

Kevin P. Reilly, Sr.  
**Louisiana Education Quality Trust Fund**  
Louisiana Board of Elementary and Secondary Education



**2022-23**  
**8(g) Annual Report**

# Board of Elementary and Secondary Education

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Mr. Bryan Staton

Ms. Gwendolyn Thomas

### Statewide Programs

Dr. Marilyn Seibert

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# The BESE 8(g) Grant Program

1986 – 2023

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.

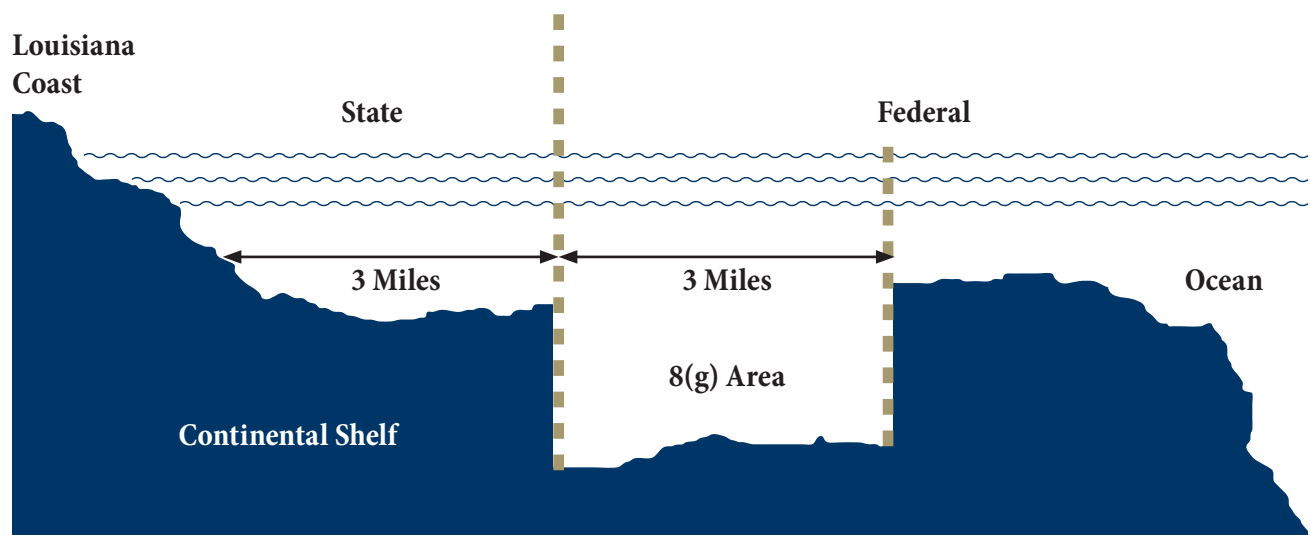
### Since 1986...

More than  
**9,680 projects**  
approved

More than  
**\$1.39 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.”

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#### ► 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).

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#### ► 1990

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

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#### ► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

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#### ► 1995

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

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#### ► 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.

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#### ► 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 2019-2025 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 2022-2023 Priority Areas*

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



# Funding Methods

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## *Student Enhancement Block Grant Program*

**T**he 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 \$266 million  
in pre-kindergarten  
programs



## *Statewide Grant Programs*

**T**he 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.

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

FY 2022 – 2023

Program Summary  
Program and Budget  
Grants



# Program Summary

**2022-23 Program Allocation:**  
**\$13,240,000**

**125** Student Enhancement Block

**7** Statewide

**132** 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 2022-23. 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 2022-23

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APPROVED DECEMBER 15, 2021

I. Block Allocation (52.0%)	\$7, 282,000
II. Statewide Allocation (42.4%)	\$5,958,000
III. Management and Oversight (4.2%)	\$600,000
IV. Review, Evaluation, and Assessment of Proposals (1.4%)	\$160,000
Total	\$14,000,000



# Student Enhancement Block Grant Programs

FY 2022 – 2023

BESE Allocation: \$7,282,000

Percent of Total Allocation: 52.0%

Programs Funded: 125

Students Served: 19,012

Formula Basis:

\$45,000 base for public LEAs

\$5.28 per student for all agencies

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

62 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*

63 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

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#### Acadia Parish

*Evaluation Score:* N/A      *Award Amount:* \$94,458

The program provided opportunities for students to be exposed to instruction through top tiered curriculum and effective teaching that support social, emotional, and academic development that address the “Louisiana’s Birth to Five Early Learning and Development Standards.”

*Schools:* Central Rayne Kindergarten, Iota Elementary

*Results:* All participating 4-year olds met or exceeded both Language and Literacy benchmarks held by TS GOLD. All participating 4-year olds met or exceeded Mathematics benchmarks held by TS GOLD. All parents of participants participated in at least two parental involvement activities. All teachers participated in at least 18 hours of professional development.

#### Algiers Charter Schools Association

*Evaluation Score:* 150      *Award Amount:* \$8,995

This project provided remedial instruction in reading and math for students in grades 3rd, 4th, and 8th in preparation for LEAP testing.

*Schools:* Martin Behrman Elementary School

*Results:* 38 percent of the participating 3rd grade students scored Basic or higher on the LEAP 2025 ELA assessment. 44 percent of the participating 3rd grade students scored Basic or higher on the LEAP 2025 math assessment. 52 percent of the participating 4th grade students scored Basic or higher on the LEAP 2025 ELA assessment. 40 percent of the participating 4th grade students scored Basic or higher on the LEAP 2025 math assessment. 43 percent of the participating 8th grade students scored Basic or higher on the LEAP ELA assessment. 39 percent of the participating 8th grade students scored Basic or higher on the LEAP math assessment.

#### Allen Parish

*Evaluation Score:* N/A      *Award Amount:* \$66,003

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

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

*Results:* All 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report. All 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report. 93.3 percent of 8(g) pre-K students scored “Accomplished” for kindergarten entry on the TS GOLD Comparative Report.

#### Archdiocese of New Orleans

*Evaluation Score:* 144      *Award Amount:* \$161,620

This project allowed students in grades 3-7 to use technology in classroom instruction to enhance their proficiency and performance levels in ELA.

*Schools:* Academy of the Sacred Heart, Annunciation, Archbishop Chapelle, Archbishop Hannan, Christian Brothers, Christian Brothers City Park, De La Salle HS, Holy Name of Jesus School, Immaculate Conception, St. Peter- Reserve, Mary, Queen of Peace Catholic School, Our Lady of Lourdes Catholic School, Our Lady of Perpetual Help School- Kenner, Our Lady of Prompt Succor School- Chalmette, Our Lady of Prompt Succor School - Westwego, Our Lady of the Lake, Pope John Paul II, Saint Elizabeth Ann Seton, Sr. Mary’s Academy, St. Philip Neri School, St. Pius X School, St. Alphonsus School, St. Andrew the Apostle, St. Angela Merici, St. Ann School, St. Anthony School, St. Benedict the Moor School, St. Catherine of Siena, St. Charles Borromeo, St. Charles Catholic, St. Christopher, St. Cletus Catholic School, St. Edward the Confessor School, St. Francis Xavier, St. Joan of Arc, N.O., St. Leo the Great, St. Margaret Mary, St. Matthew the Apostle, St. Peter Catholic School- Covington, St. Philip Neri, St. Rita Harahan, St. Stephen School, St. Therese Academy, Ursuline Academy, Visitation of Our Lady



*Results:* 75 percent of 3rd grade students met or exceeded their assessment score from August 2022 to May 2023. 70 percent of 4th grade students met or exceeded their assessment score by increasing MAP or Lexia diagnostic assessment scores by 1.5 grade levels when compared to August/September 2022 MAP or Lexia diagnostic assessment scores from August 2022 to May 2023. 85 percent of 5th grade students met or exceeded their assessment score by increasing MAP or Lexia diagnostic assessment scores by 1 grade levels when compared to August/September 2022 MAP or Lexia diagnostic assessment scores from August 2022 to May 2023. 65 percent of 6th grade students met or exceeded their assessment score by increasing MAP or Lexia diagnostic assessment scores by 1 grade levels when compared to August/September 2022 MAP or Lexia diagnostic assessment scores from August 2022 to May 2023. 65 percent of 7th grade students met or exceeded their assessment score by increasing MAP or Lexia diagnostic assessment scores by 1 grade levels when compared to August/September 2022 MAP or Lexia diagnostic assessment scores from August 2022 to May 2023.

**Ascension Parish**

*Evaluation Score:* N/A      *Award Amount:* \$169,794

This 8(g) funding provided quality early childhood education to 4-year-old children who are academically, socially, emotionally, or economically at-risk for being ready for kindergarten.

*Schools:* St. Amant Primary, Dutchtown Primary, Spanish Lake Primary

*Results:* 94 percent of students showed mastery of the Louisiana State Standards for literacy and language by scoring at or above the four year old progression band/ Literacy. 91 percent of students showed mastery of the Louisiana State Standards for math by scoring at or above the four year old progression band. 80 percent of parents participated in two or more involvement activities including open house, parent teacher conferences, and/or field trips. 80 percent of parents participated in two or more involvement activities including open house, parent teacher conferences, and/or field trips. All 8(g) teachers received at least 22 hours of professional development.

**Assumption Parish**

*Evaluation Score:* N/A      *Award Amount:* \$60,854

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 targeted student.

*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 were 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 of Jefferson Parish**

*Evaluation Score:* 145      *Award Amount:* \$6,337

This project incorporated superior ELA instructional materials into the ELA curriculum, in preparation to improve students' scores on the end of year LEAP assessment.

*Results:* 63 percent of Kindergarten students scored average or above on the Spring iSTEEP assessment. 83 percent of 1st graders scored average or above on the Spring iSTEEP assessment. 75 percent of 2nd grade students scored average or above on the Spring iSTEEP assessment. 73 percent of 3rd grade scored average or above on the Spring iSTEEP assessment

**Avoyelles Parish**

*Evaluation Score:* 150      *Award Amount:* \$71,622

This project assisted twenty at-risk 4-year-old students in learning developmentally appropriate intervention strategies that increased student achievement and improved their readiness for kindergarten.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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*Schools:* Marksville Elementary School

*Results:* All participating pre-K students met or exceeded expectations for typically developing four year olds in the Language component of TS GOLD by May 2023. All participating pre-K students met or exceeded expectations for typically developing four year olds in the Literacy component of TS GOLD by May 2023. All participating pre-K students met or exceeded expectations for typically developing four year olds in the Language component by May 2023. All parents/guardians participated in 5 out of 6 planned trainings/activities by May 2023. The 8(g) teacher earned 57 hours of professional development by May 2023.

#### **Beauregard Parish**

*Evaluation Score:* N/A

*Award Amount:* \$74,950

The Beauregard Parish 8(g) Prekindergarten Program 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:* East Beauregard Elementary

*Results:* 97 percent of children in the project scored within the range of widely held expectations for four-year-olds on TS GOLD in the areas of Literacy and Language as documented by TSG Comparative Report. 95 percent of children in the project scored within the range of widely held expectations for four-year-olds on TS GOLD in the area of Mathematics as documented by TSG Comparative Report. All families of children in the project participated in at least two activities as documented by parent participation logs. All teachers and paraprofessionals participated in 12 hours of site-based collaboration, including quarterly data meetings, using assessment data to increase students' kindergarten preparedness.

#### **Belle Chasse Academy**

*Evaluation Score:* 150

*Award Amount:* \$4,537

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:* 70 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:* \$1,701

This project's intent was to add virtual and augmented reality to the chemistry classroom in order to expose students to experiments and increase their understanding of science as inquiry in preparation for the ACT.

*Results:* All students in 12th grade chemistry scored a 19 or higher on the science subsection of the ACT.

#### **Bienville Parish**

*Evaluation Score:* N/A

*Award Amount:* \$55,314

This project provided developmentally-appropriate practices to identified at-risk 4-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 based on Fall and Winter TS GOLD Checkpoints. 75 percent of participating 4-year olds met or exceeded language and literacy objectives in TS GOLD based on Fall and Winter TS GOLD Checkpoints. 80 percent of parents attended at least one parent meeting or conference during the school year. The 8(g) preschool teacher received at least 18 hours of professional development.

**Bishop McManus Academy**

*Evaluation Score:* 150

*Award Amount:* \$597

This project incorporated superior instructional equipment into the science curriculum which increased student achievement on the Stanford 10.

*Results:* 50 percent of the targeted students achieved 4.8-5.0 or higher on the Stanford 10 end of year assessment in Science.

**Bogalusa City Schools**

*Evaluation Score:* 141

*Award Amount:* \$54,802

This project provided intensive and strategic small group instruction to students who were reading below grade level to impact student growth in reading.

*Schools:* Central Elementary School

*Results:* 54 percent of students scoring unsatisfactory on the 3rd grade Spring 2022 LEAP 2025 assessment scored an Approaching Basic or above on the 4th grade Spring 2023 ELA LEAP 2025 assessment. 43 percent of students scoring Approaching Basic on the 3rd Grade Spring 2022 Leap 2025 assessment scored Basic or above on the 4th grade Spring 2023 ELA Leap 2025 assessment.

**Bossier Parish**

*Evaluation Score:* N/A

*Award Amount:* \$163,795

This project provided 40 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, Plantation Park Elementary, Waller Elementary

*Results:* 99.98 percent of the students participating in the pre-K classes met widely held expectations for 4-year olds on Language Objectives and 95 percent of the students participating in the pre-K classes met widely held expectations for 4 year olds on Literacy Objectives for Development and Learning on the TS GOLD assessment tool. 80 percent of the students participating in the pre-K classes met widely held expectations for 4-year olds for Mathematical Objectives for Development and Learning on the TS GOLD assessment tool. 95 percent of parents attended at least 3 parent meeting that were offered during the school year. All pre-K paraeducators have completed 18 hours of the required 18 hours of in-service.

**Caddo Parish**

*Evaluation Score:* N/A

*Award Amount:* \$228,526

This project provided a pre-K program to at-risk 4-year-old students which improved kindergarten readiness skills in select Caddo Parish Public Schools.

*Schools:* A. C. Steere Elementary, Broadmoor STEM Academy, Blanchard Elementary, Keithville Elementary/Middle School, University Elementary

*Results:* 86 percent of participating students met or exceeded widely held expectations encompassing developmental milestones in Mathematics in My Teaching Strategies/ TS GOLD. 91 percent (in Language) & 88 percent (in Literacy) of participating pre-K children met or exceeded widely held expectations encompassing developmental milestones in Language and Literacy in My Teaching Strategies/ TS GOLD. 97.5 percent of parents participated in at least two parental engagement activities. All 8(g) funded pre-K staff participated in 18 hours of professional development.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### **Calcasieu Parish**

*Evaluation Score: N/A      Award Amount: \$189,884*

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

*Schools:* W.T. Henning, LeBleu Settlement, Prien Lake

*Results:* 96 percent of the students scored at the “meets and exceeds” level on the third checkpoint TS GOLD assessment in language and literacy. 93 percent of the 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 teacher/child interactions and early childhood best practices. All parents participated in two parent meetings or conferences via face-to-face or virtually during the 22-23 school year.

#### **Caldwell Parish**

*Evaluation Score: N/A      Award Amount: \$53,307*

This project offered high quality pre-K to all eligible pre-K students and their families in Caldwell Parish at Caldwell Parish Pre-K Center.

*Schools:* Caldwell Parish Pre-K Center

*Results:* All students scored at the “meets or exceeds” level on the TS GOLD assessment in Language and Literacy. 86.67 percent of students scored at the “met or exceeds” level on the TS GOLD assessment in Mathematics. 88 percent of parents attended two or more activities planned with at least one being a conference with the teacher. The program teacher attended 24 hours of professional development sessions related to CLASS, TSG, or other pre-K related topics including literacy and math instruction.

#### **Cameron Parish**

*Evaluation Score: N/A      Award Amount: \$51,031*

This project provided a developmentally appropriate instruction for 4-year-olds to establish kindergarten readiness.

*Schools:* Grand Lake Elementary School, Hackberry High School

*Results:* 70 percent of the parents participated in 8 or more family engagement activities during the school year. All teachers participated in 20 or more hours of professional development. All students scored at meeting or above growth range in 10 of 12 objectives/dimensions on TS GOLD final checkpoint in the mathematics area. All students scored at meeting or above growth range in 25 of 31 objectives/dimensions on TS GOLD final checkpoint in the language and literacy areas.

#### **Catahoula Parish**

*Evaluation Score: N/A      Award Amount: \$50,598*

This project provided a quality developmentally appropriate pre-kindergarten program for academically at-risk 4-year-old children.

*Schools:* Sicily Island High School

*Results:* Staff completed more than 16 hours of professional development during the year. 75 percent of parents attended parental involvement activities. 75 percent of students met the expectations on the Math TS GOLD. 75 percent of students met the expectations on the Reading TS GOLD.

#### **Cedarwood School**

*Evaluation Score: 142      Award Amount: \$803*

This project enriched the reading curriculum with guided reading resources and technology which increased student achievement.

*Results:* All students read at or above the grade level norm (levels C-I).according to Fountas and Pinnell Assessments.

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

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**Central Community Schools**

*Evaluation Score:* 148

*Award Amount:* \$70,429

This project will increase student achievement of Grades 3-8 English Learners (EL's) by implementing the Louisiana Connectors for English Learners.

*Schools:* Central Intermediate School, Central Middle School

*Results:* 59 percent of the students grew at least one level on the 2023 ELPT compared to their 2022 ELPT score; 59.32 percent of the students grew at least one level on the 2023 ELPT.

**City of Baker Schools**

*Evaluation Score:* N/A

*Award Amount:* \$50,339

This project provided a research-based, developmentally appropriate, high-quality instruction preschool program for at-risk 4-year-olds in preparation for kindergarten.

*Schools:* Baker Heights Elementary School

*Results:* 85 percent of participating four-year-old students met or exceeded widely held expectation in mathematics as documented by the SnapShot Report generated from TS GOLD. 87 percent of participating four-year-old students met or exceeded widely held expectation in language as documented by the SnapShot Report generated from TS GOLD. All participating four-year-old students met or exceeded widely held expectation in literacy as documented by the SnapShot Report generated from TS GOLD. All pre-kindergarten teachers and professionals attended and participated in more than 18 hours of professional development activities. 75 percent of the parents of 8(g) students participated in two planned activities such as recognition program, doughnuts with dad, muffins with mom, and ornament workshop.

**Claiborne Christian School**

*Evaluation Score:* N/A

*Award Amount:* \$2,144

This project incorporated a superior math curriculum that increased student achievement for students in grades 2-5 in preparation for end of year assessment.

*Results:* 97 percent of 2nd graders scored above the 50th percentile on STAR MATH end of year assessment. 75 percent or higher of 3rd grade students scored Basic or higher on the LEAP math end of year assessment. 67 percent or higher of 4th grade students scored Mastery or higher on the LEAP math end of year assessment. 90 percent or higher of 5th grade students scored Basic or higher on the LEAP math end of year assessment.

**Claiborne Parish**

*Evaluation Score:* 118

*Award Amount:* \$53,862

This grant 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:* 88 percent of the four year old students scored "Accomplished" on the language component of the Teaching Strategies Assessment post-test as evidenced by the Snapshot by Dimension report. All four year old students scored "Accomplished" on the mathematics component of the Teaching Strategies Assessment post test as evidenced by the Snapshot by Dimension report. 78 percent of the parents participated in at least two activities. All teachers and paraprofessionals participated in 18 hours of professional development.

**Community Leaders Advocating Student Success**

*Evaluation Score:* 132

*Award Amount:* \$2,382

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

*Schools:* Fannie C. Williams Charter School

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

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*Results:* 12 percent of the third students read on level based on Achieve 3000 post-assessment. 13 percent of fourth grade students read on-level based on Achieve 3000 post-assessment.

**Concordia Parish**

*Evaluation Score:* N/A      *Award Amount:* \$61,197

This project provided a bridge for Pre K students entering kindergarten which ensured achievement to their greatest potential.

*Schools:* Vidalia Lower Elementary

*Results:* All pre-K students scored mastery in literacy as measured by TS GOLD assessment. All pre-K students scored mastery in math as measured by TS GOLD assessment. 85 percent of students' parents participated in at least two activities working with children. All participating teacher and paraprofessionals completed 18 hours of professional development.

**Crescent City Schools**

*Evaluation Score:* 145      *Award Amount:* \$11,661

This project provided high-quality, high-touch literacy instruction to a group of students in grades K-2 that improved student achievement on end of year testing.

*Schools:* Dorothy Height Charter School

*Results:* 42 percent of the targeted students scored on level or grew 1.5 years from the DIBELS assessment score administered in August/September 2022 as compared to the DIBELS results in May.

**DeSoto Parish**

*Evaluation Score:* 150      *Award Amount:* \$70,434

This project provided a developmentally appropriate pre-kindergarten program designed that improved the kindergarten readiness skills of 4-year-old children.

*Schools:* North DeSoto Lower Elementary

*Results:* All students met or exceeded the Language/Literacy objectives/Dimensions on the third checkpoint with the TS GOLD Portfolio Assessment. All students met or exceeded the Mathematics Objectives/Dimensions on the third checkpoint with the TS GOLD Portfolio Assessment. All parents participated in a minimum of two school related activities. The teachers participated in a minimum of 18 hours of professional development to foster implementation of strategies designed to increase kindergarten readiness. Participation in professional development will be tracked via sign-in sheets.

**Diocese of Alexandria**

*Evaluation Score:* 146      *Award Amount:* \$12,622

This project improved math scores above 35 percent readiness by using the Smartboard for instructional purposes.

*Schools:* St. Anthony of Padua School

*Results:* 75 percent of students in 6th grade scored "on level" or higher on the Terranova Math Assessment. 45 percent of students in kindergarten scored "on level" or higher on the Terranova Math Assessment.

**Diocese of Baton Rouge Schools**

*Evaluation Score:* 150      *Award Amount:* \$73,836

Schools in the Diocese of Baton Rouge used an array of online resources to support student achievement, mainly in the areas of ELA and math/science.



*Schools:* Ascension Catholic, Catholic High School, Catholic Elementary of PC, Catholic High of PC, Cristo Rey High School, Holy Family School, Holy Ghost School, Mater Dolorosa School, Most Blessed Sacrement, 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 Elementary, St. Jude, St. Michael High, St. Peter Chanel, St. Theresa, St. Thomas Aquinas HS, St. Thomas More, Special Education Program.

*Results:* 99 percent of all students in Grades K-2 received passing grades or grades of “C” or better in ELA. 97 percent of all students in Grades K-2 received passing grades or grades of “C” or better in Math on the mid-term and final report cards. All targeted students in Grades 3-8 in the participating schools increased by at least 20 points in English Language Arts on the DRC Beacon test between August/September 2022 to April/May 2023 (pre-test to post-test). All targeted students in Grades 3-8 in the participating schools increased by at least 20 points in math on the DRC Beacon test from August/September 2022 to April/May 2023 (pre-test to post-test). 89 percent of 8 graders and high school students in participating schools who took the Explore, PLAN, or Pre-ACT test scored a composite score greater than or equal to 14 on Explore or 16 on PLAN or Pre-ACT. 80 percent of high school students in participating schools who take the ACT scored a composite score greater than or equal to the state composite average from 2020-21.

**Diocese of Houma-Thibodaux**

*Evaluation Score:* 143

*Award Amount:* \$23,147

Through an increase in reading/ELA skills and strategies, students increased literacy skills and be better prepared to pursue college and career courses in high school.

*Schools:* St. Gregory Barbarigo Catholic School

*Results:* All first and second grade students demonstrated growth in reading as evidenced on Acadience reading comprehension, fluency, and oral language benchmark and diagnostic assessment. 36 percent of all students in grades 3-7 scored above the 50th percentile on the TerraNova Next summative assessment.

**Diocese of Lafayette**

*Evaluation Score:* 141

*Award Amount:* \$65,392

The project focused on using technology to integrate technology, identify student needs, and incorporate individualized learning by increasing engagement to prepare students for the Pre ACT and ACT.

*Schools:* Hanson Memorial

*Results:* 38 percent of 8th and 9th grade students scored a composite of 18 or higher according to the May 2023 PreACT standardized test reports. 42 percent of 10th and 11th grade students scored a composite score of 21 or higher according to the May 2023 ACT standardized test reports. 44 percent of 12th grade students scored a composite score of a 21 or higher according to the May 2023 ACT standardized test reports.

**Diocese of Lake Charles**

*Evaluation Score:* 144

*Award Amount:* \$12,247

To enhance student reading skills by incorporating technology into the reading curriculum to increase student scores on the STAR Reading assessment.

*Schools:* Our Lady Immaculate Catholic School

*Results:* 67 percent of students in 1st grade scored at Benchmark or higher on the end of year Star Reading assessment. 75 percent of students in 2nd grade scored at Benchmark or higher on the end of year Star Reading assessment. 50 percent of students in 3rd grade scored at Benchmark or higher on the end of year Star Reading assessment. 53 percent of students in 4th grade scored at Benchmark or higher on the end of year Star Reading assessment. 62 percent of students in 5th grade scored at Benchmark or higher on the end of year Star Reading assessment.

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

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**Diocese of Shreveport**

*Evaluation Score:* 150      *Award Amount:* \$8,921

This project improved ELA and Math scores for 10th grade students in preparation for the PreACT.

*Schools:* Loyola College Prep

*Results:* 54 percent of targeted students scored at the Math College Readiness benchmark (19) on the PreACT. 63 percent of targeted students will score at the ELA College Readiness benchmark (18) on the PreACT.

**East Baton Rouge Parish**

*Evaluation Score:* N/A      *Award Amount:* \$261,756

The EBR 8(g) Pre-kindergarten program prepared at-risk four-year-olds for kindergarten and success in the future

*Schools:* Audubon Elementary, Twin Oaks Elementary, Shenandoah Elementary

*Results:* 96 percent of students met or exceeded expectations in Language and Literacy Objectives for the 2022-2023 school year. 97 percent of students met or exceeded expectations in Language and Literacy Objectives for the 2022-2023 school year. 100 percent of families participated in at least one activity each semester. All teachers earned at least 18 hours of Professional Development during the 2022-2023 School year.

**East Carroll Parish**

*Evaluation Score:* 142      *Award Amount:* \$49,103

This project was designed to develop kindergarten readiness skills of four old-participants to ensure their readiness for entry into kindergarten that will establish a foundation for success in educational experiences in school.

*Schools:* Southside Elementary School

*Results:* 70 percent of the students met or exceeded their growth target on the Literacy portion of the TS GOLD screener who were in attendance 80 percent of the school year. 70 percent of the students met or exceeded their growth target on the Math portion of the TS GOLD screener who were in attendance 80 percent of the school year. All parents attended at least three or more programs. All 8(g) teachers participated in 20 or more hours of professional development.

**East Feliciana Parish**

*Evaluation Score:* 145      *Award Amount:* \$53,904

This project increased student achievement in the areas of reading (K-3) on end of year assessments in the district.

*Schools:* Clinton Elementary, Jackson Elementary, Slaughter Elementary

*Results:* 71 percent of participating kindergarten students scored “benchmark” on the district’s final kindergarten DIBELS reading assessment. 73 percent of participating 1st grade students scored “benchmark” on the district’s final 1st grade DIBELS reading assessment. 54 percent of participating 2nd grade students scored “benchmark” on the district’s final 2nd grade DIBELS reading assessment. 54 percent of participating 3rd grade students scored “benchmark” on the district’s final 3rd grade DIBELS reading assessment.

**Evangel Christian Academy**

*Evaluation Score:* 141      *Award Amount:* \$2,450

This project provided a superior science curriculum that will adequately prepare ninth grade students for the Pre-ACT.

*Schools:* Evangel Christian Academy

*Results:* 41 percent of the targeted students achieved 17 or higher on the science portion of the test.

**Evangeline Parish**

*Evaluation Score:* N/A      *Award Amount:* \$74,754

This 8(g) project prepared students for kindergarten readiness and close the achievement gap for at-risk students.

*Schools:* Bayou Chicot Elementary School, Vidrine Elementary School, W.W. Stewart Elementary School

*Results:* 96 percent or 8(g) students scored meet/exceed expectations on the Spring Language TS GOLD checkpoint. 92 percent (8(g) students scored meet/exceed expectations on the Spring Math TS GOLD checkpoint. All 8(g) teachers attended at least 18 hours of professional development. All 8(g) parents attended three or more parent involvement activities.

**False River Academy**

*Evaluation Score:* 150      *Award Amount:* \$1,400

This project improved writing skills and proficiency through the use of the Educational Records Bureau Writing Practice Program (ERBWPP).

*Results:* All third grade students' scores increased by at least 3 points from the pre-test in September to the post test in May. All fourth grade students' scores increased by at least 3 points from the pre-test in September to the post test in May. All fifth grade students' scores increased by at least 3 points from the pre-test in September to the post test in May. 78 percent of sixth grade students' overall writing score increased by at least 3 points from the pre-test in September to the post test in May. 76 percent of seventh grade students' overall writing score improved by at least 3 points from the pre-test in September to the post test in May.

**First Baptist Christian School**

*Evaluation Score:* 145      *Award Amount:* \$1,310

The FBCS Biology II Class developed a greater understanding of how things are designed in the human anatomy using a 3-D printer.

*Results:* All targeted 11th and 12th graders scored at a 80 percent or higher on the post Biology II assessment.

**FirstLine Schools**

*Evaluation Score:* 139      *Award Amount:* \$14,460

This project improved reading fluency of 1--3 grade students by incorporating technology into the curriculum.

*Schools:* Samuel J. Green, Langston Hughes Academy, Phillis Wheatley Community School, Arthur Ashe Charter School

*Results:* At Ashe, 27 percent of 1st graders read fluently on grade level. At Wheatley, 22 percent of 1st grade students read fluently on grade level. 37 percent of 2nd graders at all sites read fluently on grade level as measured by Aimsweb.

**Franklin Parish**

*Evaluation Score:* 150      *Award Amount:* \$60,315

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

*Schools:* Winnsboro Elementary School

*Results:* As of May 2023, all students participating in the 8(g) Early Childhood Development class scored "Exceeding" in Language on the "Spring Checkpoint" administration of TS GOLD Assessment. As of May 2023, all students participating in the 8(g) Early Childhood Development class scored "Exceeding" in math on the "Spring Checkpoint" administration of TS GOLD Assessment. Approximately 86 percent of parents of 8(g) pre-K students participated in Parenting Skills Workshops, PTO Open House, and Family Math and reading sessions during the 2022-2023 school year. As of May 2023, all teacher and paraprofessional were engaged in professional development to improve Instructional Practices in math and reading. At least twenty CLU's have been given to improve Instructional practices in math and reading.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### **Glenbrook School**

*Evaluation Score: 150*

*Award Amount: \$2,023*

This project enriched students' knowledge in engineering to increase students' scores on ACT Aspire mathematics component.

*Results:* 44 percent of the students scored in the 80 percentile or higher (Exceeding) on the Stanford standardized test.

#### **Grant Parish**

*Evaluation Score: 150*

*Award Amount: \$60,289*

The program provided educational, social, and emotional support to at-risk 4-year-olds by using research based best practices.

*Schools:* South Grant Elementary

*Results:* All students participating in the 8(g) class met the expectations in Literacy on the third checkpoint using the TS GOLD portfolio assessment by May 2023. All students participating in the 8(g) class met expectations in Mathematics on the third checkpoint using the TS GOLD portfolio assessment by May 2023. The 8(g) pre-K teacher participated in 23 hours of planned professional development including Birth to Five Standards, TS GOLD, CLASS, Conscious Discipline, Kagan for Little Ones, and Creative Curriculum by May 2023. 90 percent of students in the 8(g) class had a parent/guardian participate in at least two of the planned family engagement activities as evidenced by sign-ins and agendas.

#### **Homer A Plessy Community Schools**

*Evaluation Score: 144*

*Award Amount: \$3,676*

This project provided pre-K students will the best age appropriate instruction that prepared them to meet TS GOLD expectations.

*Results:* By May 2023, 75 percent or more of targeted students met or exceeded the TS GOLD expectations in Math and Literacy in the final End of Year TS GOLD checkpoint.

#### **Hosanna Christian Academy**

*Evaluation Score: 79*

*Award Amount: \$2,255*

This grant boosted student achievement and engagement for 6th-8th grade students in science by providing STEM resources and activities that enhanced the curriculum.

*Results are not available.*

#### **Houma Christian School**

*Evaluation Score: 135*

*Award Amount: \$3,338*

This project increased student achievement in reading comprehension with embedded technology opportunities for students.

*Results:* 20 percent of targeted students scoring in the Strategic or Intensive categories (below level) in August on the STAR reading assessment moved to the next tier. 28 percent of targeted students scoring in the on-level category in August grew by at least 0.5 grade equivalency on STAR reading assessment.

#### **Iberia Parish**

*Evaluation Score: N/A*

*Award Amount: \$105,147*

The project provided high quality educational experiences to at-risk 4-year-olds in Iberia Parish.

*Schools:* Jefferson Island Road Elementary, Magnolia Elementary

*Results:* 97 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the ELA component of the Iberia Parish Pre-Kindergarten District Created Assessment. 94 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the Math component of the Iberia Parish Pre-Kindergarten District Created Assessment. 94 percent of participating 4 year old students scored in the 2nd, 3rd, and 4th quartiles on the Math component of the Iberia Parish Pre-Kindergarten District Created Assessment. All parents of participating students attended two or more parental involvement activities by the end of the 2022-2023 school year. All teachers and paraprofessionals completed over 18 hours of professional development.

**Iberville Charter Academy**

*Evaluation Score:* 150

*Award Amount:* \$2,604

This project incorporated technology in the ELA curriculum that increase student engagement and enriched student learning for the LEAP Assessment.

*Results:* 60 percent of 5th grade students achieved Basic or above on the LEAP Assessment

**Iberville Parish**

*Evaluation Score:* N/A

*Award Amount:* \$68,036

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

*Schools:* Dorseyville Elementary, Crescent Elementary

*Results:* All PK4 teachers and paras received 18 hours of professional development. 95 percent of the children met or exceeded the widely held expectations encompassing milestones in literacy as measured by TS GOLD in May 2023. 95 percent of the children met or exceeded the widely held expectations encompassing milestones in math as measured by TS GOLD in May 2023. All parents participated in two or more school and parent activities as measured by teacher parent participation logs.

**Jackson Parish**

*Evaluation Score:* 149

*Award Amount:* \$56,090

This project provided developmentally appropriate activities for 4-year old students that prepared them academically, socially, emotionally and physically.

*Schools:* Quitman High School

*Results:* 93 percent of the students scored in the blue band at the spring checkpoint for all math objectives. All students scored in the Blue Color Band for Language and Literacy by the third checkpoint. All students had parents attended at least 2 of the planned parent involvement activities. All teachers and paraprofessionals completed 20 or more hours of professional development

**Jefferson Davis Parish**

*Evaluation Score:* N/A

*Award Amount:* \$73,503

This project provided an excellent developmentally appropriate program 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:* 94 percent of HHS and 92 percent of LAE students scored 80 percent or above on the EOY DCA for ELA. 96 percent of HHS and 93 percent of LAE students scored 80 percent or above on the EOY DCA for Math. All parents/guardians in the two (8(g)) classrooms participated in three parental involvement activities or conferences. All teachers and paraprofessionals received 18 hours of professional development.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### Jefferson Parish

*Evaluation Score:* N/A      *Award Amount:* \$293,902

This project improved student outcomes for incoming prekindergarten students that prepared them for kindergarten in the areas of cognitive, physical, social/emotional and language development.

*Schools:* Hazel Park, Greenpark, Audubon, Truman, Isaac Joseph, Mc 26, Pittman, Riviere, Matas

*Results:* All participating students grew at least 20 percent on the Literacy area of development and learning objectives on the TS GOLD from the 1st data checkpoint to the 3rd data checkpoint. All students grew at least 20 percent on the Math area of development and learning objectives on the TS GOLD from the 1st data checkpoint to the 3rd data checkpoint. All students grew at least 20 percent on the Language area of development and learning objectives on the TS GOLD from the 1st data checkpoint to the 3rd data check point. At least 65 percent of parents attended a parent involvement activities including parent conferences, parent meet and greet, field trips and classroom activities. All teachers participated in 18 hours of professional development throughout the 22-23 school year.

#### John Curtis Christian School

*Evaluation Score:* 123      *Award Amount:* \$5,001

This project increased student achievement in science by providing superior instructional curriculum.

*Results:* 48 percent of 11th grade students scored a 20 or higher on the ACT Science test.

#### KIPP New Orleans Schools

*Evaluation Score:* 148      *Award Amount:* \$29,016

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 Morial

*Results:* 94.74 met/exceeded the individual goal in Literacy & Language. 94.74 percent of student met/exceeded the individual goal in Mathematics.

#### Lafayette Parish

*Evaluation Score:* N/A      *Award Amount:* \$210,148

This project provided high quality care and education pre-K program to give children the opportunity to be prepared for kindergarten.

*Schools:* Truman Early Learning Development Center

*Results:* All 8(g) funded children met or exceeded the TS GOLD widely held expectations for the Literacy objectives (15-19). 88.89 percent of 8(g) funded children met or exceeded the TS GOLD widely held expectation for the Mathematics objectives (20-23). 81 percent of the parents participated in three school activities. All teachers and paraprofessionals participated in 18 hours of professional development.

#### Lafourche Parish

*Evaluation Score:* 150      *Award Amount:* \$119,148

This project provide a high quality early childhood program for 4-year-old students in preparation for kindergarten.

*Schools:* Bayou Blue Elementary, Chackbay Elementary, North Larose Elementary, Lockport Lower Elementary

*Results:* All participating four-year-olds scored on or above level on all math objectives on the TS GOLD assessment tool. All participating four year olds scored on or above level on the Language objectives on the TS GOLD assessment tool. As of the final checkpoint period in May, all participating four year olds scored on or above level on the Literacy objectives on the TS GOLD assessment tool. All teachers and paraprofessionals participated in 18 hours of professional development. 97.5 percent of 8(g) parents have participated in at least 2 of 4 parental involvement activities.



**LaSalle Parish**

*Evaluation Score:* N/A      *Award Amount:* \$58,599

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, Olla Elementary School

*Results:* 93.8 percent of students met or exceeded expectations on the Language and Literacy Objectives/Dimensions on the third checkpoint (May 2023) with the TS GOLD Portfolio Assessment. 86.4 percent of students met or exceeded expectations on the Math Objectives/Dimension on the third checkpoint (May 2023) with the TS GOLD Portfolio Assessment. All parents participated in at least two parental involvement activities. All 8(g) teachers and paras received 25.5 hours of professional development.

**Lincoln Parish**

*Evaluation Score:* N/A      *Award Amount:* \$75,536

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

*Schools:* Lincoln Parish Early Childhood Center

*Results:* All students scored within the meeting or exceeding Widely Held Expectation range using the Language objective data from the TS GOLD Assessment Snapshot. All students scored within the meeting or exceeding Widely Held Expectation range using the Math objective data from the TS GOLD Assessment Snapshot. All students scored within the meeting or exceeding Widely Held Expectation range using the Literacy objective data from the TS GOLD Assessment Snapshot. All teachers and paraprofessionals participated in 23 hours or more of professional development and staff training. 90 percent of the families whose children were attending the 8(g) class participated in at least 4 family involvement events/opportunities.

**Livingston Parish**

*Evaluation Score:* N/A      *Award Amount:* \$183,187

The 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:* Doyle Elementary, Frost Elementary, Maurepas Elementary, Seventh Ward Elementary, South Fork Elementary

*Results:* 97 percent of all 8(g) students met or exceeded the expectations in Language and Literacy on the TS GOLD assessment. 96 percent of all 8(g) students met or exceeded the expectations in Mathematics on the TS GOLD assessment. 99 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 School for Math, Science, and the Arts**

*Evaluation Score:* 137      *Award Amount:* \$1,674

This project incorporated a STEM curriculum to targeted 10th graders in Biology courses in preparation for the LEAP Biology assessment.

*Results:* 29 percent of the targeted 10th grade students scored an “Advanced” on the LEAP Biology end of year assessment.

**Louisiana Virtual Charter Academy**

*Evaluation Score:* 107      *Award Amount:* \$10,129

Special education teachers utilized the IXL online program to increase student academic growth in ELA and Math by focusing on students’ targeted learning goals.

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

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*Results:* 52 percent of K-2nd grade students with disabilities met or exceeded the learning goals on the IXL post assessment in math and ELA. 82 percent of 3rd-4th grade students with disabilities met or exceeded the learning goals on the IXL post assessment in math and ELA. 60 percent of 5th grade students with disabilities met or exceeded the learning goals on the IXL post assessment in math and ELA. 86 percent of 6th grade students with disabilities met or exceeded the learning goal on the IXL post assessment in math and ELA. 83 percent of 7th grade students with disabilities met or exceeded the learning goal on the IXL post assessment in math and ELA. 80 percent of 8th grade students with disabilities met or exceeded the learning goal on the IXL post assessment in math and ELA. 84 percent of 9th and 10th grade students with disabilities met or exceeded the learning goal on the IXL post assessment in math and ELA. 88 percent of 11th and 12th grade students with disabilities met or exceeded the learning goal on the IXL post assessment in math and ELA.

**Lycee Francaise de la Nouvelle-Orleans**

*Evaluation Score:* 116

*Award Amount:* \$5,693

This project increased math benchmark assessment scores by implementing a superior math curriculum in grades K-2.

*Schools:* Lycee Francaise de la Nouvelle-Orleans Lower Elementary School

*Results:* 49 percent of all kindergarten students scored on grade level on the final iReady math assessment. 43 percent of 1st graders scored on grade level on the final iReady math assessment. 39 percent of 2nd graders scored on grade level on the final iReady math assessment. 74 percent of students achieved a 10 percent growth target on math diagnostic tests. 88 percent of students obtained a 10 percent growth on math diagnostic tests.

**Madison Parish**

*Evaluation Score:* N/A

*Award Amount:* \$51,131

This grant boosted scholars' academic achievement through the development of Literacy and Mathematics skills of preschoolers before entering kindergarten.

*Schools:* Tallulah Elementary School

*Results:* 87 percent of targeted pre-K students met or exceeded expectations in Language and Literacy according to the results from the TS GOLD Assessment. 82 percent of targeted pre-K students met or exceeded expectations in Mathematics according to the results from the TS GOLD Assessment. 82 percent of targeted pre-K parents attended face-to face professional development.

**McMillian's First Steps CDC/Academy**

*Evaluation Score:* 128

*Award Amount:* \$607

The project provided superior technological experiences to enrich learning opportunities for deep theoretical constructions within the Science classrooms.

*Results:* All participating 3rd graders achieved Basic or above according to the LEAP 2025 Scores. All participating 4th graders achieved Basic or above according to the LEAP 2025 Scores. 50 percent of the participating 5th graders achieved Basic or above according to the LEAP 2025 Scores. 57 percent of the participating 6th graders did achieved Basic or above according to the LEAP 2025 Scores. 67 percent of the participating 8th graders achieved Basic or above according to the LEAP 2025 Scores.

**Metairie Park Country Day School**

*Evaluation Score:* 128

*Award Amount:* \$3,924

This project incorporated superior equipment to the Chemistry curriculum in order to increase student achievement on the end of year Chemistry assessment.

*Results:* 83 percent of targeted students scored an A on the end of year Chemistry assessment.

**Monroe City Schools**

*Evaluation Score:* N/A      *Award Amount:* \$88,116

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, Cypress Point

*Results:* All participating four-year olds scored at meeting or exceeding expectations on the Mathematics Component of TS GOLD. All participating four-year olds scored at meeting or exceeding expectations on the Literacy and Language Component of TS GOLD. 94 percent of parents attended at least one or more activities at their respective schools during the 2022-2023 school year. All pre-K Teachers participating in the program received at least 20 hours of professional development. Teachers received at least 20 hours training on those areas that impact the social and emotional development of their students. Some of the trainings include but are not limited to: Sexual Harassment, Mandated Reporter, Bullying, Al’s Pals and Restorative Practices.

**Morehouse Parish**

*Evaluation Score:* 144      *Award Amount:* \$62,254

Pre-K students obtained academic achievement for at-risk 4-year-olds which will enable them to become kindergarten ready.

*Schools:* Morehouse Magnet

*Results:* 94.44 percent of the participating pre-K 4 students met/exceeded in the area of language according to TS GOLD. 98.99 percent of the participating pre-K 4 students met/exceeded in the area of mathematics according to TS GOLD. 98.2 percent of the participating pre-kindergarten 4 students in the 8(g) classroom met/exceeded in the area of literacy according to TS GOLD. The teacher and paraprofessional participated in a total of 31.15 hours of professional development sessions/conferences/workshops. 84 percent of parents of pre-kindergarten students attended at least one of the two annual Parent/Teacher Conferences.

**Natchitoches Parish**

*Evaluation Score:* N/A      *Award Amount:* \$72,700

This project provided developmentally appropriate activities and prepare pre-K students for kindergarten.

*Schools:* L.P. Vaughn Elementary

*Results:* All students met or exceeded expectations in Language as measured by TS GOLD. All students met or exceeded expectations in Math as measured by TS GOLD. All 8(g) families attended the Fall Conference, 80 percent attended the winter PTC, and all attended open house. All 8(g) teachers and paraprofessionals have attended a minimum of 18 hours of professional development.

**New Orleans Military and Maritime Academy**

*Evaluation Score:* 142      *Award Amount:* \$5,054

This project supported NOMMA’s Criminal Justice I course and provided the foundation for future Industry Based Credential bearing courses in the Law, Public Safety, Security and Corrections Pathway.

*Results:* 31 percent of the students tested for an Adobe IBC and passed the exam.

**Northeast Baptist School**

*Evaluation Score:* 140      *Award Amount:* \$1,056

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

*Results:* 75 percent of targeted 1st graders scored on grade level and above as indicated by the Grade Equivalent score on the Star Reading assessment. 56 percent of targeted 1st graders scored on grade level and above as measured by the Star Math assessment.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### Northlake Christian School

*Evaluation Score:* 140

*Award Amount:* \$4,700

The project increased the grade level proficiency in math by increasing student engagement and collaborative learning opportunities with the aid of visual stimulation that enhanced the educational experience for students in high school math.

*Results:* 57 percent of the tenth grade students met benchmark on the math portion of the ACT(19) or PreACT(17). 39 percent of the eleventh grade students met benchmark on the math portion of the ACT (19).

#### Oak Forest Academy

*Evaluation Score:* 138

*Award Amount:* \$4,167

This project increased student achievement in ELA for 3rd and 4th grade students in preparation for end of year testing.

*Results:* 50 percent of the targeted 3rd students scored a 40 or higher in ELA on the Iowa Form E end of the year assessment.

#### Orleans Parish

*Evaluation Score:* N/A

*Award Amount:* \$3,184

This project improved instructional practices and ensured students are consistently exposed to standard-aligned assessments, Lake Forest Charter offered professional development on components of effective instruction and assessment.

*Schools:* Lake Forest Charter School

*Results:* 96 percent of students grades 3-8 scored mastery and above on the ELA and English I LEAP assessments. 88 percent of students grades 3-8 scored mastery and above on the Math and Algebra I LEAP assessments.

#### Orleans Parish

*Evaluation Score:* N/A

*Award Amount:* \$5,322

Benjamin Franklin High School incorporated technology into the 9th grade geometry curriculum to improve student achievement on the LEAP geometry assessment.

*Schools:* Benjamin Franklin High School

*Results:* 88 percent of 9th grade students scored Mastery or higher on the LEAP Geometry assessment.

#### Orleans Parish

*Evaluation Score:* N/A

*Award Amount:* \$149,501

This project provided high quality and accessible pre-K experiences for eligible participating 4-year-old students.

*Schools:* Mary Mcleod Bethune Charter, Elan Academy, Benjamin Franklin Elementary Charter

*Results:* 85 percent of students met expectations in language and literacy as identified on the Spring 2022-2023 TS GOLD Assessment data report. 75 percent of students met or exceeded expectations in math as identified on the Spring 2022-2023 TS GOLD Assessment data report. 65 percent of parents participated in at least two parental involvement activities during the 2022-2023 school year. All pre-K teachers and paraprofessionals attended at minimum, 18 hours of professional development during the 22-23 school year.

#### Ouachita Parish

*Evaluation Score:* N/A

*Award Amount:* \$141,139

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

*Schools:* Pinecrest Elementary, Woodlawn Elementary

*Results:* 98.75 percent of 8(g) students who were assessed by TS GOLD during all checkpoint periods were at the growth level of Meeting and/or Exceeding in Language and Literacy. 95 percent of 8(g) students who were assessed by TS GOLD during all checkpoint periods were at the growth level of Meeting and/or Exceeding in Mathematics. All 8(g) pre-K parents participated in at least one school related activity. All 8(g) teachers and paras attended 18 hours or more of district professional development.

**Pelican Educational Foundation, Inc.**

*Evaluation Score:* 124

*Award Amount:* \$1,996

This 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:* 79 percent of the students scored B or higher as a final grade in Spanish.

**Plaquemines Parish Schools**

*Evaluation Score:* N/A

*Award Amount:* \$65,016

This project offer high quality education to prepare children to enter kindergarten ready to learn.

*Schools:* Belle Chasse Primary School

*Results:* 93 percent of participating 4-year-olds met or exceeded expectations within the Math standards of TS GOLD's final checkpoint. 93 percent of 4 year-olds met or exceeded expectations within the Language and Literacy standards of TS GOLD's final checkpoint. 82 percent of 8(g) parents were involved in at least one of the activities listed. All staff obtained at least 18 hours of professional development.

**Pointe Coupee Parish**

*Evaluation Score:* 150

*Award Amount:* \$58,810

The project ensured the readiness skills of four-year old participants for kindergarten.

*Schools:* Valverde Elementary, Rougon Elementary

*Results:* All participating preschool students scored at the "meets or exceeds" widely held expectations in Math on TS GOLD in May 2023. All participating preschool students scored at the "meets or exceeds" widely held expectation in Literacy on TS GOLD in May 2023. All 8(g) staff attended the required 18 hours of professional development by May 2023. 100 percent of the families attended at least two parent involvement activities by May 2023.

**Rapides Parish**

*Evaluation Score:* 148

*Award Amount:* \$160,278

The project provided developmentally appropriate Pre-kindergarten experiences for at-risk 4-year-olds in a nurturing environment that created a community of learners.

*Schools:* J. I. Barron Elementary, Buckeye Elementary, J.B. Nachman Elementary, Phoenix Magnet Elementary

*Results:* All 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 third checkpoint. All students participating in the 8(g) Early Childhood classes scored at the end of the blue pre-K progression band in Mathematics after the third checkpoint. 91.5 percent of 8(g) families participated in at least one parent workshop and one parent conference in the fall and the spring. 94 percent of 8(g) families participated in the fall and spring parent meetings/workshops. 89 percent of 8(g) families participated in the fall and spring parent conferences. All participating teachers received a minimum of 18 hours of job-embedded professional development training.

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

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**Red River Parish**

*Evaluation Score:* 138

*Award Amount:* \$51,934

The project provided access to digital curricula in ZEARN Math and EL Education

*Schools:* Red River Elementary School

*Results:* 65 percent of students in grades 1-5 scored at 80 percent or higher on ZEARN Math End of Year assessments. 70 percent of students in grades K-2 mastered the end of the year goals for EL Education Benchmark assessments.

**ReNEW-Reinventing Education**

*Evaluation Score:* 140

*Award Amount:* \$9,411

The project used Reading Mastery foundational literacy program in lower grades to support below-level readers.

*Schools:* ReNEW Dolores Aaron Elementary, ReNEW Schaumburg Elementary

*Results:* 61 percent of participants who have a completed pre and post-assessment dataset grew an average of 4 percentage points or more on the Pearson aimswebPlus reading assessment from pre to post.

**Richland Parish**

*Evaluation Score:* 150

*Award Amount:* \$59,291

This project provided a high-quality learning experience to prepare 4-year old students to be successful in kindergarten and beyond.

*Schools:* Holly Ridge Elementary School, Mangham Elementary School, Rayville Elementary, Start Elementary School

*Results:* 98 percent of the students met or exceeded the expectations in language and literacy by the third checkpoint of the TS GOLD assessment. 96 percent of the students met or exceeded the expectations in math by the third checkpoint of the TS GOLD Assessment. All parents/guardians attended at least three family engagement activities during the school year. All teachers and paraprofessionals participated in at least 18 professional development hours from August 2022 until May 2023.

**Ridgewood Preparatory School**

*Evaluation Score:* N/A

*Award Amount:* \$803

This project improved student achievement in Science by incorporating technology into the 5th grade science curriculum.

*Schools:* Ridgewood Preparatory School

*Results were not available.*

**Sabine Parish**

*Evaluation Score:* N/A

*Award Amount:* \$66,431

The project provided 4-year-old students with a high quality, comprehensive education experience.

*Schools:* Many Elementary, Zwolle Elementary

*Results:* 96 percent of children 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 TS GOLD. 94 percent of children of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Literacy objectives in TS GOLD. 92 percent of children of participating four-year-old children served by Sabine's 8(g) Pre-Kindergarten program scored "meeting expectations" or "exceeding expectations" on the Math objectives in TS GOLD. 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. 93 percent of parents/caregivers of students enrolled in Sabine's 8(g) Pre-Kindergarten classroom attended Fall parent-teacher conference, 73 percent attended Spring parent-teacher conference, and all parents/caregivers attended both Fall and Spring home visits, resulting in an average of 92 percent of parents attending conferences/and or events for parents.

**Southern University Laboratory School**

*Evaluation Score: 147*

*Award Amount: \$3,950*

The project improves the science inquiry skills of students enrolled in Biology in preparation for the LEAP Science end of the year assessment.

*Results:* In May 2023, 68 percent of the targeted 10th grade students scored Basic or above on the Biology LEAP 2025.

**Special School District**

*Evaluation Score: 94*

*Award Amount: \$824*

The project incorporated technology in the 8th grade ELA instruction in order to increase student achievement on LEAP connect.

*Schools:* Pinecrest Supports and Services Center

*Results were not available.*

**Special School District**

*Evaluation Score: 147*

*Award Amount: \$776*

The project built concept development and support comprehension in ELA for students in 3-5 grade in preparation for the IRLA assessment.

*Schools:* Louisiana School for the Visually Impaired

*Results:* All targeted students in grades 3-5 increased at least one level on the IRLA reading assessment.

**St. Bernard Parish**

*Evaluation Score: 150*

*Award Amount: \$85,887*

Since High-Quality Early Education is a priority for the State of Louisiana, the St. Bernard Parish Public School System provided services to 20 eligible 4-year-old children to prepare them to be kindergarten ready.

*Schools:* Joseph Davies Elementary

*Results:* All students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectation range in Language and Literacy in TS GOLD. All students participating in the 8(g) Early Childhood Program scored within the Meeting/Exceeding Expectation range in Math in TS GOLD. All parents participated in at least one parent involvement activity over the course of the school year. The teacher and paraeducator participated in at least 18 hours of professional development activities.

**St. Charles Parish**

*Evaluation Score: 147*

*Award Amount: \$94,559*

The pre-kindergarten project increased student achievement to prepare students for kindergarten.

*Schools:* Mimosa Park Elementary, St. Rose Elementary

*Results:* All targeted students scored at the meeting to exceeding expectations range in English/Language Arts and Literacy as measured by the TS GOLD Assessment System. 95 percent of targeted students scored at the meeting to exceeding expectations range in Mathematics as measured by the TS GOLD Assessment System. All participating pre-kindergarten teachers completed over 18 hours of professional development. 77 percent of the parents of qualifying pre-kindergarten students participated in a minimum of eight parent activities.

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

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**St. George's Episcopal School New Orleans**

*Evaluation Score:* 150

*Award Amount:* \$1,584

The project implemented technology in the 2nd grade mathematics curriculum to increase student achievement.

*Results:* 83 percent of the targeted students showed an increase of at least 14 points from Fall diagnostics to Spring assessment as measured by the MAP Growth Assessment.

**St. James Parish**

*Evaluation Score:* N/A

*Award Amount:* \$63,109

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:* 90 percent of the participating four-year-olds scored at the “ Meeting and/or Exceeding Expectations” range in the Language and Literacy Objectives for Development and Learning. All participating four-year-olds scored at the “Meeting and /or Exceeding Expectations” range in the Mathematics Objectives for Development and Learning as measured by the TS GOLD Assessment. All parents participated in at least two activities as evidenced by logs, tally charts and or sign in sheets. The teacher participated in 18 hours of professional development training that supported the increase of students’ proficiency in kindergarten.

**St. John the Baptist Parish**

*Evaluation Score:* N/A

*Award Amount:* \$72,240

The project operated preschool classrooms for at-risk students in the community in order to strengthen their skills for entry to kindergarten.

*Schools:* Emily C. Watkins Elementary

*Results:* All students met or exceeded expectations for 4 year old Math objectives for Development and Learning as measured by TS GOLD. 91 percent of the students met or exceeded performance expectations in Language and 100 percent of the students were meeting or exceeding performance expectations for 4 year olds in Literacy as measured by TS GOLD. All teaching staff participated in 18 or hours of Professional Development during the 2022-2023 school year. 80 percent of parents attended orientation and two other parental involvement activities (virtual depending on the pandemic).

**St. Helena Parish**

*Evaluation Score:* N/A

*Award Amount:* \$50,899

The project served at-risk 4-year-old students to become kindergarten ready.

*Schools:* St. Helena Early Learning Center

*Results:* 77 percent of 8(g) learners achieved the widely held expectations in the area of mathematics in TS GOLD. 80 percent of 8(g) learners achieved the widely held expectations in the area of literacy and language in TS GOLD. All parents only attended 1 parent activity. All teachers of targeted learners received over 18 hours of professional development.

**St. Landry Parish**

*Evaluation Score:* N/A

*Award Amount:* \$109,129

The project afforded the opportunity to receive full day, high quality, developmentally appropriate instruction which provided them with the foundational skills needed for kindergarten success.

*Schools:* Highland Early Learning Center, Cankton Elementary School

*Results:* 89 percent of the students in the 8(g) Early Childhood Pre-K Programs met or exceeded the Language and Literacy Widely Held Expectations according to the end of the year TS GOLD Snapshot Report. 94 percent of the students in the 8(g) Early Childhood Pre-K Programs met or exceeded the Mathematics Widely Held Expectations according to the end of the year TS GOLD Snapshot Report. The 8(g) pre-K teachers attended over 18 hours of professional development activities meeting the goal of 100 percent participation. All parents in the 8(g) classes attended 3-5 meetings or activities during the 2022-23 school year.

**St. Mark's Cathedral School**

*Evaluation Score:* 144      *Award Amount:* \$1,547

The project incorporated additional technology into 6th grade Social Studies that increased student reading comprehension scores on the end of the year assessments.

*Results:* 67 percent of 6th grade Social Studies students scored proficient on ERB reading comprehension assessment. 90 percent of 6th grade students scored an A on the end of year Social Studies assessment.

**St. Martin Parish**

\$83,780

*Evaluation Score:* N/A      *Award Amount:*

The project provided developmentally appropriate, high quality pre-K program for eligible 4-year-olds that helped children achieve kindergarten readiness.

*Schools:* Cecilia Primary

*Results:* All participating four-year-olds scored on level or exceed expectations for 80 percent of the objectives for TS GOLD Development and Learning in the domain of Math and Cognitive. All participating four-year-olds scored on level or exceed expectations for 80 percent of the objectives for TS GOLD Development and Learning in the domain of Literacy and Language. 80 percent of parents of participating four-year-olds participated in parent/teacher conferences twice a year. All 8(g) pre-K staff participated in 18 hours of professional development for the 2022 2023 year.

**St. Mary Parish**

*Evaluation Score:* N/A      *Award Amount:* \$86,822

The project provided a pre-K program for 4-year-olds entering public school system in order to exhibit kindergarten readiness at the end of the school year.

*Schools:* Berwick Elementary, Centerville School

*Results:* 95.8 percent of the 25 students scored at meets or succeeds level on TS GOLD Assessment in language and literacy based on the third checkpoint. All students scored at meets or succeeds level on TS GOLD Assessment in mathematics on the third checkpoint. 87.5 percent of the parents attended four parent meetings and/or conferences. All teachers attended a minimum of 18 hours of TS GOLD trainings and professional development offerings.

**St. Paul's Episcopal School**

*Evaluation Score:* 146      *Award Amount:* \$1,336

The project provided student-learning experiences that incorporated technology in math that improved academic achievement for 3rd grade students in math.

*Results:* 81.3 percent of the participating 3rd grade students scored above 75 percent on the Mammoth Math end-of-the-year unit math test.

**St. Tammany Parish**

*Evaluation Score:* N/A      *Award Amount:* \$240,699

This project provided early learners with an equitable and inclusive opportunity to high quality educational experiences to increase their readiness for kindergarten.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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*Schools:* Covington Elementary, Whispering Forest Elementary

*Results:* 98 percent of the students met or exceeded the Early Learning Development Standards (ELDS) in Language and Literacy measured by TS GOLD objectives. All students met or exceeded the Early Learning Development Standards (ELDS) in Math measured by TS GOLD objectives. All teachers and paraprofessionals completed at least 18 hours of professional development on curriculum, assessment, and other tools to support student achievement. 97 percent for families participated in two or more classroom/school activities such as orientation, conferences, at-home activities, family reading, math or science night, field trips, and other school events.

#### **Success Preparatory Academy**

*Evaluation Score:* 135      *Award Amount:* \$2,255

This project delivered high-quality, needs and standards aligned small group instruction to students identified as behind peers (and grade level) in mathematical proficiency in order to improve skills, close the gap, and provide access to Tier I instruction.

*Schools:* Success at Thurgood Marshall

*Results:* 13 percent of students scored in the 75th percentile on growth as demonstrated on the MAP math test.

#### **Tangipahoa Parish**

*Evaluation Score:* N/A      *Award Amount:* \$147,170

The pre-K school program served at-risk 4-year-old students in order to achieve kindergarten readiness.

*Schools:* Independence Leadership Academy, Lucille Nesom Memorial School, O.W. Dillon Leadership Academy

*Results:* 91 percent of pre-K students met or exceeded widely held expectations encompassing developmental milestones in math on the TS GOLD assessment. 91 percent of pre-K students met or exceeded widely held expectations encompassing developmental milestones in Language. 97 percent of pre-K Students met or exceeded widely held expectations in Literacy. 88 percent of parents/guardians participated in at least two parent activities or events either in-person or virtually.

#### **Tensas Parish**

*Evaluation Score:* N/A      *Award Amount:* \$46,753

This project provided remediation in both Math and ELA to at-risk students in grades K-5th in preparation for the Exact Path end of year assessment.

*Schools:* Tensas Elementary School

*Results:* 75 percent of targeted struggling students in grades K-5 scored at or above grade level from the Exact Path pretest to the Exact Path post test in ELA/Reading 78 percent of targeted struggling students in grades K-5 scored at or above grade level from the Exact Path pretest to the Exact Path post test in Math.

#### **Terrebonne Parish**

*Evaluation Score:* N/A      *Award Amount:* \$125,475

This program supported a developmentally appropriate program for at-risk 4-year-old students.

*Schools:* Bayou Black Elementary, Bourg Elementary, Lisa Park, Mulberry, Upper Little Caillou

*Results:* 92.5 percent (language) and 97.5 percent (literacy) of participating 4 year olds scored in or beyond the four year old color band (Widely Held Expectations) for the Language and Literacy objectives in TS GOLD. 92.5 percent of participating 4 year olds scored in or beyond the four year old color band (Widely Held Expectations) for the Math objectives in TS GOLD. 90 percent of participating parents will participated in at least 2 of the planned parental involvement activities. All participating teachers received 27 hours and all participating paraprofessionals received 6 hours of professional development specific to early childhood education.

**The Brighton School**

*Evaluation Score:* 142

*Award Amount:* \$961

The project added technology to enhance student achievement in Physical Science.

*Results:* 67 percent of targeted physical science students scored proficient as measured by the pre/post assessment by March 2023.

**The Dunham School**

*Evaluation Score:* 130

*Award Amount:* \$4,040

This project implemented the use of virtual reality to support historical curriculum in order to increase understanding of concepts in preparation for end of the year assessment.

*Results:* 63 percent of targeted students scored B or higher on the History course final exam.

**Trafton Academy**

*Evaluation Score:* 146

*Award Amount:* \$1,363

This project strengthened instruction and learning of science skills through the use of technology in the 8th grade science class in preparation for the IOWA Test.

*Results:* 87 percent of the targeted students in the 8th grade students scored at or above 75 percent (National Percentile Rank) in Science on the IOWA Test. 80 percent of the targeted students in the 6th grade scored at or above 75 percent (National Percentile Rank) in Science on the IOWA Test. 92 percent of the targeted students in the 3rd grade scored at or above 75 percent (National Percentile Rank) in Science on the IOWA Test.

**Trinity Episcopal School**

*Evaluation Score:* 150

*Award Amount:* \$2,002

The project implemented an ELA curriculum to increase reading performance of first graders as measured by the Smarty Ants program.

*Results:* 98 percent of first graders were reading at or above grade level by May 2023.

**Union Parish**

*Evaluation Score:* N/A

*Award Amount:* \$54,834

This project provided a developmental appropriate program that provided opportunities and experiences for at-risk 4-year-olds to be kindergarten ready.

*Schools:* Union Parish Elementary School

*Results:* In May 2023, all 8(g) pre-K students met the Literacy expectations from the TS GOLD Objectives. In May 2023, all 8(g) pre-K students met the Math expectations from the TS GOLD objectives. In May 2023, all parents were involved in at least one activity by participation or attendance at open house, students' programs, fields trips, volunteer parent services, parent conferences and/or graduation. In May 2023, the teacher and the paraprofessional participated in at least 18 hours of professional development.

**University Laboratory School**

*Evaluation Score:* 147

*Award Amount:* \$7,916

Using the online platform NoRedInk, students in grades 9-12 will improved their grammar, punctuation, and editing skills to improve their scores on the LEAP 2025 and the ACT.

*Results:* Eighty-two percent (82 percent) of targeted 9th grade English I students scored a Mastery or Advanced on the English I LEAP 2025 end-of-year assessment. Eighty-nine percent (89 percent) of targeted 10th grade English II students scored a Mastery or Advanced on the English II LEAP 2025 end-of-year assessment. 98 percent of targeted 11th and 12th grade students scored an 18 or higher on the English portion of the ACT, indicating most of our students are "College and Career Ready."

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

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**University View Academy**

*Evaluation Score:* 144

*Award Amount:* \$19,583

To implement the utilization of My Math lab (MML) in select HS and DE Math courses to augment learning. MML provides infinite learning opportunities (inclusive of videos, practice problems, and interactive learning tools) to practice problem solving skills which are linked to increased math scores. This project built on the research which indicates MML is particularly beneficial to lower performing and developmental math students and the use of MML in courses increased overall Math confidence and Math course performance.

*Results:* 78 percent showed a 50 percent average increase in score from Pre test Math Competency scores to Post Test Math competency scores by May 2023.

**V. B. Glencoe Charter School**

*Evaluation Score:* 133

*Award Amount:* \$2,308

This project implemented a curriculum that afforded students the opportunity to earn industry based certification.

*Results:* 28 percent of students tested, passed the exam, and became certified in Adobe Premier Pro.

**Vermilion Parish**

*Evaluation Score:* N/A

*Award Amount:* \$94,067

This project involved the enrollment of children in a high-quality pre-kindergarten classroom to prepare them for successful kindergarten entry.

*Schools:* Dozier Elementary

*Results:* All participating four year old children met or exceeded the blue band in Literacy. 95 percent of the 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 18 hours of professional training. By May 26, 2023, all parents participated in at least 3 meetings, conferences, or family engagement events.

**Vernon Parish**

*Evaluation Score:* N/A

*Award Amount:* \$87,117

This program served at-risk 4-year-old children to develop essential kindergarten readiness skills.

*Schools:* North Polk Elementary School

*Results:* All students met or exceeded the Widely Held Expectations on the Language section of the TS GOLD. 94 percent of the students met or exceeded the Widely Held Expectations on the Literacy section of the TS GOLD. 88.89 percent of the students met or exceeded the Widely Held Expectations on the mathematics section of the TS GOLD. All teachers participated in a minimum of 18 hours of professional development related to early childhood education. All students had at least one parent participate in a minimum of two parent involvement activities.

**Washington Parish**

*Evaluation Score:* N/A

*Award Amount:* \$70,703

This project provided a developmentally appropriate high quality prekindergarten program that improved the kindergarten readiness skills of at-risk four-year-old children.

*Schools:* Franklinton Primary School

*Results:* 80 percent of students scored 80 percent or higher on the Meeting/Exceeding Expectations levels in literacy and language. 80 percent of students scored 80 percent or higher on the Meeting/Exceeding Expectations levels in mathematics. 80 percent of parents attended at least two parental involvement activities. All teachers and paraprofessionals completed 18 hours of professional development.



**Webster Parish**

*Evaluation Score:* N/A      *Award Amount:* \$73,735

Early Child program that provided quality instruction that helped rural, at-risk preschool students meet or exceed pre-K standards.

*Schools:* Doyline High School

*Results:* All students scored met or exceeding expectations in Literacy and Language in TS GOLD. 50 percent of students scored in the “meeting expectations” category and 50 percent of students scored in the “exceeding expectations” category for a total of 100 percent in the literacy and language section. All 8(g) students scored met or exceed expectations in Mathematics in TS GOLD. 62.5 percent of students scored in the “meeting expectations” category and 37.5 percent of students scored in the “exceeding expectations” category for a total of 100 percent in the math section. 75 percent of parents attended at least 3 parental involvement activities. 50 percent of teachers and paraprofessionals completed the minimum of 18 hours of professional development aligned to state goals.

**West Baton Rouge Parish**

*Evaluation Score:* N/A      *Award Amount:* \$66,922

This project provided high quality early childhood educational opportunities for approximately 14 at-risk four-year-old children in the district.

*Schools:* Brusly Elementary, Port Allen Elementary

*Results:* All participating four-year-olds met or exceeded the age level expectation on the Language area of TS GOLD. All participating four-year-olds met or exceeded the age level expectation on the Literacy area of TS GOLD. All participating four-year-olds met or exceeded the age level expectation on the Mathematics area of TS GOLD. All families of participants participated in at least five (5) activities during the school year. All staff participated in a minimum of 18 hours of professional development to foster the implementation of developmentally appropriate practices designed to increase students’ proficiency in kindergarten.

**West Carroll Parish**

*Evaluation Score:* N/A      *Award Amount:* \$54,569

The project provided a high-quality learning experience for at-risk four-year-olds in order that they may be kindergarten ready.

*Schools:* Oak Grove Elementary

*Results:* 95 percent of the students met or exceeded expectations for the Language objectives and all students met or exceeded expectations for the Literacy objectives. All students met or exceed the expectations of the goals of Mathematics. All parents/guardians participated in at least two parental involvement activities. All teachers in the project completed 18 hours or more of professional development activities.

**West Feliciana Parish**

*Evaluation Score:* N/A      *Award Amount:* \$56,423

The project increased students’ reading and writing ability as well as strengthened skills aligned to ELA Louisiana Student Standards.

*Schools:* West Feliciana Middle School

*Results:* 71 percent of students scored in the “meets or exceeds” category on the HMH Scholastic Reading Inventory

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

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**Winn Parish**

*Evaluation Score:* N/A      *Award Amount:* \$55,256

This project provided for preschool classes to serve and prepare at-risk 4-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, Winnfield Primary

*Results:* 97 percent of the participating students met or exceed the widely held expectations in the area of Language and Literacy by Program in the prekindergarten band as reported in TS GOLD end of year data. 97 percent of the participating students met or exceed the widely held expectations in the area of Mathematics by Program in the prekindergarten band as reported in TS GOLD end of year data. All parents of pre-kindergarten students attended three or more parent trainings, activities, or family nights. All pre-kindergarten teachers attended a minimum of 18 hours of staff development during the school year.

**Zachary Community Schools**

*Evaluation Score:* N/A      *Award Amount:* \$74,094

This project provided developmentally appropriate early childhood education experiences and improved the kindergarten readiness skills of at-risk four-year-old students.

*Schools:* Zachary Early Learning Center

*Results:* All participating four-year-old students met or exceeded expectations in the area of Language and Literacy. 92.8 percent of participating four-year-old students met or exceeded expectations in the area of Math. All parents/families participated in at least 3 activities. All program teachers/paraprofessionals have participated in at least 18 hours of professional development.



# Statewide Grant Programs

F Y 2022 – 2023

BESE Allocation: \$5,958,600

Percent of Total Allocation: 42.4%

Programs Funded: 7

## *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
- Louisiana Recruitment and Retention Program
- Louisiana Education Assessment Program (LEAP) 2025

## *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) - Student Success in Literacy
- Academic/Vocational Enhancement of BESE Special Schools (LSD) - Student Success in Literacy

## *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:* 135    *Award Amount:* \$140,000

*Constitutional Category:* To fund school remediation programs and preschool programs

*Results:*

- 94 percent of publicly funded (full time) children completed the last child assessment checkpoint.
- The number of publicly-funded children that scored below the benchmark for the 8 TS Gold objectives during the Fall 22/23 Checkpoint decreased by the Winter Checkpoint.
- The number of publicly-funded children that scored below the benchmark for the 8 TS Gold objectives during the Winter Checkpoint decreased by the Spring Checkpoint.

*Observations:*

- Program participants were pre-K students at five different sites.
- It was clear that the teachers and support staff made a concerted effort to implement the pre-K lessons with fidelity and integrity. What a joy to observe in the pre-K classes!
- The Program Administrator is well-qualified to provide leadership for this program. She has a vision for pre-K and appears enthusiastic and committed to ensuring that these young learners achieve positive outcomes. Good job!
- The activities were appropriate and consistent with program objectives.
- The program adhered to the Constitutional Category under which it was funded.
- Ensure that objectives are stated in measurable terms. Evaluator is aware that this was actually had done earlier this school year. It is important to provide appropriately analyzed data to definitively determine learner outcomes.

*Recommendations:*

- Continue to ensure that at-risk pre-K students and other young children are provided the best and most coordinated services possible.
- To the extent possible, continue to promote a seamless network for families as they navigate services for their young children.
- Consider expanding the program activities next year to adequately differentiate state and local responsibilities and oversight. Good job this year of explaining these 8(g) requirements for on-site visits.
- Continue to adhere to the Constitutional Category under which this program was funded.
- Once data is rolled up, remember to parcel out data points to reflect each objective. A helpful suggestion may be to restate the objective and insert support documentation (data) for that objective, etc. Summary tables by individual objectives are beneficial. Remember to collect, analyze, interpret, and report data to support program findings.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grant Programs

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#### Louisiana Recruitment and Retention Program

Evaluation Score: 147

Award Amount: \$700,000

*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:*

- There were 21 participants representing 13 different school systems who completed the Recruitment and Retention Fellowship for 2022-2023.
- 100% of participants rated the fellowship as a high-quality professional development experience on the end-of-year survey.
- 794 educators were reported through the mentor and resident data collection process that occurred in fall 2022. These mentees were supported by a mentor throughout the school year. It was undetermined if 85 percent or more of mentor teachers reported that their serving as a mentor teacher helped increase their own effectiveness in the classroom.
- A survey was sent to Mentor teachers at the end of the 2022-2023 school year. However, due to changes in survey procedures, very few Mentors completed the survey. This survey will be re-administered in late August 2023.
- Pre-Educator Pathway courses were taught in 46 schools during the 2021-2022 school year. In the 2022-2023 school year, they were taught in 70 schools with 1,096 students enrolled.
- 51% of students are non-white (may be duplicates).
- 45 Aspiring Principal Fellows from 19 school systems completed the Aspiring Principal Fellowship in 2022-2023. 100% of participants in the aspiring principal cohort rated the fellowship as effective or highly effective in preparing them for a principal/school leader position.

#### *Observations:*

- Participants at the local level expressed gratitude for the opportunity to participate in this program. The Program Administrator and her team are to be commended for the quality of services provided during the implementation of this multi-tiered program. Key personnel had sufficient background to provide leadership and oversight for this program. The activities of the program were consistent with program objectives.
- The program adhered to the Constitutional Category under which it was funded.
- The proposal objectives were stated in measurable terms and appropriate data were collected. Though data for objective 3 was insufficient, the survey to assess this objective will be re-administered during the fall 2023 semester. Sufficient documentation was provided to determine whether program objectives were met. Proposed gains in the skills of participants were realized.

#### *Observations:*

- Continue to provide high-quality services to participants as they navigate this multi-tiered program.
- Continue to ensure that personnel have sufficient training and background to provide leadership and oversight for this program.

- Continue to align program activities with the objectives and continue to monitor both state and local program activities.
- Continue to adhere to the Constitutional Category under which this program was funded.
- Continue to write objectives in measurable terms and continue to collect appropriate data for final reporting.
- Continue to collect, analyze, interpret, and report data that facilitate determining the extent to which each objective was met.

**LEAP for the 21st Century**

*Evaluation Score:* 147

*Award Amount:* \$2,795,000

*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 results of LEAP testing have been posted to the department website, and student reports for all administrations have been provided to schools and systems via DRC INSIGHT.
- The department received comprehensive files that were used for quality checking throughout the administration process.
- Resources were provided for 100% of the suite of assessments and reports that were administered in 2022-2023
- Regularly scheduled Office Hours and monthly calls were held every Tuesday at 3:45. Calls and emails were all answered quickly and efficiently. Individual assistance was provided when needed.

*Observations:*

- Participants were students across the state from Public School systems and Nonpublic systems.
- The PA is to be commended for her leadership and oversight of this program.
- In reference to school sites visited, it appeared that LEAP was delivered with integrity and fidelity.
- The activities of the program were consistent with program objectives.
- The program adhered to the Constitutional Category under which it was funded.
- Data were collected and analyzed for each objective. Sufficient documentation was provided to determine the extent to which the objectives were met.

*Recommendations:*

- Continue to measure student performance and student progress to improve instruction and provide support to students across the state.
- Continue monitoring LEAP 360 and adjust as needed.
- Continue to provide leadership and oversight at both the state and local levels.



## 8(g) PROGRAMMATIC PROFILES

### Statewide Grant Programs

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- Continue to align program activities with objectives and continue to monitor both state state and local activities.
- Continue to write objectives in measurable terms and continue to collect appropriate data for final reporting.
- Continue to collect, analyze, interpret, and report data by objective. Good job this year with providing support documentation by objective in a manageable format.

#### Strong School Systems

*Evaluation Score:* 150

*Award Amount:* \$2,173,000

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

#### *Results:*

- 78 Net Promoter Score for participants to encourage other system leaders to participate in this initiative in the future.
- Average rating of 4.6 out of 5 on participants' perceptions of how much of their capacity has changed to plan and monitor for system-wide improvement.
- Average rating of 2.9 out of 3 on rubric-based assessment of each deliverable within participants' strategic plans.
- Average rating of 2.9 out of 3 on Rubric-based assessment of each deliverable related to implementation and progress monitoring.

#### *Observations:*

- The number of cohort participants and selection criteria were appropriately aligned with the design and implementation of the project.
- State and local program personnel demonstrated commitment and heart to the program.
- It was clear from every observation and engagement with the Program Administrator that this project was very 'hands on' with the implementation process.
- State staff were also visible and highly engaged in results-based facilitation with aligned cohort participants across the state.
- Reporting was always timely throughout the program year.
- State and local program activities were monitored and tracked throughout the year by deliverable/activity and were consistent with program objectives.
- The Program Administrator's system of tracking was concise and transparently shared with state and local personnel with observed investment in the outcomes. There was ample time with phased implementation throughout the year.
- Offerings of virtual and onsite project activities also met the needs of cohort participants' engagement.
- Implementation efforts align with identified constitutional category of the project.

- Appropriate data was collected and analyzed with consistent alignment with the identified objectives and evaluative methods described within the proposal.
- There was evidence of an established feedback system to determine program success as well (both formally and informally).
- There was sufficient documentation to determine whether program objectives were met.
- Educational improvement and program success were demonstrated both qualitatively and quantitatively with activity and constitutional category alignment.

*Recommendations:*

- All indicators were achieved with an “Excellent” rating. It should be noted that all measurable objectives were met with supporting evidence of achievement and observed implementation of fidelity across the statewide program. Well done!

**Academic/Vocational Enhancement of BESE Special Schools (LSVI)** *Evaluation Score: 150 Award Amount: \$30,000*

*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:*

- 100 percent of students increased at least one level in the IRLA reading intervention program.

*Observations:*

- Program participants were students with visual impairments from kindergarten to sixth grade.
- During the classroom visit, the teacher worked individually with students as needed, and charted progress online. Other students worked independently. It was a joy to observe this class.
- The PA provided excellent leadership and commitment to this program. Her quest to meet the objective was evident. She submitted a detailed and thoughtful End-of-Year report.
- The activities were appropriate and consistent with program objective and were monitored by the Program Administrator.
- The program objective was stated in measurable terms and appropriate data were collected and analyzed. Sufficient and detailed documentation to substantiate that the objective was met was provided.

*Recommendations:*

- Continue to explore ways to improve reading ability for children who are visually impaired.
- Consider expanding the program activities next year to include additional information. For example, consider providing more detail about the PD activities other than “ongoing.”
- Continue to provide strong leadership and commitment to this program.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grant Programs

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- Continue to file required reports in a timely manner.
- Continue to adhere to the Constitutional Category under which this program was funded.
- Continue to provide detailed support documentation that addresses the extent to which the objective was met.
- Continue to collect, analyze, interpret, and report data to support program findings. Great job!

#### **Academic/Vocational Enhancement of BESE Special Schools (LSD)** *Evaluation Score: 65 Award Amount: \$30,000*

*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:*

- Results were not available.

##### *Observations:*

- Participants in K-5th grade were targeted, however, in that the program was never fully implemented due to change in personnel, no student participants were observed during the site visit. It is important that a PA or program personnel designee be identified to provide oversight and implementation of this BESE-funded program.
- Oversight for implementation of the activities of the program was not provided.
- Based on the proposal application, this program conforms to the Constitutional Category under which it was funded.
- The project application identified one objective; however, this objective was not implemented.
- The End-of-Year Report was not filed with BESE as required; thus, no data is available for this measure.

##### *Recommendations:*

- Participants in K-5 were targeted; however, the program was not fully implemented. It is imperative that BESE-funded programs are implemented, and funds expended during the academic school year for which funds were approved.
- It is recommended that the PA either provide direct oversight for this program or identify a program designee to assist in this effort. It is the responsibility of the PA to ensure that program activities are implemented.
- It appears in the proposal application that the Constitutional Category was appropriate.
- The one objective identified in the project proposal was to increase participants' end-of-year test scores following ASL-English instruction using the Bedrock Literacy curricula. Although the objective appeared solid, it was never fully implemented. It is important to adhere to all aspects of the program under which funds were secured.

**International Choices for College and Career Education**

*Evaluation Score:* 146

*Award Amount:* \$90,000

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

*Results:*

- Louisiana realized a 16.18 percent decline in the total number of students enrolled in PK-8 elementary world language programs.
- 99.5 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).
- In 2023, 9.25% more schools and 30.43% more school systems awarded graduating seniors with the Louisiana State Seal of Biliteracy.

*Observations:*

- Through the IC3E program, instruction was provided to a significant number of pre-K to 8th grade students by offering the access to early world language/immersion courses. It was a joy to observe in these classrooms.
- The PA is to be commended for her leadership and oversight of this program.
- The IATs appeared very qualified in their area, however, some continue to struggle with classroom discipline and cultural and language differences.
- The activities of the program were consistent with program objectives.
- The program adhered to the Constitutional Category under which it was funded.
- Data were collected and analyzed for each objective. Sufficient documentation was provided to determine the extent to which the objectives were met. Objective 1 was not met.

*Recommendations:*

- Continue to target PreK to 8th grade students in this IC3E program.
- Continue to assist IATs to meet the challenges and adjustments in the classroom.
- Continue to ensure that local-level personnel have sufficient training, background, and materials to perform their assigned duties.
- Continue to provide oversight for this program.
- Continue to align program activities with the objectives and continue to monitor both state and local activities.
- Continue to adhere to the Constitutional Category under which this program was funded.
- Continue to write objectives in measurable terms and continue to collect appropriate data for final reporting.
- Continue to collect, analyze, interpret, and report data by objective.
- Continue to provide support documentation (by objective) to assist in determining the extent to which objectives were met.





# Louisiana Board of Elementary and Secondary Education

1201 North 3rd St. | Baton Rouge, LA 70802 | 225-342-5840 | [bese.louisiana.gov](http://bese.louisiana.gov)