

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Striving Readers Comprehensive Literacy Program

CFDA # 84.371C

PR/Award # S371C170015

Grants.gov Tracking#: GRANT12453395

OMB No. , Expiration Date:

Closing Date: Jul 17, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/17/2017"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Louisiana Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-6000745"/>	* c. Organizational DUNS: <input type="text" value="8059209980000"/>	
d. Address:		
* Street1: <input type="text" value="1201 North Third Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Baton Rouge, Louisiana"/>	County/Parish: <input type="text" value="East Baton Rouge Parish"/>	
* State: <input type="text" value="LA: Louisiana"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="70802-5243"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Academic Content Office"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="John"/>	
Middle Name: <input type="text" value="A."/>	* Last Name: <input type="text" value="Hanley"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Grants Manager"/>	
Organizational Affiliation: <input type="text" value="Louisiana Department of Education"/>		
* Telephone Number: <input type="text" value="225-342-9942"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="John.Hanley@la.gov"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-051617-001

* Title:

Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Louisiana Striving Readers Comprehensive Literacy Grant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="55,500,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="55,500,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	305,000.00	305,000.00	305,000.00			915,000.00
2. Fringe Benefits	106,750.00	106,750.00	106,750.00			320,250.00
3. Travel	17,850.00	17,450.00	17,050.00			52,350.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	397,350.00	397,750.00	398,150.00			1,193,250.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	17,575,000.00	17,575,000.00	17,575,000.00			52,725,000.00
9. Total Direct Costs (lines 1-8)	18,401,950.00	18,401,950.00	18,401,950.00			55,205,850.00
10. Indirect Costs*	98,050.00	98,050.00	98,050.00			294,150.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	18,500,000.00	18,500,000.00	18,500,000.00			55,500,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 10.60%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 10.60%.
PR/Award # S371C170015

Name of Institution/Organization Louisiana Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>John A Hanley</p>	<p>TITLE</p> <p>State Superintendent of Education</p>
<p>APPLICANT ORGANIZATION</p> <p>Louisiana Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/17/2017</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Education"/>	7. * Federal Program Name/Description: <input type="text" value="Striving Readers"/> CFDA Number, if applicable: <input type="text" value="84.371"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Louisiana SRCL Section 427.pdf

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Section 427

In accordance with Section 427 of the Department of Education's General Provisions Act (GEPA), the Louisiana Department of Education (LDOE) ensures equal access and participation to all persons regardless of color, ethnicity, race, religion, national origin, age, gender, sexual orientation, citizenship status, or disability in all its educational and employment activities, policies, practices, and procedures, including those offered pursuant to the Striving Readers Comprehensive Literacy (SRCL) program grant.

For all activities supported by federal assistance under this application, the LDOE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation based on the priorities, requirements, conditions stated in the Striving Readers Comprehensive Literacy (SRCL) program regulations. LDOE will take all steps necessary, whether required notices, compliant procedures, appointment of staff, pursuit of conforming state legislation, or otherwise, to achieve these goals.

The LDOE upholds that, for persons with disabilities, improving the access to educational and employment opportunities will be a priority. LDOE will not discriminate against a qualified individual with a disability because of that disability with regard to employment or with regard to the provision of Striving Readers Comprehensive Literacy (SRCL) program services and activities. A person who is otherwise qualified may request an accommodation related to his disability. Activities will be held in facilities that accommodate visually and physically challenged participants, with notice of available assistance provided on meeting announcements. Notices of meetings and workshops will also be translated into major languages of parents of ELL children and community members, and translation options will be offered, if appropriate.

It is further the policy of the LDOE to take affirmative action in all aspects of its Striving Readers Comprehensive Literacy (SRCL) program where persons of a particular race or sex are underutilized, underrepresented, or underserved. In furtherance of this goal, LDOE will require its participating school districts to advertise job openings and opportunities in newspapers circulated in surrounding poor and largely minority neighborhoods.

LDOE is also aware of the possibility of digital inequity within the communities served by the Striving Readers Comprehensive Literacy (SRCL) program. All Striving Readers Comprehensive Literacy (SRCL) program children and parents will have equal access to contemporary, robust technology and communication networks during and outside the school day and will be able to use such technology access effectively and efficiently regardless of the family member's gender, race, national origin, color disability or age. As LDOE expands and diversifies with the success of the Striving Readers Comprehensive Literacy (SRCL) program, we will develop new innovative strategies to serve the unique needs and interests of our community.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** APPLICANT'S ORGANIZATION**

Louisiana Department of Education

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr.

* First Name: John

Middle Name:

* Last Name: White

Suffix:

* Title: State Superintendent of Education

* SIGNATURE: John A Hanley

* DATE: 07/17/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix: Dr.	First Name: Jill	Middle Name:	Last Name: Slack	Suffix:
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Address:

Street1:	1201 North Third Street
Street2:	
City:	Baton Rouge
County:	
State:	LA: Louisiana
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Country:	USA: UNITED STATES

Phone Number (give area code) 225-329-4995	Fax Number (give area code)
---	-----------------------------

Email Address:
Jill.Slack@la.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Objectives and Activities: LDOE proposes three central objectives for its SRCL project which are aligned with the state's Comprehensive Literacy Plan and overall reform plan.

1. Subgrantees use a high-quality, evidence-based curriculum aligned with the state Standards.
2. Subgrantees use approved tools to conduct assessments that are aligned with the state Standards and use real-time data for decision-making and adjustments to practices.
3. SRCL LEAs, teachers, and staff receive professional development to support their execution of the Standards and Curriculum and the Assessment Components of their SRCL plan.

Priorities: LDOE's plan meets the Absolute Priority because evidence is central to the project design. LDOE will conduct a subgrant competition with an independent review process that requires successful subapplicants to outline high-quality local literacy plans aligned with the state's Comprehensive Literacy Plan. Subgrants will be awarded to LEAs demonstrating evidence-driven activities, materials, and interventions informed by a local needs assessment.

LDOE's plan also meets Competitive Preference Priority 1 as subgrants will be awarded to LEAs demonstrating the highest percentage of disadvantaged children and the state's high numbers of disadvantaged children ensures that LDOE will exceed the percentage accessible to other states.

LDOE's plan meets Competitive Preference Priority 2 by requiring all subgrantees serving Birth through Fifth Grade to serve the entire age span, strengthened by LDOE's unique position as the leader of all publically funded early childhood education providers.

Proposed Outcomes: Supported by evidence and prior SRCL experience, LDOE proposes a plan to achieve, over the life of the grant, an increase of at least 8% in student achievement and a 25% increase in teacher effectiveness for SRCL subgrantees. LDOE will measure subgrantees' alignment of teacher practice with the state's literacy plan and projects at least a 45% stronger alignment.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Louisiana Striving Readers Comprehensive Literacy Grant Program

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(a) State-level Activities

State-level Activities (1)

LOUISIANA BELIEVES

The Louisiana State Board of Elementary and Secondary Education (BESE) and the Louisiana Department of Education (LDOE) serve over 710,000 students and 48,400 teachers across 1,300 schools in 169 Local Education Agencies (LEAs) – 70 school districts and 99 charter schools – as well as over 700 publically funded child care centers. Within these institutions, 71% of Louisiana students are classified as economically disadvantaged, a rate 5% higher than the national average, and 12% have disabilities.

Despite its disproportionately large statistically disadvantaged population, BESE and LDOE are committed to ensuring every student is on track to be successful in post-secondary education and the workforce through their comprehensive plan – *Louisiana Believes*. *Louisiana Believes* is built on the premise that Louisiana students are just as capable as any students in America. Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before. Some highlights include:

- In 2016, 10% more disadvantaged* four-year-olds achieved *significant* pre/post gains in oral language skills on the Test of Early Language Development (TELD) from the previous year.
- Since 2011, students scoring Mastery and above on the state’s ELA tests increased 17%.
- 4th grade students achieved the highest growth of all states on the 2015 NAEP reading test.
- Since 2012, the number of students earning Advanced Placement credit each year grew by more than 3,000, an increase of more than 100%.
- Seniors earning a college-going ACT score (18+) increased by 260% from 2012 to 2016.

* Disadvantaged is defined as children living in poverty, English learners, and children with disabilities.

Louisiana Striving Readers Comprehensive Literacy Grant Program

While the state is pleased with its accomplishments, LDOE continues to develop new and innovative programming to ensure each child in Louisiana receives a quality education, no matter race, disability, or creed. Because the state has a disproportionately high percentage of disadvantaged children, compared with most other states, there is still much work to do, and the proposed SRCL project represents an opportunity to address these needs. Nearly half of Louisiana's children entering Kindergarten lack the pre-literacy skills needed to learn how to read. While Louisiana 4th graders have grown more than any other state's on the NAEP reading test, they are still below the national average. The state achievement tests are showing a gap of 23% between economically disadvantaged students and their peers who are not disadvantaged.

Louisiana has undertaken bold new initiatives to create a quality birth-12th continuum of educational excellence. Since 2012, the Louisiana Departments of Education, Children and Family Services, and Health have worked collaboratively to establish an integrated early child care and educational system. This effort unified all publically funded early childhood education programs under the oversight and management of LDOE, ensuring consistent expectations and support for all early childhood educators. In 2016-2017, LDOE completed the first full year leading the state's integrated early childhood education system. Louisiana is the only state in the nation where all publically funded child care, Head Start, and PreK leaders in every community are mandated to implement the same set of high standards for all children, unify enrollment to ease access for all families, and use rigorous mandatory qualifications for all teachers.

At the root of *Louisiana Believes* is the belief that an effective teacher is the most critical component of academic success, and that teachers are most effective when they have access to a **high-quality, Standards-based curriculumⁱ, ongoing professional development** to use that curriculum effectivelyⁱⁱ, and **data from a focused set of Standards-aligned assessmentsⁱⁱⁱ**

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measuring how well students are meeting the outcomes of the high-quality curriculum.

LITERACY AND LOUISIANA BELIEVES

Aligned with *Louisiana Believes*, the State Literacy Team, composed of literacy experts within LDOE and across the state, has revised its Comprehensive Literacy Plan around the components of Standards and Curriculum, Assessment, and Professional Development. This plan is the touchstone for the state's literacy initiatives and will be the central guidance for support and technical assistance to SRCL subgrantees. Each component was developed in response to a statewide needs assessment, which highlighted the gap for economically disadvantaged children, and informed by the state's prior SRCL experience. Recommended interventions and practices are supported by moderate evidence or strong evidence. The plan is updated annually, and these updates are informed by outcomes data collected on an ongoing basis. David Liben, a nationally recognized consultant in reading research and practice, has provided invaluable guidance in all three central components: Standards and Curriculum, Assessment, and Professional Development. He will continue to serve as a literacy consultant for LDOE.

LOUISIANA'S STRIVING READERS COMPREHENSIVE LITERACY EFFORTS

Louisiana was one of six states to win the 2011 SRCL competition. As described above, the state has achieved significant gains in student performance, and the 2011 SRCL grant contributed greatly to these gains. This proposed SRCL project incorporates lessons learned from the prior SRCL project and leverages the activities that were initiated in the original project to more Louisiana students. LDOE will build upon the prior project with new activities and innovations supported by strong or moderate evidence.

The following innovations grew from the 2011 SRCL project and are contributing to the state's Comprehensive Literacy Plan, advanced by this new SRCL design:

Louisiana Striving Readers Comprehensive Literacy Grant Program

- A Teacher Support Toolbox to help educators set goals, plan, teach, and evaluate results:

The toolbox will be expanded through the proposed SRCL project and currently includes:

- Links to K-12 Guidebooks with classroom-ready reading/English Language Arts (ELA) daily lessons that were co-developed with Louisiana Teacher Leaders^{iv};
- Birth-grade 12 reading/ELA curriculum reviews that have made LEA and early childhood program purchases of high quality materials aligned to the state's Standards easier;
- Resources and guidance for individualized programming for students and young children with disabilities and English Learners incorporated into the Guidebooks.
- A Teacher Leader program: Teacher Leaders are a corps of highly effective teachers, with a track record of improved student outcomes, that provide training and support to peers, model strategies and facilitate grade level meetings on data. Teacher Leaders were involved in the development of the products in the Teacher Support Toolbox and improvements in state's Literacy Plan. Teacher Leaders will continue to be a key resource for SRCL technical assistance.
- Alignment with the Division of Strategic Research and Analysis (SRAA): LDOE's original SRCL plan involved the engagement of a formal external evaluator. Through the process of the project, a new alignment with the state's SRAA provided an opportunity for better, but still impartial, data analysis. The SRAA will be a key partner in the proposed SRCL project.
- Consistent Standards: Concurrent with the last SRCL project, the *Louisiana Birth to Five Early Learning and Development Standards (ELDS)* and the *Louisiana K-12 ELA Student Standards* have been revised to represent a clear and rigorous progression across the birth to grade 12 continuum to fuel greater achievement. The State's Comprehensive Literacy Plan and the corresponding SRCL plan include a suite of resources designed to help teachers and those that support teachers make key shifts in practice required by the Standards.

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- Curriculum Implementation Scale: One of the major findings articulated by the last SRCL project, and supported by strong evidence^v, was that a well-implemented, high quality curriculum aligned with the state Standards is critical. In response, the state developed the Curriculum Implementation Scale, which describes the characteristics of a successfully implemented, high-quality curriculum supported by strong or moderate evidence. This tool will be further developed and fully implemented with the proposed SRCL project.
- Professional Development Advancements: LDOE created valuable tools for advancing student ELA achievement in the last SRCL project, but it also learned that these tools only work in the hands of trained, effective educators. The proposed SRCL project builds upon the lessons learned in professional development, providing more training for teachers to use the tools.

SRCL 2017: IMPLEMENTING A HIGH-QUALITY COMPREHENSIVE LITERACY INSTRUCTION PROGRAM

The proposed SRCL program responds to needs identified in the state, especially for economically disadvantaged children and early literacy, and meets the Absolute Priority for this competition because evidence is a central component to the program plan. LDOE will conduct a subgrant competition through an independent peer review process that incentivizes LEAs to implement evidence-based practices. Subapplicants will outline their local high-quality literacy plan aligned with the state's Comprehensive Literacy Plan. LDOE will require subapplicants to base their plan on a local needs assessment, demonstrating how the subgrant will allow them to reach a high-need population in a way that could not be done without the SRCL funds.

Louisiana's own needs assessment has indicated that early literacy, the foundation for all literacy skills, is particularly urgent in the state, and this plan includes a strong design to address the birth-5th grade literacy foundation. This, along with a high rate of disadvantaged youth, positions

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LDOE to meet both Competitive Preference Priorities, highlighted throughout this narrative.

This SRCL project will be led by two Co-Directors currently on the LDOE team. Literacy Program Manager and prior SRCL project Director Jill Slack, PhD, will lead the birth to grade 5 age spans, and Academic Content Director Whitney Whealdon will focus on grades 6th-12th. The Co-Directors will work closely together but will bring their individual expertise to the age spans upon which they are concentrated, while implementing a cohesive project design.

The SRCL project will be supported by additional existing district personnel including:

- English Learners Coordinator: Beverly Diaz specializes in the instructional needs of English learners and will engage in this project to support activities and interventions for English learners in the SRCL project.
- Special Education Director: Laurie Carlton has an extensive teaching background with specific experience in curriculum design and education needs for students in special education. She will support SRCL project activities and resources related to special education needs.
- Regional Support Coaches: LDOE has three Regional Support Coaches, each assigned to a different region of the state. These Regional Support Coaches will incorporate SRCL technical assistance and support into their activities with all LEAs in their districts who are awarded SRCL subgrants. The Regional Support Coaches are Jenny Comeaux, Sara Sharp, and Monique Wild.
- LDOE SRCL Advisors: A team of LDOE staff with literacy expertise are assigned to district support with each of the three team members focused on a specific age band—birth to five-years-old, K-5th, and 6th-12th. Ivy Starns is the advisor for the Birth-Five year old age span and brings her experience with the prior SRCL project to assist with the alignment of Birth-5 and K-5th (Competitive Preference Priority 2). Angelle Lailhengue and Sharon Necaïse will also serve on this team as advisors for K-5 and grades 6-12, respectively.

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- **Monitoring Staff:** LDOE has three monitoring staff assigned to conduct SRCL monitoring activities. All three have SRCL monitoring experience. Angela Miles will be the SRCL Monitoring Leader. This application will detail the state’s approach to monitoring subgrant recipients in Section C.
- **Department of Strategic Research and Analysis (SRAA):** Detailed further in this proposal, SRAA will support assessment and data collection for the proposed project. SRAA will provide regular reporting to the Co-Directors to ensure the project is in line with the proposed goals, including the federally required GPRA measures, and the timelines for achieving those goals. Josh Posey from SRAA will be dedicated specifically to the proposed SRCL project.
- **Finance Department Support:** The Project Co-Directors will work closely with LDOE’s finance department to ensure the program remains on budget. While the proposed budget does not allocate any SRCL funds to this department, there is a solid communication system in place between finance and the Co-Directors to maintain fidelity to the proposed budget.

The qualifications of support staff named above are attached to this application. All staffing supporting the SRCL project are existing staff with new responsibilities related to this project. No non-Federal funds have been supplanted within this project plan.

LDOE proposes SRCL innovations that will align with the state’s greater picture of education reform and including the three core components: Standards and Curriculum, Professional Development, and Assessment.

LOUISIANA BELIEVES COMPONENT 1: STANDARDS AND CURRICULUM

Objective: Subgrantees use a high-quality, evidence-based curriculum aligned with the state Standards.

Louisiana’s Birth-5 Early Learning and Development Standards and K-12 Student Standards

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Louisiana’s Comprehensive Literacy Plan has been revised to include the current *Birth to Five Early Learning and Development Standards (ELDS)* and *K-12 ELA Student Standards*.

These Standards are designed to align, through a progression of approaches appropriate for each age group, across the birth-grade 12 continuum^{vi,vii,viii}. Prior to 2013, Louisiana’s expectations for children’s learning and development were inconsistent across ages and programs. There were different sets of expectations for infants and toddlers, three-year-olds, and four-year-olds, making it difficult for providers and communities to plan collaboratively, develop comprehensive teacher support systems, and establish seamless transitions for children, whether between early childhood programs or from preschool to kindergarten.

(b)(4)

(b)(4)

Louisiana routinely reviews its Standards every seven years to ensure that what is being taught in the classroom will effectively prepare students for college and a career. As part of this process, Louisiana underwent a professional review of the state’s ELA standards last year to ensure that they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. Over 100 Louisiana educators, as well as representatives from Louisiana universities, business and industry, and parent groups, participated in the review and development of new standards for ELA. Included in this process were educators at every level to ensure alignment across the full birth-12 continuum.

Louisiana’s Birth-Five Early Learning and Development Standards (ELDS) and *Louisiana K-12 ELA Student Standards* are (1) research- and evidence-based, (2) aligned with college and

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work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the documents only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society^{ix}. The Standards are founded on a progression model which stretches children's mastery of skills and pushes them to reach for accomplishing challenging new tasks. The ELDS and K-12 ELA Standards demonstrate a stairway to proficiency from phonological awareness and phonics to fluency to vocabulary and comprehension.

(b)(4)

ELA Guidebooks

ELA Guidebooks are a vital component of the Louisiana Comprehensive Literacy Plan and were developed as part of the previous SRCL project. LDOE began work in 2013 with Teacher Leaders across the state to develop its ELA Guidebooks and to continue to improve them. The ELA Guidebooks are free curricula that include daily lessons for reading and writing. The ELA Guidebooks are informed by the Louisiana Student Standards and guided by moderate to strong evidence. They are one option for implementing high-quality curriculum, in addition to the Tier 1 commercial curricula described below.

Made for teachers by teachers, the ELA Guidebook units build upon a progression of knowledge to ensure all students can read, understand, and express their understanding of complex grade-level texts. A key tool in the state's Comprehensive Literacy Plan, the ELA Guidebooks units are a coherent set of plans focused on real learning grounded in a collection of

Louisiana Striving Readers Comprehensive Literacy Grant Program

texts. Each text collection has a shared idea, such as the American Revolution, and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.

Support is central to the design of ELA Guidebooks. Student-friendly slides in the ELA Guidebooks create a consistent structure across all grades and lessons, which help students and teachers stay on track and work toward a series of unit assessments aligned to end-of-year expectations. Student look-fors and example responses set the bar for quality student work. The ELA Guidebooks include clearly delineated support for students with disabilities, English Learners, and other special education considerations. Universal Design for Learning (UDL) and Assistive Technologies are outlined for use as needed.

(b)(4)

Curriculum Implementation Scale

To support the state's focus on quality evidence-based Standards and Curriculum, LDOE has created a Curriculum Implementation Scale which allows districts to assess the degree to which they are implementing quality, evidence-based curricula and equipping teachers with the tools to effectively use these curricula. The scale is scored from zero to four, with four meaning a high-quality curriculum is in place and teachers take full ownership for using information about

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performance to drive modifications to the curriculum and instruction, and zero meaning a high-quality curriculum has not yet been selected.

To support the Curriculum Implementation Scale, LDOE conducted a full-scale rigorous review of 75 birth-12th commercial curricula that address literacy, ranking them in three tiers:

Tier 1 - Exemplifies Quality: Meets all non-negotiable criteria and all additional indicators of superior quality described below, including alignment with the integration of activities and materials supported by moderate or strong evidence.

Tier 2 - Approaching Quality: Meets all non-negotiable criteria and at least one additional indicator of superior quality, including alignment with the integration of activities and materials supported by moderate or strong evidence.

Tier 3 - Not representing Quality: Does not meet non-negotiable criteria.

Scoring criteria vary slightly according to age/grade-level and include the following non-negotiable guidelines: Standards-aligned; appropriateness, organization, and quality of materials; assessment; quality of texts; foundational skills; coherence of tasks; and text-dependent questions. Additional indicators of quality include: supports for parent participation, scaffolding and support for diverse learners, range and volume of texts, and writing.

Teacher Leaders, which will be detailed in the following section, received training and support from LDOE staff to conduct the curriculum reviews. Through this training, not only were the Teacher Leaders able to assist in the development of quality curriculum reviews, but their capacity has been built to identify quality curricula in the future. Both the Curriculum Implementation Scale and curriculum reviews are available for free LDOE's website.

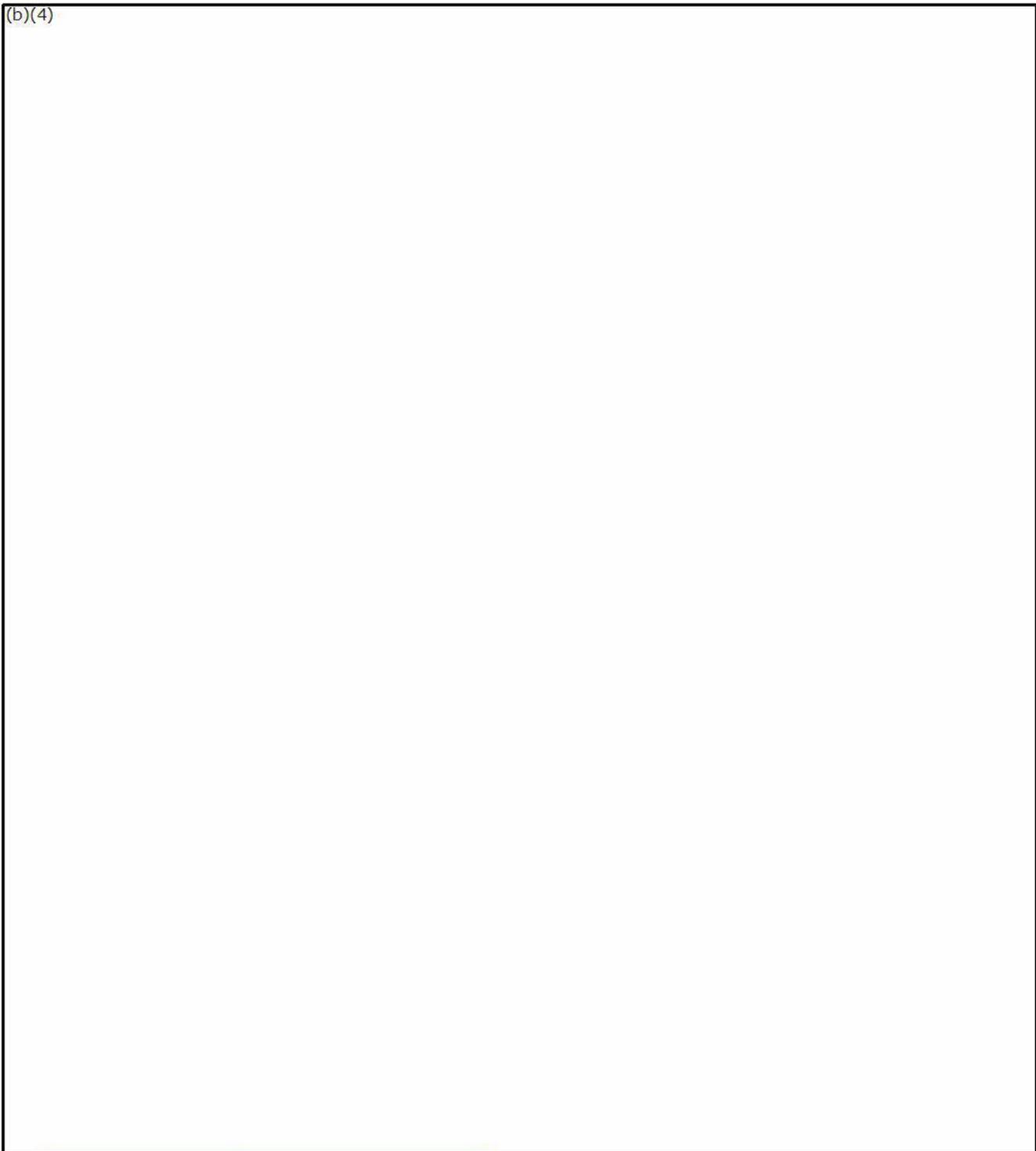
(b)(4)

(b)(4)

Interventions for Struggling Students

LDOE's Comprehensive Literacy Plan outlines guidelines for interventions as part of the Standards and Curriculum component. LDOE believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In Louisiana, districts use a Response-to-Intervention approach. This approach, requires collaborative efforts from LEA staff, school leaders, general educators, special educators, and bilingual/ELL staff to monitor achievement data through coordinating technology to make instructional decisions toward continuous improvement, including appropriate accommodations for disadvantaged students, with acknowledged parent involvement.

(b)(4)



LOUISIANA BELIEVES COMPONENT 2: ASSESSMENT

Objective: Subgrantees use approved tools to conduct assessments that are aligned with the state Standards and use real-time data for decision-making and adjustments to practices.

A strong assessment approach is the second component of the *Louisiana Believes* theory of

Louisiana Striving Readers Comprehensive Literacy Grant Program

educational excellence and a fundamental component of the state's Comprehensive Literacy

Plan (b)(4)

(b)(4) Results will inform a constant cycle of data-driven learning for students and teachers and influence continuous program improvement.

LDOE believes that to have the most impact on student learning assessments should be:

- Meaningful: Fully aligned to the Standards and state summative assessments
- Minimal: Take as little time as possible from learning
- Connected: Easily connect to curriculum and day-to-day learning
- Transparent: Teachers have a shared depth of understanding about the purpose and design

(b)(4)

The District Assessment Guide

LDOE has created a District Assessment Guide to support the development of a comprehensive system of assessments within each school system, and it has also created an Assessment Guide for Early Childhood Education Providers. The guides are designed to help

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districts and Early Childhood Education Providers understand the role of different assessments and ensure that those assessments contribute to continuous program improvement and increased student learning. The assessment guides provide audit tools that guide reflection on the current assessments being given and aids in identifying areas for improvement.

(b)(4)

The State's Assessment Tools

LDOE is building a streamlined comprehensive assessment system through the development of high-quality summative and non-summative assessments that are aligned to Louisiana's Student Standards to provide districts and schools access to one delivery system for all summative and non-summative assessments. The central tool for kindergarten through twelfth grade, which will support the SRCL project, is LEAP 360:

LEAP 360

LEAP 360 is designed to help:

- **teachers** understand a more complete picture of student performance at the beginning, throughout, and end of the year. This understanding will help teachers adjust their instruction to help students achieve, including students with unique needs, and accomplish continuous improvement. If used well, these tools will help teachers set a meaningful, ambitious goal for student learning and monitor learning towards that goal.
- **principals** identify throughout the system where additional support is needed (e.g. teachers, grade levels, students). In addition, these tools will provide school leaders the information they need to focus educators on the learning that matters most for students.

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- *LEA leaders* monitor progress towards goals and create a strong system that reduces the amount of testing and focuses time on learning.

There are three components to LEAP 360:

1. Diagnostic assessments: at the beginning of the school year, teachers conduct an initial screening to determine student readiness against the grade level expectations of the prior year, defined by the state Standards, to progress to the current year.

2. Formative assessments: throughout the school year, teachers conduct formative assessments to collect real-time data on how students are progressing. These assessments complement curriculum, interventions, and evidence-based practices and allow teachers to make adjustments and refine practices based on the data produced by the formative assessments. LEAs are allowed to use a variety formative assessments, which are grade-level appropriate and supported by moderate or strong evidence. The state's preferred high-quality assessment for K-12 is the EAGLE 2.0 tool, which will be further described in the following section.

3. Summative assessments: The LEAP 360 cycle concludes with year-end summative assessments, which include the LEAP state achievement test. These tests measure student mastery of grade-level standards. They also help to provide context for the diagnostic testing that will begin the LEAP 360 cycle in the following school year.

EAGLE 2.0

EAGLE 2.0 is the state's gold standard for formative assessments, or the second phase of the LEAP 360 cycle. It is an online assessment tool, developed in alignment with moderate to strong evidence, that supports formative assessment in the classroom and can be used to aid and enhance student learning throughout the year. The system provides Louisiana teachers the ability to build online tests, assign them to students, and receive student and class performance reports

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on items aligned to state Standards. EAGLE 2.0 aligns with the ELA Guidebooks and supports teachers in using the Guidebooks to improve student achievement.

TS GOLD

LDOE requires Early Childhood Education providers to use the *Teaching Strategies GOLD*[®] (GOLD) assessment tool for birth through kindergarten. GOLD measures the knowledge, skills, and behaviors that are most predictive of school success. For the purposes of the SRCL project, the GOLD measures in the Language and Literacy Development category will be tracked. GOLD includes specific strategies for students with disabilities and English learners.

(b)(4)

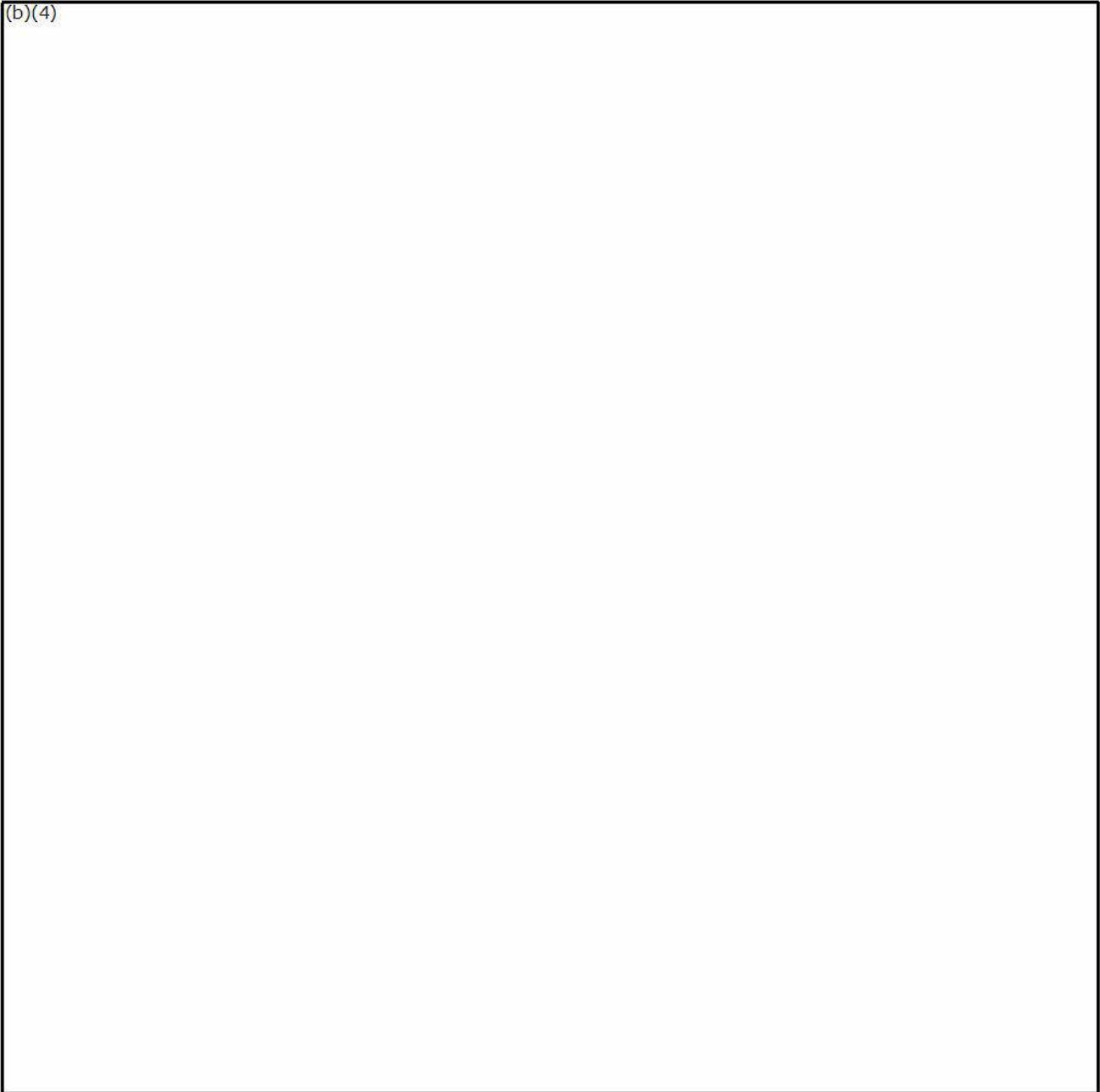
LOUISIANA BELIEVES COMPONENT 3: PROFESSIONAL DEVELOPMENT

Objective: SRCL LEAs, teachers, and staff receive professional development to support their execution of the Standards and Curriculum and the Assessment Components of their SRCL plan.

As outlined in this proposal, LDOE has generated significant resources around selecting a high-quality curriculum. This SRCL project will impact the continued growth of high-quality ELA curricula throughout the state. However, the state's needs assessment has demonstrated that many teachers feel that they need additional professional development that focuses on helping them navigate and use their curriculum effectively. Within Professional Development is the technical assistance to ensure that the interventions and practices included in the other core areas—Standards and Curriculum and Assessment—are implemented with fidelity.

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(b)(4)



Professional Development Vendor Catalog

LDOE created this tool to make it easier for schools and school systems to identify vendors who provide professional development packages that meet all of the following criteria: help teachers use high-quality curricula; build teachers' content knowledge in reading; and provide teachers with the opportunity to practice skills and receive feedback.

The tool was updated in 2017 to provide a shortlist of preferred vendors in reading/ELA and

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Early Childhood Education that meet all key criteria, and this list is included as part of the state's Comprehensive Literacy Plan. The vendor guide includes descriptions and scopes of the vendor services, and it also includes at-a-glance cost estimates. Vendors include Achievement Network, American Reading Company, LearnZillion, Teaching Strategies, and Writing Revolution.

New for SRCL 2017: SRCL subgrantees will be expected to use preferred vendors listed in the guide when purchasing professional development using SRCL funds.

Louisiana Teacher Leaders

As part of its prior SRCL project, LDOE launched the Teacher Leader initiative. The Louisiana Teacher Leaders make up a group of over 2,000 highly effective literacy educators from around the state who are focused on high expectations for students. Teacher Leaders include classroom teachers and site-based literacy coaches that encompass all levels of education from birth to grade 12. This group was born out of the core beliefs that evolved under the prior SRCL project: 1) that those closest to students are best positioned to make instructional decisions, and 2) Teacher Leaders are a powerful voice in training fellow teachers.

LDOE provides Teacher Leaders a robust blend of high-quality tools and resources along with in-person and virtual trainings to help them achieve ambitious results with their students, as well as to share that learning with other teachers in their schools. Teacher Leaders are leaders in critical transition points between Early Childhood, elementary, middle, and high school.

These Teacher Leaders are positioned to support LDOE's priorities and to provide technical assistance to ensure that LDOE's programs are implemented with fidelity. Teacher Leaders participate in LDOE's instructional materials review process, including curriculum evaluation and contributing to the ELA Guidebooks. Teacher Leaders currently support updates of the state's Comprehensive Literacy Plan and help create materials for the Teacher Support Toolbox.

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Teacher Leaders also develop and lead job-embedded professional development for peers, modeling evidenced-based strategies and facilitating grade level meetings focused on data. Each Teacher Leader supports between three to eight ELA teachers, with an average of five to six.

(b)(4)

Teacher Leader, Principal, and LEA Supervisor Collaborations

Teacher Leaders, principals, and LEA supervisors participate in role-like Collaboration Meetings four times per year in regional settings across the state, as well as a Statewide Summer Summit. These meetings are designed to build the capacity of these educators to implement sound practices supported by moderate or strong evidence and examine the impact of local interventions and activities on teacher practice and student learning. The meetings include reviews of real-time data on teacher performance and student achievement and encourage collaboration on shared best practices and activities.

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from the prior SRCL program in the implementation of the new SRCL project.

Teacher Preparation Programs

Guided by a commitment to build a pipeline of highly effective new teachers, LDOE has launched the program Believe and Prepare: Louisiana's Next Generation Educators. Believe and Prepare forges partnerships between LEAs and teacher preparation programs not only to provide undergraduate education for new teachers, but also to provide an alternative certification track for professionals with degrees in other disciplines to receive a teaching certificate. This alternative certification opportunity is serving to boost the state's literacy efforts because it allows for candidates with education and expertise in English and language to become Louisiana teachers and potentially earn other certifications, such as reading specialist. By partnering with teacher preparation programs, the state has the opportunity to influence teacher competencies to embrace LDOE's priorities and implement the central *Louisiana Believes* components: Standards and Curriculum, Assessment, and Professional Development.

Preparation for Early Childhood Educators is also undergoing innovation with the addition of the state's Ancillary Certificate program. The program requires training from an authorized provider, including Institutions of Higher Education, and certification will be required of any teacher working in a publically funded child care center within two years. By raising child care teacher expectations and increasing access to high-quality preparation, Louisiana will develop a prepared, professional child care workforce that supports all children to enter kindergarten ready.

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receive training on required platforms.			
Obj. 3: SRCL LEAs, teachers, and staff receive professional development to support their execution of the Standards & Curriculum and the Assessment Components of their SRCL plan.			
Activities	Responsible Party	Timeline	Milestones
LEAs will use the Professional Development Planning guide to develop a plan that supports SRCL activities through the full project period.	SRCL Co-Directors, Teacher Leaders, LEA Leaders	Jan-Mar 2018	LDOE will provide training to SRCL subgrantees on using the PD Planning Guide. LEAs will have a completed three-year PD Plan in place.
LEAs will contract with preferred vendors for PD services as needed.	SRCL Co-Directors, Teacher Leaders, LEA Leaders	Jan 2018-Sep 2020	As part of the PD planning process, LEAs will identify needed PD support and incorporate PD vendors into their PD plans.
LDOE provides ongoing technical assistance to SRCL subgrantees.	LDOE SRCL Support Staff	Jan 2018-Sep 2020	SRCL LEAs receive targeted assistance based on their needs.
LEAs partner with teacher certification programs to share PD resources.	Teacher Leaders, LEA Leaders	Jan 2018-Sep 2020	Teacher preparation candidates have access to SRCL PD resources.
LDOE conducts quarterly collaboration meetings for SRCL	SRCL Co-Directors, Teacher Leaders,	Jan 2018-Sep 2020	Teacher Leader and Supervisors/Principals

State Level Activities (2)

Assessments are one of three central guiding elements for Louisiana's education reform philosophy. Not only does LDOE require strong assessment protocols for its districts, schools, leaders, and teachers, it exemplifies its own priority in self-assessment and evaluation for continuous improvement. LDOE is driven by this philosophy: the ultimate goal is to increase student achievement, which is accomplished by increasing teacher performance, and teachers become better with a system of support.

In order to achieve the goal of increased student performance, the state must monitor the system of teacher support that impacts teacher performance, assess the application of teacher practice, examine the data for student achievement, and explore how these components influence each other. To do so, this SRCL program will include data collection across three domains to evaluate effectiveness and impact and to inform continuous improvement: Student achievement, Teacher performance, and Alignment of teacher practice with the state's literacy plan.

Student Achievement

For the proposed SRCL project, LDOE will measure student achievement through a series of standardized tests and prescribed measurement tools:

- Proficiencies for infants, toddlers, and PreK students will be measured by the GOLD formative assessment that collects data on children's language and literacy development, including their oral language skills.
- Proficiencies for kindergarten through second grade will be measured by screening assessments such as iSTEOP that collect data on children's foundational skills and formative

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assessments such as EAGLE and K-2 Formative Tasks that measure children's understanding of complex texts read aloud or read independently.

- Proficiencies for third through high school students will be measured by the Louisiana Educational Assessment Program (LEAP).

These assessments are informed by strong evidence. LDOE's Division of Strategic Research and Analysis (SRAA) manages and evaluates the data from all of these assessments. LDOE also employs a value-added model for assessing teacher performance, which includes teacher observations as part of the overall measurement of teacher success. Because some factors that affect student performance are out of the teachers' control, the value-added model helps provide accurate data for how well the teacher has performed, based on multiple data points, including observation, and with consideration for the individual challenges faced by students.

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Teacher Performance

Subgrantees will select teacher assessment tools, as age-appropriate, from the following:

- Teacher Advancement Program™ (TAP) - LDOE has a cohort of schools implementing the TAP™ model, through a specially funded initiative. This model includes embedded teacher performance assessment tools for K-12th, which are tied to performance-based compensation.
- Compass – For districts not participating in TAP, the Compass tool supports teachers and principals in defining expectations for student learning in kindergarten-grade 12 and monitoring progress against those goals throughout the year.
- Classroom Assessment Scoring System® (CLASS) – This is an observation instrument that assesses the quality of teacher-child interactions in early childhood settings. This model is LDOE’s standard for measuring effectiveness in infant, toddler, and PreK environments.

LDOE’s Division of Strategic Research and Analysis (SRAA) has conversion tools that allow LDOE to review scores on each of the tools—TAP, Compass, and CLASS—on the same scale. By using this conversion tool, all teacher performance scores will be assessed on the same measurement framework, and LDOE proposes the following goals:

	Increase in Year 1 from Baseline	Increase in Year 2 from Year 1	Increase in Year 3 from Year 2
Teachers rated Effective or Highly Effective	5%	10%	10%

Alignment of Teacher Practice to the State’s Literacy Plan

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The third domain for evaluating effectiveness of the proposed project centers around how state-provided resources (and other resources informed by moderate or strong evidence) are being implemented in the SRCL subgrant projects. LDOE has created an Evidence-Based Practice Matrix that can guide districts and schools in the development of appropriate use of evidence-based practices (e.g., strategies, interventions). It requires that LEAs conduct self-assessments on a tiered scoring rubric for those practices. Higher levels of implementation for practices supported by moderate or strong evidence will be scored higher, and subgrantees will self-assess across many components. Subgrantees will use the assessment to identify needs and then select practices that best serve their needs. LDOE will work with subgrantees to implement selected practices and to monitor the quality of implementation of practices. Each year, subgrantees will be expected to demonstrate increased implementation of these practices.

The Evidence-Based Practice Matrix includes specific practices that are supported by strong or moderate evidence, and each practice is scored on a scale of zero to three. Zero means that there is no implementation, and three meaning there is significant proof of implementation. There are a total of 45 evidence-based practices that are measured on the 0-3 scale. A maximum score would be 135 points for SRCL subgrant recipients serving children up to grade 5, and the maximum score for a subgrant recipient serving only grades 6-8 or 9-12 would be 36. The lowest possible score for all groups would be 0.

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LDOE has opted to allocate the Remaining Balance of the Total Subgrant allotment toward the K-5th age band, so this application shows the percentage allocated to that age band as 45%. This aligns with the RFP's mandate about the distribution of subgranted funds in that each age band has at least the minimum required percentage of subgranted funds.

For the middle and high school bands, LDOE has calculated **40% of the subgranted funds to be divided equally by grade level between grades 6 and 12**. These bands represent seven grades, so **each grade 6-12 will receive 1/7 of the 40% total budget**. Therefore, the middle school band, representing **grades 6 through 8, will receive 3/7 of the 40%**; the high school band, representing **grades 9 through 12, will receive 4/7 of the 40%**.

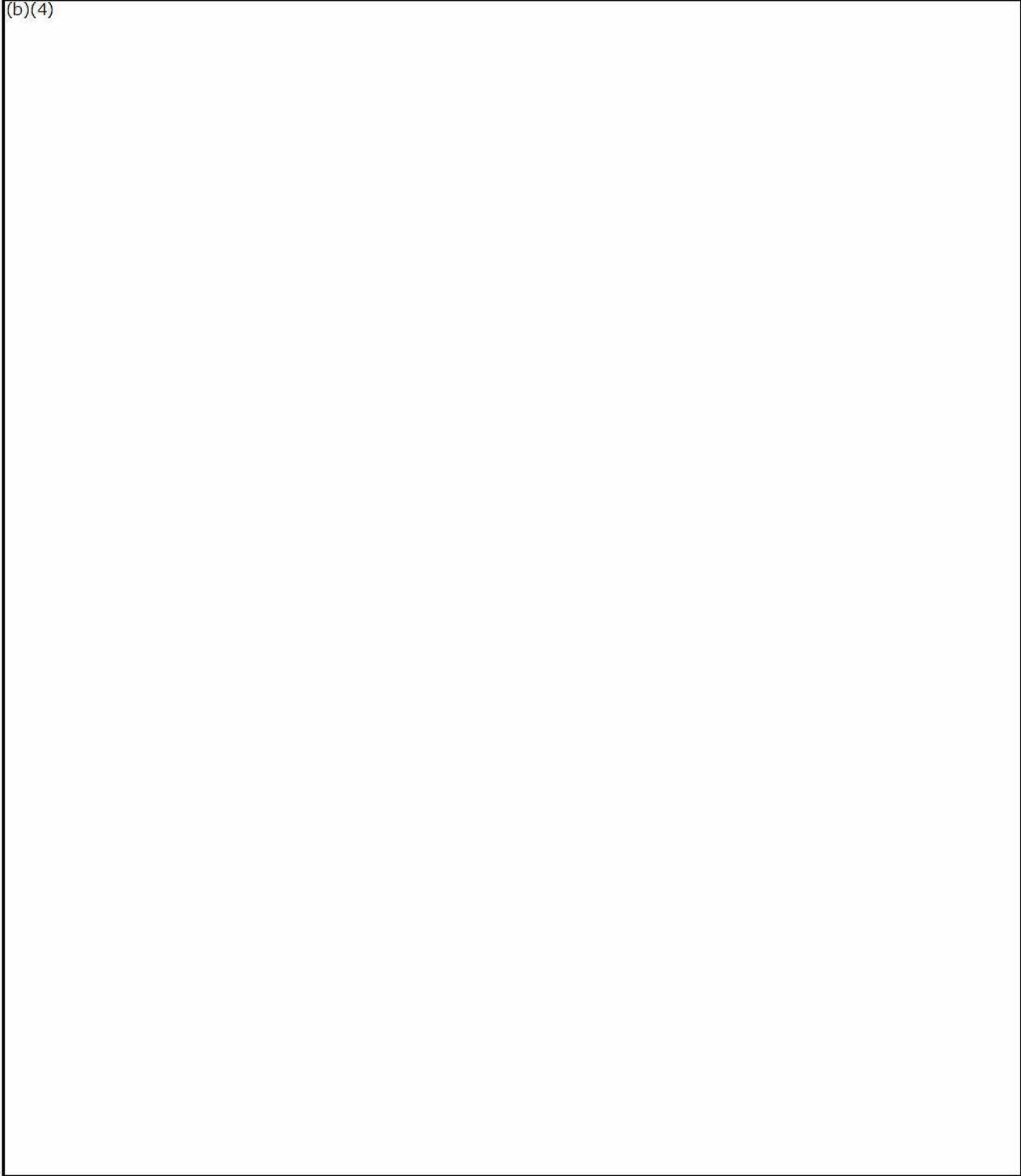
Louisiana's electronic grants management system (eGMS) is programmed to ensure accurate allocation, budgeting, and expenditure of funds by age distribution.

A very small number of schools in the state don't serve the full age bands of K-5th, 6th-8th, or 9th-12th. These schools will be able to apply to participate in the SRCL project, but they must

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partner with another school to serve one of the three complete age bands. These schools will be required to document how they will ensure transitions between the two schools are well-planned and are aligned for consistent, continuous literacy programming.

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LDOE provides highly transparent details of all application processes on its website. On LDOE's literacy web page, the SRCL subgrant application process will detail the application timeline, including training dates and support opportunities. The application, scoring rubric, and support materials will be available on the site.

To inform the public of the application process, LDOE's communication's office will post announcements in LDOE's weekly newsletters for school systems and early childhood providers directing the public to the web page. LDOE will promote the application process via e-mails, brochures, at meetings, and at public events. The competition will be announced and discussed as part of the State Superintendent's monthly conference calls with LEA Superintendents and as part of LDOE's monthly district and charter planning calls with central office supervisors.

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(c) SEA monitoring plan

During its prior successful SRCL grant, LDOE developed a comprehensive monitoring plan and protocol for ensuring SRCL subgrantees are implementing program activities according to the intent and purpose of the subgrant. Over the course of the program’s implementation, the state has made modifications and adjustments to the monitoring plan. Through this process, it has developed a fully-informed and well-documented plan to ensuring fidelity of implementation for SRCL projects, as well as the comprehensive collection of outcome data proposed by the project.

Each subgrant will be awarded based on a scoring rubric which measures how its interventions and practices include literacy instruction that is aligned with the state’s literacy plan. As discussed through this application, the state has provided to subgrantees a selection of interventions and practices that are supported by moderate or strong evidence. It will also assess subgrant applications that propose new interventions and practices and will award subgrants based on the extent to which the applicant demonstrates compatibility with moderate or strong evidence. Subgrantees proposing to serve young children must demonstrate a plan to serve birth through age five, as well as kindergarten through grade 5 in a manner that is differentiated and

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appropriate. In keeping with these parameters for a successful subapplication grant, the state will implement its SRCL monitoring plan to ensure that the subgrant activities are implemented with fidelity and remain aligned to the proposed local literacy plan, which aligns with the state's literacy plan. The monitoring plan also includes financial components to ensure the fund distribution remains compliant with the SRCL requirements by age group. Continuation of LEA subgrant awards is contingent upon performance, fidelity to proposed subgrant activities, and adherence to the approved subgrant budget.

Monitoring Procedures and Related Activities

LDOE's monitoring procedures for SRCL provide that each subgrantee receive a comprehensive desk monitoring every year and additionally an on-site compliance review at least once during the period of the subgrant. The desk monitoring includes a review of both financial and programmatic activities. The SRCL **financial desk review** includes financial documentation aligned to program purpose and expenditures (evidence includes an audit of a samples of monthly claims to determine whether costs are allowable and relevant to the approved SRCL budget and project plan. The SRCL **programmatic desk review** includes items such as data collection required for evaluation and performance reports and support structures to ensure successful transition between grade levels. The SRCL **onsite review** includes verification checkpoints in the use of evidence-based practices (e.g., high-quality curriculum, standards-based assessments, effective professional development) described throughout this proposal.

SRCL monitors work very closely with the LDOE's program office to review fiscal and programmatic indicators to determine which subgrantees need closer evaluation, assess the quality of their SRCL plans and ensure implementation activities sufficiently meet the SRCL program goals. LDOE has developed standard monitoring tools and instruments to ensure

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consistency and fidelity when assessing, monitoring, evaluating, and reporting results of full and effective program implementation.

Specific Monitoring and Resolution Steps:

1. SRCL monitors will conduct a SRCL fiscal and program desk review and an on-site program review during scheduled quarter of monitoring using the appropriate monitoring protocols.
2. SRCL monitors review the results of evidence collected through the desk audit and/or on-site reviews, then prepare monitoring reports & send to LDOE's SRCL Program Staff for review.
3. If monitoring activities reveal no findings, a written notice of closure along with a completed monitoring report is disseminated to the local program administrator for inclusion in the subgrantee's annual SRCL monitoring files.
4. If monitoring activities reveal findings of non-compliance, a Notice of Action and Summary of Findings report is issued with instructions on the required steps the program must take toward immediate correction of any findings noted. The Notice of Action will include a corrective action plan (CAP) template, outline of activities requiring correction, and a due date for submission to the SRCL monitoring team leader at LDOE.
5. The SRCL monitor conducts a monitoring closeout conference call, as needed, to discuss any findings or concerns with the contractor.
6. Together, the assigned SRCL monitor and SRCL program staff member will determine whether the activities developed by the subgrantee and included in the subgrantee's CAP will be sufficient and rigorous enough to correct the findings of noncompliance.
7. Once the CAP activities are agreed upon and approved by all parties, the SRCL monitoring team leader will send a written notification the subgrantee confirming the approval of

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the CAP which are then available for immediate implementation toward full correction of all findings of non-compliance.

8. The subgrantee is required to submit evidence of correction to LDOE's assigned contact person at set intervals along with any documentation to validate compliance.

9. Once correction is achieved for each area of non-compliance, the SRCL monitor or assigned monitoring team leader will issue a written notice of closure.

Coordinated Monitoring and SRCL

The Division of Statewide Monitoring at LDOE is responsible for the managing the monitoring oversight and follow-up activities for all federal programs administered by the agency. The agency's current structure for federal program monitoring follows a risk-based selection process, which includes both compliance and performance risks to determine a local education agency's level of risk for annual monitoring and the level of intensity of the monitoring experience. In addition to our coordinated risk-based monitoring selection process, LDOE also allows for the integration of targeted monitoring activities of subgrant awards, like SRCL, which follow a more strategic plan for monitoring program implementation. As part of these coordinated monitoring efforts, expert program staff and experienced monitors have folded the SRCL monitoring requirements into our existing model of coordinated federal program monitoring without compromising the integrity of the program goals. Each SRCL subgrantee is monitored annually according to program requirements to ensure full and effective program implementation with the goal of improving student outcomes in literacy.

The purpose of the Coordinated Monitoring model is to create efficiencies within the Division of Statewide Monitoring. By conducting Coordinated Monitoring, LDOE is able to generate significant savings in staffing because it does not have separate individuals visiting and

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talking with schools about each funding allocation separately. By consolidating efforts, qualified monitoring staff can consolidate monitoring activities. This consolidation also minimizes the interruptions and inconveniences for LEAs, which can address all of their monitoring requirements through a small team of individuals and through site visits that address all of their monitoring needs, rather than having separate site visits for each activity.

(d) Alignment of Resources (10 points).

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(e) Adequacy of resources

The proposed SRCL project will provide a total of 80 subgrants to LEAs, including LEAs partnered with Early Childhood Education providers, to serve one to three schools (or school/Early Childhood Partner groups). LDOE anticipates 30 subgrants for Birth to Grade 5, and 25 subgrants each for Grades 6-8, and Grades 9-12. In total, the project will serve an estimated 96,400 Louisiana children, most of which will be disadvantaged. The average cost per child per year is \$191.91.

For SRCL subgrantees, LDOE will achieve the following objectives:

1. Subgrantees use a high-quality, evidence-based curriculum aligned with the state Standards.
2. Subgrantees use approved tools to conduct assessments that are aligned with the state Standards and use real-time data for decision-making and adjustments to practices.
3. SRCL LEAs, teachers, and staff receive professional development to support their execution of the Standards and Curriculum and the Assessment Components of their SRCL plan.

LDOE's plan achieves these high level objectives at a cost less than half of its per child cost for its successful 2011 SRCL project. The reason these costs are so low is because LDOE is leveraging the innovations it achieved in the last project and expanding their depth and breadth while also implementing improvements based on the lessons learned from that project.

LDOE is providing at its own cost, without using 2017 SRCL funds, the fundamental tools which are already assessed as high-quality and evidence-based. SRCL funds will support refinement, expansion, and technical assistance for these tools. The LEAP 360 Assessment tool and accompanying data management tools are provided at no cost to districts, as are strong curriculum tools like the ELA Guidebooks. Professional Development is based in the Teacher

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Leader Program, and LDOE is investing SRCL funds in building the capacity of its Teacher Leaders to ensure the long-term sustainability of the project at each of the SRCL schools.

Subgrantees are encouraged to invest their SRCL funds in tools and training that build the schools' overall capacity to provide a high-quality comprehensive literacy instruction program, supported by strong or moderate evidence, and rooted in a local literacy plan that is aligned with the state's Comprehensive Literacy Plan. Allowable Expenses include:

- Tier 1/evidenced based curriculum, including at infant-toddler and PreK levels
- High-quality literary and informational texts to implement ELA Guidebooks/Tier 1 curriculum in birth to grade 12 and to build children's knowledge, enlarge their experience, and broaden their worldviews.
- Evidenced-based intervention materials to support implementation of ELA Guidebooks/Tier 1 curriculum in birth to grade 12 that have been approved by a state review process.
- Purchase additional seats, above what the state is already providing, for content experts, PD training to certify local staff and pay for materials (texts, copies for redelivery), leave time, and travel to attend the trainings
- Contract with approved vendors in PD Vendor Catalog or out-of-parish state-trained and certified content experts to deliver PD locally for needs identified through the use of the LDOE PD Planning Guide
- Provide substitute pay and/or stipends for professional development

(f) Quality of the project design

LDOE's proposed SRCL project builds upon the successes and lessons learned from its prior SRCL project, as well as the gains the state has made in ELA programming over the last decade.

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The state's plan for distribution of funds is designed to ensure LEAs target the highest need students, and the project is designed to align not only with LDOE's Comprehensive Literacy Plan but also to fit in the context of the state's larger education reform initiative *Louisiana Believes*. The project focuses on the three core elements of *Louisiana Believes*: Standards and Curriculum, Professional Development, and Assessment.

This application has demonstrated a large number of resources that LDOE has in place to support the proposed project, as well as outlining additional advancements that the state will undertake with the new SRCL project. Resources already in place to support the proposed project include:

- A comprehensive Teacher Support Toolbox, which includes ELA Guidebooks with daily lessons developed and reviewed by highly-effective teachers and reviewed curricula demonstrating which curricula are supported by strong or moderate evidence.
- A Teacher Leader program, which ensures that every school has a highly effective teacher who receives additional training and support from LDOE and who is responsible for bringing those training resources back to the school and providing technical assistance and support for all of the other teachers.
- LDOE's Division of Strategic Research and Analysis, which provides real-time feedback and access to assessment data within LDOE to allow for data-driven decision making.
- Consistent standards across the Birth to 12th grade continuum and a Comprehensive Literacy Plan aligned with those standards.
- A Curriculum Implementation Scale which allows districts to assess the quality of their curricula across all levels, the extent to which they are informed by strong or moderate evidence, and the fidelity with which they are implemented.

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- Professional development tools, including professional development guides for all levels along the Birth-12th continuum.

New for 2017 SRCL: This project will build upon these foundations, adding these innovations:

- The ELA Guidebooks will be continuously updated, and additional support materials will be added to make this resource more comprehensive.

- The Curriculum Implementation Scale will be further supported with ongoing curriculum reviews and additional training to use the tool.

- Additional training will be offered for interventions supported by evidence.

- Teacher Leaders will be appointed as local, school-level leaders for implementing the Comprehensive Literacy Plan and will receive additional supports and technical assistance to insure implementation with fidelity at their school sites.

- LEAs will receive technical assistance directly from the state and through Teacher Leaders on appropriately staffing interventions to ensure maximized efficacy.

- Literacy specialists will review the state's current assessment tools and adjust to ensure alignment with strong or moderate evidence.

The proposed activities are all designed to build capacity within each LEA and school to continue the program. The program is designed to rely upon building sustainable resources, rather than adding a corps of staff who will be unfunded after the project period. Rather, the project relies upon building tools and capacity across the state at the district and LEA level, centered around the state's Comprehensive Literacy Plan and the corresponding local literacy plans. Through the proposed SRCL project, these plans will be implemented successfully, and their ongoing execution will become a part of the schools' and districts' core programming.

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<http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/208/An-Evidence-Based-Approach-to-Professional-In-Service-Training.aspx>
- ⁱⁱⁱ Phillips, V. and Wong, C. (2010) Tying Together the Common Core of Standards, Instruction, and Assessments. *Phi Delta Kappan*, 91, 37-42.
- ^{iv} <https://learnzillion.com/resources/81666-english-language-arts-guidebook-units>
- ^v Chingos, M., Boser, U., and Straus, C. *The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck*. Washington, D.C.: Center for American Progress, 2015.
- ^{vi} *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. (2016). Institute of Education Sciences: What Works Clearinghouse Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- ^{vii} *Improving Reading Comprehension in Kindergarten Through 3rd Grade*. (2010). Institute of Education Sciences: What Works Clearinghouse Practice Guides.
<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- ^{viii} *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. (2008). Institute of Education Sciences: What Works Clearinghouse Practice Guides.
<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>
- ^{ix} *A Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success: Final Report from Carnegie Corporation of New York's Council on Advancing*

Adolescent Literacy. (2010) New York: Carnegie Corporation of New York.

^x Berg, Jessica L. and Wehby, Joseph (2013). Preteaching Strategies to Improve Student Learning in Content Area Classes. *Journal of Learning Disabilities*, 49, 14-22.

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Jill B. Slack, PhD

Jill Slack currently works as a Literacy Program Manager in the office of Academic Content at the Louisiana Department of Education where she manages the day-to-day administration and implementation of the state's 2011-17 SRCL grant. She also manages the development and dissemination of the state's K-2 literacy work, ensuring quality and continuity of practices across the birth through grade 5 system. Prior to joining the Department in September 2008, Jill was a Project Director at SEDL where she designed and provided K-12 literacy training and ongoing support for state, local, and intermediate agencies. Over the years, Jill has served as a reading specialist, administrator, and classroom teacher in a large public school system; an ESL instructor; a research associate and program evaluator for the Accelerated Schools Project; and an assistant professor in higher education. Jill received a BA in elementary education from the University of Florida, an MEd with a specialty in reading from Our Lady of Holy Cross College, and a PhD in curriculum and instruction from the University of New Orleans.

EDUCATION

PhD	Curriculum and Instruction with a minor in Educational Administration, University of New Orleans (1996)
MEd	Curriculum and Instruction with a major in Reading, Our Lady of Holy Cross College at New Orleans (1987)
BA	Elementary Education, University of Florida, Gainesville (1982)

CERTIFICATIONS

Louisiana Teaching Certificate, Type A–Valid for Life
Educational Leader Level 3
Reading Specialist (Grades 1-12)
English as a Second Language (Grades K-12)
Parish or City Supervisor of Instruction (Grades 1-12)
Program Evaluator – Level A

EMPLOYMENT HISTORY

September 2008–Present	Louisiana Department of Education, Baton Rouge Literacy Program Manager
1997–2008	Southwest Educational Development Laboratory, Austin, TX Project Director, Reading/Literacy Initiatives (1997–2008)
1995–2001	University of New Orleans Adjunct Assistant Professor (1996-1998)
1992–1995	National Accelerated Schools Project, University of New Orleans Research Associate (1992-1996)
1982–1992	Jefferson Parish School System Teacher/Administrator/Reading Lab Specialist (1982-1992)

SELECTED PRESENTATIONS

- Slack, J.B. (2017, June). *PreK-2 Instructional Support*. Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans, LA.
- Slack, J.B. (2017, June). *K-2 ELA Formative Instructional Tasks*. Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans, LA.
- Slack, J.B. and Handy, M. (2016, July). *Louisiana's Approach to Intervention: Accelerating Learning*. AEM Webinar for Striving Readers Comprehensive Literacy Program State Directors, Washington, DC.
- Slack, J.B. (2016, June). *Early Literacy Assessment: A Guiding Tool for Instruction*. Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans, LA
- Slack, J.B. (2016, February). *Selecting High-Quality Curriculum for Young Children*. Presentation at the Plain Talk about Reading and Literacy Conference, New Orleans, LA.
- Slack, J.B. and Handy, M. (2015, February). *Literacy Design Collaborative*. Presentation at the U.S. Department of Education and Louisiana Department of Education PEN Meeting. New Orleans, LA.
- Slack, J.B. et al (2015, February). *Louisiana Striving Readers Comprehensive Literacy Program*. Presentation at the Plain Talk about Reading and Literacy Conference, New Orleans, LA.
- Slack, J.B. et al (2014, September). *Literacy Design Collaborative Training for Louisiana LEAs*. Alexandria, LA.
- Slack, J.B. et al (2013, December-2016, May). Federal SRCL Technical Working Group.
- Slack, J.B. (2013, August). *Comprehensive Literacy Plans*. Presentation at the U.S. Department of Education Striving Readers Comprehensive Literacy Meeting, Washington, DC.
- Slack, J.B. (2013, April). *Striving Readers Comprehensive Literacy Program: Improving School Readiness and Success for All Children Beginning at Birth*. Symposium at the International Reading Association Annual Meeting, San Antonio, TX.
- Slack, J.B. (2012, January). *State Literacy Plans*. Alliance for Excellent Education Webinar, Washington, DC.
- Slack, J. B. et al. (2010, December). *Building a professional development system: The Louisiana story*. Presentation at the National Governor's Association Center for Best Practices Ready States Policy Academy, New Orleans, LA.
- Slack, J. B. (2010, November). *Expert panel: SEA capacity and support*. Presentation at the Striving Readers Comprehensive Literacy Program Public Input Meeting, Washington, DC.
- Slack, J.B. et al. (2010, July). *Comprehensive literacy planning*. Session presented at the U.S. Department of Education Reading Institute, Anaheim, CA.

Whitney Whealdon

Whitney Whealdon is the Director of Academic Content at the Louisiana Department of Education. In that role, she works with and trains teacher leaders to create units, lessons, and tasks, such as the English Language Arts Guidebooks, and supports educators in reviewing and selecting high-quality instructional materials for literacy in grades K-12. She began working at the Department in 2008 as the English Language Arts Assessment Coordinator. Prior to her work at the Department, Whitney was a middle school English language arts teacher for six years. As a teacher, Whitney participated in the Japan Fulbright Memorial Fund Program in October 2005, and was named the 2008 Louisiana Middle School Teacher of the Year. Whitney graduated from the Holmes Program at Louisiana State University.

EDUCATION

MEd Secondary Education, Louisiana State University, Baton Rouge (2002)

BA English Literature, Louisiana State University, Baton Rouge (2001)

CERTIFICATIONS

Louisiana Teaching Certificate, Level 3

EMPLOYMENT HISTORY

August 2008-
Present Louisiana Department of Education, Baton Rouge
English Language Arts Assessment Coordinator
English Language Arts Content Coordinator
Manager of English Language Arts Content
Director of Academic Content

2002–2008 West Feliciana Parish School Board, St. Francisville, LA
English Language Arts Teacher

SELECTED PRESENTATIONS

Whealdon, W., Necaise, S., and Lailhengue, A. (2017, June). *ELA Guidebooks 2.0: Let's Implement!* Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans, LA.

Whealdon, W. and Bobbett, J. (2017, February). *Instructional Materials Review Process*. Presentation at the Louisiana Association of Parish Textbook Administrators, Lake Charles, LA.

Whealdon, W. and Dunsmore, K. (2015, January). *A Conversation about Implementing Text Sets in K-12 Classrooms*. Podcast with the National Center for Literacy Education.

Pimentel, S., Copeland, M., Shaw, K., Lakin, J., and Whealdon, W. (2012, August). *The Common Core State Standards: Supporting Districts and Teachers with Text Complexity*. Webinar for the Chief Council of State School Officers.

Whealdon, W. and Farmer, A. (2011, November). *Text Complexity*. Presentation at the Louisiana Reading Association, Lafayette, LA.

Pimentel, S. Sovde, D., and Whealdon, W. (2011, August). *PARCC Model Content Frameworks*. Webinar for the National Education Association and the American Federation of Teachers.

Angela Denise Miles

Angela Denise Miles joined the Louisiana Department of Education in 2007. She is a member of the LDOE Statewide Monitoring team and the lead monitoring contact for the Striving Readers Comprehensive Literacy (SRCL) grants, working to ensure programs are compliant and meet fiscal assurance requirements as outlined by the United States Department of Education (USDOE). Angela has extensive program monitoring experience, conducting annual desk reviews as well as on-site reviews of SRCL programs and other federal programs. She is instrumental in developing and scheduling program monitoring activities, which include fiscal and programmatic reviews, including the management of corrective action plans. Angela has also worked with Title I programs, providing technical assistance to LEAs and Charter Schools. Her technical assistance and monitoring duties include responding to questions and concerns about monitoring, compliance, policies and procedures, laws and regulations, and eGrant reviews and approvals. Angela has also reviewed and provided funding recommendations for various grant programs such as 1003(a), 1003(g), and Education Excellence Fund (EEF). Additionally, Angela served as a Team Leader for the Federal Emergency Management Agency (FEMA) where she served children and families impacted by hurricanes Katrina and Rita.

EDUCATION

BA Journalism-Public Relations , Northeast Louisiana University

EMPLOYMENT HISTORY

July, 2012 – Present Louisiana Department of Education, SRCL and Title I Monitor

December, 2005 – June, 2007 United States Department of Homeland Security Federal Emergency Management Agency, Alexandria, LA

SELECTED PRESENTATIONS

Miles, A. (2012-2016). *SRCL Desk and Onsite Reviews*. Presentations for SRCL Subgrantees, Louisiana Department of Education, Baton Rouge, LA.

Joshua C. Posey

Josh Posey brings a wide breadth of experience in various areas of education with over five years of experience focused on collection, reporting and analysis of education data. He has worked in the Strategic Research and Analysis section of the Office of Academic Policy and Analytics at the Louisiana Department of Education (LDOE) since August 2013 and worked in the Data Management group since 2012. He has served as the evaluator of the prior SRCL grant from 2014 through its culmination. Josh also worked in LDOE's Accountability section on policy and reporting and for over two years, assisting local schools and districts with state-mandated and federal accountability requirements and conducting district monitoring and intensive scholastic audits of schools in "School Improvement" (failing) status. Josh also worked in the Title III/English Language Learner program on, in part, coordinating data collection and reporting as required by *NCLB*.

From September 2003 through April 2005, as coordinator of USDOE Title III National Professional Development Program, Project TEACH, at Southeastern Louisiana University, Josh's duties included working with central offices of 4 school districts, teachers, and other university staff to register teachers in ESL add-on certification program courses; assisting instructors with online courses; facilitating several professional development workshops; serving as graduate faculty instructor for *Curriculum Design for Teaching English as a Second Language* course in spring and fall 2004, and providing data for the grant's external evaluator. Josh was also a reader for the USDOE Migrant Education Even Start Family Literacy Program in 2006 and a part-time English and math tutor for over 2 years while earning his Master of Arts in Education. He is proficient in Microsoft Access, Excel, Word and PowerPoint and has expertise with SPSS and SQL programming language.

EDUCATION

MA	Curriculum and Instruction with specialization in English as a Second Language, University of New Orleans, New Orleans, LA (2003)
BA	International Relations, Claremont McKenna College, Claremont, CA (1997)

EMPLOYMENT HISTORY

April 2005- Present	Louisiana Department of Education, Baton Rouge, Education Program Consultant
Sept. 2003- April 2005	Southeastern Louisiana University, Hammond, LA, USDOE Title III National Professional Development Program (Project TEACH), Project Coordinator
1997-2000	Shunan English School, Yamaguchi City, Japan, and Joy English School, Daizenji, Japan, English teacher

SELECTED PUBLICATIONS AND PRESENTATIONS

- Posey, J. (Fall, 2016). *Statewide Annual Reading Reports: School, District, and State Results for Kindergarten through Grade Three.*
- Posey, J. (Fall 2016). *Striving Readers Comprehensive Literacy Grant - Annual evaluation report.*
- Posey, J. (Fall, 2015). *Statewide Annual Reading Reports: School, District, and State Results for Kindergarten through Grade Three.*
- Posey, J. (Fall 2015). *Striving Readers Comprehensive Literacy Grant - Annual evaluation report.*
- Posey, J. (2015-2016) *Annual Financial and Statistical Reports.*
- Posey, J. et al. (2009). *LDOE's College and Career Readiness Policy Institute Plan.*
- Posey, J. et al. (2009). *LDOE's 21st Century Skills Partnership Plan.*
- Posey, J. (2007). *Updates on Title III Regulations and State ESL Policy.* Presentation at the Annual Statewide Meeting for Title III School District Supervisors.
- Posey, J. et al. (2005). *Updates on Title III Regulations and State ESL Policy.* Presentation at the Annual Statewide Meeting for Title III School District Supervisors.
- Posey, J. et al. (March, 2005). *Workshop for Teachers of English Language Learners.* Project TEACH Presentation.

Beverly Diaz

Beverly Diaz currently works in the office of Academic Content at the Louisiana Department of Education where she manages the development and dissemination of the state's K-12 English Learner and World Languages work. Prior to joining the Department in May 2016, Beverly was The English Language Arts and English Learner Coordinator for a large urban school district where she designed and provided K-12 literacy training and ongoing support to district schools. Over the years, Beverly has served as a reading specialist, administrator, and classroom teacher in a large public-school system; an ESL instructor; and a Literacy Facilitator. Beverly received a BA in Foreign Language Education, and two MEd in Curriculum and Instruction with a specialty in Reading and School Leadership from the University of New Orleans.

EDUCATION

MEd	Educational Administration, University of New Orleans (2007)
MEd	Curriculum and Instruction with a major in Reading, University of New Orleans (2003)
BA	Foreign Language Education, University of New Orleans (1986)

CERTIFICATIONS

Louisiana Teaching Certificate, Type A–Valid for Life
Educational Leader Level 2
Reading Specialist (Grades 1-12)
Elementary Grades (Grades 1-6)
English as a Second Language (Grades K-12)
Bilingual Specialist in Spanish (Grades K-12)
Spanish in All Levels (Grades K-12)
Spanish (Grades 9-12)

EMPLOYMENT HISTORY

May 2016- Present	Louisiana Department of Education, Baton Rouge Director- English Learners and World Languages
2010-2016	Recovery School District, New Orleans Coordinator- English Language Arts/English Learners
1986-2010	New Orleans Public Schools Teacher/Literacy Facilitator/Administrator

SELECTED PRESENTATIONS

Diaz, B. B. (2017, June) *Implementing the “New” English Language Proficiency Standards: Louisiana Connectors for English Learners*. Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans, LA.

Díaz, B.B. et al (2017, June). *EL Coaching Model: Is it Right for My School* Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans, LA.

Laurie Carlton

Laurie Carlton currently works in the office of Academic Content at the Louisiana Department of Education as the Director of Special Education for Instruction. She is responsible for the development and the implementation of standards, curriculum, and support materials for students with diverse learning needs. Prior to joining the Department, Laurie was the Director of Curriculum and Professional Development in Plaquemines Parish, a high school curriculum specialist, and a classroom teacher in an inclusive setting. She also served on the Accountability Commission with the Department of Education, and she chaired the Standards Review Committee for the creation of the Louisiana Student Standards. In 2008, Laurie was named the Louisiana State Teacher of the Year, which provided the opportunity for her to travel nationally as the state's spokesperson for Louisiana public education. Laurie received a BA in Secondary Education from the University of Louisiana in Lafayette. She has a MA in Educational Leadership from the University of Holy Cross. She is also a National Board Certified teacher.

EDUCATION

MA	Educational Leadership, University of Holy Cross, New Orleans
BA	Secondary Education, University of Louisiana, Lafayette

CERTIFICATIONS

Louisiana Teaching Certificate, Type A – Valid for Life
Educational Leader Level 2
English, Grades 6-12
National Board Certification – English Language Arts/Adolescence and Young Adulthood

EMPLOYMENT HISTORY

March, 2017-Present	Director of Special Education, Academic Content
June, 2010-March, 2017	Director of Curriculum and Professional Development, Plaquemines Parish, LA
June, 2009-June, 2010	Curriculum Specialist/Title I Facilitator, South Plaquemines High School, Plaquemines Parish, LA
June, 1994-June, 2009	Teacher, Plaquemines Parish, LA

SELECTED PRESENTATIONS

- Carlton, L. & K. McClure (2017). *Louisiana Connectors: Addressing the needs of Students with Significant Disabilities*. Presentation at the Louisiana Department of Education Teacher Leaders' Summit, New Orleans, LA.
- Carlton, L. (2016). *Lesson Plan to Learning Plan*. Presentation for Teaching Partners, New Orleans.
- Carlton, L. (2015). *Elevating Teacher Leaders*. Presentation at Superintendents' Meeting, New Orleans.

Ivy B. Starns

Ivy Starns currently works in the office of Academic Content at the Louisiana Department of Education where she supports the administration and implementation of the state's 2011-17 SRCL grant. She plays a key role in assessment and curriculum initiatives for the Division of Early Childhood, K-2 literacy efforts and Part B 619 programs for children with disabilities ages 3-5.

Prior to joining the Department in August, 2000, Ivy was a 1st-12th grade Speech and Language Pathologist, a Title I Language Development Therapist and a 1st – 3rd grade teacher. She also served as a lead teacher/mentor for public PreK programs serving at-risk four-year-old. Her work experience includes serving as a curriculum support specialist for a number of Baton Rouge's early learning centers. Over the years, Ivy has led a number of projects including the creation of the state's first set of early learning standards and guidelines for programs serving children age birth to five.

EDUCATION

MA	Nursery, Kindergarten (1999)
BA	Speech and Hearing Therapy (1976)

CERTIFICATIONS

Louisiana Teaching Certificate, Type B–Valid for Life
National Writing Project (PreK-12th Grade)
In-Tech Technology Certification
Leadership Facilitator Training
Whole Faculty Study Group Institute Certification

EMPLOYMENT HISTORY

August 2000- Present	Louisiana Department of Education, Baton Rouge
1991-2000	Title I PreK Teacher, Baton Rouge, LA
1989-1991	Title I Language Development Therapist, Baton Rouge, LA
1986-1989	First, Second and Third Grade Teacher, Baton Rouge, LA
1978-1986	Title I Language Development Therapist, Baton Rouge, LA
1976-1978	Speech Therapist, Cameron Parish, LA

SELECTED PUBLICATIONS AND PRESENTATIONS

Slack, J.B. et al (2017) *Louisiana's Comprehensive Literacy Plan*.

Slack, J.B. & Ivy. S. (2016-2017) *LDOE K-2 Assessment Initiatives, Teacher Leader Collaboratives and Teacher Leader Summit*.

Starns I. et al. (2016) *Early Childhood Developmental Screenings Guidebook*.

Ramagos, C. & Starns, I. et al. (2015) *Louisiana's Birth to Five Early Learning and Development Standards Training*.

Starns, I. et al. (2014) *Foundations-CONNECT Course: Standards, Instruction and Assessment*.

Ramagos, C. & Starns, I, et al. (2013) *Louisiana Birth to Five Early Learning and Development Standards*.

Ramagos, C. & Starns, I., et al. (2001): *Louisiana Standards for Programs Serving Four-Year-Old Children*.

Angelle Lailhengue

Angelle Lailhengue is the English Language Arts Program Coordinator at the Louisiana Department of Education. In that role, she works with and trains teacher leaders to create units, lessons, and tasks, such as the English Language Arts Guidebooks, oversees a group of twenty teacher leaders, and supports educators in reviewing and selecting high-quality instructional materials for literacy in grades K-12. She began working at the Department in March 2016. Prior to her work at the Department, Angelle served as an Instructional Coach supporting K-5 teachers in all content areas for 3 years; an elementary school teacher in a public school system for 8 years; and an adjunct instructor in higher education.

EDUCATION

- | | |
|----|---|
| MS | Curriculum and Instruction with a major in Reading, Loyola University New Orleans, New Orleans (2004) |
| BS | Elementary Education, Loyola University New Orleans, New Orleans (2003) |

CERTIFICATIONS

Louisiana Teaching Certificate, Level 3
Completed 240 hours of leadership experiences for Educational Leadership certification
Reading Specialist (Grades 1-12)
Elementary Education (Grades 1-8)

EMPLOYMENT HISTORY

- | | |
|------------------------|---|
| March 2016-
Present | Louisiana Department of Education, Baton Rouge
English Language Arts Program Coordinator |
| 2014-2017 | Nunez Community College, St. Bernard, LA
Adjunct Instructor, Early Childhood |
| 2004-2016 | St. Bernard Parish School Board, St. Bernard, LA
Instructional Coach Elementary
Education Teacher |

SELECTED PRESENTATIONS

- Lailhengue, A. (2016, June). *ELA Guidebooks, Grades 3 – 5*. Presentation at the Louisiana Department of Education Teacher Leaders Summit, New Orleans.
- Lailhengue, A. (2014, January). *Text Dependent Questions*. Presentation at the Student Achievement Partners Core Advocate Training, Baton Rouge.

Sharon Necaie

Sharon Necaie currently works in the office of Academic Content at the Louisiana Department of Education where she manages the development and training on the state's secondary English Language Arts resources. Prior to joining the Department in January 2014, Sharon was a Literacy Integration Specialist for a large high school in a rural school district. During that time she designed and provided 6-12 literacy training and ongoing support to district schools. Prior to that she taught high school English for 16 years. Sharon received a BA in English literature, and a MEd in Curriculum and Instruction from Louisiana State University in Baton Rouge.

EDUCATION

MEd	Curriculum and Instruction - Holmes Program, Louisiana State University, Baton Rouge (1997)
BA	English Literature, Louisiana State University, Baton Rouge (1995)

CERTIFICATIONS

Louisiana Teaching Certificate, Type B – Valid for Life

EMPLOYMENT HISTORY

2015-Present	Louisiana Department of Education, English Language Arts and Social Studies Manager
2014-2015	Louisiana Department of Education, English Language Arts Program Coordinator
2013-2014	West Feliciana High School, Literacy Integration Specialist
1997-2013	West Feliciana High School, Teacher
2012-2013	Louisiana Department of Education, Educator Leader Cadre' Member
2011-2012	Louisiana Department of Education, Educational Consultant
2008-2009	Louisiana Resource Center for Educators (LRCE), ELA Team Leader – Certification Methods Class Instructor

SELECTED PRESENTATIONS

Whealdon, W., Necaie, S., and Lailhengue, A. (2017, June). *ELA Guidebooks: Let's Implement!* Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans.

Necaie, S. (2016, January). *Making Meaning of Primary Sources*. Presentation at the Louisiana Department of Education Teacher Leaders Collaboration, Baton Rouge, LA.

Necaie, S. (2015, September). *Stop, Integrate and Listen*. Presentation at the Louisiana Department of Education Teacher Leaders Collaboration, Baton Rouge, LA.

Jenny Comeaux

Jenny Comeaux serves as a Regional Support Coach in the office of Academic Content at the Louisiana Department of Education where she works in the field supporting multiple local education agencies. This work includes supporting districts in providing high quality professional development to teachers rooted in curriculum. In this role, she facilitates the continuous learning for school districts to implement instructional practices wherein the responsibility of literacy is shared.

Prior to joining the Department in November 2014, Jenny served as an English Language Arts (ELA) Instructional Coach in Lafayette Parish. Jenny worked closely with grades 5-12 teachers across the district to foster a deeper understanding of instructional practices supporting literacy development, as they relate to the Louisiana Student Standards in ELA. Additionally, Jenny provided continuous professional development to middle and high school social studies teachers to elevate the shared responsibility of literacy development across content areas. Jenny taught sixth and eighth grade English Language Arts and served as her school's lead teacher for ELA. During her tenure in the classroom, Jenny earned her National Board Certification in Early Adolescent English Language Arts. She earned her Bachelors of General Studies with a concentration in Behavioral Studies from the University of Louisiana at Lafayette, as well as her alternative certification for middle school (grades 4-8). Jenny will graduate this August with her Masters of Education in Educational Leadership.

EDUCATION

MEd	Educational Leadership
BGS	General Studies with a concentration in Behavioral Studies

CERTIFICATIONS

Louisiana Teaching Certificate, Level 2
National Board Certification, Early Adolescent English Language Arts

EMPLOYMENT HISTORY

November 2014- Present	Louisiana Department of Education, Regional Support Coach
July 2013- November 2014	Lafayette Parish School System Instructional Coach
August 2006- July 2013	Lafayette Parish School System Teacher

SELECTED PRESENTATIONS

- Comeaux, J.C. (2016-2017). *Implementing Guidebooks 2.0*. Presentations for St. James Parish Schools, St. Martin Parish Schools, Iberia Parish Schools, Beauregard Parish Schools.
- Comeaux, J.C. (2016, October). *Effective Instruction in the ELA Classroom*. Presentation at the Network B Principal Collaboration, Crowley, LA and Luling, LA.
- Comeaux, J.C. (2015, January). *Writing Across Content Areas*. Presentation for Avoyelles Parish Schools, Marksville, LA.
- Comeaux, J.C. (2014, April). *Literacy in the Social Studies Classroom*. Presentation for Lafayette Parish School System, Lafayette, LA.
- Comeaux, J.C. (2013, October). *Rigor in the ELA Classroom*. Presentation for Lafayette Parish School System, Lafayette, LA.
- Comeaux, J.C. (2012, August). *Making the CCSS Shifts in ELA*. Presentation at Paul Breaux Middle School, Lafayette, LA.

Sara Sharp

Sara Sharp currently works for the Louisiana Department of Education in the office of Academic Content. In her role as Regional Support Coach, she supports numerous public school districts as an ELA Coach working with district and school leaders, as well as teachers. Over the past several years as Louisiana's ELA standards, instructional expectations, and state assessments have changed, Sara has helped school districts in understanding what approach to instruction, curriculum materials, and assessment is most meaningful in the ELA classroom. She regularly participates in classroom observations, curriculum support, and assessment guidance at both the school and district level. Pulling from her own classroom teaching experience, Sara encourages school districts to provide every student with a high quality education through improving teacher practice and giving all students access to rigorous ELA instruction.

EDUCATION

MEd	Educational Leadership; University of Louisiana, Monroe (2012)
BS	Secondary Education, English; University of Louisiana, Lafayette (2006)

CERTIFICATIONS

Louisiana Teaching Certificate, Level 3
English Grades 6-12
Middle School: English Grades 4-8
Middle School: Social Studies Grades 4-8

EMPLOYMENT HISTORY

2013-Present	Louisiana Department of Education, Regional Support Coach
2010-2013	Sterlington Middle School; Ouachita Parish Schools ELA Teacher and Teacher of the Year
2008-2010	Pine Grove Elementary; Morehouse Parish Schools ELA Teacher
2006-2008	Acadiana High School; Lafayette Parish Schools ELA Teacher

SELECTED PRESENTATIONS

- Sharp, S. et al. (2017). *ELA Guidebooks 2.0 Curriculum Implementation*. Principals and Teachers; Louisiana Public School Districts.
- Sharp, S. et al. (2017). *Utilizing LEAP 360 in ELA for School Year 17-18*. District Leaders, Principals and Teachers; Louisiana Public School Districts.
- Sharp, S. et al. (2016). *Identifying Quality and Aligned Assessments in the ELA classroom*. District Leaders and Principals; Louisiana Public School Districts.
- Sharp, S. et al. (2016) *Understanding Rigor in the ELA Louisiana Student Standards*. Instructional Leaders and Teachers; Webinars and in-person sessions, Louisiana Public School Districts.
- Sharp, S. et al. (2015). *Tier 1 Curriculum Choice: ELA Guidebooks*. District Leaders, Curriculum Leaders and Teachers; Louisiana Public School Districts.
- Sharp, S. et al. (2015). *Setting Rigorous Goals for the ELA Student*. District Leaders, Principals, and Teachers; Louisiana Public School Districts.
- Sharp, S. et al. (2014). *Recognizing the Shifts in ELA Instruction*. Curriculum Leaders and Teachers; Louisiana Public School Districts.
- Sharp, S. et al. (2014). *Scoring Writing Using PARCC / LEAP Rubrics*. Instructional Leaders and Teachers; Louisiana Public School Districts.
- Sharp, S. et al. (2013). *Understanding the PARCC ELA Assessment Expectations*. Instructional Leaders and Teachers; Louisiana Public School Districts.
- Sharp, S. (2013). *Quality Questioning and Discussion*. Teachers; Louisiana public school districts.
- Sharp, S. (2012). *Instruction in the Flipped Classroom*. Instructional Leaders and Teachers; LACUE Convention New Orleans, LA.

Monique Wild

Monique Wild currently works for the Louisiana Department of Education in the office of Academic Content. She serves as Regional Support Coach supporting local education agencies with their ELA and literacy efforts, birth-grade 12. She has extensive experience as a TAP Master Teacher and has been instrumental in providing high-quality, job-embedded coaching to support teachers in implementing effective literacy instruction. She has been instrumental in helping teachers understand the complexities of reading and writing and how to use a variety of instructional approaches to meet the diverse learning needs of students. Monique is a published author, and she obtained National Board Certification in Early Adolescent English Language Arts. She was the co-creator of the *For the Love of Literacy* National Literacy Campaign.

EDUCATION

MA	Educational Technology, Northwestern State University, Natchitoches, LA (2006)
BS	Elementary Education, Louisiana State University (1991)

CERTIFICATIONS

Louisiana Teaching Certificate, Type A–Valid for Life

National Writing Project

National Board Certification, Early Adolescent English Language Arts

EMPLOYMENT HISTORY

2012-Present	Louisiana Department of Education, Regional Support Coach
2011-2012	TAP Executive Master Teacher
2007-2011	TAP Master Teacher, Dutchtown Middle School, Ascension Parish, LA
2000-2006	National Board for Professional Teaching Standards Mentor
1997-2007	Middle School Teacher, Dutchtown Middle School, Ascension Parish, LA
1991-1997	Primary School Teacher, Carver Primary School, Ascension Parish, LA

SELECTED PRESENTATIONS AND PUBLICATIONS

Wild, M. (2011). *Invited Author and Presenter*, Colorado Council of International Reading Association.

Wild, M., Mayeaux, A., & Edmonds, K. (2008) *TeamWork: Setting the Standard for Collaborative Teaching*, Stenhouse Publishers, Portland, ME.

Wild, M. (1998 – 2001). *A Walk on the Wild Side*, Louisiana Reading Association.

Wild, M. (1999). *Writing in the Content Areas: Writers' Workshop* (Video), Louisiana Public Broadcasting, Baton Rouge, LA.



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June 29, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

The Louisiana Board of Elementary and Secondary Education (BESE) is pleased to express support for the Striving Readers Comprehensive Literacy (SRCL) Program grant proposal, submitted by the Louisiana Department of Education (LDE). The LDE has made significant strides toward improving literacy across all sectors of education. Per the advice and guidance of the State Literacy Team, the LDE developed the Louisiana Comprehensive Literacy Plan. This plan provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12. While the students in our state have made great progress as a result of this work, significant challenges remain for the students in our great state.

The Louisiana grant proposal also encompasses the creation of collaborative partnerships in order to provide high-quality instruction for students most in need. This funding is an excellent opportunity to invest in improving literacy and would greatly benefit the diverse student population of Louisiana, as well as assist in closing the achievement gap amongst all subgroups of students in Louisiana.

In conclusion, it is the intention of the BESE to reinforce and work closely with the LDE to ensure that every teacher in Louisiana has the instructional support necessary to implement effective literacy instruction. BESE fully endorses this concerted effort, focusing on the literacy of Louisiana students, as outlined in the proposal for grant funding submitted by the LDE.

Sincerely,

(b)(6)

Gary L. Jones, Ed. D.
President

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Executive Director

John C. White
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July 6, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

The Louisiana Board of Regents is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. This initiative will help support universities as they address changes to teacher certification requirements which will require all teacher preparation programs in Louisiana to address new state competencies in literacy and require candidates to complete a full year residency when preparing new teachers as of July 1, 2018.

Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality instruction for students most in need. The grant funds will allow teacher candidates in full year residencies to undergo the same types of professional development that will be provided for teachers in districts that receive the grant funds. In addition, there will be the ability of school districts to work with surrounding institutions of higher education to involve educational leadership candidates in the same types of professional development being provided for district principals. This funding is an excellent opportunity to invest in improving the literacy skills of teacher candidates, principal candidates, teachers, principals, and K-12 students to move closer toward achieving the educational goals of the state.

Higher education in Louisiana has a vested interest in collaborating with the LDOE and districts to improve the literacy skills of PK-12 students, and we applaud the LDOE efforts. In closing, the Louisiana Board of Regents fully supports the Department's efforts to seek funding to improve literacy skills, especially those who are disadvantaged.

Sincerely,

(b)(6)

Jeanne M. Burns, Ph.D.
Associate Commissioner for
Teacher and Leadership Initiatives

Office of Governor
State of Louisiana

JOHN BEL EDWARDS
Governor



P.O. Box 94004
Baton Rouge, Louisiana 70804-9004
(225) 342-7015
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July 11, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

I am pleased to express my support for the Louisiana Department of Education (LDOE) to submit a Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. The LDOE has made significant strides in advancing literacy skills across all sectors of education from our youngest citizens to those preparing to enter college or the workforce. With guidance from the State Literacy Team, the LDOE developed the *Louisiana Comprehensive Literacy Plan*. This plan provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements for all children, including those learning English as a second language, those living in poverty, and those with disabilities.

Louisiana's grant proposal will bring together key local stakeholders in collaborative partnerships to provide high-quality literacy instruction and resources for students most in need. This funding is an excellent opportunity to invest in our state by improving the literacy skills of our students and achieving the educational goal of having every child on the path toward earning a college degree or professional diploma.

As Director of the Children's Cabinet for the State of Louisiana, I have a vested interest in supporting efforts to improve the literacy skills of our students, and I applaud efforts by the LDOE to seek SRCL grant funding. I also support the LDOE in working to ensure every teacher in Louisiana has the skills, competencies, and instructional resources necessary to implement effective literacy instruction.

It is a priority of Governor John Bel Edwards' administration to improve the literacy skills of all students, especially those who are disadvantaged. Thus, I will continue to support Louisiana's literacy goals, proactive instructional processes, and data-based educational system.

Sincerely,

(b)(6)

Dr. Dana R. Hunter
Executive Director
Children's Cabinet
(225) 219-4999 (office)
Dana.hunter@la.gov



State of Louisiana
Louisiana Department of Health
Office of Public Health

June 23, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

The Louisiana Office of Public Health - Bureau of Family Health is pleased to support the Louisiana Department of Education (LDOE) in their submission of its Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12.

Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality instruction for students most in need. This funding is an excellent opportunity to invest in improving the literacy skills of our students and to move closer toward achieving the educational goals of the state.

As the agency that oversees public health programs and policy initiatives to promote early development and maternal and child health, the OPH Bureau of Family Health has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. I would be pleased for our section to work our colleagues in LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective literacy instruction.

I am pleased to support the Department's efforts to seek funding to improve the literacy skills of all students. I will continue to support Louisiana's goals, proactive instructional processes, and data informed educational system.

Sincerely,

(b)(6)

Amy Zapata, MPH
Director, Bureau of Family Health

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

As Chair of the Early Childhood Care and Education Advisory Council, I am pleased to express my support for the Louisiana Department of Education's (LDOE) submission of its Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12.

Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality instruction for students most in need. This funding is an excellent opportunity to invest in improving the literacy skills of our students and to move closer toward achieving the educational goals of the state.

The Early Childhood Care and Education Advisory Council is the statewide council charged with providing input to the LDOE on all matters pertaining to publicly-funded early care and education programs, including public school pre-K, Head Start, and child care centers. The Early Childhood Care and Education Advisory Council has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. We intend to provide further support by working closely with the LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective literacy instruction.

In closing, as Chair of the Early Childhood Care and Education Advisory Council I fully support the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged. I will continue to support Louisiana's goals, proactive instructional processes, and data-based educational system.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of the sender. The text "(b)(6)" is written in the top-left corner of the box.



State of Louisiana
Louisiana Department of Health
Office for Citizens with Developmental Disabilities
EarlySteps

July 22, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

As the program manager for EarlySteps, Louisiana's IDEA, Part C program, I am writing in support of the Louisiana Department of Education's submission for the Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. Early interventionists and our staff throughout our Part C system appreciate its focus, which proposes to bring together key stakeholders in collaborative partnerships to support young children including those with disabilities. As you are aware, part of the focus for early intervention is to address individualized outcomes for eligible children in the area of literacy through supports provided to families and SRCL offers an opportunity to improve these literacy outcomes.

Through the collaboration provided through the SRCL program and our joint work with the state's early care and education system, we see this as an excellent opportunity to improve literacy in Louisiana such that all young children are prepared for and successful in Kindergarten and throughout their school years.

Sincerely,

(b)(6)

Brenda B. Sharp
Program Manager



Louisiana Head Start Association

Board of Directors

Rebecca H. Ferguson
President

Mary Russell Cobb
1st Vice President

Alton Bailey
2nd Vice President

Judy R. Thompson
Secretary

Clyde George
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Statistician

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Chaplain

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James Evans
Dianne Granger
Bonnie Guillory
Nicole Hall
Debra Hamilton
Peggy Jean-Batiste
Joan Lee
Gervis Lefleur
Barbara Pickney
Ethel Robinson
Evelyn Scallan
Chasidy Solomon
Shondale Tolbert
Bobbie Wilson

P. O. Box 53022
Baton Rouge, Louisiana
70892
(225) 358-4504 - Office
(225) 358-4600 - Fax

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

June 27, 2017

Dear Ms. Kockler:

The Louisiana Head Start Association is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12.

Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality instruction for students most in need. This funding is an excellent opportunity to invest in improving the literacy skills of our students and to move closer toward achieving the educational goals of the state.

The Louisiana Head Start Association has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. We intend to provide further support by working closely with the LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective literacy instruction.

In closing, the Louisiana Head Start Association fully supports the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged. I will continue to support Louisiana's goals, proactive instructional processes, and data-based educational system.

Sincerely,

(b)(6)

Rebecca H. Ferguson
President, Louisiana Head Start Association



Louisiana Early Childhood Association

14031 Jones Road
Ponchatoula, LA 70454
1-800-215-9034

June 25, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

The Louisiana Early Childhood Association is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12.

Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality instruction for students most in need. This funding is an excellent opportunity to invest in improving the literacy skills of our students and to move closer toward achieving the educational goals of the state.

Louisiana Early Childhood Association has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. We intend to provide further support by working closely with the LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective literacy instruction.

In closing, Louisiana Early Childhood Association fully supports the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged. I will continue to support Louisiana's goals, proactive instructional processes, and data-based educational system.

Sincerely,

(b)(6)

Louisiana Early Childhood President



BILLY NUNGESSER
LIEUTENANT GOVERNOR

State of Louisiana
OFFICE OF THE LIEUTENANT GOVERNOR
DEPARTMENT OF CULTURE, RECREATION & TOURISM
OFFICE OF STATE LIBRARY

RENNIE S. BURAS, II
DEPUTY SECRETARY

REBECCA HAMILTON
ASSISTANT SECRETARY

June 29, 2017

Ms. Rebecca Kockler, Assistant Superintendent
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Ms. Kockler:

I am pleased to express my support for the Louisiana Department of Education's (LDOE) submission of its Striving Readers Comprehensive Literacy (SRCL) Program grant proposal. LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the Literacy Office developed the Louisiana Comprehensive Literacy Plan which provides districts and schools with a cohesive framework of research-based instructional practices to guide literacy improvements from birth to grade 12.

At the State Library we are always willing to partner with those agencies that share our goals. This grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality instruction for those students most in need—students that we also serve in public libraries statewide. This funding will be an excellent opportunity to invest in improving the literacy skills of our students and to move closer toward achieving the educational goals of the state.

It is imperative for Louisiana to create a culture of literacy for our youth. I fully support the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are underserved. I will continue to support Louisiana's goals, proactive instructional processes, and data-based educational system.

Sincerely,
(b)(6)



Rebecca Hamilton
State Librarian
State Library of Louisiana

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$305,000.00	\$305,000.00	\$305,000.00			\$915,000.00
2. Fringe Benefits	\$106,750.00	\$106,750.00	\$106,750.00			\$320,250.00
3. Travel	\$17,850.00	\$17,450.00	\$17,050.00			\$52,350.00
4. Equipment						
5. Supplies						
6. Contractual	\$397,350.00	\$397,750.00	\$398,150.00			\$1,193,250.00
7. Construction						
8. Other (Subgrants)	\$17,575,000.00	\$17,575,000.00	\$17,575,000.00			\$52,725,000.00
9. Total Direct Costs (lines 1-8)	\$18,401,950.00	\$18,401,950.00	\$18,401,950.00			\$55,205,850.00
10. Indirect Costs*	\$98,050.00	\$98,050.00	\$98,050.00			\$294,150.00
11. Training Stipends						
12. Total Costs (lines 9-11)	\$18,500,000.00	\$18,500,000.00	\$18,500,000.00			\$55,500,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 to: 6/30/2019 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 10.6%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

BUDGET NARRATIVE

YEAR 1: OCTOBER 1, 2017-SEPTEMBER 30, 2018

Personnel: Partial salaries for the following current LDOE staff (total 5.0 Full Time Equivalent) to work directly on SRCL activities (\$305,000.00).

All positions are necessary to achieve SRCL project goals.

- Jill Slack, PhD, Project Co-Director (80% time to work directly on SRCL—70%, \$90,000, is SRCL funded) to manage overall SRCL project activities, including final approval of subgrantee budgets, monitoring activities, program reporting, birth-grade 5 technical assistance support and resource development activities, and improvements to literacy plan.
- Whitney Whealdon, Project Co-Director (40% time to work directly on SRCL project—30%, \$36,000.00 is SRCL funded) to assist in the management of SRCL project activities, including first level reviews of subgrantee budgets, reporting, and grades 6-12 technical assistance support and resource development activities.
- Beverly Diaz, English Learners Coordinator (20% time to work directly on SRCL project—15%, \$13,100.00, is SRCL funded) to support activities and interventions for English Learners in SRCL project.
- Laurie Carlton, Special Education Coordinator (20% time to work directly on SRCL project—15%, \$13,500.00, is SRCL funded) to support activities and interventions for children with disabilities in SRCL project.
- Jenny Comeaux, Regional Support Coach (40% time to work directly on SRCL project—20%, \$18,300.00, is SRCL funded) to provide intensive support to subgrantee sites in central LA to ensure quality of program implementation and outcomes.
- Sara Sharp, Regional Support Coach (40% time to work directly on SRCL project—20%, \$18,100.00, is SRCL funded) to provide intensive support to subgrantee sites in north LA to ensure quality of program implementation and outcomes.
- Monique Wild, Regional Support Coach (40% time to work directly on SRCL project—20%, \$18,600.00, is SRCL funded) to provide intensive support to subgrantee sites in south LA to ensure quality of program implementation and outcomes.
- Ivy Starns, Birth-Age 5 SRCL Advisor (20% time to work directly on SRCL project—10%, \$7,300.00, is SRCL funded) to provide expertise on SRCL project activities/resources related to birth-PreK.
- Angelle Lailhengue, Grades K-5 SRCL Advisor (20% time to work directly on SRCL project—10%, \$7,500.00, is SRCL funded) to provide expertise on SRCL project activities/resources for K-5.
- Sharon Necaie, Grades 6-12 SRCL Advisor (20% time to work directly on SRCL project—10%, \$8,200.00, is SRCL funded) to provide expertise on SRCL project activities/resources for grades 6-12.
- Angela Miles, SRCL Monitoring Leader (60% time to work directly on SRCL project—\$29,500.00, 40% is SRCL funded) to lead and conduct fiscal and programmatic monitoring of subgrantees.
- Pat Doucet, SRCL Monitor (20% time to work directly on SRCL project—10%, \$6,200.00, is SRCL funded) to conduct desktop fiscal and onsite programmatic monitoring of subgrantees.
- Madeline Swift, SRCL Monitor (20% time to work directly on SRCL project—10%, \$6,300.00, is SRCL funded) to conduct desktop fiscal and onsite programmatic monitoring of subgrantees.
- Joshua Posey, Researcher/Evaluator (60% time to work directly on SRCL project—40%, \$32,400.00, is SRCL funded) to collect, analyze, and report data for evaluation activities and to inform continuous improvement. PR/Award # S371C170015

Fringe Benefits (\$106,750.00)

35% fringe benefit rate includes benefits such as Medicare, Retirement, Health Insurance.

The total budgeted for fringe benefits is 35% of the indicated percentage of each person paid with SRCL funds (listed under Personnel). .35x.70 for Slack; .35x.30 for Whealdon; .35x.15 for Diaz and Carlton; .35x.20 for Comeaux, Sharp, and Wild; .35x.10 for Starns, Lailhengue, Necaie, Doucet, and Swift; and .35x.40 for Miles and Posey.

Travel (\$17,850.00)

Travel expenses, including transportation to conduct on-site TA, quarterly regional Collaborations and Summer Summit, not to exceed state allowances.

Travel expenses, including lodging, meals, transportation, etc., for 2 project co-directors and 1 representative from partnering entity to attend U.S.

Department of Education Project Director's Meeting. State policy requires a rental car when traveling more than 99 miles rt to support LEAs. Visits to subgrantees will be coordinated based on distance to minimize travel time and expenses. Travel expenses for SRCL on-site monitoring visits by monitoring staff will be covered by the state coordinated monitoring travel expense fund to adhere to the supplement, not supplant requirement.

- **U.S. Dept. of Ed. SRCL Project Director's Meeting:** Airfare Baton Rouge-DC RT (\$450.00/person x 3 people = \$1,350.00) + Lodging (\$225.00/night x 3 people x 2 nights = \$1,350.00) + Meals (\$68.00/day x 3people x 2 days = \$408.00) + Taxis (\$50.00/person x 3 people = \$150.00) + Airport Parking (\$3.50/day state contact rate x 3 people x 2 days = \$21.00) + Mileage to/from airport (.53 x 25 miles rt x 3 people = \$39.75) = **Total \$3,318.75**
- **SRCL Quarterly Regional Collaboration Meetings with Subgrantees:** Rental Car (\$173.25/week state contact rate for intermediate car x 4 meetings/year in each region x 4 cars to transport 12 SRCL staff and materials to meetings = \$2,772.00) + Fuel (for rental car for all meetings est. \$2000.00) = **Total \$4,772.00**
- **SRCL Summer Summit (May 29-June 1, 2018 in New Orleans):** Rental Car (\$173.25/week state contact rate for intermediate car x 4 cars to transport 12 SRCL staff and materials from Baton Rouge to New Orleans rt daily= \$693.00) + Fuel (for rental car to est. \$1,000.00) **Total \$1,693.00**
- **SRCL Regional Support Coaches Support Visits to Subgrantees:** Mileage (3 coaches x 2 support visits/quarter x est 25 subgrantees/each x .53/mile state allowance x 90 miles average rt/visit = \$7,155.00) **Total \$7,155.00**
- **SRCL Project Co-Directors Support Visits to Subgrantees:** Rental Car (\$29.50/day state contact rate for compact cart to transport 1-2 staff x15 days/year to provide at least one on-site support visit to each subgrantee = \$442.50) + Fuel (for rental car est \$468.75) **Total \$911.25**

Contractual (\$397,350.00)

- Contracts with 5 teacher leaders to create birth-PreK literacy guidebooks, including supports for diverse learners: **\$20,000.00** (\$4,000.00/teacher leader; 80 hours/each; \$50.00/hour).
- Contracts with 10 teacher leaders to review and evaluate published curricula to identify Tier 1 literacy programs for birth to grade 12: **\$20,000.00** (\$2,000.00/teacher leader; 40 hours/each; \$50.00/hour) 2 teacher leaders for birth-age 5; 4 teacher leaders for K-5; 4 teacher leaders for grades 6-12.
- Contracts with 20 teacher leaders, literacy specialists, and ELL specialists to create/update supports/lessons in K-12 ELA Guidebooks: **\$40,000.00** (\$2,000.00/each; 40 hours/each; \$50.00/hour) 6 experts for K-2, 6 experts for grades 3-5, 4 experts each for grades 6-8 and 9-12.
- Contract(s) with vendor(s), using state procurement process, to **develop and pilot delivery** of content expert training using Tier 1 curricula and ELA Guidebooks to certify content experts to train locally: **\$209,000.00**. Costs are based on deliverables, including training content, trainer's manuals, and training for grades K-2, grades 3-5, grades 6-8, and grades 9-12 for both ELA Guidebooks and Tier 1 curriculum, and training content and trainer's manuals for birth-PreK Tier 1 curriculum. Includes consultant fees and travel expenses for ~10 vendor consultants. Estimated average daily rate of pay is \$500.00/vendor consultant.

- Contracts with 20 literacy specialists, which may include Teacher Leaders, to develop training on evidence-based intervention materials for approval in birth to grade 12: **\$50,000.00** (\$2,500.00/each; 50 hours/each; \$50.00/hour) 4 experts for birth-PreK, 6 experts for K-2, 4 experts for grades 3-5, 3 experts each for grades 6-8 and 9-12.
- Contracts with 8 literacy specialists to create new items for LEAP 360, including PreK-Grade 2 formative tasks related to common social studies and science topics (and securing rights to high-quality, authentic texts): **\$22,350.00** (\$2,200.00/each; 44 hours/each; \$50.00/hour) 2 experts each PreK-2, grades 3-5, 6-8, and 9-12 and \$4,750.00 to secure rights to texts.
- Contracts with 12 independent peer reviewers with expertise in literacy development: **\$36,000.00** (\$3,000.00/each; 60 hours each; \$50.00/hour)

LDOE SRCL co-directors and advisors will oversee continuity of processes and progression of content birth-grade 12. All contractors have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with peers. All contracts are necessary to achieve SRCL project goals.

Other (\$17,575,000.00 in subgrants) 95% of Louisiana's proposed budget total will be awarded to subgrantees via a competitive process.

Indirect Costs: (\$98,050.00) Approved indirect cost rate of 10.6% on state admin funds \$925,000, which is 5% of total budget.

YEAR 2: OCTOBER 1, 2018-SEPTEMBER 30, 2019

Personnel: Partial salaries for the following current LDOE staff (total 5.0 Full Time Equivalent) to work directly on SRCL activities (\$305,000.00).

All positions are necessary to achieve SRCL project goals.

- Jill Slack, PhD, Project Co-Director (80% time to work directly on SRCL—70%, \$90,000, is SRCL funded) to manage overall SRCL project activities, including final approval of subgrantee budgets, monitoring activities, program reporting, birth-grade 5 technical assistance support and resource development activities, and improvements to literacy plan.
- Whitney Whealdon, Project Co-Director (40% time to work directly on SRCL project—30%, \$36,000.00 is SRCL funded) to assist in the management of SRCL project activities, including first level reviews of subgrantee budgets, reporting, and grades 6-12 technical assistance support and resource development activities.
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- Joshua Posey, Researcher/Evaluator (60% time to work directly on SRCL project—40%, \$32,400.00, is SRCL funded) to collect, analyze, and report data for evaluation activities and to inform continuous improvement.

Fringe Benefits (\$106,750.00)

35% fringe benefit rate includes benefits such as Medicare, Retirement, Health Insurance.

The total budgeted for fringe benefits is 35% of the indicated percentage of each person paid with SRCL funds (listed under Personnel). .35x.70 for Slack; .35x.30 for Whealdon; .35x.15 for Diaz and Carlton; .35x.20 for Comeaux, Sharp, and Wild; .35x.10 for Starns, Lailhengue, Necaise, Doucet, and Swift; and .35x.40 for Miles and Posey.

Travel (\$17,450.00)

Travel expenses, including transportation to conduct on-site TA, quarterly regional Collaborations and Summer Summit, not to exceed state allowances.

Travel expenses, including lodging, meals, transportation, etc., for 2 project co-directors and 1 representative from partnering entity to attend U.S.

Department of Education Project Director's Meeting. State policy requires a rental car when traveling more than 99 miles rt to support LEAs. Visits to subgrantees will be coordinated based on distance to minimize travel time and expenses. Travel expenses for SRCL on-site monitoring visits by monitoring staff will be covered by the state coordinated monitoring travel expense fund to adhere to the supplement, not supplant requirement.

- **U.S. Dept. of Ed. SRCL Project Director's Meeting:** Airfare Baton Rouge-DC RT (\$450.00/person x 3 people = \$1,350.00) + Lodging (\$225.00/night x 3 people x 2 nights = \$1,350.00) + Meals (\$68.00/day x 3people x 2 days = \$408.00) + Taxis (\$50.00/person x 3 people = \$150.00) + Airport Parking (\$3.50/day state contact rate x 3 people x 2 days = \$21.00) + Mileage to/from airport (.53 x 25 miles rt x 3 people = \$39.75) = **Total \$3,318.75**
- **SRCL Quarterly Regional Collaboration Meetings with Subgrantees:** Rental Car (\$173.25/week state contact rate for intermediate car x 4 meetings/year in each region x 4 cars to transport 12 SRCL staff and materials to meetings = \$2,772.00) + Fuel (for rental car for all meetings est. \$2000.00) = **Total \$4,772.00**
- **SRCL Summer Summit (date TBD; New Orleans):** Rental Car (\$173.25/week state contact rate for intermediate car x 4 cars to transport 12 SRCL staff and materials from Baton Rouge to New Orleans rt daily= \$693.00) + Fuel (for rental car to est. \$1,000.00) **Total \$1,693.00**
- **SRCL Regional Support Coaches Support Visits to Subgrantees:** Mileage (3 coaches x 2 support visits/quarter x est 25 subgrantees/each x .53/mile state allowance x 90 miles average rt/visit = \$7,155.00) **Total \$7,155.00**
- **SRCL Project Co-Directors Support Visits to Subgrantees:** Rental Car (\$29.50/day state contact rate for compact cart to transport 1-2 staff x 10 days/year to provide on-site support visits to subgrantees = \$295.00) + Fuel (for rental car est \$216.25) **Total \$511.25**

Contractual (\$397,750.00)

- Contracts with 10 teacher leaders to review and evaluate published curricula to identify Tier 1 literacy programs for birth to grade 12: **\$16,000.00** (1,600.00/teacher leader; 32 hours/each; \$50.00/hour) 2 teacher leaders for birth-age 5; 4 teacher leaders for K-5; 4 teacher leaders for grades 6-12.
- Contracts with 22 teacher leaders, literacy specialists, and ELL specialists to create/update supports/lessons in ELA Guidebooks: **\$44,000.00** (\$2,000.00/each; 40 hours/each; \$50.00/hour) 2 experts for birth-PreK, 6 experts for K-2, 6 experts for grades 3-5, 4 experts each for grades 6-8 and 9-12.
- Contract with vendor(s), awarded in Year 1 using state procurement processes, to **deliver** content expert training using Tier 1 curricula and ELA Guidebooks to certify content experts to train locally: **\$240,000.00**. Includes consultant fees and travel expenses. Costs are based on deliverables, including training content, trainer's manuals, and training tailored for grades K-2, grades 3-5, grades 6-8, and grades 9-12 for both ELA Guidebooks and Tier 1 curriculum, and training content and trainer's manuals for birth-PreK Tier 1 curriculum. Includes consultant fees and travel expenses for ~10 vendor consultants. Estimated average daily rate of pay is \$500.00/vendor consultant.
- Contracts with 20 literacy specialists, which may include Teacher Leaders, to upgrade and deliver training on evidence-based intervention materials for approval in birth to grade 12: **\$75,400.00** (\$3,770.00/each; 4 days/each, including travel) 4 experts for birth-PreK, 6 experts for K-2, 4 experts for grades 3-5, 3 experts each for grades 6-8 and 9-12.
- Contracts with 8 literacy specialists to create new items for LEAP 360, including PreK-Grade 2 formative tasks related to common social studies and science topics (and securing rights to high-quality, authentic texts): **\$22,350.00** (\$2,200.00/each; 44 hours/each; \$50.00/hour) 2 experts each PreK-2, grades 3-5, 6-8, and 9-12 and \$4,750.00 to secure rights to texts.

LDOE SRCL co-directors and advisors will oversee continuity of processes and progression of content birth-grade 12. LDOE SRCL co-directors and advisors will oversee continuity of processes and progression of content birth-grade 12. All contractors have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with peers. All contracts are necessary to achieve SRCL project goals.

Other (\$17,575,000.00 in subgrants) 95% of LA's proposed budget total will be distributed to subgrantees awarded in Year 1 to continue implementation, pending fidelity to program activities and progress in meeting approved project objectives.

Indirect Costs: (\$98,050.00) Approved indirect cost rate of 10.6% on state admin funds \$925,000, which is 5% of total budget.

YEAR 3: OCTOBER 1, 2019-SEPTEMBER 30, 2020

Personnel: Partial salaries for the following current LDOE staff (total 5.0 Full Time Equivalent) to work directly on SRCL activities (\$305,000.00).

All positions are necessary to achieve SRCL project goals.

- Jill Slack, PhD, Project Co-Director (80% time to work directly on SRCL—70%, \$90,000, is SRCL funded) to manage overall SRCL project activities, including final approval of subgrantee budgets, monitoring activities, program reporting, birth-grade 5 technical assistance support and resource development activities, and improvements to literacy plan.
- Whitney Whealdon, Project Co-Director (40% time to work directly on SRCL project—30%, \$36,000.00 is SRCL funded) to assist in the management of SRCL project activities, including first level reviews of subgrantee budgets, reporting, and grades 6-12 technical assistance support and resource development activities.
- Beverly Diaz, English Learners Coordinator (20% time to work directly on SRCL project—15%, \$13,100.00, is SRCL funded) to support activities and interventions for English Learners in SRCL project.
- Laurie Carlton, Special Education Coordinator (20% time to work directly on SRCL project—15%, \$13,500.00, is SRCL funded) to support activities and

interventions for children with disabilities in SRCL project.

- Jenny Comeaux, Regional Support Coach (40% time to work directly on SRCL project—20%, \$18,300.00, is SRCL funded) to provide intensive support to subgrantee sites in central LA to ensure quality of program implementation and outcomes.
- Sara Sharp, Regional Support Coach (40% time to work directly on SRCL project—20%, \$18,100.00, is SRCL funded) to provide intensive support to subgrantee sites in north LA to ensure quality of program implementation and outcomes.
- Monique Wild, Regional Support Coach (40% time to work directly on SRCL project—20%, \$18,600.00, is SRCL funded) to provide intensive support to subgrantee sites in south LA to ensure quality of program implementation and outcomes.
- Ivy Starns, Birth-Age 5 SRCL Advisor (20% time to work directly on SRCL project—10%, \$7,300.00, is SRCL funded) to provide expertise on SRCL project activities/resources related to birth-PreK.
- Angelle Lailhengue, Grades K-5 SRCL Advisor (20% time to work directly on SRCL project—10%, \$7,500.00, is SRCL funded) to provide expertise on SRCL project activities/resources for K-5.
- Sharon Necaie, Grades 6-12 SRCL Advisor (20% time to work directly on SRCL project—10%, \$8,200.00, is SRCL funded) to provide expertise on SRCL project activities/resources for grades 6-12.
- Angela Miles, SRCL Monitoring Leader (60% time to work directly on SRCL project—\$29,500.00, 40% is SRCL funded) to lead and conduct fiscal and programmatic monitoring of subgrantees.
- Pat Doucet, SRCL Monitor (20% time to work directly on SRCL project—10%, \$6,200.00, is SRCL funded) to conduct desktop fiscal and onsite programmatic monitoring of subgrantees.
- Madeline Swift, SRCL Monitor (20% time to work directly on SRCL project—10%, \$6,300.00, is SRCL funded) to conduct desktop fiscal and onsite programmatic monitoring of subgrantees.
- Joshua Posey, Researcher/Evaluator (60% time to work directly on SRCL project—40%, \$32,400.00, is SRCL funded) to collect, analyze, and report data for evaluation activities and to inform continuous improvement.

Fringe Benefits (\$106,750.00) 35% fringe benefit rate includes benefits such as Medicare, Retirement, Health Insurance.

The total budgeted for fringe benefits is 35% of the indicated percentage of each person paid with SRCL funds (listed under Personnel). .35x.70 for Slack; .35x.30 for Whealdon; .35x.15 for Diaz and Carlton; .35x.20 for Comeaux, Sharp, and Wild; .35x.10 for Starns, Lailhengue, Necaie, Doucet, and Swift; and .35x.40 for Miles and Posey.

Travel (\$17,050.00)

Travel expenses, including transportation to conduct on-site TA, quarterly regional Collaborations and Summer Summit, not to exceed state allowances.

Travel expenses, including lodging, meals, transportation, etc., for 2 project co-directors and 1 representative from partnering entity to attend U.S.

Department of Education Project Director's Meeting. State policy requires a rental car when traveling more than 99 miles rt to support LEAs. Visits to subgrantees will be coordinated based on distance to minimize travel time and expenses. Travel expenses for SRCL on-site monitoring visits by monitoring staff will be covered by the state coordinated monitoring travel expense fund to adhere to the supplement, not supplant requirement.

- **U.S. Dept. of Ed. SRCL Project Director's Meeting:** Airfare Baton Rouge-DC RT (\$450.00/person x 3 people = \$1,350.00) + Lodging (\$225.00/night x 3 people x 2 nights = \$1,350.00) + Meals (\$68.00/day x 3people x 2 days = \$408.00) + Taxis (\$50.00/person x 3 people = \$150.00) + Airport Parking (\$3.50/day state contact rate x 3 people x 2 days = \$21.00) + Mileage to/from airport (.53 x 25 miles rt x 3 people = \$39.75) = **Total \$3,318.75**
- **SRCL Quarterly Regional Collaboration Meetings with Subgrantees:** Rental Car (\$173.25/week state contact rate for intermediate car x 4

meetings/year in each region x 4 cars to transport 12 SRCL staff and materials to meetings = \$2,772.00) + Fuel (for rental car for all meetings est. \$2000.00) = **Total \$4,772.00**

- **SRCL Summer Summit (date TBD; New Orleans):** Rental Car (\$173.25/week state contact rate for intermediate car x 4 cars to transport 12 SRCL staff and materials from Baton Rouge to New Orleans rt daily= \$693.00) + Fuel (for rental car to est. \$1,000.00) **Total \$1,693.00**
- **SRCL Regional Support Coaches Support Visits to Subgrantees:** Mileage (3 coaches x 2 support visits/quarter x est 25 subgrantees/each x .53/mile state allowance x 90 miles average rt/visit = \$7,155.00) **Total \$7,155.00**
- **SRCL Project Co-Directors Culmination Meeting with Subgrantees (September 2020 in Lafayette):** Rental Car (\$29.50/day state contact rate for compact car to transport 2 staff x 2 days = \$59.00) + Fuel (for rental car est. \$52.20) **Total \$111.25**

Contractual (\$398,150.00)

- Contracts with 10 teacher leaders to review and evaluate published curricula to identify Tier 1 literacy programs for birth to grade 12: **\$12,000.00** (1,200.00/teacher leader; 24 hours/each; \$50.00/hour) 2 teacher leaders for birth-age 5; 4 teacher leaders for K-5; 4 teacher leaders for grades 6-12.
- Contracts with 22 teacher leaders, literacy specialists, and ELL specialists to create/update supports/lessons in ELA Guidebooks: **\$44,000.00** (\$2,000.00/each; 40 hours/each; \$50.00/hour) 2 experts for birth-PreK, 6 experts for K-2, 6 experts for grades 3-5, 4 experts each for grades 6-8 and 9-12.
- Contract with vendor(s), awarded in Year 1 using state procurement process, to continue to **upgrade and deliver** content expert training using Tier 1 curricula and ELA Guidebooks to certify additional content experts to train locally: **\$244,400.00**. Includes consultant fees and travel expenses. Costs are based on deliverables, including training content, trainer's manuals, and training tailored for grades K-2, grades 3-5, grades 6-8, and grades 9-12 for both ELA Guidebooks and Tier 1 curriculum, and training content and trainer's manuals for birth-PreK Tier 1 curriculum. Includes consultant fees and travel expenses for ~10 vendor consultants. Estimated average daily rate of pay is \$500.00/vendor consultant.
- Contracts with 20 literacy specialists, which may include Teacher Leaders, to continue to upgrade and deliver training for new or additional SRCL subgrantee teachers/interventionists on evidence-based intervention materials for approval in birth to grade 12: **\$75,400.00** (\$3,770.00/each; 4 days/each, including travel) 4 experts for birth-PreK, 6 experts for K-2, 4 experts for grades 3-5, 3 experts each for grades 6-8 and 9-12.
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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

NOV 03 2016

RECEIVED
NOV 09 2016
MANAGEMENT & FINANCE
A DEPT. OF EDUCATION

Ms. Beth Scioneaux
Deputy Superintendent for Finance
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Reference: Agreement No. 2016-148

Dear Ms. Scioneaux:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIO / ICG
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Andre Hylton at (202) 245-7568 or Andre.Hylton@ed.gov.

The next indirect cost rate proposal based on actual data for the year ending June 30, 2018 is due by December 31, 2018. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization

Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Date: NOV 03 2016

Agreement No: 2016-148

Filing Reference: Replaces previous Agreement No. 2014-107 (B)
Dated: 1/30/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/01/2016	06/30/2017	14.1%	MTDC	Unrestricted
Predetermined	07/01/2016	06/30/2017	10.5%	MTDC	Restricted
Predetermined	07/01/2017	06/30/2019	13.6%	MTDC	Unrestricted
Predetermined	07/01/2017	06/30/2019	10.6%	MTDC	Restricted

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Beth Sejoneaux

Name

Deputy Superintendent of Finance

Title

11/14/16

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

NOV 03 2016

Date

Negotiator: Andre Hylton

Telephone Number: (202) 245-7568