



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003

Louisiana State Personnel Development Grant
2012 Continuation Report
May 3, 2013

This continuation report includes data and activities from March 1, 2012 – February 28, 2013.

The Louisiana SPDG has four main goals to increase the use and effectiveness of: 1) Data-Based Decision Making, 2) Family Engagement, 3) Inclusive Practices, and 4) Culturally Responsive Practices. Professional development will be offered across the four focus areas (Data-Based Decision Making, Family Engagement, Inclusive Practices, and Culturally Responsive Practices) through face-to-face events, webinars, and on-site technical support. The Louisiana SPDG will assess the outcomes of the professional development and support provided by the project through the use and implementation of practice profiles and Guskey's 5 Levels of Professional Development Assessment.

Louisiana SPDG Staff

There have been no changes in staff.

Key Points

SPDG Website The Louisiana SPDG has completed the development of the website and online database. Each focus area has a developed "online habitat" that includes resources, archived webinars, upcoming events, and downloadable tools for statewide access.

The site is now being used to enter and analyze data at the school and district level. The District Level Quality Indicators have been entered and analyzed into the data system and will be updated annually. School Level Quality Indicators will also be entered and reports will be provided to school and district personnel. These reports will be used for the planning and preparation of professional development. The website is also currently being used for the tracking and reporting of activities, events, and support provided by project staff.

Professional Development Assessment The Louisiana SPDG will utilize Guskey's 5 Levels of Professional Development Assessment to determine the impact of the PD provided to participating LEAs. The project will assist LEAs in the development and use of practice profiles and identifiers so they can self-assess their level and fidelity of implementation.

Collaborative Partners The Louisiana SPDG has continued to collaborate with Pyramid Community Parent Resource Center (CPRC) and People First of Louisiana. Both agencies are working directly with project staff to develop and deliver professional development on effective strategies to engage families and support individuals with disabilities. Both agencies are represented on the SPDG Advisory Team. In addition, representatives from the state's PTI serve on the SPDG Advisory Team.

Advisory & Management Teams The Louisiana SPDG has invited a small group of critical stakeholders to serve as advisors to the project. These team members represent family/community engagement, higher education, inclusive practices, data/systems intervention, LEAs, and disproportionality. Members of this team are charged with providing feedback and guidance to the project and to assist in maintaining focus and achieving goals and objectives. This team will meet face-to-face twice a year with updates from project staff as needed. During this reporting period, the Advisory Team met on June 8, 2012 and December 7, 2012.

The Management Team, which will consist mainly of LDOE staff, was designed to meet quarterly. The charge of this team will primarily be to review data, collaborate with project staff, hear and give updates, and ensure continued alignment with statewide improvement efforts. However, due to changes within the LDOE, these meetings have not occurred with the frequency outlined in the grant application. The Management Team meeting has been combined with the SPP collaborative meetings, which occur twice a year. During these meetings, data and updates are shared and staff collaborate on the SPP indicator activities.

Connector Meetings There will be two types of Connector meetings held each year. The first will facilitate connections among the IDEA staff located within the various goal offices within the LDOE. Participants will gather to share professional development events, collaborate on the planning, development, and delivery of PD, and share updates from each of the goal offices. These meetings occurred on April 10, May 8, and June 7, 2012. However, due to changes within the LDOE, this structure for collaborative meeting no longer exists.

The second connector meeting will be a collaborative effort with the LDOE to develop a higher education – LDOE symposium with a focus on literacy. This event was held May 24-25, 2012. SPDG staff collaborated with the LDOE to sponsor this event and is planning to provide a follow-up event. A connector meeting between the LDOE and higher education will be held annually.

Family Facilitators Each participating LEA has identified and is supporting a Family Facilitator at a minimum of .5FTE. The role of the facilitator is to link the needs of the families with the support provided by the district. Facilitators will provide a minimum of 15 hours of professional development annually to families within their district on topics that are identified as a need. Family Facilitators are district level personnel and work collaboratively with the district including special education, Title I and other departments to meet the needs of families. Facilitators also work closely with Pyramid Parent Resource Center (CPRC), People First of Louisiana, regional Families Helping Families centers as well as collaborate with SPDG staff to develop and deliver professional development.

State Performance Plan The Louisiana SPDG is directly aligned with the SPP and the activities written in the plan. The SPDG staff is working in various capacities to assist the state in carrying out the activities outlined in the plan. The data used to develop the SPDG as well as the LEA performance data all are directly aligned with what the state is monitoring through the SPP.

Statewide Professional Development The Louisiana SPDG will provide one statewide conference annually to the participating LEAs. The event will provide professional development on the four focus areas and provide an opportunity for sharing and collaborating among/between LEAs. This event occurred on May 7, 2012. The main focus was to orient the new districts to the process of participating in the SPDG. Districts completed the Quality Indicators and received an overview of the four focus areas.

The SPDG has also provided smaller regional meetings twice a year for participating LEAs. These events occurred in September 2012 and January 2013. These meetings provided professional development on the focus areas, but will also be tailored to the specific needs of the LEAs. Performance data of each LEA will determine the intensity of support they will receive for each focus area.

The SPDG has also provided face-to-face professional development opportunities to support the needs of participating districts. Events during this reporting period included: SPP Indicator 4a and 4b Root Cause Analysis with follow-up, creating culturally responsive schools, and supporting meaningful family and community engagement.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

Program Objective 1 (OSEP Program Measure 1): Projects use evidence-based professional development practices to support the attainment of identified competencies. [√] Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
LaSPDG project is in year 1 of baseline data collection. By the end of the 2 nd year of funding, 50% of the evidence-based professional development components for Inclusive Practices will score 3 or 4 (see attached worksheet).	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8/16	50%		4/16	25

1.b. Performance Measure	Measure Type	Quantitative Data					
LaSPDG project is in year 1 of baseline data collection. By the end of the 2 nd year of funding, 50% of the evidence-based professional development components for Cultural Responsive Practices will score 3 or 4 (see attached worksheet).	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8/16	50%		4/16	25

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1.a. – 1.b. Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

LaSPDG has four initiatives, Inclusive Practices, Culturally Responsive Practices, Family Engagement and Data-Based Decision Making. LaSPDG has worked with our Project Officer, Tina Diamond, and determined that we will report on the Inclusive Practices and Culturally Responsive Practices Initiatives for program measure 1. The operation of the LaSPDG project began February 29, 2012 due to no-cost extension of previous grant. The LaSPDG project is in year 1 of baseline data collection. The benchmarks for program measure 1 were set by OSEP. The benchmark for year 2 is 50% of the components on evidence-based professional development will have a score of 3 or 4. The benchmark for year 3 is 70% of the

components on evidence-based professional development will have a score of 3 or 4. The benchmark for years 4 and 5 is 80% of the components on evidence-based professional development will have a score of 3 or 4.

1.a. Inclusive Practices Initiative:

The operation of the LaSPDG project began February 29, 2012. The project completed and will report of year 1 baseline data.

Components in place:

There are 16 components of evidence-based professional development. In year 1 of baseline data collection, 4 of the 16 (25%) components scored a 3 for Inclusive Practices. The components scoring a 3 were in the Selection (A) Domain both components 1 and 2. There other two components scoring a 3 were in the Training (B) Domain component 1 and Performance Assessment (D) Domain component 5. The focus of year 1 has been on the selection and creation of expectations for the participants of the grant. The foundation for the professional development through blended training (workshops, webinars, on-site technical assistance) has been established. The participants have been instructed through multiple formats (quick tips, webinars, workshops) on how to collect and provide data (quality indicators) from both LEA and school.

Components we will focus on implementing in the coming year: In year 2, the Inclusive Practices Initiative will focus on Training (B) Domain component 3 to provide more skill-based training, component 4 to collect outcome data and analyze participants' knowledge and skills, and component 5 to collect fidelity measures and analyze related training. A focus will also be placed on Performance Assessment (D) Domain (Data-based Decision Making) to measure fidelity and compare to outcome data. The project will continue to work on improving the Coaching (C) Domain as capacity in built within the LEA.

Help needed from OSEP related to professional development for this initiative: The project can use continuous support on effective strategies to support inclusive practices and utilization of fidelity measures for Training (B) Domain. For Coaching (C) Domain, the project can use support with coaching strategies and how to monitor implementation of progress and sustain continuous improvement.

1.b. Culturally Responsive Practices Initiative:

The operation of the LaSPDG project began February 29, 2012. The project completed and will report of year 1 baseline data.

Components in place:

There are 16 components of evidence-based professional development. In year 1 of baseline data collection, 4 of the 16 (25%) components scored a 3 for Culturally Responsive Practices. The components scoring a 3 were in the Selection (A) Domain both components 1 and 2. There other two components scoring a 3 were in the Training (B) Domain component 1 and Performance Assessment (D) Domain component 5. The focus of year 1 has been on the selection and creation of expectations for the participants of the grant. The foundation for the professional development through blended training (workshops, webinars, on-site technical assistance) has been established. The participants have been instructed through multiple formats (quick tips, webinars, workshops) on how to collect and provide data (quality indicators) from both LEA and school.

Components we will focus on implementing in the coming year: In year 2, the Culturally Responsive Practices Initiative will focus on Training (B) Domain component 3 to provide more skill-based training, component 4 to collect outcome data and analyze participants' knowledge and skills, and component 5 to collect fidelity measures and analyze related training. A focus will also be placed on Performance Assessment (D) Domain (Data-based Decision Making) to measure fidelity and compare to outcome data. The project will continue to work on improving the Coaching (C) Domain as capacity in built within the LEA.

Help needed from OSEP related to professional development for this initiative: The project can use continuous support on effective strategies to support culturally responsive practices and utilization of fidelity measures for Training (B) Domain. For Coaching (C) Domain, the project can use support with coaching strategies and how to monitor implementation of progress and sustain continuous improvement.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

Program Objective 2 (OSEP Program Measure 2): Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time. [] Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
LaSPDG project is in year 1 of baseline data collection. After 2 years, 80% of LEAs will receive a score of “In Place” for 40% on the quality indicators for inclusive practices.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		80/100	80%		50/100	50	
2.b. Performance Measure	Measure Type	Quantitative Data					
LaSPDG project is in year 1 of baseline data collection. After 2 years, 80% of LEAs will receive a score of “In Place” for 40% on the quality indicators for culturally responsive practices.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		80/100	80%		50/100	50	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2.a.-2.b. Participants in SPDG professional development demonstrates improvement in implementation of SPDG-supported practices over time. The operation of the LaSPDG project began February 29, 2012. The project completed and will report of year 1 baseline data. LaSPDG is reporting on the same two initiatives (inclusive practices, culturally responsive practices) reported on for Program Measure 1. For this measure, the Local Educational Agency (LEA) is the unit of analysis or “participant”. There are 12 LEAs involved in the grant. The project has determined that 80% (10) of the participants will reach the set benchmarks each year. In year 1, baseline data was collected. In year 2, the benchmark is 80% of the LEAs will receive a quality indicator score of 40% “In-Place” on Inclusive Practices Quality Indicators and Culturally Responsive Practices Quality Indicators. In year 3, the benchmark is 60%, year 4 is 70% and year 5 is 80% “In-Place” on Quality Indicators.

2.a. Inclusive Practices (IP) Initiative: The operation of the LaSPDG project began February 29, 2012. The project completed and will report on year 1 baseline data. The project is using an abbreviated version of the Validated Practices Tool to measure the implementation of inclusive practices called Inclusive Practices Quality Indicators. The Validated Practices Tool was created in the first SPDG cohort in a collaborative partnership among the LDOE (Louisiana Department of Education), LEAs, and a national consultant (Dr. Marilyn Friend). The Inclusive Practices Quality Indicators Tool was submitted to our Project Officer, Tina Diamond, and approved.

The Inclusive Practices Quality Indicators was administrated to our LEA at our first state-wide Professional Development Day (SPDG Day) on May 7, 2012 and will be collected at sequential years at May SPDG Day. The Inclusive Practices Quality Indicators is a self- assessment with 6 domains (Foundations of Inclusive Practices, Collaboration, Service Delivery, Instructional Practices, Behavior Support and Administrative Responsibilities) and a total of 18 questions. The project collected baseline data in year 1. The benchmark is 80% of LEAs will receive a score of 40% or greater “In-Place” on the quality indicators for Inclusive Practices by year 2. The baseline data results for year 1 are 50% (6/12) of the LEAs (Madison (50%), Union (61%), East Baton Rouge (67%), West Baton Rouge (67%), St. Helena (72%) and Caddo (94%)) had a score of 40% or greater “In-Place” on the Inclusive Practices Quality Indicators.

Percentage of “In Place” for IP Quality Indicators by LEA

Sabine	Natchitoches	Pointe Coupee	Acadia	Morehouse	Firstline	Madison	Union	East Baton Rouge	West Baton Rouge	St. Helena	Caddo
0%	6%	11%	17%	22%	33%	50%	61%	67%	67%	72%	94%

Implementation fidelity focus for the coming year: Professional development on inclusive practices will be provided to the 12 SPDG LEAs over the next year in a blended professional development model (face-to-face, webinars, on-site). LEA quality indicator data, SPP Indicator outcome data and school level quality indicator data will be used to help design future professional development. An Inclusive Practices Practice Profile has being created in year 1. The practice profile will be used in year 2 to measure the fidelity of implementation in 20% of the LEA.

Help needed from OSEP related to improving implementation for this initiative: The project can use continuous support and professional development on Inclusive Practices strategies and how to measure the implementation. It would be helpful if OSEP can help identify and highlight model LEAs and schools sites doing inclusive practice well across the United States.

2.b. Culturally Responsive Practices (CRP) Initiative: The operation of the LaSPDG project began February 29, 2012. The project completed and will report of year 1 baseline data. The project is using an abbreviated version of the “Equity in Special Education Placement: A School Self-Assessment Tool by NCCREST” and the Validated Practices Tool to measure the implementation of culturally responsive practices. The Culturally Responsive Practices Quality Indicators was submitted to our Project Officer, Tina Diamond, and approved. The Culturally Responsive Practices Quality Indicators was administrated to our LEA at our first state-wide Professional Development Day (SPDG Day) on May 7, 2012 and will be collected at sequential years. The Culturally Responsive Practices Quality Indicators have 4 domains (Organization Support, Climate, Curriculum & Instruction and Behavior Support) with a total of 16 questions. The project collected baseline data in year 1. The benchmark is 80% of LEAs will receive a score of 40% or greater “In-Place” on the Cultural Responsive Practices Quality Indicators by year 2. The baseline data results were 50%

(6/12) of the LEAs (East Baton Rouge (44%), Firstline (50%), Morehouse (50%), Madison (63%), St. Helena (63%), Caddo (69%)) had a score of 40% or greater “In-Place” on the Cultural Responsive Practices Quality Indicators.

Percentage Score for CRP Quality Indicators by LEA

Pointe Coupee	West Baton Rouge	Acadia	Union	Natchitoches	Sabine	East Baton Rouge	Firstline	Morehouse	Madison	St. Helena	Caddo
0%	0%	13%	13%	25%	25%	44%	50%	50%	63%	63%	69%

Implementation fidelity focus for the coming year: Professional development on culturally responsive practices will be provided to the 12 SPDG LEAs over the next year in a blended professional development model (face-to-face, webinars, on-site). LEA quality indicator data, SPP Indicator outcome data and school level quality indicator data will be used to help design future professional development. A Culturally Responsive Practices Practice Profile has being created in year 1. The practice profile will be used in year 2 to measure the fidelity of implementation in 20% of the LEA.

Help needed from OSEP related to improving implementation for this initiative: The project can use continuous support and professional development on Culturally Responsive Practices strategies and how to measure the implementation. It would be helpful if OSEP can help identify and highlight model LEAs and schools sites doing Culturally Responsive Practices well across the United States.



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Program Objective 3 (OSEP Program Measure 3): Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. [] Check if this is a status update for the previous budget period.

3.a. Performance Measure	Measure Type	Quantitative Data					
In year 1, 0% of SPDG Inclusive Practices funds are used for activities designed to sustain the use of inclusive practices.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			0/100	0%		0/100	0%

3.b. Performance Measure	Measure Type	Quantitative Data					
In year 1, 0% of SPDG Culturally Responsive Practices funds are used for activities designed to sustain the use of culturally responsive practices.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			0/100	0%		0/100	0%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3.a. – 3.b. Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. LaSPDG is reporting on the same initiatives reported on for Program Measures 1 and 2. The operation of the SPDG project began February 29, 2012. In year 1, the target is to spend 0% of both the SPDG Inclusive Practices Initiative and the Culturally Responsive Practices Initiative funds on activities designed to sustain the practices. The target for year 2 is 40%, year 3 is 55%, year 4 is 70% and year 5 is 80% of Inclusive Practice and Culturally Responsive Practices funds to provide follow-up activities designed to sustain the use of SPDG supported practices.

3.a. Inclusive Practices Initiative: The focus of year 1 is to provide the knowledge to LEAs on Inclusive Practices requiring initial professional development. In year 1, the target is to spend 0% of the Inclusive Practices Initiative funds on activities designed to sustain the practices. The percentage of funds used to provide follow-up activities designed to sustain Inclusive Practices will increase each year as the project transition from providing initial professional development to provide follow-up activities to sustain the practices. **Focus on ongoing TA activities for the next year:** The technical assistance follow-up activities for inclusive practices will be a variety of activities from face-to-face events (SPDG Day, Regional Training), webinars, video/phone conference calls and on-site visits over the next year. **Help needed from OSEP related to professional development efficiency:** None identified

3.b. Culturally Responsive Practices Initiative: The focus of year 1 is to provide the knowledge to LEAs on Culturally Responsive Practices requiring initial professional development. In year 1, the target is to spend 0% of the Culturally Responsive Practices Initiative funds on activities designed to sustain the practices. The percentage of funds used to provide follow-up activities designed to sustain Culturally Responsive Practices will increase each year as the project transition from providing initial professional development to provide follow-up activities to sustain the practices. **Focus on ongoing TA activities for the next year:** The technical assistance follow-up activities for culturally responsive practices will be a variety of activities from face-to-face events (SPDG Day, Regional Training), webinars, video/phone conference calls and on-site visits over the next year. **Help needed from OSEP related to professional development efficiency:** None identified



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4. Project Objective: Provide evidence-based professional development to LEAs and schools to support Data Based Decision Making (DBDM)
 Check if this is a status update for the previous budget period.

4a. Performance Measure	Measure Type	Quantitative Data					
Provide 4 PD opportunities on DBDM (Data Summits, Webinars, Face-to-Face).	OSEP Program Measure 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4				999	
4b. Performance Measure	Measure Type	Quantitative Data					
Host 2 evidence-based statewide conferences each year.	OSEP Program Measure 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2			1		
4c. Performance Measure	Measure Type	Quantitative Data					
90% of the participants in the DBDM PLC will reach mastery level of knowledge (Guskeys Level 1 & 2).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90			999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4. Provide evidence-based professional development to LEAs and schools to support Data Based Decision Making (DBDM)

4a. LEAs received 4 blended professional development throughout the year on DBDM.

-Face-to-face regional meetings are held twice a year and repeated 3 times throughout the state (north, central and south). The regional meetings were held September 17th, 19th and 20th, 2012 and January 28th, 30th and 31st, 2013. The DBDM professional development at the September 2012 regional meeting was Quality Indicator Results for LEA and Problem Solving Strategies using Bone Fish Diagram. The DBDM professional development at the January 2013 regional meeting was on Problem Solving using the Consultancy Protocol.

-Webinars using Adobe Connect were delivered twice a year on DBDM on October 2nd, 2012 (Root Cause Analysis for Discipline Data (SPP 4a and 4b) and February 20th, 2013 (Evaluation Professional Development using Guskey's Model). The DBDM webinars are archived on the LaSPDG website.

-In addition to professional development on DBDM at regional meetings and webinars, on-site professional development is provided to LEAs based on needs. The Root Cause Data Analysis of SPP 4a and 4b (was held in 5 LEAs (East Baton Rouge, West Baton Rouge, Morehouse, Union and Acadia) during the fall 2012. The plan is to assist LEAs with data needs on SPP 5c (Placement) through the Root Cause Data Analysis

4b. Host 2 evidence-based statewide conferences each year.

As requested by LDOE the statewide conference (SPDG Day) was decreased from twice a year to once a year. The first one was held on May 7, 2012. All LEAs had representative at the SPDG Day "The Journey Begins". The first SPDG Day was about laying the foundation for the grant. The 4 focus areas (inclusive practices, culturally responsive practices, family engagement and data-based decision making) were covered at the SPDG Day. The next SPDG is scheduled for May 7, 2013. Instead of having two SPDG Days in one year, regional meetings were created. The regional meetings occur twice a year, fall (September) and winter (January). The regional meetings are repeated at 3 locations (south, central and north) to give LEAs multiple opportunities to attend and decrease their travel time. The regional meetings provide up-dates, networking between LEA and professional development strategies on the 4 focus areas.

4c. ???



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5. Project Objective: Implement a multi-tiered system of support to assist schools and LEAs in effective DBDM.

Check if this is a status update for the previous budget period.

5a. Performance Measure	Measure Type	Quantitative Data					
100% of the LEAs will identify professional development and support needs using data.	OSEP Program Measure 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		100/1000	100
5b. Performance Measure	Measure Type	Quantitative Data					
100% of the schools and LEAs will collect and analyze data (placement, achievement, discipline) formatively (marking period) each year.	OSEP Program Measure 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		999/999	999
5c. Performance Measure	Measure Type	Quantitative Data					
90% of the participants in the DBDM PLC will reach mastery level of skill (Guskey Levels 3 & 4).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90/100	100		999/999	999
5d. Performance Measure	Measure Type	Quantitative Data					
LEAs will utilize ICMs (Innovation Configuration Maps) to measure implementation of their identified PD with a 20% growth in implementation of practices each year (year 1	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

collect baseline).			20/100	20		999/999	999
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Explanation of Progress (Include Qualitative Data and Data Collection Information)

5. Implement a multi-tiered system of support to assist schools and LEAs in effective DBDM

5a. To make DBDM effective, the professional development the LEA receives needs to be aligned with data needs. The SPDG staff worked collaboratively with LEAs to align data needs with focus areas in year 1 and developed a multi-tiered system of support. The SPP data is up-dated annually (May/June) by LDOE and needs with level of support are recalculated by SPDG Staff.

The multi-tiered system of support for Inclusive Practices is based on SPP Indicator 1, 2, 3c and 5a. Seven of the LEAs (Acadia, West Baton Rouge, East Baton Rouge, Caddo, St. Helena, Natchitoches and Madison) are in the more intensive level (tertiary) of support in year 1. The other LEAs are in the secondary level of support. The multi-tiered data system will be recalculated each year to measure growth and needs.

The multi-tiered system of support for Culturally Responsive Practices is based on SPP Indicators 4a and 4b for discipline data and SPP Indicators 9 and 10 for inappropriate identification.

- For SPP Indicator 4a and 4b, five of the LEAs (West Baton Rouge, East Baton Rouge, Morehouse, St. Helena, RSD-Firstline) are in the more intensive level (tertiary) of support in year 1. Three of the LEAs (Acadia, Sabine, Union) are in the secondary level of support. Four LEAs (Caddo, Natchitoches, Madison, Pointe Coupee) need no extra level of support for these indicators. The multi-tiered data system will be recalculated each year to measure growth and needs.
- For SPP Indicator 9 and 10, two of the LEAs (Acadia and Caddo) are in the more intensive level (tertiary) of support in year 1. Two of the LEAs (West Baton Rouge and Sabine) are in the secondary level of support. The other 8 need little to no extra level of support for these indicators. The multi-tiered data system will be recalculated each year to measure growth and needs.

5b.

5c.

5d. The innovation configuration maps in the form of practice profiles are being created in Spring 2013 for Inclusive Practices and Culturally Responsive Practices.



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6. Project Objective: Assess the outcomes of the multi-tiered system of support to assist schools and LEAs in effective DBDM.

[√] Check if this is a status update for the previous budget period.

6a. Performance Measure	Measure Type	Quantitative Data					
60% of LEAs will meet or exceed the SPP target dropout rate for SWD in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60		100/100	100
6b. Performance Measure	Measure Type	Quantitative Data					
60% of LEAs will meet or exceed the SPP target graduation rate for SWD in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60		8/100	8
6c. Performance Measure	Measure Type	Quantitative Data					
60% of LEAs will meet or exceed the SPP target for SWD proficiency rate in ELA in year one with a 10% increase in the number of LEAs each year (Guskey Level 5).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60		0/100	0
6d. Performance Measure	Measure Type	Quantitative Data					
60% of LEAs will meet or exceed the SPP target for SWD proficiency rate in Math in year one with a 10% increase in	OSEP Program	Target			Actual Performance Data		

the number of LEAs each year (Guskey Level 5).	<i>Measure 2</i>	Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60		0/100	0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

6. Assess the outcomes of the multi-tiered system of support to assist schools and LEAs in effective DBDM.

6a. The LDOE SPP target for SWD Dropout Rate in 2010-2011 was 18.6%. All of the LEAs have exceeded the 18.6% target. One LEA did not have a Dropout Rate due to no high school during the 2010-2011 school year. The SPP target for SWD Dropout Rate decreases each upcoming year, FFY 2011 Target is 17.7% and FFY 2012 Target is 16.7%. The performance measure was to have 60% of LEA met or exceed this target. All (100%) LEAs have exceeded the target.

2010-2011 SPP Indicator 1 Target for Drop Out Rate – 18.6%

Caddo	East Baton Rouge	Lafourche	Madison	Morehouse	Natchitoches	Pointe Coupee	Firstline	Sabine	St. Helena	Union	West Baton Rouge
11.5%	8.1%	6.8%	13.8%	18.5%	11.2%	6.2%	NA	8.5%	7.7%	6.4%	3%

6b. The LDOE SPP target for SWD graduation rate in 2010-2011 was 40.67%. One (Sabine) out of 12 (8.3%) LEAs have exceeded the 40.67% target. The SPP target for SWD Graduation Rate increases in each (FFY 2011 Target is 50% and FFY 2012 Target is 61%). The performance measure was to have 60% (7/12) of LEAs met or exceed this target. One (8%) LEAs have exceeded the target.

2010-2011 SPP 2 Target for Graduation Rate – 40.67%

Caddo	East Baton Rouge	Lafourche	Madison	Morehouse	Natchitoches	Pointe Coupee	Firstline	Sabine	St. Helena	Union	West Baton Rouge
23.1%	22%	24.5%	27.8%	28.6%	15.7%	11.1%	NA	52.8%	23.8%	25.6%	30%

6c. The LDOE SPP target for proficiency rate in ELA in 2010-2011 was 68.4%. None of the LEAs have exceeded this target. The SPP target for SWD ELA Proficiency Rate increases in each upcoming year, FFY 2011 Target is 68.4% and FFY 2012 Target is 70%.

2010-2011 SPP Indicator 3c ELA Target – 68.4%													
	LDOE avg	Acadia	Caddo	EBR	Madison	Morehouse	Natchitoches	Pointee Coupee	Firstline	Sabine	St. Helena	Union	WBR
4 th ELA	41.1		35.9	35.3	62.5	28.2	29.3	25.8	27.6	40.9	12.5	34.3	21.1
8 th ELA	30.3		30.1	27.4	29	32.6	31.1	20	38.5	40	NA	36.7	20

6d. The LDOE SPP target for proficiency rate in MATH in 2010-2011 was 65.2%. None of the LEAs have exceeded this target. The SPP target for SWD MATH Proficiency Rate increases in each (FFY 2011 Target is 65.2% and FFY 2012 Target is 66.5%).

2010-2011 SPP Indicator 3c MATH Target – 65.2%													
	LDOE avg	Acadia	Caddo	EBR	Madison	Morehouse	Natchitoches	Pointee Coupee	Firstline	Sabine	St. Helena	Union	WBR
4 th Math	45.6		37	38.5	62.5	46.5	34.7	22.6	37.9	47.7	12.5	42.9	36.8
8 th Math	26.6		28.3	17.1	12.5	19.6	33.3	26.7	15.4	20	NA	30	24



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7. Project Objective: Provide training and resources to support families (including families of students with disabilities) in their child's education with the school. [√] Check if this is a status update for the previous budget period.

7a. Performance Measure	Measure Type	Quantitative Data					
Family Facilitators will provide 15, or more, hours of professional development to families each year in 100% of the LEAs.	OSEP Program Measure 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100			
7b. Performance Measure	Measure Type	Quantitative Data					
100% of families attending professional development will receive resources from family agencies (i.e., PTI, CPRC, People First of Louisiana).	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		100/100	100
7c. Performance Measure	Measure Type	Quantitative Data					
80% of families who attend professional development will report an increase in knowledge of identified topic. (Guskey Levels 1 & 2)	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80			999
7d. Performance Measure	Measure Type	Quantitative Data					
60% of families who attend professional development will	OSEP Program	Target			Actual Performance Data		

report an increase in skills of identified topic. (Guskey Levels 3 & 4)	<i>Measure 2</i>	Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60			999
7e. Performance Measure	Measure Type	Quantitative Data					
Increase by 10% the number of families of students with disabilities who report schools facilitate family involvement to improve services based on IDEA survey each year. (Guskey Level 5)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			10/100	10			999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

7. Provide training and resources to support families (including families of students with disabilities) in their child’s education with the school.

7a. Each LEA has a family facilitator. Having a family facilitator is a requirement for the LEA to participate with SPDG. The family facilitator is a district level staff who may have other district responsibilities. One of the family facilitator’s responsibilities is to facilitate providing 15 or more hours of professional development for families. Being year 1 of the grant, the family facilitators were identified in July or August of 2012. **They family facilitators have had 7 months.**

7b. All of the families attending professional development facilitated by the family facilitator will receive resources from family agencies (i.e., PTI, CPRC, People First of Louisiana). The SPDG staff compiled a list of family agencies by region. The protocol is that family facilitators will copy the family agencies resources to back of the agenda for the family workshop.

7c.

7d.

7e.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8. Project Objective: Provide professional development and support to schools and LEAs in the engagement of families in their child's education with the school and district. [] Check if this is a status update for the previous budget period.

8a. Performance Measure	Measure Type	Quantitative Data					
Provide 4 PD opportunities annually on family engagement (Webinars, Face-to-Face).	OSEP Program Measure 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4			999		
8b. Performance Measure	Measure Type	Quantitative Data					
100% of schools and LEAs will have families as members on both school and LEAs improvement teams.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100			999
8c. Performance Measure	Measure Type	Quantitative Data					
Develop coursework on effectively engaging families in schools to disseminate to 50% IHEs by year 3.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			50/100	50			999
8d. Performance Measure	Measure Type	Quantitative Data					
90% of participants in family engagement PLC will reach mastery level of knowledge. (Guskey Levels 1 & 2)	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

			90/100	90			999
8e. Performance Measure	Measure Type	Quantitative Data					
90% of participants in family engagement PLC will reach mastery level of skills. (Guskey Levels 3 & 4)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90/100	90			999
8f. Performance Measure	Measure Type	Quantitative Data					
75% of schools will complete the Indicators of Family Engagement Survey and will be at an engagement level of 3.25 or greater by year 1 and 3.5 greater by year 5. (Guskey Level 5)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75/100	75%			999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

8. Provide professional development and support to schools and LEAs in the engagement of families in their child’s education with the school and district.

8a. LEAs receive blended professional development throughout the year on Family Engagement.

-Face-to-face regional meetings are held twice a year and repeated 3 times throughout the state (north, central and south). The regional meetings were held September 17th, 19th and 20th, 2012 and January 28th, 30th and 31st, 2013. The Family Engagement professional development at the September 2012 regional meeting was ????. The Family Engagement professional development at the January 2013 regional meeting was on ???.

-Webinars using Adobe Connect were delivered twice a year on Family Engagement on October ??? 2012 (???) and February ???, 2013 (???). The Family Engagement webinars are archived on the LaSPDG website.

-In addition to professional development on Family Engagement at regional meetings and webinars, regional professional development was provided in February 2013. ???

8b. The LDOE’s NCLB waiver approved by U.S. DOE in 2012 stated that school did not have to write school improvement plan result in no

requirement to have school improvement teams. The school improvement or leadership team is encouraged by the grant as best practice, but cannot be required do to federal approval of the NCLB waiver. The grant encourages school and LEA to have family members on all leadership and other teams.

8c. The development of coursework on effectively engaging families in schools and the disseminate to 50% IHEs is an activity for year 3 of the grant.

8d.

8e.

8f.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9. Project Objective: Provide evidence-based professional development to districts and schools to promote effective inclusive practices.

[√] Check if this is a status update for the previous budget period.

9a. Performance Measure	Measure Type	Quantitative Data					
Facilitate 4 professional development opportunities each year on inclusive practices.	OSEP Program Measure 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4			999		
9b. Performance Measure	Measure Type	Quantitative Data					
75% of districts with new special education teachers will participate in 3 webinars annually.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75/100	75			999
9c. Performance Measure	Measure Type	Quantitative Data					
People First language strategies will be integrated into 100% of inclusive practices professional development	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100			999
9d. Performance Measure	Measure Type	Quantitative Data					

SPDG staff will facilitate two connector meetings annually with IHE and LDOE staff.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2			999		
9e. Performance Measure	Measure Type	Quantitative Data					
SPDG staff will facilitate two connector meetings annually with LDOE IDEA staff, distributed among the Goal Offices.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2			999		
9f. Performance Measure	Measure Type	Quantitative Data					
A Strategist Team will create a resource on the use of paraprofessionals in inclusive settings and disseminate to 100% of LEAs.	<i>OSEP Program Measure 3</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100			999
9g. Performance Measure	Measure Type	Quantitative Data					
90% of participants' knowledge on inclusive practices will reach mastery level of knowledge (Guskey Levels 1 & 2).	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90/100	90			999
9h Performance Measure	Measure Type	Quantitative Data					

10 schools will be identified through inclusive practices quality indicators and shared with IHEs for placement of pre-service field experience in special education with a 50% increase in the number of schools each consecutive year.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10			999		
9i. Performance Measure	Measure Type	Quantitative Data					
60% of LEAs will meet or exceed the state's SPP target for LRE in year 1 with a 10% increase in the number of LEAs each consecutive year. (Guskey Level 5).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60		50/100	50
9j. Performance Measure	Measure Type	Quantitative Data					
60% of LEAs will meet or exceed the SPP target for overuse of suspension and expulsion for SWD in year 1 with a 10% increase in the number of LEAs each consecutive year (Guskey Level 5).	OSEP Program Measure 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60			999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

9a. LEAs receive blended professional development throughout the year on Inclusive Practices.

-Face-to-face regional meetings are held twice a year and repeated 3 times throughout the state (north, central and south). The regional meetings were held September 17th, 19th and 20th, 2012 and January 28th, 30th and 31st, 2013. The Inclusive Practices professional development at the September 2012 regional meeting was ????. The Inclusive Practices professional development at the January 2013 regional meeting was on ???.

-Webinars using Adobe Connect were delivered twice a year on Inclusive Practices on October ??? 2012 (???) and February ???, 2013 (???). The Family Engagement webinars are archived on the LaSPDG website.

-In addition to professional development on Inclusive Practices at regional meetings and webinars, regional professional development was provided in February 2013. ???

9b.

9c.

9d.

9e.

9f.

9g.

9h.

9i. The LDOE SPP target for General Education Placement in 2010-2011 was 67.61%. Six out of 12 (50%) LEAs have exceeded the 67.61% target. The SPP target for General Education Placement for FFY 2011 is 62.5% and FFY 2012 is 62.5%.

2010-2011 SPP 5a Target for General Education Placement – 67.61%											
Caddo	East Baton Rouge	Lafourche	Madison	Morehouse	Natchitoches	Pointe Coupee	Firstline	Sabine	St. Helena	Union	West Baton Rouge
53.9%	62.4%	63.5%	54.1%	79.2%	37.1%	71.6%	92.3%	60%	87.3%	80.7%	73.1%

9j.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10. Project Objective: Provide evidence-based professional development to districts and schools to promote culturally responsive practices around identification of student for services. [] Check if this is a status update for the previous budget period.

10a. Performance Measure	Measure Type	Quantitative Data					
Facilitate 4 PD opportunities (webinars, face-to-face) annually on culturally responsive practices focused on inappropriate identification.	<i>OSEP Program Measure 3</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4			999		
10b. Performance Measure	Measure Type	Quantitative Data					
A Strategist Team will create and disseminate 2 resources on disproportionality resulting from inappropriate identification by year 3.	<i>OSEP Program Measure 3</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2			999		
10c. Performance Measure	Measure Type	Quantitative Data					
90% of the participants in the culturally responsive practices PLC on inappropriate identification will reach mastery level of knowledge (Guskey Levels 1 and 2).	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90			999
10d. Performance Measure	Measure Type	Quantitative Data					

90% of the participants in the culturally responsive practices PLC on inappropriate identification will reach mastery level of skill. (Guskey Levels 3 and 4)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90			999
10e. Performance Measure	Measure Type	Quantitative Data					
80% of LEAs will be at or below the state's risk ratio for disproportionate numbers of African American males inappropriately identified with a 10% increase in the number of LEAs each consecutive year. (Guskey Level 5)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				80			999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

10a. LEAs receive blended professional development throughout the year on Cultural Responsive Practices.

-Face-to-face regional meetings are held twice a year and repeated 3 times throughout the state (north, central and south). The regional meetings were held September 17th, 19th and 20th, 2012 and January 28th, 30th and 31st, 2013. The Cultural Responsive Practices professional development at the September 2012 regional meeting was ????. The Cultural Responsive Practices professional development at the January 2013 regional meeting was on ???.

-Webinars using Adobe Connect were delivered twice a year on Cultural Responsive Practices on October ??? 2012 (???) and February ???, 2013 (??). The Cultural Responsive webinars are archived on the LaSPDG website.

-In addition to professional development on Cultural Responsive Practices at regional meetings and webinars, regional professional development was provided in February 2013. ???

10b.

10c.

10d.

10e.



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PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11. Project Objective: Provide evidence-based professional development to districts and schools to promote culturally responsive practices on behavior. [✓] Check if this is a status update for the previous budget period.

11a. Performance Measure	Measure Type	Quantitative Data					
Facilitate 4 PD opportunities focused on overuse of suspension and expulsion annually on culturally responsive practices.	<i>OSEP Program Measure 3</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4			999		
11b. Performance Measure	Measure Type	Quantitative Data					
A Strategist Team will create and disseminate 2 resources on disproportionality resulting from overuse of suspension and expulsion for minority students.	<i>OSEP Program Measure 3</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2			999		
11c. Performance Measure	Measure Type	Quantitative Data					
90% of the participants in the culturally responsive practices PLC on overuse of suspension and expulsion will reach mastery level of knowledge. (Guskey Levels 1 & 2)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90			999
11d. Performance Measure	Measure Type	Quantitative Data					
90% of the participants in the culturally responsive practices	<i>OSEP</i>	Target			Actual Performance Data		

PLC on overuse of suspension and expulsion will reach mastery level of skills. (Guskey Levels 3 and 4)	<i>Program Measure 2</i>	Raw Number	Ratio	%	Raw Number	Ratio	%
				90			999
11e. Performance Measure	Measure Type	Quantitative Data					
80% of the LEAs will be at or below the state's risk ratio for overuse of suspension and expulsion of African American males with a 10% increase in the number of LEAs each consecutive year. (Guskey Level 5)	<i>OSEP Program Measure 2</i>	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				80			999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

11a. LEAs receive blended professional development throughout the year on Cultural Responsive Practices.

-Face-to-face regional meetings are held twice a year and repeated 3 times throughout the state (north, central and south). The regional meetings were held September 17th, 19th and 20th, 2012 and January 28th, 30th and 31st, 2013. The Cultural Responsive Practices professional development at the September 2012 regional meeting was ????. The Cultural Responsive Practices professional development at the January 2013 regional meeting was on ???.

-Webinars using Adobe Connect were delivered twice a year on Cultural Responsive Practices on October ??? 2012 (???) and February ???, 2013 (???). The Cultural Responsive webinars are archived on the LaSPDG website.

-In addition to professional development on Cultural Responsive Practices at regional meetings and webinars, regional professional development was provided in February 2013. ???

11b.

11c.

11d.

11e.



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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)



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SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)