



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

October 17, 2008

Janice Zube  
Section Administrator  
State Department of Education  
P. O. Box 94064  
Baton Rouge, LA 70804

Dear Ms. Zube:

On July 18, 2008, the Louisiana Department of Education (LDE) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act (NCLB) of 2001, and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on September 26<sup>th</sup> and October 9<sup>th</sup>, 2008, satisfactorily addresses the findings identified in the monitoring report. In particular, the LDE has submitted a process and timeline to establish appropriate highly qualified teacher requirements for elementary teachers not new to the profession. In addition, the LDE provided documentation that no high school teacher has used the state's multi-subject HOUSSE to become highly qualified and provided an assurance that the multi-subject HOUSSE will no longer be an option for high school teachers. Finally, the LDE has established plans to carry out the accountability provisions in Section 2141 of the ESEA. The Department will follow up with the LDE to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE awarded a grant to at least one project that included an ineligible partnership, after a high need LEA partner pulled out of one of its projects. In order to prevent this from recurring, the SAHE has designed a memorandum of understanding to be signed by all future project partners as well as a site visit monitoring log that will require ongoing assurances that at least one high need LEA is participating in the project. These steps satisfy the further action requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Louisiana.

Sincerely,

Stacey Spivey Blackford  
Program Officer

cc: Lynne Tullos

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