# Board Administration and Education Finance Committee Agenda

Tuesday, December 9, 2025 at 9:00 AM

Claiborne Building, 1201 North Third Street, Baton Rouge, LA 70802


Page

**1. Opening**

1.1 Call to Order

1.2 Roll Call

**2. Consent Agenda - Informational Reports**

2.1 Consideration of a report of 8(g) block grant projects for elementary/secondary education for FY 2025-2026 — 5 - 18

FY26 Block Projects BAEF Dec 2025.pdf

2.2 Consideration of an audit report — 19 - 22

12.2025 AF BIAPlanFY25-26RevisedFINAL.pdf

2.3 Consideration of an audit report from the LDOE Director of Internal Audit — 23 - 30

12.2025 AF Audit Report EdCert.pdf

2.4 Consideration of contracts $50,000 or less approved by the State Superintendent of Education — 31 - 44

12.2025 Contracts under 50K.pdf

**3. Consent Agenda - Administrative Actions**

3.1 Consideration of quarterly report of expenditures and budget balances of 8(g) projects for FY 2025-2026 — 45 - 49

FY 26 8(g) Exp. Report - Dec. 25.pdf

**4. Standing Items - LDOE Finance Issues**

4.1 *Consideration of the annual LDOE budgets (LDOE and RSD) 50 - 56

12.2025 AF Budget.pdf

4.2 Consideration of the fiscal dialogues as a result of the fiscal risk assessment process for FY 2024-2025 57 - 62

12.2025 AF Fiscal Risk.pdf

4.3 Consideration of RSD contracts greater than $50,000 63 - 67

12.2025 AF RSD Contract over $50k.pdf

4.4 Consideration of LDOE contracts greater than $50,000 68 - 90

12.2025 AF Contracts Over 50k Updated.pdf

4.5 Consideration of federal/state grants and allocations to LEAs, Type 2 charters, Type 5 charters, approved nonpublic schools, and community-based organizations (competitive and other) 91 - 101

12.2025 AF Allocations.pdf

**5. Standing Items - Louisiana Quality Education Support Fund - 8(g)**

5.1 *Consideration of 8(g) funding cycle activities - 8(g) Annual Report for FY 2024-2025 102

5.2 Consideration of 8(g) funding cycle activities - Building the annual program and budget for FY 2026-2027 103 - 105

Proposed 8(g) Program and Budget FY 2026-2027.BAEF Dec 2025.pdf

**6. Standing Items - BESE Finance Issues**

6.1 *Consideration of the BESE Budget 106 - 107

FY 27 Budget Request Summary.pdf

6.2 *Consideration of a report on BESE budget balances for FY 108 - 109

2025-2026

AF-BESE Appr Budget FY 26-Detail-Dec. 25.pdf

## 7. Standing Items - Board Operation, Performance, and Intergovernmental Issues

7.1 *Consideration of legislative reports — 110 - 208

12.2025 AF Parent and Family Engagement Task Force Recommendations.pdf

12.2025 AF Legis K-3 Fall.pdf

12.2025 AF  Education Excellence Fund Report.pdf

12.2025 AF 25-26 Praxis Exam Report.pdf

12.2025 AF 2026 Early Childhood Care and Education Network Report.pdf

12.2025 AF 2025 Literacy Coaches Plan.pdf

12.2025 AF Legis ES Counselors.pdf

12.2025 AF Legis Exit Data.pdf

## 8. Standing Item - Bulletin(s)

8.1 Consideration of revisions to Bulletin 1929--Louisiana Accounting and Uniform Governmental Handbook regarding definitions and minimum requirements — 209 - 210

12.2025 AF B1929.pdf

## 9. Referrals - Unfinished Business

9.1 Consideration of an update report regarding school bus speed limits — 211

For questions regarding items on the Board Administration and Education Finance Committee agenda, please contact daria.martin@la.gov.

**NOTICE:** This meeting may be convened  up to 30 minutes prior the the posted schedule to facilitate the orderly conduct of business.

The Louisiana State Board of Elementary and Secondary Education (BESE) and/or its committees reserve the right to enter into Executive Session, if needed, in accordance with R.S. 42:16.

In accordance with the Americans with Disabilities Act, if special assistance is needed at any public meeting of BESE, please notify the Executive Director of BESE at 225-342-5840 or via email at sbese@la.gov, five business days prior to the public meeting.

Any person wishing to speak must first be recognized by the Chair. Please complete a comment card. Please stand and give name and position before speaking.

# Executive Summary and Recommendations

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| **Contact Person(s):** Kimberly Tripeaux<br>**Email Address:** Kimberly.Tripeaux@la.gov<br>**Office:** BESE 8(g) |
| **Title:** Consideration of a report of 8(g) block grant projects for elementary/secondary education for FY 2025-2026 |
| **Recommendation:** Receive |
| **Summary:**<br>A report of the approved 8(g) Student Enhancement Block Grant projects for FY 2025-2026 is included in the packet. The report displays the agency, focus area, purpose, and allocation amount. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

| *Agency Name* | *Focus Area* | *Project Purpose* | *Budget Total* |
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| **Acadia Parish School Board** | High-Quality Early Childhood Education | To provide a developmentally-appropriate program intentionally designed to improve the kindergarten readiness of four-year old participants and to ensure a successful educational experience in school. | $129,996.00 |
| **Algiers Charter School Association** | College and Career Readiness | To provide students with superior instructional material that will equip high school students with the knowledge, strategies, and confidence needed to excel on the ACT exam. | $5,113.00 |
| **Algiers Charter School Association** | College and Career Readiness | To provide targeted ELA and Math support to students in grades 3-5 to increase the number achieving Mastery and Advanced on LEAP 2025. | $6,983.00 |
| **Allen Parish School Board** | High-Quality Early Childhood Education | To provide a developmentally appropriate instructional program for four-year-olds that will expand Kindergarten readiness, as well as future academic and life success. | $81,103.00 |
| **Archdiocese of New Orleans** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To use technology in classroom instruction to enhance their proficiency and performance levels in ELA. | $283,914.00 |
| **Ascension Christian School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide superior instructional material for Kindergarten students in the area of literacy in preparation for the ESGI assessment. | $5,678.00 |
| **Ascension Parish Public School System** | High-Quality Early Childhood Education | To provide quality early childhood education to 4 year old children who are academically, socially, emotionally, or economically at risk for being ready for kindergarten. | $267,990.00 |
| **Assumption Parish School Board** | High-Quality Early Childhood Education | To offer a rich learning experience for at-risk 4 year olds to prepare them for kindergarten which enhances the development of cognitive, social, emotional, language and literacy, and motor skills at a manner and pace consistent with the needs and capabilities of each individual child. | $70,470.00 |
| **Athlos Academy of Jefferson Parish** | College and Career Readiness | To provide superior instructional material in math to increase student achievement on Compass Math end of year assessment. | $9,373.00 |
| **Avoyelles Parish School Board** | High-Quality Early Childhood Education | To assist 20 at-risk 4 year old students in learning developmentally appropriate intervention strategies to increase student achievement and improve their readiness for Kindergarten. | $90,059.00 |

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| **Beauregard Parish School Board** | High-Quality Early Childhood Education | To serve at risk 4 year old children in preparation for Kindergarten readiness. | $97,015.00 |
| **Belle Chasse Academy** | College and Career Readiness | To incorporate proven methods of reading instruction and intensive literacy interventions that target first and second grade students that are academically below grade level. | $7,159.00 |
| **Ben's Ford Christian School** | Technology and Innovation | To utilize classroom-based technology to promote reading readiness skills in the second grade classroom at Ben's Ford Christian School. | $3,038.00 |
| **Bienville Parish School Board** | High-Quality Early Childhood Education | To provide developmentally-appropriate practices to identified at-risk four year old students for a successful transition to kindergarten. | $61,820.00 |
| **Bishop McManus Academy** | College and Career Readiness | To incorporate technology in the 5th grade math lesson to increase student achievement on the end of year Stanford Achievement. | $1,037.00 |
| **Bogalusa City Schools** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide students that are performing below benchmark level on the State's Literacy Screener additional time each day to receive tutoring in the five essential components of reading. | $61,875.00 |
| **Bossier Parish School Board** | High-Quality Early Childhood Education | To provide 40 at-risk four-year-old children with developmentally appropriate experiences for the maximum development of physical, social, cognitive, and emotional skills in preparation for Kindergarten. | $252,902.00 |
| **Bowling Green School** | College and Career Readiness | To promote a reading culture among elementary students by offering an outstanding online reading curriculum to enhance student achievement to increase student achievement. | $4,881.00 |
| **Brighton School** | College and Career Readiness | To raise English scores on the preACT standardized testing for current 9th graders. | $1,917.00 |
| **Caddo Parish School Board** | High-Quality Early Childhood Education | To provide a Pre-Kindergarten program to at risk 4 year old children to improve Kindergarten readiness skills in select Caddo Parish Public Schools. | $347,068.00 |
| **Calcasieu Parish School Board** | High-Quality Early Childhood Education | To equip at-risk preschoolers with the academic and social-emotional skills needed for a successful transition into kindergarten through high-quality early education. | $310,103.00 |
| **Caldwell Parish School District** | High-Quality Early Childhood Education | To offer high quality PreK to all eligible Prek students to prepare them to be Kindergarten ready. | $58,495.00 |

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| **Calvary Baptist Academy** | Technology and Innovation | To provide superior instruction for students in grade 3rd and 4th in hopes of strengthening literacy, writing, and math skills, closing achievement gaps and ensuring all learners are on track for future academic success. | $8,864.00 |
| **Cameron Parish School Board** | High-Quality Early Childhood Education | To provide developmentally appropriate instruction for 4yr. Old students to establish and maintain high quallity early childhood education. | $55,392.00 |
| **Catahoula Parish School District** | High-Quality Early Childhood Education | To provide a quality developmentally appropriate pre-kindergarten program for academically at risk four year old children. | $53,299.00 |
| **Cedarwood School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To improve student achievement by increasing availability of individual texts for each 2nd grade student using Wit & Wisdom ELA curriculum. | $1,269.00 |
| **Central Community School System** | College and Career Readiness | To increase student achievement of Grades 3-5 English Learners (EL's) by implementing the Louisiana Connectors for English Learners. | $87,901.00 |
| **Christ Episcopal School** | College and Career Readiness | To provide superior instructional material in the hopes of increasing student achievement in the areas of Spanish, English, science, and music for grades 11 and 12, taking AP Spanish Language and Culture, AP English Language and Composition, AP Biology, and AP Music Theory. | $6,243.00 |
| **City of Baker School System** | High-Quality Early Childhood Education | To provide an appropriate early childhood program for at risk four-year old students in preparation for kindergarten. | $54,253.00 |
| **Claiborne Christian School** | Science, Technology, Engineering, and Mathematics (STEM) | To create STEM learning lab for middle school in hopes of increasing science scores. | $3,640.00 |
| **Claiborne Parish School District** | High-Quality Early Childhood Education | To provide a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of four-year old participants and ensure a successful educational experience in school. | $60,199.00 |
| **Community Leaders Advocating Student Success** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To use the SIPPS Phonics program to close early reading gaps, improve decoding and fluency, and ensure students reach grade-level literacy benchmarks as measured by DIBELS and/or iReady Reading assessments. | $4,520.00 |
| **Concordia Parish School Board** | High-Quality Early Childhood Education | To provide a bridge for Pre K students entering Kindergarten to ensure they achieve their greatest potential. | $72,221.00 |

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| **Crescent City Christian School** | College and Career Readiness | To incorporate technology in math instruction in preparation for the STAR final Assessment. | $2,408.00 |
| **Crescent City Schools** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide superior support instruction to enhance and provide more targeted ELA instruction for students in preparation for DIBELS. | $16,541.00 |
| **DeSoto Parish School Board** | High-Quality Early Childhood Education | To provide a developmentally appropriate pre-kindergarten program designed to improve the kindergarten readiness skills of four year old children. | $90,911.00 |
| **Diocese of Baton Rouge Catholic Schools** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To implement superior instructional material as a targeted instructional strategy to increase student achievement in literacy and numeracy by guiding instruction through ongoing data driven interventions. | $130,695.00 |
| **Diocese of Houma-Thibodaux** | Technology and Innovation | To enhance the learning environment through interactive and collaborative engagement, while preparing students in grades 2-6th in ELA for The Terra Nova end of year assessment. | $39,956.00 |
| **Diocese of Lafayette** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To support individual student growth in reading for students in grades 5-12 in preparation for the TerraNova Next, PreACT, and ACT. | $124,341.00 |
| **Diocese of Lake Charles** | College and Career Readiness | To utilizing the Renaissance Math program to strengthen students' mastery of key math concepts, aligned with grade-level math standards, while fostering a love for learning and problem-solving. | $21,043.00 |
| **East Baton Rouge Parish School System** | High-Quality Early Childhood Education | To prepares at-risk four-year-olds for kindergarten by creating opportunities for children to learn more about the world around them. | $414,846.00 |
| **East Carroll Parish School Board** | High-Quality Early Childhood Education | To assist with the effective and efficient development of early readiness skills in four year old students who attend Pre-Kindergarten at Southside Elementary. | $51,835.00 |
| **East Feliciana Parish School Board** | Technology and Innovation | To increase student achievement in the areas of math on end of year math benchmark assessments, and LEAP math assessments for students in 1st-8th grade. | $60,388.00 |
| **Evangel Christian Academy** | Technology and Innovation | To motivate students to take an active role in their learning by offering an interactive platform for accessing online materials, specifically using Freckle by Renaissance for math assessments. | $6,706.00 |

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| **Evangeline Parish School District** | High-Quality Early Childhood Education | To prepare students for kindergarten readiness. | $94,644.00 |
| **False River Academy** | College and Career Readiness | To improve writing skills and proficiency through the use of the Educational Records Bureau Writing Practice Program (ERBWPP). | $3,168.00 |
| **First Baptist Christian School** | College and Career Readiness | To implement technology into the ELA lessons to better prepare students for the Iowa standardized testing reading component. | $2,686.00 |
| **FirstLine Schools** | Science, Technology, Engineering, and Mathematics (STEM) | To improve science outcomes of 3-8th grade students by incorporating IXL science curriculum and technology into classrooms across the FirstLine network. | $26,433.00 |
| **Franklin Parish School Board** | High-Quality Early Childhood Education | To provide high-quality early learning experiences and a developmentally appropriate program for our four-year old participants at Winnsboro Elementary School. | $69,109.00 |
| **Glenbrook School** | Technology and Innovation | To enhance and differentiate instructional strategies, therefore increasing student achievement for 9th, 11th and 12 grade students in preparation for PreACT and ACT. | $4,196.00 |
| **Grant Parish School Board** | High-Quality Early Childhood Education | To provide educational, social, and emotional support to at risk four years olds by using research- based best practices. | $70,378.00 |
| **Hosanna Christian Academy** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To enrich and advance reading and literacy achievement with intensive instructional practices in preparation for the Terra Nova assessment. | $4,538.00 |
| **Houma Christian School** | Technology and Innovation | To increase student achievement in mathematics with embedded technology opportunities for students to have them on track for second grade as measured by the STAR assessment . | $5,631.00 |
| **Iberia Parish School District** | High-Quality Early Childhood Education | To provide a program that is developmentally appropriate and specifically designed to foster successful educational experiences and to improve kindergarten readiness of four year old participants in Iberia Parish. | $145,899.00 |
| **Iberville Parish School Board** | High-Quality Early Childhood Education | To provide developmentally appropriate PK program that allows children to grow cognitively, socially, physically, and emotionally in preparation for Kindergarten. | $83,196.00 |

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| **International School of Louisiana** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To increase fluency and literacy in French for language immersion students in 5th and 8th grades by offering enrichment activities in French and the opportunity to earn an internationally-recognized language proficiency certificate. | $9,947.00 |
| **Jackson Parish School District** | High-Quality Early Childhood Education | To provide developmentally appropriate activities for 4-year old students to prepare them academically, socially, emotionally and physically for Kindergarten. | $63,366.00 |
| **Jefferson Davis Parish School Board** | High-Quality Early Childhood Education | To provide an excellent developmentally appropriate program of education for at-risk four-year-old children in Jefferson Davis Parish. | $93,968.00 |
| **Jefferson Parish Public School System** | High-Quality Early Childhood Education | To provide high quality early childhood education to Pre-K students in Jefferson Parish to ensure kindergarten readiness for at risk 4 year olds. | $486,811.00 |
| **John Curtis Christian School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To improve student achievement in English Language Arts by incorporating technology into instruction. | $9,762.00 |
| **Kehoe-France School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide superior instructional material that creates a cohesive, developmentally appropriate pathway to early literacy through rich oral language, vocabulary, and systematic phonics in preparation for the MAP end of year assessment. | $3,455.00 |
| **Kenilworth Science and Technology Academy** | Science, Technology, Engineering, and Mathematics (STEM) | To implement superior instructional material to strengthen students' foundational and advanced math skills through personalized digital learning, data-driven instruction, and teacher professional development. | $6,428.00 |
| **KIPP New Orleans Schools** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To improve the literacy and ELPT performance of 3-4 grade EL students by providing high-quality ESL instruction to students at KIPP Leadership Primary. | $50,904.00 |
| **Lafayette Parish School System** | High-Quality Early Childhood Education | To provide high quality care and education to pre-k students to ensure kindergarten readiness. | $286,313.00 |
| **Lafayette Parish School System** | College and Career Readiness | To improve ACT growth for Lafayette Parish students who have not yet reached college and career readiness standards. | $35,405.00 |
| **Lafourche Parish School Board** | High-Quality Early Childhood Education | To provide a high quality early childhood program for Pre K-4 age students in preparation for Kindergarten. | $169,989.00 |

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| **LaSalle Parish School Board** | High-Quality Early Childhood Education | To provide a quality Pre-Kindergarten program to academically "at risk" four year olds. | $68,396.00 |
| **Lincoln Parish School Board** | High-Quality Early Childhood Education | To help children progress intellectually, academically, emotionally, socially, and physically through the use of the Frog Street Press Curriculum, Heggerty, Eureka Math Squared, and hands on learning activities provided by a Highly Qualified Pre-K Certified Teacher and paraprofessional, in a literacy and language rich environment focused on the LA Early Learning Developmental Standards (ELDS)Birth to Five Standards. | $99,182.00 |
| **Lincoln Preparatory School** | College and Career Readiness | To support ACT targeted skills through purposefully planned tutoring during the school day in preparation for ACT testing. | $6,344.00 |
| **Livingston Parish Public Schools** | High-Quality Early Childhood Education | To provide high-quality Pre-K classes for at-risk children which will better prepare them to be "ready to learn" in Kindergarten the following year. | $293,701.00 |
| **Louise S McGehee School** | Science, Technology, Engineering, and Mathematics (STEM) | To enhance 8th grade students' understanding of physics concepts-including forces in motion, Bernoulli's principle, and fluid dynamics-through an experiential sailing field trip that applies classroom learning in a real-world setting. | $1,600.00 |
| **Louisiana Key Academy** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide superior instruction to a special population of students in hopes of increasing these students reading abilities as measured by Aimsweb Oral Reading Fluency Assessment. | $6,659.00 |
| **Louisiana Rebirth Blended Learning Academy** | College and Career Readiness | To provide remedial support for struggling students grades 9-12 in preparation for LEAP. | $10,290.00 |
| **Louisiana Special School Program** | College and Career Readiness | To incorporate technology in the 8th grade math instruction in order to increase student achievement on LEAP Connect. | $1,500.00 |
| **Louisiana Virtual Charter Academy** | College and Career Readiness | To provide superior instructional material that is standards-aligned and supports real-time formative and summative assessments in math in preparation for LEAP testing. | $10,300.00 |
| **Loyola College Prep** | College and Career Readiness | To improve ELA and Math scores for 10th and 11th grade students in preparation for the PreACT. | $15,161.00 |

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| **Madison Parish School Board** | High-Quality Early Childhood Education | To boost student academic achievement growth and development through a Pre-K 4 Tier I Curriculum to help them become kindergarten-ready. | $55,503.00 |
| **Madison Preparatory Academy** | College and Career Readiness | To provide superior instructional material to students in grades 11th and 12th to increase ACT, ELA and Math scores. | $10,290.00 |
| **McMillians First Steps Academy** | Technology and Innovation | To improve literacy outcomes for third grade and fourth-grade students by providing instruction that support digital reading, writing, and personalized literacy instruction. | $1,278.00 |
| **Monroe City Schools** | High-Quality Early Childhood Education | To teach pre-kindergarteners readiness skills to 4 year old "at risk" students by providing an appropriate early childhood program. | $120,336.00 |
| **Morehouse Parish School Board** | High-Quality Early Childhood Education | To enhance academic, social, emotional and cognitive development of Pre-k 4 students which will enable them to become kindergarten ready. | $73,582.00 |
| **Natchitoches Parish School Board** | High-Quality Early Childhood Education | To strengthen foundational learning for chidlren by enhancing intstruction in literacy, language, and early mathematics. Through strategic investment in high quality curriculum, professional development for educators, and targeted classroom support, the project aims to ensure that all children enter kindergarten ready to succeed. | $89,726.00 |
| **New Orleans Military and Maritime Academy** | College and Career Readiness | To provide superior instruction to students seeking regional and/or statewide Industry Based Credentials in Microenterprise. | $8,762.00 |
| **New Vision Learning Academy** | Science, Technology, Engineering, and Mathematics (STEM) | To improve student achievement in Science on the Science LEAP assessment by improving STEM skills with robotics and coding. | $2,102.00 |
| **Northeast Baptist School** | College and Career Readiness | To incorporate technology into the 9th grade math curriculum in Algebra I in hopes of increasing student achievement on the STAR end of year assessment. | $1,334.00 |
| **Northlake Christian School** | College and Career Readiness | To provide students with hands on digital media and adobe instruction leading to an IBC license in adobe media as we connect school and work base learning. | $10,281.00 |
| **Oak Forest Academy** | Technology and Innovation | To improve 5th and 6th grade student achievement in ELA on the IOWA Form E Assessment by granting access to engaging, interactive technology. | $7,261.00 |

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| **Office of Juvenile Justice** | College and Career Readiness | To provides college and career readiness support, including customer service credentialing, career exploration, and transition planning for students in grades 11-12 in secure care settings to enhance post-secondary success and workforce preparedness. | $2,473.00 |
| **Open Door Christian Academy** | Technology and Innovation | To provide remedial support for struggling students in preparation for the NWEA testing. | $2,575.00 |
| **Orleans Parish School Board** | High-Quality Early Childhood Education | To expand access to high-quality early childhood education for our youngest learners across Orleans Parish. | $170,121.00 |
| **Orleans Parish School Board** | College and Career Readiness | To provide remediation support so that students stay on track to successfully graduate with college and/or career credentials. | $92,239.00 |
| **Ouachita Parish School System** | High-Quality Early Childhood Education | To target preschool classes serving at-risk 4 year olds designed to help those children succeed. | $207,880.00 |
| **Our Lady of Prompt Succor School** | High-Quality Early Childhood Education | To incorporate technology in prek-and kindergarten to improve students mastery of letter identification (PreK) or sight words (Kindergarten). | $19,376.00 |
| **Plaquemines Parish Schools** | High-Quality Early Childhood Education | To offer high quality education to prepare children to enter Kindergarten ready to learn. | $77,806.00 |
| **Pointe Coupee Parish School System** | High-Quality Early Childhood Education | To ensure the readiness skills of four-year old participants for kindergarten readiness. | $66,543.00 |
| **Prairie View Academy** | College and Career Readiness | To provide remedial support for struggling 5th graders in preparation for end of year LEAP math testing. | $2,491.00 |
| **Providence Classical Academy** | Technology and Innovation | To implement technology into the 8th Grade Math and 8th Grade Advanced Math instruction in the hopes of increasing student achievement on the end of year assessments. | $6,150.00 |
| **Rapides Parish School Board** | High-Quality Early Childhood Education | To provide developmentally appropriate Pre-Kindergarten experiences for at-risk four year olds in a nurturing environment that creates a community of learners. | $247,900.00 |
| **Red River School Board** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide remediation in Reading for 19 targeted students in 2nd grade that will strengthen students' skills in Reading in preparation for EOY DIBELS test. | $56,587.00 |

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| **ReNEW-Reinventing Education** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide teacher training and foundational reading instruction in the University of Florida Literacy Institute (UFLI) curriculum (new to ReNEW) to prepare K-2 grade students for end of year teasting in ELA. | $24,970.00 |
| **Richland Parish School Board** | High-Quality Early Childhood Education | To provide high-quality learning experience to prepare 4-year old students to be successful in Kindergarten and beyond. | $70,072.00 |
| **Riverside Academy** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To support reading skills of students through engaging lessons that focus on improving reading comprehension, writing skills, and building fluency in preparation for end of year assessments. | $4,825.00 |
| **Sabine Parish School Board** | High-Quality Early Childhood Education | Tol provide students with a high quality, comprehensive educational experience to ensure that children enter Kindergarten ready to learn. | $80,029.00 |
| **Saint Matthew's Episcopal School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To incorporate technology into the 7th grade LA lesson in hopes of increasing student achievement on the STAR Reading end of year assessment. | $1,704.00 |
| **St. Bernard Parish School Board** | High-Quality Early Childhood Education | To provide services to 20 eligible four-year-old children to prepare them to be kindergarten ready. | $116,122.00 |
| **St. Charles Parish Public Schools** | High-Quality Early Childhood Education | To increase student achievement to prepare students for kindergarten. | $129,283.00 |
| **St. George's Episcopal School** | College and Career Readiness | To implement technology in the 5th grade mathematics curriculum to increase student achievement on the MAP Growth end of year assessment. | $2,880.00 |
| **St. Helena Parish School Board** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To accelerate learning for grades 3-10 by strengthening numeracy and literacy through research-based strategies and targeted interventions to move non-readers and below-level learners toward grade-level proficiency. | $54,280.00 |
| **St. James Episcopal Day School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To provide 4th grade students with superial instructional material that will enhance student performance on the Writing portion of the ERB end of year assessment. | $1,908.00 |
| **St. James Parish School Board** | High-Quality Early Childhood Education | To improve the readiness skills of four-year-old preschool students who are at-risk in the Vacherie, La community. | $75,440.00 |

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| **St. John Parish School Board** | High-Quality Early Childhood Education | To provide high quality and equitable educational experiences that focuses on teaching to the level of mastery with literacy, language and numeracy skills ensuring students are kindergarten ready. | $92,430.00 |
| **St. Landry Parish School Board** | High-Quality Early Childhood Education | To provide the opportunity for approximately 40 "at risk" four-year old children to receive full day, high quality, developmentally appropriate school readiness instruction in preparation for Kindergarten success. | $149,215.00 |
| **St. Martin Parish School Board** | High-Quality Early Childhood Education | To provide developmentally appropriate, high quality PreK program for eligible four year olds that will help children achieve Kindergarten readiness Implementation Date. | $107,999.00 |
| **St. Mary Parish School Board** | High-Quality Early Childhood Education | To provide a PreK program for four-year-olds entering public school system in order to exhibit kindergarten readiness the following year. | $112,167.00 |
| **St. Paul's Episcopal School** | Technology and Innovation | To provide student-learning experiences that incorporate technology in math that will improve academic achievement for 3rd grade students in math. | $2,214.00 |
| **St. Tammany Parish School Board** | High-Quality Early Childhood Education | To provide tutoring support in both Math and ELA during the targeted support block in 3-6 grade for LEAP testing. | $381,985.00 |
| **Success Preparatory Academy** | College and Career Readiness | To deliver 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. | $4,538.00 |
| **Tangipahoa Parish School System** | High-Quality Early Childhood Education | To provide a Pre-K school program serving at-risk four year old students in order to achieve kindergarten readiness. | $223,792.00 |
| **Tensas Parish School Board** | College and Career Readiness | To provide effective intervention and supports for students in the areas of Math and Reading in Tensas Parish Schools. | $47,880.00 |
| **Terrebonne Parish School Board** | High-Quality Early Childhood Education | To support a developmentally appropriate program for at-risk four year old students in preparation for Kindergarten. | $182,938.00 |
| **The Dunham School** | College and Career Readiness | To strengthen math proficiency, foster long-term academic success, and promote college readiness in preparation for ACT. | $7,465.00 |

| | | | |
|---|---|---|---|
| **Third Future Schools** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To improve reading achievement for 2nd grade students by implementing a comprehensive, grade-level-wide Core Knowledge Language Arts (CKLA) curriculum, taught through a Science of Reading class. | $3,955.00 |
| **Trafton Academy** | Technology and Innovation | To strengthen instruction and learning of 8th grade students reading skills through the use of technology in the classroom in preparation for the IOWA end of year assessment. | $2,315.00 |
| **Trinity Episcopal School** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To incorporate technology into the ELA 5-7 classroom to support student writing skills. | $3,631.00 |
| **Union Parish School Board** | College and Career Readiness | To provide a remediation program to assist fourth and fifth graders in improving their math classroom skills in preparation for the LEAP 2025 assessments. | $59,513.00 |
| **University Laboratory School** | Science, Technology, Engineering, and Mathematics (STEM) | To enhance STEM instruction by integrating LEGO Education kits into the curriculum, giving students hands-on opportunities to explore engineering, coding, and problem-solving through engaging, standards-based activities. | $13,550.00 |
| **University View Academy** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To incorporate technology into interactive English instruction for the 2025-26 school year in preparation for end of year testing in DIBELS and LEAP. | $34,519.00 |
| **Vermilion Parish School Board** | High-Quality Early Childhood Education | To provide a high-quality pre-kindergarten classroom for at-risk students to prepare them for a successful kindergarten entry. | $124,365.00 |
| **Vernon Parish School Board** | High-Quality Early Childhood Education | To serve at-risk four year old children to develop essential kindergarten readiness skills. | $118,678.00 |
| **Washington Parish School System** | High-Quality Early Childhood Education | To improve the kindergarten readiness skills of at-risk four-year-old participants who are academically unprepared to succeed in kindergarten. | $87,790.00 |
| **Webster Parish School Board** | High-Quality Early Childhood Education | To provide a quality instruction to help rural, at-risk preschool students meet or exceed PreK standards and be ready for Kindergarten. | $91,745.00 |
| **West Baton Rouge Parish School Board** | High-Quality Early Childhood Education | To provide high quality early childhood educational opportunities for approximately 14 at risk four-year-old children in the district in preparation for Kindergarten. | $84,002.00 |

| | | | |
|---|---|---|---|
| **West Carroll Parish School Board** | High-Quality Early Childhood Education | To provide a high-quality learning experience for at-risk four-year-olds in order that they may be Kindergarten ready. | $58,884.00 |
| **West Feliciana Parish School System** | Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy | To increase students' reading and writing ability through small-group intervention, teacher-led foundational instruction, and targeted strategies aligned to Louisiana Student Standards. | $65,228.00 |
| **Winn Parish School Board** | High-Quality Early Childhood Education | To serve and prepare at-risk four year old children for kindergarten through language and math development, age appropriate activities, and hands-on learning. | $61,088.00 |
| **Zachary Community School District** | High-Quality Early Childhood Education | To provide developmentally appropriate early childhood education experiences and to improve the kindergarten readiness skills of at-risk four-year-old students. | $96,552.00 |

# Executive Summary and Recommendations

| |
|---|
| **Contact Person(s):** Dudley Garidel<br>**Email Address:** dudley.garidel@la.gov<br>**Office:** Bureau of Internal Audit |
| **Title:** Consideration of an audit report |
| **Recommendation:** Receive |
| **Summary:**<br><br>**Annual audit plan for FY 2025-2026.** Attached is a list of planned projects for the remainder of the fiscal year. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

**Prepared by: DJGJr**
**Date: July 1, 2025**
**December 1, 2025**

**LOUISIANA DEPARTMENT OF EDUCATION (LDOE)**
**BUREAU OF INTERNAL AUDIT (BIA)**
**ANNUAL AUDIT PLAN**
**FISCAL YEAR 2025-2026**

**Revised: December 1, 2025**

The following is a list of planned audit projects for the remainder of fiscal year 2025-2026. This plan is updated from the plan first submitted to LDOE Executive Staff and the Board of Elementary and Secondary Education in July 2025. Several projects listed are ongoing/continuous. The plan is based on the annual LDOE risk assessment, ongoing responsibilities mentioned above, other projects assigned as necessary or required by management, and professional judgment. Completing all projects in the fiscal year depends on several factors, such as: actual time spent to complete the project; staffing issues, special projects not originally anticipated; office closures due to unforeseen circumstances, acts of God; etc. If the plan is amended, it will be resubmitted to BESE and Executive management. Projects not completed are carried forward to the next fiscal year.

**Issues Related to Selecting Audit Projects**

1. Federal Funding: This funding source represents high risk to the LDOE because of the possibility of recaptured funds by the Federal Government for misuse or waste of such funding. For this reason, the BIA tends to focus on audits of programs with federal funding, although not exclusively so.

2. Survey Response Summary Scores: In terms of selecting audit projects, the survey responses are part of a 'process', not the only factor. A high summary response score is only one indicator which must be considered as part of the total. Factors such as the amount and types of funding, along with intangible issues, such as public implications and impact are all part of the process.

3. Management Concerns: This refers to possible damage to the LDOE reputation and public trust resulting from unfavorable media focus on LDOE operations and programs. There is a direct relationship between the possibility of increased damage to LDOE operations and reputation resulting from such focus/exposure and the likelihood a particular program, operation, or system will be chosen for audit.

4. Minimum Foundation Program (MFP): The Louisiana Legislative Auditor (LLA) representatives conducting the annual LDOE audit sometimes suggest the BIA audit the MFP or parts of it, due to the $3.6+ Billion appropriation. Experience, however, shows this is unnecessary. The risk associated with the MFP is very low, almost nonexistent, in spite of the huge sum of money involved. The MFP is formula based and the most thoroughly reviewed/examined formula in all of Louisiana State Government. It's reviewed/examined by citizens, teachers, school district & charter school governing authorities, the press, Board of Elementary & Secondary Education (BESE), several Executive and Legislative Budget & Fiscal offices, and even judicial hearings (in the past). The scope of these

reviews results from the fact the program is the single largest general funding source, including statutorily dedicated lottery proceeds, for elementary & secondary education of children in the State of Louisiana. Considering the BIA limited staff size, it would be wasting limited resources and inordinately time consuming to audit a program already subject to such scrutiny.

5. Child Care Assistance Program (CCAP): This Division had a medium overall risk in the FY25 Risk Assessment. The BIA, however, just issued the 2nd Follow-up Audit report related to the CCAP fraud investigation from FY22. The BIA believes it is too soon to begin another audit project related to this program, having just completed one.

**BIA Revised Audit Project Priorities for the Remainder of FY25-26**

1. Office of Chief of Staff - Ops – FSGR – Federal Programs: Although the LLA tests major federal programs annually, smaller programs are not always adequately tested. The BIA intends to focus on non-major programs as a supplement to the LLA focus.

2. Assessment, Accountability & Analytics (AAA) – Assessment: This Division has not been previously audited by the BIA. Although the survey summary score is not overly high, it's funding is the fifth largest amount in the LDOE.

3. Quarterly Limited Procedure Audits: These limited procedure audits will be performed in order to monitor and strengthen internal controls related to the following fiscal areas:

   - Time & Attendance
   - Movable Property

**Year-Round Ongoing/Continuous Responsibilities**

1. LDOE Annual Risk Assessment: This project is annually required and conducted in accordance with the Louisiana State Internal Audit Law and *Institute of Internal Auditors (IIA) Professional Standards.* It is intended to assess areas of risk in LDOE operations and programs as a partial basis for developing the BIA Annual Audit Plan.

2. Desk Review and Database Maintenance related to School District and Charter School Single Audits: The BIA is responsible to perform certain cognizant agency functions related to the review of OMB required subrecipient Single Audit reports. The BIA maintains a database of annual audits of school district and charter schools which receive pass-through funds from the LDOE. The results are annually reported to the Superintendent and BESE.

3. Maintenance of Subrecipient Monitoring/Pass-Through Funds Database: This is an ongoing/continuous BIA project. The BIA maintains a database of audits for all entities, which are not School District or Charter Schools receiving pass-through funds from the LDOE.

4. Other Projects: The BIA participates in certain other activities on an ongoing basis or as a matter of routine:

    - Participates with the Committee of State Audit Groups (COSAG) related to Louisiana State Government audit issues.
    - Consult and advise LDOE staff related to LDOE monitoring and audit activity, as needed;
    - Act as liaison with CPAs, federal audit agencies, other LA State audit agencies, and Louisiana Legislative Auditor staff at LDOE, as necessary or required;
    - Provide training to LDOE staff when requested or needed.

# Executive Summary and Recommendations

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|---|
| **Contact Person(s):** Dudley Garidel<br>**Email Address:** dudley.garidel@la.gov<br>**Office:** Bureau of Internal Audit |
| **Title:** Consideration of an audit report from the LDOE Director of Internal Audit |
| **Recommendation:** Receive |
| **Summary:**<br><br>The Bureau of Internal Audit (BIA) has completed the follow-up audit project related to the Office of Teaching & Learning - Educator Talent & Workforce Development (ETWD). |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

# Louisiana Department of Education: Office of Teaching and Learning - Educator Talent & Workforce Development Performance Review Follow-up

## INTERNAL AUDIT REPORT

Audit Control Number: 25-09
*October 28, 2025*

Issued: December 10, 2025

**LOUISIANA DEPARTMENT OF EDUCATION**
**BUREAU OF INTERNAL AUDIT**
**Baton Rouge, LA**

**NOTICE**
*Under provisions of state law, this report is a public document. A copy of this report has been submitted to the Superintendent of Education, members of the Board of Elementary and Secondary Education, and other officials as appropriate or required by law. A copy of this report is available to the public on the Louisiana State Department of Education - Bureau of Internal Audit Reports website: https://doe.louisiana.gov/data-and-reports/ldoe-internal-audit-reports.*

DR. CADE BRUMLEY
STATE SUPERINTENDENT

CLAIBORNE BUILDING
1201 N 3RD ST.
BATON ROUGE, LA 70802

LOUISIANA DEPARTMENT OF EDUCATION

December 10, 2025

Board of Elementary and Secondary Education
Dr. Cade Brumley, Superintendent of Education
Louisiana Department of Education

The Bureau of Internal Audit (BIA) has completed the follow-up audit project related to the Office of Teaching & Learning - Educator Talent & Workforce Development (ETWD). Performance Review. The results are contained in the attached report. Please contact the BIA with any questions.

Respectfully submitted,

Dudley J. Garidel, Jr.
Director of Internal Audit

DJGJr

Distribution:
Board of Elementary and Secondary Education (11)
Dr. Cade Brumley, Superintendent of Education
Ken Bradford, Chief of Staff
Dr. Jenna Chiasson, Deputy Superintendent, Office of Teaching & Learning
Dr. Arthur Joffrion, Executive Director, ETWD

Louisiana Department of Education (LDOE)
Bureau of Internal Audit
1201 N. Third Street
Claiborne Building, Room 5-145
P.O. Box 94094
Baton Rouge, Louisiana 70804-9094

Board of Elementary and Secondary Education (BESE)

❁

Dr. Cade Brumley, Ed.D.
Superintendent of Education

❁

Ken Bradford, M.A.Ed.
Chief of Staff

❁

Dudley J. Garidel, Jr.
Director of Internal Audit

❁

SaToiya R. Jones, MBA
Audit Supervisor

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# EXECUTIVE SUMMARY

The Office of Teaching and Learning: Educator Workforce Certification Office (EWCO) under the Division of Educator Talent and Workforce Development (ETWD) is responsible for ensuring Board of Elementary Secondary Education (BESE) certification applications for the State of Louisiana. The EWCO handles all questions, guidance, etc. regarding educator certification and facilitates the Teacher Certification Appeals Council (TCAC), meeting four times annually, for educators whose situation falls outside of policy. The Montessori Task Force is also facilitated by the EWCO and was created to address challenges in implementing Montessori programs in public schools.

The EWCO responsibility has increased to obtain fingerprint based background check clearance prior to certification. Revised Statue 17:8.9 A(1) states, beginning January 1, 2025, applicants for an initial educator credential or teaching authorization, issued by the State Board of Elementary and Secondary Education through the LDOE, shall undergo a criminal history record check, as provided in the section.

The professional accounting firm, Postletwaithe & Netterville (P&N), performed a review to analyze practices and create standard operating procedures to increase and maintain efficiency. The review goals were to:

- reduce backlog to a manageable level,
- improve speed at which applications can be reviewed,
- improve quality of applications received,
- create consistency among application reviews, and
- prepare LDOE to take advantage of technology updates to create efficiencies.

P&N recommended process improvements such as a new technology system to increase efficiency for the certification application process.

The Bureau of Internal Audit (BIA) follow-up was performed to determine if management had addressed the guidance for improvement of the certification process. Our follow-up determined the EWCO office successfully implemented a new system, Louisiana Educator Certification (LEC) system in August 2025, which is part of Louisiana Educator Portal (LEP). The system allows for easy electronic submission of certification applications and online payment of fees.

# BACKGROUND

Teach LA Live Online Certification Portal is the former system used to submit PDF certification applications. August 11, 2025 was the final day to submit the applications into this system. All certification applications were transmitted to LEC part of the LEP.

P&N performed a review to analyze practices and create standard recommended LDOE improve the computer system for improved efficiency in the application review process.

# AUDIT SCOPE AND OBJECTIVES

The scope of our follow-up was to review the recommendation from P&N to ensure the recommendation was in place and operating as intended. The objective of our follow-up was to determine whether the Teacher Learner: Educator Workforce Certification has developed and fully implemented a new technology system for the certification process.

The follow-up review was conducted in accordance with the BIA Policy & Procedures Manual.

# AUDIT RESULTS

The results of our review determined a new technology system was developed and implemented in August 2025.

The controls implemented ensure a systematic review process, and the correction action plan effectively addresses prior deficiency. The results of our review concluded the recommendations for process improvement were implemented.

# STATEMENT ON INTERNAL CONTROLS

As part of our review, we assessed the system of internal controls, policies, and procedures applicable to the program. We limited our review to gaining an understanding of the significant management controls over standard operations. A study and evaluation made for the limited purpose described above would not necessarily disclose all material weaknesses in internal controls because of limitations inherent to the testing process.

# COMMENDATIONS

We appreciate the EWCO staff time, cooperation, and courtesies extended to our representatives during the course of the audit.

# PUBLIC DOCUMENT STATEMENT

By provisions of state law, this report is a public document. It has been distributed to appropriate public officials. A copy of this report is available to the public on the Louisiana State Department of Education – Bureau of Internal Audit Reports website: https://doe.louisiana.gov/data-and-reports/ldoe-internal-audit-reports.

Dudley J. Garidel, Jr.
Director of Internal Audit

# Executive Summary and Recommendations

**Contact Person(s):** Ken Bradford
**Email Address:** ken.bradford@la.gov
**Office:** Operations

**Title:** Consideration of contracts $50,000 or less approved by the State Superintendent of Education

**Recommendation:** Receive

**Summary:**

| | |
|---|---|
| **Agency** | 678 |
| **Contracts** | 72 |
| **Amount** | $1,224,730 |

**Notice of Intent for Bulletin:**
**Notice of Intent for BESE Code and Code Reference:**

LOUISIANA DEPARTMENT OF EDUCATION

# December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

CONTRACT TYPE: CON= Consulting Contract | PER= Personal Contract | PRO= Professional Contract | AGY= Interagency Agreement | GOV= Intergovernmental Agreement

| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 1 | 2000956951 | JAG-LA Aim High East Baton Rouge Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 2 | 2000956972 | JAG-LA Aim High Evangeline Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 3 | 2000956977 | JAG-LA Aim High Calcasieu Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 4 | 2000956981 | JAG-LA Aim High Catahoula Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 5 | 2000956984 | JAG-LA Aim High Madison Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 6 | 2000957770 | JAG-LA Aim High Livingston Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

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|---|---|---|---|---|---|---|
| 7 | 2000950370 | Anna Jackson | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 8 | 2000950391 | Colin Hyatt | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 9 | 2000950401 | Jacob Church | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 10 | 2000950423 | Kalyn Metcalfe | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 11 | 2000950445 | Leah Maldonado | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 12 | 2000950495 | Michael Shelton | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 13 | 2000950510 | Olivia Francois | CON | 8g | $ 2,000.00 | This contract is to provide consulting services as a NTOY Finalist. |
| 14 | 2000950513 | Savannah Richards | CON | 8g | $ 2,000.00 | This contract provides support and advisement for the program and materials of the New Teacher Experience. |
| 15 | 2000950515 | Alaina Leblanc | CON | 8g | $ 2,000.00 | This contract provides support and advisement for the program and materials of the New Teacher Experience. |
| 16 | 2000950705 | Jordyn Vicknair | CON | 8g | $ 1,000.00 | This contract provides consulting services and includes the contractor giving a presentation at the New Teacher Experience Summer Kick Off as a past NTOY and NTE participant. |

LOUISIANA DEPARTMENT OF EDUCATION

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|---|---|---|---|---|---|---|
| 17 | 2000950732 | Phoenix Leblanc | CON | 8g | $ 1,000.00 | This contract provides consulting services and includes the contractor giving a presentation at the New Teacher Experience Summer Kick Off as a past NTOY and NTE participant. |
| 18 | 2000950793 | Daren Dotson Jr | CON | State General Fund | $ 7,250.00 | This contract provides for grades 6-12 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards. |
| 19 | 2000950895 | Maddison Faith Mcfadden | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 20 | 2000950910 | Robin Price | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 21 | 2000950913 | Savannah Trahan | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

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| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 22 | 2000961254 | Christine Scheller | CON | State General Fund | $ 3,000.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 23 | 2000961271 | Raven J Cole | CON | Self-Generated Funds | $ 2,900.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 24 | 2000961271 | Raven J Cole | CON | Self-Generated Funds | $ 500.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 25 | 2000961273 | Dorothy Johnson | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 26 | 2000961279 | Nechelle Knoten | CON | State General Fund | $ 4,520.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

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| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 27 | 2000961316 | Krystal Kelone Myrick | CON | 8g | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 28 | 2000961332 | Zandria Lynn Westbrooks | CON | 8g | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 29 | 2000961335 | Ashley Samuel | CON | State General Fund | $ 4,520.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 30 | 2000961419 | Cristen C Larousse | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 31 | 2000961457 | Barbara Stevenson Moseley | CON | IDEA 611 | $ 20,000.00 | This contract provides for high-quality professional development for novice special education leaders that utilizes professional learning standards and equips participants to gain the knowledge, skills, and competencies necessary to be effective special education administrators. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

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| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 32 | 2000963657 | Allie Reichert | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 33 | 2000963723 | Hailey Smith | CON | State General Fund | $ 4,520.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 34 | 2000963728 | Heather Caldwell | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 35 | 2000964283 | Latasha Thomas | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 36 | 2000965690 | Juliet Lieberman | CON | Charter School Grant | $ 19,500.00 | This contract provides a third-party review of the Charter Schools Program (CSP) Grant applications submitted to the Louisiana Department of Education for CSP Subgrant Awards. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

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| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 37 | 2000965693 | Kris Quandt | CON | Charter School Grant | $ 19,500.00 | This contract provides a third-party review of the Charter Schools Program (CSP) Grant applications submitted to the Louisiana Department of Education for CSP Subgrant Awards. |
| 38 | 2000965732 | Takada Insights | CON | Charter School Grant | $ 19,500.00 | This contract provides a third-party review of the Charter Schools Program (CSP) Grant applications submitted to the Louisiana Department of Education for CSP Subgrant Awards. |
| 39 | 2000969906 | Krishena Weathersby | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 40 | 2000969907 | Lacie Soileau | CON | 8g | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 41 | 2000969909 | Megan Wright | CON | 8g | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

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| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 42 | 2000969915 | Kristy Crain Bennett | CON | CCDF | $ 3,500.00 | This contract provides high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Early Learning and Development Standards. |
| 43 | 2000970031 | Sandra L Johnson | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 44 | 2000970034 | Stacey L Schouest | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 45 | 2000970035 | Stephanie Englade | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 46 | 2000970038 | Susan C Connick | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 47 | 2000970061 | Amy Gilliam | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

CONTRACT TYPE: CON= Consulting Contract | PER= Personal Contract | PRO= Professional Contract | AGY= Interagency Agreement | GOV= Intergovernmental Agreement

| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 48 | 2000970479 | Crystal Renee' Aaron Bowling | CON | State General Fund | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 49 | 2000971532 | Kellie Hebert Boquet | CON | State General Fund | $ 10,520.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 50 | 2000971537 | Christine Griffith | CON | 8g | $ 3,600.00 | This contract provides high-quality K-12 instructional resources and/or professional development for teachers that align with the Louisiana Student Standards. |
| 51 | 2000972488 | Shayla Guidry Hilaire | CON | IDEA 611 | $ 20,000.00 | This contract provides for high-quality professional development for novice education leaders that utilizes professional learning standards and equips participants to gain knowledge, skills and competencies necessary to be effective special education administrators. |
| 52 | 2000972498 | Mary C Bush Llc | CON | IDEA 611 | $ 8,000.00 | This contract provides for high-quality professional development for novice education leaders that utilizes professional learning standards and equips participants to gain knowledge, skills and competencies necessary to be effective special education administrators. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

CONTRACT TYPE: CON= Consulting Contract | PER= Personal Contract | PRO= Professional Contract | AGY= Interagency Agreement | GOV= Intergovernmental Agreement

| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 53 | 2000972510 | Quanteeta Coleman-Mccarthy | CON | IDEA 611 | $ 8,000.00 | This contract provides for high-quality professional development for novice special education leaders that utilizes professional learning standards and equips participants to gain the knowledge, skills, and competencies necessary to be effective special education administrators. |
| 54 | 2000972995 | Krishena Weathersby | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teachers use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 55 | 2000973024 | Whitney Jordan | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teachers use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 56 | 2000973027 | Ida Mcmillian Smith | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

CONTRACT TYPE: CON= Consulting Contract | PER= Personal Contract | PRO= Professional Contract | AGY= Interagency Agreement | GOV= Intergovernmental Agreement

| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 57 | 2000973058 | Stacey W Subervielle | CON | Self-Generated Funds | $ 3,400.00 | This contract provides grades 6-8 high-quality instructional resources and/or professional development for teacher use that aligns to the Louisiana Student Standards as part of the Greauxing STEM Stewards Grant. |
| 58 | 2000974325 | Falin Williams | CON | IDEA 611 | $ 20,000.00 | This contract provides for high-quality professional development for novice education leaders that utilizes professional learning standards and equips participants to gain knowledge, skills, and competencies necessary to be effective special education administrators. |
| 59 | 2000977504 | RBW Consulting LLC | CON | IDEA 611 | $ 20,000.00 | This contract supports an increased focus on special education compliance and supporting school systems with implementing federal and state requirements of IDEA to support students with disabilities. |
| 60 | 2000960477 | Court Reporter Transcription Services Associated Reporters Inc | PER | IDEA 611 | $ 47,500.00 | This contractor provides court reporting service and trancribe due process hearings for students with exceptionalities. |
| 61 | 2000962747 | St Tammany Parish | AGY | 8g | $ 50,000.00 | This contract provides support for the 2025 Public Interest Fellowship Initiative. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

CONTRACT TYPE: CON= Consulting Contract | PER= Personal Contract | PRO= Professional Contract | AGY= Interagency Agreement | GOV= Intergovernmental Agreement

| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 62 | 2000963690 | JAG-LA Aim High Ouachita Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 63 | 2000963692 | JAG-LA Aim High The Community School Apprenticeship | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 64 | 2000963695 | JAG-LA Aim High Desoto Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 65 | 2000963720 | JAG-LA Aim High Lafayette Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 66 | 2000964114 | JAG-LA Aim High Morehouse Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 67 | 2000964119 | JAG-LA Aim High Natchitoches Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |

LOUISIANA DEPARTMENT OF EDUCATION

## December 2025 Report of Professional Service Contracts LDOE Under $50,000

Consideration of LDOE contracts $50,000 or less, approved by the State Superintendent of Education, Period of 09/3/25-10/24/25

CONTRACT TYPE: CON= Consulting Contract | PER= Personal Contract | PRO= Professional Contract | AGY= Interagency Agreement | GOV= Intergovernmental Agreement

| Count | PO Number | Supplier Name | Type | Fund/MOF | PO Total Value | Description |
|---|---|---|---|---|---|---|
| 68 | 2000964121 | JAG-LA Aim High Central Community | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 69 | 2000964126 | JAG-LA Aim High St Martin Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 70 | 2000964151 | JAG-LA Aim High Caddo Parish | GOV | IDEA 611 | $ 50,000.00 | This contract provides JAG students with disabilities, who are at risk of dropping out, services and supports to improve the transition process into high school. |
| 71 | 2000972618 | TCK Education Consultants LLC | CON | Charter Admin | $ 47,500.00 | This contract provides a formal evaluation, by a third-party vendor, of charter applications submitted to the Louisiana Department of Education. |
| 72 | 2000976270 | RBW Consulting LLC | CON | IDEA 611 | $ 29,000.00 | This contract provides for high-quality professional development for novice special education leaders through a cycle of learning that will occur in person and virtually throughout the year for the SPED Fellow Academy program. |
| | | | | **Total** | **$ 1,224,730.00** | |

# Executive Summary and Recommendations

| |
|---|
| **Contact Person(s):** Daria Martin<br>**Email Address:** daria.martin@la.gov<br>**Office:** BESE |
| **Title:** Consideration of the quarterly report of expenditures and budget balances of 8(g) projects for FY 2025-2026 |
| **Recommendation:** Receive |
| **Summary:**<br><br>The report of expenditures and budget balances of 8(g) projects for the first quarter ended October 31, 2025, for FY 2025-2026, is attached for review. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

| | | LOUISIANA QUALITY EDUCATIONAL | | | | |
|---|---|---|---|---|---|---|
| | | **SUPPORT FUND-FISCAL YEAR 2025-2026** | | | | |
| | | JULY 1, 2025 THRU JUNE 30, 2026 | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| **AGENCY** | **NO.** | **PROJECT** | **ORIGINAL BUDGET** | **PAYMENTS** | **BALANCE** | **% EXPENDED** |
| DEPARTMENT OF EDUCATION | S005 | LEAP FOR THE 21ST CENTURY | 4,600,000.00 | 0.00 | 4,600,000.00 | 0.00% |
| LSD | S036A | ASL-ENGLISH LITERACY (LSD) | 30,000.00 | 0.00 | 30,000.00 | 0.00% |
| LSVI | S036B | LITERACY SUCCESS FOR ALL (LSVI) | 30,000.00 | 0.00 | 30,000.00 | 0.00% |
| | | | **4,660,000.00** | **0.00** | **4,660,000.00** | |
| | | | | | | |
| DEPARTMENT OF EDUCATION | S080 | INTERNATIONAL CHOICES FOR COLLEGE & CAREE | 190,000.00 | 55,032.47 | 134,967.53 | 28.96% |
| | | | **190,000.00** | **55,032.47** | **134,967.53** | |
| | | | | | | |
| DEPARTMENT OF EDUCATION | S075 | EARLY CHILDHOOD CARE AND EDUCATION NETWO | 140,000.00 | 0.00 | 140,000.00 | 0.00% |
| DEPARTMENT OF EDUCATION | S083 | LOUISIANA RECRUITMENT AND RETENTION | 1,610,000.00 | 196,576.10 | 1,413,423.90 | 12.21% |
| DEPARTMENT OF EDUCATION | S089 | STRONG SCHOOL SYSTEMS | 2,975,000.00 | 77,750.00 | 2,897,250.00 | 2.61% |
| DEPARTMENT OF EDUCATION | S090 | TALK PD - TEACHERS ACCESSING LITERACY KNOW | 400,000.00 | 2,817.98 | 397,182.02 | 0.70% |
| DEPARTMENT OF EDUCATION | S092 | NUMERACY SUPPORT | 400,000.00 | 4,251.41 | 395,748.59 | 1.06% |
| | | | **5,525,000.00** | **281,395.49** | **5,243,604.51** | |
| | | | | | | |
| | | **Total Statewide** | **10,375,000.00** | **336,427.96** | **10,038,572.04** | **3.24%** |
| | | | | | | |
| | | | | | | |
| ACADIA PARISH SB | 001 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 129,996.00 | 39,648.88 | 90,347.12 | 30.50% |
| ALLEN PARISH SB | 002 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 81,103.01 | 6,927.81 | 74,175.20 | 8.54% |
| ASCENSION PARISH SB | 003 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 267,990.00 | 0.00 | 267,990.00 | 0.00% |
| ASSUMPTION PARISH SB | 004 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 70,470.00 | 0.00 | 70,470.00 | 0.00% |
| AVOYELLES PARISH SB | 005 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 90,059.00 | 0.00 | 90,059.00 | 0.00% |
| BEAUREGARD PARISH SB | 006 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 97,015.00 | 8,033.58 | 88,981.42 | 8.28% |
| BIENVILLE PARISH SB | 007 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 61,243.83 | 0.00 | 61,243.83 | 0.00% |
| BOSSIER PARISH SB | 008 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 252,902.00 | 30,789.69 | 222,112.31 | 12.17% |
| CADDO PARISH SB | 009 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 347,068.00 | 25,124.76 | 321,943.24 | 7.24% |
| CALCASIEU PARISH SB | 010 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 310,103.00 | 44,282.89 | 265,820.11 | 14.28% |
| CALDWELL PARISH SB | 011 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 58,495.00 | 0.00 | 58,495.00 | 0.00% |
| CAMERON PARISH SB | 012 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 55,392.00 | 10,775.65 | 44,616.35 | 19.45% |
| CATAHOULA PARISH SB | 013 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 53,299.00 | 0.00 | 53,299.00 | 0.00% |
| CLAIBORNE PARISH SB | 014 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 60,199.00 | 9,046.68 | 51,152.32 | 15.03% |
| CONCORDIA PARISH SB | 015 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 72,221.00 | 0.00 | 72,221.00 | 0.00% |
| DESOTO PARISH SB | 016 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 90,911.00 | 0.00 | 90,911.00 | 0.00% |
| EBR PARISH SB | 017 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 414,846.00 | 95,995.24 | 318,850.76 | 23.14% |
| EAST CARROLL PARISH SB | 018 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 51,835.00 | 0.00 | 51,835.00 | 0.00% |
| EAST FELICIANA PARISH SB | 019 | TECHNOLOGY AND INNOVATION | 60,388.00 | 60,388.00 | 0.00 | 100.00% |
| EVANGELINE PARISH SB | 020 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 94,644.00 | 2,681.00 | 91,963.00 | 2.83% |
| FRANKLIN PARISH SB | 021 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 69,109.00 | 0.00 | 69,109.00 | 0.00% |
| GRANT PARISH SB | 022 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 70,378.00 | 4,686.51 | 65,691.49 | 6.66% |
| IBERIA PARISH SB | 023 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 145,899.00 | 0.00 | 145,899.00 | 0.00% |
| IBERVILLE PARISH SB | 024 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 83,196.00 | 0.00 | 83,196.00 | 0.00% |
| JACKSON PARISH SB | 025 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 63,366.00 | 0.00 | 63,366.00 | 0.00% |
| JEFFERSON PARISH SB | 026 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 486,811.00 | 82,100.38 | 404,710.62 | 16.86% |
| JEFFERSON DAVIS PARISH SB | 027 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 93,968.00 | 16,107.27 | 77,860.73 | 17.14% |
| LAFAYETTE PARISH SB | 028-001 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 286,313.00 | 31,372.33 | 254,940.67 | 10.96% |
| LAFAYETTE PARISH SB | 028-002 | COLLEGE AND CAREER READINESS | 35,405.00 | 0.00 | 35,405.00 | 0.00% |

**LOUISIANA QUALITY EDUCATIONAL**
**SUPPORT FUND-FISCAL YEAR 2025-2026**
JULY 1, 2025 THRU JUNE 30, 2026

| AGENCY | NO. | PROJECT | ORIGINAL BUDGET | PAYMENTS | BALANCE | % EXPENDED |
|---|---|---|---|---|---|---|
| LAFOURCHE PARISH SB | 029 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 169,989.00 | 14,572.00 | 155,417.00 | 8.57% |
| LASALLE PARISH SB | 030 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 68,396.00 | 10,818.59 | 57,577.41 | 15.82% |
| LINCOLN PARISH SB | 031 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 99,182.00 | 0.00 | 99,182.00 | 0.00% |
| LIVINGSTON PARISH SB | 032 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 293,701.00 | 60,797.63 | 232,903.37 | 20.70% |
| MADISON PARISH SB | 033 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 55,503.00 | 0.00 | 55,503.00 | 0.00% |
| MOREHOUSE PARISH SB | 034 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 73,582.00 | 0.00 | 73,582.00 | 0.00% |
| NATCHITOCHES PARISH SB | 035 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 89,726.00 | 10,202.81 | 79,523.19 | 11.37% |
| ORLEANS PARISH SB | 036 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 170,121.00 | 0.00 | 170,121.00 | 0.00% |
| ORLEANS PARISH SB | 036-002 | TEACHER AND LEADERSHIP DEVELOPMENT | 92,239.00 | 0.00 | 92,239.00 | 0.00% |
| OUACHITA PARISH SB | 037 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 207,880.00 | 0.00 | 207,880.00 | 0.00% |
| PLAQUEMINES PARISH SB | 038 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 77,806.00 | 0.00 | 77,806.00 | 0.00% |
| POINTE COUPEE PARISH SB | 039 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 66,543.00 | 0.00 | 66,543.00 | 0.00% |
| RAPIDES PARISH SB | 040 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 247,900.00 | 19,341.38 | 228,558.62 | 7.80% |
| RED RIVER PARISH SB | 041 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 56,587.00 | 0.00 | 56,587.00 | 0.00% |
| RICHLAND PARISH SB | 042 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 70,072.00 | 15,630.68 | 54,441.32 | 22.31% |
| SABINE PARISH SB | 043 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 80,029.00 | 5,663.76 | 74,365.24 | 7.08% |
| ST. BERNARD PARISH SB | 044 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 116,122.00 | 17,676.06 | 98,445.94 | 15.22% |
| ST. CHARLES PARISH SB | 045 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 129,283.00 | 21,541.88 | 107,741.12 | 16.66% |
| ST. HELENA PARISH SB | 046 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 54,280.00 | 0.00 | 54,280.00 | 0.00% |
| ST. JAMES PARISH SB | 047 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 75,444.00 | 0.00 | 75,444.00 | 0.00% |
| ST. JOHN PARISH SB | 048 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 92,430.00 | 0.00 | 92,430.00 | 0.00% |
| ST. LANDRY PARISH SB | 049 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 149,214.99 | 0.00 | 149,214.99 | 0.00% |
| ST. MARTIN PARISH SB | 050 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 107,999.00 | 26,018.34 | 81,980.66 | 24.09% |
| ST. MARY PARISH SB | 051 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 112,166.99 | 0.00 | 112,166.99 | 0.00% |
| ST. TAMMANY PARISH SB | 052 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 381,985.00 | 0.00 | 381,985.00 | 0.00% |
| TANGIPAHOA PARISH SB | 053 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 223,792.00 | 0.00 | 223,792.00 | 0.00% |
| TENSAS PARISH SB | 054 | COLLEGE AND CAREER READINESS | 47,880.00 | 0.00 | 47,880.00 | 0.00% |
| TERREBONNE PARISH SB | 055 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 182,938.00 | 30,854.76 | 152,083.24 | 16.87% |
| UNION PARISH SB | 056 | COLLEGE & CAREER READINESS | 59,513.00 | 5,614.67 | 53,898.33 | 9.43% |
| VERMILION PARISH SB | 057 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 124,365.00 | 0.00 | 124,365.00 | 0.00% |
| VERNON PARISH SB | 058 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 118,678.00 | 17,765.74 | 100,912.26 | 14.97% |
| WASHINGTON PARISH SB | 059 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 87,790.00 | 32,923.55 | 54,866.45 | 37.50% |
| WEBSTER PARISH SB | 060 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 91,745.00 | 9,121.50 | 82,623.50 | 9.94% |
| WBR PARISH SB | 061 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 84,002.00 | 0.00 | 84,002.00 | 0.00% |
| WEST CARROLL PARISH SB | 062 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 58,884.00 | 0.00 | 58,884.00 | 0.00% |
| WEST FELICIANA PARISH SB | 063 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 65,228.00 | 19,503.09 | 45,724.91 | 29.90% |
| WINN PARISH SB | 064 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 61,088.00 | 5,712.04 | 55,375.96 | 9.35% |
| MONROE CITY SCHOOLS | 065 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 120,336.00 | 18,302.24 | 102,033.76 | 15.21% |
| BOGALUSA SCHOOL SYSTEM | 066 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 61,875.00 | 0.00 | 61,875.00 | 0.00% |
| ZACHARY COMMUNITY SCHOOL | 067 | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 96,552.00 | 0.00 | 96,552.00 | 0.00% |
| CENTRAL COMMUNITY SCHOOL SYSTEM | 069 | COLLEGE AND CAREER READINESS | 87,901.00 | 11,811.24 | 76,089.76 | 13.44% |
| | | **Total Block-Public** | **8,765,372.82** | **821,832.63** | **7,943,540.19** | **9.38%** |
| | | | | | | |
| DIOCESE OF ALEXANDRIA | 080AX | HIGH-QUALITY EARLY CHILDHOOD EDUCATION | 19,376.00 | 0.00 | 19,376.00 | 0.00% |
| DIOCESE OF BATON ROUGE | 080BR | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 130,695.00 | 0.00 | 130,695.00 | 0.00% |
| DIOCESE OF HOUMA-THIBODAUX | 080HT | TECHNOLOGY AND INNOVATION | 39,956.00 | 0.00 | 39,956.00 | 0.00% |
| DIOCESE OF LAKE CHARLES | 080LC | COLLEGE & CAREER READINESS | 21,043.00 | 0.00 | 21,043.00 | 0.00% |
| DIOCESE OF LAFAYETTE | 080LF | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 124,341.00 | 0.00 | 124,341.00 | 0.00% |

| | | LOUISIANA QUALITY EDUCATIONAL | | | | |
|---|---|---|---|---|---|---|
| | | SUPPORT FUND-FISCAL YEAR 2025-2026 | | | | |
| | | JULY 1, 2025 THRU JUNE 30, 2026 | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| AGENCY | NO. | PROJECT | ORIGINAL BUDGET | PAYMENTS | BALANCE | % EXPENDED |
|---|---|---|---|---|---|---|
| ARCHDIOCESE OF NEW ORLEANS | 080NO | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 283,914.00 | 0.00 | 283,914.00 | 0.00% |
| DIOCESE OF SHREVEPORT (Loyola College Preparatory School) | 080SH | COLLEGE AND CAREER READINESS | 15,161.00 | 0.00 | 15,161.00 | 0.00% |
| PRAIRIE VIEW ACADEMY | 121AS | COLLEGE AND CAREER READINESS | 2,491.00 | 0.00 | 2,491.00 | 0.00% |
| FALSE RIVER ACADEMY | 128AS | COLLEGE AND CAREER READINESS | 3,168.00 | 3,168.00 | 0.00 | 100.00% |
| RIVERSIDE ACADEMY | 135AS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 4,825.00 | 0.00 | 4,825.00 | 0.00% |
| CEDARWOOD SCHOOL | 138AS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 1,269.00 | 0.00 | 1,269.00 | 0.00% |
| OAK FOREST ACADEMY | 139AS | TECHNOLOGY AND INNOVATION | 7,261.00 | 0.00 | 7,261.00 | 0.00% |
| TRAFTON ACADEMY | 140AS | TECHNOLOGY AND INNOVATION | 2,315.00 | 2,315.00 | 0.00 | 100.00% |
| BOWLING GREEN SCHOOL | 142AS | COLLEGE & CAREER READINESS | 4,881.00 | 0.00 | 4,881.00 | 0.00% |
| GLENBROOK SCHOOL | 143AS | TECHNOLOGY AND INNOVATION | 4,196.00 | 0.00 | 4,196.00 | 0.00% |
| MCMILLIAN'S FIRST STEPS CHILD DEVELOPMENT CORP | 146AS | TECHNOLOGY AND INNOVATION | 1,278.00 | 0.00 | 1,278.00 | 0.00% |
| THE BRIGHTON SCHOOL | 147AS | COLLEGE AND CAREER READINESS | 1,917.00 | 0.00 | 1,917.00 | 0.00% |
| ASCENSION CHRISTIAN SCHOOL | 101PS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 5,678.00 | 0.00 | 5,678.00 | 0.00% |
| EVANGEL CHRISTIAN ACADEMY | 107PS | TECHNOLOGY AND INNOVATION | 6,706.00 | 0.00 | 6,706.00 | 0.00% |
| ST JAMES EPISCOPAL SCHOOL | 114PS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION | 1,901.00 | 0.00 | 1,901.00 | 0.00% |
| PROVIDENCE CLASSICAL ACADEMY | 120PS | TECHNOLOGY AND INNOVATION | 6,150.00 | 0.00 | 6,150.00 | 0.00% |
| HOSANNA CHRISTIAN SCHOOL | 121PS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 4,538.00 | 0.00 | 4,538.00 | 0.00% |
| CRESCENT CITY CHRISTIAN SCHOOL | 136PS | COLLEGE AND CAREER READINESS | 2,408.00 | 0.00 | 2,408.00 | 0.00% |
| ST. GEORGE'S EPISCOPAL SCHOOL | 149PS | COLLEGE AND CAREER READINESS | 2,936.00 | 0.00 | 2,936.00 | 0.00% |
| ST. PAUL'S EPISCOPAL SCHOOL | 152PS | TECHNOLOGY AND INNOVATION | 2,214.00 | 0.00 | 2,214.00 | 0.00% |
| TRINITY EPISCOPAL SCHOOL | 153PS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 3,631.00 | 0.00 | 3,631.00 | 0.00% |
| BISHOP MCMANUS | 156PS | COLLEGE AND CAREER READINESS | 1,037.00 | 0.00 | 1,037.00 | 0.00% |
| NORTHEAST BAPTIST SCHOOL | 158PS | COLLEGE & CAREER READINESS | 1,334.00 | 0.00 | 1,334.00 | 0.00% |
| NORTHLAKE CHRISTIAN SECONDARY SCHOOL | 165PS | COLLEGE AND CAREER READINESS | 10,281.00 | 0.00 | 10,281.00 | 0.00% |
| CHRIST EPISCOPAL SCHOOL | 167PS | COLLEGE AND CAREER READINESS | 6,243.00 | 0.00 | 6,243.00 | 0.00% |
| HOUMA CHRISTIAN SCHOOL | 169PS | TECHNOLOGY AND INNOVATION | 5,631.00 | 0.00 | 5,631.00 | 0.00% |
| BEN'S FORD CHRISTIAN SCHOOL | 175PS | TECHNOLOGY AND INNOVATION | 3,038.00 | 0.00 | 3,038.00 | 0.00% |
| FIRST BAPTIST CHRISTIAN SCHOOL | 178PS | COLLEGE AND CAREER READINESS | 2,686.00 | 0.00 | 2,686.00 | 0.00% |
| JOHN CURTIS CHRISTIAN SCHOOL | 179PS | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 9,762.00 | 0.00 | 9,762.00 | 0.00% |
| OPEN DOOR CHRISTIAN SCHOOL | 185PS | TECHNOLOGY AND INNOVATION | 2,575.00 | 0.00 | 2,575.00 | 0.00% |
| | | **Total Block-Nonpublic** | **746,836.00** | **5,483** | **741,353** | **0.73%** |
| | | | | | | |
| LOUISIANA OFFICE OF JUVENILE JUSTICE | 075-100 | TEACHER AND LEADERSHIP DEVELOPMENT | 2,473.00 | 0.00 | 2,473.00 | 0.00% |
| SPECIAL SCHOOL DISTRICT | 075-101 | COLLEGE AND CAREER READINESS | 1,500.00 | 0.00 | 1,500.00 | 0.00% |
| LOUISIANA LABORATORY SCHOOL | 075-106 | SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH | 13,550.00 | 0.00 | 13,550.00 | 0.00% |
| NEW VISION LEARNING ACADEMY | 075-111 | SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH | 2,101.00 | 0.00 | 2,101.00 | 0.00% |
| BELLE CHASSE ACADEMY | 075-117 | COLLEGE AND CAREER READINESS | 7,159.00 | 0.00 | 7,159.00 | 0.00% |
| VOICES IN INTERNATIONAL BUSINESS AND EDUCATION | 075-122 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 9,947.00 | 0.00 | 9,947.00 | 0.00% |
| NEW ORLEANS MILITARY AND MARITIME | 075-126 | COLLEGE AND CAREER READINESS | 8,762.00 | 0.00 | 8,762.00 | 0.00% |
| LOUISIANA KEY ACADEMY | 075-133 | AND COMPREHENSIVE LEARNING OPPORTUNITIES | 6,659.00 | 0.00 | 6,659.00 | 0.00% |
| LINCOLN PREPARATORY SCHOOL | 075-139 | COLLEGE AND CAREER READINESS | 6,344.00 | 0.00 | 6,344.00 | 0.00% |
| CRESC[illegible] CITY SCHOOLS | 075-142 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 16,541.00 | 13,709.00 | 2,832.00 | 82.88% |
| COMMI[illegible]Y LEADERS ADVOCATING STUDENT SUCCE[illegible] | 075-143 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 4,520.00 | 0.00 | 4,520.00 | 0.00% |
| RENEW[illegible]EINVENTING EDUCATION | 075-147 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 24,970.00 | 0.00 | 24,970.00 | 0.00% |
| SUCCE[illegible]PREPARATORY ACADEMY | 075-150 | COLLEGE AND CAREER READINESS | 4,538.00 | 0.00 | 4,538.00 | 0.00% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **LOUISIANA QUALITY EDUCATIONAL** | | | | |
| | | **SUPPORT FUND-FISCAL YEAR 2025-2026** | | | | |
| | | JULY 1, 2025 THRU JUNE 30, 2026 | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| **AGENCY** | **NO.** | **PROJECT** | **ORIGINAL BUDGET** | **PAYMENTS** | **BALANCE** | **% EXPENDED** |
| PELICAN EDUCATIONAL FOUNDATION (KENILWORTH SCIENCE AND TECHNOLOGY SCHOOL) | 075-156 | COLLEGE AND CAREER READINESS | 6,428.00 | 0.00 | 6,428.00 | 0.00% |
| ALGIERS CHARTER SCHOOL ASSOCIATION - MARTIN BEHRMAN | 075-161 | COLLEGE AND CAREER READINESS | 6,983.00 | 0.00 | 6,983.00 | 0.00% |
| ALGIERS CHARTER SCHOOL ASSOCIATION - L.B. LANDRY | 075-162 | COLLEGE AND CAREER READINESS | 5,113.00 | 0.00 | 5,113.00 | 0.00% |
| KIPP NEW ORLEANS | 075-163 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 50,904.00 | 0.00 | 50,904.00 | 0.00% |
| FIRSTLINES SCHOOLS, INC. | 075-164 | SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH | 26,433.00 | 0.00 | 26,433.00 | 0.00% |
| ATHLOS ACADEMY | 075-175 | COLLEGE AND CAREER READINESS | 9,373.00 | 0.00 | 9,373.00 | 0.00% |
| FOUNDATION FOR LOUISIANA STUDENTS (UNIVERSITY VIEW ACADEMY) | 075-184 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 34,519.00 | 0.00 | 34,519.00 | 0.00% |
| MADISON PREP ACADEMY | 075-187 | COLLEGE AND CAREER READINESS | 10,290.00 | 0.00 | 10,290.00 | 0.00% |
| LOUISIANA VIRTUAL CHARTER ACADEMY | 075-190 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 10,300.00 | 0.00 | 10,300.00 | 0.00% |
| THIRD FUTURE SCHOOLS | 075-193 | DEVELOPMENTALLY APPROPRIATE INSTRUCTION A | 3,955.00 | 0.00 | 3,955.00 | 0.00% |
| LOUISIANA REBIRTH ACADEMY | 075-194 | COLLEGE AND CAREER READINESS | 10,290.00 | 0.00 | 10,290.00 | 0.00% |
| | | **Total Block-Other** | **283,652.00** | **13,709** | **259,653** | **4.83%** |
| | | | | | | |
| | | | **20,170,860.82** | **1,177,452.59** | **18,983,118.23** | **5.84%** |
| | | | | | | |

# Executive Summary and Recommendations

| |
|---|
| **Contact Person(s):** Beth Scioneaux<br>**Email Address:** beth.scioneaux@la.gov<br>**Office:** School System Financial Services |
| **Title:** *Consideration of the annual LDOE budgets (LDOE and RSD) |
| **Recommendation:** Receive |
| **Summary:**<br><br>At the October 2025 Board of Elementary and Secondary Education (BESE) meeting, the board authorized the Louisiana Department of Education (LDOE) to submit the FY 2026-2027 budget requests for LDOE and RSD. The LDOE submitted the budget requests to the Division of Administration (DOA) on November 1, 2025. A summary of the LDOE and RSD budgets is attached. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

BUDGET UNIT: 19D-678 - LOUISIANA DEPARTMENT OF EDUCATION ROLLUP

| LINE | CATEGORY OF TOTAL EXPENSES | APPROPRIATED | TOTAL REQUEST | OVER/UNDER | PERCENTAGE |
|---|---|---|---|---|---|
| 1 | PERSONAL SERVICES | | | | |
| 2 | Salaries | $ 38,349,394 | $ 42,776,092 | $ 4,426,698 | 11.54% |
| 3 | Other Compensation | $ 5,673,216 | $ 4,661,984 | $ (1,011,232) | -17.82% |
| 4 | Related Benefits | $ 20,965,232 | $ 23,081,792 | $ 2,116,560 | 10.10% |
| 5 | **TOTAL PERSONAL SERVICES** | **$ 64,987,842** | **$ 70,519,868** | **$ 5,532,026** | **8.51%** |
| 6 | OPERATING EXPENSES: | | | | |
| 7 | Travel | $ 3,245,383 | $ 3,406,534 | $ 161,151 | 4.97% |
| 8 | Operating Services | $ 4,783,358 | $ 4,858,844 | $ 75,486 | 1.58% |
| 9 | Supplies | $ 1,514,991 | $ 1,524,840 | $ 9,849 | 0.65% |
| 10 | **TOTAL OPERATING EXPENSES** | **$ 9,543,732** | **$ 9,790,218** | **$ 246,486** | **2.58%** |
| 11 | **PROFESSIONAL SERVICES** | **$ 48,423,615** | **$ 50,007,014** | **$ 1,583,399** | **3.27%** |
| 12 | OTHER CHARGES | | | | |
| 13 | Other Charges | $ 6,308,559,397 | $ 6,167,908,946 | $ (140,650,451) | -2.23% |
| 14 | Debt Service | $ - | $ - | $ - | 0.00% |
| 15 | Interagency Transfers | $ 85,181,317 | $ 85,094,697 | $ (86,620) | -0.10% |
| 16 | **TOTAL OTHER CHARGES** | **$ 6,393,740,714** | **$ 6,253,003,643** | **$ (140,737,071)** | **-2.20%** |
| 17 | ACQUISITIONS & MAJOR REPAIRS | | | | |
| 18 | Acquisitions | $ 250,000 | $ 250,000 | $ - | 0.00% |
| 19 | Major Repairs | $ - | $ - | $ - | 0.00% |
| 20 | TOTAL ACQUISITIONS & MAJOR REPAIRS | $ 250,000 | $ 250,000 | $ - | 0.00% |
| 21 | UNALLOTED | $ - | $ - | $ - | 0.00% |
| 22 | **TOTAL REQUEST** | **$ 6,516,945,903** | **$ 6,383,570,743** | **$ (133,375,160)** | **-2.09%** |
| 23 | AUTHORIZED T.O. FTE POSITIONS | | | | |
| 24 | Classified | 497 | 498 | 1 | 0.20% |
| 25 | Unclassified | 14 | 14 | 0 | 0.00% |
| 26 | TOTAL AUTHORIZED T.O. FTE POSITIONS | 511 | 512 | 1 | **0.20%** |
| 27 | TOTAL NON-T.O. FTE POSITIONS | 48 | 48 | 0 | **0.00%** |
| 28 | TOTAL POSITIONS | 559 | 560 | 1 | **0.18%** |

BUDGET UNIT: 19D-678 - STATE ACTIVITIES AGENCY SUMMARY
FY 2026-2027

| LINE NO. | CATEGORY OF TOTAL EXPENSES | APPROPRIATED BUDGET 2025-2026 | TOTAL REQUEST 2026-2027 | OVER/UNDER EXISTING OPERATING BUDGET | PERCENTAGE CHANGE |
|---|---|---|---|---|---|
| 1 | PERSONAL SERVICES | | | | |
| 2 | Salaries | $ 38,349,394 | $ 42,776,092 | $ 4,426,698 | 11.54% |
| 3 | Other Compensation | $ 4,946,354 | $ 3,907,490 | $ (1,038,864) | -21.00% |
| 4 | Related Benefits | $ 20,553,548 | $ 22,661,986 | $ 2,108,438 | 10.26% |
| 5 | **TOTAL PERSONAL SERVICES** | **$ 63,849,296** | **$ 69,345,568** | **$ 5,496,272** | **8.61%** |
| 6 | OPERATING EXPENSES: | | | | |
| 7 | Travel | $ 3,189,849 | $ 3,349,723 | $ 159,874 | 5.01% |
| 8 | Operating Services | $ 3,998,564 | $ 4,056,000 | $ 57,436 | 1.44% |
| 9 | Supplies | $ 1,507,791 | $ 1,517,474 | $ 9,683 | 0.64% |
| 10 | **TOTAL OPERATING EXPENSES** | **$ 8,696,204** | **$ 8,923,197** | **$ 226,993** | **2.61%** |
| 11 | **PROFESSIONAL SERVICES** | **$ 45,248,787** | **$ 46,759,165** | **$ 1,510,378** | **3.34%** |
| 12 | OTHER CHARGES | | | | |
| 13 | Other Charges | $ 12,179,739 | $ 14,429,739 | $ 2,250,000 | 18.47% |
| 14 | Debt Service | $ - | $ - | $ - | 0.00% |
| 15 | Interagency Transfers | $ 68,408,979 | $ 68,322,359 | $ (86,620) | -0.13% |
| 16 | **TOTAL OTHER CHARGES** | **$ 80,588,718** | **$ 82,752,098** | **$ 2,163,380** | **2.68%** |
| 17 | ACQUISITIONS & MAJOR REPAIRS | | | | |
| 18 | Acquisitions | $ - | $ - | $ - | 0.00% |
| 19 | Major Repairs | $ - | $ - | $ - | 0.00% |
| 20 | TOTAL ACQUISITIONS & MAJOR REPAIRS | $ - | $ - | $ - | 0.00% |
| 21 | UNALLOTED | $ - | $ - | $ - | 0.00% |
| 22 | **TOTAL REQUEST** | **$ 198,383,005** | **$ 207,780,028** | **$ 9,397,023** | **4.74%** |
| 23 | AUTHORIZED T.O. FTE POSITIONS | | | | |
| 24 | Classified | 497 | 498 | 1 | 0.20% |
| 25 | Unclassified | 14 | 14 | 0 | 0.00% |
| 26 | **TOTAL AUTHORIZED T.O. FTE POSITIONS** | **511** | **512** | **1** | **0.20%** |
| 27 | **TOTAL NON-T.O. FTE POSITIONS** | **40** | **40** | **0** | **0.00%** |
| 28 | **TOTAL POSITIONS** | **551** | **552** | **1** | **0.18%** |

BUDGET UNIT: 19D-681 - SUBGRANTEE ASSISTANCE SUMMARY
FY 2026-2027

| LINE NO. | CATEGORY OF TOTAL EXPENSES | APPROPRIATED BUDGET 2025-2026 | TOTAL REQUEST 2026-2027 | OVER/UNDER EXISTING OPERATING BUDGET | PERCENTAGE CHANGE |
|---|---|---|---|---|---|
| 1 | PERSONAL SERVICES | | | | |
| 2 | Salaries | $ - | $ - | $ - | 0.00% |
| 3 | Other Compensation | $ - | $ - | $ - | 0.00% |
| 4 | Related Benefits | $ - | $ - | $ - | 0.00% |
| 5 | **TOTAL PERSONAL SERVICES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 6 | OPERATING EXPENSES: | | | $ - | |
| 7 | Travel | $ - | $ - | $ - | 0.00% |
| 8 | Operating Services | $ - | $ - | $ - | 0.00% |
| 9 | Supplies | $ - | $ - | $ - | 0.00% |
| 10 | **TOTAL OPERATING EXPENSES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 11 | **PROFESSIONAL SERVICES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 12 | OTHER CHARGES | | | $ - | |
| 13 | Other Charges | $ 2,003,384,788 | $ 2,048,399,850 | $ 45,015,062 | 2.25% |
| 14 | Debt Service | $ - | $ - | $ - | |
| 15 | Interagency Transfers | $ 16,321,373 | $ 16,321,373 | $ - | 0.00% |
| 16 | **TOTAL OTHER CHARGES** | **$ 2,019,706,161** | **$ 2,064,721,223** | **$ 45,015,062** | **2.23%** |
| 17 | ACQUISITIONS & MAJOR REPAIRS | | | $ - | |
| 18 | Acquisitions | $ - | $ - | $ - | 0.00% |
| 19 | Major Repairs | $ - | $ - | $ - | 0.00% |
| 20 | TOTAL ACQUISITIONS & MAJOR REPAIRS | $ - | $ - | $ - | 0.00% |
| 21 | UNALLOTED | $ - | $ - | $ - | 0.00% |
| 22 | **TOTAL REQUEST** | **$ 2,019,706,161** | **$ 2,064,721,223** | **$ 45,015,062** | **2.23%** |
| 23 | AUTHORIZED T.O. FTE POSITIONS | | | | |
| 24 | Classified | 0 | 0 | 0 | 0.00% |
| 25 | Unclassified | 0 | 0 | 0 | 0.00% |
| 26 | TOTAL AUTHORIZED T.O. FTE POSITIONS | 0 | 0 | 0 | 0.00% |

BUDGET UNIT: 19D-682 - RECOVERY SCHOOL DISTRICT SUMMARY
FY 2026-2027

| LINE NO. | CATEGORY OF TOTAL EXPENSES | APPROPRIATED BUDGET 2025-2026 | TOTAL REQUEST 2026-2027 | OVER/UNDER EXISTING OPERATING BUDGET | PERCENTAGE CHANGE |
|---|---|---|---|---|---|
| 1 | PERSONAL SERVICES | | | | |
| 2 | Salaries | $ - | $ - | $ - | |
| 3 | Other Compensation | $ 726,862 | $ 754,494 | $ 27,632 | 3.80% |
| 4 | Related Benefits | $ 411,684 | $ 419,806 | $ 8,122 | 1.97% |
| 5 | **TOTAL PERSONAL SERVICES** | **$ 1,138,546** | **$ 1,174,300** | **$ 35,754** | **3.14%** |
| 6 | OPERATING EXPENSES: | | | | |
| 7 | Travel | $ 55,534 | $ 56,811 | $ 1,277 | 2.30% |
| 8 | Operating Services | $ 784,794 | $ 802,844 | $ 18,050 | 2.30% |
| 9 | Supplies | $ 7,200 | $ 7,366 | $ 166 | 2.31% |
| 10 | **TOTAL OPERATING EXPENSES** | **$ 847,528** | **$ 867,021** | **$ 19,493** | **2.30%** |
| 11 | **PROFESSIONAL SERVICES** | **$ 3,174,828** | **$ 3,247,849** | **$ 73,021** | **2.30%** |
| 12 | OTHER CHARGES | | | | |
| 13 | Other Charges | $ 5,611,148 | $ 16,801,428 | $ 11,190,280 | 199.43% |
| 14 | Debt Service | $ - | $ - | $ - | |
| 15 | Interagency Transfers | $ 450,965 | $ 450,965 | $ - | 0.00% |
| 16 | **TOTAL OTHER CHARGES** | **$ 6,062,113** | **$ 17,252,393** | **$ 11,190,280** | **184.59%** |
| 17 | ACQUISITIONS & MAJOR REPAIRS | | | | |
| 18 | Acquisitions | $ 250,000 | $ 250,000 | $ - | 0.00% |
| 19 | Major Repairs | $ - | $ - | $ - | 0.00% |
| 20 | **TOTAL ACQUISITIONS & MAJOR REPAIRS** | **$ 250,000** | **$ 250,000** | **$ -** | **0.00%** |
| 21 | UNALLOTED | $ - | $ - | $ - | |
| 22 | **TOTAL REQUEST** | **$ 11,473,015** | **$ 22,791,563** | **$ 11,318,548** | **98.65%** |
| 23 | AUTHORIZED T.O. FTE POSITIONS | | | | |
| 24 | Classified | 0 | 0 | 0 | 0.00% |
| 25 | Unclassified | 0 | 0 | 0 | 0.00% |
| 26 | **TOTAL AUTHORIZED T.O. FTE POSITIONS** | **0** | **0** | **0** | **0.00%** |
| 27 | **TOTAL NON-T.O. FTE POSITIONS** | **8** | **8** | **0** | **0.00%** |
| 28 | **TOTAL POSITIONS** | **8** | **8** | **0** | **0.00%** |

BUDGET UNIT: 19D-695 - MINIMUM FOUNDATION PROGRAM SUMMARY
FY 2026-2027

| LINE NO. | CATEGORY OF TOTAL EXPENSES | APPROPRIATED BUDGET 2025-2026 | TOTAL REQUEST 2026-2027 | EXISTING OPERATING BUDGET | PERCENTAGE CHANGE |
|---|---|---|---|---|---|
| 1 | PERSONAL SERVICES | | | | |
| 2 | Salaries | $ - | $ - | $ - | 0.00% |
| 3 | Other Compensation | $ - | $ - | $ - | 0.00% |
| 4 | Related Benefits | $ - | $ - | $ - | 0.00% |
| 5 | **TOTAL PERSONAL SERVICES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 6 | OPERATING EXPENSES: | | | | |
| 7 | Travel | $ - | $ - | $ - | 0.00% |
| 8 | Operating Services | $ - | $ - | $ - | 0.00% |
| 9 | Supplies | $ - | $ - | $ - | 0.00% |
| 10 | **TOTAL OPERATING EXPENSES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 11 | **PROFESSIONAL SERVICES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 12 | OTHER CHARGES | | | | |
| 13 | Other Charges | $ 4,265,688,943 | $ 4,066,583,150 | $ (199,105,793) | -4.67% |
| 14 | Debt Service | $ - | $ - | $ - | 0.00% |
| 15 | Interagency Transfers | $ - | $ - | $ - | 0.00% |
| 16 | **TOTAL OTHER CHARGES** | **$ 4,265,688,943** | **$ 4,066,583,150** | **$ (199,105,793)** | **-4.67%** |
| 17 | ACQUISITIONS & MAJOR REPAIRS | | | | |
| 18 | Acquisitions | $ - | $ - | $ - | 0.00% |
| 19 | Major Repairs | $ - | $ - | $ - | 0.00% |
| 20 | **TOTAL ACQUISITIONS & MAJOR REPAIRS** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 21 | UNALLOTED | $ - | $ - | $ - | 0.00% |
| 22 | **TOTAL REQUEST** | **$ 4,265,688,943** | **$ 4,066,583,150** | **$ (199,105,793)** | **-4.67%** |
| 23 | AUTHORIZED T.O. FTE POSITIONS | | | | |
| 24 | Classified | 0 | 0 | 0 | |
| 25 | Unclassified | 0 | 0 | 0 | |
| 26 | TOTAL AUTHORIZED T.O. FTE POSITIONS | 0 | 0 | 0 | |

BUDGET UNIT: 19D-697 - NON PUBLIC EDUCATIONAL ASSISTANCE SUMMARY
FY 2026-2027

| LINE NO. | CATEGORY OF TOTAL EXPENSES | APPROPRIATED BUDGET 2025-2026 | TOTAL REQUEST 2026-2027 | OVER/UNDER EXISTING OPERATING BUDGET | PERCENTAGE CHANGE |
|---|---|---|---|---|---|
| 1 | PERSONAL SERVICES | | | | |
| 2 | Salaries | $ - | $ - | $ - | 0.00% |
| 3 | Other Compensation | $ - | $ - | $ - | 0.00% |
| 4 | Related Benefits | $ - | $ - | $ - | 0.00% |
| 5 | **TOTAL PERSONAL SERVICES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 6 | OPERATING EXPENSES: | | | | |
| 7 | Travel | $ - | $ - | $ - | 0.00% |
| 8 | Operating Services | $ - | $ - | $ - | 0.00% |
| 9 | Supplies | $ - | $ - | $ - | 0.00% |
| 10 | **TOTAL OPERATING EXPENSES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 11 | **PROFESSIONAL SERVICES** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 12 | OTHER CHARGES | | | | |
| 13 | Other Charges | $ 21,694,779 | $ 21,694,779 | $ - | 0.00% |
| 14 | Debt Service | $ - | $ - | $ - | 0.00% |
| 15 | Interagency Transfers | $ - | $ - | $ - | 0.00% |
| 16 | **TOTAL OTHER CHARGES** | **$ 21,694,779** | **$ 21,694,779** | **$ -** | **0.00%** |
| 17 | ACQUISITIONS & MAJOR REPAIRS | | | | |
| 18 | Acquisitions | $ - | $ - | $ - | 0.00% |
| 19 | Major Repairs | $ - | $ - | $ - | 0.00% |
| 20 | **TOTAL ACQUISITIONS & MAJOR REPAIRS** | **$ -** | **$ -** | **$ -** | **0.00%** |
| 21 | UNALLOTED | $ - | $ - | $ - | 0.00% |
| 22 | **TOTAL REQUEST** | **$ 21,694,779** | **$ 21,694,779** | **$ -** | **0.00%** |
| 23 | AUTHORIZED T.O. FTE POSITIONS | | | | |
| 24 | Classified | 0 | 0 | 0 | |
| 25 | Unclassified | 0 | 0 | 0 | |
| 26 | TOTAL AUTHORIZED T.O. FTE POSITIONS | 0 | 0 | 0 | |

# Executive Summary and Recommendations

**Contact Person(s):** Beth Scioneaux
**Email Address:** beth.scioneaux@la.gov
**Office:** School System Financial Services

**Title:** Consideration of the fiscal dialogues as a result of the fiscal risk assessment process for FY 2024-2025

**Recommendation:** Receive

**Summary:**

The Fiscal Risk Assessment Process (FRA) exists in order to fulfill BESE's responsibility to monitor the fiscal health of school systems and to identify factors that may contribute to financial instability. The evaluation takes into consideration a variety of factors to determine if any guidance or technical assistance is necessary to support a stable school system financial position. School systems evaluated within the FRA process include city or parish school districts, Type 2 charter schools, charter schools financially independent for federal funds within the Orleans school system, and Type 5 charter schools within the RSD.

The school systems are grouped into the following three categories at completion of the assessment:

- **In Corrective Action -** School systems with one or more fiscal health factors that are unacceptable.
- **Monitor -** School systems with one or more fiscal health factors that need improvement.
- **No Action -** School systems for which there were no issues out of the ordinary that required additional follow-up.

**Notice of Intent for Bulletin:**
**Notice of Intent for BESE Code and Code Reference:**

# FY2024-2025 Fiscal Risk Assessment
## Summary of Factors

## Action Required: In Corrective Action

School systems in this category have situations that require a detailed review by the Department; follow-up may include, but not be limited to, a conference call, site visit, or BESE dialogue.

| School Systems | | Audit Not Available at Time of Assessment | (I) Material Weakness on Internal Controls | (J) Consecutive Audit Finding For 3 or 4 Years | (J) Consecutive Audit Finding For 5 or More Years | (R) General Fund Deficit Spending | (S) Gen Fund Balance as % of Gen Fund Revenue | (X) Critical Situation Occurrence During the Fiscal Year |
|---|---|---|---|---|---|---|---|---|
| 10 | Calcasieu Parish School Board | X (Late to LLA) | | | | X (1 deficit in last 3 years) | | |
| 13 | Catahoula Parish School Board | | X (Financial Management) | X (Untimely Audit Report) | X (BESE AUP Exceptions) | X (2 deficits in last 3 years) | | |
| 15 | Concordia Parish School Board | X (Late to LLA) | | | | X (3 deficits in last 5 years) | | |
| 33 | Madison Parish School Board | | | | | | | X (Fiscal Administrator) |
| 54 | Tensas Parish School Board | X (Late to LLA) | | | | | | |
| W6B001 | Acadiana Renaissance Charter School | | X (Financial Statement Preparation) | X (General Fund Budget Deficit) | | X (1 deficit in last 3 years) | | |
| W3B001 | Iberville Charter Academy | | X (Financial Statement Preparation) | X (UGG Federal Funding Compliance Finding) | | | | X (LLA Audit) |
| W8A001 | Impact Charter School | X (Late to LLA) | | | | | | X (LLA Audit) |
| W7B001 | Lafayette Renaissance Charter Academy | | X (Financial Statement Preparation) | X (General Fund Budget Deficit) | | | | |
| W33001 | Lincoln Prep Charter School | | X (Accounting Review and Financial Statement Preparation) | | | X (1 deficit in last 3 years) | X (low fund balance) | |
| WZV001 | Prescott Academy | X (Late to LLA) | | | | | X (low fund balance) | |
| WBI001 | New Orleans Science and Math Charter Academy | X (Late to LLA) | | | | | | |

# FY2024-2025 Fiscal Risk Assessment
## Summary of Factors

### Action Required: Monitor

This category represents schools systems the Department will monitor regarding specific items either through an already established procedure such as the Audit Resolution Process, or via written inquiries as either a precautionary measure, or to assure continued progress in areas that have been problematic in the past.

| School Systems | | Audit Not Available | (I) Material Weakness on Internal Controls | (J) Consecutive Audit Finding For 3 or 4 Years | (J) Consecutive Audit Finding For 5 or More Years | (R) General Fund Deficit Spending | (S) Gen Fund Balance as % of Gen Fund Revenue | (X) Critical Situation Occurrence During the Fiscal Year |
|---|---|---|---|---|---|---|---|---|
| 68 | City of Baker School Board | | X (Financial Records/Reconcilation; Late Reporting) | X (BESE AUP Exceptions) | | | | |
| 65 | City of Monroe School Board | | X (Misappropriation of Assets) | | | | | X (LLA Audit) |
| 28 | Lafayette Parish School Board | | X (Financial Statements Presentation) | | | | | X (Possible Fraud) |
| 34 | Morehouse Parish School Board | | X (Late Submissions and Untimely Audit Report) | | | X (1 deficit in last 3 years) | X (low fund balance) | |
| 36 | Orleans Parish School Board | | | | | X (3 deficits in last 5 years) | | X (Delinquent Reporting) |
| 51 | St. Mary Parish School Board | | X (Misappropriation of School Activity Funds) | X (BESE AUP Exceptions) | | | | |
| 60 | Webster Parish School Board | | | X (BESE AUP Exceptions) | | X (4 deficits in last 5 years) | | |

### Action Required: Monitor

The following Charter Schools opened in FY2024-2025 or FY2025-2026; therefore, not enough information is available to be assessed. LDOE will monitor these schools closely through the quarterly financial review process. These charter schools are also provided a Financial Practices Self-Assessment as a tool for establishing best practices.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| WZX001 | Academy of Collaborative Education (ACE) | | | | | | | |
| WZZ001 | Northshore Charter School | | | | | | | |
| WZU001 | Rebirth Blended Learning Academy | | | | | | | |
| WZW001 | Vermillion Charter School | | | | | | | |

| FY2024-2025 Fiscal Risk Assessment Results | 2023-2024 | % | 2024-2025 | Change |
|---|---|---|---|---|
| **Total number school systems assessed** | 175 | | 178 | 3 |
| **Number of school systems - No Action category** | 154 | | 159 | 5 |
| City/Parish School systems | 62 | | 57 | (5) |
| Charter Schools | 92 | | 102 | 10 |
| **Number school systems - Monitor category** | 12 | | 7 | (5) |
| City/Parish School systems | 5 | | 7 | 2 |
| Charter Schools | 7 | | 0 | (7) |
| **Number of school systems - In Corrective Action category** | 9 | | 12 | 3 |
| City/Parish School systems | 2 | | 5 | 3 |
| Charter Schools | 7 | | 7 | 0 |

# FY2024-2025 Fiscal Risk Assessment Summary

## In Corrective Action

| City and Parish School Districts | Type 2 and 5 Charter Schools | Orleans Type 3 Charter Schools |
|---|---|---|
| Calcasieu Parish School Board | Acadiana Renaissance Charter School | New Orleans Science and Math Charter Academy |
| Catahoula Parish School Board | Iberville Charter Academy | |
| Concordia Parish School Board | Impact Charter School | |
| Madison Parish School Board | Lafayette Renaissance Charter School | |
| Tensas Parish School Board | Lincoln Prep Charter School | |
| | Prescott Academy | |

**12 School Systems and Schools (6.74%)**

## Monitor

| City and Parish School Districts | Type 2 and 5 Charter Schools | Orleans Type 3 Charter Schools |
|---|---|---|
| City of Baker School Board | | |
| City of Monore School Board | | |
| Lafayette Parish School Board | | |
| Morehouse Parish School Board | | |
| Orleans Parish School Board | | |
| St. Mary Parish School Board | | |
| Webster Parish School Board | | |

**7 School Systems and Schools (3.93%)**

## No Action

| City and Parish School Districts | Type 2 and 5 Charter Schools | Orleans Type 3 Charter Schools |
|---|---|---|
| Acadia Parish School Board | Advantage Charter Academy | Alice M. Harte Elementary Charter |
| Allen Parish School Board | Athlos Academy | Arthur Ashe Charter School |
| Ascension Parish School Board | Avoyelles Public Charter School | Audubon Charter School |
| Assumption Parish School Board | Belle Chasse Academy | Audubon Gentilly |
| Avoyelles Parish School Board | Collegiate Academy (EBR) | Benjamin Franklin High School |
| Beauregard Parish School Board | D'Arbonne Woods | Bricolage Academy |
| Bienville Parish School Board | Dalton Charter School | Collegiate Rosenwald |
| Bossier Parish School Board | Delhi Charter School | Dr. Martin Luther King Jr. Charter |
| Caddo Parish School Board | Delta Charter School | Dwight D. Eisenhower |
| Caldwell Parish School Board | Discovery Oschner | Edna Karr High School |
| Claiborne Parish School Board | GEO Prep Mid-City | Edward Hynes Charter School |
| Cameron Parish School Board | GEO Prep Baker | Edward Hynes Charter School - Parkview |
| DeSoto Parish School Board | GEO Next Generation | Einstein Charter @ Sherwood Forest |
| East Baton Rouge Parish School Board | GEO Prep of Greater Baton Rouge | Einstein Charter @ Village De L'Est |
| East Carroll Parish School Board | Glencoe Charter School | Einstein High @ Sarah Towles Reed |
| East Feliciana Parish School Board | International School of LA | Einstein Middle @ Sarah Towles Reed |
| Evangeline Parish School Board | JCFA - East | Eleanor McMain Secondary School |
| Franklin Parish School Board | JCFA - Lafayette | Esperanza Academy |
| Grant Parish School Board | J.S. Clark Leadership Academy | Fannie C. Williams Charter School |
| Iberia Parish School Board | Kenilworth Science and Tech | Foundation Prep |
| Iberville Parish School Board | Lake Charles Charter Academy | G.W. Carver Collegiate Acdmy |
| Jackson Parish School Board | Lake Charles College Prep | Harriet Tubman Charter School |
| Jefferson Parish School Board | Lanier Charter School | Homer Plessy Community School |
| Jefferson Davis Parish School Board | Linwood Charter Academy | Hynes - UNO Campus |
| Lafourche Parish School Board | Louisiana Virtual Charter Academy | John F Kennedy High School |
| LaSalle Parish School Board | Louisiana Key Academy - Baton Rouge | KIPP Believe College Prep |
| Lincoln Parish School Board | Louisiana Key Academy - Caddo | KIPP Booker T. Washington High School |
| Livingston Parish School Board | Louisiana Key Academy - Northshore | KIPP Central City Primary |
| Natchitoches Parish School Board | Lycee Francois de la Nouvelle Orleans | KIPP East |
| Ouachita Parish School Board | Madison Preparatory Academy | KIPP McDonogh 15 School for Creative Arts |
| Plaquemines Parish School Board | New Harmony High School | KIPP N.O. Leadership Acdmy |
| Pointe Coupee Parish School Board | New Orleans Military-Maritime Acdmy | KIPP Renaissance High |
| Rapides Parish School Board | New Vision Learning | Lake Forest Elementary Charter School |
| Red River Parish School Board | Northeast Claiborne Charter | Langston Hughes Charter Academy |
| Richland Parish School Board | Rebirth Blended Learning Academy | LB Landry-OP Walker |
| Sabine Parish School Board | Southwest LA Charter School | Livingston Collegiate Academy |
| St. Bernard Parish School Board | St. Landry Charter School | Lusher Charter School |
| St. Charles Parish School Board | The MAX Charter School | Martin Behrman |
| St. Helena Parish School Board | University View Academy | McDonogh 35 Senior HS |
| St. James Parish School Board | Vermillion Charter Academy | McDonogh 42 Charter School |
| St. John the Baptist Parish School Board | Williow Charter Academy | Mildred Osborne Charter School |
| St. Landry Parish School Board | | Morris Jeff Community School |
| St. Martin Parish School Board | | New Orleans Charter Science & Math HS |
| St. Tammany Parish School Board | | N.O. Accelerated HS (NOAH) |
| Tangipahoa Parish School Board | | Opportunitites Academy |
| Terrebonne Parish School Board | | Paul Habans Elem |
| Union Parish School Board | | Phyllis Wheatley Community School |
| Vermilion Parish School Board | | ReNEW Delores T. Aaron Elem |
| Vernon Parish School Board | | ReNEW Schaumburg Elem |
| Washington Parish School Board | | ReNEW SciTech Acdmy. |
| West Baton Rouge Parish School Board | | Robert Russa Moton Charter School |
| West Carroll Parish School Board | | Rooted School |
| West Feliciana Parish School Board | | Samuel J Green Charter School |
| Winn Parish School Board | | Sci Academy |

| No Action | | |
|---|---|---|
| **City and Parish School Districts** | **Type 2 and 5 Charter Schools** | **Orleans Type 3 Charter Schools** |
| City of Bogalusa School Board | | Sophie B. Wright Learning Acdmy |
| Zachary Community School Board | | Success Preparatory Academy |
| Central Community School Board | | The NET Charter School |
| | | The NET2 Charter School |
| | | Warren Easton High School |
| | | Wilson Charter School |
| | | Young Audiences at Crocker Elementary |
| **159 School Systems and Schools (89.33%)** | | |

# Executive Summary and Recommendations

**Contact Person(s):** Ken Bradford
**Email Address:** ken.bradford@la.gov
**Office:** Operations

**Title:** Consideration of RSD contracts greater than $50,000

**Recommendation:** Approve

**Summary:**

| Office | New Contracts |
|---|---|
| Recovery School District | $100,000 |
| | **$100,000** |

LOUISIANA DEPARTMENT OF EDUCATION

## Report of RSD 681 Contracts over $50,000 December 2025 BESE

| Count | Contractor | Office Name | Division Name | New Contract | Amendment |
|---|---|---|---|---|---|
| 1 | Fluency Plus, LLC | RSD | RSD | | $100,000.00 |
| | | | | $0.00 | $100,000.00 |

LOUISIANA DEPARTMENT OF EDUCATION

# Contract Summary Form

| | |
|---|---|
| **Contractor Name:** | Fluency Plus, LLC |
| **Contractor Address:** | 215 North Bolivar Avenue, Cleveland, MS 38732 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>01/01/2024-12/31/2026 | Contract Status:<br>Amendment | If Amendment, number:<br>1 |
| Contract Duration:<br>36 months | If Amendment, Previous Contract Dates:<br>01/01/2024-12/31/2026 | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment):<br>$100,000.00 | Amount of new money (if amendment):<br>$100,000.00 | Contract Amount:<br>$200,000.00 |
| Funding Source (Federal, State, IAT, etc):<br>State | Funding Type (IDEA, 8-G,Title I, etc):<br>Recovery School District - State General Fund | |
| Use of Funds:<br>Contractor will continue to provide court-ordered independent monitoring services for the Berry v. Brumley consent judgment. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Contact Person:<br>Pam Schooler | Contact Person Telephone #:<br>(318) 497-3982 |
| Office:<br>682 Recovery School District | Division:<br>RSD |
| Type of Agreement:<br>Consulting Contract | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | Fluency Plus, LLC |
| **Contractor Address:** | 215 North Bolivar Avenue, Cleveland, MS 38732 |

**Purpose/Description:**

Contractor has been appointed the Berry v. Brumley consent judgment independent monitor. The Court has ordered the RSD to contract with Fluency Plus, LLC for the independent monitoring services. This contract amendment will permit Fluency Plus, LLC to continue its work as the court-appointed independent monitors and will allow LDOE to continue to comply with the consent judgment in the case.

**Department Priority:**

Educational choice for students and families.

| | |
|---|---|
| **Contractor Name:** | Fluency Plus, LLC |
| **Contractor Address:** | 215 North Bolivar Avenue, Cleveland, MS 38732 |

| **Impacted:** |
|---|
| Special Education - Monitoring & Technical Assistance |

**Does the contract assist in complying with state and/or federal regulation or laws?** Yes

# Executive Summary and Recommendations

**Contact Person(s):** Ken Bradford
**Email Address:** ken.bradford@la.gov
**Office:** Operations

**Title:** Consideration of LDOE contracts greater than $50,000

**Recommendation:** Approve

**Summary:**

| Office | New Contracts | Amendments |
|---|---|---|
| Chief of Staff | | $15,000 |
| Early Childhood | $150,000 | |
| School Choice | | $80,875 |
| Teaching and Learning | $720,000 | |
| Teaching and Learning | $1,000,000 | |
| Teaching and Learning | $100,000 | |
| Teaching and Learning | $750,000 | |
| | **$2,720,000** | **$95,875** |

**Notice of Intent for Bulletin:**
**Notice of Intent for BESE Code and Code Reference:**

LOUISIANA DEPARTMENT OF EDUCATION

## Report of LDOE 678 Contracts over $50,000 December 2025 BESE

| Count | Contractor | Office Name | Division Name | New Contract | Amendment |
|---|---|---|---|---|---|
| 1 | The Bruman Group, PLLC | Chief of Staff | Operations | | $15,000.00 |
| 2 | Emergent Method, LLC | Early Childhood | Early Childhood | $150,000.00 | |
| 3 | TCK Education Consultants | School Choice | New School Strategy Team | | $80,875.00 |
| 4 | eDynamic/Learning Blade | Teaching and Learning | Academic Content | $720,000.00 | |
| 5 | Farm-Ed, Inc. | Teaching and Learning | Academic Content | $1,000,000.00 | |
| 6 | Louisiana State University | Teaching and Learning | Educator Talent and Workforce Development | $100,000.00 | |
| 7 | Mindplay Education, LLC | Teaching and Learning | Academic Content | $750,000.00 | |
| | | | | **$2,720,000.00** | **$95,875.00** |

LOUISIANA DEPARTMENT OF EDUCATION

# Contract Summary Form

| | |
|---|---|
| **Contractor Name:** | The Bruman Group, PLLC |
| **Contractor Address:** | 1120 20th St., NW STE. 740 Washington DC, 20036 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>07/01/2024-06/30/2027 | Contract Status:<br>Amendment | If Amendment, number:<br>1 |
| Contract Duration:<br>36 months | If Amendment, Previous Contract Dates:<br>07/01/2024-06/30/2027 | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment):<br>$135,000.00 | Amount of new money (if amendment):<br>$15,000.00 | Contract Amount:<br>$150,000.00 |
| Funding Source (Federal, State, IAT, etc):<br>Federal and State | Funding Type (IDEA, 8-G,Title I, etc):<br>SGF, 21st CCLC, Carl Perkins, Con Admin, IDEA, IDC | |
| Use of Funds:<br>This amendment will add funds to advise the LDOE in interpreting federal statutes and regulations, provide training to LDOE staff on various federal programs, and assist the LDOE in complying with the requirements of federal programs. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Contact Person:<br>Ken Bradford | Contact Person Telephone #:<br>(225) 342-3401 |
| Office:<br>678 State Activites | Division:<br>Chief of Staff - Operations |
| Type of Agreement:<br>Professional Service | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | The Bruman Group, PLLC |

| | |
|---|---|
| **Contractor Address:** | 1120 20th St., NW STE. 740 Washington DC, 20036 |

**Purpose/Description:**

This amendment will add funds to advise the LDOE in interpreting federal statutes and regulations, provide training to LDOE staff on various federal programs, and assist the LDOE in complying with the requirements of federal programs.

**Department Priority:**

Educational choice for students and families.

| | |
|---|---|
| **Contractor Name:** | The Bruman Group, PLLC |
| **Contractor Address:** | 1120 20th St., NW STE. 740 Washington DC, 20036 |

| **Impacted:** |
|---|
| Assistance and reliable legal services to the LDOE will increase the LDOEs compliance with federal regulations and the practical implementation of federally funded programs statewide. |

**Does the contract assist in complying with state and/or federal regulation or laws?** Yes

LOUISIANA DEPARTMENT OF EDUCATION

# Contract Summary Form

| | |
|---|---|
| **Contractor Name:** | Emergent Method, LLC |
| **Contractor Address:** | 200 Laurel Street, STE 200, Baton Rouge, LA 70801 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>01/01/26-06/30/27 | Contract Status:<br>New | If Amendment, number: |
| Contract Duration:<br>18 months | If Amendment, Previous Contract Dates:<br>- | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment): | Amount of new money (if amendment): | Contract Amount:<br>$150,000.00 |
| Funding Source (Federal, State, IAT, etc):<br>Federal | Funding Type (IDEA, 8-G,Title I, etc):<br>CCDF | |
| Use of Funds:<br>This contract provides support and coordination for conferences and promotes professional development for Early Childhood Educators and Childcare providers. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Contact Person:<br>Barry Carter | Contact Person Telephone #:<br>(225) 219-3511 |
| Office:<br>678 State Activites | Division:<br>Early Childhood and Childcare Assistance Program |
| Type of Agreement:<br>Consulting Contract | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | Emergent Method, LLC |
| **Contractor Address:** | 200 Laurel Street, STE 200, Baton Rouge, LA 70801 |

**Purpose/Description:**

This contract provides support and coordination for conferences and promotes professional development for Early Childhood Educators and Childcare providers.

**Department Priority:**

Early childhood experiences leading to kindergarten readiness.

| | |
|---|---|
| **Contractor Name:** | Emergent Method, LLC |
| **Contractor Address:** | 200 Laurel Street, STE 200, Baton Rouge, LA 70801 |

| **Impacted:** |
|---|
| Educators professional development coordinating with the needs of families and children. |

**Does the contract assist in complying with state and/or federal regulation or laws?** Yes

LOUISIANA DEPARTMENT OF EDUCATION

# Contract Summary Form

| | |
|---|---|
| **Contractor Name:** | TCK Education Consultants |
| **Contractor Address:** | 101 Madeline Avenue, Apt #28, Waterbury, Connecticut 06708-1354 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>9/10/2025-1/30/2026 | Contract Status:<br>Amendment | If Amendment, number:<br>1 |
| Contract Duration:<br>5 months | If Amendment, Previous Contract Dates:<br>9/10/2025-1/30/2026 | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment):<br>$47,500.00 | Amount of new money (if amendment):<br>$80,875.00 | Contract Amount:<br>$128,375.00 |
| Funding Source (Federal, State, IAT, etc):<br>State | Funding Type (IDEA, 8-G,Title I, etc):<br>Charter Admin Funds | |
| Use of Funds:<br>This contract amendment provides an expedited timeline necessary for the formal evaluation, by a third-party vendor, or charter applications submitted to the LDOE. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Contact Person:<br>Germain Gilson | Contact Person Telephone #:<br>(504) 952-8111 |
| Office:<br>678 State Activites | Division:<br>School Choice |
| Type of Agreement:<br>Consulting Contract | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | TCK Education Consultants |
| **Contractor Address:** | 101 Madeline Avenue, Apt #28, Waterbury, Connecticut 06708-1354 |

**Purpose/Description:**

State law, R.S. 17:3981, requires that the LDOE engage in a transparent Charter Application Review Process that includes an independent evaluation by a third-party evaluator. This contract will provide an expedited formal evaluation, by a third-party vendor, of 5 charter applications submitted to the LDOE.

**Department Priority:**

Educational choice for students and families.

| | |
|---|---|
| **Contractor Name:** | TCK Education Consultants |
| **Contractor Address:** | 101 Madeline Avenue, Apt #28, Waterbury, Connecticut 06708-1354 |

| **Impacted:** |
|---|
| The LDOE is impacted by being in compliance with legal requirements regarding the review of a third-party. BESE is impacted by receiving a quality third-party recommendation. Applications are impacted by receiving feedback on their application and how to improve unmet standards. |

**Does the contract assist in complying with state and/or federal regulation or laws?** Yes

LOUISIANA DEPARTMENT OF EDUCATION

# Cooperative Endeavor Agreement (CEA) Summary Form

| | |
|---|---|
| **Contractor Name:** | eDynamic/Learning Blade |
| **Contractor Address:** | 340 Frazier Ave. Chattanooga, TN 37405 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>01/01/2026 - 06/30/2026 | CEA Status:<br>New | If Amendment, number: |
| CEA Duration:<br>6 months | If Amendment, Previous Contract Dates:<br>- | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment): | Amount of new money (if amendment): | Total CEA Amount:<br>$720,000 |
| Funding Source (Federal, State, IAT, etc):<br>State | Funding Type (IDEA, 8-G,Title I, etc):<br>Legislative Appropriation - SGF | |
| Use of Funds:<br>This cooperative endeavor agreement provides Ready for Industry and Learning Blade digital curriculum. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Assistant Superintendent Name:<br>Dr. Jenna Chiasson | Assistant Superintendent Telephone #:<br>225-342-0991 |
| Office:<br>678 State Activites | Division:<br>Teaching and Learning/Academic Content |
| Type of Agreement:<br>Cooperative Endeavor | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | eDynamic/Learning Blade |
| **Contractor Address:** | 340 Frazier Ave. Chattanooga, TN 37405 |

**Purpose/Description:**

Ready for Industry Adult Education and Learning Blade provides a digital curriculum. Ready for Industry is designed to address career awareness and preparation issues for the near-term job seeker – from late high school students through adults. Learning Blade provides 13 STEM/CS/CTE missions to supplement learning in grades 5-9.

**Department Priority:**

High school opportunities effectively preparing graduates.

| | |
|---|---|
| **Contractor Name:** | eDynamic/Learning Blade |
| **Contractor Address:** | 340 Frazier Ave. Chattanooga, TN 37405 |

| **Impacted:** |
|---|
| Students and teachers will be impacted through digital curricula aimed at career exploration and job preparedness. |

**Does the CEA assist in complying with state and/or federal regulation or laws?** Yes

LOUISIANA DEPARTMENT OF EDUCATION

# Cooperative Endeavor Agreement (CEA) Summary Form

| | |
|---|---|
| **Contractor Name:** | Farm-Ed, Inc. |

| | |
|---|---|
| **Contractor Address:** | 1214 W Cass St. Tampa FL 33606 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>12/11/25-06/30/26 | CEA Status:<br>New | If Amendment, number: |
| CEA Duration:<br>12 months | If Amendment, Previous Contract Dates:<br>- | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment): | Amount of new money (if amendment): | Total CEA Amount:<br>$1,000,000.00 |
| Funding Source (Federal, State, IAT, etc):<br>State | Funding Type (IDEA, 8-G,Title I, etc):<br>Legislative Line Item SGF | |
| Use of Funds:<br>This cooperative endeavor agreement provides students across the state with hands-on learning experiences using modern agriculture practices and equipment through the Louisiana Agricultural Education Pilot. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Assistant Superintendent Name:<br>Dr. Jenna Chiasson | Assistant Superintendent Telephone #:<br>(225) 342-0991 |
| Office:<br>678 State Activites | Division:<br>Teaching and Learning |
| Type of Agreement:<br>Cooperative Endeavor | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | Farm-Ed, Inc. |
| **Contractor Address:** | 1214 W Cass St. Tampa FL 33606 |

**Purpose/Description:**

The Farm-Ed Louisiana Agricultural Education Pilot is designed to provide students across the state with hands-on learning experiences using modern agriculture practices and technologies. Through Farm-Ed's Grow Chamber system, data dashboard, curriculum materials, and teacher training, students in K-12 settings will gain access to advanced tools for learning, experimentation, and applied science. The primary purpose of this pilot is to modernize agriculture and STEM education in both urban and rural school districts by integrating controlled environment agriculture (CEA), data analysis, and STEM principles into traditional classrooms. Students will engage in authentic, project-based learning that reinforces science, mathematics, and technology standards while fostering interest in agriculture-related careers.

**Department Priority:**

High school opportunities effectively preparing graduates.

| | |
|---|---|
| **Contractor Name:** | Farm-Ed, Inc. |
| **Contractor Address:** | 1214 W Cass St. Tampa FL 33606 |

| **Impacted:** |
|---|
| Farm-Ed will enroll 78 K-12 classrooms to participate in the Louisiana Agricultural Education Pilot. Each participating classroom will receive one Farm-Ed Controlled Environment Grow Chamber, full access to the Data Dashboard, standards-aligned curriculum materials, and a three-hour hands-on training for the teacher. The Grow Chamber, pre-assembled and delivered by Farm-Ed staff, includes lighting, nutrient delivery, sensors, and hardware required for plant growth and data collection. Teachers will be trained to interact with the device, navigate the dashboard, and support integration into core content areas. The curriculum supplements, designed using a backwards-mapping model, support core learning standards in science, computer science, and agriculture while allowing teachers flexibility to implement them at appropriate times in their instructional calendar. Teachers will implement program resources in their classroom weekly and report monthly on the program progress to the Farm-Ed team. |

**Does the CEA assist in complying with state and/or federal regulation or laws?** Yes

LOUISIANA DEPARTMENT OF EDUCATION

# Contract Summary Form

| | |
|---|---|
| **Contractor Name:** | Louisiana State University |
| **Contractor Address:** | 202 Himes Hall, Baton Rouge, LA 70803 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>01/01/26-07/31/26 | Contract Status:<br>New | If Amendment, number: |
| Contract Duration:<br>7 months | If Amendment, Previous Contract Dates:<br>- | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment): | Amount of new money (if amendment): | Contract Amount:<br>$100,000.00 |
| Funding Source (Federal, State, IAT, etc):<br>Interagency Transfer | Funding Type (IDEA, 8-G,Title I, etc):<br>8G - Recruitment and Retention | |
| Use of Funds:<br>This contract provides a host for the 2026 Aspiring Educators Summer Academy. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Contact Person:<br>Dr. Jenna Chiasson | Contact Person Telephone #:<br>(225) 342-0991 |
| Office:<br>678 State Activites | Division:<br>Teaching and Learning - Educator Talent and Workforce Development |
| Type of Agreement:<br>Interagency/Intergovernmental | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | Louisiana State University |
| **Contractor Address:** | 202 Himes Hall, Baton Rouge, LA 70803 |

**Purpose/Description:**

This contract provides for Louisiana State University to host the 2026 Louisiana Aspiring Educator Summer Academy. As host, LSU will provide all required facilities and materials to the academy participants and staff for the week-long academy. In addition, the LSU will serve as the lead coordinator on all Academy programming, staffing, and logistics.

**Department Priority:**

High school opportunities effectively preparing graduates.

| | |
|---|---|
| **Contractor Name:** | Louisiana State University |
| **Contractor Address:** | 202 Himes Hall, Baton Rouge, LA 70803 |

**Impacted:**

Teachers, Aspiring Educators, Pre-Educator Pathway Programs, and Higher Education Programs are all impacted.

The Louisiana Aspiring Educators Summer Academy (LAESA) is an opportunity to further increase the State's investment in aspiring educators. This one-of-a-kind development opportunity strives to increase Aspiring Educator's desire to pursue attainable careers as Louisiana educators.

In addition to providing development for the next generation of the State's educational leaders, LAESA will uniquely assemble practicing educators who are enrolled in teacher preparation programs to serve as coaches and advisors to high school students who are entering the educator pipeline.

LAESA furthers LDOE's goal of attracting and retaining quality teachers for every student by strategically expanding access to the teaching profession and illustrating that educators deserve top-notch experiences in all stages of their development.

**Does the contract assist in complying with state and/or federal regulation or laws?** No

LOUISIANA DEPARTMENT OF EDUCATION

# Cooperative Endeavor Agreement (CEA) Summary Form

| | |
|---|---|
| **Contractor Name:** | MindPlay Education, LLC |

| | |
|---|---|
| **Contractor Address:** | 1718 E. Speedway Blvd., Suite 4195, Tucson, AZ 85719 |

| **DURATION INFORMATION** | | |
|---|---|---|
| Dates of Service:<br>12/11/25-06/30/2026 | CEA Status:<br>New | If Amendment, number: |
| CEA Duration:<br>7 months | If Amendment, Previous Contract Dates:<br>- | |

| **FUNDING INFORMATION** | | |
|---|---|---|
| Previous amount (if amendment): | Amount of new money (if amendment): | Total CEA Amount:<br>$750,000.00 |
| Funding Source (Federal, State, IAT, etc):<br>State | Funding Type (IDEA, 8-G,Title I, etc):<br>State General Fund (Direct) | |
| Use of Funds:<br>Per the legislative line item, MindPlay is payable out of the State General Fund (Direct) for District Support Program for the administration of a MindPlay dyslexia screening pilot program. | | |

| **CONTRACT INFORMATION** | |
|---|---|
| Assistant Superintendent Name:<br>Dr. Jenna Chiasson | Assistant Superintendent Telephone #:<br>(225) 342-0991 |
| Office:<br>678 State Activites | Division:<br>Diverse Learners |
| Type of Agreement:<br>Cooperative Endeavor | Selection Process:<br>Non-Competitive |

| | |
|---|---|
| **Contractor Name:** | MindPlay Education, LLC |
| **Contractor Address:** | 1718 E. Speedway Blvd., Suite 4195, Tucson, AZ 85719 |

**Purpose/Description:**

Per the legislative line item, MindPlay is payable out of the State General Fund (Direct) for District Support Program for the administration of a MindPlay dyslexia screening pilot program.

**Department Priority:**

Literacy instruction aligned to the Science of Reading.

| | |
|---|---|
| **Contractor Name:** | MindPlay Education, LLC |
| **Contractor Address:** | 1718 E. Speedway Blvd., Suite 4195, Tucson, AZ 85719 |

| **Impacted:** |
|---|
| Diverse Learners across the state will have access to this MindPlay initiative. Based on district information, learners identified as dyslexic or having characteristics of dyslexia will have access to the MindPlay system. This system includes screening information that the district can choose to utilize, as well as intervention supports based on the student's literacy needs. |

**Does the CEA assist in complying with state and/or federal regulation or laws?** No

# Executive Summary and Recommendations

**Contact Person(s):** Ken Bradford
**Email Address:** ken.bradford@la.gov
**Office:** Operations

**Title:** Consideration of federal/state grants and allocations to LEAs, Type 2 charters, Type 5 charters, approved nonpublic schools, and community-based organizations (competitive and other)

**Recommendation:** Approve

**Summary:**

| | # of Allocations | Amount |
|---|---|---|
| Competitive Allocations | 2 | $17,424,438 |
| Other Allocations | 2 | $34,996 |
| **TOTAL** | **4** | **$17,459,434** |

**Notice of Intent for Bulletin:**
**Notice of Intent for BESE Code and Code Reference:**

LOUISIANA DEPARTMENT OF EDUCATION

**December 2025 BESE Allocation Comp Doc**

| Allocation Name | Allocation Type | Allocation Action | Fund Source(s) | Amount | Allocation Type Subtotals |
|---|---|---|---|---|---|
| Direct Student Services | Competitive | Initial Allocation | ESSA | $ 5,883,264 | |
| Louisiana Public Charter Schools Program (LPCSP) Grant Project | Competitive | Revision with Supplement | Other | $ 11,541,174 | Competitive Allocation Total: $ 17,424,438 |
| Learning and Leading: Aspiring Educator Cohort | Other | Initial Allocation | Carl Perkins | $ 24,996 | |
| EDL Alternative Pathway Boot Camp Principal Mentor Pay | Other | Revision with Supplement | State 8(g) | $ 10,000 | Other Allocation Total: $ 34,996 |
| | | | | $ 17,459,434 | **Total Allocations** |

**Department of Education** **ALLOCATION SUMMARY FORM**

**BESE Committee Date:** **December 10, 2025**

## ALLOCATION INFORMATION

| Allocation Name: | Funding Period: | ALLOCATION TYPE | |
|---|---|---|---|
| Direct Student Services | July 1, 2025 - June 30, 2026 | | |
| **CFDA# (if applicable):** | **eGMS App:** | **Competitive** | **Initial Allocation** |
| 84.010A | DSS Application | | |

## FUNDING INFORMATION

| Fund Source | Source Title (Federal GAN, State Fund, or IAT Title) | Additional Description | Funding Type | Funding Amount |
|---|---|---|---|---|
| Source 1: | ESSA | DSS Reservation (Title I Part A) | Federal | $ 5,883,264 |
| Source 2: | - | | - | $ - |
| Source 3: | - | | - | $ - |
| Source 4: | - | | - | $ - |
| | | | **Total of All Fund Sources:** | **$ 5,883,264** |

## CONTACT INFORMATION

| OFFICE CONTACT | BUDGET CONTACT |
|---|---|
| **Contact Person:** | **Contact Person:** |
| Dr. Jenna Chiasson | Randy Littleton |
| **Contact Person Phone #:** | **Contact Person Phone #:** |
| 985-860-0428 | 225-342-6266 |
| **Division/Office:** | **Division/Office:** |
| Office of Teaching and Learning | Federal Support and Grantee Relations, Office of Chief of Staff |

## PROGRAM DESCRIPTION (PURPOSE):

Under ESEA section 1003A, States may reserve up to three percent of Title I, Part A funds to support direct student services. States have discretion in how funds are awarded and what information is required from districts in their applications, beyond federal minimums.

For 2025-2026, the DSS focus areas include (1) Steve Carter Literacy Tutoring Program Match: Funds may be used to match or expand existing Steve Carter Tutoring services. While the program has traditionally been a partnership between families and tutoring providers, school systems may now choose to authorize the Louisiana Department of Education (LDOE) to submit payments on their behalf; and (2) Artificial Intelligence (AI)-Powered Academic Interventions: Funds may be used to implement or expand evidence-based, AI-driven tools or platforms.

## BASIS OF ALLOCATION:

Priority was given to LEAs that serve schools identified as Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR); proposed strategies that are scalable, measurable, and sustainable; demonstrated strong implementation plans and evidence of effectiveness; and aligned interventions with Louisiana's education priorities.

*Direct Student Services*
*84.010A*

| Recipient | December 2025 BESE La. Tutoring Initiative | December 2025 BESE Artificial Intelligence | Total |
|---|---|---|---|
| Ascension Parish | $ 225,000 | $ - | $ 225,000 |
| Assumption Parish | $ - | $ 23,045 | $ 23,045 |
| Beauregard Parish | $ 64,800 | $ - | $ 64,800 |
| Bossier Parish | $ 140,400 | $ 39,959 | $ 180,359 |
| Caddo Parish | $ 293,400 | $ 60,911 | $ 354,311 |
| Calcasieu Parish | $ 207,000 | $ - | $ 207,000 |
| Caldwell Parish | $ 10,800 | $ 21,641 | $ 32,441 |
| Cameron Parish | $ 3,592 | $ - | $ 3,592 |
| Claiborne Parish | $ 18,004 | $ - | $ 18,004 |
| Concordia Parish | $ 70,200 | $ - | $ 70,200 |
| Desoto Parish | $ 48,600 | $ - | $ 48,600 |
| East Baton Rouge Parish | $ 1,107,000 | $ - | $ 1,107,000 |
| East Carroll Parish | $ 18,000 | $ 9,375 | $ 27,375 |
| East Feliciana Parish | $ 10,803 | $ 5,325 | $ 16,128 |
| Grant Parish | $ - | $ 18,753 | $ 18,753 |
| Jackson Parish | $ - | $ 22,790 | $ 22,790 |
| Jefferson Davis Parish | $ 52,200 | $ - | $ 52,200 |
| Jefferson Parish | $ 779,400 | $ 108,583 | $ 887,983 |
| Lasalle Parish | $ - | $ 2,500 | $ 2,500 |
| Lincoln Parish | $ - | $ 23,750 | $ 23,750 |
| Madison Parish | $ 28,799 | $ - | $ 28,799 |
| Orleans Parish | $ 178,206 | $ 36,957 | $ 215,163 |
| Ouachita Parish | $ 111,593 | $ 22,993 | $ 134,586 |
| Plaquemines Parish | $ 37,800 | $ - | $ 37,800 |
| Pointe Coupee Parish | $ - | $ 23,048 | $ 23,048 |
| Rapides Parish | $ 376,200 | $ 28,604 | $ 404,804 |
| Red River Parish | $ 12,594 | $ - | $ 12,594 |
| Richland Parish | $ - | $ 25,450 | $ 25,450 |
| Sabine Parish | $ 23,402 | $ - | $ 23,402 |
| St. Benard Parish | $ 54,000 | $ 10,831 | $ 64,831 |
| St. Charles Parish | $ - | $ 6,250 | $ 6,250 |
| St. James Parish | $ - | $ 4,756 | $ 4,756 |
| St. Landry Parish | $ 120,595 | $ 24,925 | $ 145,520 |
| St. Martin Parish | $ 43,201 | $ 28,662 | $ 71,863 |
| St. Mary Parish | $ 127,800 | $ - | $ 127,800 |
| Tangipahoa Parish | $ 360,000 | $ 48,732 | $ 408,732 |
| Union Parish | $ 25,201 | $ - | $ 25,201 |
| Vernon Parish | $ 64,800 | $ 25,627 | $ 90,427 |
| Washington Parish | $ 30,594 | $ 6,550 | $ 37,144 |
| Webster Parish | $ 43,199 | $ - | $ 43,199 |
| West Carroll Parish | $ - | $ 21,935 | $ 21,935 |
| Central School System | $ - | $ 64,002 | $ 64,002 |
| City of Bogalusa School District | $ - | $ 22,500 | $ 22,500 |
| Zachary Community School District | $ 27,000 | $ 22,111 | $ 49,111 |

*Direct Student Services (continued)*
*84.010A*

| Recipient | December 2025 BESE | December 2025 BESE | Total |
|---|---|---|---|
| Athlos Academy of Jefferson | $ 18,000 | $ 17,500 | $ 35,500 |
| Audubon Charter School | $ - | $ 3,750 | $ 3,750 |
| Audubon Gentilly | $ - | $ 3,750 | $ 3,750 |
| Benjamin Franklin High School | $ - | $ 15,000 | $ 15,000 |
| Celerity Dalton Charter School | $ 5,404 | $ 5,000 | $ 10,404 |
| Celerity Lanier Charter School | $ 10,800 | $ 5,000 | $ 15,800 |
| Delhi Charter School | $ 5,400 | $ - | $ 5,400 |
| Dorothy Height Charter School (Formerly Paul Habans Charter School) | $ - | $ 5,000 | $ 5,000 |
| Einstein Charter at Sherwood Forest | $ 5,401 | $ - | $ 5,401 |
| Einstein Charter High School at Sarah T. Reed | $ 3,600 | $ - | $ 3,600 |
| Einstein Charter Middle School at Sarah T. Reed | $ 3,600 | $ - | $ 3,600 |
| Einstein Charter School at Village De L'est | $ 5,401 | $ - | $ 5,401 |
| Élan Academy | $ 7,200 | $ 11,500 | $ 18,700 |
| Esperanza Charter School | $ - | $ 3,725 | $ 3,725 |
| Fannie C. Williams Charter School | $ 5,226 | $ - | $ 5,226 |
| Foundation Prep | $ - | $ 1,925 | $ 1,925 |
| Harriet Tubman Charter School | $ - | $ 5,000 | $ 5,000 |
| Kenilworth Science and Technology Academy-Pelican Educational Foundation | $ 7,200 | $ 8,200 | $ 15,400 |
| KIPP Booker T. Washington | $ - | $ 5,550 | $ 5,550 |
| KIPP New Orleans JFK (formerly John F. Kennedy High School) | $ - | $ 8,625 | $ 8,625 |
| KIPP Renaissance (formerly Frederick A. Douglass High School) | $ - | $ 8,750 | $ 8,750 |
| Lafayette Renaissance Charter Academy | $ 21,600 | $ - | $ 21,600 |
| Lake Charles Charter Academy | $ - | $ 15,000 | $ 15,000 |
| Lake Forest Elementary Charter School | $ 5,404 | $ - | $ 5,404 |
| Lincoln Preparatory School | $ 9,000 | $ 12,752 | $ 21,752 |
| Lord Beaconsfield Landry-Oliver Perry Walker High | $ - | $ 13,500 | $ 13,500 |
| Louisiana Key Academy- Baton Rouge | $ 14,400 | $ - | $ 14,400 |
| Louisiana Key Academy- Northshore | $ 3,600 | $ - | $ 3,600 |
| Louisiana Key Academy- Caddo | $ 3,600 | $ - | $ 3,600 |
| Louisiana Virtual Charter Academy | $ - | $ 23,008 | $ 23,008 |
| Madison Preparatory Academy (Formerly Community School for Apprenticeship Learning, Inc.) | $ - | $ 15,752 | $ 15,752 |
| Martin Behrman Charter Academuy of Creative Arts & Sci | $ - | $ 16,250 | $ 16,250 |
| Morris Jeff Community School | $ - | $ 3,750 | $ 3,750 |
| Rebirth Blended Learning Academy (Formerly Community School for Apprenticeship Learning) | $ - | $ 10,627 | $ 10,627 |
| Rooted Schools | $ - | $ 3,675 | $ 3,675 |
| The Willow School (formerly Lusher Charter School) | $ 3,600 | $ 1,500 | $ 5,100 |
| Thrive Academy | | $ 4,750 | $ 4,750 |
| University View Academy, Inc. (Formerly LA Connections) | | $ 23,520 | $ 23,520 |
| Warren Easton Charter School | $ 9,102 | $ 1,712 | $ 10,814 |
| Willow Charter Academy | $ 6,907 | | $ 6,907 |
| **Total** | **$ 4,868,628** | **$ 1,014,636** | **$ 5,883,264** |

**Department of Education**

**ALLOCATION SUMMARY FORM**

**BESE Committee Date:** **December 10, 2025**

## ALLOCATION INFORMATION

| Allocation Name: | Funding Period: | ALLOCATION TYPE | |
|---|---|---|---|
| Louisiana Public Charter Schools Program (LPCSP) Grant Project | October 14, 2024 - September 30, 2028 | Competitive | Revision with supplement |
| **CFDA# (if applicable):** | **eGMS App:** | | |
| 84.282A | LPCSP | | |

## FUNDING INFORMATION

| Fund Source | Source Title (Federal GAN, State Fund, or IAT Title) | Additional Description | Funding Type | Funding Amount |
|---|---|---|---|---|
| Source 1: | Other | CSP | Federal | $ 11,541,174 |
| Source 2: | - | | - | $ - |
| Source 3: | - | | - | $ - |
| Source 4: | - | | - | $ - |
| | | | **Total of All Fund Sources:** | **$ 11,541,174** |

## CONTACT INFORMATION

| OFFICE CONTACT | BUDGET CONTACT |
|---|---|
| **Contact Person:** | **Contact Person:** |
| Germain Gilson | Randy Littleton |
| **Contact Person Phone #:** | **Contact Person Phone #:** |
| 225-521-2178 | 225-342-6266 |
| **Division/Office:** | **Division/Office:** |
| School Choice | Federal Support and Grantee Relations, Office of Chief of Staff |

## PROGRAM DESCRIPTION (PURPOSE):

In September 2023, the Louisiana Department of Education (LDOE) was awarded a $55.5 million federal Charter Schools Program (CSP) grant to support Louisiana charter school movement. Through the Louisiana Public Charter Schools Program (LPCSP), the LDOE will catalyze charter growth in other high-need communities to meet insistent parental demand for these schools. Over the five-year project period, LDOE will support the addition of over 5,000 seats at 25 new, expanding, or replicating charter schools that meet grant objectives and priorities.

## BASIS OF ALLOCATION:

Subgrant applications were received by LDOE in October of 2024. All applications were subject to a technical and a quality review by a disinterested peer review team. Capacity interviews were conducted by LDOE staff. The four applicants receiving the highest scores in the competitive process are being recommended for awards.

*Louisiana Public Charter Schools Program (LPCSP) Grant Project*
*84.282A*

| Recipient | Current Allocation | December 2025 BESE | Total Allocation |
|---|---|---|---|
| Benjamin Franklin High School | $ - | $ 2,000,000 | $ 2,000,000 |
| Broussard Charter Academy | $ - | $ 1,961,734 | $ 1,961,734 |
| Elite Academy | $ - | $ 2,000,000 | $ 2,000,000 |
| Third Future School (Formerly Linwood Charter) | $ - | $ 1,579,440 | $ 1,579,440 |
| Louisiana Key Academy - Jefferson | $ - | $ 2,000,000 | $ 2,000,000 |
| Lycée Français International de la Louisiane | $ - | $ 2,000,000 | $ 2,000,000 |
| **Total** | **$ -** | **$ 11,541,174** | **$ 11,541,174** |

**Department of Education**

**ALLOCATION SUMMARY FORM**

**BESE Committee Date:** **December 10, 2025**

## ALLOCATION INFORMATION

| Allocation Name: | Funding Period: | ALLOCATION TYPE | |
|---|---|---|---|
| Learning and Leading: Aspiring Educator Cohort | July 1, 2025 - June 15, 2026 | Other | Initial Allocation |
| **CFDA# (if applicable):** | **eGMS App:** | | |
| 84.048 | LA Recruitment and Retention | | |

## FUNDING INFORMATION

| Fund Source | Source Title (Federal GAN, State Fund, or IAT Title) | Additional Description | Funding Type | Funding Amount |
|---|---|---|---|---|
| Source 1: | Carl Perkins | | Federal | $ 24,996 |
| Source 2: | - | | - | $ - |
| Source 3: | - | | - | $ - |
| Source 4: | - | | - | $ - |
| | | | **Total of All Fund Sources:** | **$ 24,996** |

## CONTACT INFORMATION

| OFFICE CONTACT | BUDGET CONTACT |
|---|---|
| **Contact Person:** | **Contact Person:** |
| Dr. Jenna Chiasson | Randy Littleton |
| **Contact Person Phone #:** | **Contact Person Phone #:** |
| 225-776-1975 | 225-342-6266 |
| **Division/Office:** | **Division/Office:** |
| Educator Talent and Workforce Development, Teaching and Learning | Federal Support and Grantee Relations, Office of the Chief of Staff |

## PROGRAM DESCRIPTION (PURPOSE):

Aspiring educators from across the state will have the opportunity to attend and participate in the Learning and Leading: Aspiring Educator Cohort. The capstone event will be the presentation of a session at the 2026 Teacher Leader Summit hosted by the LDOE in New Orleans, LA. This allocation will provide transportation and lodging for aspiring educators to attend events and activities in the Learning and Leading Cohort.

## BASIS OF ALLOCATION:

In this pilot year, high school students (grades 9-12) were selected by Pre-Educator sponsors and teachers from school systems that actively participate in regional, state, and national events. Leaders from these systems also consistently engage in quarterly meetings and site visits to support the continued growth of their Pre-Educator programs. In future years, cohort members will be chosen through a competitive application process. The total funding amount, $25,000, was divided evenly between the number of schools participating in the pilot, which equals $4,166 per school.

*Learning and Leading: Aspiring Educator Cohort*
*84.048*

| Recipient | December 2025 BESE | Total |
|---|---|---|
| Bossier Parish | $ 4,166 | $ 4,166 |
| Calcasieu Parish | $ 4,166 | $ 4,166 |
| Grant Parish | $ 4,166 | $ 4,166 |
| Lafayette Parish | $ 4,166 | $ 4,166 |
| Livingston Parish | $ 4,166 | $ 4,166 |
| Richland Parish | $ 4,166 | $ 4,166 |
| **Total** | **$ 24,996** | **$ 24,996** |

**Department of Education**

**ALLOCATION SUMMARY FORM**

**BESE Committee Date:** **December 10, 2025**

## ALLOCATION INFORMATION

| Allocation Name: | Funding Period: | ALLOCATION TYPE | |
|---|---|---|---|
| EDL Alternative Pathway Boot Camp Principal Mentor Pay | July 1, 2025 - June 15, 2026 | Other | Revision with supplement |
| **CFDA# (if applicable):** | **eGMS App** | | |
| N/A | LA Recruitment and Retention | | |

## FUNDING INFORMATION

| Fund Source | Source Title (Federal GAN, State Fund, or IAT Title) | Additional Description | Funding Type | Funding Amount |
|---|---|---|---|---|
| Source 1: | 8g | | State | $ 10,000 |
| Source 2: | - | | - | $ - |
| Source 3: | - | | - | $ - |
| Source 4: | - | | - | $ - |
| | | | **Total of all Fund Sources:** | **$ 10,000** |

## CONTACT INFORMATION

| PROGRAM CONTACT | BUDGET CONTACT |
|---|---|
| **Contact Person:** | **Contact Person:** |
| Dr. Jenna Chiasson | Randy Littleton |
| **Contact Person Phone #:** | **Contact Person Phone #:** |
| 225-573-1909 | 225-342-6266 |
| **Division/Office:** | **Division/Office:** |
| Educator Talent and Workforce Development, Teaching and Learning | Federal Support and Grantee Relations, Office of the Chief of Staff |

## PROGRAM DESCRIPTION (PURPOSE):

The EDL Alternative Pathway 4 - Boot Camp was recently implemented into policy and requires the LDOE to provide support and direction for individuals holding either an MBA, MPA, or JD or who have been honorably discharged commissioned officers from a US Military Branch to become EDL Level 1 certified. The second cohort of the boot camp was held in September, with twenty prospective participants in attendance. Additionally, ten current principals served as mentors for those participants. Participants had three in-person LDOE-led days of lectures and activities, as well as two days of follow-up, including on-campus site visits at their mentor schools. Once they have completed all five days of activities, participants will review their progress with their mentor. If prepared, they will demonstrate their comprehension and knowledge of the Louisiana Educator Rubric and the Louisiana Leader Rubric using the LDOE's Professional Learning Platform. Once they complete this review and the School Leader Licensure Exam, they may apply for certification from the LDOE to serve as a school leader within Louisiana Public Schools.

## BASIS OF ALLOCATION:

Individuals selected to serve as mentors are current principals or principal supervisors with a demonstrated history of success within school leadership. A number of mentors were selected to participate as mentors, but only those matching the necessary components (common grade band, experiences, location) were paired with participants. Each mentor receives a specific amount depending on the number of participants they support (1 participant = $750; 2 participants = $1000; 3 participants = $1500). Allocations originated in the 8g budget and will be distributed to the employing systems for disbursement to principal mentors.

*EDL Alternative Pathway Boot Camp Principal Mentor Pay*

*N/A*

| Recipient | Current Allocation | December 2025 BESE | Total Allocation |
|---|---|---|---|
| Assumption Parish | $ - | $ 1,000 | $ 1,000 |
| Desoto Parish Schools | $ - | $ 1,000 | $ 1,000 |
| East Baton Rouge Parish | $ - | $ 1,000 | $ 1,000 |
| Iberville Parish | $ 2,000 | $ 1,000 | $ 3,000 |
| Lafayette Parish | $ 19,786 | $ 1,000 | $ 20,786 |
| Natchitoches Parish | $ - | $ 1,000 | $ 1,000 |
| West Feliciana Parish | $ 1,000 | $ 2,000 | $ 3,000 |
| Zachary Community School District | $ - | $ 1,000 | $ 1,000 |
| Pelican Charter School | $ - | $ 1,000 | $ 1,000 |
| **Total** | **$ 22,786** | **$ 10,000** | **$ 32,786** |

# Executive Summary and Recommendations

| |
|---|
| **Contact Person(s):** Kimberly Tripeaux<br>**Email Address:** Kimberly.Tripeaux@la.gov<br>**Office:** BESE 8(g) |
| **Title:** *Consideration of 8(g) funding cycle activities – 8(g) Annual Report for FY 2024-2025 |
| **Recommendation:** Receive |
| **Summary:**<br><br>BESE staff prepares a comprehensive report for the Board for all 8(g) projects funded during the previous year. This report includes descriptive and evaluative information for each project, as well as summary information on project types.<br><br>The backup will be uploaded by December 3, 2025. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

# Executive Summary and Recommendations

**Contact Person(s):** Tavares Walker/Daria Martin/Kimberly Tripeaux
**Email Address:** Tavares.Walker2@la.gov
**Office:** BESE 8(g)

Title: Consideration of 8(g) funding cycle activities – Building the annual program and budget for FY 2026-2027

**Recommendation:** Approve

**Summary:**

Summary of Activities for Building the 8(g) annual program and budget for FY 2026-2027:

Background

In August 2025, the Board conducted the 8(g) public hearing and public comments were received.

BESE staff consulted with the BESE President and his designees regarding the recommendations for setting the 8(g) annual program and budget for FY 2026-2027.

The 8(g) allocation for FY 2026-2027 is $24,500,000. This allocation is based on projected revenue collections provided by the Louisiana Department of Treasury and the Revenue Estimating Conference, along with available carryover funding. The Division of Administration distributes these funds.

Due to higher than anticipated revenue collections and available carryover funds, the overall 8(g) budget for FY 2026-2027 includes a $3,000,000 increase designated for a Special Project category to be utilized at the Board's discretion. To ensure effective implementation of the Board's special project, the following timeline is recommended:

| Suggested Date | Description |
|---|---|
| January 2026 Committee Mtg. | BESE staff receives and compiles recommendations from Board members in December 2025 regarding Special Project concepts and presents them at the January 2026 committee meeting for approval of the selected project. |
| March/April 2026 | Proposed guidelines for the selected project are submitted to Board members for review and approval. |
| May/June 2026 | Allocation amounts and application packets are distributed to agencies. |
| July/August 2026 | Agencies submit proposals, which are reviewed and approved by BESE staff. |
| September 2026 – June 2027 | Agencies implement and administer approved projects. |

| |
|---|
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

# Louisiana State Board of Elementary and Secondary Education
# 8(g) Annual Program and Budget
# FY 2026-2027

**Constitutional Categories:**

- Exemplary programs in elementary and secondary schools designed to improve student academic achievement or vocational-technical skill
- Research, including pilot programs designed to improve elementary or secondary student academic achievement
- School remediation programs and preschool programs
- Compensation to city or parish school board professional instructional employees
- Adequate supply of superior textbooks, equipment, and other instructional materials
- Teaching of foreign languages
- Scholarships or stipends to prospective teachers in areas of critical shortage

**2027-2031 Strategic Plan Goals:**

- Ensure that all students, at every grade level, are on track to graduate with a college and/or career credential;
- Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students;
- 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.

**2026-2027 Priority Areas:**

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation
- Science, Technology, Engineering, and Mathematics (STEM)
- Developmentally appropriate instruction and comprehensive learning opportunities in K-12 Literacy

| | Program | Possible Allocation |
|---|---|---|
| I. | **Block Allocation** | **$10,347,500 (42.3%)** |
| II. | **Statewide Allocation** | **$10,347,500 (42.3%)** |
| III. | **Special Project** | **$3,000,000 (12.2%)** |
| V. | **Review, Evaluation, and Assessment of Proposals** | **$305,000 (1.2%)** |
| VI. | **Management and Oversight** | **$500,000 (2.0%)** |
| | **TOTAL (100%)** | **$24,500,000** |

# Executive Summary and Recommendations

**Contact Person(s):** Daria Martin
**Email Address:** daria.martin@la.gov
**Office:** BESE

**Title:** *Consideration of the BESE Budget

**Recommendation:** Receive

**Summary:**

The FY 2026-2027 BESE Continuation Budget was submitted to the Office of Planning and Budget on October 31, 2025, as required by the Division of Administration.

The BESE Budget Request reflects a minimal increase in State General Fund for required inflation, compulsory adjustments and post-retirement health insurance benefits. In addition, the request includes funding for basic administrative expenses including the following:

- Board travel to align with prior year expenses ($20,569)
- Supplies and operating expenses to support BESE initiatives centered on expanding community outreach and strengthening engagement with key Stakeholders ($10.000)
- Marketing and communications operating expenses to enhance BESE's visibility, transparency, and engagement statewide ($45,000)

Total funding for the LA Quality Education Support Fund-8(g) for FY 2026-2027 is $24,500,000, an increase of $3,000,000 from the current FY 2025-2026 budget. This amount is the result of projected revenue collections as well as available carryover funding. This increase would allow the BESE office to keep the current allocations stable while using the extra funding for a special project the Board may envision.

Attached is a summary recap for review. Complete sets of the total Budget Request are available for Board members in the BESE office.

**Notice of Intent for Bulletin:**
**Notice of Intent for BESE Code and Code Reference:**

## AGENCY SUMMARY STATEMENT

### Total Agency

**Means of Financing**

| Description | FY2024-2025 Actuals | Existing Operating Budget as of 10/02/2025 | FY2026-2027 Total Request | Over/Under EOB | Percent Change |
|---|---|---|---|---|---|
| STATE GENERAL FUND (Direct) | 1,116,045 | 1,182,780 | 1,309,860 | 127,080 | 10.74% |
| STATE GENERAL FUND BY: | — | — | — | — | — |
| INTERAGENCY TRANSFERS | — | — | — | — | — |
| FEES & SELF-GENERATED | 50,000 | 60,000 | 75,000 | 15,000 | 25.00% |
| STATUTORY DEDICATIONS | 19,434,637 | 21,500,000 | 24,500,000 | 3,000,000 | 13.95% |
| FEDERAL FUNDS | — | — | — | — | — |
| **TOTAL MEANS OF FINANCING** | **$20,600,682** | **$22,742,780** | **$25,884,860** | **$3,142,080** | **13.82%** |

**Agency Expenditures**

| Description | FY2024-2025 Actuals | Existing Operating Budget as of 10/02/2025 | FY2026-2027 Total Request | Over/Under EOB | Percent Change |
|---|---|---|---|---|---|
| Salaries | 901,139 | 965,280 | 1,003,588 | 38,308 | 3.97% |
| Other Compensation | 72,656 | 115,262 | 115,262 | — | — |
| Related Benefits | 429,885 | 417,368 | 452,460 | 35,092 | 8.41% |
| **TOTAL PERSONAL SERVICES** | **$1,403,680** | **$1,497,910** | **$1,571,310** | **$73,400** | **4.90%** |
| Travel | 74,915 | 56,307 | 78,172 | 21,865 | 38.83% |
| Operating Services | 42,581 | 66,415 | 109,621 | 43,206 | 65.05% |
| Supplies | 20,365 | 11,800 | 24,373 | 12,573 | 106.55% |
| **TOTAL OPERATING EXPENSES** | **$137,861** | **$134,522** | **$212,166** | **$77,644** | **57.72%** |
| **PROFESSIONAL SERVICES** | **—** | **—** | **—** | **—** | **—** |
| Other Charges | 9,214,852 | 11,053,106 | 14,028,142 | 2,975,036 | 26.92% |
| Debt Service | — | — | — | — | — |
| Interagency Transfers | 9,838,071 | 10,057,242 | 10,073,242 | 16,000 | 0.16% |
| **TOTAL OTHER CHARGES** | **$19,052,923** | **$21,110,348** | **$24,101,384** | **$2,991,036** | **14.17%** |
| Acquisitions | 6,218 | — | — | — | — |
| Major Repairs | — | — | — | — | — |
| **TOTAL ACQ. & MAJOR REPAIRS** | **$6,218** | **—** | **—** | **—** | **—** |
| **TOTAL EXPENDITURES** | **$20,600,682** | **$22,742,780** | **$25,884,860** | **$3,142,080** | **13.82%** |

**Agency Positions**

| | | | | | |
|---|---|---|---|---|---|
| Classified | 3 | 3 | 3 | — | — |
| Unclassified | 8 | 8 | 8 | — | — |
| TOTAL AUTHORIZED T.O. POSITIONS | 11 | 11 | 11 | — | — |
| TOTAL AUTHORIZED OTHER CHARGES POSITIONS | — | — | — | — | — |
| TOTAL NON-T.O. FTE POSITIONS | — | — | — | — | — |
| TOTAL POSITIONS | 11 | 11 | 11 | — | — |

# Executive Summary and Recommendations

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|---|
| **Contact Person(s):** Daria Martin<br>**Email Address:** daria.martin@la.gov<br>**Office:** BESE |
| **Title:** *Consideration of a report on BESE budget balances for FY 2025-2026 |
| **Recommendation:** Receive |
| **Summary:**<br><br>Attached for review is a summary of the FY 2025-2026 BESE budget and expenditures balances to date. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

LA BOARD OF ELEMENTARY AND SECONDARY EDUCATION (BESE)
FY 2025-2026 BUDGET AND EXPENDITURE REPORT
(AS OF NOVEMBER 20, 2025)

*Budget/Expenses by Means of Finance*

## STATE OF LOUISIANA - HB1 Operating Budget vs Actual by AGY-AP-MOF

**Report Date: 11/20/25** **For Period / Fiscal Year: V6/000/2026 To V6/005/2026**

| AGY | APPR PROG | APPR PROG Name | MOF | Means of Financing | Current Expense Budget | YTD Consumption (PreEnc+Enc+Exp) | Available Expense Budget | % Spent |
|---|---|---|---|---|---|---|---|---|
| 666 | 6660 | 666 BESE REV DFLT | 000 | GENERAL FUND-STATE FUNDS | 0.00 | 0.00 | 0.00 | |
| 666 | 6660 | 666 BESE REV DFLT | 002 | SELF-GEN | 0.00 | 0.00 | 0.00 | |
| 666 | 6660 | 666 BESE REV DFLT | Z11 | SUPPORT FUND ACT 949 OF 198 | 0.00 | 0.00 | 0.00 | |
| **666** | **6660** | **666 BESE REV DFLT - Total** | | | **0.00** | **0.00** | **0.00** | |
| 666 | 6661 | 666 BESE ADMIN | 000 | GENERAL FUND-STATE FUNDS | 1,182,780.00 | 483,602.61 | 699,177.39 | 40.88 |
| 666 | 6661 | 666 BESE ADMIN | 002 | SELF-GEN | 60,000.00 | 60,000.00 | 0.00 | 100.00 |
| 666 | 6661 | 666 BESE ADMIN | ZZZ | DEFAULT PAYROLL FUNDS | 0.00 | 0.00 | 0.00 | |
| **666** | **6661** | **666 BESE ADMIN - Total** | | | **1,242,780.00** | **543,602.61** | **699,177.39** | **43.74** |
| 666 | 6662 | 666 BESE LA QUALTY | Z11 | SUPPORT FUND ACT 949 OF 198 | 21,500,000.00 | 1,541,876.05 | 19,958,123.95 | 7.17 |
| **666** | **6662** | **666 BESE LA QUALTY - Total** | | | **21,500,000.00** | **1,541,876.05** | **19,958,123.95** | **7.17** |
| 666 | 666N | 666 SP APPR/MSR | ESC | ESCROW | 0.00 | 0.00 | 0.00 | |
| **666** | **666N** | **666 SP APPR/MSR - Total** | | | **0.00** | **0.00** | **0.00** | |
| **666** | **666 BESE REV DFLT - Total** | | | | **22,742,780.00** | **2,085,478.66** | **20,657,301.34** | **9.16** |
| **ALL AGENCIES - TOTAL** | | | | | **22,742,780.00** | **2,085,478.66** | **20,657,301.34** | **9.16** |

*Budget/Expenses by Category*

## STATE OF LOUISIANA - HB1 Operating Budget vs Actual (Summary) by AGY-AP-CAT

**Report Date: 11/20/25** **For Period / Fiscal Year: V6/000/2026 To V6/005/2026**

| AGY | APPR PRGM | CI CATG | Fund | Current Expense Budget | YTD Commitments (PreEnc + Enc) | YTD Expenditures (Exp) | YTD Consumption (PreEnc+Enc+Exp) | Available Expense Budget | % Spent |
|---|---|---|---|---|---|---|---|---|---|
| **666** | **6661** | **666 BESE ADMIN** | | | | | | | |
| 666 | 6661 | 51 | OTHER RECEIPTS - MIS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| 666 | 6661 | 511 | SALARIES | 494,957.00 | 0.00 | 174,825.85 | 174,825.85 | 320,131.15 | 35.32 |
| 666 | 6661 | 512 | OTHER COMPENSATION | 103,952.00 | 0.00 | 18,868.00 | 18,868.00 | 85,084.00 | 18.15 |
| 666 | 6661 | 513 | RELATED BENEFITS | 263,561.00 | 0.00 | 83,471.21 | 83,471.21 | 180,089.79 | 31.67 |
| 666 | 6661 | 520 | TRAVEL AND TRAINING | 53,207.00 | 0.00 | 20,230.21 | 20,230.21 | 32,976.79 | 38.02 |
| 666 | 6661 | 530 | OPERATING SERVICES | 48,515.00 | 2,248.36 | 34,247.00 | 36,495.36 | 12,019.64 | 75.22 |
| 666 | 6661 | 540 | SUPPLIES | 10,800.00 | 436.48 | 4,725.89 | 5,162.37 | 5,637.63 | 47.79 |
| 666 | 6661 | 595 | IAT | 267,788.00 | 0.00 | 204,549.61 | 204,549.61 | 63,238.39 | 76.38 |
| 666 | 6661 | **666 BESE ADMIN - TOTAL** | | 1,242,780.00 | 2,684.84 | 540,917.77 | 543,602.61 | 699,177.39 | 43.74 |
| **666** | **6662** | **666 BESE LA QUALTY** | | | | | | | |
| 666 | 6662 | 66 | INTRAFUND TRANSFER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| 666 | 6662 | 511 | SALARIES | 470,323.00 | 0.00 | 183,601.90 | 183,601.90 | 286,721.10 | 39.03 |
| 666 | 6662 | 512 | OTHER COMPENSATION | 11,310.00 | 0.00 | 0.00 | 0.00 | 11,310.00 | 0.00 |
| 666 | 6662 | 513 | RELATED BENEFITS | 153,807.00 | 0.00 | 67,956.29 | 67,956.29 | 85,850.71 | 44.18 |
| 666 | 6662 | 520 | TRAVEL AND TRAINING | 3,100.00 | 0.00 | 766.07 | 766.07 | 2,333.93 | 24.71 |
| 666 | 6662 | 530 | OPERATING SERVICES | 17,900.00 | 339.00 | 13,637.01 | 13,976.01 | 3,923.99 | 78.07 |
| 666 | 6662 | 540 | SUPPLIES | 1,000.00 | 0.00 | (0.48) | (0.48) | 1,000.48 | - |
| 666 | 6662 | 560 | OTHER CHARGES | 11,053,106.00 | 55,661.69 | 779,641.45 | 835,303.14 | 10,217,802.86 | 7.55 |
| 666 | 6662 | 595 | IAT | 9,789,454.00 | 0.00 | 440,273.12 | 440,273.12 | 9,349,180.88 | 4.49 |
| 666 | 6662 | **666 BESE LA QUALTY - TOTAL** | | 21,500,000.00 | 56,000.69 | 1,485,875.36 | 1,541,876.05 | 19,958,123.95 | 7.17 |
| **666** | **666N** | **666 SP APPR/MSR** | | | | | | | |
| 666 | 666N | 67 | PRIOR YEAR CASH CAR | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| 666 | 666N | **666 SP APPR/MSR - TOTAL** | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| **666** | **666 BESE REV DFLT - TOTAL** | | | 22,742,780.00 | 58,685.53 | 2,026,793.13 | 2,085,478.66 | 20,657,301.34 | 9.16 |
| **ALL AGENCIES - TOTAL** | | | | 22,742,780.00 | 58,685.53 | 2,026,793.13 | 2,085,478.66 | 20,657,301.34 | 9.16 |

# Executive Summary and Recommendations

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|---|
| **Contact Person(s):** Ben Lemoine<br>**Email Address:** ben.lemoine@la.gov<br>**Office:** Governmental, Administrative, and Public Affairs |
| **Title:** *Consideration of legislative reports |
| **Recommendation:** 1. - 4. Receive 5. - 8. Approve and Direct |
| **Summary:**<br><br>1. HR 239 (2024) **Parent and Family Engagement Task Force.** Research and make recommendations relative to parent and family engagement in education.<br>2. R.S. 17:24.9 **Fall K-3 Reading.** Report data regarding K-3 student proficiency on the beginning of year literacy screener.<br>3. R.S. 17:3805 **Education Excellence Fund.** Approve expenditure plans submitted by schools and school systems.<br>4. R.S. 17:8.2 **Praxis Exam.** Publish Praxis examination administration data.<br>5. R.S. 17:7 **Teacher Exit Data.** Conduct teacher exit interviews and submit results.<br>6. R.S. 17:3005 **Elementary School Counselors.** Annually report implementation and effectiveness of school counselors in schools for kindergarten through sixth grade students.<br>7. R.S. 17:407.23 **ECCE Network.** Coordinate and report data relative to the early childhood care and education network.<br>8. HCR 11 (2021) **Literacy Coaches Plan.** Strengthen literacy instruction through coaching, aligned policy, and evidence-based practice. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |

LOUISIANA DEPARTMENT OF EDUCATION

# Parent and Family Engagement Task Force Report

## HR 239 of the 2024 Regular Legislative Session

### December 2025

# Executive Summary

The Parent and Family Engagement Task Force was established by HR 239 of the 2024 Regular Legislative Session to examine ways the state can better support parent and family engagement in education. The resolution assembled stakeholders to study best practices and to make recommendations that strengthen the role of families to support student learning. The resolution also asked the group to explore how public-private partnerships can be leveraged to enhance parent and family engagement, and ultimately student outcomes.

Over four meetings held in 2025, task force members discussed the barriers and opportunities families face at every stage of their child's education from early childhood to high school graduation. Presentations from educators, state leaders, and partner organizations helped inform discussion, while large-group conversations surfaced a wide range of potential recommendation topics. Members emphasized the need to improve communication structures, ensure tools are accessible, elevate parent voices, and support both educators and families in building meaningful relationships.

This report outlines the group's work and presents five formal recommendation areas for advancing parent and family engagement statewide. These recommendations offer both policy-level guidance and practical strategies that systems, schools, agencies, and organizations can implement. Together, they reflect the belief that families are essential in student success.

Task force members emphasized the importance of distinguishing between parental involvement and parental engagement. While both contribute to student success, they differ in depth and directionality of interaction.

- **Parental involvement** typically refers to participation in school-defined activities, such as attending parent-teacher conferences, signing forms, or volunteering at school events. It is often characterized as one-way or school-initiated communication.
- **Parental engagement** represents a two-way communication between families and educators. It emphasizes reciprocity and collaboration to support student learning both at home and in school.

The task force also recognized the essential role that school leaders play in fostering strong family-school partnerships. Principals are uniquely positioned to prioritize engagement efforts and ensure alignment across staff and programs. When school leaders actively support and model effective family engagement, it sends a clear message that families are valued partners in student success. However, school leaders cannot do this work alone. They benefit from clear expectations, professional learning opportunities, and support from district staff, educators, families, and community partners. Strengthening leadership capacity in this area is a key component of building more collaborative and supportive school environments.

## Overview of HR 239 (2024)

The resolution urged the Louisiana Department of Education (LDOE) to administer a task force to research and make recommendations relative to parent and family engagement in education and to submit a written report to the Board of Elementary and Secondary Education (BESE) and the House Committee on Education by December 31, 2025.

In conducting this task force, the group was asked to:

1. Engage with state and national stakeholders and providers to identify research on best practices relative to effective strategies for increasing parent and family engagement in education.
2. Make recommendations on increasing high-quality, effective parent and family engagement in education to improve academic outcomes with an emphasis on private-public partnerships.
3. Explore any other considerations with respect to parent and family engagement as determined by the task force.

## Task Force Meetings

The Parent and Family Engagement Task Force held four public meetings. Each meeting was held in person at the Claiborne Building in Baton Rouge, Louisiana. These meetings were live-streamed, and an archived version of each meeting is available on the LDOE YouTube page.

### March 24, 2025

The Parent and Family Engagement Task Force held its first meeting on Monday, March 24, 2025. The meeting included:

- Member introductions, public comment and participation procedures, HR 239, and task force goals;
- Overview of the current landscape of parent and family engagement as outlined in Title I, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA);
- Benefits of parent and family engagement and family engagement supports;
- Presentation on the redesigned LDOE website and its parent and family engagement features;
- Discussion on House Concurrent Resolution No. 72 of the 2024 Regular Session that urged the LDOE to conduct a comprehensive study on school start times; and
- Discussion on barriers and solutions to effective parent and family engagement for families, schools, and teachers, as well as examples of private-public partnerships.

### July 16, 2025

The Parent and Family Engagement Task Force held its second meeting on Wednesday, July 16, 2025. This meeting introduced Louisiana's Education Priorities and included presentations from LDOE staff on current parent and family engagement efforts and opportunities aligned to each of the priorities. Louisiana's Education Priorities are:

- Early childhood leading to kindergarten readiness;
- Literacy instruction aligned to the Science of Reading;
- Math instruction from foundational to advanced skills;
- Opportunities ensuring a meaningful high school experience;
- An effective teacher for every student; and
- Expand educational choice for students and families.

The meeting also included a presentation from the LDOE on the new statewide attendance strategy and the role of parent and family engagement in reducing the number of students who are truant or chronically absent. Following the presentation on each priority item and attendance, task force members and the public had the opportunity to make comments and ask questions.

### September 23, 2025

The Parent and Family Engagement Task Force held its third meeting on Tuesday, September 23, 2025. The meeting included:

- Presentation from LDOE staff on partnerships, programs, and resources supporting diverse learners;
- Presentation from The Center for Literacy and Learning on the Louisiana Statewide Family Engagement Center and this organization's work around parent and family engagement;
- Presentation from the Louisiana Parent Teacher Association on this organization's work around parent and family engagement; and
- Discussion on task force recommendations, the content of the final recommendations, and a timeline for completion.

### October 21, 2025

The Parent and Family Engagement Task Force held its fourth meeting on Tuesday, October 21, 2025. The meeting included:

- Review and discussion of the proposed draft of the task force recommendations; and
- Report endorsement.

## Current Initiatives to Support Parent and Family Engagement

The LDOE administers and supports a variety of programs and resources to promote meaningful engagement between schools, families, and communities. These efforts span early childhood through high school and are designed to help families support their child's academic success. In addition to programmatic support, the LDOE provides technical assistance and tools to help school systems implement family engagement strategies locally. Below are some examples:

### Title I, Part A – Family Engagement Requirements

Through Title I, Part A of the ESEA, the LDOE supports school systems in meeting federally required family engagement provisions. The provisions include:

- Develop written family engagement policies at both the LEA and school levels.
- Host meetings and events to share information on academic progress, programs, and parental rights.

- Facilitate regular, two-way communication between schools and families.
- Offer opportunities for family input on planning and evaluation of programs.
- Build the capacity of both educators and families to partner in support of student learning.

The requirements are outlined in Section 1116 of the ESEA and are designed to ensure families are meaningfully involved in school improvement and student achievement efforts.

### Website Redesign and Family Resource Hub

In 2025, the LDOE launched a redesigned website at doe.louisiana.gov that includes a featured audience page for families. This page serves as a central hub connecting families to key information and tools, including:

- School performance scores and accountability metrics
- Louisiana Student Standards
- School choice options
- Special education and assistance program resources
- State graduation requirements
- A new Family Support Resources section featuring support across a range of tools and information

The site also includes direct service features such as the Ask LDOE portal, email support by topic area, and a call center with translation assistance for non-English-speaking families.

### Academic, Early Childhood, and Special Education Supports

The LDOE offers a range of tools to support families of young children, including:

- *Building Literacy Skills at Home* guides, with activities for daily learning
- Special education navigation resources for families of young children with disabilities
- Family Literacy Resources, including multilingual activities for children from birth through high school
- Family Math Resources, including printable “Grab & Go” activities and access to Zearn, a digital platform available to all public school students in grades K–8
- The Steve Carter Tutoring Program, offering free tutoring for students in grades K–12

These resources are accessible via the LDOE website and regularly shared through school systems.

### Special Education Family Engagement

The LDOE provides initiatives focused on engaging families of students with disabilities such as dispute resolution and support:

- The LDOE Special Education Ombudsman provides non-legal support to help families resolve concerns and better understand their rights.

- A range of dispute resolution options are available, including informal complaints, mediation, IEP facilitation, and due process when needed.

### Parent Voice in Policy and Planning

- Parents of students with disabilities are represented on the Special Education Advisory Panel (SEAP) and within the Louisiana Center for Effective Transitions (LCET), ensuring stakeholder input in policy and resource development.

- Parents and parent organizations are also appointed to the membership of a number of other state-level advisory bodies as well as content standards review committees. These groups are either for a defined period of time or ongoing.
    - Accountability Council
    - Early Childhood Care and Education Advisory Council
    - Early Childhood Care and Education Commission
    - Content Standards Review Committees
    - English Learner Task Force (2023-2024)
    - Success Through Attendance Recovery (STAR) Task Force

# Focus Areas and Recommendations

The Parent and Family Engagement Task Force developed a framework for recommendations centered on a core belief: parents are the primary decision-makers in their child's educational journey, and family engagement should affirm and support this role. This central focus area, Affirming the Role of the Parent, serves as the foundation for all other recommendations.

To advance this core principle, the task force also identified four supporting focus areas. These supporting areas (Partnerships and Collaboration, Communication, Clarity, and Access, Support and Capacity Building, and Financial and Policy Alignment) offer recommendations for schools, systems, agencies, and community partners to support families. Together, these focus areas reinforce the goal of strengthening families' ability to make informed choices and engage meaningfully in their child's academic success.

Public-private partnerships was also a specific priority of HR 239 (2024), and is reflected throughout the recommendations. Business and community organizations are critical allies in expanding opportunities. These partnerships help connect families with real-world learning, mentorship, career pathways, and enrichment.

## Core Focus Area: Affirming the Role of the Parent

The Louisiana Children's Code affirms that "the relationship between parent and child is preeminent," and that parents have the "paramount right to raise their children in accordance with their own values and traditions." Families are the most fundamental unit of society, and parents play the primary role in determining the best educational path for their children.

Educators, schools, and school systems are essential partners who collaborate with families and provide guidance, resources, and academic expertise. Public-private partners also play meaningful roles by contributing resources, services, and time to support schools and families.

While schools and partners offer critical support, parents ultimately hold the primary responsibility for their child's education. Strong family engagement acknowledges this responsibility and supports parents in fulfilling it with confidence and clarity.

These recommendations focus on ensuring that family engagement is meaningful, accessible, and responsive to family needs.

A. Leverage existing advisory councils or consider developing a parent advisory council to integrate family perspectives into local planning and governance at the school and district levels.

B. Engage with existing parent organizations such as PTA and PTO to elevate parent voice beyond just fundraising.
C. Explore new mechanisms for collecting family feedback across student groups and grade levels.
D. Ensure all family engagement practices consider accessibility for families of students with disabilities.
E. Engage special education advocates and families in the design of resources, communication practices, and support systems.
F. Provide tailored support for navigating IEPs and special education services.
G. Develop and share a toolkit to support the effective operation of local special education advisory councils, aligned with best practices and informed by the state Special Education Advisory Panel and parent input.

## Supporting Focus Area 1: Partnerships and Collaboration

These recommendations seek to expand and strengthen partnerships between schools, families, communities, and the private sector.

A. Support the development of a statewide repository of businesses and organizations interested in partnering with schools and encouraging two-way communication.
B. Encourage two-way collaboration between schools seeking support and community partners seeking to engage.
C. Collaborate with business associations to expand outreach and visibility of opportunities to support schools.

## Supporting Focus Area 2: Communication, Clarity, and Access

These recommendations focus on ensuring that state, system, and school information and support are understandable, accessible, and responsive to the needs of families.

A. Help families understand "who to go to for help" at the school, district, and state levels.
B. Create resources and communication structures, including for early childhood, for ease of family access and navigation that promote family engagement campaigns aligned with key academic priorities such as literacy, math, and attendance.
C. Provide resources that are more accessible for families, including digital and non-digital formats for families without broadband access and translation of communication and materials into languages other than English.
D. Develop a parent-facing toolkit aligned with student milestones by age or grade level and including clear guidance on high school options including IGP meetings, dual enrollment, graduation pathways, course choice, and graduation planning.
E. Encourage school systems to offer in-person and virtual family engagement nights focused on high school and post-secondary planning.
F. Use multiple outreach methods such as in-person, digital, print, and social media.

## Supporting Focus Area 3: Support and Capacity Building

These recommendations address the need to equip educators and families with tools and knowledge to engage effectively.

A. Develop a set of plug-and-play tools that systems can adopt or customize.
B. Provide family engagement professional learning for educators, including how to connect with difficult-to-reach families.

C. Provide family engagement professional learning for principals.
D. Promote models of success through statewide platforms and professional networks.
E. Include family engagement best practices in teacher preparation programs.
F. Offer training and guidance for frontline school staff on engaging with families, including strategies for effective communication, identifying appropriate personnel to assist with various concerns, and connecting families with available services and programs.

## Supporting Focus Area 4: Financial and Policy Alignment

These recommendations seek to sustain and expand family engagement efforts by addressing policy and funding considerations.

A. Examine how state and federal funding can support expanded family engagement.
B. Consider family engagement in conversations regarding school choice and broader initiatives.
C. Support school system awareness and implementation of state laws and policies related to parent and family engagement, particularly those connected to access to educational opportunities for students and safeguards against issues such as truancy and chronic absenteeism.
D. Encourage lawmakers to explore ways to include allocations for statewide informational communications to families when proposing priority education legislation.

## Conclusion

The collaboration and expertise of the Parent and Family Engagement Task Force highlighted emerging areas of successful engagement and offered recommendations to further expand and strengthen this crucial aspect of education. The recommendations contained in this report focus on facilitating strategies, professional learning, and communication methods to provide a two-way network of support. The engagement of families, stakeholders, schools, and communities fosters citizenship, academic excellence, and true partnerships.

## Task Force Membership

HR 239 (2024) designated the task force's representing organizations and agencies.

| | | | |
|---|---|---|---|
| **Karen Artus** | Families Helping Families | **DeJunne' Clark Jackson** | Decoding Dyslexia Louisiana |
| **Ted Beasley** | Louisiana Department of Education | **Beth Maillho** | Louisiana Parent Teacher Association |
| **Dr. Erin Bendily** | Pelican Institute | **Sabrina Marsh** | Center for Literacy and Learning |
| **Sarah H. Berthelot** | Louisiana Association of United Ways | **Amanda Moody** | LA CASA |
| **Charmaine Caccioppi** | United Way of Southeast Louisiana | **Mark Morrison** | Louisiana Department of Health |
| **Sally Davis** | Louisiana Department of Education | **Susan East Nelson** | Louisiana Partnership for Children & Families |
| **Mary Beth Derrickson** | Louisiana Association of Business and Industry | **Caroline Roemer** | Louisiana Association for Public Charter Schools |
| **Rep. Kathy Edmonston** | Louisiana House of Representatives | **Cheryl Serrett** | Louisiana School Boards Association |
| **Mike Faulk** | Louisiana Association of School Superintendents | **Amanda Shackelford** | Governor's Office of Programs & Planning |
| **Carley Fuller** | Girls on the Run of South Louisiana | **Ashley Townsend** | Louisiana Department of Education |

*For additional information, please contact ted.beasley@la.gov.*

LOUISIANA DEPARTMENT OF EDUCATION

# K-3 Fall Reading Report

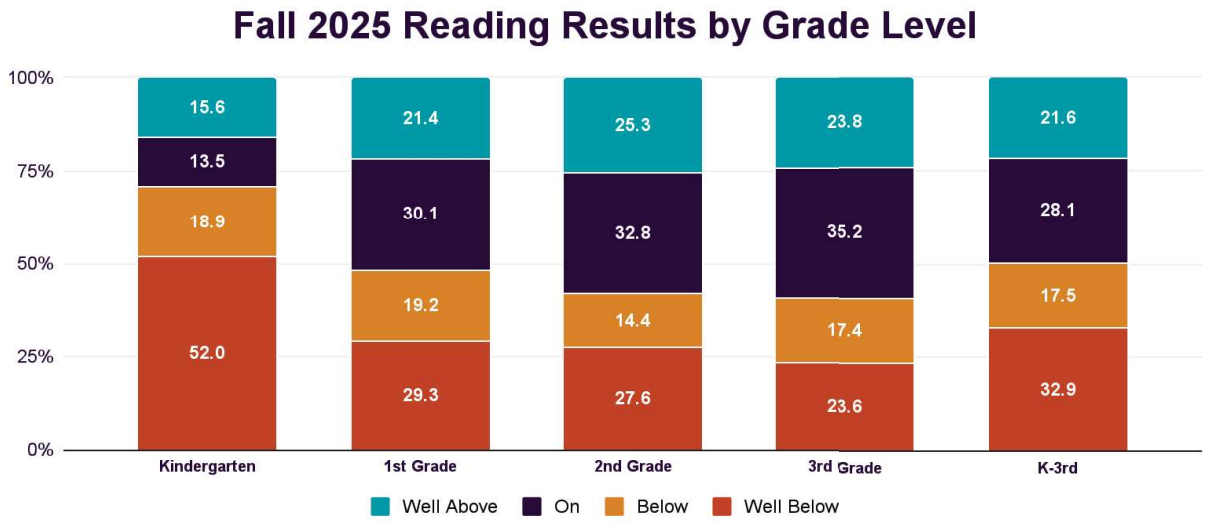
## R.S. 17:24.9

### November 2025

# Statewide Results

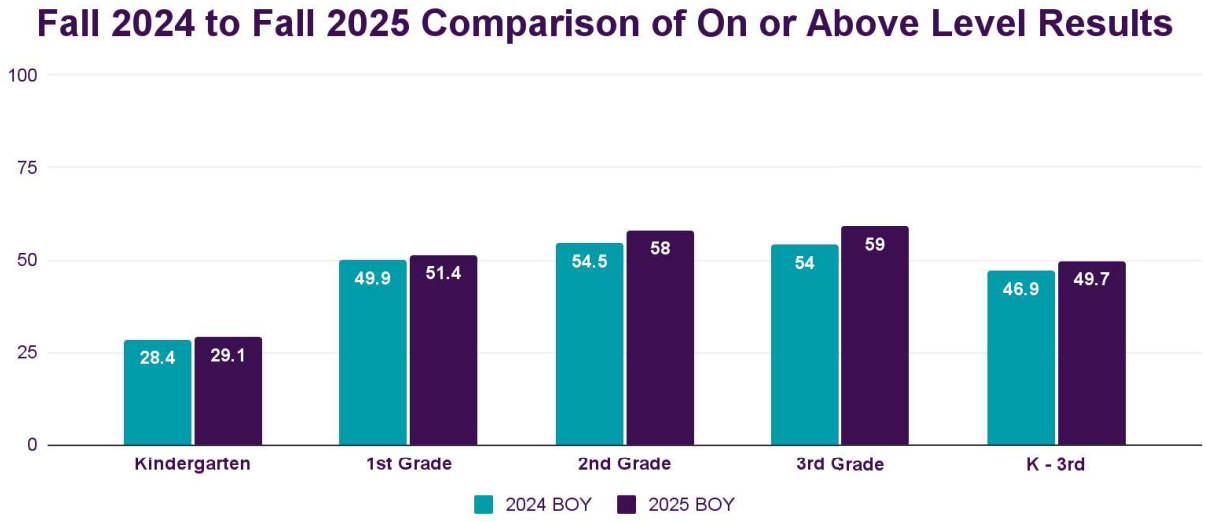
## Fall 2025 Results

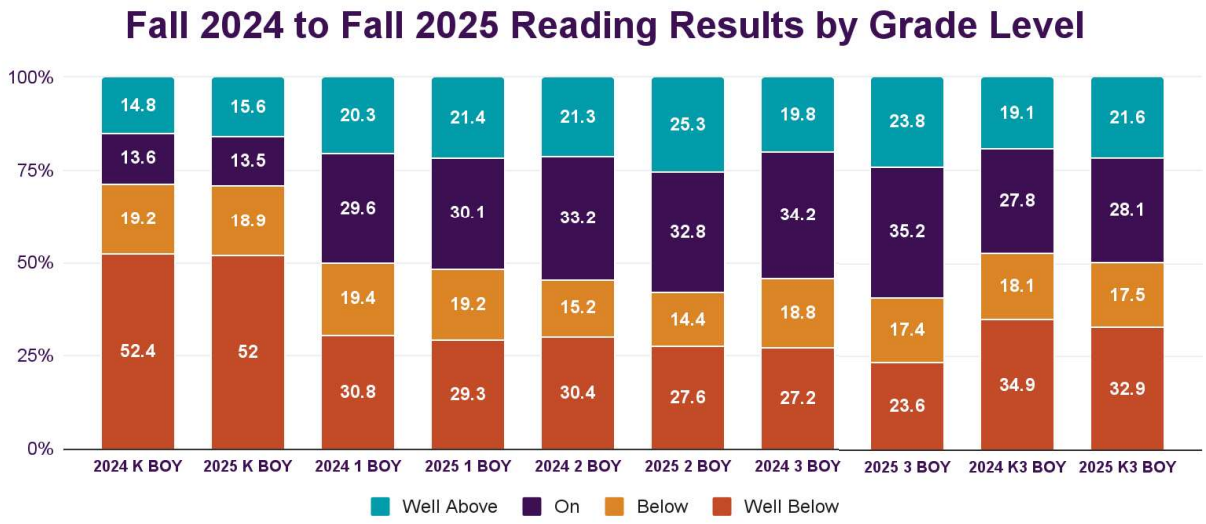
Overall K-3 data indicates 49.7 percent of students in kindergarten through third grade achieved proficiency on the beginning of the year (BOY) literacy screener. Data indicates that more than fifty percent of students in first through third grades are meeting the proficiency mark.




## Fall 2024 to Fall 2025 Results

When comparing Fall 2024 and Fall 2025 data, overall K-3 data indicate an increase of 2.8 percent in proficiency. Data indicates that third grade increased by 5 percent, second grade by 3.5 percent, first grade by 1.5 percent, and kindergarten by 0.7 percent. This improvement in each grade and overall reflects the efforts to improve literacy instruction in the state. The charts below show the comparison of on or above reading level results, as well as the full overall results comparison.




## Statewide Participation Rates

All students are required to be assessed, and the data for these students is required to be reported. To identify students who needed to be assessed, the Louisiana Department of Education (LDOE) utilized the October 1 collection data as the denominator of students expected to test.

It is important to note that the K-3 overall participation rate has increased from the Fall 2024 (beginning-of-year) test administration to the Fall 2025 (beginning-of-year) test administration. The Office of Assessments, Accountability, and Analytics worked to collect all data from all sites and school systems.

This is part of ongoing efforts to ensure high data quality across the agency. The comparison table is below.

| Grade | 2023 Fall BOY Participation Rate | 2024 Fall BOY Participation Rate | 2025 Fall BOY Participation Rate |
|---|---|---|---|
| Kindergarten | 96.2% | 97.8% | 97.4% |
| 1st | 96.5% | 98.3% | 98.8% |
| 2nd | 96.5% | 98.3% | 98.9% |
| 3rd | 96.4% | 98.3% | 98.8% |
| K-3rd | 96.4% | 98.2% | 98.5% |

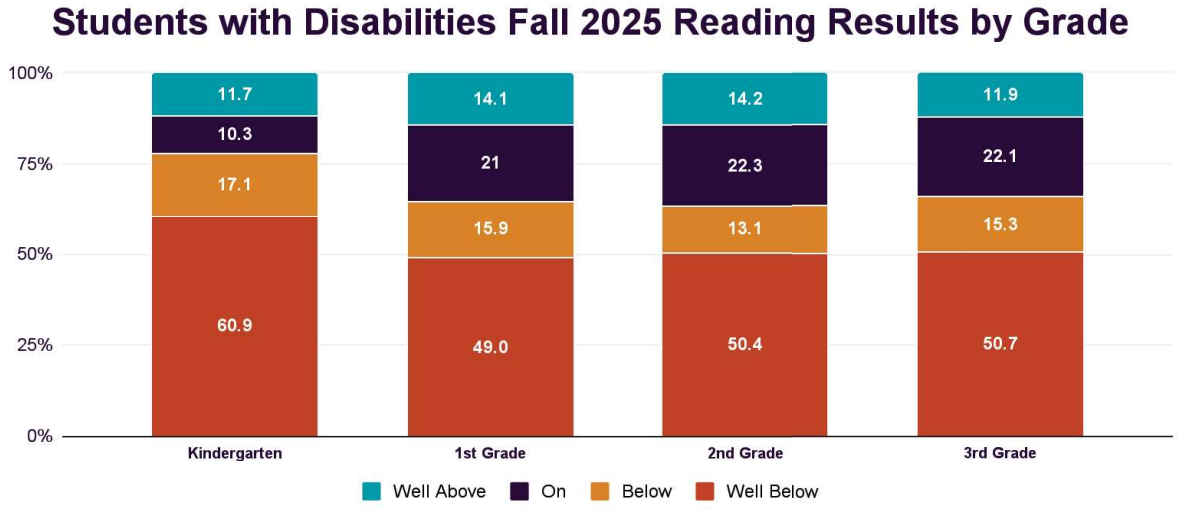
### Statewide School-Level Results

Results by school and subgroup are available as Fall 2025 Reading Screener Results on the LDOE website.

## Literacy Screening for Students with Disabilities

### Fall 2025 Results

Fall screening results reveal that 27,113 students with disabilities were assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS® 8th Edition). These results indicate that, for students with disabilities, 22 percent of kindergarteners, 35.1 percent of first graders, 36.5 percent of second graders, and 34 percent of third graders scored proficient on the full battery of the screener. The average of kindergarten through third grade students with disabilities scoring well above grew 1.5 percent from Fall 2024 to Fall 2025. The average of kindergarten through third grade students with disabilities scoring well below fell 1.5 percent from Fall 2024 to Fall 2025.



### Students with Disabilities Participation

One element of setting high expectations for students with disabilities is having all students participate in statewide assessments. The Individualized Education Program (IEP) team should base assessment participation decisions on how, not if, the student will participate. The table below represents the percentage of students in kindergarten through third grade identified as a student with disabilities with a screener result reported.

| Grade | Participation Rate |
|---|---|
| Kindergarten | 96.4% |
| 1st | 98.4% |
| 2nd | 98.5% |
| 3rd | 98.3% |
| K-3rd | 98.0% |

## Alternate Literacy Screening for Students with Significant Disabilities

The kindergarten, first grade, second grade, and third grade Literacy Alternate Assessment Rubrics (LAAR) provide alternate methods to DIBELS® 8th Edition for assessing literacy skills for Louisiana students with significant cognitive disabilities and are aligned with Louisiana Connectors. Skills assessed include print concepts, phonological awareness, phonics and word recognition, fluency, and comprehension.

Students who may qualify to participate in the LAAR are students with significant cognitive disabilities. Typically, approximately one percent of the student population meets criteria for alternate assessment participation. IEP teams utilize the K-2 Alternate Assessment Decision Making Tool to determine if K-2 alternate assessment criteria has been met for kindergarten through second graders. For third graders, the 3-12 alternate assessment criteria is used by IEP teams to determine whether the LAAR will be the screening tool administered to generate scores for the K-3 literacy screenings. Due to the small population of students who were administered the LAAR, only statewide results are reported below. More information about LAAR is available in the Literacy Screener Library on the Louisiana Department of Education website. The cut scores are set as follows:

| Alternate Literacy Screener Composite Cut Scores | | | | |
|---|---|---|---|---|
| | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade |
| **At Target** | 16-20 | 20-25 | 12-15 | 12-15 |
| **Approaching Target** | 10-15 | 13-19 | 8-11 | 8-11 |
| **Emerging** | 5-9 | 6-12 | 4-7 | 4-7 |
| **Not Yet Emerging** | 4 | 5 | 3 | 3 |

### Fall 2025 Results

| Grade | Number Tested | Not Yet Emerging | Emerging | Approaching Target | At Target |
|---|---|---|---|---|---|
| Kindergarten | >=180 | 69% | 25.1% | 5.9% | <5% |
| 1st | >=320 | 53.4% | 35% | 9.7% | <5% |
| 2nd | >=330 | 63.9% | 24.8% | 8.8% | <5% |
| 3rd | >=360 | 63.9% | 24.6% | 7.9% | <5% |
| K-3 | >=1200 | 61.9% | 27.5% | 8.3% | <5% |

## Gifted Screening Results

Louisiana Revised Statute 17:24.9 requires that the literacy screener is used as a tool to assist in identifying students for specific programming, including gifted evaluation. LDOE administers an ad hoc data collection three times annually to school systems to collect the number of students who were referred for gifted evaluation as a result of their literacy screening results. The results of the BOY survey are presented in the tables below.

### Fall 2025 Results

In the BOY collection, 114 school systems self-reported gifted referral data, including responses from 66 traditional school systems and 48 charter school systems. Overall, BOY results indicate that 8,957 students not classified as gifted were referred for additional gifted screening, and 1,057 of those were referred for gifted evaluation as of October. As data was self-reported by districts, there may be slight variations in the totals. Note also that gifted screening and evaluation procedures in kindergarten are based on intellectual abilities and performance on a reading and math achievement test standardized at the first-grade level per state regulations.

| Grade Level | Number of students classified as gifted scoring in the above-average range | Number of students not classified as gifted referred for additional screening | Number of students not classified as gifted referred for gifted evaluation |
|---|---|---|---|
| Kindergarten | 342 | 1,469 | 91 |
| Grade 1 | 604 | 2,293 | 312 |
| Grade 2 | 1,175 | 2,698 | 322 |
| Grade 3 | 1,331 | 2,497 | 332 |
| K-3 Statewide | 3,452 | 8,957 | 1,057 |

## Unreported Gifted Referral Data

The following systems did not report gifted referral data.

| System Code | System Name |
|---|---|
| **013** | Catahoula Parish |
| **041** | Red River Parish |
| **068** | City of Baker School District |
| **343** | Community School for Apprenticeship Learning, Inc. |
| **363** | Crescent City Schools |
| **368** | Morris Jeff Community School |
| **374** | Success Preparatory Academy |
| **395** | Algiers Charter Schools Association (ACSA) |
| **398** | Knowledge is Power Program (KIPP) N.O. |
| **3C6** | Homer Plessy Community School |
| **3C9** | Ecole Pointe-au-Chien |
| **W18** | Noble Minds |

| System Code | System Name |
|---|---|
| **WAU** | GEO Prep Academy of Greater Baton Rouge |
| **WAZ** | Audubon Charter School |
| **WBA** | Einstein Charter at Village De L'Est |
| **WBC** | Alice M Harte Elementary Charter School |
| **WBL** | Wilson Charter School |
| **WBO** | Einstein Charter at Sherwood Forest |
| **WBP** | Pierre A. Capdau S.T.E.A.M. School |
| **WBT** | Audubon Charter Gentilly |
| **WBV** | Dwight D. Eisenhower Charter School |
| **WZ8** | GEO Prep Mid City of Greater Baton Rouge |
| **WZN** | GEO Prep Baker |
| **WZP** | Discovery Health Sciences Foundation |

# Assessment and Data Details

## DIBELS® 8th Edition

DIBELS® 8th Edition is a set of standardized, individually administered measures for assessing the acquisition of early literacy skills from kindergarten through third grade. These are brief fluency measures designed to regularly monitor the development of early reading skills. The assessments provide teachers with information about student reading and how well the student is progressing on a particular early reading skill.

The results are reported based on a student's level of skill attainment toward the benchmark goals. The empirically derived benchmark goals are criterion-referenced target scores that represent adequate reading progress and are based on research that examines the predictive validity of a score when compared to later measures and external assessments. Consequently, the attainment of a benchmark goal indicates a student is likely to achieve the next benchmark goal and other important reading outcomes. Students who score below benchmark are determined to be at risk of remaining and falling further behind in literacy and school if not provided interventions of varying degrees.

In addition, the LDOE has updated the Louisiana Comprehensive Literacy Plan, which outlines the state and school system key actions around the four literacy pillars:

- literacy goals;
- explicit instruction, interventions, and extensions;
- ongoing professional growth; and
- engaging families at all stages of literacy development.

Additionally, the LDOE has released and continues to release resources, tools, and support for systems, teachers, and leaders in the Literacy Library. Additional efforts include the expansion of the Steve Carter Education Program, the development of the Accelerate: High-Dosage Tutoring Initiative, teachers and leaders completing training pursuant to Act 108 (2021), the development of K-5 individual academic support plans for students who are below proficiency, and the Reading Enrichment and Academic Deliverables (R.E.A.D.) program.

In the 2025-2026 school year, teachers scored the screener in an online state platform, and the data was submitted directly to the LDOE. This is the third year the LDOE has administered a universal screener to all students in kindergarten through third grade. This is also the third year school systems have reported on the full battery of a literacy screener.

## Policy

Louisiana's literacy strategy is grounded in a robust set of policies driven by several legislative actions. From the 2022 Regular Legislative Session, Act 520 requires a single universal screener and a report of results for all students in kindergarten through third grade. Further, Act 517 (2022) requires that all literacy instructional materials are high-quality, aligned to state standards, and based on scientifically researched literacy strategies.

In response to the legislative actions, *Bulletin 741 - Louisiana Handbook for School Administrators* was revised to address mandates outlined in R.S. 17:24.9. The statute requires school systems to administer a literacy screener no later than thirty days after the beginning of each school year to all students in kindergarten through third grade. Students are then reassessed in December and April. Annual screening is vital for ensuring that all students are on the right track to become proficient readers by the end of third grade.

The DIBELS® 8th Edition screener, which school systems are required to use, measures particular skills that are typically predictive of later reading success. The skills build upon each other from one grade level to the next and are appropriately matched to children's ages and developmental stages. The skills are also linked to standards children should be able to master at the beginning of each school year. The key skills measured at each grade level are listed below.

| Measure | Kindergarten | 1st | 2nd | 3rd |
|---|---|---|---|---|
| Letter Naming Fluency | ✔ | ✔ | | |
| Phonemic Segmentation | ✔ | ✔ | | |
| Nonsense Word Fluency | ✔ | ✔ | ✔ | ✔ |
| Word Reading Fluency | ✔ | ✔ | ✔ | ✔ |
| Oral Reading Fluency | | ✔ | ✔ | ✔ |
| Maze(Basic Comprehension) | | | ✔ | ✔ |

In 2025-2026, third-grade students who score at the *Well Below* level at the end of the school year are at risk of retention, and the results from the literacy screener will be included in school performance scores.

## Benchmark Reporting

Student scores at each grade level are reported as *Well Above Level, On Level, Below Level,* or *Well Below Level.* Students who score *Well Above Level* or *On Level* are considered proficient and on track to become fluent readers. According to the assessment developers, students who score *Below Level* are considered "at risk" for reading difficulties, and students who score *Well Below Level* are considered significantly "at risk" for reading difficulties. Within 30 days of any benchmark, any student who scores in the *Below* or *Well Below* category must have a reading improvement plan in place, and family reporting is required.

Cut scores are based on Amplify's recommended benchmark cut scores. DIBELS® 8th Edition sets subtest weights and scaling constants corresponding to the screening window to calculate composite scores. Composite scores increase from fall to winter to spring. Therefore, while students may not increase in achievement level, they may still show growth in the measures.

| | Kindergarten | 1st | 2nd | 3rd |
|---|---|---|---|---|
| **Blue - Well Above Level** | 332+ | 354+ | 361+ | 365+ |
| **Green - On Level** | 306-331 | 330-353 | 329-360 | 332-364 |
| **Yellow - Below Level** | 280-305 | 321-329 | 316-328 | 314-331 |
| **Red - Well Below Level** | 200-279 | 200-320 | 200-315 | 200-313 |
| **Lowest Possible Score for BOY*** | 243 | 300 | 286 | 268 |

**DIBELS® 8th Edition sets subtest weights and scaling constants corresponding to the screening window in order to calculate composite scores.*

## Data Suppression/Privacy

LDOE has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Due to privacy protections, numerical and percentage totals may not add up precisely to the sum of the row or column to which the total refers. The symbol "~" is used for all percentages where the total number of test takers in a particular row is fewer than 10, and percentages greater than 95 percent and lower than 5 percent are replaced by ">95" and "<5," respectively.

## Unreported Data

The table below represents the school systems in the state that did not report literacy screener results for more than 10% overall of their kindergarten through third grade enrollment based on the October 1st enrollment.

The Office of Assessments, Accountability, and Analytics worked to collect all data from all sites and school systems. The collection focus is part of ongoing efforts to ensure high data quality across the agency. For the Fall 2025 K-3 literacy screener, school systems were given regular updates in multiple forms of communication, including the weekly System Leader Newsletter, office hour calls, and webinars. Throughout the collection, the team supported systems that had low submissions in previous years or were missing data from this year. This included email guidance, phone support, and Zoom meetings. Ultimately, deadline extensions were also offered.

The school systems included in the below table failed to provide the data requested by the revised due date.

| Site Code | Site Name | Participation Rate |
|---|---|---|
| 065007 | Clara Hall Accelerated School | 89.7% |
| 059013 | Wesley Ray Elementary School | 89.6% |
| 028040 | Evangeline Elementary School | 89.1% |
| 321001 | New Vision Learning Academy | 87.8% |
| 059007 | Mt. Hermon School | 87.6% |
| 3C5001 | St. Landry Charter School | 86.9% |
| 029011 | Golden Meadow Elementary | 86.3% |
| 319002 | Southern University Laboratory Virtual School | 85.1% |
| 059002 | Enon Elementary School | 84.0% |
| 017147 | EBR Virtual Academy | 80.0% |
| WAG001 | Louisiana Virtual Charter Academy | 78.4% |
| 017152 | IDEA Bridge | 67.8% |
| 017155 | Helix Aviation Academy | 58.1% |
| 3C9001 | Ecole Pointe-au-Chien | 50.0% |
| 101043 | Louisiana School for the Deaf | 33.3% |

For additional information, please contact louisianaliteracy@la.gov.

LOUISIANA DEPARTMENT OF EDUCATION

# Education Excellence Fund Report

## R.S. 17:3805

### November 2025

# Overview

As required by R.S. 17:3805, after approving Education Excellence Fund (EEF) expenditure plans submitted by schools and school systems, the Louisiana Department of Education (LDOE) shall submit the plans to the Senate Committee on Education and the House Committee on Education for approval by November 15th of each year.

# Background

In 1999, the Louisiana State Legislature established the Millennium Trust to manage the disposition of proceeds from a tobacco settlement. The same legislation that created the Millennium Trust, Louisiana Revised Statutes (LRS) 39:98.1-39:98.5, also established the EEF as a component of the Millennium Trust. The LDOE is responsible for providing the appropriations and oversight of monies from EEF with the specific purpose of ensuring that all expenditures are used to support "excellence in educational practice." Furthermore, the establishment of EEF included provisions for the following:

- EEF provides funding for traditional school districts, charter schools, state schools, and nonpublic schools.
- The Constitutional Amendment passed in October 2019 added Thrive Academy as well as the Louisiana Educational Television Authority to the State Special School category of funding. The allocation for this category provides $75,000 plus a per-pupil amount based on enrollment for each enrolled student.
- The amendment also added the Louisiana State University (LSU) and Southern University Lab Schools as eligible public schools that receive a per-pupil allocation for each enrolled student.
- Each recipient is notified annually of the specific funding available and is allowed to submit a programmatic plan and budget for the available EEF funds.
- An annual allocation is generated each year from the EEF for every recipient, which may also include carryover funds, plus interest and fund reallocations from closed schools.
- The LDOE ensures that the use of the proposed funds by recipients aligns with the intent of the law.
- The plans approved by the LDOE are presented to the legislature for final approval before funds can be distributed.

# Allocation Methodology

## EEF Regular Accounts

The law provides that the annual EEF allocation be distributed according to the following formula:

- 85% of the allocation is distributed to city and parish school systems and charter schools based on the number of students in the most recent MFP Budget Letter.
- 15% of the appropriation is distributed to approved non-public schools based on the number of students reported for the previous school year.

## EEF Investment Accounts

When the settlement with the tobacco companies was first received, the legislature established savings accounts for the 69 city and parish school districts. The law provided that the school districts had sole authority over the use of these funds. Over the years, 37 of the 69 districts have utilized 100% of their funds.

# About EEF Funds

EEF funding is dependent on interest earned; therefore, the allocations that will be visible in the EEF application on September 19, 2025, may not be final. The potential exists for an adjustment to the EEF allocation in January 2026 and annually thereafter, in January.

The Revenue Estimating Conference (REC) examines proceeds from interest and provides the total amount of EEF revenue available. This occurs annually in December (e.g., December 2025 for the 2025-2026 allocations). If adjustments to the 2025-2026 EEF Allocations are needed, the LDOE will notify school systems of the change and the amendment process.

## Program Requirements

1. Monies appropriated shall be restricted to expenditures for pre-Kindergarten through twelfth-grade instructional enhancements for students, including:
    a. Early childhood education programs focused on enhancing the preparation of at-risk children for school.

b. Remedial instruction and assistance to children who fail to achieve the required scores on any tests, passage of which is required pursuant to state law or rule, for advancement to a succeeding grade.

c. Other educational programs approved by the legislature.

2. The legislation prohibits the use of any monies from EEF for the following purposes:
    a. Expenditures for maintenance or renovation of buildings,
    b. Capital improvements, and
    c. Increases in employees' salaries.
3. Recipients are prohibited from using EEF funds to supplant any state general fund or locally generated revenue.

## Available 2025-2026 EEF Funds

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At the beginning of the fiscal year, a total of $**77.1M** was available:

- $19.1M in new funds
- $21.4M in prior year (carryover) funds
- $150,500 from reallocations of funds from closed schools
- $28.9M of investment funds
- $7.6M of cash on hand funds
- EEF recipients have requested to expend a total of **$39.8M** for FY2025-2026.
    - Early Childhood: **$4,947,402**
    - Instruction: **$26,009,988**
    - Approved Educational Programs: **$8,873,081**

# Usage of 2025-2026 EEF Funds

## Key Takeaways

- 38 City/Parish school districts have used 100% of their Investment funds (Appendix A).
- 31 City/Parish school districts have Investment funds remaining (Appendix A).
- 16 districts have requested an investment account withdrawal for the current application cycle (Appendix A).
- 379 were eligible to apply for EEF funds (Appendix B).
- A total of 217 entities submitted an expenditure plan request (Appendix C).

## Appendix A

| 2025-2026 Investment Fund Recipients | | | |
|---|---|---|---|
| **School District** | **Total Investment Balance** | **Investment Request** | **Amount of Funds Remaining** |
| 001 Acadia Parish | $783,014 | $0 | $783,014 |
| 002 Allen Parish | $774,795 | $145,690 | $629,105 |
| 003 Ascension Parish | $2,473,238 | $0 | $2,473,238 |
| 004 Assumption Parish | $1,016,168 | $0 | $1,016,168 |
| 005 Avoyelles Parish | $1,746,309 | $730,800 | $1,015,509 |
| 006 Beauregard Parish | $0 | $0 | $0 |
| 007 Bienville Parish | $0 | $0 | $0 |

| 2025-2026 Investment Fund Recipients | | | |
|---|---|---|---|
| **School District** | **Total Investment Balance** | **Investment Request** | **Amount of Funds Remaining** |
| 008 Bossier Parish | $0 | $0 | $0 |
| 009 Caddo Parish | $0 | $0 | $0 |
| 010 Calcasieu Parish | $0 | $0 | $0 |
| 011 Caldwell Parish | $265,676 | $265,676 | $0 |
| 012 Cameron Parish | $90 | $0 | $90 |
| 013 Catahoula Parish | $0 | $0 | $0 |
| 014 Claiborne Parish | $983,744 | $193,500 | $790,244 |
| 015 Concordia Parish | $1,385 | $0 | $1,385 |
| 016 DeSoto Parish | $0 | $0 | $0 |
| 017 East Baton Rouge Parish | $134,060 | $134,060 | $0 |
| 018 East Carroll Parish | $323,555 | $323,555 | $0 |
| 019 East Feliciana Parish | $163 | $0 | $163 |
| 020 Evangeline Parish | $1,643,857 | $1,643,857 | $0 |
| 021 Franklin Parish | $203,988 | $0 | $203,988 |

| 2025-2026 Investment Fund Recipients | | | |
|---|---|---|---|
| **School District** | **Total Investment Balance** | **Investment Request** | **Amount of Funds Remaining** |
| 022 Grant Parish | $19,367 | $19,367 | $0 |
| 023 Iberia Parish | $1,038,611 | $0 | $1,038,611 |
| 024 Iberville Parish | $1,241,233 | $0 | $1,241,233 |
| 025 Jackson Parish | $0 | $0 | $0 |
| 026 Jefferson Parish | $0 | $0 | $0 |
| 027 Jefferson Davis Parish | $25 | $0 | $25 |
| 028 Lafayette Parish | $0 | $0 | $0 |
| 029 Lafourche Parish | $728,321 | $0 | $728,321 |
| 030 LaSalle Parish | $139,869 | $139,869 | $0 |
| 031 Lincoln Parish | $0 | $0 | $0 |
| 032 Livingston Parish | $0 | $0 | $0 |
| 033 Madison Parish | $33,981 | $33,981 | $0 |
| 034 Morehouse Parish | $673 | $0 | $673 |
| 035 Natchitoches Parish | $525,945 | $0 | $525,945 |

| 2025-2026 Investment Fund Recipients | | | |
|---|---|---|---|
| **School District** | **Total Investment Balance** | **Investment Request** | **Amount of Funds Remaining** |
| 036 Orleans Parish | $0 | $0 | $0 |
| 037 Ouachita Parish | $2,001,469 | $293,641 | $1,707,828 |
| 038 Plaquemines Parish | $1,132,517 | $0 | $1,132,517 |
| 039 Pointe Coupee Parish | $0 | $0 | $0 |
| 040 Rapides Parish | $2,278,866 | $0 | $2,278,866 |
| 041 Red River Parish | $0 | $0 | $0 |
| 042 Richland Parish | $854,385 | $854,385 | $0 |
| 043 Sabine Parish | $49,795 | $21,438 | $28,357 |
| 044 St. Bernard Parish | $1,613,347 | $0 | $1,613,347 |
| 045 St. Charles Parish | $0 | $0 | $0 |
| 046 St. Helena Parish | $238,609 | $20,000 | $218,609 |
| 047 St. James Parish | $1,060,651 | $0 | $1,060,651 |
| 048 St. John the Baptist Parish | $50 | $0 | $50 |
| 049 St. Landry Parish | $141,069 | $141,069 | $0 |

| 2025-2026 Investment Fund Recipients | | | |
|---|---|---|---|
| **School District** | **Total Investment Balance** | **Investment Request** | **Amount of Funds Remaining** |
| 050 St. Martin Parish | $0 | $0 | $0 |
| 051 St. Mary Parish | $0 | $0 | $0 |
| 052 St. Tammany Parish | $1,540,923 | $0 | $1,540,923 |
| 053 Tangipahoa Parish | $657,158 | $0 | $657,158 |
| 054 Tensas Parish | $618,241 | $0 | $618,241 |
| 055 Terrebonne Parish | $0 | $0 | $0 |
| 056 Union Parish | $0 | $0 | $0 |
| 057 Vermilion Parish | $504,283 | $0 | $504,283 |
| 058 Vernon Parish | $884,774 | $0 | $884,774 |
| 059 Washington Parish | $97,458 | $0 | $97,458 |
| 060 Webster Parish | $0 | $0 | $0 |
| 061 West Baton Rouge Parish | $1,049,261 | $1,049,261 | $0 |
| 062 West Carroll Parish | $110,195 | $0 | $110,195 |
| 063 West Feliciana Parish | $0 | $0 | $0 |

| 2025-2026 Investment Fund Recipients | | | |
|---|---|---|---|
| **School District** | **Total Investment Balance** | **Investment Request** | **Amount of Funds Remaining** |
| 064 Winn Parish | $0 | $0 | $0 |
| 065 City of Monroe School District | $0 | $0 | $0 |
| 066 City of Bogalusa School District | $0 | $0 | $0 |
| 067 Zachary Community School District | $0 | $0 | $0 |
| 068 City of Baker School District | $0 | $0 | $0 |
| 069 Central Community School District | $0 | $0 | $0 |

# Appendix B

## 2025-2026 EEF Eligibility List

- Acadia Parish
- Allen Parish
- Ascension Parish
- Assumption Parish
- Avoyelles Parish
- Beauregard Parish
- Bienville Parish
- Bossier Parish
- Caddo Parish
- Calcasieu Parish
- Caldwell Parish
- Cameron Parish
- Catahoula Parish
- Claiborne Parish
- Concordia Parish
- DeSoto Parish
- East Baton Rouge Parish
- East Carroll Parish
- East Feliciana Parish
- Evangeline Parish
- Franklin Parish
- Grant Parish
- Iberia Parish
- Iberville Parish
- Jackson Parish
- Jefferson Parish
- Jefferson Davis Parish
- Lafayette Parish
- Lafourche Parish
- LaSalle Parish
- Lincoln Parish
- Livingston Parish
- Madison Parish
- Morehouse Parish
- Natchitoches Parish
- Orleans Parish
- Ouachita Parish
- Plaquemines Parish
- Pointe Coupee Parish
- Rapides Parish
- Red River Parish
- Richland Parish
- Sabine Parish
- St. Bernard Parish
- St. Charles Parish
- St. Helena Parish
- St. James Parish
- St. John the Baptist Parish
- St. Landry Parish
- St. Martin Parish
- St. Mary Parish
- St. Tammany Parish
- Tangipahoa Parish
- Tensas Parish
- Terrebonne Parish
- Union Parish
- Vermilion Parish
- Vernon Parish
- Washington Parish
- Webster Parish
- West Baton Rouge Parish
- West Carroll Parish
- West Feliciana Parish
- Winn Parish
- City of Monroe School District
- City of Bogalusa School District
- Zachary Community School District
- City of Baker School District
- Central Community School District
- New Vision Learning Academy
- V. B. Glencoe Charter School
- International School of Louisiana
- Avoyelles Public Charter School
- Delhi Charter School
- Belle Chasse Academy
- The MAX Charter School (Alternative)
- D'Arbonne Woods Charter School
- University View Academy, Inc. (FRM LA Connections)
- Lake Charles Charter Academy
- Lycée Français de la Nouvelle-Orléans
- New Orleans Military & Maritime AcademyNoble Minds
- JCFA-East (Alternative)
- Advantage Charter Academy
- JCFA Lafayette (Alternative)
- Willow Charter Academy
- Lincoln Preparatory School
- Iberville Charter Academy
- Delta Charter Group
- Lake Charles College Prep
- Northeast Claiborne Charter
- Acadiana Renaissance Charter Academy
- Lafayette Renaissance Charter Academy
- Impact Charter School
- Louisiana Virtual Charter Academy
- Southwest Louisiana Charter Academy
- JS Clark Leadership Academy
- GEO Prep Academy of Greater Baton Rouge
- New Harmony High Institute
- Athlos Academy of Jefferson Parish
- Collegiate Baton Rouge
- GEO Next Generation High School
- St. Landry Charter School
- GEO Prep Mid-City of Greater Baton Rouge
- GEO Prep Baker
- Louisiana Key Northshore

- Pelican Educational Foundation / Kenilworth Science and Technology Academy
- Louisiana Key Academy Baton Rouge
- Louisiana Key Academy Caddo
- Vermillion Charter Foundation, Inc.
- John F. Kennedy High School
- Dr. Martin L. King Charter School for Sci/Tech
- Esperanza Charter School
- LB Landry-High School
- Martin Behrman Elementary School
- Sophie B. Wright Institute of Academic Excellence
- KIPP Ernst N. Dutch Morial (KIPP McDonogh 15 School for the Creative Arts)
- KIPP Believe College Prep
- KIPP New Orleans Leadership Academy
- KIPP East Community Primary
- KIPP Booker T. Washington
- Samuel J. Green Charter School
- Arthur Ashe Charter Schools
- Phillis Wheatley Community School
- Langston Hughes Charter Academy
- Morris Jeff Community School
- Fannie C. Williams Charter School
- Harriet Tubman Charter School
- The NET Charter High School
- Dorothy Height Charter School
- Audubon Charter School
- Einstein Charter at Village De L'Est
- Benjamin Franklin High School
- Alice Harte Elem Charter
- Edna Karr High School
- Willow Charter Academy
- Eleanor McMain Secondary
- Lake Forest Elem Charter School
- New Orleans Science & Math High School
- Bricolage Academy
- Andrew H. Wilson Charter Academy
- Einstein Charter High School at Sarah T. Reed
- Einstein Charter Middle School at Sarah T. Reed
- Einstein Charter at Sherwood Forest
- Audubon Gentilly
- Dwight D. Eisenhower Charter School
- Abramson Sci Academy
- G. W. Carver Collegiate Academy
- Livingston Collegiate Academy
- KIPP Central City Primary
- Success Preparatory Academy
- ReNEW SciTech Academy at Laurel
- ReNEW Dolores T. Aaron Elementary
- ReNEW Schaumburg Elementary
- McDonogh 35 Senior High School
- The NET 2 Charter High School
- Opportunities Academy
- Warren Easton Charter High School
- Edward Hynes Charter School - Lakeview
- Edward Hynes Charter School - UNO
- Hynes Parkview
- Homer Plessy Community School
- Rooted School
- YACS at Lawrence D. Crocker
- Foundation Preparatory Academy
- Mildred Osborne Charter School
- Lanier Charter School
- Dalton Charter School
- LSU Lab School
- Southern Lab School
- Alexandria Diocese
- Baton Rouge Diocese
- Houma-Thibodeaux Diocese
- Lafayette Diocese
- Lake Charles Diocese
- New Orleans Diocese
- Shreveport Diocese
- First Baptist Church School
- Conquering Word Christian Academy
- St. Mark's Cathedral School (E)
- Southfield School
- Bishop Noland Episcopal Day School
- Claiborne Academy
- Central School Corporation
- Messiah Montessori
- Central Private School
- Episcopal High School
- Family Worship Christian Academy
- Baton Rouge Lutheran School
- St. James Episcopal Day School
- St. Luke's Episcopal School
- Trinity Episcopal Day School
- Ascension Catholic Diocesan Regional School
- Silliman Institute
- Franklin Academy
- Atonement Lutheran School
- Concordia Lutheran School
- Crescent City Christian School
- John Curtis Christian School

- Evangel House Christian Academy
- Ecole Classique
- Faith Lutheran School
- Kehoe-France School
- Metairie Park Country Day School
- St. Martin's Episcopal School
- Family Community Christian School
- Ascension Episcopal School
- Gethsemane Christian Academy
- Bethel Christian School
- Cedar Creek School
- Tallulah Academy-Delta Christian School
- Agape School of Baton Rouge
- Prairie View Academy
- Arden Cahill Academy
- McKanstry Preparatory School/Little Scholars
- Lutheran High School
- The Louise S. McGehee School
- Isidore Newman School
- McMillian's First Steps CCDC
- St. George's Episcopal School
- St. John Lutheran School
- St. Paul's Episcopal School
- Trinity Episcopal School
- Muslim Academy
- Ouachita Christian School
- River Oaks School
- Faith Training Christian Academy High School
- Covenant Christian Academy
- False River Academy-Pointe Coupee Private School
- Alexandria Country Day School
- Riverdale Academy
- Riverfield Academy
- Lynn Oaks School
- Riverside Academy
- Old Bethel Christian Academy
- Episcopal School of Acadiana
- Kehoe-France Northshore
- New Living Word School
- John Paul The Great Academy
- Emmanuel Seventh Day Adventist School
- Oak Forest Academy
- Tensas Academy
- St. Matthew's Episcopal School
- Bowling Green School
- Glenbrook School
- Word Of God Academy
- Providence Classical Academy
- The Dunham School
- Brighton School
- Elan Vital
- Hosanna Christian Academy
- Martin Luther King Jr. Christian Academy
- St. Lillian (formerly known as Greater BR Hope Academy)
- Prevailing Faith Christian Academy
- Victory Academy
- Cathedral Montessori School
- Raphael Academy
- Southland Christian Academy
- Southland Christian Elementary & Jr. High
- Evangel Christian Academy
- Jehovah-Jireh Christian Academy
- Family Christian Academy
- Memorial Baptist School
- Gardere Community Christian School
- Parkview Baptist School
- Northlake Christian High School
- Assembly Christian School
- Christ Episcopal School
- Victory Christian Academy
- Calvary Baptist School
- Calvary Baptist Academy
- Trafton Academy
- Westminster Christian Academy
- Westminster Christian Academy - Lafayette
- First Baptist Christian School
- St. Andrew's Episcopal School
- Hamilton Christian Academy
- Bethany Christian School South Campus
- Mt. Olive Christian School
- Cedarwood School
- Bishop McManus School
- Northeast Baptist School
- Torah Academy
- Grace Christian School
- Claiborne Christian School
- Jewish Community Day School
- Highland Baptist Christian School
- New Orleans Adventist Academy
- Louisiana New School Academy
- QuesTECH Learning
- Brighter Horizon School of Baton Rouge
- Northside Christian School
- Houma Christian School
- Life of Christ Christian Academy/Alternative
- Ascension Christian School
- First Baptist Christian School
- Ben's Ford Christian School
- Montessori School for Shreveport
- Good Shepherd Montessori School
- La Printaniere Montessori
- Montessori Educational Center

- Montessori School of Baton Rouge
- Montessori School of Ruston
- Oaks Montessori School
- Stepping Stones Montessori School
- Lafayette Christian Academy
- Light City Christian Academy
- Trinity Christian Academy
- Union Christian Academy
- Knights Academy and High School
- École Bilingue de la Nouvelle-Orléans
- Islamic School of Greater New Orleans
- Waldorf School of New Orleans
- Upper Lafayette Academy
- Southern Magnolia Montessori School
- SIHAF K---12 Learning Academy
- McKinney---Byrd Academy
- Weatherford Academy
- Lakeside Christian Academy
- The Church Academy at Addis
- eLearning Academy
- Montessori School for Shreveport- South Campus
- REACH Institute
- Children's College
- Courtney Christian School
- eLearning Academy of Houma
- Madison STEAM Academy
- Richard Rayborn Elementary School
- Candyland Kinder Kollege
- Lakeview Maria Montessori Preschool
- First Baptist Christian Academy
- Montessori Christian Academy, LLC
- Indian Bible Academy
- Crescent City Montessori School
- Little Learners Montessori School
- University Montessori School
- The Church Academy
- Ascension Classical School
- Amite Christian Academy
- Alexandria Country Day School (Upper)
- Nehemiah Christian Academy
- Good Shepherd Nativity Mission School-Giving Hope
- Ignite Classical School
- Episcopal School of Acadiana - Lafayette
- St. Stephen Early Learning Center
- REACH Institute on Farrel Road
- Cornerstone Christian Academy
- Bossier Christian Academy
- Chautauqua Woods Tutorial
- First Beginnings
- Life Christian Academy
- Mercy Christian Academy
- North Range Academy
- Epiphany Day School
- The Jones Academy For Girls
- SSD / LA School for the Deaf & Visually Impaired
- LA School for the Math, Science, and the Arts
- Thrive
- Louisiana Educational Television Authority
- New Orleans Center for Creative Art
- Academy of Collaboration Education
- Acadiana Christian School
- Briarfield Academy
- Christian Academy of Louisiana
- Walter L. Cohen High School
- Elan Academy
- Encore Academy
- Evangelical Lutheran Church in America
- First Methodist Shreveport
- First Line Oak
- Glen Oaks Middle
- Holy Trinity Academy
- Immanuel Christian
- Frederick A Douglas High School
- Lafayette Charter Foundation
- Opelousas Family Worship Center
- Office of Juvenile Justice
- Pierre A. Capdau STEAM School
- New Orleans Accelerated High School
- ReNew Robert Rusa Moton (Lakefront)
- Step by Step Performing Arts Academy
- St. Stephen Catholic Church
- The Link School
- SCI Academy
- Success Academy

# Appendix C

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| **Public** | | | | |
| 001 Acadia Parish | $234,494 | $234,494 | $0 | Approved |
| 002 Allen Parish | $94,803 | $102,173 | $0 | Approved |
| 003 Ascension Parish | $1,043,674 | $1,043,674 | $0 | Approved |
| 004 Assumption Parish | $64,969 | $64,969 | $0 | Approved |
| 005 Avoyelles Parish | $121,225 | $121,225 | $0 | Approved |
| 006 Beauregard Parish | $398,227 | $175,231 | $222,996 | Approved |
| 007 Bienville Parish | $184,190 | $184,190 | $0 | Approved |
| 008 Bossier Parish | $671,183 | $671,183 | $0 | Approved |
| 009 Caddo Parish | $1,339,546 | $1,339,546 | $0 | Approved |
| 010 Calcasieu Parish | $886,602 | $886,602 | $0 | Approved |
| 011 Caldwell Parish | $163,854 | $163,854 | $0 | Approved |
| 012 Cameron Parish | $88,663 | $88,663 | $0 | Approved |
| 013 Catahoula Parish | $22,620 | $22,620 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 014 Claiborne Parish | $226,283 | $226,283 | $0 | Approved |
| 015 Concordia Parish | $72,824 | $72,824 | $0 | Approved |
| 016 DeSoto Parish | $121,061 | $121,061 | $0 | Approved |
| 017 East Baton Rouge Parish | $1,410,232 | $1,410,232 | $0 | Approved |
| 018 East Carroll Parish | $18,443 | $18,443 | $0 | Approved |
| 019 East Feliciana Parish | $66,104 | $66,104 | $0 | Approved |
| 020 Evangeline Parish | $418,293 | $418,293 | $0 | Approved |
| 021 Franklin Parish | $155,745 | $155,745 | $0 | Approved |
| 022 Grant Parish | $328,051 | $328,051 | $0 | Approved |
| 023 Iberia Parish | $290,034 | $290,034 | $0 | Approved |
| 024 Iberville Parish | $123,957 | $123,957 | $0 | Approved |
| 025 Jackson Parish | $547,694 | $49,929 | $497,765 | Approved |
| 026 Jefferson Parish | $1,190,516 | $1,190,516 | $0 | Approved |
| 027 Jefferson Davis Parish | $131,964 | $131,964 | $0 | Approved |
| 028 Lafayette Parish | $748,281 | $748,281 | $0 | Approved |
| 029 Lafourche Parish | $483,382 | $483,382 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 030 LaSalle Parish | $62,219 | $62,219 | $0 | Approved |
| 031 Lincoln Parish | $716,851 | $716,851 | $0 | Approved |
| 032 Livingston Parish | $2,234,921 | $1,018,978 | $1,215,943 | Approved |
| 033 Madison Parish | $28,654 | $28,654 | $0 | Approved |
| 034 Morehouse Parish | $106,336 | $106,336 | $0 | Approved |
| 035 Natchitoches Parish | $121,642 | $94,522 | $27,120 | Approved |
| 036 Orleans Parish | $78,861 | $78,861 | $0 | Approved |
| 037 Ouachita Parish | $1,257,433 | $1,257,433 | $0 | Approved |
| 038 Plaquemines Parish | $118,391 | $118,391 | $0 | Approved |
| 039 Pointe Coupee Parish | $55,411 | $55,411 | $0 | Approved |
| 040 Rapides Parish | $771,640 | $771,640 | $0 | Approved |
| 041 Red River Parish | $565,134 | $565,134 | $0 | Approved |
| 042 Richland Parish | $73,663 | $73,663 | $0 | Approved |
| 043 Sabine Parish | $104,962 | $104,962 | $0 | Approved |
| 044 St. Bernard Parish | $189,978 | $189,978 | $0 | Approved |
| 045 St. Charles Parish | $240,016 | $240,016 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 046 St. Helena Parish | $131,287 | $131,287 | $0 | Approved |
| 047 St. James Parish | $129,450 | $129,450 | $330,840 | Approved |
| 049 St. Landry Parish | $813,640 | $813,640 | $0 | Approved |
| 050 St. Martin Parish | $1,828,401 | $375,683 | $1,452,718 | Approved |
| 051 St. Mary Parish | $347,738 | $249,959 | $97,779 | Approved |
| 052 St. Tammany Parish | $4,879,427 | $4,877,952 | $1,475 | Approved |
| 053 Tangipahoa Parish | $1,351,792 | $1,351,792 | $0 | Approved |
| 054 Tensas Parish | $7,759 | $7,759 | $0 | Approved |
| 055 Terrebonne Parish | $$943,494 | $491,174 | $452,320 | Approved |
| 056 Union Parish | $39,069 | $16,101 | $22,968 | Approved |
| 057 Vermilion Parish | $213,578 | $213,578 | $0 | Approved |
| 058 Vernon Parish | $559,994 | $559,994 | $0 | Approved |
| 059 Washington Parish | $132,892 | $132,892 | $0 | Approved |
| 060 Webster Parish | $1,363,599 | $620,303 | $743,296 | Approved |
| 061 West Baton Rouge Parish | $199,066 | $199,066 | $0 | Approved |
| 063 West Feliciana Parish | $56,807 | $56,807 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 064 Winn Parish | $409,636 | $166,175 | $243,461 | Approved |
| 065 City of Monroe School District | $354,092 | $354,092 | $0 | Approved |
| 066 City of Bogalusa School District | $45,353 | $45,353 | $0 | Approved |
| 067 Zachary Community School District | $358,410 | $222,371 | $136,039 | Approved |
| 068 City of Baker School District | $36,337 | $36,337 | $0 | Approved |
| 069 Central Community School District | $119,358 | $119,358 | $0 | Approved |
| **Special** | | | | |
| 101 Special School District | $1,147,380 | $245,382 | $901,998 | Approved |
| 302 Louisiana School for Math, Science, and the Arts | $1,103,320 | $191,245 | $912,075 | Approved |
| 318 LSU Laboratory School | $37,742 | $37,742 | $0 | Approved |
| S54 Louisiana Educational Television Authority | $81,342 | $75,000 | $6,342 | Approved |
| **Charter Type 2** | | | | |
| 331 International School of Louisiana | $27,951 | $27,951 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 333 Avoyelles Public Charter School | $19,084 | $19,084 | $0 | Approved |
| 334 New Orleans Center for Creative Arts | $659,290 | $73,864 | $585,426 | Approved |
| 336 Delhi Charter School | $43,693 | $43,693 | $0 | Approved |
| 337 Belle Chasse Academy, Inc. | $20,129 | $20,129 | $0 | Approved |
| 340 The MAX Charter School | $2,602 | $2,602 | $0 | Approved |
| 341 D'Arbonne Woods Charter School | $159,290 | $159,290 | $0 | Approved |
| 343 Community School for Apprenticeship Learning, Inc. | $16,140 | $16,140 | $0 | Approved |
| 345 University View Academy, Inc. (FRM Louisiana Connections Academy) | $96,987 | $96,987 | $0 | Approved |
| 346 Lake Charles Charter Academy Foundation, Inc. | $61,009 | $61,009 | $0 | Approved |
| 347 Lycée Français de la Nouvelle-Orléans | $20,759 | $20,759 | $0 | Approved |
| 348 New Orleans Military/Maritime Academy | $60,009 | $58,500 | $1,509 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 3C5 St. Landry Primary School, Incl. | $8,191 | $8,191 | $0 | Approved |
| W1A JCFA-East | $17,710 | $17,710 | $0 | Approved |
| W1B Advantage Charter Academy | $19,250 | $19,250 | $0 | Approved |
| W1D JCFA Lafayette | $3,617 | $3,617 | $0 | Approved |
| W2B Willow Charter Academy | $18,230 | $18,230 | $0 | Approved |
| W33 Lincoln Preparatory School: A TMCF Collegiate Acad | $17,322 | $17,322 | $0 | Approved |
| W3B Iberville Charter Academy | $23,377 | $23,377 | $0 | Approved |
| W4A Delta Charter Group | $18,090 | $18,090 | $0 | Approved |
| W4B Lake Charles College Prep | $21,638 | $21,638 | $0 | Approved |
| W5B Northeast Claiborne Charter | $5,331 | $5,331 | $0 | Approved |
| W6B Acadiana Renaissance Charter Academy | $98,572 | $98,572 | $0 | Approved |
| W7A Louisiana Key Academy Baton Rouge | $9,244 | $9,244 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| W7B Lafayette Renaissance Charter Academy | $72,503 | $72,503 | $0 | Approved |
| W8A Impact Charter Elementary | $10,638 | $10,638 | $0 | Approved |
| WAG Louisiana Virtual Charter Academy | $57,921 | $57,921 | $0 | Approved |
| WAH The NET Charter High School | $5,240 | $5,240 | $0 | Approved |
| WAL JS Clark Leadership Academy | $11,702 | $11,702 | $0 | Approved |
| WAU GEO Prep Academy of Greater Baton Rouge (FRM Geo Foundation) | $49,338 | $49,338 | $0 | Approved |
| WBQ New Harmony High Institute | $27,446 | $27,446 | $0 | Approved |
| WBR Athlos Academy of Jefferson Parish | $46,773 | $46,773 | $0 | Approved |
| WBX GEO Next Generation High School | $20,609 | $20,609 | $0 | Approved |
| WJ5 Collegiate Baton Rouge | $13,703 | $13,703 | $0 | Approved |
| WZN GEO Prep Baker | $5,949 | $5,949 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| WZO Louisiana Key Academy-Northshore | $12,798 | $12,798 | $0 | Approved |
| WZQ Pelican Educational Foundation- Kenilworth Science | $18,072 | $18,072 | $0 | Approved |
| WZT Louisiana Key Academy Caddo | $3843 | $3843 | $0 | Approved |
| WZU Community School for Apprenticeship Learning | $11,750 | $11,750 | $0 | Approved |
| WZW Vermilion Charter Foundation | $23,252 | $23,252 | $0 | Approved |
| WZX Academy of Collaboration Education | $2,294 | $2,294 | $0 | Approved |
| WZ8 Geo Prep Mid-City of Greater Baton Rouge | $30,496 | $30,496 | $0 | Approved |
| **Charter Type 3/3B** | | | | |
| W31 Dr. Martin Luther King Charter School for Science and Technology | $18,603 | $18,603 | $0 | Approved |
| W62 Lord Beaconsfield Landry-Oliver Perry Walker High | $14,443 | $14,443 | $0 | Approved |
| W66 Martin Behrman Elementary School | $44,963 | $44,963 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| W71 Sophie B. Wright Institute of Academic Excellence | $30,882 | $30,882 | $0 | Approved |
| W81 KIPP Ernst N. Dutch Morial | $23,467 | $23,467 | $0 | Approved |
| W82 KIPP Believe College Prep | $18,103 | $18,103 | $0 | Approved |
| W84 Frederick Douglass High School | $17,046 | $17,046 | $0 | Approved |
| W85 KIPP New Orleans Leadership Academy | $23,367 | $23,367 | $0 | Approved |
| W86 KIPP East Community Primary | $22,556 | $22,556 | $0 | Approved |
| W87 KIPP Booker T. Washington | $13,781 | $13,781 | $0 | Approved |
| W91 Samuel J. Green Charter School | $12.730 | $12.730 | $0 | Approved |
| W92 Arthur Ashe Charter School | $20,231 | $20,231 | $0 | Approved |
| W94 Phillis Wheatley Community School | $19,177 | $19,177 | $0 | Approved |
| W95 Langston Hughes Charter Academy | $19,521 | $19,521 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| WAE Fannie C. Williams Charter School | $48,775 | $48,775 | $0 | Approved |
| WAF Harriet Tubman Charter School | $22,030 | $22,030 | $0 | Approved |
| WAM Dorothy Height Charter School | $21,499 | $21,499 | $0 | Approved |
| WAZ Audubon Charter School | $24,345 | $24,345 | $0 | Approved |
| WBA Einstein Charter School at Village De L'Est | $15,742 | $15,742 | $0 | Approved |
| WBB Benjamin Franklin High School | $27,449 | $27,449 | $0 | Approved |
| WBC Alice M Harte Elementary Charter School | $18,324 | $18,324 | $0 | Approved |
| WBD Edna Karr High School | $28,482 | $28,482 | $0 | Approved |
| WBE The Willow School | $57,716 | $57,716 | $0 | Approved |
| WBF Eleanor McMain Secondary School | $17,958 | $17,958 | $0 | Approved |
| WBH Lake Forest Elementary Charter School | $30,841 | $30,841 | $0 | Approved |
| WBK Bricolage Academy | $32,495 | $32,495 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| WBL Wilson Charter School | $14,847 | $14,847 | $0 | Approved |
| WBM Sarah Towles Reed High School | $24,529 | $24,529 | $0 | Approved |
| WBN Einstein Charter Middle School at Sarah Towles Reed | $8,825 | $8,825 | $0 | Approved |
| WBO Einstein Charter at Sherwood Forest | $15,651 | $15,651 | $0 | Approved |
| WBP Pierre A. Capdau S.T.E.A.M. School | $14,013 | $14,013 | $0 | Approved |
| WBT Audubon Charter School - Gentilly | $11,619 | $11,619 | $0 | Approved |
| WBU Walter L. Cohen High School | $17,506 | $17,506 | $0 | Approved |
| WBV Dwight D. Eisenhower Charter School | $14,749 | $14,749 | $0 | Approved |
| WBZ McDonogh 35 High School | $22,218 | $22,218 | $0 | Approved |
| WC2 Opportunities Academy | $2,407 | $2,407 | $0 | Approved |
| WJ1 Sci Academy | $17,050 | $17,050 | $0 | Approved |
| WJ2 G. W. Carver Collegiate Academy | $20,040 | $20,040 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| WJ4 Livingston Collegiate Academy | $14,833 | $14,833 | $0 | Approved |
| WL1 KIPP Central City | $20,414 | $20,414 | $0 | Approved |
| WU1 Success Preparatory Academy | $12,180 | $12,180 | $0 | Approved |
| WZ2 ReNEW SciTech Academy at Laurel | $20,211 | $20,211 | $0 | Approved |
| WZ3 ReNew-Dolores T. Aaron Elementary | $18,385 | $18,385 | $0 | Approved |
| WZ6 ReNEW Schaumburg Elementary | $16,868 | $16,868 | $0 | Approved |
| WZ9 The NET2 High School | $3,422 | $3,422 | $0 | Approved |
| WZA New Orleans Accelerated High School | $5,175 | $5,175 | $0 | Approved |
| WZB Warren Easton Charter Foundation, Inc. | $72,720 | $72,720 | $0 | Approved |
| WZE John F. Kennedy High School | $17,027 | $17,027 | $0 | Approved |
| WZG Foundation Preparatory Academy | $7,094 | $7,094 | $0 | Approved |
| WZI Esperanza Charter School | $13,032 | $13,032 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| WZK Homer Plessy Community School | $19,174 | $19,174 | $0 | Approved |
| WZL YACS at Lawrence D. Crocker | $35,065 | $35,065 | $0 | Approved |
| WZM Rooted School | $3,860 | $3,860 | $0 | Approved |
| WZR ReNew Robert Russa Moton Lakefront | $10,111 | $10,111 | $0 | Approved |
| WZS Mildred Osborne Charter School | $21,446 | $21,446 | $0 | Approved |
| WZY Elan Academy Charter School | $10,464 | $10,464 | $0 | Approved |
| **Charter Type 5** | | | | |
| WAO Dalton Charter School | $6,297 | $6,297 | $0 | Approved |
| WAP Lanier Charter School | $5,521 | $5,521 | $0 | Approved |
| **Nonpublic** | | | | |
| 500 Shreveport Diocese | $46,499 | $46,499 | $0 | Approved |
| 501 Alexandria Diocese | $83,572 | $59,700 | $23,872 | Approved |
| 502 Baton Rouge Diocese | $402,032 | $402,031 | $1 | Approved |
| 503 Houma-Thibodaux Diocese | $132,250 | $124,098 | $8,152 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 504 Lafayette Diocese | $1,075,570 | $726,346 | $349,224 | Approved |
| 505 Diocese of Lake Charles | $59,885 | $59,885 | $0 | Approved |
| 506 New Orleans Archdiocese | $820,429 | $820,429 | $0 | Approved |
| 536 Central Private | $51,068 | $11,625 | $39,443 | Approved |
| 548 Briarfield Academy | $55,090 | $55,025 | $65 | Approved |
| 550 Franklin Academy | $84,610 | $18,050 | $66,560 | Approved |
| 557 Crescent City Christian School | $15,334 | $15,334 | $0 | Approved |
| 558 John Curtis Christian School | $138,640 | $70,360 | $68,280 | Approved |
| 568 Metairie Park Country Day | $34,448 | $23,770 | $10,678 | Approved |
| 595 Prairie View Academy | $73,512 | $54,150 | $19,362 | Approved |
| 5A7 Waldorf School of New Orleans | $24,361 | $18,945 | $5,416 | Approved |
| 621 McMillian's First Steps CCDC | $17,447 | $17,409 | $38 | Approved |
| 628 St. Paul's Episcopal | $7,234 | $7,165 | $69 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 640 Pointe Coupee Private School System Inc- False River Academy | $10,580 | $10,580 | $0 | Approved |
| 667 John Paul The Great Academy | $18,067 | $18,067 | $0 | Approved |
| 672 Oak Forest Academy | $24,493 | $24,493 | $0 | Approved |
| 675 Tensas Academy | $38,745 | $3,467 | $35,278 | Approved |
| 679 Bowling Green School | $16,770 | $16,685 | $85 | Approved |
| 690 Providence Classical Academy | $31,648 | $30,000 | $1,648 | Approved |
| 694 Brighton School | $6,990 | $6,985 | $5 | Approved |
| 702 Hosanna Christian Academy (AG) | $18,798 | $11,558 | $8,588 | Approved |
| 706 Prevailing Faith Christian Academy | $16,000 | $16,000 | $0 | Approved |
| 719 First Assembly of God/Evangel Academy | $27,398 | $27,318 | $98 | Approved |
| 734 Parkview Baptist | $42,128 | $40,838 | $1,290 | Approved |
| 772 Calvary Baptist Academy | $32,265 | $32,265 | $0 | Approved |
| 785 Westminster Christian Academy | $34,720 | $34,720 | $0 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 872 Bishop McManus School | $6,177 | $3,125 | $3,052 | Approved |
| 874 Northeast Baptist School | $4,370 | $4,349 | $21 | Approved |
| 882 Grace Presbyterian Church | $138,851 | $138,287 | $564 | Approved |
| 886 Claiborne Christian School | $13,363 | $13,363 | $0 | Approved |
| 897 New Orleans Adventist Academy | $5,242 | $5,215 | $27 | Approved |
| 936 First Baptist Christian School | $9,833 | $9,833 | $0 | Approved |
| 944 Ben's Ford Christian School | $16,397 | $16,330 | $67 | Approved |
| 956 Montessori Educational Center | $17,611 | $15,783 | $1,828 | Approved |
| 992 Union Christian Academy | $55,689 | $55,689 | $0 | Approved |
| 9B8 eLearning Academy | $19,090 | $19,047 | $43 | Approved |
| 9BG Step by Step Performing Arts Academy | $2,330 | $2,330 | $0 | Approved |
| 9BJ eLearning Academy of Houma | $10,777 | $10,049 | $728 | Approved |

| 2025-2026 Expenditure Plan (Regular Account) | | | | |
|---|---|---|---|---|
| **Recipient** | **Current Year funds Available** | **Total of Approved Expenditure Plan** | **Sum of Balance (Funds Unbudgeted)** | **Status** |
| 9C6 North Range Academy | $451 | $451 | $0 | Approved |
| J04 Northlake Christian High School | $63,722 | $63,663 | $59 | Approved |
| J06 Ascension Christian School | $48,790 | $27,632 | $21,158 | Approved |
| J16 Westminster Christian Academy | $39,065 | $39,065 | $0 | Approved |

Please contact tonya.johnson@la.gov with questions.

LOUISIANA DEPARTMENT OF EDUCATION

# Praxis Exam Report

## R.S. 17:8.2

### December 2025

# Overview

As required by R.S. 17:8.2, the State Superintendent of Education shall annually submit a report to the state board and publish the report on its website relative to Praxis examinations administered. The report shall include but not be limited to the number of persons to whom the examination was administered; the educational background and teaching experience of the persons; the number of persons successfully completing the examination; the effectiveness of the examination; and any suggestions for improving the examination.

# Findings

The data from Educational Testing Service (ETS), reported in the links below, represents the best attempt per test taker across all delivery modes for multiple Praxis subject and leadership assessments administered during the reporting period of September 2023 through August 2024. The ETS dataset also connects educator preparation background variables (e.g., highest education level, program type, major group) to Praxis test performance (total tested, number passed, and pass percentage) across multiple content areas.

Consolidated Passing Rate Report

One Year Pass Rate Best Attempt

| Top-Performing Certification Tests (>80% pass rate) | |
|---|---|
| **Test** | **Pass Percentage** |
| School Leaders Licensure Assessment (6990) | 90.04% |
| Special Ed: Core Knowledge — Mild/Moderate Applications (5543) | 88.99% |
| Principles of Learning & Teaching (PLT) 7–12 (5624) | 86.27% |
| Teaching Reading: Elementary (5205) | 83.72% |
| Principles of Learning & Teaching K-6 (5622) | 82.80% |

| Low Pass Rate Areas (<50% pass rate) | |
|---|---|
| **Test** | **Pass Percentage** |
| English Language Arts: Content and Analysis (5039) | 46.05% |
| Algebra I (5162) | 41.67% |
| Biology (5236) | 35.71% |
| General Science (5436) | 31.17% |

| Low Pass Rate Areas (<50% pass rate) | |
|---|---|
| Middle School English Language Arts (5047) | 19.43% |

## General Trends

- Across nearly all subjects, candidates who have completed a bachelor's degree or higher perform better than those still enrolled in coursework.
- Teacher education program enrollment and participation in formal preparation pathways (undergraduate, master's, or alternate routes) correlate with higher pass rates.
- Test-takers from education or elementary education major groups tend to outperform those from non-teaching or undecided majors.
- Three of the top five highest-performing areas are pedagogical exams. This reflects that teacher preparation programs are effectively equipping candidates with essential skills in child development, curriculum planning, and classroom management.

## Subject-Area Highlights

- Elementary Education (Multi-Subtest 5002-5005)
  - Represents the largest testing population statewide.
  - Pass rates range from 55-68% across subtests (Reading/Language Arts, Math, Science, Social Studies).
  - Undergraduate teacher education program enrollees consistently outperform alternate route candidates by 10-15%.
  - Junior and senior undergraduates show the strongest performance compared to post-baccalaureate testers.
- Teaching Reading (7002)
  - One of the highest pass rates, with figures typically ranging from 85-100% across education majors and traditional preparation routes.
  - Candidates in undergraduate teacher education programs and elementary education majors score particularly well.

| Preparation Program Insights | | |
|---|---|---|
| **Program Type** | **Typical Pass Rate** | **Notes** |
| Undergraduate Teacher Education | 60-76% | Highest overall consistency |
| Fifth-Year/Post-Baccalaureate | 60-70% | Small but stable sample |

| Preparation Program Insights | | |
|---|---|---|
| Master's Program | 55-65% | Moderate but improving outcomes |
| Alternate Route | 35-55% | Large pool; lower average success |
| Never Enrolled | <50% | Significantly underperforming |

## Suggestions for Improvements

In response to Act 448 of the 2022 Regular Legislative Session, the Louisiana Department of Education (LDOE) implemented literacy requirements mandating the passage of an assessment aligned to the Science of Reading for the initial certification of kindergarten through third grade teachers. Updates establishing this assessment requirement were approved by BESE at the June 2022 meeting.

To ensure alignment and efficiency, the LDOE collaborated with Educational Testing Service (ETS) to integrate the Science of Reading competencies into the Elementary Multiple Subjects exam. BESE approved the new exam and corresponding cut scores in January 2024. This integration streamlines certification by reducing the total number of assessments required for elementary teacher candidates. Corresponding policy updates also extend the use of this exam to add-on certification, ensuring consistency between initial and add-on pathways.

The LDOE recommends that Louisiana expert mathematics teachers at the elementary level participate in the ETS National Advisory Committee to provide expert input in order to develop and revise ETS assessments, which would mirror the work done with literacy to incorporate best practices in numeracy.

For additional information contact certification@la.gov.

LOUISIANA DEPARTMENT OF EDUCATION

# Early Childhood Care and Education Network Report

## R.S. 17:407.23

### February 2026

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# Overview

As required by R.S. 17:407.23, the Board of Elementary and Secondary Education (BESE) shall coordinate and report data relative to the early childhood care and education network in a manner that assists legislators in evaluating the effectiveness of the network and in determining the most efficient and effective allocation of funding and services to maximize opportunities for children birth through age five to achieve kindergarten readiness.

BESE shall submit to the House Committee on Education, Senate Committee on Education, House Committee on Appropriations, and Senate Committee on Finance a written report not later than sixty days prior to each regular session of the legislature. The report shall include, at minimum, the following information:

1) The number of children participating in the network and demographic information pertaining to their age, race, and socioeconomic status.

2) The areas of greatest need according to geographic location and student population for the purpose of prioritizing funding and services.

# Findings

## Background

Louisiana's Early Childhood Accountability System relies on local capacity that has gradually grown since early childhood care and education community networks began leading implementation of Act 3 (2012). Louisiana uses the CLASS® tool to measure quality and support improvement in every classroom at every publicly funded early childhood site in the state. Preschoolers in classrooms with the types of high-quality interactions measured by CLASS® showed greater learning gains across school readiness domains, including executive functioning and early literacy.[1] Moreover, children in preschool classrooms with consistently high levels of instructional support showed greater gains in language and literacy than children who experienced consistently low-quality instructional support.[2] In a study conducted in rural Appalachia, preschool children in classrooms with higher CLASS® scores were significantly more likely to demonstrate kindergarten readiness across academic and behavioral domains.[3]

Observations in Louisiana are conducted by Community Network Lead Agencies as well as third-party observers from the Cecil J. Picard Center at the University of Louisiana at Lafayette. Each site receives a

[1] Vitiello, Virginia et. al. Measuring the quality of quality of teacher-child interactions at scale: Comparing research-based and state observation approaches. April 20, 2018. Retrieved from: https://education.virginia.edu/documents/epw52-bassok-coverpage2018-03-03pdf.

[2] Anne Henry Cash, Arya Ansari, Kevin J. Grimm & Robert C. Pianta (2019) Power of Two: The Impact of 2 Years of High Quality Teacher Child Interactions, Early Education and Development, 30:1, 60-81, DOI: 10.1080/10409289.2018.1535153.

[3] Justice, L. M., Jiang, H., Khan, K. S., & Dynia, J. M. (2017). Kindergarten readiness profiles of rural, appalachian children from low-income households. *Journal of Applied Developmental Psychology, 50,* 1–14. https://doi.org/10.1016/j.appdev.2017.02.004.

rating based on CLASS® observations that measure the quality of all interactions present in the classroom. Researchers at the University of Virginia found that Louisiana observers are accurate and that children learn more in Louisiana classrooms with higher ratings.[4]

At all publicly funded early childhood care and education sites, each classroom receives a fall and spring observation each year conducted by the local community network. *Bulletin 140–Louisiana Early Childhood Care and Education Network* stipulates that all publicly funded early childhood classrooms open on October 1 must receive a fall CLASS® observation and classrooms open on February 1 must receive a spring CLASS® observation. Local community networks ensure that observers participate in ongoing training, calibration, and reliability audits. In addition, *Bulletin 140* requires that community networks conduct inter-rater reliability checks (double-scoring) of 10% of all classrooms, including one inter-rater reliability check for each observer for each classroom age configuration. Furthermore, the LDOE contracts with the Cecil J. Picard Center at the University of Louisiana at Lafayette to conduct third-party audits of local observations in classrooms across the state. The Picard Center typically conducts observations in 50% of all classrooms each semester, including in at least one classroom of each age configuration at each site within the year.

Louisiana's Early Childhood Accountability System measures core elements needed for positive child outcomes, provides a clear and focused path to improvement, and gives families an easy way to compare choices in their community. Results are shared through a performance profile for each site, published on www.LouisianaSchools.com, that contains two components: a performance rating based on CLASS® observations, and informational metrics based on use of best practices such as high-quality curriculum, assessments, and teacher credentials.

As a research-based, nationally-regarded early childhood quality measure for all young children, CLASS® assesses how well teachers interact with children, including expectations for classrooms that are organized into age-appropriate domains:

<table>
<tr><th>Expectations for the Classroom</th><th>Pre-K Domains</th><th>Toddler Domains</th><th>Infant Domains</th></tr>
<tr><td>Warm, positive environment with trusting relationships</td><td>Emotional Support</td><td rowspan="2">Emotional & Behavioral Support</td><td rowspan="3">Responsive Caregiving</td></tr>
<tr><td>Daily routines are organized, and disruptions are minimal</td><td>Classroom Organization</td></tr>
<tr><td>Children are supported to learn concepts, develop language, and connect ideas through dialogue and play</td><td>Instructional Support</td><td>Engaged Support for Learning</td></tr>
</table>

[4] Vitiello, Virginia et. al. Measuring the quality of quality of teacher-child interactions at scale: Comparing research-based and state observation approaches. April 20, 2018. Retrieved from: https://education.virginia.edu/documents/epw52-bassok-coverpage2018-03-03pdf.

## Quality of Care

Since Performance Ratings were first issued in 2016-2017, the number of sites rated "Unsatisfactory" and "Approaching Proficient" has continued to decline. Furthermore, the number of sites rated "High Proficient" and "Excellent" has increased significantly, as evident in Table 1 and Figure 1.

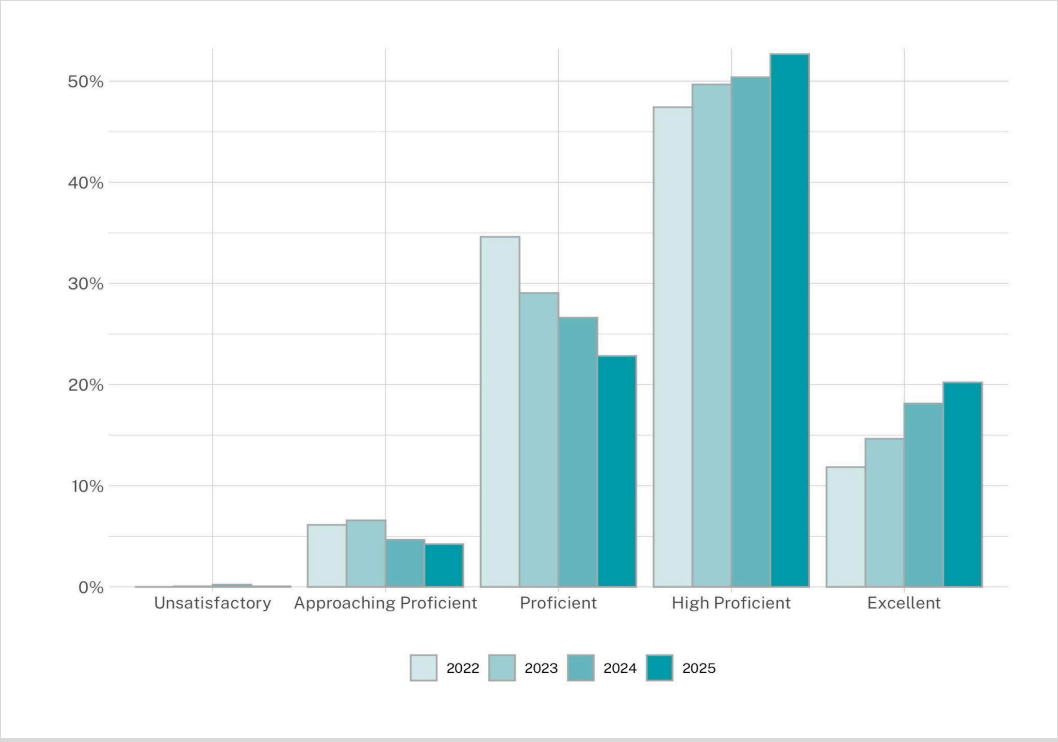
**Table 1**

*Distribution of Performance Ratings Over Time*

| | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| **Unsatisfactory** | 0% | <1% | <1% | <1% |
| **Approaching Proficient** | 6% | 6% | 5% | 4% |
| **Proficient** | 35% | 29% | 27% | 23% |
| **High Proficient** | 47% | 50% | 50% | 53% |
| **Excellent** | 12% | 15% | 18% | 20% |

**Figure 1**

*Distribution of Performance Ratings Over Time*




The trend of steady, incremental growth in performance scores at the domain level as seen in Table 2 and Figure 2 also increased for both infants and toddlers in 2024-2025. In addition, Pre-K domain scores experienced a slight increase across all domains as seen in Table 3 and Figure 3.

**Table 2**

*Performance Scores by Domain Over Time for Infants and Toddlers*

| | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| **Emotional & Behavioral Support** | 5.85 | 5.90 | 6.00 | 6.05 |
| **Engaged Support for Learning** | 4.37 | 4.39 | 4.49 | 4.60 |
| **Responsive Caregiving** | 5.56 | 5.72 | 5.88 | 5.92 |

**Figure 2**

*Performance Scores by Domain Over Time for Infants and Toddlers*

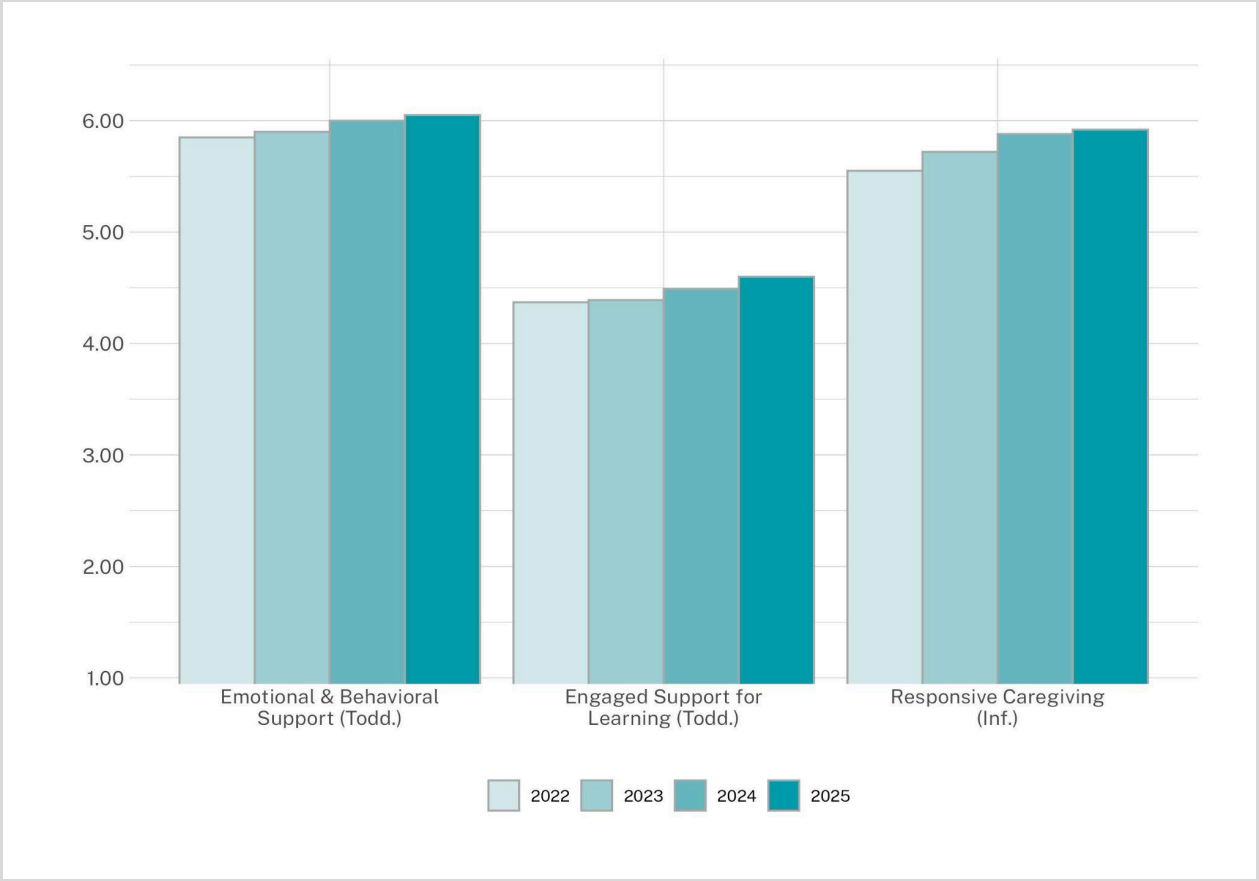


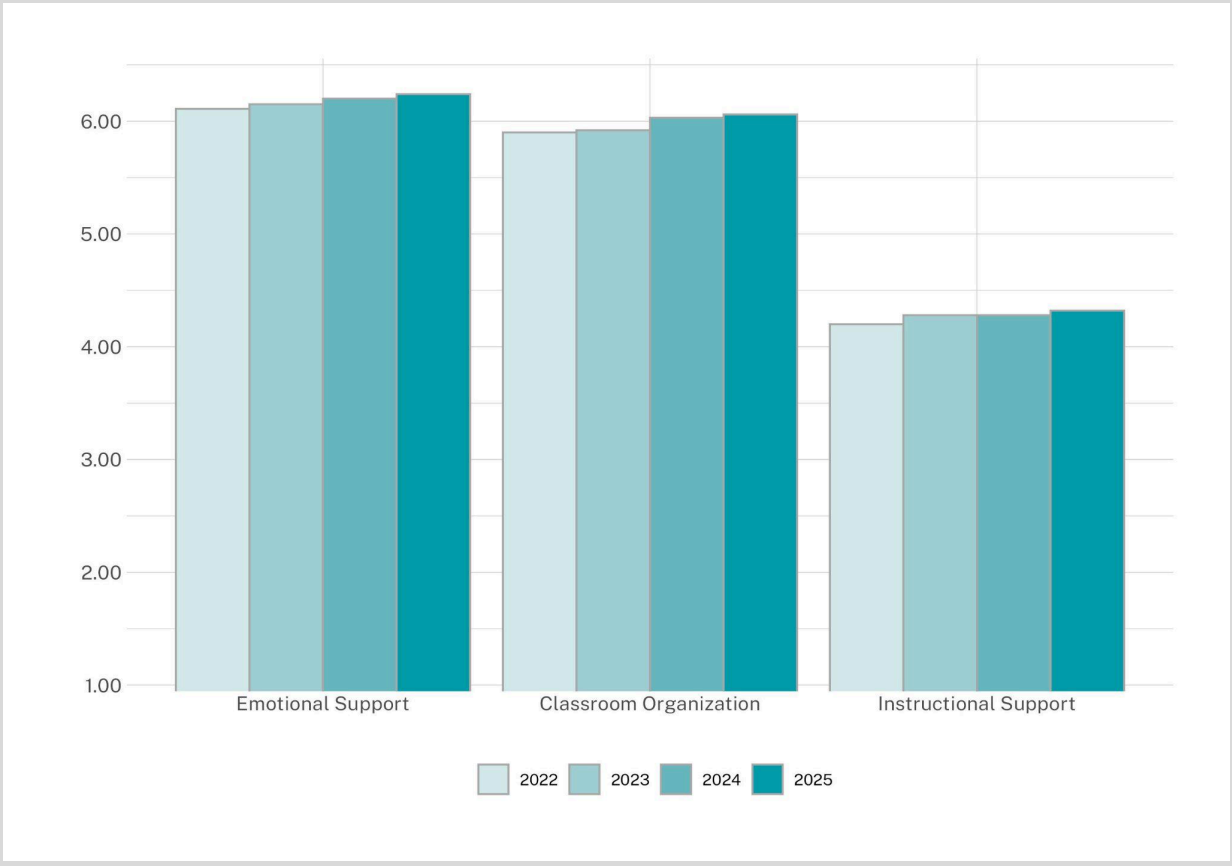
**Table 3**

*Performance Scores by Domain Over Time for Pre-K*

| | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| **Emotional Support** | 6.11 | 6.15 | 6.20 | 6.24 |
| **Classroom Organization** | 5.90 | 5.92 | 6.03 | 6.06 |
| **Instructional Support** | 4.21 | 4.28 | 4.28 | 4.32 |

**Figure 3**

*Performance Scores by Domain Over Time for Pre-K*



Performance results are provided at the statewide level and organized by site type. While many sites have multiple programs, each site is assigned a type based on how it is set up and funded.

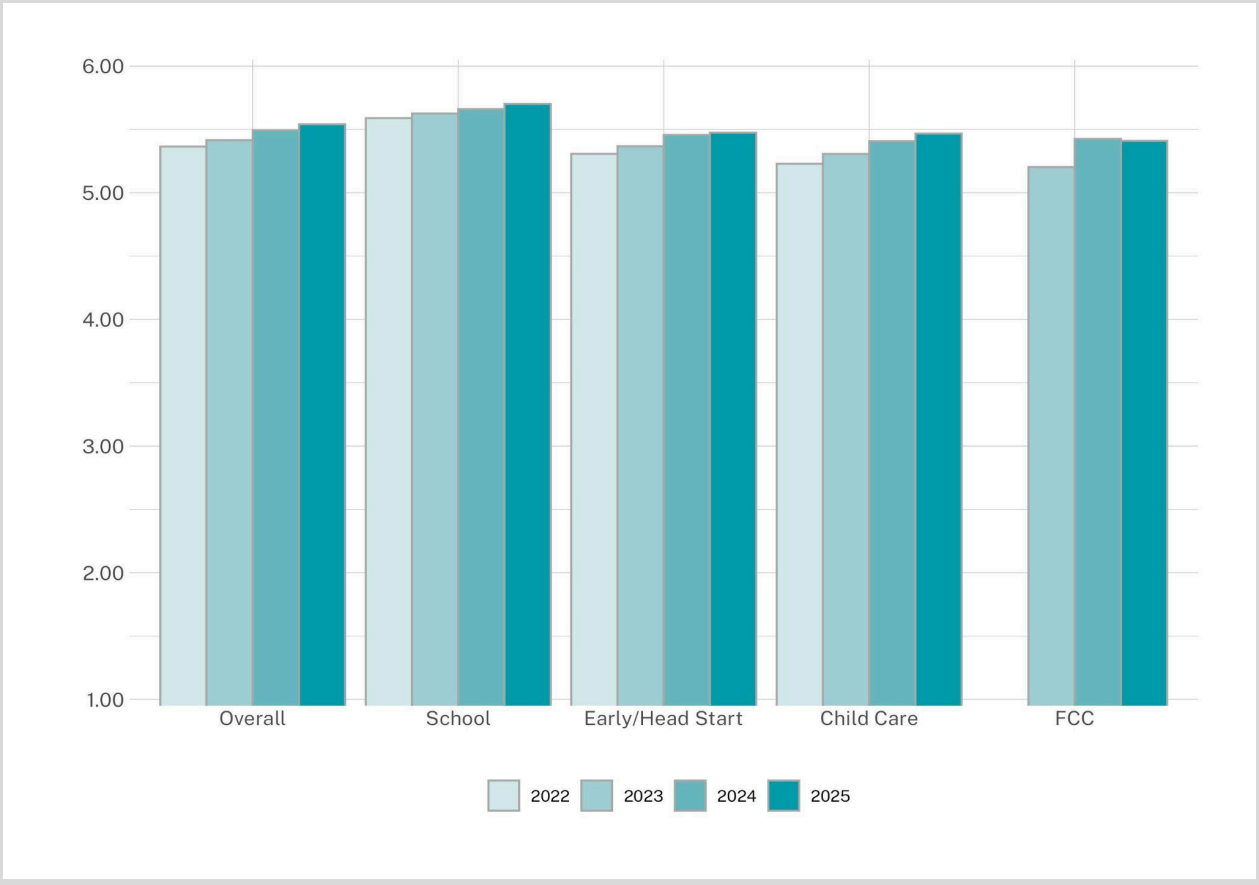
| Site Type | Includes | Does not include |
|---|---|---|
| School | • Public schools<br>• Nonpublic schools that receive public funding | • School-based classrooms located in child care or Head Start centers |
| Early Head Start / Head Start | • Licensed Type III centers that serve children entirely or almost entirely funded through Head Start<br>• Head Start programs located in schools | • Early Head Start-Child Care Partnership programs in child care centers |
| Child Care Centers | • Licensed Type III centers that serve children through many sources, including Child Care Assistance Program (CCAP), private pay, local funding streams, NSECD, LA 4, and Early Head Start-Child Care Partnership programs | • Schools or Head Start sites that offer CCAP for before/after care<br>• Schools with licensed classrooms to serve three year olds |
| Family Child Care | • CCAP-certified Family Child Care sites that have opted into academic approval | • Family Child Care sites not participating in the state's accountability system |

Table 4 and Figure 4 provide information about site performance by site type, providing insight into how to target interventions to support improvement in preparing children for kindergarten. The 2024-2025 data shows that most sites in Louisiana improved from the previous year, earning the highest scores since the beginning of accountability in 2016-2017 for all types of publicly funded early learning sites: schools, Early/Head Start, and child care.

**Table 4**
*Performance Scores Over Time by Site Type*

| | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| **Overall** | 5.36 | 5.42 | 5.49 | 5.54 |
| **Child Care** | 5.23 | 5.31 | 5.41 | 5.47 |
| **Early/Head Start** | 5.31 | 5.37 | 5.46 | 5.47 |
| **School** | 5.59 | 5.63 | 5.66 | 5.70 |
| **Family Child Care** | -- | 5.20 | 5.43 | 5.41 |

**Figure 4**
*Performance Scores Over Time by Site Type*




As seen in Figure 5, in 2024-2025 scores improved for 934 sites, whereas scores decreased for 772 sites. Only 256 sites, 15% of all sites in Louisiana, decreased in performance rating, indicating that most declines are not significant enough to reflect a change in the overall quality rating. This decrease in scores could be attributed to ongoing high rates of teacher turnover and increased staffing shortages in classrooms across the state.

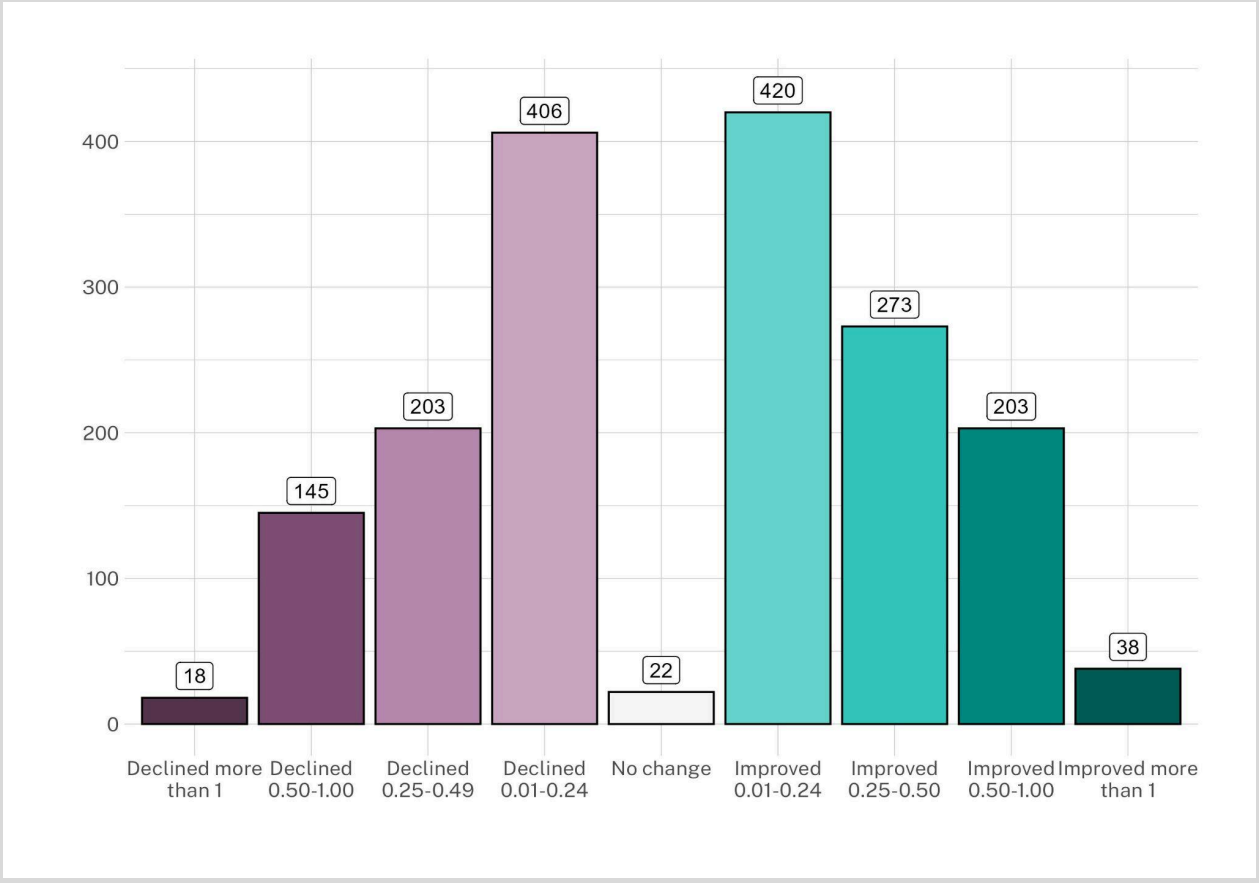
The majority of site performance ratings in 2024-2025, even those sites that declined (Figure 5), were at the proficient level or higher (Figure 4). Furthermore, although 772 sites showed some decrease in scores, only four sites scored below 3.75 and were mandated to participate in the LDOE Site Improvement Planning (SIP) process for the 2025-2026 academic year based on their CLASS® observation results in 2024-2025.

The SIP process was developed by the LDOE in 2017-2018 to support improvement in quality for publicly funded sites rated below 3.75 for the previous academic year. Sites participating in the SIP process are assigned a regional department field support consultant who assists in creating an improvement plan based on individualized site needs and self-assessment results. These sites receive prioritized resources

that are included as part of improvement plans (e.g., CLASS®-based coaching, curriculum support, support for working with children with specialized needs, and professional development). In 2024-2025, thirteen low-performing sites were notified regarding their mandated or recommended participation in SIP based on their CLASS® observation results from 2023-2024. Of the ten sites participating in SIP in 2024-2025, all improved their quality and are no longer mandated or recommended for SIP participation in 2025-2026.

In addition to the support provided via the SIP process, hundreds of sites statewide also receive training and coaching from Child Care Resource and Referral (CCR&R) agencies. Thus, the additional sites that showed a decrease in scores still have the opportunity to receive support focused on increasing quality at the site-level even though they were not mandated to participate in the SIP process.

**Figure 5**
*Change in Performance Scores between 2024 and 2025*



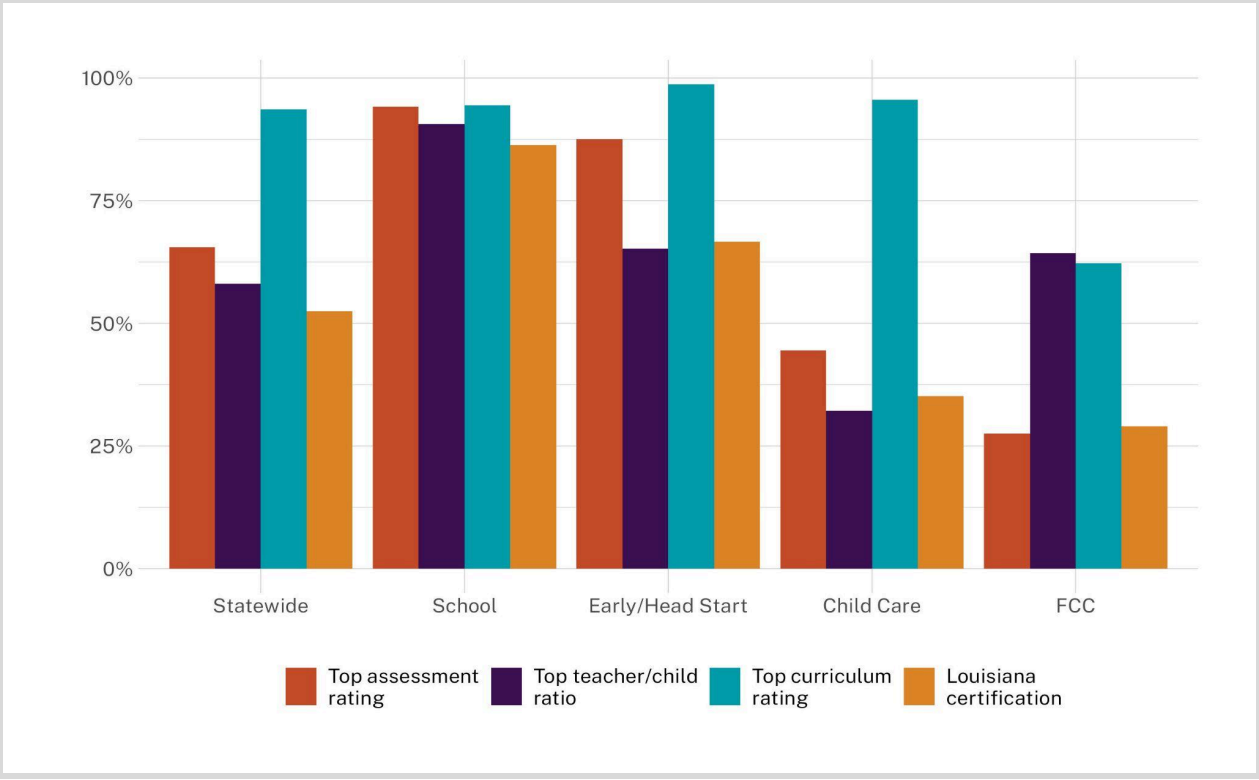

However, sites vary in their implementation of classroom best practices that promote high-quality experiences for children (Figure 6). These best practices currently include the following:

- The number of publicly funded children assessed using Teaching Strategies Gold®, a high-quality assessment tool;
- The ratio of children to teachers, a research-proven approach that benefits children's outcomes;
- The use of a high-quality curriculum, another important component of early childhood care and education; and
- The percentage of teachers with Louisiana certification, an indicator of teacher preparation and qualifications.

The LDOE collection of informational metrics indicates that, across programs, the large majority of sites have a quality curriculum. In addition, a majority of sites score the highest possible rating on all informational metrics.

**Figure 6**

*Informational Metrics by Site Type*




Louisiana continues to empower communities to strengthen classroom quality by expanding current initiatives and launching additional quality measures and supports. These efforts include several facets:

- **Providing High-Quality Instructional Tools.** These supports will ensure all early childhood classrooms are utilizing high-quality curriculum, utilizing high-quality and age-appropriate learning materials, and receive professional development to support effective implementation of these instructional tools. These resources also provide support to align the Louisiana Early

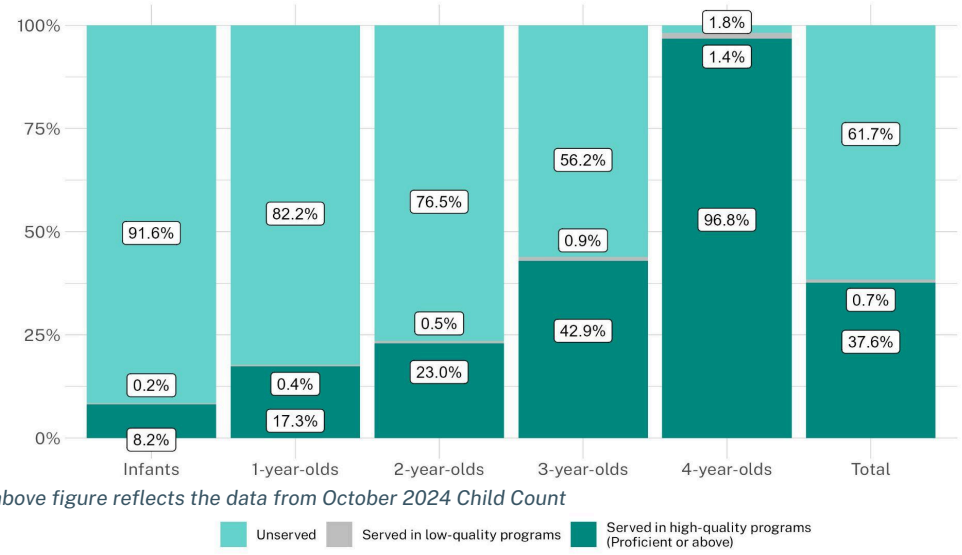
Learning and Development Standards with the early childhood assessment.

- **Expanding Developmental Screening and Referral.** These efforts will prepare communities and teachers to identify children in need of intervention, early and accurately, through a developmental screening process that then provides EarlySteps or pupil appraisal referrals and other supports needed to prepare children for success in school and beyond.
- **Providing Expanded Professional Learning Options.** *EC Learn*, LDOE's free, online learning platform for early childhood educators, provides access to high-quality digital professional development. *EC Learn* supports educators in deepening their understanding of effective instructional practices as well as provides required training modules to early childhood leaders and teachers, aligning with the state's commitment to continuously improve classroom quality.

## Access to Care

While sites across the state continue to make gains in CLASS® scores, there are still too few children in need, especially infants and toddlers, who can access publicly funded high-quality programs. October 2024 estimates 61.7% of economically-disadvantaged children birth through age four were unserved, representing a decrease of .1% fewer children served from the previous academic year. Access, broadly, was highest for four-year-olds: an estimated 96.8% of economically-disadvantaged four-year-olds were served in high-quality programs (Figure 7). Louisiana has also seen slight gains in access for infants, one year olds, and two year olds in the last year, due to slight increases in federal dollars. However, access to those publicly funded high-quality seats for our youngest learners is still insufficient, and the state had to initiate a CCAP waitlist in October 2022 in response to demand for seats not matching the level of funds for seats.[5]

**Figure 7**
*Access to Quality Care for Economically-Disadvantaged Children*




**The above figure reflects the data from October 2024 Child Count*

[5] The CCAP waitlist is currently composed of families who applied for services in 2024 and 2025; prior applicants have subsequently been served or no longer expressed need for services.

As in prior years, during the 2024-2025 academic year, families, Type III centers, and Family Child Care providers with academic approval benefited from star ratings that provide incentives for quality. Among the children who receive public funding, the overwhelming majority at 95% are served in quality sites that were rated three or more stars in 2023-2024 (Table 5).

**Table 5**
*Enrollment by Star Quality Rating*

| CLASS® Score Range | 2023-2024 Performance Rating | 2025 Star Rating* | CCAP Children Ages B-5 Authorized in Oct. 2024 | Estimated Children Ages B-5 Enrolled with Other Public Funding Sources Oct. 2024 | Total Children Enrolled |
|---|---|---|---|---|---|
| 6.00 - 7.00 | Excellent | 5 Stars | 1,720 (16%) | 9,230 (20%) | 10,950 (19%) |
| 5.25 - 5.99 | High Proficient | 4 Stars | 5,015 (48%) | 25,780 (55.%) | 30,795 (53%) |
| 4.50 - 5.24 | Proficient | 3 Stars | 3,047 (29%) | 9,960 (21%) | 13,007 (23%) |
| 3.75 - 4.49 | Approaching Proficient | 2 Stars | 433 (4%) | 714 (2%) | 1,147 (2%) |
| 3.00 - 3.74 | Approaching Proficient | 1 Star | 10 (<1%) | 113 (0%) | 123 (<1%) |
| 1.00 - 2.99 | Unsatisfactory | 0 Stars | 9(<1%) | 18(0%) | 27(<1%) |
| N/A | Not Rated in 2023-2024 | 0 Stars | 288 (3%) | 1,408 (3%) | 1,696 (3%) |
| **Total** | | | **10,522** | **47,223** | **57,745** |

**2025 Star Ratings are based on the 2023-2024 Performance Profile ratings; only Type III early learning centers and family child care providers with academic approval received star ratings during that time period.*

Access to publicly funded care is available to eligible children, based on eligibility criteria that varies by funding program. Table 6 provides an overview of major public funding sources. Many public funding sources have eligibility requirements based on state median income (SMI) and federal poverty level (FPL). The eligibility criteria for publicly funded programs provides insight into the economic status of children participating in Louisiana's Early Childhood Care and Education Network.

**Table 6**

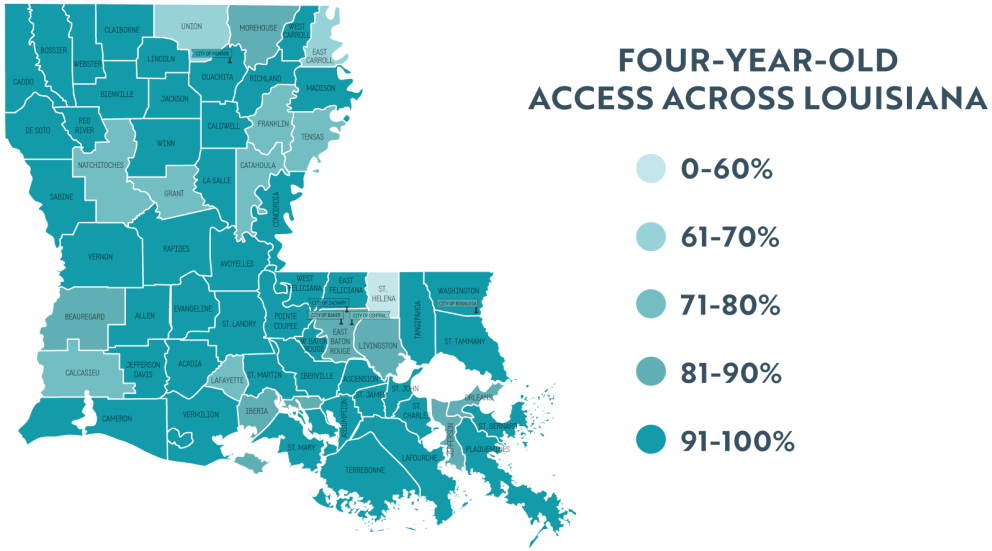
*Details on Louisiana's Public Funding Programs for Early Childhood Care & Education, 2024-2025*

| | CCAP (Child Care Assistance Program) | Early Head Start / Head Start | LA 4 | NSECD (Nonpublic Schools Early Childhood Development) |
|---|---|---|---|---|
| **Eligibility criteria** | Families that are<br>• At or below 85% of SMI<br>• Working, in school, or in training 20 hours per week or more; actively seeking employment; or experiencing homelessness<br><br>Age Birth-13 years old or up to 18 if child with disabilities | Families that are<br>• At or below 100% FPL<br>• Also 30% up to 130% of the Federal Poverty Level and 10% over income<br>• Comprised of a young child with a disability<br>• Experiencing homelessness<br><br>Head Start:<br>3 and 4-years-old<br><br>Early Head Start: Infants and toddlers | Families that are at or below 200% of the FPL<br><br>4 year olds | Families that are at or below 200% of the FPL<br><br>Primarily 4 year olds; some (small number of) 3 year olds potentially if the site also serves 4 year olds with NSECD |
| **Program requirements** | Type III licensed child care centers and child care assistance-certified home- and school-based providers | School districts, non-profit organizations, community action agencies, faith-based organizations, for-profit organizations, local and parish government | School systems apply for seats for LA 4 | Eligible providers for NSECD are BESE-approved nonpublic schools and Type III child care centers |
| **Hours/days** | 8-hour day, full-year | 6-hour day, academic year | 6-hour day, academic year | 6-hour day, academic year |
| **Total funding and source** | $122,574,659<br>Source: Child Care Development Fund (CCDF)<br><br>$87,867,381<br>Source: State General Fund | $215,101,175<br>$149,495,194 for Head Start Preschool<br>$65,605,981 for Early Head Start<br><br>Source: Administration for Children and Families (ACF) | $30,010,040<br>Source: TANF<br><br>$65,605,642<br>Source: State General Fund | $7,840,932<br>Source: State General Fund |
| **Number of slots** *(October 2024)* | Enrolled and Funded*:<br>Infants: 1,052<br>1-year-olds: 2,825<br>2-year-olds: 3,780<br>3-year-olds: 4,148<br>4-year-olds: 2,555<br>≥ 5-year-olds: 5,322<br>Total: 16,920<br><br>** Includes both voucher and contracted seats*<br>** A CCAP Waitlist remained in effect on 10/1/2024* | Enrolled:<br>Early Head Start: 2,785<br>Head Start: 10,885 | Enrolled:<br>4-year-olds: 16,840<br><br>Funded:<br>4-year-olds: 17,084 | Enrolled:<br>4-year-olds: 1,367<br><br>Funded:<br>4-year-olds: 1,405 |
| **Amount of public funding per child** | Annual funding[1]:<br>Infant: $17,952<br>1 and 2 year olds: $11,088<br>≥ 3 year olds: $8,316<br>*Note: Rates increased in 2/2022 for an average cost of $12,500 per child.* | Early Head Start:<br>$18,554<br>Head Start: $10,739 | $5,580 per child[2] | $5,580 per child[2] |

[1] This reflects a full-time, annual per child rate as of October 2023 and does not include bonuses
[2] This reflects per child allocation, not average expenditure

Understanding how access varies by geography is a requirement in the reporting stipulated in Act 198 of 2021, and this distribution is integral to identifying opportunities to deploy strategic supports moving forward. Access to early childhood care and education across all age groups shows that there is variation across the state. Figure 8 shows the level of access for four-year-old children to publicly funded early care and education across Louisiana.

**Figure 8**
*Access across Louisiana for Economically-Disadvantaged Four-Year-Old Children*




Across the state, the following parishes are categorized in the highest and lowest ranges for four-year-old access to publicly funded care and education:

Highest Range: 90% or more

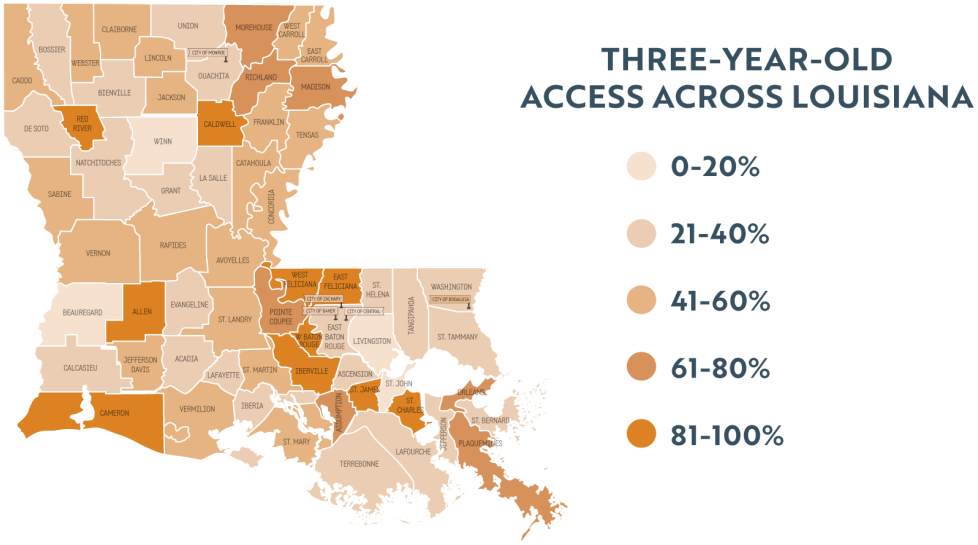
- Allen
- Ascension
- Assumption
- Avoyelles
- Bienville
- Bossier
- Caldwell
- Cameron
- Claiborne
- Concordia
- DeSoto
- East Feliciana
- Evangeline
- Iberville
- Jackson
- Jefferson Davis
- La Salle
- Lafourche
- Lincoln
- Madison
- Ouachita/City of Monroe
- Plaquemines
- Pointe Coupee
- Red River
- Richland
- Sabine
- St. Bernard
- St. Charles
- St. James
- St. John
- St. Landry
- St. Martin
- St. Mary
- St. Tammany
- Tangipahoa
- Terrebonne
- Vermilion
- Vernon
- Washington
- Webster
- West Baton Rouge
- West Carroll
- West Feliciana
- Winn
- Zachary

Lowest Range: Less than 60%

- St. Helena

**Figure 9**

*Access across Louisiana for Economically-Disadvantaged Three-Year-Old Children*




An estimated 61.8% of economically-disadvantaged three-year-old children do not currently have access to publicly funded early childhood care and education. As seen in Figure 9, this access ranges geographically across Louisiana.

Across the state, the following parishes are categorized in the highest and lowest ranges for access to publicly funded care and education for three-year-old children:

Highest Range: 80% or more

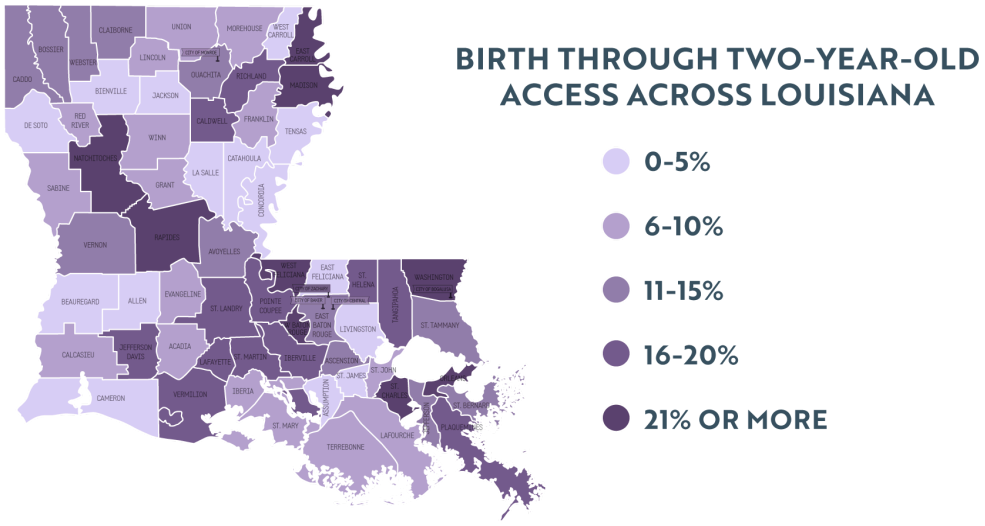
- Allen
- Caldwell
- Cameron
- East Feliciana
- Iberville
- Red River
- St. Charles
- St. James
- West Baton Rouge
- West Feliciana

Lowest Range: Less than 20%

- Central
- Acadia
- Ascension
- Beauregard
- Bienville
- Bossier
- Calcasieu
- DeSoto
- East Baton Rouge
- Evangeline
- Grant
- Iberia
- Jefferson
- Lafayette
- Lafourche
- LaSalle
- Livingston
- Natchitoches
- Ouachita
- St. Bernard
- St. Helena
- St. John
- St. Tammany
- Tangipahoa
- Terrebonne
- Union
- Washington
- Winn

Figure 10 illustrates the range of access level geographically across Louisiana, in contrast to Figure 7, "Access to Quality Care," which highlights that the largest access gaps exist for children ages birth through two years old. An estimated 91.5% or more of economically-disadvantaged children ages birth through two years old are not served in publicly funded early childhood programs, as shown in Figure 7, and Figure 10 illuminates parts of the state in which this lack of access is most keenly experienced.

**Figure 10**
*Access across Louisiana for Economically-Disadvantaged Birth to Two-Year-Old Children*




Across the state, the following parishes are categorized in the highest and lowest ranges for access to publicly funded care and education for birth to two-year-old children:

Highest Range: 20% or more
- East Carroll
- Madison
- Natchitoches
- Orleans
- Rapides
- St. Charles
- Washington
- West Baton Rouge
- West Feliciana
- Zachary

Lowest Range: Less than 5%
- Allen
- Assumption
- Beauregard
- Bienville
- Cameron
- Catahoula & Tensas
- Concordia
- DeSoto
- East Feliciana
- Jackson
- LaSalle
- Livingston
- St. James
- West Carroll

### Racial and Ethnic Demographics of Early Care and Education

In order to more completely understand any gaps in access that may remain for specific populations, the LDOE launched a pilot to collect racial demographic information as part of the October 2020 child count process. In October 2024, all Community Network Lead Agencies reported demographic information for the 57,745 children reported in that child count. The percentages of racial categories are represented in Table 7 below.

Demographic information collected in child count is made up of three categories: background demographics to determine the extent to which children experience homelessness, foster care, and home languages other than English (none of which are mutually-exclusive) as well as ethnicity and racial demographics (mutually-exclusive). The demographic information collected providers' information on the populations accessing publicly funded early care and education and resulted in the following findings:

- 1.18% of children categorized as experiencing homelessness
- 1.26% of children categorized as foster children
- 3.35% of children categorized as dual language learners
- 5.29% of children categorized as Hispanic/Latino
- Black or African American children make up the majority of publicly funded children served.

**Table 7**

*Racial Demographics of Publicly Funded Children, 2024-2025*

| Race | Percentage |
|---|---|
| American Indian/ Native American | 0.39% |
| Asian | 0.79% |
| Black or African American | 55.21% |
| Hispanic/Latino | 5.29% |
| Native Hawaiian or Pacific Islander | 0.18% |
| White | 27.95% |
| Two or More Races | 3.45% |
| Other or Unknown | 6.75% |

While access to care increases with age, with many more three-year-old and nearly all four-year-old children in quality settings, the persistent gap for infants and toddlers has unsettling implications for the workforce in Louisiana. Families without reliable access to quality care and education face persistent hardships when they enter the labor force, causing downstream costs for employers, Louisiana's economy, and tax revenue.[6] It is estimated that Louisiana businesses lose $762 million annually from missed work, turnover, and other related costs due to parents not having reliable access to high-quality child care. This creates a ripple effect on the economy beyond employers and individual households, as lost income from missing work directly impacts purchasing power and productivity.[7]

[6] Davis, Belinda et. al., "Losing Ground: How Child Care Impacts Louisiana's Workforce Productivity and the State Economy." May 2017. Louisiana Policy Institute for Children. Accessed through: https://0cd902dd-9de1-4dae-8781-4a355ebda8df.filesusr.com/ugd/20d35d_476f91b779d74b74937ccdd9965d74e3.pdf.

[7] The Kathleen Babineaux Blanco Public Policy Center. April 2021. [Policy Brief] Child Care and the Economy in Louisiana. Accessed through: https://policyinstitutela.org/wp-content/uploads/2022/01/Blanco-Center-Economics-of-Childcare-Policy-Brief.pdf

Efforts continue to expand access to high-quality early childhood care and education across Louisiana and include the following:

- **Expanding Child Care Assistance Program (CCAP) B-3 Seats**. Through contracted seats, the department strategically increases the number of publicly funded seats available for infants and toddlers, ensuring that access is expanded in those critical years of brain development and that more young children are served in sites that meet high-quality standards.
- **Support for Ready Start Networks**. The department provides support for Ready Start Networks to develop blueprints to strategically guide their network to success; create a coalition of community leaders to promote, support, and advocate for network initiatives; establish local advisory council structures to inform decision-making; and identify local funding opportunities to support strategies to increase quality and access to quality early care and education at the local level. The department supports Ready Start Networks in the use of community-level access and landscape analyses to determine the current state of access within the communities in the network and to develop community-level strategies and solutions to increase the supply of and access to quality early childhood care and education that meets the needs of their specific communities.
- **Integrating Family Child Care**. Family Child Care (FCC) sites are now able to participate in the state quality rating system by opting into "Academic Approval." FCC educators often serve in areas where child care options are scarce and often provide needed infant and toddler care; by opting into academic approval, FCC sites will be well-positioned to serve families previously not able to find care, and the department continues to work with community networks to recruit and support new FCC sites.

# Conclusion

In order to resolve access gaps that remain for Louisiana's most vulnerable children, the state must prioritize care that serves infants and toddlers. Partnerships are the key lever for growing access to quality early childhood care and education. Through the coordinated enrollment process, families partner with Community Network Lead Agencies to explore quality child care options. Every community network works with and across all program providers and provider types to engage and recruit families and reduce burdens on enrollment. Louisiana will need to continue to examine different avenues of care, including even deeper engagement of family child care providers, in Louisiana's statewide quality and access efforts. Additionally, the majority of children in need live in urban areas, but the high concentrations of vulnerable children in rural areas indicate the need to continue to explore community-level strategies to be successful in all areas of the state.

Louisiana's innovative Ready Start Network approach demonstrates a commitment to finding local solutions to increasing access to high-quality early care and education. As part of these efforts, Ready Start Networks also work to identify local funding that can be utilized for increased access. To support local revenue generation, the legislature implemented the Louisiana Early Childhood Education (ECE) Fund, which enables local communities to have locally-raised funds matched dollar-for-dollar by state funds. In the 2024-2025 fiscal year, the LDOE allocated and matched $30,312,097 across 13 community network lead agencies, for an investment of more than $60,624,194 to increase local access. The LDOE continues ongoing communication with Community Network Lead Agencies year-round to evaluate how many are working to raise funds for future years and anticipates the number of Community Network Lead Agencies raising eligible funding will continue to increase each year.

Furthermore, existing partnerships with the Louisiana Department of Health and Department of Children and Family Services have broadened the support systems for vulnerable children. Continued collaboration will ensure that Louisiana continues to make strides to provide all children ages birth through four with opportunities for high-quality early childhood care and education that sets the foundation for success for children in school and beyond.

Analysis of access and outcomes across Louisiana reveals that the greatest areas of need are concentrated within both urban centers with high child populations and rural communities with limited early learning infrastructure. These regions face distinct challenges. Often, urban areas face high demand and child care wait lists while rural regions have child care deserts. To ensure that all children have access to high-quality early learning opportunities, Louisiana will work to prioritize funding and support for communities with the highest percentages of vulnerable children, including those in low-income households, families experiencing unemployment, or communities with limited early childhood options. This targeted approach will guide the allocation of resources, including expansion of CCAP B–3 seats, as well as guide investment in workforce and quality improvement supports to close access gaps statewide.

For additional information, please contact EarlyChildhood@la.gov.

LOUISIANA DEPARTMENT OF EDUCATION

# Literacy Coaches Plan Report

## HCR 11 (2021)

### November 2025

# Overview

The 2025 Louisiana Literacy Coaches Plan presents a unified and comprehensive view of Louisiana's ongoing efforts to strengthen literacy instruction through coaching, aligned policy, and evidence-based practice. This report integrates the Louisiana Department of Education (LDOE) Literacy Coaches Plan with the broader statewide vision established through the Louisiana Comprehensive Literacy Plan and the Louisiana Literacy Advisory Commission Report. The report highlights legislative context, implementation progress, outcomes, and next steps to sustain and expand literacy coaching statewide.

# Background and Legislative Content

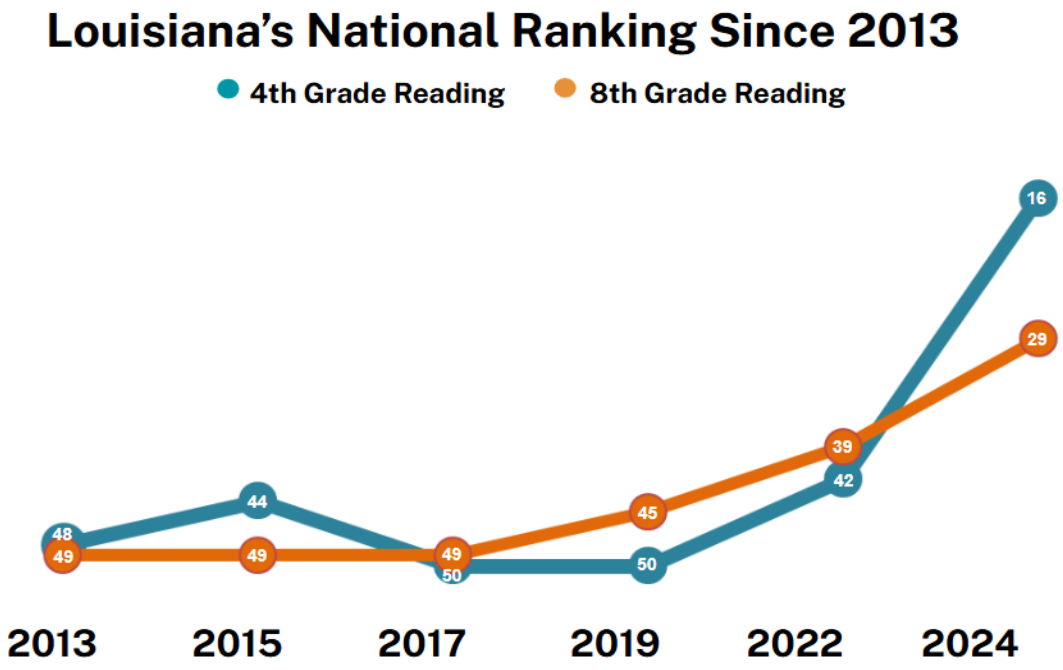
Louisiana's commitment to improving literacy outcomes is grounded in several key pieces of legislation. House Concurrent Resolution 11 (2021) directed the LDOE and the Board of Elementary and Secondary Education (BESE) to develop a comprehensive literacy coaching plan. This was built upon earlier initiatives, including House Resolution 222 and Senate Resolution 182 (2019), which established the Louisiana Early Literacy Commission. Acts 108 and 438 (2021) further strengthened this foundation by mandating Science of Reading training for educators and ensuring high-quality literacy instruction in every K–3 classroom.

# Louisiana's Reading Revival Framework

Louisiana's Reading Revival represents a unified, statewide effort to ensure that every student reads at or above grade level. Grounded in the science of reading, the framework includes four interconnected pillars that drive system-wide improvement:

- Student literacy outcomes increase when schools set and monitor measurable literacy goals.
- High-quality core instruction, paired with explicit literacy interventions and extensions, improves outcomes for all learners.
- Ongoing professional growth and support are essential to effective literacy instruction.
- Family engagement is a vital part of sustaining literacy development from early childhood onward.

Since launching this effort, Louisiana has seen measurable progress in national outcomes. According to the National Assessment of Educational Progress (NAEP), Louisiana's fourth-grade reading scores have risen steadily since 2019, narrowing the gap with national averages and marking one of the strongest improvements among southern states. Louisiana has also improved its national standing. In 2024, the state ranked 16th in fourth-grade reading and 29th in eighth-grade reading, clear evidence that the work happening in classrooms is translating into meaningful and competitive gains on the national stage.



# Literacy Coaching

## The Role of Literacy Coaches

Central to Louisiana's literacy success is the role of the literacy coach, a school-based instructional leader who supports teachers in implementing evidence-based practices, analyzing student data, and refining classroom instruction. Literacy coaches guide lesson planning, provide classroom feedback, and foster teacher collaboration through Professional Learning Communities (PLCs) and school-based leadership teams. This model ensures that literacy instruction is grounded in the Science of Reading and responsive to student needs.

## Implementation of Literacy Coaching

During the 2020 Regular Legislative Session, the Louisiana Legislature dedicated $2 million to begin implementation of the commission's recommendations. This investment allowed LDOE to launch a pilot that provided literacy coaches in thirteen elementary schools across five school systems for the 2020-2021 school year. With literacy coaching as a core component of the state's reading revival, LDOE created a comprehensive literacy coaching program for kindergarten through second grade. Literacy coaches provide teachers with the support they need for instructional planning, observational feedback on reading lessons, training for using data to inform instructional practices, and ongoing professional growth to increase their knowledge of the science of reading.

In the 2021–2022 school year, LDOE used a portion of a $100 million federal Comprehensive Literacy State Development (CLSD) grant to expand the program. Each school system had the opportunity to opt-in for every school designated as in need of intervention that serves students in kindergarten through second grade. This expansion brought the program to 177 schools and added a partnership with the Center for Literacy and Learning (CLL) to provide job-embedded professional development and support for literacy coaches through sixteen regional literacy specialists, funded by the Elementary and Secondary School Emergency Relief (ESSER) Fund.

The expansion included more than 200 literacy coaches from PreK through high school, placing Louisiana in the top half of states for literacy coach deployment according to ExcelinEd, a national education policy organization. Louisiana is one of only 21 states that support literacy coaches, a key pillar of what ExcelinEd considers Comprehensive Early Literacy Policy. The CLSD grant provided funding for this program through the 2024–2025 school year. Beginning the 2025-2026 school year, literacy coaches are no longer funded through a federal literacy grant; school systems are encouraged to utilize local funds and make decisions on the employment of literacy coaches that fit their own local context.

HCR 11 (2021) requested that BESE develop a plan for full implementation of school literacy coaching for students in kindergarten through second grade in every Louisiana public school deemed in need of improvement. Louisiana expanded on its promising literacy coaching program to improve early literacy rates and reach more schools, teachers, and students. Literacy specialists and school-based literacy coaches are a key strategy to support teachers in effectively implementing best practices that align with the four literacy pillars.

The LDOE Division of Literacy has developed a strategic plan to support literacy coaches across the state. The team includes nine literacy coaching specialists whose full-time role is to provide job-embedded support through on-site and virtual coaching to school and school system leaders, including literacy

coaches. This support is provided through the LDOE Menu of Services and allows school systems to request customized support in literacy, including but not limited to instructional needs review, literacy plan development, instructional coherence, on-site instructional reviews, Instructional Leadership Team coaching, and support for new teachers. For coaches, this means access to a state-led structure for building long-term school and system literacy capacity.

The LDOE Division of Literacy also hosts monthly Communities of Practice (CoP) where state literacy specialists and school-based coaches meet virtually for reflective dialogue, sharing strategies, and problem-solving challenges. In addition to the CoPs, literacy coaches have access to a plethora of professional learning resources through the LDOE Professional Learning Platform. This free professional learning includes a variety of topics, including The Science and Art of Teaching Reading, Tiered Pathways of Literacy Support, and others included in the Catalog of Supports for Literacy Leaders.

The following initiatives stem from the work and information gathered through the efforts of literacy coaches across Louisiana and now help drive statewide literacy improvement.

- Additional Support for Urgent Intervention Needed Schools: Using a 2020 CLSD Grant Award to support literacy improvement at Urgent Intervention Needed (UIN) schools, which earned a subgroup score equivalent to a D or F in the most recent year. This funding concludes this current school year.
- Comprehensive Literacy State Development 2024 grant secures funding through 2029-2030 for 21 school systems to employ a Literacy Mentor to work with teachers who are new to the profession within three years.
- Statewide Literacy Screener: Under Act 438 (2021), LDOE identified a statewide literacy screener through state procurement. Amplify's DIBELS 8th is given to all K-3 students at the beginning of each school year and then again in December and April.
- Local Literacy Plans: Under Act 438 (2021), schools will submit a school literacy plan that outlines their literacy data and goals, along with the actions they will take to meet those goals.
- Early Literacy Training: Under Act 108 (2021), LDOE provides early literacy training for all teachers of reading, math, science, or social studies in kindergarten through third grade, as well as principals and assistant principals of schools with those grades. In response, LDOE has launched two monthly series of professional learning, one for teachers to build knowledge and support implementation around the science of reading, and a second for leaders to become a change agent for the science of reading in schools.
- School Support Institute Literacy Track: Supports school-based Instructional Leadership Teams in their literacy efforts by:
    - improving classroom instruction through analysis of teacher and student data;
    - incorporating best practices for high-impact leader actions; and
    - providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.
- Literacy Tutoring: Louisiana has launched a statewide tutoring initiative to provide high-quality literacy support for students who are behind in reading. This work is led by the Louisiana Department of Education (LDOE) and includes two major tutoring programs:

    1. Steve Carter Tutoring Program

- The program offers *digital vouchers* ( $1,500) to eligible families for literacy and math tutoring.
- Students in K–12 who are below proficiency can access approved tutoring providers, either in person or virtually.
- Tutors must be qualified (often certified teachers or experts in reading) and complete foundational literacy training.

2. Accelerate: High-Dosage Tutoring Initiative
    - Designed for K–5 students who are significantly behind, this program delivers high-impact school-day tutoring.
    - The model requires sessions to be about 30 minutes, with small groups (no more than 4 students per tutor) and aligned with high-quality instructional materials (HQIM) and the Science of Reading.
    - Tutors are expected to monitor student progress throughout the year using assessments.

## Alignment with the Louisiana Comprehensive Literacy Plan

The Literacy Coaches Plan operates within the framework of the Louisiana Comprehensive Literacy Plan (LCLP), which aligns literacy efforts from birth through high school graduation. Through this alignment, LDOE ensures coherence across coaching, early literacy interventions, curriculum implementation, and professional development. This integration supports not only early elementary grades but also strengthens literacy pathways into middle grades.

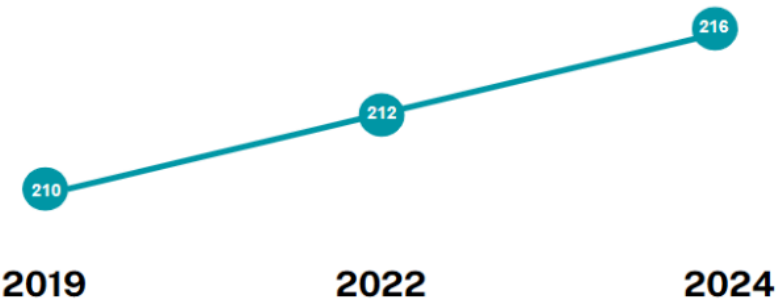
## Louisiana Literacy Advisory Commission Contributions

The Louisiana Literacy Advisory Commission (LLAC) continues to play a key role in shaping policy, monitoring implementation, and recommending adjustments to strengthen statewide literacy practices. The Commission has emphasized sustainability, ensuring that literacy coaching continues beyond federal grant funding. The LLAC has also recommended increased collaboration between LDOE, local school systems, and higher education institutions to embed Science of Reading training into teacher preparation programs and ongoing professional learning.

# Impact and Results

Since the implementation of the literacy coaching model, Louisiana has demonstrated substantial improvement in literacy outcomes. The state's fourth grade NAEP reading scale scores increased from 212 in 2019 to 216 in 2024, elevating Louisiana from 49th to 16th nationally. Eighth-grade reading also improved, with the state moving from 45th to 29th nationally over the same period. These gains reflect the impact of targeted coaching, data-driven instruction, and sustained investment in educator training.

## NAEP 4th Grade Reading Scale Scores




In addition to NAEP scores increasing, Louisiana students have continued to show significant increases in proficiency on the literacy screener. 2024-2025 data marked a significant milestone in Louisiana's efforts to improve literacy outcomes. From fall of 2024 to spring of 2025, students scoring proficient on the literacy screener increased by 17 percent. This substantial growth reflects the collective impact of strengthened literacy practices grounded in the science of reading, targeted support, high-dosage tutoring, and the implementation of evidence-based strategies across classrooms.

Each grade level contributed meaningfully to this progress:

- Kindergarten saw the largest gain with a 33 percent increase in proficiency.
- 1st grade followed with a 19 percent increase.
- 2nd grade improved by 11 percent.
- 3rd grade showed an 8 percent increase.

These gains are more than just numbers. They represent the growing number of students reading on grade level and building the foundation for future academic success. The data affirms that Louisiana's focused investment in high-quality instructional materials, high-dosage tutoring, professional learning, and coaching support is producing measurable results.

Further, more students are progressing to the next grade on or above grade level in reading. In 2024, when students left for the summer, just over half of K-3 students (54.6%) were at grade level. This year, as students leave for the summer, 64.1% are reading on grade level.

16,745 more K-3 students are finishing on level in reading as they promote to the next grade level. Each grade level contributed meaningfully to this progress:

- 1,473 more kindergarten students will be going to 1st grade on level.
- 3,555 more first graders will go to second grade on level.
- 6,813 more second graders will go to third grade on level.
- 4,904 more third graders will go to fourth grade on level.

# Sustainability and Future Investment

With the conclusion of CLSD funding in 2025, LDOE is implementing a sustainability strategy that includes continued investment in regional literacy mentors, integration of literacy coaching within district leadership structures, and collaboration. The plan also includes strengthening the use of the Louisiana Learning Platform for Science of Reading professional learning and supporting long-term teacher development.

## Next Steps and Recommendations

- Continue department-led support for improving literacy best practices, especially in schools identified as needing improvement through their School Performance Score and ELA accountability indicators (DIBELS, ELA LEAP).
- Encourage local school systems to utilize funding to employ literacy coaches in schools most in need of coaching support.
- Include school leaders in the professional learning communities to ensure all teachers have access to leaders who can coach and support literacy best practices.

For additional information, please contact louisianaliteracy@la.gov.

LOUISIANA DEPARTMENT OF EDUCATION

# Elementary School Counselors Report

## R.S. 17:3005

### December 2025

# Overview

As required by R.S. 17:3005, the State Board of Elementary and Secondary Education (BESE) shall annually report to the legislature on the implementation and effectiveness of elementary school counselors for all students in kindergarten through sixth grade in the public elementary schools in Louisiana.

# Background

A professional school counselor supports academic success, assists with the development of interpersonal skills, and provides input on students' career development.

As such, R. S. 17:3005 (C) states that school counselors provide preventive and developmental counseling services to all public elementary school students in kindergarten through grade six to prepare them for middle, junior, and senior high school responsibilities. The statute further states that counseling services may provide the following:

1. Aid children in academic development through the use and interpretation of test scores, improved pupil self-concept, and early identification and attention to problems that are deterrents to learning and development.
2. Serve as consultants to teachers relative to the use of test scores and improvement of the learning environment, use of out-of-state school resources and agencies, and development of a home-school liaison.
3. Offer services related to the identification and placement of children with handicapping conditions.
4. Serve as a consultant to parents, in a liaison capacity, as a resource in understanding growth and development problems, and as an aid in understanding how some non-school factors affect the learning and achievement of children.
5. Serve as a resource in decreasing discipline and other at-risk behavioral problems through an understanding of peer relations, teacher-pupil relations, social awareness, drug awareness, and others.
6. Aid in improving school attendance and retention by implementing an early identification and prevention program for potential attendance and retention problems.
7. Serve as a resource to parents in decreasing the incidence of juvenile delinquency by early intervention through guidance and counseling services.
8. Consult with teachers in implementing a career development program that, at the elementary school level, includes self-awareness, job awareness, and prevocational orientation.
9. Provide an available source for youngsters needing someone to "just listen" to their problems or concerns.

## Methodology

A survey was created to assess the preventive and developmental counseling services provided by elementary schools. Administrators and elementary school counselors with students in kindergarten through sixth grade were asked to complete and submit the Elementary School Counselor Survey by October 1, 2025. Notices about the survey were included in the System Leader and Career and College Readiness monthly calls, the LDOE newsletter, and the Counselor Connect newsletter.

## Findings

More than 700 administrators and elementary school counselors completed the Elementary School Counselor Survey. Eighty-six percent of the survey respondents stated that they have at least one full-time school counselor on their campus. Approximately 14% report not having a school counselor on campus full-time or part-time.

Some of the challenges reported include schools having to be creative in how they provide counseling services to students. For example, if there is no school counselor on campus, schools may use social workers, on-site community health clinics, student support team advisors, administrators, etc., to provide counseling-related services to students.

Elementary school counselors are also challenged by non-counseling-related tasks, such as serving as the 504 coordinator, serving as school testing coordinators (e.g., DIBELS, LEAP, NAEP, ELPT), participating on School Building Level Committees (SBLC), attending IEP meetings, etc. Engaging in those and numerous other tasks may prevent elementary school counselors from providing the counseling services students need to support their personal development.

Several administrators and school counselors reported the need for additional counselors at their schools due to high counselor-to-student ratios and the additional administrative duties they are required to handle beyond counseling students. A counselor noted that the student-to-counselor ratio at her school is 701:1. Another school counselor reported being the only counselor at a school of over 600 students. Some of her duties include serving as the McKinney-Vento liaison and as a member of the SBLC and Multi-Tiered Systems of Support (MTSS) committees, which meet weekly. This counselor also reported that she is often unable to participate in teacher-academic student data sessions and may miss classroom guidance lessons due to time constraints.

Another counselor noted being the only counselor responsible for students across all kindergarten through twelfth grade levels. She reported that her job can be “very overwhelming” as she juggles students in elementary, middle, and high school, since their needs vary greatly.

Sixty-seven percent of administrators and counselors reported that their school counseling program includes career development/exploration activities for students. Approximately 24 percent reported that their school counseling program does not include career planning. In comparison, nine percent reported that it is unknown whether their school counseling program provides career development activities for students in kindergarten through sixth grade.

## Survey Data

| Elementary School Counselors Report Responses | | |
|---|---|---|
| Administrators | 302 | 42% |
| Counselors | 423 | 58% |
| **Total Number of Responses** | **725** | **100%** |

| Elementary School Counselors Report Questions (725 responses) | | | | | | |
|---|---|---|---|---|---|---|
| **Question** | **Yes** | | **No** | | **Unknown** | |
| Does your school counselor aid students in academic development through the interpretation of test scores, improved pupil self-concept, and/or early identification of attention problems that are deterrents to learning and development? | 609 | 84% | 94 | 13% | 22 | 3% |
| Does your school counselor serve as a consultant to assist teachers with the relative use of test scores to improve the learning environment, use of out-of-state school resources and agencies, and/or development of a home-school liaison? | 410 | 56.6% | 267 | 36.8% | 48 | 6.6% |
| Does your school counselor offer services related to the identification and placement of students with handicapping conditions? | 476 | 65.7% | 201 | 27.7% | 48 | 6.6% |
| Does your school counselor serve as a liaison between the school and parents to serve as a resource in understanding growth and development problems, and assist in understanding how some non-school factors affect the learning and achievement of students? | 640 | 88.3% | 61 | 8.4% | 24 | 3.3% |

| Elementary School Counselors Report Questions (725 responses) | | | | | | |
|---|---|---|---|---|---|---|
| **Question** | **Yes** | | **No** | | **Unknown** | |
| Does your school counselor serve as a resource in decreasing discipline and other at-risk behavioral problems through an understanding of peer relations, teacher-pupil relations, social awareness, drug awareness, and others? | 654 | 90.2% | 51 | 7.0% | 20 | 2.8% |
| Does your school counselor aid in improving school attendance and retention by implementing an early identification and prevention program through guidance and counseling services? | 594 | 81.9% | 102 | 14.1% | 29 | 4.0% |
| Does your school counselor serve as a resource to parents in decreasing the incidence of juvenile delinquency by early intervention through guidance and counseling services? | 593 | 81.8% | 88 | 12.1% | 44 | 6.1% |
| Does your school counselor consult with teachers in implementing a career development program that, at the elementary school level, includes self-awareness, job awareness, and prevocational orientation? | 488 | 67.3% | 172 | 23.7% | 65 | 9% |
| Does your school counselor provide an available source for students needing someone to listen to their problems and concerns? | 661 | 91.2% | 47 | 6.5% | 17 | 2.3% |

## Recommendations

More than 700 administrators and school counselors completed the Elementary School Counselor Survey. Comments were provided in addition to responding to the survey questions. Feedback highlighted several key challenges, including counselor-to-student ratios, the heavy workload of counselors performing non-counseling tasks and additional administrative duties, and the need to be creative in providing services to students when a school does not have a full-time counselor on campus.

Based on this survey feedback, the following recommendations have been developed:

**Recommendation 1:** Guidance should be provided to systems on how to implement the components of R.S. 17:3005 in schools that lack funding for a full-time on-campus school counselor and/or have a large student-to-counselor ratio.

**Recommendation 2:** Direction should be provided to systems and administrators on how counselors participating in non-counseling-related tasks can prohibit counselors from providing counseling services to students in need.

**Recommendation 3:** Information should be provided to systems on how to incorporate career awareness and exploration into classroom instruction, connecting academics to the workforce.

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For additional information, please contact candace.joseph@la.gov.

# 2024-2025 Teacher Exit Data Report

## LA R.S. 17:7(28)

### January 2026

# Background

R.S. 17:7(28) requires the State Board of Elementary and Secondary Education (BESE) to annually report the results of teacher exit interviews conducted by local school systems. The purpose of the interviews and this report is to gather information about teachers' reasons for leaving their current positions, which could prove helpful in developing strategies to improve teacher retention. BESE is required to report the findings to the Louisiana House and Senate Education Committees by January 15 of each year.

During the 2024-2025 school year, the Louisiana Department of Education (LDOE) received data from all 69 traditional school systems in the state. The total number of teachers who left their current positions and their stated reasons for exiting (e.g., a teacher retires or transfers to another district), as reported by traditional public school systems, are included in Appendix A. Teacher exit data was not collected from charter schools, as those schools are not required to report this information; however, the total number of Louisiana teachers includes teachers in charter schools. It is important to note that the Teacher Exit Survey does not provide context regarding teacher vacancies within each school system and whether hiring challenges exist.

# Findings

The findings of the 2024-2025 Teacher Exit Survey indicate the following:

- Fewer teachers are citing “accepting a position outside of the field of education”, as their primary reason for exiting.
- Fewer teachers cited “accepted a teaching or leadership position outside of Louisiana” as their primary reason for exiting.
- Fewer teachers cited “Resigned - dissatisfaction with school or district policies” as their stated reason for exiting.
- The number of candidates who completed a Louisiana teacher preparation program has increased for the second consecutive year.
- Over the last three years, about 32% of exits have been due to personal circumstances and 2% due to dissatisfaction or anticipated termination, showing no significant increase in negative sentiment among teachers.

## Rate of Exit

During the 2024-2025 school year, the rate of teachers exiting current positions from traditional Louisiana school systems increased by two percentage points.

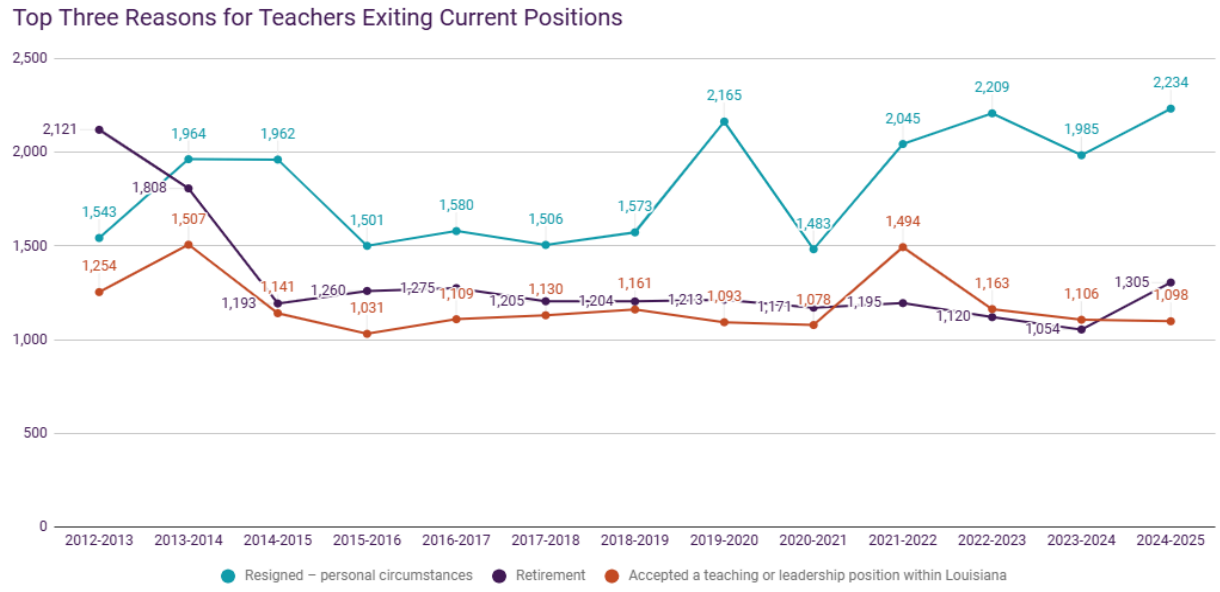
| School Year | Count of teachers exiting | Total teacher workforce* | Historical percent of teacher workforce exiting** | Total teacher workforce, excluding charter schools | Percent of teacher workforce exiting |
|---|---|---|---|---|---|
| **2024-2025** | **6,890** | 52,809 | 13% | **46,924** | **15%** |
| **2023-2024** | **6,297** | 52,808 | 12% | **47,015** | **13%** |
| **2022-2023** | **6,873** | 51,965 | 13% | **46,014** | **15%** |
| **2021-2022** | **6,944** | 50,081 | 14% | **45,242** | **15%** |
| **2020-2021** | **5,652** | 51,016 | 11% | **46,004** | **12%** |
| **2019-2020** | **6,054** | 51,383 | 12% | **46,203** | **13%** |
| **2018-2019** | **6,000** | 51,670 | 12% | **46,650** | **13%** |
| **2017-2018** | **5,302** | 51,106 | 10% | **46,489** | **11%** |
| **2016-2017** | **5,708** | 50,555 | 11% | **47,232** | **12%** |
| **2015-2016** | **5,431** | 50,485 | 11% | **47,144** | **12%** |
| **2014-2015** | **5,487** | 50,146 | 11% | **47,179** | **12%** |
| **2013-2014** | **6,485** | 49,948 | 13% | **47,308** | **14%** |
| **2012-2013** | **6,083** | 50,038 | 12% | **47,625** | **13%** |

**As reported in the End-of-Year (EOY) Profile for Educational Personnel (PEP) data for years 2013-2021. Starting in the 2021-2022 school year, data was reported in EdLink 360 due to a shift in data collection procedures.*
***Percent calculated using total workforce, including charter school total educators. However, the number of teachers exiting excludes charter school data, which is not required.*

## Top Reasons for Exiting

In the 2024-2025 school year, 55 percent of respondents stated they were exiting due to personal reasons, transferring to another Louisiana school system, or retiring. The top three reasons cited by respondents are consistent with those from previous years.

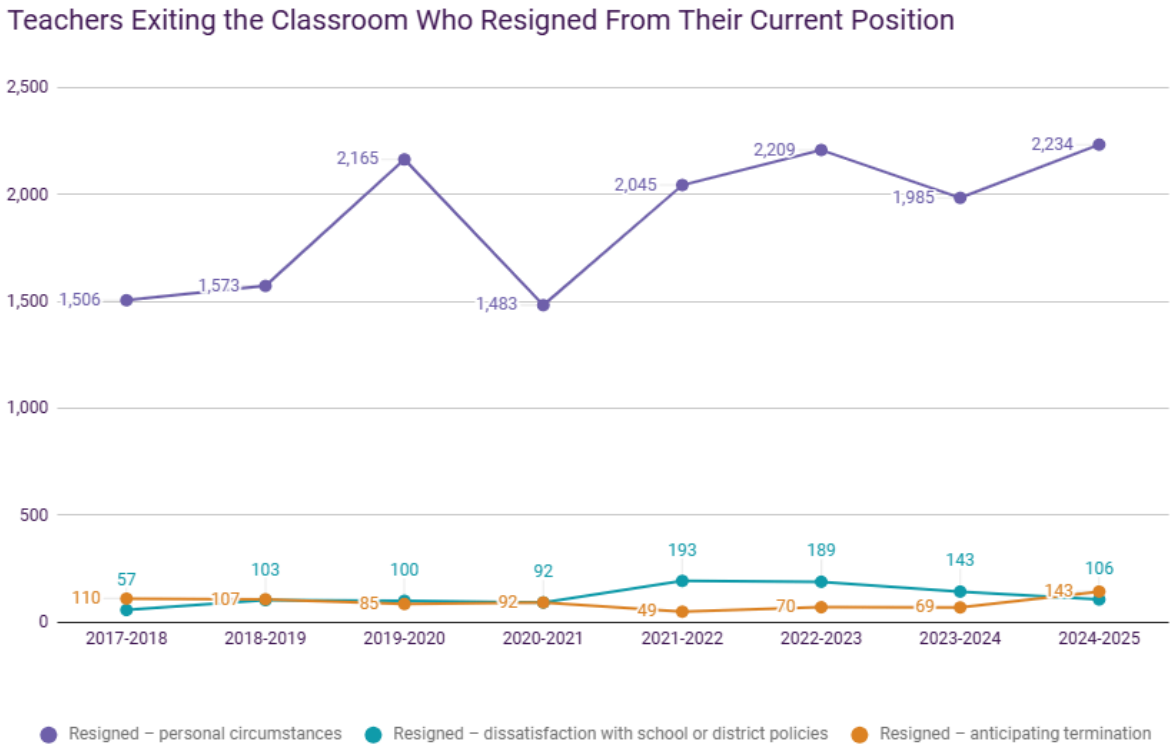
Not all teachers exiting are leaving the field of education. Sixteen percent (1,098) accepted a teaching or leadership position within Louisiana, and three percent (217) of respondents accepted a teaching or leadership position outside of the state. In total, nineteen percent (1,315) of respondents transferred to a different school system or state; however, they remained in the field of education.




*Data Source: LDOE, Teacher Exit Survey Data (2024-2025)*

## Additional Findings

The percentage of teachers resigning has remained stable over the last three years, with an average of 32% resigning due to personal circumstances and an average of 2% of total exiting teachers resigning due to anticipated termination or dissatisfaction with school and district policies.




*Data Source: LDOE, Teacher Exit Survey Data (2024-2025)*

## Teachers Not Responding to Survey

Five school systems indicated that 20 or more of their exiting teachers did not respond. These systems are Livingston (446), Tangipahoa (179), St. Tammany (131), St. John the Baptist (61), and St. Mary (31). Across the state, the 940 exiters who did not provide a reason for their exit are included in the total count of teachers exiting.

# Indicators of Progress

## Teacher Preparation Programs

The number of candidates who completed a Louisiana teacher preparation program has increased for the second consecutive year, contributing to the continuous pipeline and overall count of teachers. During the 2023-2024 academic year, 1,910 teachers completed a BESE-approved teacher preparation program, marking an 8% increase from the previous year, when 1,776 teachers completed the program. This upward trend in new teacher preparation completers demonstrates that, even as the number of teachers exiting the profession grows, Louisiana continues to expand and replenish its educator workforce.

## Pre-Educator Pathway

Louisiana is advancing several bold initiatives to strengthen its teacher pipeline and support early-career educators. One cornerstone is the Louisiana Pre-Educator Pathway, a state-wide “Grow Your Own” effort that begins in high school and continues into college. Through a blend of formal coursework (e.g., Learning Communities and Foundations of Education), microcredential portfolios, and clinical experiences, students navigate toward the profession with systematic support. The pre-educator pathway has expanded over the past three years, growing from 66 participating schools and 1,096 students in 2022-2023 to 107 participating schools and 2,005 students in 2024-2025.

## New Teacher Experience

Once teacher candidates graduate, the state’s New Teacher Experience (NTE) offers a structured induction framework to bolster retention and effectiveness. The NTE emphasizes mentoring (pairing novice teachers with trained mentors), professional learning modules across five key domains (including classroom management, curriculum, and community engagement), and systemic support such as collaborative clusters and quarterly implementation calls with the LDOE. These professional learning modules are offered in two locations of the state and at no cost to systems. The NTE also elevates the role of beginning teachers by presenting an annual New Teacher of the Year award. This program recognizes the outstanding contributions of a first-year teacher. The New Teacher of the Year finalists serve as New Teacher Advisors for the year. In this role, they work with the LDOE to review materials for the NTE, serve as ambassadors at the NTE: Summer Kick-Off event, and advise on a variety of focus groups, advisory councils, and committees, as needed. Additionally, the overall New Teacher of the Year serves as the spokesperson for new educators in our state.

## Teacher Apprenticeship Model

In addition, higher education–district partnerships are translating these policies into practice. For example, Southeastern Louisiana University (SLU) has pioneered a teacher apprenticeship model aligned to the state’s emphasis on work-based learning to develop yearlong residencies and induction support in Tangipahoa Parish. Currently, four teacher candidates are enrolled in this program with SLU and other Teacher Preparation providers, continuing to explore ways to expand this option.

Together, the Pre-Educator Pathway, NTE , and university-district apprenticeship models form a coherent continuum from recruitment through induction that is aimed at producing highly prepared, supported, and long-term educators across Louisiana.

# Appendix

## Appendix A: Total Teacher Exit Survey Responses from 2024-2025 (in descending order)

| Reason Provided | Count of Teachers | Percent of Exiting Teachers |
|---|---|---|
| Resigned – personal circumstances | 2,234 | 32% |
| Retirement | 1,305 | 19% |
| Accepted a teaching or leadership position within Louisiana | 1,098 | 16% |
| The employee did not respond to the exit interview request | 940 | 14% |
| Accepted a position outside of the field of education | 414 | 6% |
| Terminated | 228 | 3% |
| Accepted a teaching or leadership position outside of Louisiana | 217 | 3% |
| Resigned – anticipating termination | 143 | 2% |
| Resigned – dissatisfaction with school or district policies | 106 | 2% |
| Reduction in force/layoff | 92 | 1% |
| Accepted a non-teaching position within the district | 60 | 1% |
| Death | 43 | 1% |
| License revoked | 10 | 0% |
| Total Exiting Teachers | 6,890 | 100% |

## Appendix B: Reasons Teachers Exited 2019-2020 to 2024-2025 (in descending order)

| | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reason** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** |
| Resigned - personal circumstances | 2,165 | 36% | 1,483 | 26% | 2,045 | 29% | 2,209 | 32% | 1,985 | 32% | 2,234 | 32% |
| Retirement | 1,213 | 20% | 1,171 | 21% | 1,195 | 17% | 1,120 | 16% | 1,054 | 17% | 1,305 | 19% |
| Accepted a teaching or leadership position within Louisiana | 1,093 | 18% | 1,078 | 19% | 1,494 | 22% | 1,163 | 17% | 1,106 | 18% | 1,098 | 16% |
| Employee did not respond to exit interview request | 504 | 8% | 749 | 13% | 753 | 11% | 694 | 10% | 771 | 12% | 940 | 14% |
| Accepted a position outside of the field of education | 245 | 4% | 295 | 5% | 520 | 7% | 634 | 9% | 529 | 8% | 414 | 6% |
| Terminated | 248 | 4% | 96 | 2% | 127 | 2% | 217 | 3% | 175 | 3% | 228 | 3% |
| Accepted a teaching or leadership position outside of Louisiana | 248 | 4% | 353 | 6% | 404 | 6% | 442 | 6% | 283 | 4% | 217 | 3% |
| Resigned - anticipating termination | 85 | 1% | 92 | 2% | 49 | 1% | 70 | 1% | 69 | 1% | 143 | 2% |
| Resigned - dissatisfaction with school or district policies | 100 | 2% | 92 | 2% | 193 | 3% | 189 | 3% | 143 | 2% | 106 | 2% |

| | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reason** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** | **Count of Teachers** | **Percent of Teachers** |
| Reduction in force/layoff | 57 | 1% | 77 | 1% | 14 | 0% | 24 | 0% | 100 | 1% | 92 | 1% |
| Accepted a non-teaching position within district | 50 | 1% | 169 | 3% | 99 | 1% | 54 | 1% | 32 | 1% | 60 | 1% |
| Death | 44 | 1% | 40 | 1% | 45 | 1% | 53 | 1% | 42 | 1% | 43 | 1% |
| License revoked | 2 | <1% | 1 | <1% | 6 | 0% | 4 | 0% | 8 | 0% | 10 | 0% |
| Total Teachers Exiting Current Position | 6,054 | 100% | 5,696 | 100% | 6,944 | 100% | 6,873 | 100% | 6,297 | 100% | 6,890 | 100% |
| Total Teachers in Workforce | 51,383 | | 51,016 | | 50,081 | | 51,965 | | 52,808 | | 52,809 | |
| **Total Teachers in Workforce, Excluding Charters** | **46,203** | | **46,004** | | **45,242** | | **46,014** | | **47,015** | | **46,924** | |

# Executive Summary and Recommendations

| |
|---|
| **Contact Person(s):** Beth Scioneaux<br>**Email Address:** beth.scioneaux@la.gov<br>**Office:** School System Finance Services |
| **Title:** Consideration of revisions to *Bulletin 1929--Louisiana Accounting and Uniform Governmental Handbook* regarding definitions and minimum requirements |
| **Recommendation:** Approve, as Notice of Intent |
| **Summary:**<br><br>Revisions to *Bulletin 1929--Louisiana Accounting and Uniform Governmental Handbook* update policy language regarding the definition for unit cost in value and clarification regarding core business courses for minimum requirements of a lead school business administrator, chief financial officer, or business manager. |
| **Notice of Intent for Bulletin: 1929**<br>**Notice of Intent for BESE Code and Code Reference:** |

**Title 28**
**EDUCATION**
**Part XLI. Bulletin 1929—Louisiana Accounting and Uniform Governmental Handbook**
**Chapter 11. Classification of Balance Sheet Accounts**
**§1107. Definition—Supplies vs. Equipment**

A. – A.2.c. …

d. It is equal to or greater than $10,000 ~~$5,000~~ per unit cost in value. If a grant regulation requires a lesser per unit cost in value, then the lesser unit cost in value applies. ~~(The increase of the property threshold amount to $5,000 was advertised in the *Louisiana Register* and adopted as rule in the April 20, 2008 issue.)~~

~~NOTE: The unit cost of $5,000 does not apply to any program funded with 8g monies.~~

3. – B. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:610 (April 2008), repromulgated LR 34:1388 (July 2008), ), amended LR 36:1533 (July 2010), LR 52:

**Chapter 13. Personnel Requirements**
**§1301. Minimum Requirements for Lead School Business Administrator/Chief Financial Officer/Business Manager (Local School Districts and Charter Schools)**

A. …

1. a baccalaureate degree with a minimum of 24 hours of ~~business-related~~ undergraduate business courses that qualify as core courses in college major programs, including ~~such as~~ accounting, finance, business administration, or business management;

2. – C.1.b. …

2. Within four years of the date of hire as an administrator/chief financial officer/business manager, all lead charter school administrators must acquire either a CLCSBA certification by the LASBO or a CLCSBA certification issued by LAPCS under a plan approved by LDOE.

a. – D. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:434 (March 2007), amended LR 36:1533 (July 2010), LR 37:1386 (May 2011), LR 51:1129 (August 2025), LR 52:

# Executive Summary and Recommendations

| |
|---|
| **Contact Person(s):** Tavares Walker<br>**Email Address:** tavares.walker@la.gov<br>**Office:** BESE |
| **Title:** Consideration of an update report regarding school bus speed limits |
| **Recommendation:** Defer |
| **Summary:**<br><br>At the October 2025 Board of Elementary and Secondary Education (BESE) meeting, the board directed the Louisiana Department of Education (LDOE) to collaborate with the Department of Transportation and Development (DOTD) and the Louisiana State Police (LSP) to conduct data research and, if appropriate, develop proposed policy language. Further, the board directed LDOE to report its findings and recommendations at the December 2025 meeting. |
| **Notice of Intent for Bulletin:**<br>**Notice of Intent for BESE Code and Code Reference:** |