washington Parish School System

Evaluation Score: 150

Award Amount: \$101,520

This project will provide a developmentally appropriate high quality pre-kindergarten program that will improve the kindergarten readiness skills of at-risk four-year-old children.

Schools: Franklinton Primary School, Enon School

Results: 80 percent of students scored 80 percent Meeting/Exceeding Expectations levels in Literacy and Language as measured by the TS GOLD Assessment's Growth Report in the spring. 80 percent of students scored 80 percent Meeting/Exceeding Expectations levels in Literacy and Language as measured by the TS GOLD Assessment's Growth Report in the spring. All parents of participating four-year old children attended a minimum of two of the parental involvement activities. All teachers and paraprofessionals who work with the participating four-year old children attended a minimum of three professional development activities lasting 6 hours each for a total of 18 hours by April 30, 2020.

Webster Parish School Board

Evaluation Score: 150

Award Amount: \$109,298

This project provided quality instruction to help rural, at-risk preschool students meet or exceed pre-kindergarten standards.

Schools: Central Elementary School, Doyline High School

Results: All participating students met or exceeded expectations in Literacy and Language on TS Gold by Winter 2020 checkpoint. 94 percent of participating students met or exceeded expectations in Literacy and Language on TS Gold by Winter 2020 checkpoint. All parents attended at least 3 parental involvement activities by March 9, 2020. All teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

West Baton Rouge Parish School Board

Evaluation Score: 142

Award Amount: \$90,955

This project provided high quality early childhood educational opportunities for approximately 19 at risk four-year-old children in the district.

Schools: Brusly Elementary, Caneview K-8, Port Allen Elementary

Results: 83.33 percent of the participating four-year-olds met or exceeded the Language expectation range of TS GOLD by May 2021. 86.11 percent of the participating four-year-olds met or exceeded the Literacy expectation range of TS GOLD by May 2021. 75 percent of the participating four-year-olds met or exceeded the Math expectation range of TS GOLD by May 2021. All parents of participants participated in 5 virtual activities. All staff participated in at least 45.5 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students' proficiency in kindergarten.

West Carroll Parish School Board

Evaluation Score: N/A

Award Amount: \$72,840

The project provided a high-quality learning experience for at-risk four-year-olds to ensure students will be prepared to enter kindergarten and be successful in the next year.

Schools: Oak Grove Elementary School

Results: All students met or exceeded the goals for language and literacy. All students met or exceeded the goals for mathematics. 78 percent of the parents attended the parent orientation session and the end of year Program. Both the teacher and para participated in the 18+ hours professional development offered.

West Feliciana Parish School System

Evaluation Score: 148

Award Amount: \$75,262

This project improved the academic performance of at risk pre-kindergarten/ kindergarten students in English Language Arts and mathematics skills.

Schools: Bains Lower Elementary

Results: All students (18 out of 18) scored at the 'meets or exceeds' pre-kindergarten/4 level on the TS Gold assessment. All students scored in the 6-8 range (exceeds) which indicates that students identified 42 or more upper/lowercase letters in random order. All students (18 out of 18) scored at the 'meets or exceeds' pre-kindergarten/4 level on the TS Gold assessment. All students scored in the 6-8 range (exceeds) which indicates that students could recognize and creates sets 1-10. All parents participated in at least two or more school-sponsored events. Teachers and paraprofessionals attended virtual meetings due to COVID restrictions through Zoom and Microsoft team meetings.

Winn Parish School Board

Evaluation Score: 150

Award Amount: \$74,376

This project prepared at-risk four year old students for kindergarten through language and math development, age appropriate activities, and hands-on learning.

Schools: Atlanta High School, Calvin High School, Dodson High School

Results: All participating students met or exceeded the widely held expectations in the area of Language and Literacy by Program in the pre-kindergarten/ kindergarten band as reported in TS Gold end of year data. All participating students met or exceeded the widely held expectations in the area of Mathematics by Program in the pre-kindergarten/ kindergarten band as reported in TS Gold end of year data. 80 percent of parents of pre-kindergarten/ kindergarten students participated in three or more activities with their student. All pre-kindergarten/ kindergarten teachers attended a minimum of 18 hours of staff development during the school year.

Zachary Community School District

Evaluation Score: 150

Award Amount: \$105,724

This project was designed to provide developmentally appropriate early childhood education experiences and to improve the kindergarten readiness skills of at-risk four-year-olds.

Schools: Zachary Early Learning Center

Results: All participating four-year-olds met or exceeded expectations in the area of language and literacy on the Spring TS Gold Assessment System. 94 percent of participating four-year-olds met or exceeded expectations in the area of math on the Spring TS Gold Assessment System. All (18/18) participating parents/families attended or participated in at least 3 activities associated with the program. All staff have participated in at least 18 hours of professional development during the 2020-2021 school year.



Statewide Grant Programs

FY 2020 – 2021

BESE Allocation: \$11,315,000

Percent of Total Allocation: 48.1%

Programs Funded: 8

Constitutional Category

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

- Early Childhood Care and Education Network Expansion
- Educator Career Opportunity Expansion
- LEAP for the 21st Century
- Social-Emotional Learning and Academic Integration (SELA)

Constitutional Category

To fund research efforts, including pilot programs designed to improve elementary and secondary student academic achievement

- Strong School Systems

Constitutional Category

To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

- Academic/Vocational Enhancement of BESE Special Schools (LSVI)
- Academic/Vocational Enhancement of BESE Special Schools (LSD)

Constitutional Category

To fund the teaching of foreign languages in elementary and secondary schools

- International Choices for Career and Career Education (IC3E)

Early Childhood Care and Education Network Expansion *Evaluation Score: 122* *Award Amount: \$275,000*

Constitutional Category: To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results:

- 2,292 responses were received from the Family Survey.
- 92 percent of publicly-funded children that have been enrolled for at least 7 months with full time status completed the last child assessment checkpoint.

Observations:

- Community Networks received support from program that assisted in the development of local coordinated enrollment systems for families so that they may have easier access to early childhood programs.
- State and local personnel had sufficient knowledge to provide leadership for this program. All activities were appropriate and consistent with project objectives.
- Program conformed to the Constitutional Category under which it was funded.
- When preparing the end of year report, pay careful attention to the objectives and evaluation procedures to ensure accuracy and thoroughness of reporting.
- To determine the extent to which an objective is met requires sufficient documentation and data that are appropriately collected, analyzed, and interpreted.

Recommendations:

- Continue to assist Community Networks to increase the number of children entering kindergarten ready to succeed.
- Continue to provide monitoring and support to Community Networks statewide.
- Continue to ensure that activities align with program objectives and continue to monitor activities at both the state and local levels.
- Continue to adhere to the Constitutional Category under which the program was funded.
- Make sure data and supporting documentation are available for each objective.
- When reporting results, display objectives, evaluation tools, and support data in such a way that findings are clear.

Educator Career Opportunity Expansion *Evaluation Score: 146* *Award Amount: \$1,466,000*

Constitutional Category: To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results:

- Eighteen teacher preparation providers received an on-site review to improve program quality. Thirty-seven school systems participated in the induction program pilot during the 2020-2021 school year.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- 85 percent of the teachers who participated in professional development sessions on Culturally Inclusive practices or Diverse Learners indicate that the training improved their practice in the classroom.
- 406 mentor teachers across the state participated in ongoing development and support with regional talent coaches. 83 percent of mentor teachers who participated in ongoing support reported that this support increased their effectiveness as a mentor teacher. Twenty school systems participated in the Grow Your Own pilot program that recruited participants that closely resemble the school system, (racially and socioeconomically) with concentrated efforts to recruit males of color into the program.

LEAP for the 21st Century

Evaluation Score: 143

Award Amount: \$4,254,000

Constitutional Category: To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results:

- The LDOE, in collaboration with assessment and content vendors, produced and coordinated administration logistics associated with the delivery, scoring, and reporting of LEAP assessments and resources throughout the 2020-2021 school year.
- The LDOE, in collaboration with assessment and content vendors, produced and delivered handbooks, guides, and other high-quality assessment resources to help users understand the assessments and how to use them to support student achievement in preparation for college and career opportunities.
- The LDOE provided training and assistance to LEA/district-level personnel to support the successful administration of project related activities.

Observations:

- Given the objectives and resources, the number of participants served was appropriate. During the site visit interview, it was expressed that LDOE should explore assessing Science and Social Studies as well.
- State level personnel had sufficient background to provide leadership and oversight for the program.
- Due to COVID-19, activities and timelines were modified. For the most part, activities were consistent with program objectives.
- The program conformed to the Constitutional Category under which it was funded.
- Information gathered during the initial meeting with the Program Administrator and subsequent site visits at the local level indicated that assessments were conducted (with some adjustments in schedule due to COVID-19) and support resources provided. Program objectives were met.
- It was noted during site interviews that assessment findings are reported in a too broad and too general manner, thus reducing useability in the classroom environment.

Recommendations:

- Continue to provide assessment support and monitoring to Louisiana educators statewide.

- Continue to ensure that appropriate resources are available to participants.
- It is recommended that Program Administrator discusses with vendors if there is a better way to manage “test tickets” and still maintain desired outcome without placing such a heavy burden on school level personnel.
- To the extent possible, continue to ensure that program activities and timelines align with program objectives. During the 2020-2021 school year, COVID-19 along with weather related conditions presented additional challenges.
- Continue to adhere to the Constitutional Category under which program was funded.
- Continue to ensure a strong collaboration with assessment and content vendors.
- Continue to provide adequate support documentation by objective.
- Continue to seek and utilize participant feedback to drive program modifications and adjustments.

Social Emotional Learning and Academic Integration *Evaluation Score:* 67 *Award Amount:* \$500,000

Constitutional Category: To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

Results: Data was not provided.

Observations:

- Project in pilot year and anticipated participants (students in kindergarten through 12th grade) were appropriate
- During initial meeting with Program Administrator, it appeared that state and local level personnel had sufficient knowledge to provide guidance and leadership during this pilot year.
- Activities appeared appropriate for objectives, however timelines for implementation were delayed.
- Program conformed to the Constitutional Category under which it was funded.
- Program in pilot year, thus no school systems reached the implementation phase; Program Administrator did not submit the required EOY report.

Recommendations:

- Concepts for participation (including student participants) appear to be evidence-based using current data from both the state and national levels.
- It is recommended that Program Administrator or designee adhere to BESE performance requirements during all phases of program.
- State level personnel must ensure proper monitoring of activities, and adherence to BESE-established timelines.
- Continue to focus on project parameters that are within the scope of the Constitutional Category under which project was funded.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

Strong School Systems

Evaluation Score: 128

Award Amount: \$1,670,000

Constitutional Category: To fund research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement or vocational-technical skill

Results:

- 47 percent of the participants would likely encourage other system leaders to participate in this initiative in the future.
- Participants gave an average rating of 4 out of 5 for their perceptions of how much their capacity has changed to plan and monitor for system-wide improvement.
- The rubric-based assessment had an average 2.82 out of 3.

Observations:

- Given the objectives and resources, the number of participants served was appropriate. When attending the webinar training, it was evident that participants were motivated, engaged, enjoying the opportunity to network, and appeared ready to meet the challenge of building stronger school systems.
- State and local level personnel had sufficient academic knowledge to provide leadership and build strong school systems.
- All activities were appropriate and consistent with project objectives.
- Program conformed to the Constitutional Category under which it was funded.
- When preparing the End of year report, pay careful attention to the objectives and evaluation procedures to ensure accuracy and thoroughness of reporting.
- Clearly analyze, display, and interpret findings by objective.

Recommendations:

- Continue to seek participants who will make a difference in building strong school systems.
- Continue to select highly motivated participants and continue to provide guidance, monitoring, and other resources as needed for future sustainability of strong school systems across Louisiana.
- Continue to ensure that activities align with program objectives and continue to monitor activities at both the state and local levels.
- Continue to document compliance with the Constitutional Category under which the program was funded.
- Make sure data and supporting documentation are available for each objective.
- When reporting results, display objectives, evaluation tools, and support data in such way that findings are clear.

Academic/Vocational Enhancement of BESE Special Schools (LSVI) *Evaluation Score: 140 Award Amount: \$30,000*

Constitutional Category: To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

Results:

- 84 percent of students met their IEP/ Braille proficiency goals.

Observations:

- Given the objective, student exceptionality, and resources, the number of participants served was appropriate
- Personnel had sufficient knowledge to provide leadership and implement direct services to students. All activities were appropriate and consistent with program objectives. Data was not collected, analyzed, and interpreted as required.
- Program conformed to the Constitutional Category under which it was funded. Although the objective was not met, it was clear that there were positive and significant educational gains.

Recommendations:

- Continue to focus on literacy for students who are blind or visually impaired.
- Continue to ensure that teachers are equipped with the knowledge and skills needed to impart rich learning experiences to students.
- Continue to ensure that activities align with project objectives, and continue to monitor activities at all levels of implementation.
- Continue to adhere to the Constitutional Category under which program was funded.
- Continue to utilize evaluation methods that are appropriate to objective, and continue to analyze, interpret, and report data in accordance with final reporting guidelines.
- Continue to provide sufficient documentaion to determine whether program objective was met.

Academic/Vocational Enhancement of BESE Special Schools (LSD) *Evaluation Score: 125 Award Amount: \$30,000*

Constitutional Category: To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

Results:

- 84 percent of the students demonstrated positive growth in their reading score levels, but 27 percent were able to read on grade level texts.

Observations:

- Given the objective, student exceptionality, and resources, the number of participants served was appropriate.

8(g) PROGRAMMATIC PROFILES

Statewide Grant Programs

- Personnel had sufficient knowledge to provide leadership and implement direct services to students. All activities were appropriate and consistent with program objectives.
- Program conformed to the Constitutional Category under which it was funded.

Recommendations:

- Continue to focus on literacy for students who are deaf or hard of hearing.
- Continue to ensure that teachers are equipped with the knowledge and skills needed to impart rich learning experiences to students.
- Continue to ensure that activities align with project objectives, and continue to monitor activities at all levels of implementation.
- Continue to adhere to the Constitutional Category under which program was funded.
- Continue to utilize evaluation methods that are appropriate to objective; consider stating objective in more “rigorous” measurable terms.

International Choices for College and Career Education *Evaluation Score:* 149 *Award Amount:* \$90,000

Constitutional Category: To fund the teaching of foreign languages in elementary and secondary schools

Results:

- Louisiana realized a 18.25 percent growth in the total number of students enrolled in elementary world language programs.
- Of the 100 International Associate Teachers, evaluated on the International Associate Teacher Annual Evaluation tool, 99 percent successfully met the standards of effective teaching practices in the Louisiana education system by scoring a rating of 2 or better with the average being 3.5 (Effective: Proficient).

Observations:

- Given the objectives and resources, the number of participants served was appropriate.
- State and local personnel had sufficient academic knowledge to provide leadership and implement direct services to students.
- All activities were appropriate and consistent with program objectives.
- The program conformed to the Constitutional Category under which it was funded.
- Information gathered from meeting with the Program Administrator and information from interviews during site visits revealed that the objectives and evaluation process were appropriate.
- End of year reporting and data collection and analyses were appropriate. Sufficient documentation was provided to determine the extent to which the objectives were met.

Recommendations:

- Continue to focus on implementing World Language teaching and learning to prepare students for the global workforce.
- Continue to seek ways to increase student participation.
- Continue to focus on state and international diplomatic team work to assist Louisiana in recruiting properly credentialed International Associate Teachers.
- Provide additional training to teachers that will help them better understand and embrace cultural diversity within their classes. An emphasis of such training should also focus on understanding the cultural, social, and behavioral dynamics of the African American male student.
- Continue to ensure that activities align with program objectives and continue to monitor activities at both the state and local levels.
- Continue to document compliance with the Constitutional Category under which the program was funded.
- Continue to utilize evaluation procedures that are appropriate to objectives.
- Continue to collect, analyze, and submit data for each objective.
- Continue to provide sufficient documentation to support the extent to which each objective was met.



Louisiana Board of Elementary and Secondary Education

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