U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110045
Grants.gov Tracking#: GRANT10865564

Closing Date: MAY 09, 2011

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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.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Louisiana Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 726000745

* c. Organizational DUNS: 805920998

d. Address:

* Street1: 1201 North Third Street
Street2:
* City: Baton Rouge
County: East Baton Rouge
* State: LA: Louisiana
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 70802-5243

e. Organizational Unit:

Department Name: Literacy

Division Name: Literacy

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.
* First Name: Jill
Middle Name: B.
* Last Name: Slack
Suffix:

Title: Director of Literacy

Organizational Affiliation:
Louisiana Department of Education

* Telephone Number: 225-342-6025
Fax Number: 225-219-7370

* Email: jill.slack@la.gov

Application for Federal Assistance SF-424 Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

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

13. Competition Identification Number:

84-371C2011-1

Title:

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

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

Louisiana Striving Readers Comprehensive Literacy Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: LA
* b. Program/Project: all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2011
* b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	149,692,565.36
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	149,692,565.36

*** 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.)**

☐ Yes ☒ No

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: Mr. * First Name: Paul

Middle Name: G.

* Last Name: Pastorek

Suffix:

* Title: State Superintendent of Education

* Telephone Number: 225-342-3607 Fax Number: 225-342-0193

* Email: paul.pastorek@la.gov

* Signature of Authorized Representative: Jill Slack * Date Signed: 05/09/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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	$ 398,625	$ 414,570	$ 402,409	$ 388,404	$ 372,870	$ 1,976,879
2. Fringe Benefits	$ 119,587	$ 124,371	$ 120,722	$ 116,521	$ 111,861	$ 593,063
3. Travel	$ 88,325	$ 133,125	$ 143,525	$ 112,525	$ 112,525	$ 590,025
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 151,262	$ 109,529	$ 105,020	$ 101,020	$ 87,020	$ 553,851
6. Contractual	$ 415,000	$ 392,000	$ 327,000	$ 312,250	$ 304,250	$ 1,750,500
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 25,000,000	$ 25,000,000	$ 25,075,000	$ 25,075,000	$ 25,007,500	$ 125,157,500
9. Total Direct Costs (lines 1-8)	$ 26,172,799	$ 26,173,595	$ 26,173,677	$ 26,105,721	$ 25,996,026	$ 130,621,819
10. Indirect Costs*	$ 3,821,228	$ 3,821,344	$ 3,821,356	$ 3,811,435	$ 3,795,419	$ 19,070,785
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 29,994,028	$ 29,994,940	$ 29,995,034	$ 29,917,156	$ 29,791,446	$ 149,692,605

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
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 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	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Jill Slack	State Superintendent of Education
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Louisiana Department of Education	05/09/2011

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
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Louisiana Department of Education

** Street 1* 1201 North Third Street *Street 2*

** City* Baton Rouge *State* LA: Louisiana *Zip*

Congressional District, if known:

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

6. * Federal Department/Agency:
US Department of Education

7. * Federal Program Name/Description:
Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *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:** Jill Slack

***Name:** *Prefix* ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

Title: **Telephone No.:** **Date:** 05/09/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

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 $10,00 0 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 subjec t 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: Paul Middle Name: G.

* Last Name: Pastorek Suffix:

* Title: State Superintendent of Education

* SIGNATURE: Jill Slack * DATE: 05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: | * First Name: Jill | Middle Name: B. | * Last Name: Slack | Suffix: PhD

Address:

* Street1: 1201 N. Third Street
Street2:
* City: Baton Roouge
County:
* State: LA: Louisiana
* Zip Code: 70802
* Country: USA: UNITED STATES

* Phone Number (give area code): 225-342-6025
Fax Number (give area code):

Email Address: jill.slack@la.gov

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-Louisiana SRCL Abstract .pdf**

Abstract

Project objectives and activities: In a state with one of the highest child poverty rates, Louisiana's students are among the most disadvantaged in the nation. *Literacy Is For Everyone (LIFE) Promise* represents Louisiana's plan to effectively ensure these children receive effective literacy instruction.

Built upon research-based best practices and modeled after the state's highly successful K-12 Pilot, *LIFE Promise* will meet the following objectives: 1) Improve school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students, 2) Enable data-based decision-making to improve instructional practices, policies, and outcomes for all students, ensuring disadvantaged students receive maximum benefits, and 3) use technology to address student learning challenges, to increase student engagement and achievement, and to increase teacher effectiveness, ensuring the needs of disadvantaged populations are particularly addressed.

LIFE Promise will advance and implement the Louisiana Comprehensive Literacy Plan (LACLiP). LACLiP is a framework for comprehensive and cohesive literacy instruction beginning at birth and ensuring the best literacy outcomes for Louisiana's students through 12th grade. The plan outlines clear, measurable steps for building effective literacy instruction from birth and is supported by high-quality professional development. Data-driven decision-making is integral to every component of the plan, and technologies to support student engagement and teacher effectiveness are clearly outlined in every phase of the plan serving every age level from birth to 12th grade.

The State will fund subgrantees who propose implementation of LACLiP in a feeder system, identifying a cluster of ECEPs and schools that are likely to serve the same children as they progress through their education. The goal is to create a replicable model providing a continuum of literacy instruction with a commitment to shared responsibility for ensuring literacy development for each child from birth through 12th grade. Successful subgrantees will demonstrate inclusion of the greatest number

of disadvantaged students, incorporation of families into literacy activities, and active partnerships with community-based resources to support children and families.

Applicable priorities:

Priority 1: Improving Learning Outcomes – *LIFE Promise* is built on Louisiana's evidence-based comprehensive literacy plan to improve literacy outcomes from birth to 12th grade.

Priority 2: Enabling More Data-Based Decision-Making – Data-based decision-making is central to *Life Promise*. Proposed activities include the integration of outcomes and assessment methods to support this, as well as training and professional development to ensure its appropriate use.

Competitive Preference Priority: Effective Use of Technology – Technology is woven into every component of *Life Promise* to enhance student engagement and improve teacher effectiveness as a way to improve learning outcomes and to support data-based decision-making.

Proposed project outcomes:

1: *LIFE Promise* will enhance children's literacy outcomes and demonstrate best practices for program implementation, teacher characteristics, classroom quality, and student characteristics.

2: *LIFE Promise* will provide high quality professional development leading to high quality educational services.

3: *LIFE Promise* will enhance the use of data driven decision-making by teachers and program staff.

Number of participants to be served: The project will serve an estimated 40,000 children during the first full year and at least 60,000 in the second, with increases of 5,000 children in subsequent years.

Number and location of proposed sites: LDOE will serve 26-31 LEA-led cluster groups which will be determined specifically through the subgrant application process. Through *LIFE Promise*, one-third to one-half of the State's LEAs, including charters, will successfully implement a cohesive and coherent evidence-based literacy plan serving children from birth to 12th grade.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-Louisiana Project Narrative.pdf**

LOUISIANA STRIVING READERS COMPREHENSIVE LITERACY PROJECT

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A. Quality of State-level activities

i. Required State-level activities and alignment with the State literacy plan

a. Comprehensive State literacy plan

In the fall of 2006, the Louisiana Department of Education (LDOE) developed a statewide literacy plan and used it to advance a kindergarten through 12th grade pilot of the *Louisiana Literacy Plan: Ensuring Literacy for All.* This small five-year pilot program was successfully funded through a competitive grant using state funds. In recent years, LDOE leveraged education trust funds and Federal funds, such as IDEA, to continue the program for its intended five-year duration. Each LEA in the program had a complete feeder system spanning kindergarten through 12th grade. Five LEAs were selected the first year; the program expanded to three more LEAs the following year. As a result, 8 LEAs with 24 schools participated in the pilot, which is ending this year.

The pilot, which informed the design for this proposal, produced exceptional results. Students in the pilot program showed greater gains than those in non-pilot schools. The specific improvement in scores is detailed in Table 1.

Table 1: LEAP and *i*LEAP ELA percent Basic or above from 2007 to 2010 in K-12 Pilot Schools and non-pilot schools

ELA	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade
K-12 Lit. Pilot Gain 2007-10	**11%**	**9%**	**14%**	**14%**	**12%**	**10%**	**13%**
Statewide Gain 2007-10	3%	0%	9%	9%	8%	3%	7%

Louisiana has incorporated lessons learned to revise the literacy plan with stronger emphasis on adolescent literacy. Revisions and modifications have progressively been made to improve the plan, which now includes a strong framework for literacy beginning at birth. The result is Louisiana's Comprehensive Literacy Plan (LACLiP), available on LDOE's website and in print. LACLiP is grounded in research that supports literacy as an absolute essential set of skills for success in life.[1-6] The

plan serves as a framework to align policies, resources, and practices for effective literacy instruction. It advances the state's instructional goal of ensuring all students are college- and career-ready, despite any disadvantage. LACLiP strengthens the Louisiana Education Reform Plan, as literacy is a key component in every reform strategy from teacher effectiveness and support to data-driven decision making that informs policy and continuous improvement.

LACLiP recognizes that literacy is a continuous developmental progression from birth through high school. It is comprised of three levels: Emergent, Elementary, and Adolescent. The plan addresses different emphases at each level, while underscoring the importance of transitions for students at critical times (i.e., transition to kindergarten and self-contained classroom instruction and from self-contained classrooms to content area classes with different teachers for each class).

LACLiP is composed of five interconnected core components important to improving literacy:

- Leadership and Sustainability: Creating shared leadership and plans for organizing, implementing, and sustaining an effective approach to literacy;
- Standards-Based Curriculum: Examining Louisiana's Standards and Comprehensive Curriculum through the lens of literacy;
- Assessment System: Identifying and using valid and reliable measures to assess literacy progress, and enabling data-driven decision making;
- Instruction and Intervention (RTI): Implementing research-based strategies, promoting active engagement, and establishing systems of support; and
- Professional Learning and Resources: Developing learning opportunities, resources, and coordinated support services that enhance literacy learning for children and educators.

The five core components are reflected and outlined in clear, identifiable actions. Emergent literacy describes the development of literacy from birth when communication and language develop within

social interactions. Building on emergent literacy, elementary literacy refers to the development of literacy from kindergarten to 3rd grade, when formal literacy instruction begins. Adolescent literacy continues the development from 4th grade through high school when students face increasingly challenging or advanced text in different disciplines. It is important that school-based implementation of any level considers the other levels.

Technology is a critical tool in all components of the plan. In a high-quality assessment system, technology is used to collect, analyze, and disseminate timely information, as appropriate, to teachers, principals, families, and other key stakeholders to make decisions that improve teaching and learning in all settings. In professional development, cutting-edge technology increases teacher effectiveness through professional networking, e-mentoring, and self-directed online learning. Instructionally, technology allows access to a myriad of resources to support diverse learning, such as Universal Design for Learning techniques and LDOE's nationally recognized web-based Access Guide.

LACLiP provides schools and early childhood education providers (ECEPs) with a comprehensive, evidence-based guide to implement effective strategies for advancing literacy. It addresses clear roles for principals and superintendents to support and advance literacy. It includes a Literacy Capacity Survey at each level. The survey serves as a starting point for taking stock of current practices and resources, and identifying strengths and challenges. Site-based leadership teams use the results of the literacy survey, as well as other sources of data, including student achievement results, to prioritize decisions and actions for implementing a Literacy Improvement Plan.

Building on the success of the K-12 pilot and a plan firmly rooted in research, Louisiana proposes expansion of the cohesive and effective feeder model to include providers who serve young children. LDOE is applying for SRCL funding to launch this program in October 2011. The program will be called ***Literacy Is For Everyone (LIFE) Promise.***

Funds will be awarded to subgrantees who successfully demonstrate plans to implement LACLiP in a cluster (feeder system) that is likely to serve the same children as they progress through their education. High-needs schools serving each age level (Birth-PreK, K-5, and middle and high schools) must be included. The cluster must include nonprofit or school-based PreK programs such as Head Start Centers, community-based organizations, libraries, health care providers, or LA4 classrooms, Louisiana's highly successful pre-kindergarten program. Each LEA subgrant applicant must provide evidence for why those providers are the best choice for inclusion in the cluster. All LEAs, including those that participated in the K-12 pilot, are eligible to apply.

Subgrant applicants are required to select feeder systems that serve the most disadvantaged children, including children who are living in poverty, are homeless or in foster care; are limited-English proficient, new immigrants, or migrant; are at risk of not graduating with a diploma on time or have left school before receiving a regular high school diploma, are pregnant or parenting teenagers or have been incarcerated; and students with disabilities. Subgrant applicants are required to demonstrate buy-in and support from all levels of the LEA, including the superintendent and principals, with examples of previous and/or ongoing actions.

Subgrant applicants should demonstrate a team-based philosophy for literacy improvement. Successful subgrantees will show that LEAs and ECEPs incorporate the principal, teachers, superintendent, LEA literacy leaders, and parents into the implementation and continuous improvement of *LIFE Promise.* The involvement of all these stakeholders, especially parents, is critical to increasing student achievement. Louisiana embraces parental involvement through programs, such as Families Helping Families, which provide training and support for parents. LACLiP outlines family involvement options based on grade-level and student needs. LEAs are required to illustrate how families are incorporated.

LDOE's needs assessment data demonstrate the critical need to provide aligned literacy instruction and coordinated support for successful transitions from year-to-year. In Louisiana, the feeder model has been shown to be an effective approach to ensure students receive cohesive and coherent literacy instruction and support. The model also develops a shared sense of responsibility among educators for all children birth-12th grade. The requirement that the LEAs select the schools and ECEPs ensures that on-the-ground knowledge of the feeder pattern with the greatest need is prioritized. Louisiana has 71 traditional LEAs and 90 charter schools, many of which are part of a larger charter management organization, and some which stand alone. Intra-LEA clusters ensure ECEPs are easily incorporated, while inter-LEA clusters make certain the state's growing number of charter schools have a place in *LIFE Promise*.

LIFE Promise will be implemented in two cohorts: one comprised of 18-21 LEAs to begin in the first year, and a second cohort of 8-10 LEAs to begin 18 months later. Subgrantees will determine an initial feeder cluster of schools. After the first full year of implementation, they will be expected to include an additional feeder school, or disadvantaged population, to expand the effort and impact more students. No additional SRCL funds will be allocated for this expansion, thereby building the LEA's capacity to leverage available resources and to create a model that can be replicated statewide.

b. Aligned use of Federal and State funds and programs

LDOE is committed to aligning State and Federal funds to support the activities outlined in this proposal. The state Literacy Office is dedicating existing resources to support *LIFE Promise* activities through the use of State and other Federal funds and programs within the SEA. Salaries of 6.75 FTEs, listed in the budget narrative, are offset by State and other Federal funds at 25% in the first and second years, 30% in the third year, 35% in the fourth year, and 40% in the fifth year. This demonstrates LDOE's commitment to the project and its ability to align State and Federal funds to assume greater shares of program costs. In addition, the salaries of 6 FTEs are fully funded with State and other Federal monies.

LDOE is using State funds to provide webinars and regional trainings to support all LEAs' use of the literacy plan. State funds will be used to offer trainings for professional development providers to receive LDOE endorsement to ensure alignment of their services with LACLiP. Subgrantees will only be allowed to use providers who have received this endorsement. LDOE is leveraging IDEA dollars to instruct teachers and administrators in principles of Universal Design for Learning and for enhancements to Louisiana's Access Guide. IDEA funds will support System to Enhance Educational Performance (STEEP) training and materials which will be used in assessment and data management for grades 4-12. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and data management for grades K-3 will be funded by SRCL subgrantee allocations and State funds, respectively. The Test of Early Language Development (TELD-3) for three- and four- year olds will be funded by subgrantee allocations.

LDOE is requiring LEA subgrant applicants to demonstrate similar leveraging of resources using State and other Federal funds to support *LIFE Promise*, taking on greater shares of funding responsibility through subsequent years of the grant. Since April 2010, LDOE has provided extensive training for LEAs on the *Tools for Integrating Education Funds Guide,* developed by staff throughout the Department, providing a strong basis for LEAs to successfully implement this requirement.

c. Public availability of the process and the results of the review of subgrant applications

LDOE provides highly transparent details of all application processes on its website. On LDOE's literacy web page, the *LIFE Promise* 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 Public Affairs Office will issue media releases directing the public to the web page. Announcements will appear in local newspapers throughout

the state. LDOE will promote the application process via e-mails, podcasts, brochures, electronic newsletters, at meetings, and at public events. The competition will be announced and discussed as part of the State Superintendent's bimonthly conference calls with LEA Superintendents. Finalists will be announced via media releases.

LDOE's subgrant application process is designed to allow a thorough and increasingly sophisticated review of LEA proposals. A pre-application phase open to all LEAs will be followed by an invitation-only full application. The timeline is detailed in Section B. LDOE will release the documents and materials as outlined below.

Table 2: Public Release Timeline

Activity	Cohort 1 Dates	Cohort 2 Dates
Pre-application and full application public release	Oct 14, 2011	Jan 2, 2013
Webinars, workshops, and trainings will be offered to support subgrant applicants. Dates and information will be posted prior to the workshops, and afterward, materials and information will be available for public viewing.	Oct 17- Nov 16, 2011	Jan 15-Feb 8, 2013
LDOE will begin its reviewer selection process. Criteria for reviewer selection will be made public, but the names of the selected reviewers will not be made available until after the full application process is complete.	Oct 17- Nov 11, 2011	Jan 15-Feb 1, 2013
Finalists to advance to full application phase will be notified directly then made public on December 15, 2011.	Dec 15, 2011	March 8, 2013
Finalist applicants will be invited to an interview to allow reviewers to validate and clarify their evaluations of applications and ensure LEAs have the knowledge and capacity to implement their plans. Information about interviewees will be made public.	February 28-March 2, 2012	May 13-17, 2013
Successful applicants will be notified directly and the news made public. Reviewers' names will be released. Specific dates TBD based on State Board meeting schedule.	April, 2012	June, 2013

Subgrant applicants will describe the curricula and materials they propose to use in *LIFE Promise*.

These curricula and materials must align with the LCC and the Standards. Subgrantees must provide

strong evidence of the suitability of chosen curricula and materials in meeting the needs of the population they serve. As part of the trainings and workshops preparing LEAs to apply for funding under *LIFE Promise*, LDOE will deliver professional development to ensure curricula and materials LEAs propose are consistent with the LCC and Standards. The trainings will assist LEAs in identifying curricula and materials with the strongest available evidence of alignment with Standards.

d. Implementing a comprehensive and coherent literacy program for birth through grade 12

1. Providing effective professional development in literacy

Shifting the paradigm from reading relegated to blocks of time to focusing on literacy throughout the school day and across school years necessitates changing minds and changing practices. Through *LIFE Promise,* professional development will be provided for all LEA staff who impact literacy, including ELA and content area teachers, principals, specialized instructional support staff, paraprofessionals, early childhood educators, speech-language pathologists, and pupil appraisal staff.

With the release of LACLiP in April 2011, literacy staff began providing awareness sessions for LDOE staff department-wide, to ensure all levels of the agency understand the plan, as well as their roles in supporting the plan through their initiatives. These awareness sessions on LACLiP were the first steps in a comprehensive professional development effort that will be undertaken with *LIFE Promise*.

LDOE's state-wide literacy professional development will focus on LACLiP's five essential components important to improving literacy. With the recent adoption of the new Common Core State Standards, teachers need to understand what matters most in the Standards and how to integrate literacy into all content areas. LDOE Literacy Staff, in collaboration with Curriculum Standards Staff, will provide webinars and regional sessions on the new Standards.

State-level staff, including a K-5 Specialist, a K-8 ELL Specialist, a 6-12 Specialist, and an Early Childhood Specialist, will follow up with LEA feeder clusters to help them translate the Standards into

high-quality literacy instruction. Other State Literacy Staff are already strategically placed in Louisiana's 8 education regions throughout the state to provide ongoing and sustained technical assistance and professional development.

LDOE will provide a four-day academy each summer, for each cohort. Over the course of the project, subgrantees will receive extensive professional development that will build their knowledge and skills in the use of evidenced-based practices. Subgrantees will commit to professional development requirements and must ensure that principals are involved in professional development.

To build the capacity of teachers to provide evidence-based literacy instruction within all content areas, LDOE will sponsor LETRS (Language Essentials for Teachers of Reading and Spelling) professional development. This training will provide a critical foundation upon which additional professional development activities can be built. LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell – and why some of them struggle. The program offers general professional development, as well as specialized courses for early childhood and for limited-English-proficient students.

A strong assessment system is a core component in improving outcomes for disadvantaged students in *LIFE Promise*. Ensuring students' literacy achievement depends on using frequent measures to gauge progress and adjust instruction and curricula based on the results. Subgrantees will use DIBELS and STEEP to identify students at risk of educational failure, to track data to allow teachers and leaders to assess areas for improvement, and to guide their use of professional development resources. LDOE will sponsor DIBELS and STEEP training to ensure thorough knowledge of these standard protocol processes. Data Summits, which will consist of one to two day training sessions with site-level follow-up, will further support the application of data. Each participating LEA cluster will receive data profile

documents which summarize the most recently available data relative to student outcomes identified in Table 4.

LDOE will also contract with consultants to provide professional development in the use of Universal Design for Learning (UDL), Assistive Technologies, and maximized use of Louisiana's Access Guide, the web-based companion to the Louisiana Comprehensive Curriculum that provides resources and tools for educators and families to use in supporting student access and progress in the general curriculum.

LDOE encourages subgrantees to utilize grant funds for professional development, leveraging their existing Title II professional development dollars, by contracting with additional professional development and family literacy providers to support the LEAs implementation of *LIFE Promise*. More specific trainings (e.g., on core reading and intervention programs), tailored to local needs, will be provided and funded by LEA *LIFE Promise* allocations. Professional development providers must be endorsed by LDOE before assisting LEAs. To attain state endorsement, providers are required to attend trainings and webinars and receive technical assistance on the state's Literacy Plan. Providers are required to submit an application describing the alignment of their services with the components of LACLiP. This state review process will include a review of information about the provider's credentials, experience, and prior outcomes, and Louisiana will hold professional development providers accountable for delivering work and results.

LDOE will also require subgrantees to allocate grant funds for site-based Literacy Integration Specialists. These specialists will work closely with teachers to integrate literacy instruction in all subjects and throughout the day. Literacy interventionists, who work directly with struggling readers, are required for each school in the cluster. An LEA literacy leader will oversee the activities of the entire cluster, including the early childhood education providers.

LDOE will extend its proven model of dedicated online community networking sites, which will be used by cluster sites to share data, ensure continuity, develop transition plans, and provide peer support. This platform will allow for e-mentoring, in addition to peer support, providing an effective immediate opportunity for LEA staff to communicate with the cluster-level and state-level specialists.

2. Using curriculum and instructional materials aligned with State standards

Louisiana has adopted the Common Core State Standards ("Standards"), which include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including, but not limited to, English language arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects and will serve as the foundation for academic literacy instruction. The Standards provide clear sign posts along the way to the goal of college and career readiness for all students. Louisiana's Comprehensive Curriculum is aligned with these state standards.

Louisiana's early learning guidelines and PreK standards are articulated with the Standards to ensure consistency and continuity with overall literacy goals. Rich curriculum content and teacher and early care provider preparation are essential to ensure guidelines and standards lead to child outcomes.

Standards-Based Curriculum is another of the five interconnected components of LACLiP and is understood as "Examining Louisiana's Standards and Comprehensive Curriculum through the lens of literacy." As with every component of LACLiP, specific action steps and goals are itemized by level – Emerging, Elementary, and Adolescent Literacy.

All levels of LACLiP incorporate specific action steps designed for supporting children and youth in meeting the expectations set forth in the Standards. Further, each element is supported by technologies that assist teachers and school leaders in effectively tailoring curricula to student needs.

The Access Guide, the web-based companion to the Louisiana Comprehensive Curriculum, addresses the needs of struggling learners, students who need added rigor, advanced learners, and those with the

most significant disabilities. Included at the site are strategies and tools related to differentiated instruction and assessment, use of assistive technology, accessible instructional materials, and Individualized Education Program (IEP) development. The Access Guide serves as a hub of information to support teacher effectiveness and improve student engagement.

The Louisiana Department of Education has been a strong advocate for the use of UDL in schools and ECEPs since 2002 and has partnered with LEAs, the Board of Regents, and state and national consultants (e.g., CAST) in this effort. LDOE has laid the groundwork for an updated Louisiana Plan for UDL and the vision is to ensure that **all** Louisiana curricula adhere to principles of universal design.

LDOE provides web-based resources on UDL and related issues (e.g., assistive technology, accessible instructional materials), and conducts professional development at conferences, workshops, regional assistive technology training, and online courses. LDOE also funds eight Louisiana Assistive Technology Regional Centers which provide professional development and technical assistance to LEAs and families on UDL and related issues.

3. Uses of coherent assessment systems

LDOE will require that *LIFE Promise* subgrantees use a common benchmarking system, DIBELS (K-3) and STEEP (4-12), as technological platforms for tracking assessments, screenings, interventions and progress monitoring for K-12th grade. DIBELS and STEEP allow data management of assessment and achievement data with progress monitoring. STEEP includes components for high-need and low-achieving students, and it identifies both students with lack of skill and/or lack of motivation. TELD-3 will be used as the instrument to assess literacy skills for three- and four-year-olds.

LDOE subgrant funds will provide technology interface equipment like tablet pc technology and other support services for principals and Literacy Integration Specialists to input and use STEEP data and enter direct, single entry data to the evaluator's Extranet to ensure reliable and accurate assessments and

timely use of data. STEEP also provides direct, single entry data available for immediate analysis to inform instruction, interventions, and professional development, ensuring continuous program improvement.

4. Interventions to ensure that all children and youth are served appropriately

LDOE believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RTI) is a general education framework which requires collaborative efforts from all LEA staff, principals, general educators, special educators, and bilingual/ELL staff to facilitate that process. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously, using documented student performance data to make instructional decisions, with acknowledged parent involvement. Louisiana uses a three-tiered RTI model that incorporates consistent monitoring and achievement data through coordinating technology to ensure data-based decision making for all children and youth, both those who are below grade-level and those who are ahead of their peers.

Instruction and Intervention on an RTI framework is one of the core interconnected components in LACLiP. Defined as implementing research-based strategies, promoting active engagement, and establishing systems of support, RTI is detailed in usable action steps throughout the levels in the plan.

LDOE employs several tools to encourage and enhance achievement for students who are mastering material ahead of their peers. LDOE has an RTI for gifted students strategy, which follows the same tiered approach as the traditional RTI framework, except the tiers determine the increasing complexity of instruction. Advanced placement courses are offered to secondary students. This coursework not only provides students with the opportunity to receive credit for college coursework, it also positively impacts academic achievement as a result of the in-depth research and complexity of each class. Dual enrollment

is also offered, allowing participants to earn college credit and participate in advanced classes, while still enrolled in high school.

5. Language- and text-rich classroom, school, and early learning program environments

Print-rich and text-rich environments are addressed in LACLiP and are necessary to achieve appropriate classroom, school, and early learning program environments. Printed language in the classroom is found in many forms – from instructional materials to classroom libraries to posted student work – and emphasizes that print carries meaning and serves many purposes. However, a print-rich classroom environment involves more than the obvious display of the written word. It involves the creation of a literate environment which provides time and opportunity for multiple literacy activities, which has literacy centers in place and in use with comfortable spaces and materials accessible for reading and writing, and which engages adults and students in reading together.

6. Continuous improvement by monitoring program implementation and outcomes

LDOE will use the STEEP to monitor implementation and outcomes. The assessment and evaluation processes are extensive and outlined in detail in the evaluation portion of this application, but the STEEP technology allows tracking of program implementations and outcomes through summative and formative data. STEEP can be used in both schools and early childhood education programs for a standard protocol approach:

1. Identify students in need of instructional support – STEEP interfaces with assessment tools aligned with LACLiP to identify students not meeting benchmarks or age-appropriate milestones.
2. Verify that support is needed—STEEP can assess data on a student-by-student bases to determine if the variance in performance is due to the classroom or teacher, or if it is the product of an identifiable student support need, or if the problem is behavioral and not cognitive in nature.

3. Find the instructional reading level—STEEP assesses where the student is currently performing, in alignment with the LACLiP guidelines and the Common Core State Standards and determines the level of materials required for intervention.
4. Select specific intervention—STEEP recommends an intervention strategy based upon the assessment data but also aligned with LACLiP's criteria for Instruction and Intervention.
5. Plan for and start intervention—STEEP maps and tracks the implementation of the intervention, detailing which teachers and specialists worked on the interventions.
6. Progress monitor—STEEP guides educators through goal setting and assessing outcomes. The program also provides adjusted strategies for intervention, based upon outcomes.

At each school, the required literacy intervention specialist, as well as the LEA literacy leader will work closely, using STEEP's technology, to oversee outcomes and improvement as a result of interventions. STEEP will indicate to these staff what areas are in greatest need of improvement, and the literacy intervention specialist and the LEA literacy leader will work with the state-level literacy support staff to increase professional development opportunities in those areas.

LACLiP is a malleable and customizable plan that allows LEAs to adjust their action steps based on progress within the plan and their assessment and outcome data. LACLiP supports the transition for LEAs to align with the Common Core State Standards by embedding progress monitoring on the skills all students must master and by making data reporting available to drive continuous improvement. This ongoing monitoring and support must be a collective effort of everyone in the schools and LEAs including the principal, teacher, superintendent, LEA literacy leaders, and parents to support the continuous improvement of *LIFE Promise*.

Just as LDOE will only allow pre-approved professional development providers who must be pre-screened and provide documentation supporting their program alignment with LACLiP, the state literacy

team will also monitor progress compiled and aggregated through STEEP to oversee the effectiveness of these professional development providers. STEEP will allow the identification of weaknesses or underperforming providers, and LDOE will have the opportunity to provide additional training or withdraw a providers' approval. Innovation Configuration, an established method which identifies, describes, and monitors, the implementation of major components of new practices, will also support efforts to consistently and continuously improve *LIFE Promise*.

ii. Goals for improving student literacy outcomes throughout the State for all students

The State's goals for improving literacy align with Louisiana's Education Reform Plan and define the path the State is taking to achieve these goals. These goals were adopted by the State Board of Education in April 2010. They are detailed below.

Table 3: Louisiana's Goals for Improving Literacy

State Goal	Current Rate	2014 Target
Students enter kindergarten with the pre-literacy skills ready to learn.	39%	65% of entering kindergartners will perform on benchmark for DIBELS
Students are reading on grade level by 3rd grade.	66%	80% of 3rd graders will perform on or above grade level on *i*LEAP (the state's achievement test)
Students enter 4th grade on time and on grade level in reading and math.	67%	85% of kindergartners will reach the 4th grade on time
Students perform at or above grade level in English language arts by 8th grade	62%	80% of 8th graders will perform on or above grade level on the ELA LEAP (the state's achievement test)
Students graduate on time	67%	85% of students entering high school in 2010 will graduate on time in 2014
Students enroll in post-secondary education or graduate workforce-ready	46%	65% of high school graduates will enroll in postsecondary education
Students successfully complete at least one year of post-secondary education	52%	70% of high school graduates who enroll in postsecondary education will complete at least one year of college successfully
Students achieve all eight goals, regardless of race or class.	**	Achievement gaps by race and class will fall 10% per year for each goal.

*(** Achievement gap discussed below)*

Louisiana's Education Reform Plan is consistently informed by the state's priorities and successes in meeting the needs of disadvantaged students, including those with disabilities and those with limited-

English proficiency. While English language learners represent a very small portion of the state's population (1.8% of the total student population), the greater indicator for whether or not the state is addressing the needs of its highest risk students lies in achievement gap data for both students with disabilities and students who are disadvantaged due to race or income level.

Louisiana is the only state in which the achievement gap has narrowed significantly in both 4th grade reading and 8th grade math NAEP tests.[7] For example:

• The gap between African-American and white students in 4th grade reading was **reduced by 15 points** on the NAEP scale score from 1998 to 2009.

• The gap between African-American and white students in 8th grade math **shrank by 10 points** from 2000 to 2009.

• The gap between students eligible and those not eligible for the National School Lunch Program in 4th grade reading was **reduced by 11 points** from 1998 to 2009.

• In 4th grade reading, the average scale score for **male students increased by 8 points** from 1998 to 2009, while the average scale score for **female students increased by 7 points** over that same time period. The gap change was not statistically significant. In NAEP 4th grade math, the average scale scores for **females and males each increased by 11 points** from 2000 to 2009. There is no significant gender gap in 4th grade math.

• The average scale score in 4th grade math for **students with disabilities increased from 168 in 1998 to 183 in 2009.**

Achievement gap data informing the specific needs of disadvantaged students and students with disabilities was a key component in the design of Louisiana's Education Reform Plan and Louisiana's Comprehensive Literacy Plan. LDOE has created these plans with specific activities to address the issues related to disadvantaged students, including students living in poverty, who are limited-English proficient,

who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, and students with disabilities. Louisiana requires LEA alignment with the state-level plans.

iii. Technical assistance and support to SRCL subgrantees

Alignment with LACLiP is the fundamental platform for all technical assistance and support. Subgrant applicants are allowed significant flow-through dollars for professional development, and LDOE will require that all funded LEAs use preapproved professional development providers who have been trained and endorsed by LDOE in the research base and application of LACLiP.

Teachers, principals, specialized instructional support staff, paraprofessionals, early childhood educators, speech-language pathologists, and pupil appraisal staff will receive training, coaching, and facilitation directly from LDOE to advance their skills. Direct technical assistance and coaching support via face-to-face and online tools or telephone with LDOE program specialists will be provided to all LEAs. Monthly webinars and a dedicated online community networking site for all subgrantees will be a critical component to offering not only training, but also networking and support.

The State Literacy Office offers toolkits with protocols, tools, and resources (e.g., online intervention clearinghouse, Comprehensive Learning Supports System, data discussion protocols) for advancing literacy in Louisiana schools and early childhood education providers (ECEPs). To enhance use of these technologies, the Louisiana Assistive Technology Initiative has established 8 regional centers to improve outcomes for children and youth with disabilities through the use of assistive technology, to access school programs and curriculum, and to increase the capacity of LEAs to provide assistive technology services by making training and technical assistance available to teachers, therapists, speech-language pathologists, early childhood educators, administrators, paraprofessionals and parents. Teaching,

Learning, and Technology Centers, also established in the same 8 regions, provide resources and professional development to assist LEAs and schools with purposeful use and integration of instructional technology with State standards.

In its successful K-12 Literacy Pilot, LDOE implemented highly successful Data Summits to support data-based decision making. Through *LIFE Promise*, LDOE will offer additional series of Data Summits to assist educators in learning and applying an evidence-driven decision making process aligned with LACLiP. This course will include 2-day training sessions annually, as well as follow-up site visits to LEAs and schools within the LEA cluster. All Data Summit trainings and follow-up will speak to and be aligned with the other components of professional development and training being offered through *LIFE Promise*. The Data Summit courses will incorporate data-driven decision making and action research principles; develop sustainable educator learning communities; emphasize the link between teacher effectiveness and student achievement; and document professional development effectiveness. The same effective contractor will be used to conduct these Data Summits.

iv. Evaluating the State's progress in improving achievement in literacy

1. Evaluation conducted by independent evaluator

LDOE has selected the Cecil J. Picard Center for Child Development and Lifelong Learning as the external evaluator for *LIFE Promise*. The Picard Center has been the external evaluator of Louisiana statewide literacy program initiatives since 2004, inclusive of Reading First and the K-12 Literacy Pilot, and has vast knowledge and understanding of data sets specific to literacy. The Center's integrated longitudinal data system has unprecedented scale and scope, integrating educational data from early childhood through college, as well as individual data related to the workforce. The evaluation of *LIFE Promise* will provide essential, ongoing formative and summative data that will be used to improve the design and implementation of the project, and to assess the extent to which program goals are met.

2. Evaluation methods that are thorough, feasible, and appropriate

Picard Center's *LIFE Promise* evaluation will center around three key areas: Student outcomes, professional development, and data-driven decision making. Table 5 presents a detailed description of the evaluation questions, methods, and data sources designed to assess progress toward project goals.

Table 5: Description of research and evaluation questions, methods, and data sources

Research Question 1: Student Outcomes *Does the program enhance children's literacy outcomes? Do the outcomes vary by program implementation, teacher characteristics, classroom quality, and student characteristics?*			
Focus Question	**Methods**	**Measure**	**Benchmark**
To what extent have participating prekindergarten children's oral language skills at or above the mean increased?	Analysis of oral and receptive language skills as measured by child assessments administered in fall and spring	TELD-3	Gain in the percent of children at or above the mean for the composite score pretest to posttest
To what extent has 3rd grade students' performance at or above basic on the English language arts section of the *i*LEAP statewide assessment increased?	Descriptive statistics HLM will be used to model the growth of 3rd grade students over the 5 year program duration	*i*LEAP	Percent of children meeting or exceeding proficiency as defined by the State's federally approved accountability system as Basic and above on the English language arts statewide assessment
To what extent has 5th grade students' performance at or above basic on the English language arts section of the *i*LEAP statewide assessment increased?	Descriptive statistics HLM will be used to model the growth of 5th grade students over the 5 year program duration	*i*LEAP	Percent of students meeting or exceeding proficiency as stated above
To what extent has 8th grade students' performance at or above basic on the English language arts section of the LEAP statewide assessment increased?	Descriptive statistics HLM will be used to model the growth of 8th grade students over the 5 year program duration	LEAP	Percent of students meeting or exceeding proficiency as stated above
10th grade students' performance on English 2 End-of-Course (EOC) statewide assessment	Descriptive statistics HLM will be used to model the growth of 10th grade students over the 5 year program duration	English II EOC– Currently identified by BESE as Fair, Good and Excellent (subject to change)	Percent of students meeting or exceeding proficiency (as defined by the Board of Elementary and Secondary during May 2011 board meeting)
11th grade students'	Descriptive statistics	English III EOC–	Percent of students

performance on English 3 End-of-Course (EOC) statewide assessment	HLM will be used to model the growth of 11th grade students over the 5 year program duration	Currently identified by BESE as Fair, Good and Excellent (subject to change)	meeting or exceeding proficiency as stated above
Research Question 2: Professional Development *Does the program provide high-quality professional development leading to high-quality educational services?*			
Focused Question	**Methods**	**Data Source**	**Benchmark**
To what extent has high-quality professional development been provided and to what level has the adult learning become embedded in classroom literacy instruction?	Qualitative Analysis Descriptive statistics Univariate analyses	Participant evaluations Instructional Visit Checklist	Increase in positive feedback from evaluations Increase in the number of indicators observed within each instructional setting
Research Question 3: Coordination, Collaboration, and Use of Data *Does the program enhance the use of data driven decision-making by teachers and program staff?*			
Focused Question	**Methods**	**Data Source**	**Benchmark**
To what extent have LEA leaders, school leaders, and classroom teachers effectively used data to identify children at risk for language and literacy failure and to inform instructional practice?	Qualitative Analysis Descriptive statistics Univariate analyses	Progress Monitoring from DIBELS and STEEP Innovation Configuration composed of five core components of LACLiP (fall, winter and spring)	Increase in the level of implementation within each participating LEA Decrease the number of students at risk for achieving on time and on grade level literacy and language development

To evaluate the program's impact on student literacy outcomes, assessment results of participating 4-year-old children during their prekindergarten experience, 3rd, 5th, 8th, 10th and 11th grade students' ELA performance scores in state assessment will be analyzed. Four-year-old children will be assessed in development of oral language (both receptive and expressive) using the Test of Early Language Development, Third Edition (TELD-3). TELD-3 is an early language test which measures receptive, expressive, and overall spoken language in children between the ages of 2 to 7. TELD-3 scales have demonstrated strong psychometric properties. Hresko, et al. (1999) reported the alpha reliability for TELD-3 is over .90. The criterion prediction validity was established by correlating TELD-3 with other

language measures, and the correlations reported in the examiner's manual range from .40 to .84.[8] An assessment team, comprised of three members in each LEA, will administer TELD-3 to PreK children in the program three times per year (fall, winter and spring). The Picard Center evaluation team will train assessment teams, analyze the data, and provide results to schools. Entering kindergarten students', 5th grade students', 8th grade students', 10th grade students', and 11th grade students' progress will be monitored using student performance data on statewide assessments, specifically *i*LEAP, LEAP, and English II and III End-of-Course assessments, respectively. Table 4 summarizes the measure, data source and frequency for each grade.

Table 4: Literacy Assessment Measures

Grade	Measure	Data source/Frequency
4-year-olds	TELD-3	3 times per year – fall, winter, spring
3rd grade	*i*LEAP	State Assessment System/Annually
5th grade	*i*LEAP	State Assessment System/Annually
8th grade	LEAP	State Assessment System/Annually
10th grade	English 2 End-of-Course	State Assessment System/Annually
11th grade	English 3 End-of-Course	State Assessment System/Annually

This component of the evaluation intends to determine (a) how students grow over the five-year duration of the study, and (b) the extent to which the growth are attributable to relevant individual, school, and program factors. A three-level Hierarchical Linear Model (HLM)[9] will be used, permitting researchers to analyze growth of students who are nested within schools, within LEA clusters. Once the individual growth trajectories of each student are found, Picard Center evaluation team will analyze the growth pattern of English language arts by ethnicity, free/reduced meals students, special education students, and limited-English-proficient students, and compare those students' profiles with those of their peers to examine the impact of *LIFE Promise* on at-risk populations.

Picard Center evaluation team will collect qualitative information to further inform the quantitative findings of students' performance. Up to twelve schools will be selected for a case study. The methodology for selection of schools for this study will be discussed with LDOE program staff prior to

implementation. The qualitative methods used to conduct these case studies may include faculty focus groups, principal interviews, or classroom observations. Qualitative data collection will help determine best practices and lessons learned by grantees in implementation of *LIFE Promise*.

The GPRA measures outlined in the SRCL announcement have consistently informed the development of this evaluation plan. As an additional measure, the evaluation team will evaluate the effectiveness of *LIFE Promise,* based on the cost per child participating in the program who achieves significant gains. This data will allow measurement not only of the effectiveness of LDOE's plan in impacting the GPRA measures, but also the efficiency of the model for future replication.

LDOE will consistently track and analyze evaluation data to assess the state-level efforts and delineate trends in subgrant results. Maintaining a constant vision of program outcomes will allow LDOE to drive continuous improvement based on direct, single entry data where results of the program's implementation are immediately available for analysis.

A study will be conducted by Picard Center evaluation team to determine the quality and impact of professional development provided to educators participating in *LIFE Promise*. Picard Center evaluation team will use data obtained from training observations and evaluations, classroom observations conducted by LDOE program staff, LEA leaders, principals, and Literacy Integration Specialists, as well as the results of the Innovation Configuration (IC), developed in collaboration with LDOE.

Picard Center evaluators will observe state-sponsored professional development, using a semi-structured observation protocol. At the end of each professional development (PD) opportunity, participants will be asked to complete a survey reflecting the *usefulness*, *clarity*, and *quality* of the information presented. Following the PD delivery, the Picard Center evaluation team will assess impact of PD, using the data obtained from the Instructional Visit Checklists (Checklists) and the IC. Both instruments will be beta tested prior to collecting baseline information. The Checklist results, conducted

by those listed in the above paragraph will be submitted to the Picard Center through a direct, single entry process via tablet pc technology and the Extranet. Baseline and annual data collection from the LDOE's Instructional Visit Checklists, the IC, and an educator survey will be used to gather information about the impact of PD and educators' implementation of *LIFE Promise*.

IC is an established method which identifies, describes, and evaluates the implementation of major components of new practices,[10] in this case LACLiP, i.e., in-class coaching/mentoring, teacher collaboration, meetings for discussing student data and classroom practice. When the IC process is used, evidence for the targeted components is collected establishing the level of implementation ranging from little to ideal. LDOE program staff and LEA-level staff will use the IC during site visits, reporting results in a direct, single entry process using tablet pc technology. Not less than three times a year, the principals and Literacy Integration Specialists together will self-report IC ratings in a direct, single entry process using tablet pc technology, attaching the documentation to validate their ratings making the data immediately available for analysis. Table 6 outlines the methods and measures used to evaluate the quality and impact of *LIFE Promise*'s professional development.

Table 6: Analytic methods and measures used to evaluate the quality and impact of *LIFE Promise* professional development activity

Domain	Analytic method	Measures/Frequency
Quality	Descriptive statistics and Univariate analyses	End-of-session survey – as scheduled Session observation – as scheduled
Impact	Descriptive statistics and Univariate analyses	LDOE's Instructional Visit Checklist – daily Teacher survey – annually Innovation Configuration – 3 X annually Student Progress Monitoring assessments – 3 X annually

3. Use of evidence to inform and continuously improve design and implementation

The evaluation of *LIFE Promise* is designed to combine qualitative and quantitative methods, which allow for triangulating data and testing validity and objectivity of evaluation findings. Through the Center's integrated longitudinal data system, the evaluators will establish individual baseline literacy data

from PreK through 11th grade, and then follow each cohort at the individual level over the next five years from early childhood through post-secondary, as well as into the workforce.

As part of the Extranet on the Picard Center website, an online data collection system will be created to collect direct, single entry data inclusive of the student performance assessments, LDOE's Instructional Visit Checklists (e.g., Primary, Adolescent, and Intervention) and the IC. To capture the direct, single entry data, LDOE program staff, LEA staff, principals, and Literacy Integration Specialists will use tablet pc technology to enter data during on-site visits. This secure system will allow state program staff, LEA- and school-level administration to login and generate direct, single entry information on the impact of PD on classroom instruction and student outcomes. This process will enhance the ability to conduct immediate analysis, making informed, data-driven decision. To inform and promote program improvements over time, the Picard Center evaluation team will work in close collaboration with stakeholders at all levels and report formative evaluation findings to LDOE program staff not less than three times (fall, winter, and spring) annually. The Picard Center evaluation team will generate cluster-level profile documents which present data down to the school and subgroup level. These profiles can be used to help inform decisions. The evaluation team will meet with the LDOE program team quarterly to provide and discuss evaluation findings/progress. Monthly progress reports will be provided by the evaluator to the LDOE team.

v. Dissemination of information on project outcomes

LDOE will require reporting on student outcome data and program achievements to ensure that this data is made available to parents, students, the community, and other stakeholders. Through the implementation of data management systems, and with the support of LDOE's Data Specialist, LEAs will be provided resources to organize and prepare data for internal evaluation purposes, as well as to ensure consistent and meaningful reporting to LDOE and to the public.

LDOE will maintain a *LIFE Promise* platform on its website. This platform, which will be a public forum for transparency of the subapplication process, the curriculum, and alignment priorities, will also be the source for public information on program outcomes. LDOE will present all data points listed in the previous evaluation section, including collective assessment results of participating 4-year old children during their prekindergarten experience, as well as when entering kindergarten, and 5th, 8th, 10th, and 11th grade students' English language arts performance scores in state assessment (following FERPA guidelines).

Technical reports and memoranda to inform stakeholders of the project progress will be released several times each year throughout the project. LDOE will also produce publications to inform the research community; policy briefs to inform policy makers and practitioners; and research summaries about the findings and implications for the educational community, including higher education, and the community at large. Findings will be presented at conferences and through webinars, and press releases will be issued when major findings from the program are available.

Mid-year and annual full-evaluation reports examining key research questions will be produced. The Picard Center for Child Development and Lifelong Learning, the project's evaluator, will submit this report for review by State staff and then to a peer-reviewed journal as a way of disseminating the work to the broader research community. The study team will also submit mid-year and annual performance reports summarizing project progress and GPRA indicators, with the final performance report at the end of the project. The full evaluation report, which will be publicly accessible online, will also be presented to the Board of State Education, BrightStart, the State's early childhood advisory council, the State Literacy Team, and all other relevant stakeholders.

LDOE will produce simplified charts showing achievement levels throughout the years of the program. Separate charts will be provided showing average achievement scores beginning in 2010 and

each year of program implementation, and a separate chart will be created and published for 4-year-olds, 5th grade, 8th grade, 10th grade and 11th grade students.

B. Quality of the State subgrant competition (28 points)—14 pages

i. The extent to which the SEA will run a rigorous, high-quality competition for subgrants

To improve literacy outcomes for Louisiana's children, Literacy Is For Everyone (*LIFE*) *Promise*, Louisiana's proposed SRCL initiative, will support LEAs and schools to infuse literacy instruction into the core academic programming across all disciplines. LEAs successful in the subgrant competition will form seamless birth-12 education clusters that include at least one "high needs" school for each age group. Clusters can be strictly within the LEA, and can also be comprised of different school models as in the case of charters and other non-traditional LEAs. Clusters must also include non-profit early childhood education providers. A key feature of such clusters is that the majority of students attending each school within the cluster will likely feed into a subsequent school within the same cluster. The lead applicant for each subapplication must be an LEA. LEAs must demonstrate the strength and credibility of the early childhood education provider by outlining all accreditations and affiliations of the provider. LEAs must demonstrate the involvement of the principal, teacher, superintendent, LEA literacy leaders, and parents into the implementation and continuous improvement of *LIFE Promise*. Finally and critically, LEAs must align their literacy program with the Louisiana Comprehensive Literacy Plan (LACLiP) and provide thorough documentation of the alignment. All LEAs, including those that participated in the K-12 pilot, are eligible to apply.

The Louisiana Department of Education (LDOE) will implement *LIFE Promise* in two cohorts, allowing the state to manageably provide intensive one-on-one start-up support to each cohort. The first will begin at six months into the first year, and a second will begin 18 months into the project. LDOE will apply evaluation data from the first cohort to improve the process for the second cohort.

a. LEAs and early childhood education providers' capacity

LDOE will provide extensive support to LEAs throughout the entire application process. LDOE's insistence in requiring tight adherence to LACLiP and to the feeder model not only fulfills LDOE's priorities for SRCL funding, but also directs LEAs toward prioritizing this evidence-based and proven system for advancing literacy. LDOE is determined to help LEAs design successful programs to advance *LIFE Promise.* A collateral benefit of participating in the subgrant application process will be opening a dialog and providing a platform to educate all LEAs on this proven model. Louisiana's subgrant application also requires applicants to assure the conditions for school- and cluster-wide reform are in place. These include capacity to implement rigorous and meaningful interim assessments and student-based data systems, to maximize dollars for instruction by leveraging SRCL funds with other State and Federal funding streams, and to ensure the most successful educators serve the students most in need. Trainings will also include how to identify evidence-based strategies and recognize a quality research validation for the strategy. Through this approach, LDOE aims to create a culture of understanding what evidence-based truly is – that rather than selecting a strategy and trying to find research to support it, research should guide the selection of the strategy.

A two-part application process is designed to assess each applicant cluster's suitability and capacity to successfully implement its proposal. The two-phased process offers the opportunity to screen applicants twice on several dimensions of capacity and allows the elimination of weak proposals early on, making the review process as efficient as possible. The application process serves as a guide for LEA clusters who are poised to successfully implement their proposals by leading them through a planning process that will help them address the necessary components of the program while becoming more familiar and aligned with LACLiP.

LDOE will release both the pre-application and full application along with scoring criteria, timelines, and logistics in October 2011. The LEA will be required to apply as a unified birth to grade 12 education cluster that includes a feeder system, comprised of an early childhood education provider, and elementary, middle, and high schools within a geographic district or area (in the case of charters). The pre-application, which will be a brief 8-10 page overview of LEA need and plan alignment with LACLiP, will be due on November 30, 2011. Reviewers will apply a rubric for scoring the pre-application based on:

- Careful consideration of schools and providers for inclusion in the cluster based on at-risk factors, which demonstrate the highest population of disadvantaged children to be served;
- The extent to which the proposed project will provide services for and address the needs of disadvantaged children and students at risk of educational failure;
- Clear alignment of the LEA's literacy improvement plan with LACLiP; and
- An overview of partnerships to be included in the plan, which may include institutions of higher education, health care providers, libraries, and other community-based organizations.

During the pre-application phase, reviewers will be selected and trained. The selection criteria for reviewers will include: level of familiarity with LACLiP; prior experience and relevant knowledge of literacy programs; and absence of conflict of interest or connection to any curriculum or literacy-related product. Reviewers will be trained by state senior literacy staff on the finer points of LACLiP and the criteria that will be used to judge the quality of the applications. Training will include inter-rater reliability exercises. Reviewers will be grouped into panels of three with each member chosen to bring a diverse perspective. The panels will be matched with a moderator from the State Literacy Office. The names of the reviewers will not be released until after the full application process is complete to prevent lobbying or the creation of conflicts of interest.

Reviews of pre-applications will occur the first two weeks in December. Each LEA that submitted pre-applications will be notified directly of their application status, and the list of finalists eligible to apply for the full application will be made public on LDOE's website on December 15, 2011. The full application, which will be a 30-page thorough description of the LEA's comprehensive literacy program, will be due on February 1, 2012. Reviewers will apply a scoring rubric based on:

- Itemized roles of partners and early childhood education providers, including memoranda of understanding and letters of support;
- Detailed budget projections showing alignment with LACLiP; integration of SRCL funds with other local, State, and Federal funds; and adherence to funding distributions (sample LEA budget attached);
- Description of how the project aligns with other state and LEA-level reforms;
- A plan in which the LEA assumes greater responsibility for securing funds to sustain the program each year with fewer SRCL funds;
- The LEA's goals for improving student literacy outcomes based on alignment with LACLiP as part of its literacy improvement plan, and clearly articulated steps for reaching those goals;
- A specific plan to meet the needs of English language learners that is aligned with LACLiP;
- Detailed transition plans to demonstrate how the cluster partners will support one another, showing explicit consideration of the supports students will receive as they progress through the cluster;
- Identification of curricula and materials aligned with LACLiP and State standards to be used at each level;
- An outline defining the use of a coherent assessment and data management system to guide instructional decisions;
- A description of the professional development plan, including the rationale and timelines;

- Leadership and staff's credentials, experience, training, and skills indicating the cluster's capacity to implement its plan for effective literacy instruction;
- A plan to attract and retain effective teachers and leaders;
- A demonstrated commitment to advancing literacy for all students and to providing a continuum of literacy instruction from birth-12th grade, especially for the most disadvantaged students;
- Alignment of the proposed project with existing priorities.

After each reviewer has read and scored their applications independently, panel discussions will be held to discuss scores. Interviews with selected applicants will be conducted during the final review process. Superintendents, principals and relevant staff from the subgrant applicant cluster will attend. Final selections will be made in March 2012, and all applicants will be notified directly of their application status in April. A list of grantees will be made public on LDOE's website. At this time, the names of the reviewers will also be released. A similar process will be followed for Cohort 2.

Table 6: Subgrant Application Timeline

Activity	Cohort 1	Cohort 2	Party responsible
Pre-application and full application release	Oct 2011	Jan 2013	LDOE Literacy Staff
TA sessions and grant writing workshops for pre-application	Oct 17- Nov 16	Jan 15-Feb 8	LDOE Literacy Staff
Reviewer selection process	Oct 17- Nov 11	Jan 15-Feb 1	LDOE Literacy Staff
Reviewer training	Nov 14- 30	Feb 4-20	LDOE Literacy Staff
Pre-application due	Nov 30	Feb 20	Applicant LEAs
Screening, copying, and review of panel assignments	Dec 1-2	Feb 21-22	LDOE Literacy Staff
Applications mailed to reviewers	Dec 2	Feb 22	LDOE Literacy Staff
Off-site review of pre-applications	Dec 5-9	Feb 25-Mar 1	Review panels
Scores due with comments from reviewers	Dec 9	Mar 1	Review panels
Comments/scores reviewed by senior literacy staff and decision made on applicants for full application	Dec 12-15	Mar 4-8	LDOE Literacy Staff
Announcement of finalists	Dec 15	Mar 8	LDOE Literacy Staff
TA sessions and grant writing workshops for full application	Jan 2-20, 2012	Mar 18-Apr 12	LDOE Literacy Staff
Application due	Feb 1	Apr 24	Applicant LEAs
Screening, copying, and review panel assignments	Feb 2-3	Apr 25-26	LDOE Literacy Staff

Activity	Cohort 1	Cohort 2	Party responsible
Applications mailed to reviewers	Feb 3	Apr 26	LDOE Literacy Staff
Independent off-site review	Feb 6-10	Apr 29-May 3	Review panels
Scores due with comments from reviewers	Feb 10	May 3	Review panels
Panel discussions	Feb 14-17	May 6-10	Review panels
Interviews	Feb 28-Mar 2	May 13-17	LDOE Literacy Staff
Final review and decisions	Mar 5-9	May 20-24	Review Panels and LDOE Literacy Staff
Final selections recommended to the State Board of Education	Mar 12	May 27	Review panels and LDOE Literacy Staff
Board approval and announcement of subgrantees	Apr Mtg	June Mtg	BESE

b. A comprehensive high-quality literacy program

1. Disadvantaged students, highest levels of need and capacity for improvement

The pre-application must show that schools/providers chosen for inclusion in the cluster are those with the greatest need. Using the definition for disadvantaged populations outlined in the federal application – including indicators like low student achievement, underserved populations such as teenage mothers or previously incarcerated youth – only LEA-led cluster applications that initially propose to address the highest needs and show the greatest capacity for improvement will be allowed to move forward in the process.

2. Needs assessment, support for effective teaching, and improving student achievement

A comprehensive needs assessment was the centerpiece of Louisiana's planning process in designing LACLiP and this proposal. LDOE examined student achievement data, including transition data from one school level to the next; family and community involvement factors; and the adequacy and effectiveness of state and local professional development activities to identify strengths and weaknesses. This information was used to create a plan and a model for improving literacy achievement and meeting challenging academic standards. Throughout the implementation of *LIFE Promise*, Louisiana will continue to apply evaluation data to assess strengths and weaknesses in the ongoing implementation of its literacy programming.

To align with LACLiP, subgrant applicants will be guided through the same needs assessment process. Staff will complete a self-survey of their literacy capacity aligned with the plan's five interconnected core components: Leadership and Sustainability, Standards-Based Curriculum, Assessment System, Instruction and Intervention (RTI), and Professional Learning and Resources. This self-assessment tool is a confidential online survey on LDOE's web platform and addresses all age spans served within the cluster. The plan also includes a professional growth plan template, which guides educators to align their own needs and goals for improvement with the needs and goals of the school and the cluster. It further offers achievable actions for designing both individual and collective improvement plans to impact outcomes and to create a seamless evidence-based literacy program.

During the application process, LEAs will be required to submit comparative student achievement and subgroup data as reported on state-level tests and other valid assessments for all schools in the LEA (or all schools in charter partnerships) to verify that highest-needs schools are being served by the subgrant. To demonstrate capacity and commitment, applicants must demonstrate success of literacy efforts with disadvantaged students using state ELA assessment results from the past three years. Applicants will also be required to demonstrate how data is used to make modifications for continued improvement.

Retention of effective teachers and leaders is a state priority in regard to capacity for improvement. Retaining effective teachers and leaders is a product of quality school programs which produce good results, yet creating quality school programs is difficult when lack of retention and high turnover rates of effective teachers are factors. In addressing the needs of disadvantaged students, subgrant applicants will be required to articulate their differentiated retention plan, based on evidence of educators' effectiveness, to increase retention rates for the most effective teachers and leaders in all schools in the cluster. While

retention strategies will not necessarily impact grant scores, the subgrant applicant's plan to retain educators who have demonstrated effectiveness will be assessed.

3. Involves other agencies, organizations, and families

Collaborative partnerships are a critical element in LACLiP and, therefore, in *LIFE Promise*. LDOE has learned through its literacy initiatives that partnerships give schools and LEAs opportunities and resources they would not otherwise have. Just as LDOE has done and will continue to do, each subgrant applicant will involve partners in the design of its proposal and continue to engage partners in the implementation of effective literacy instruction for disadvantaged students. Subgrant applicants will be encouraged to partner with service providers of family literacy activities who demonstrate a track record of success. LDOE will give priority to applicants who show a sophisticated and well-designed partnership strategy with community groups, organizations, and institutions of higher education that can support the literacy needs of students and families, particularly those who are disadvantaged.

Alignment with other Federal funds, State and local funds.

In April and May 2010, LDOE conducted a series of trainings for all LEAs on integrating educational funds for sustaining efforts to improve student outcomes. This training was accompanied by a comprehensive set of manuals, *Tools for Integrating Education Funds*. This training included activities that demonstrate alignment of State and Federal funding streams. Comprehensive charts outline how initiatives – from Afterschool Interventions, to Louisiana Virtual School, to RTI– can be aligned with each of the major education funding streams: Title I, Title II, Title III, Title IV, Title VI, Title X, the Carl D. Perkins Career and Technical Education Act of 2006, and IDEA.

These comprehensive training resources include cost categories, such as salaries, benefits, and supplies and demonstrate the variety of funding options that can support them. Subgrant applicants will use the Integration of Funds Guide to help prepare their *LIFE Promise* application, which requires that

they demonstrate leveraging of SRCL funds with other Federal and State funds to ensure all activities align with LACLiP and are sufficiently funded to improve literacy instruction. Specifically, they must outline which budget items will be offset with other Federal and State dollars. Also, subgrant applicants will be required to demonstrate greater responsibility for securing funds to sustain the program each year with fewer SRCL funds.

ii. Priority to high-poverty schools or a high-poverty population

The child poverty rate in Louisiana is 40% higher than the national average and 66% of students participate in free and reduced lunch programming. As part of the feeder system approach requiring LEAs to submit a cluster of providers to participate in the program, LDOE will require subgrant applicants to select schools and early childhood education providers serving high-poverty populations. They will be required to provide comparative free and reduced lunch percentages for all schools in the LEA to verify that schools with highest poverty rate are being served. As part of the subapplication scoring criteria, weight will be given according to the poverty rate served.

iii. LEAs and providers of early childhood education supported by the strongest available evidence

Literacy is for Everyone (*LIFE*) *Promise* is based on LACLiP, requiring applicant LEAs to submit proposals which clearly define a continuum of quality literacy education from birth-12th grade. LDOE will only accept applications that outline quality programming to all children from birth-12th grade. Applicant LEAs will be scored for funding consideration based upon how their "cluster" design brings together educators and community partners across the full spectrum from birth to graduation and how each level is aligned with LACLiP. Only applicants who show strong alignment with LACLiP across the full spectrum will be considered for funding.

Being evidence-based and comprehensive, LACLiP advances the most effective techniques for instilling literacy in young children, as well as students in the elementary and secondary levels. Subgrant

LEA clusters will include a cohesive and coherent system that incorporates all age ranges. Through this application process, they will have demonstrated solid integration and alignment with LACLiP, which in itself is evidence-based and comprehensive. LEAs will be required to submit the scientific research that supports their selection of specific strategies and materials they are proposing and must demonstrate that they are appropriate for the population being served. The state will support this process with trainings that provide the protocols for recognizing and using high-quality research.

iv. Evidence base and alignment with State standards for the curricula and materials

Louisiana has a formal curricula and materials adoption process. The process ensures alignment through a comparative analysis of curricula with State standards. A publisher who is interested in having its curricula considered for inclusion on the State's approved list must provide materials and correlation documents supporting alignment. A committee of content specialists for each subject area verifies the correlations.

Louisiana has adopted the Common Core State Standards ("Standards"). These new Standards represent a shift in instructional emphasis to include a balance between literature and informational texts, from ELA taught in isolation to ELA taught in collaboration, and from emphasis on literary skills to cross-content literacy integration. The review process will be updated to reflect this shift.

LACLiP represents a concrete and comprehensive plan of action to ensure Louisiana's students meet the literacy expectations set forth in the Standards that will prepare them to enter college and the workforce ready to succeed. Louisiana's Comprehensive Curriculum (LCC) is organized into timebound units with sample activities that guide teaching and learning of the Standards. All LEAs are expected to implement the LCC, which is being retooled to reflect the rigor of the new Standards.

Subgrant applicants will describe the curricula and materials they propose to use in *LIFE Promise*. These curricula and materials must align with the LCC and the Standards. As part of the trainings and

workshops preparing LEAs to apply for funding under *LIFE Promise*, LDOE will deliver professional development to ensure curricula and materials LEAs propose are consistent with the LCC and Standards. Subgrantees must provide strong evidence of the suitability of chosen curricula and materials in meeting the needs of the population they serve. The trainings will assist LEAs in identifying curricula and materials with the strongest available evidence of alignment with Standards.

C. Project management

i. The adequacy of the management plan to achieve the objectives of the proposed project

To improve literacy outcomes for all children, management of *LIFE Promise* will be coordinated by the LDOE Literacy Director, with support from the LDOE Literacy Chief and program staff. The director will review monthly financial reports to ensure all activities take place within budget and that the total amount of grant funds is allocated according to the statutorily mandated distribution. The Literacy Director will ensure that all activities take place within the established timeline (Table 7), coordinate all professional development, ensure that subgrant recipients have appropriate and adequate personnel including literacy integration and data specialists, literacy interventionists and district literacy leaders to support students, and work with the external program evaluators.

To help achieve program objectives, LDOE will use award funds to hire a state-level Data Specialist with thorough knowledge of data management and experience in utilizing databases. The Data Specialist, working with the Literacy Director, will ensure timely reporting and dissemination of relevant results to key stakeholders to inform policy, continuous improvement, and decision-making. The Data Specialist will ensure systems are in place at LDOE and LEAs to collect data; train and support all LDOE program staff in use of state and local data systems; and prepare accurate, timely, and relevant reports to assist LDOE and LEAs. To improve learner outcomes, the Data Specialist will work closely with the Literacy Director and LDOE program staff to ensure project alignment and facilitate the coordination and use of

data among teachers, interventionists, school-based Literacy Integration Specialists, principals, LEA coordinators, and external partners. The majority of state level program staff is currently employed at LDOE. Each has at least 15 years of classroom teaching and literacy leadership experience. All have completed extensive trainings and have in-depth knowledge and expertise in instructional coaching, data-based decision making, RTI, differentiated instruction, and evidenced-based literacy instruction. Program specialists have already begun assisting LEAs in aligning local literacy efforts with LACLiP, using current data from the online Literacy Capacity Survey. This will ensure a smooth transition from receipt of the award to initial implementation.

To ensure implementation quality and data-based decision-making, LDOE Program Specialists will serve as "data coaches" for subgrant recipients. They will work with district literacy leaders and school-based Literacy Integration Specialists to ensure that the use of data guides effective literacy instruction in all classrooms. This collaborative effort will also ensure that the use of cutting-edge technology practices and strategies described earlier in this proposal are effectively implemented and lead to increased student engagement, learner outcomes, and teacher effectiveness.

Integration Specialists, teachers, and interventionists, will participate in state-sponsored and locally led professional development on research-based practices aligned with those described in LACLiP (see Budget Narrative). Integration Specialists will provide extensive, ongoing support for teachers by modeling and coaching the use of literacy strategies in all subject areas, facilitating data-based discussions in grade-level, vertical, and/or departmental teams, and providing professional development on effective literacy practices. Principals and district literacy leaders will actively participate in all state-sponsored and locally led professional development to acquire sufficient expertise in the implementation of effective literacy practices in order to support the Integration Specialists, teachers, and interventionists. They will conduct classroom observations with Literacy Integration Specialists using LDOE's Instructional Visit

Table 7: Objectives and Activities, Responsibilities, Timeline, Milestones

Objectives and Activities	Responsible Party	Timeline	Milestones
Objective 1: Improve school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students			**Evaluation measure 1:** The program enhances children's literacy outcomes and demonstrates best practices for program implementation, teacher characteristics, classroom quality, and student characteristics
Develop and continuously improve a comprehensive State literacy plan to address the pre-literacy and literacy needs of children from birth through grade 12 that aligns policies, resources, and practice; contains clear instructional goals' and sets high expectations for all students and student subgroups	LDOE Literacy Staff; Emergent, Elementary, and Adolescent Taskforces; State Literacy Team	Jan-July 2006 June 2009-April 2011 2012-ongoing	Louisiana's first literacy plan, Literacy for All (K-12), created Louisiana's new Comprehensive (Birth-Grade 12) Literacy Plan developed and disseminated Literacy plan improved based on SRCL implementation
Align the use of Federal and State funds and programs within the SEA and in LEAs to support a coherent approach to funding and implementing literacy instruction and practices for disadvantaged students	LDOE Literacy and Federal Program Staff; LEA subgrantees	**LDOE:** April 2010-May 2011: **Cohort 1:** April 2012-Sept 2016 **Cohort 2:** June 2013-Sept 2016	Budget plan completed and implemented with secured funding allocated to compliment SRCL funds and designed to accommodate reducing levels of SRCL fund reliance
Fund 26-31 LEAs to implement high-quality, evidence-based literacy plans aligned with LACLiP through a rigorous, high-quality competition that creates sustainable birth to grade 12 clusters that include feeder schools with the greatest number of disadvantaged children, highest levels of needs, and capacity for improvement to serve as models for LEAs	LDOE Literacy and Finance Staff; State Board of Education; LEA subgrantees	**Cohort 1:** April 2012-Sept 2016 **Cohort 2:** June 2013-Sept 2016	Fair and thorough application and selection process conducted that prioritizes applicants serving high numbers of disadvantaged children and demonstrated capacity for program implementation

Implement an evidenced-based literacy program aligned with LACLiP	LDOE Literacy Staff; LEA subgrantees; Evaluators (in the case of IC)	**Cohort 1:** April 2012-Sept-2016 **Cohort 2**: June 2013-Sept 2016	
		Within first 3 months	LEA- and school-based literacy staff hired
		Within first 6 months	Materials/curricula selected and purchased, based on alignment with LACLiP and State standards
		Within first 6 months	Assessment systems purchased
		Monthly, beginning immediately after receiving funds	Professional development and technical assistance sessions provided to ensure comprehensive knowledge of evidenced-based practices aligned with LACLiP
		Three times a year	Innovation Configuration used to ensure implementation fidelity of key program components aligned with LACLIP
Objective 2: Enable data-based decision-making to improve instructional practices, policies, and outcomes for all students, ensuring disadvantaged students receive maximum benefits			**Evaluation Measure 2:** The program provides high quality professional development leading to high quality educational services **Evaluation Measure 3:** The program enhances the use of data driven decision-making by teachers and program staff

Ensure data are used to implement a comprehensive and coherent literacy program that serves students in the birth through grade 12 continuum	LDOE Literacy Staff; LEA subgrantees; Picard professional development team	**Summits:** Annually **Follow up:** Quarterly Annual kick-off PD in summer, and follow up at least quarterly Ongoing Quarterly, and as requested At least quarterly As needed	Data Summits and follow up provided for LEAs in analyzing and using data gathered in needs assessment Professional development and follow up provided for LEAs on the use of DIBELS, STEEP, LETRS and data systems to evaluate student outcomes and inform decisions to adjust practices Data collected and compiled from LEA subgrantees and used to inform professional development and improve teaching and learning Timely, specialized reports for LEAs and key stakeholders prepared and disseminated Assessment and outcome data used to improve program activities, ensuring successful implementation of LACLiP Policy developed to ensure continuation of strong literacy practices
Make program results publicly available	LDOE Literacy Staff and LDOE Public Affairs Office, including Information Technology Staff	As available	Reports published using a variety of media types to support research and policy, and to keep key stakeholders abreast of program progress

Objective 3: Use technology to address student learning challenges, to increase student engagement and achievement, and to increase teacher effectiveness, ensuring needs of disadvantaged populations are particularly addressed			**Evaluation Measures 1, 2 &3:** Technology will support the outcomes assessed for all evaluation measures
Ensure the implementation of Universal Design for Learning(UDL) principles to address student learning challenges	LDOE Literacy Staff , including special education program consultants; regional technology centers; LEA subgrantees	Awareness sessions beginning Year 1, followed by in-depth training in subsequent years At least annually	UDL professional development and follow up provided for LEAs Regional training provided for families on UDL
Implement technologies that support the curriculum and standards outlined in LACLiP targeted toward increasing student engagement and increasing teacher effectiveness	LDOE Literacy and Information Technology Staff; LEA subgrantees	Ongoing, and as requested	Training and technical support provided to LEAs on implementing cutting-edge technology tools Professional development provided via Web-based learning and online community networking sites, e-mentoring, and quarterly webinars

Checklists (See Evaluation Section) to monitor, improve, and sustain practices. District literacy leaders will oversee all activities and ensure that all staff are working closely to provide a cohesive system of support throughout the cluster.

ii. The qualifications, including relevant training and experience, of key personnel

Curriculum Vitaes for all key personnel are included in the Appendices.

Dr. Jill Slack, Director of the Literacy Office at LDOE, will be responsible for the overall management of *LIFE Promise*. This includes planning and implementation, program delivery, and management of state staff. As LDOE Literacy Director, Dr. Slack plays a lead role in the day-to-day administration and implementation of the state's literacy efforts, birth through grade 12. She manages the activities of the State Literacy Team, which is charged with assisting in the development and continuous improvement, dissemination, and implementation of LACLiP. Dr. Slack has vast experience managing literacy programs at the state and local level. Prior to joining the Department in 2008, Dr. Slack designed and provided training and ongoing support to state and local agencies in reading, writing, and school improvement strategies. Dr. Slack has also served as reading specialist, administrator, classroom teacher, ESL instructor, research associate/site trainer and program evaluator for a national reform program, and assistant professor in higher education.

Dr. Kerry Laster, Chief of the Literacy Office at LDOE, will provide leadership and guidance in all aspects of *LIFE Promise*. She will serve as official advocate for the program by networking with local and state agencies, as well as policymakers, for future program development. Dr. Laster ensures integration of resources with the various offices of LDOE to meet the literacy needs of all students in Louisiana. Dr. Laster has served as teacher, reading specialist, principal, curriculum coordinator, and district superintendent.

Mona Erickson, **Michelle Handy**, and **Dr. Cindy Treme** are LDOE Literacy Program Consultants. They will serve as program specialists of *LIFE Promise*, providing intensive support to LEAs and schools to ensure quality of program implementation and outcomes. They each have broad knowledge and experience in assessment practices, implementation of literacy intervention, data analysis, research-based literacy instruction, technology, and in providing training, technical assistance, and support to LEAs and schools on Louisiana's Comprehensive Literacy Plan. Dr. Treme adds extensive experience working with special education and English language learners.

Dr. Mary Louise Jones, Director of Early Childhood Programs at LDOE, will provide training and support in literacy and language development of children in early childhood settings. She will facilitate collaboration between LEAs and Family Support Services to ensure consistent and quality services for students and their families. Dr. Jones guides efforts to increase the outcomes of at-risk preschool children, with particular emphasis on language skills, in an effort to ensure they enter kindergarten ready to learn. She has over 25 years of experience in early childhood education.

Nanette Olivier, Education Program Consultant at LDOE, serves as the statewide leader for issues pertaining to curriculum and instruction for students with significant disabilities. Ms. Olivier will provide technical assistance and training to address literacy needs of this population (e.g., assistive technology, instructional accommodations, etc.). Ms. Olivier led the development of Louisiana's Access Guide, a web-based instructional resource that supports educators and families with children who have significant disabilities.

Dr. Gary Asmus, Picard Center's Director of Management Information Systems, holds the Loyd J. Rockhold Professorship in Child Development and is responsible for overseeing and managing all data and analyses at the Center. He has been the principle investigator on the evaluation and research for

Louisiana's literacy initiatives since 2005, inclusive of Reading First and K-12 Literacy Pilot. He will be the lead evaluator of *LIFE Promise*.

iii. Diversity of perspectives in the design and implementation of the proposed project

Louisiana can affirm the diversity of perspectives in the design and implementation of *LIFE Promise* by outlining the process under which LACLiP was developed. LACLiP serves as the literacy framework for the state, and therefore as the design of this proposed project.

Louisiana's State Literacy Team, comprised of multiple stakeholders with expertise in literacy development and education of children from birth through grade 12, offered substantial advice and guided efforts in creating LACLiP. The plan builds upon successful elements that have been tested, and it represents a natural evolution in how the formal education system conceptualizes its role in helping children succeed in literacy, as well as in life.

The design of the plan involved representatives of the educational community and the community at large. Stakeholders included: Southern University, Xavier University, and Southeastern Louisiana University education professors; superintendents; charter school managers; principals; teachers and early childhood educators; policymakers and advisors from the Board of Regents and the State Board of Education; and LDOE specialists from other departments. Also included were government agencies such as BrightStart, the Department of Children and Family Services, the Governor's Office of Community Programs, and nonprofit groups such as Families Helping Families and the Early Childhood and Family Learning Foundation. Overall, the plan was vetted and revised multiple times through input from over 100 stakeholders. These and many other stakeholders have expressed their support of LACLiP and this project (see Appendices), and their perspectives will continue to play an important role during its implementation. LDOE will disseminate information on project outcomes, including overall and subgroup student performance, to the stakeholders who helped design LACLiP, as well as to the general

public. Like the SEA, LEAs will engage a broad base of stakeholders as active partners, linking school resources with those in homes and communities to ensure effective implementation of *LIFE Promise*.

D. Adequacy of resources

i. Costs described in the SEA's budget are reasonable

LIFE Promise will directly support 18-21 LEA clusters in Cohort 1 and an additional 8-10 LEAs in Cohort 2. The project will serve an estimated 40,000 children and youth during the first full year of implementation and at least 60,000 in the second, with increases of 5,000 children each subsequent year. Through *LIFE Promise*, one-third to one-half of the LEAs, including charters, will successfully implement a cohesive and coherent evidence-based literacy plan serving children from birth to 12th grade. The total cost per child served will be approximately $498.98 per child per year.

Louisiana's experience with the K-12 Literacy pilot schools has shown that start-up costs for such an extensive project require a substantial front-end investment to jump-start changes in practice. Providing educational services for disadvantaged students requires an equitable, rather than equal, distribution of funds. The disadvantaged require additional resources to "catch up" with their peers. *LIFE Promise* requires that each child at every level is served, and the budget allows for a baseline investment of $1 million for an LEA to launch, along with a per pupil allocation to ensure fair distribution of funds and adequacy of resources. All LEAs are eligible to apply, including those that participated in the K-12 pilot. Following the implementation of this program, which represents a reach 70% greater than the K-12 pilot and will further grow the best practices from the K-12 pilot, LDOE will have the full evidence-base and best practices to drive the implementation of *LIFE Promise* statewide. All LEAs are eligible to apply, including those that participated in the K-12 pilot.

This program design ensures that LEAs are leveraging funds, from the onset of the project, to share in and increasingly offset ongoing project costs. The budget has been carefully planned to cover all costs to

ensure the ambitious goals of *LIFE Promise* are met, including extensive, high-quality professional development for educators, and use of research-based literacy instructional materials to provide rich literacy instruction for students who need it the most. Project activities and extensive professional development will impact classroom teachers, interventionists, paraprofessionals, special educators, administrators, instructional leaders, and families, in addition to the impact on children and youth. Staffing is designed to be thorough and comprehensive, ensuring that throughout the cluster there is an integration of efforts, feedback and support.

Funding for this project will result in: 1) improving school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students; 2) enabling data-based decision-making to improve instructional practices, policies, and outcomes for all students, ensuring disadvantaged students receive maximum benefits; and 3) using technology to address student learning challenges, to increase student engagement and achievement, and to increase teacher effectiveness, ensuring needs of disadvantaged populations are particularly addressed.

ii. SRCL subgrants are allocated according to statutorily mandated funding distribution

LIFE Promise has been carefully planned to ensure that at least 15 percent of subgranted funds are used to serve children birth through age 5, and at least 40 percent of the funds are used to serve students in middle and high schools, including equitable distribution between middle and high schools. LDOE is requiring that all subgrant applicants submit fully itemized budgets showing where funds will be spent across the cluster of feeder schools. As part of the comprehensive training and technical assistance given to subgrant applicants, LDOE will provide extensive support and assistance in budget development. The Project Director and program staff will work with subgrantee applicants to answer questions, maintain a list of FAQs available to all subgrant recipients in both cohorts, and ensure their budgets support the mandated funding distribution. Recipient LEAs will be provided a list of allowable expenses and must

provide assurances that they follow the funding distribution and allowable expense guidelines. The Project Director will meet with LEA finance staff to ensure they understand and can allocate costs with fidelity. The Project Director will conduct biannual meetings to address questions and provide clarifications, as well as be available via telephone. Finally, the Project Director will review funding allocations prior to LEA draw downs to ensure funds are being appropriately spent and allocated.

A sample LEA budget that demonstrates the appropriate distribution of all costs is attached, including administrative costs, across the three levels of the program. It will serve as a guide for appropriate use of funds to ensure that LDOE's total program activities meet the SRCL guidelines for funding distribution. The state will monitor each subgrantee for adherence to the approved budget. Budget revisions will only be considered if they maintain the appropriate distribution of funds across the age ranges as prescribed and technical assistance will be provided if LEAs submit revisions that are not allowable.

LDOE has allocated 4.5% of the proposed SRCL funds for state-level training and management costs. The remaining 95.5% will flow through to subgrant recipient LEA clusters. The subgrant applicants will be required to show that 16% will be dedicated to birth-5 activities, 42% to K-5th, and 42% to middle and high school. By providing this stringent budgeting guideline, the state has ensured that the distribution of funds for the full awarded amount will break down as follows:

- 4.5% for state-level staff specialists, professional development, supplies, assessment materials, evaluation, and endorsed consultants for professional development to support the subgrant application process and, in turn, the subgrant recipients;
- 15.3% of the total funds will be expended on birth-5 activities;
- 40.1% of the total funds will be expended on K-5th activities; and
- 40.1% of the total funds will be expended on middle and high school activities.

iii. Leveraging other State and Federal funds in order to maximize the impact of the grant

LDOE has documented throughout this proposal its plans to leverage State and Federal funds throughout the duration of the SRCL grant to support *LIFE Promise*. As demonstrated in the budget narrative, virtually every line item demonstrates a share allocated to funds outside of the SRCL award. The budget submission details plans to gradually reduce LEAs' reliance on SRCL funds while increasing student reach. Similarly, LDOE's budget reflects increasing percentages of program costs, particularly personnel, covered by other State and Federal funds. This transition to reaching a greater number of students while reducing SRCL fund per school/provider serves not only to ensure sustainability after the grant, but also to demonstrate a model of sustainability.

iv. SRCL subgrants of sufficient size to support projects that improve instruction

Each LEA subgrantee will receive a base allocation of $1 million sufficient to cover the fundamental program costs including salaries, resources, and services necessary to implement the program effectively. LEA allowable expenses include: salaries for Literacy Integration Specialists and interventionists (in each school in the cluster), and a district literacy leader. Grant funds can pay up to 75% of salaries, including benefits, in the first year. LEAs must demonstrate leverage of other State and Federal funds to cover the remaining 25%, and demonstrate an increasing share of leveraged funds in subsequent years. Allowable expenses also include instruction and intervention materials and resources (including technology resources) aligned with LACLiP and the State Standards. Contracts with professional development and family literacy providers, software and hardware to implement STEEP and access real-time data, the TELD-3 language assessment, and travel to attend state-directed professional development are also allowable and encouraged.

The $1 million LEA-base allocation will be supported with a per pupil allocation for each cluster school to ensure equitable and appropriate distribution of funds among all children served by the grant.

Subgrantees receive $300 per pupil, an amount comparable to successful LDOE projects of this scale, to implement the required activities of *LIFE Promise.*

LDOE has extensive experience implementing literacy projects supported by multiple funding streams. *LIFE Promise* is designed to ensure the initial per child investment is leveraged effectively to serve each child for the rest of their high-quality literacy education.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-Louisiana Indirect Cost Rate Agreement 63011.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1237-Resumes, Letters, Budget, Ref 1.pdf**

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Louisiana Department of Education
PO Box 94064
Baton Rouge, Louisiana 70804-9064

DATE: April 30, 2008

AGREEMENT NO. 2008-128
FILING REFERENCE: This replaces previous
Agreement No. 2005-094
dated June 10, 2005

EIN: 72-6000745

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Predetermined	07-01-05	06-30-08	14.6 %	1/	All	All Programs
Predetermined	07-01-08	06-30-11	14.6 %	1/	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, flow-thorough funds, and the portion of each competitive bid sub-award in excess of $25,000 regardless of the period covered by the sub-award.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B, Paragraph 8d.3, terminal leave cost for all employees will be allocated as an indirect cost, except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of $5,000 or more, and an estimated useful life of at least one year are capitalized.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the 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 applicable under the governing cost principles; (B) that 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 accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which 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 in a subsequent negotiation to compensate for the difference between the cost 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: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process or a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Louisiana Department of Education
PO Box 94064
Baton Rouge, Louisiana 70804-9064

Beth Scioneaux
Signature

Beth Scioneaux
Name

Deputy Supt for OMF
Title

5/5/08
Date

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21G1, UCP
Washington, DC 20202-4450

Mary Porzyska
Signature

for Richard T. Mueller
Name

Director, Indirect Cost Group
Title

April 30, 2008
Date

John J. Masaitis
Negotiator

(202) 377-3837
Telephone

Jill B. Slack, PhD

PROFILE

Dr. Jill Slack is the Director of Literacy at the Louisiana Department of Education where she plays a lead role in the day-to-day administration and implementation of the state's literacy efforts, birth through grade 12. In addition, she manages the activities of the State Literacy Team, which is charged with the development, dissemination, and implementation of Louisiana's Comprehensive Literacy Plan. Dr. Slack has extensive experience managing literacy programs at the state and local level. Prior to joining the Department in September 2008, Dr. Slack was a Project Director at SEDL where she designed and provided training and ongoing support to state, local, and intermediate agencies in reading, writing, and school improvement strategies. She also led the organization's involvement in Louisiana's first Early Reading First project. Over the years, Dr. Slack has also served as a reading specialist, administrator, and classroom teacher in a large public school system; an ESL instructor; a research associate/site trainer and program evaluator for the Accelerated Schools Project; and an assistant professor in higher education. Dr. Slack 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.

AREAS OF EXPERTISE

Early language and literacy development
Adolescent literacy
Instructional coaching
Professional development
Leadership

EDUCATION

PhD	Curriculum and Instruction with a focus on Educational Administration, University of New Orleans (1996)
MEd	Curriculum and Instruction with a focus on K-12 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 – District Administration; Elementary and Secondary School Principal
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

September2008-Present	*Louisiana Department of Education, Baton Rouge* *Director, Literacy Office*

1997–2008	*SEDL, Metairie, LA*
	Project Director, Reading/Literacy Initiatives (2007–2008)
	Program Associate, REL and SECC, School Improvement (1997–2006)
1995–2001	*Adjunct Assistant Professor, University of New Orleans; Delgado College*
1992–1995	*Research Associate, Site Trainer, and Program Evaluator, National Accelerated Schools Project at Stanford, University of New Orleans*
1982–1992	*Teacher/Administrator/Reading Lab Specialist, Jefferson Parish, LA*

SELECTED PUBLICATIONS

Slack, J. B.; Erickson, M.; Handy, M. et al. (2011, April). *Louisiana's comprehensive literacy plan*. Baton Rouge: Louisiana Department of Education.

Slack, J. B. (2007, Fall). Organizing for Effective Reading Instruction. *SEDL Letter, 19*, 7-11.

Slack, J. B. (2006, Fall). Tips for teaching English language learners. *Reading First Notebook.* DC: Department of Education.

Slack, J. B. (2006, Fall). Running effective grade-level team meetings: What makes them tick? *Reading First Notebook.* DC: Department of Education.

Slack, J. B. (2006, Spring). Improving reading instruction one lesson at a time. *Reading: Exploration and Discovery, (26),* 13-17.

Slack, J. B. (2005, December). The professional teaching and learning cycle - a guide for improving student performance in reading. In: *Working systemically to increase student achievement* [toolkit]. Austin, TX: SEDL.

Slack, J. B. (2005, Fall). Walk-throughs are on the move! *Reading First Notebook.* DC: Department of Education

Slack, J. B. (2005, June). Improving comprehension: Support for struggling adolescent readers. *SEDL Letter, 17(1)*, 22–25.

Slack, J. B. (2003, Spring). Teachers and coaches put their heads together. *Journal of Staff Development, (24)*, 42–46.

Slack, J. B. (2001, March). *Reading success network: training notebook.* Metairie, LA: Southeast Comprehensive Assistance Center.

Slack, J. B. (2000, May). *Children's books for developing phonemic awareness. [Pamphlet 1–6].* Metairie, LA: Southeast Comprehensive Assistance Center.

SELECTED PRESENTATIONS AND WORKSHOPS

Slack, J. B. (2011, April). *Louisiana's comprehensive literacy plan.* Presentation at BrightStart (Early Childhood Advisory Council) Meeting, Baton Rouge, LA.

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.

Slack, J.B. (2010, March). *A powerful partnership: Alignment of teacher preparation programs with Louisiana's Comprehensive Literacy Plan.* Presentation for Education Deans at Louisiana Association for Colleges of Teacher Education Meeting, University of Louisiana at Lafayette, Lafayette, LA.

Slack, J.B. (2009, April). *How Louisiana supports response to intervention implementation in local schools*. Plenary session presented at the Third Annual Human Development Center Institute: Intervening Early to Reach All Students, New Orleans, LA.

Slack, J.B. (2009, February). *Creating rich vocabulary instruction for English language learners*. Session presented at the National Association for Bilingual Education Annual Conference, Austin, TX.

Slack, J.B. (2009, February). *Linking leadership to literacy: Planning for success*. Session presented at the Louisiana Department of Education District Superintendents' Institute on Adolescent Literacy: Partnership for Success, Baton Rouge, LA.

Slack, J. B. (2008, July). *Instructional coaching.* Training for school leadership teams in the Louisiana Department of Education State-Run Recovery School District, New Orleans, LA.

Teddlie, S. K.; Kennedy, E.; **Slack, J. B.** and Gitlin, E. (2007, April). *But what do the teachers know? Taking inventory of teacher content knowledge*. Session conducted at the Plain Talk Conference, New Orleans, LA.

Slack, J. B. (2006, December). *Assessment-driven instruction*. National Web cast conducted for the Expanding the Reach Project; DTI, Washington, DC.

Slack, J. B. (2006, November). *Teaching struggling adolescent readers: Strategies for middle and high school teachers*. Training conducted at the Heart of Georgia Regional Educational Service Agency; Eastman, GA.

Slack, J. B. (2006, March). *Interactive read-alouds: Activities for engaging learners in literature*. Sessions conducted at the Oklahoma Department of Education 21st Century Schools Learning Communities Conference, Oklahoma City, OK.

Adams, M. J.; Hiebert, E. H.; Kamil, M. L.; **Slack, J. B**. et al. (2005 May). *Focusing on fluency, vocabulary, and comprehension: A forum for increasing research-based practice.* Symposium presented at the International Reading Association Convention, San Antonio, TX.

Slack, J. B. & Theodore, K. (2005, March). *Coaching techniques for literacy leaders: A collection of tools to promote teacher learning.* Training conducted for literacy leaders at the Arkansas Department of Education, Little Rock, AR.

Slack, J. B. (2004, December). *Strategies for building district capacity to turn around low-performing school*. Presentation at the National Staff Development Council Annual Conference, Vancouver, CAN.

Slack, J. B. & Miles, R. (2004, September). *The principal's guide to effective reading instruction*. Mississippi Department of Education Reading Institute, Jackson, MS.

Kerry Pierce Laster, PhD

PROFILE

Dr. Kerry Laster is the Chief of Literacy at the Louisiana Department of Education. Dr. Laster serves as a leader for literacy activities from birth-grade 12 in Louisiana. She coordinates literacy activities to include dyslexia and IDEA. She is tasked with the development and coordination of literacy activities in public schools districts and charter schools in the state. She also integrates with other areas of the LA Department of Education to meet the literacy needs of all students in Louisiana. Dr. Laster has served as a teacher, reading specialist, principal, curriculum coordinator, and district superintendent. Dr. Laster has worked in both rural and large urban school districts. Dr. Laster received a BA from the University of Louisiana at Monroe with a major in elementary education. She received a MEd and PhD from Louisiana State University in Baton Rouge, LA. Her major areas of study were curriculum and instruction with an emphasis on literacy and evaluation of students with learning difficulties. Dr. Laster has done additional study at Centenary College, Auburn University, and the University of Southern Mississippi.

AREAS OF EXPERTISE

Early and adolescent literacy development
School, District, and State Leadership
Administrative leadership in students with disabilities
Professional development

EDUCATION

PhD	Curriculum and Instruction with a focus on literacy, Louisiana State University in Baton Rouge, LA (1995)
MEd	Elementary Education with a focus on K-12 Reading, , Louisiana State University in Baton Rouge, LA (1979)
BA	Elementary Education, University of Louisiana in Monroe, LA (1970)

CERTIFICATIONS

Louisiana Teaching Certificate, Type A–Valid for Life
School Superintendent (Grades 1-12)
Principal (Grades K-12)
Kindergarten and Nursery School
Supervisor of Student Teaching
Reading Specialist (Grades 1-12)
Parish or City Supervisor of Instruction (Grades 1-12)

EMPLOYMENT HISTORY

2007 – Present *Louisiana Department of Education, Baton Rouge, LA*
Chief of Literacy – Literacy Goal Office (2010 – present)
Executive Director of Literacy and Numeracy and PreK (2007-2010)

2003 – 2007	*Concordia Parish School District, Vidalia, LA - District Superintendent*
1987 – 2003	*Shreve Island Elementary School, Shreveport, LA - Principal*
1986 – 1987	*Pine Grove Elementary School, Shreveport, LA - Administrative Intern*
1984 – 1985	*Walnut Hill Elementary/Middle School, Shreveport, LA Curriculum Coordinator*
1970 – 1984	*Caddo Parish, Shreveport, LA - Teacher*

SELECTED PUBLICATIONS

Laster, K. P. (1998). Multi-age reading buddies and reading rescue: An early intervention program for first grade students. *Best Ideas for Reading from America's Blue Ribbon Schools.* Corwin Press.

Laster, K. P. (1998) The principal as an agent of change. *Designing Rubrics for K-6 Classroom Assessment* by Rickards and E. Cheek, Christopher-Gordon Publishers.

Laster, K. P. (1998) Fluency: The neglected goal of reading. *Reading Exploration and Discovery.*

Laster, K. P. (1997) Inclusion is the solution. *The Developmental Learning Disabilities Times.*

Laster, K. P. (1995) Honoring student writers with the excellence award. *Reading Exploration and Discovery.*

Laster, K. P. (1990) Inclusion at Shreve Island. *The Principal Letters: Practices for Inclusive Schools.*

SELECTED PRESENTATION AND WORKSHOP TOPICS

Instructional Leadership	Inclusion
The Principal as Change Agent	Exemplary Reading Programs (K-12)
Developing Avid Readers and Writers	Year-Round Education
Improving Academic Achievement	Issues in Education
Retention Is Not An Intervention	Developing Louisiana's 9 Critical Goals

SELECTED AUDIENCES

International Reading Association, 2007-2009

National Association of Elementary School Principals, 2003, 2002

National Association of Secondary School Principals, 2006

International Conference for Education Research, 2010

Louisiana Reading Association, 2010, 2009, 2001, 1995, 1982

LA Superintendents' Summit, 2010 and 2009

Louisiana Principal Induction Program, 2003

Louisiana Title 1 Directors, 2010

LA Association of School Superintendents, 2010 and 2009

Plain Talk about Reading, 2011, 2010, and 2009

Mary Louise Jones, EdD

PROFILE

Dr. Mary Louise Jones is the Director of Early Childhood Programs and the IDEA State 619 Coordinator within the Literacy Office of the Louisiana Department of Education. Dr. Jones provides oversight for Louisiana's highly acclaimed state-funded LA4 Prekindergarten Program, Title I Prekindergarten Program, Early Childhood Special Education, Home Instruction for Parents of Preschool Youngsters, and Even Start Family Literacy Program. Dr. Jones guides efforts to increase the performance and outcomes of at-risk preschool children, with particular emphasis on language and mathematics skills, in an effort to ensure they enter kindergarten ready to learn. A graduate of Louisiana State University, Dr. Jones has over 36 years of experience in the field of education and is a nationally recognized leader in the field of early childhood education. She has been a classroom teacher and has served in various administrative capacities. She is currently a member of the Governor's Children Cabinet Advisory Council and serves on the Department of Social Services Interagency Early Childhood Professional Development Committee.

AREAS OF EXPERTISE

Collaborative leadership
Education legislation and policy
Program development and implementation
Early language and literacy development
Early childhood special education

EDUCATION

EdD	Curriculum and Instruction with a focus on Elementary Education and Child Psychology, Louisiana State University, Baton Rouge (1981) 30 Graduate Hours above Masters Degree with a focus on Administration, Louisiana State University (1975)
MEd	Special Education, Louisiana State University, Baton Rouge (1972)
BS	Elementary Education, Louisiana State University, Baton Rouge (1971)

CERTIFICATIONS

Louisiana Teaching Certificate, Type A–Valid for Life
Educational Leader – School Superintendent (Grades 1-12); Principal (Grades K-12)
Parish or City School Supervisor/Director of Special Education; Special School Principal
Socially Maladjusted and Emotionally Disturbed
Mentally Retarded; Mild/Moderate (Grades 1-12)
Parish/City School Supervisor of Instruction (Grades 1-12)
Supervisor of Student Teaching (Grades 1-12)
Reading Specialist (Grades 1-12); Educational Consultant
Kindergarten; Elementary Grades (Grades 1-8)

EMPLOYMENT HISTORY

1997-Present	*Louisiana Department of Education, Baton Rouge* *Director, Early Childhood Programs, Literacy Office* *State Section 619 Coordinator* *Division of Curriculum Standards and Assessments (1997-2000)* *Section Supervisor, Preschool Programs through grade 4*
1981-1997	*Louisiana Department of Education, Baton Rouge* *Bureau Director, Bureau of Elementary Education (1990-1997)* *Supervisor, Vocational and Transitional Programs (1988-1990)* *Section Administrator, Accreditation Section (1981-1988)*
1980-1981	*Louisiana State University, Baton Rouge* *Supervisor of Student Teachers, Department of Curriculum and Instruction*
1972-1981	*East Baton Rouge Parish School System, Baton Rouge* *Teacher*

SELECTED PRESENTATIONS

Jones, M.L. et al. (2009, December). *Successful large-scale early childhood programs: What it takes to achieve excellence in teaching and program quality.* Presentation at The Science of Professional Development in Early Childhood Education: A National Summit, Georgetown University, Washington, D.C.

Jones, M.L. et al. (2010, August). *What early childhood assessment means to states: National research council recommendations to inform effective assessment practices in early childhood.* Presentation at Early Childhood 2010: Innovation for the Next Generation Conference, Washington, D.C.

Jones, M. L. et al. (2010, August). *Supporting early childhood transition: FAQ, now what?* Presentation at the OSEP Leadership Mega Conference, Washington, D.C.

Nanette Olivier, MEd

PROFILE

Nanette Olivier is an Education Program Consultant at the Louisiana Department of Education where she serves as the statewide leader for issues pertaining to curriculum and instruction for students with significant disabilities, including professional development, policy, teacher preparation program support, and grant operations. Ms. Olivier led the creation of Louisiana's Access Guide, a web-based resource to support educators and families working with students with significant disabilities; and the establishment of the Low Incidence Disabilities Consortium, a multi-agency group focused on providing teacher preparation course work accessible to personnel throughout Louisiana via state-of-the-art interactive technology. She creates and leads extensive partnerships with Louisiana educators and national consultants, including the development and implementation of the Quality Indicators for Literacy: Significant Disabilities. Ms. Olivier represents the Louisiana Department of Education on a variety of committees and task forces including the Louisiana State Autism Team, LaSIG (Louisiana State School Improvement Grant) Management Team, Louisiana Developmental Disabilities Council, and System Change Project Co-Director.

AREAS OF EXPERTISE

Significant disabilities: curriculum and instruction, literacy
Positive behavior support and applied behavior analysis
Inclusive practices

EDUCATION

MEd	Special Education: Moderate and Severe Handicaps Training Program, University of Illinois, Urbana-Champaign (1983)
BM	Applied Music, University of Southwestern Louisiana, Lafayette (1978)

CERTIFICATIONS

Louisiana Teaching Certificate Type A – Valid for Life
Mild/Moderate Elementary, Mild/Moderate Secondary, and Severe/Profound

EMPLOYMENT HISTORY

1988–present	*Louisiana Department of Education, Baton Rouge* *Education Program Consultant* *Consultant, Laura I. Consent Decree*
1985–1988	*University of Illinois, Urbana-Champaign* *Program Coordinator, Moderate and Severe Handicaps Training Program*
1984–1985	*Developmental Services Center, Champaign, Illinois* *Case Manager*
1982–1984	*University of Illinois, Urbana-Champaign, Illinois* *Student Teacher Supervisor (1984)* *Graduate Research Assistant (1982-83)*

1980–1982	*Urbana School District 116, Urbana, Illinois*
	Homebound Trainer and Teacher Aide
1978–1979	*Academy of the Sacred Heart, Grand Coteau, Louisiana*
	Music Teacher
1975–1979	*Private Music Instructor*

SELECTED PUBLICATIONS AND VIDEO PROGRAM DEVELOPMENT

Olivier, N. & Marcel, K. (2000). *Inclusive education: a training manual for families.* Baton Rouge: Louisiana Department of Education and University of New Orleans.

Olivier, N., Clouatre, A., & IDEA Curriculum Task Force (1998). *General education access guide*. Baton Rouge: Louisiana Department of Education.

Olivier, N., Coady, M., Marcel, K., Templet, C., & Sharpton, W. (1997). *A reason to look up.* Baton Rouge: Louisiana Public Broadcasting, University of New Orleans, and Louisiana Department of Education.

Olivier, N., Coady, M., Marcel, K., Templet, C., & Sharpton, W. (1996). *Let the children show you the way*. Baton Rouge: Louisiana Public Broadcasting, University of New Orleans, and Louisiana Department of Education.

Olivier, N. (1994). *"..with everybody else."* Baton Rouge: Louisiana Department of Education and Louisiana Public Broadcasting.

Squires, S., Barousse, M., **Olivier**, **N.**, & Arceneaux, M. (1993). *The Louisiana curriculum system: a process guide for developing inclusive functional programs for students with severe disabilities*. Baton Rouge: Louisiana Department of Education.

SELECTED PRESENTATIONS AND WORKSHOPS

Olivier, N. (2011, April). *Supporting literacy opportunities for students with significant disabilities*. Presentation for in Tangipahoa School District, Hammond, LA.

Olivier, N. (2011, January). *Quality indicators for literacy access (significant disabilities)*. Presentation at the Louisiana CEC Super Conference, Lafayette, LA.

Musselwhite, C. & **Olivier, N**. (2010, October). *Literacy assessment: Phase 1.* Webinar for Louisiana Educators, Louisiana Department of Education, Baton Rouge, LA.

Olivier, N. (2010, September). *Supporting students with significant disabilities: Literacy and the access guide*. Presentation for St. Landry School District, Opelousas, LA.

Olivier, N. (2010, April). *Access for all: Improving outcomes for students with significant disabilities*. Presentation for Families Helping Families of Southwest Louisiana, Lake Charles, LA.

Broussard, B., **Olivier, N**., et. al. (2009, December). *Accessible instructional materials.* Presentation for the Louisiana Literacy and Numeracy Conference, Baton Rouge, LA.

Olivier, N., Hebert, B., and Kilcrease, M. *(2009, August-October). IEPs for students with significant disabilities: A standards-based approach.* Regional Seminars presented statewide, Louisiana.

Michelle B. Handy, MEd

PROFILE

Michelle Handy is a Program Coordinator for the Literacy Office at the Louisiana Department of Education. In this role she provides technical assistance and support to districts and schools in implementing the *Ensuring Literacy for All* initiative with emphasis on middle and high school levels. Mrs. Handy facilitated the state Adolescent Literacy Task Force that was charged with assisting the Department with the development of Louisiana's Adolescent Literacy Plan. She was also instrumental in assisting the State Literacy Team with the development of Louisiana's Comprehensive Literacy Plan that provides a seamless continuum of research-based literacy practices for children and students from birth to grade 12. Prior to joining the Department in December 2008, Mrs. Handy served for five years as a Distinguished Educator (DE) assigned by the Department to low-achieving public schools to support the schools' development and implementation of a viable school improvement plan. As a DE, she assisted schools with implementing supplemental literacy intervention programs and the three-tiered response-to-intervention (RTI) model of service delivery, mentoring and coaching administrators and teachers, job-embedded professional development, and modeling effective instructional and leadership strategies. Mrs. Handy received a BA in elementary education and speech pathology from Southern University and a MEd in K-12 educational administration from Louisiana State University.

AREAS OF EXPERTISE

Adolescent literacy and content literacy strategies
School improvement
School leadership
Professional development
Instructional coaching

EDUCATION

MEd	K-12 Educational Administration Louisiana State University, Baton Rouge, Louisiana (2002)
BA	Elementary Education and Speech and Hearing Therapy, Southern University, Baton Rouge, Louisiana (1979)

CERTIFICATIONS

Louisiana Teaching Certificate – Type A; valid for life
Elementary Education (Grades 1-8)
Provisional Principal, Grades K-12

EMPLOYMENT HISTORY

December 2008 - Present	Louisiana Department of Education, Baton Rouge Adolescent Literacy Coordinator
2003-2008	Louisiana Department of Education, Baton Rouge Distinguished Educator
1996-2003	Louisiana Department of Education, Baton Rouge Education Program Coordinator, Louisiana Principal Internship Program
1990 – 1996	Louisiana Department of Education Education Program Coordinator, Louisiana Teachers Assistance and Assessment Program; School Improvement
1979-1990	Iberia Parish School Board, New Iberia Classroom Teacher

SELECTED PUBLICATIONS

Slack, J. B.; Erickson, M.; Handy, M. et al. (2011, April). *Louisiana's comprehensive literacy plan*. Baton Rouge: Louisiana Department of Education.

SELECTED PRESENTATIONS AND WORKSHOPS

Slack, J. B., Erickson, M. and Handy, M. B. (2010, April). *Integrating the Common Core State Standards into Literacy Instruction and Assessment*. Session conducted at the Plain Talk Conference, New Orleans, LA.

Slack, J. B., Erickson, M. and Handy, M. B. (2009, December). *Louisiana's Adolescent Literacy Framework: The Newest Addition to the State's K-12 Literacy Plan.* Session conducted at the International Reading Association 24th Regional Conference, New Orleans, LA.

Handy, M. B. (2009, January-February). *Bridging the Gap with Content Literacy Strategies.* A series of trainings on vocabulary development for middle and high school content area teachers conducted across the state.

Handy, M. B. (2008, July). *Thinking Maps*. Three-day training for middle and high school teachers in St. Helena Parish.

Handy, M. B. (2003-2008). Facilitated study groups, grade-level meetings, staff development and school-site coaching for middle school teachers and administrators on student data analysis, looking at student work, research-based instructional strategies, working with students in poverty, implementing core content courses and reading intervention, and positive behavior support.

Mona G. Erickson

PROFILE

Mona Erickson is a Literacy Program Coordinator for the Literacy Office at the Louisiana Department of Education. In this role she provides training, technical assistance, and support to districts and schools in the implementation of Louisiana's Comprehensive Literacy Plan, with emphasis on elementary and middle school levels. Key literacy projects Ms. Erickson has had a major role in are the revision of the Louisiana Adolescent Literacy Plan and co-authoring the Louisiana Comprehensive Literacy Plan. Ms. Erickson has worked closely with the Louisiana K-12 Literacy Pilot, Reading First, and Ensuring Literacy for All schools since joining the Department in January 2007. In that capacity, she gained first-hand knowledge and experience in the standard protocol process and implementation of supplemental literacy intervention programs. Ms. Erickson has been extensively trained by CAST in Universal Design for Learning and serves as technology support to other staff in the Literacy Office. Ms. Erickson received her BA and MEd in elementary education, with an emphasis in literacy, from the University of Southwestern Louisiana and is currently a doctoral candidate in educational leadership at Southeastern Louisiana University.

AREAS OF EXPERTISE

Elementary Literacy
Adolescent Literacy/Literacy Strategies
Reading Instruction
Educational Leadership
Instructional Coaching

EDUCATION

Doctoral Candidate	Educational Leadership Southeastern Louisiana University, Hammond, LA (2012)
Masters +30	University of New Orleans, New Orleans Southeastern Louisiana University, Hammond Nicholls State University, Thibodaux
MEd	Elementary Education/Reading University of Southwestern Louisiana, Lafayette, LA (1975)
BA	Elementary Education University of Southwestern Louisiana, Lafayette, LA (1974)

CERTIFICATIONS

Louisiana Teaching Certificate – Type A; Valid for Life
Elementary Education (Grades 1- 8)
Reading Specialist (Grades 1-12)
Kindergarten
Supervisor of Student Teaching (Grades 1-12)
Provisional Principal (Grades K-12)
Provisional Elementary School Principal (Grades 1-8)

EMPLOYMENT HISTORY

January 2007-Present	Louisiana Department of Education, Baton Rouge Literacy Coordinator
1974-2006	Positions held include: Staff Developer Literacy Coach Numeracy Coach Kindergarten Teacher First Grade Teacher Second Grade Teacher Title I Reading Specialist Seventh Grade Teacher English and Science Supervisor of Student Teachers at School Level Assistant Director Education Resource Center Volunteer reader for WRBH (Radio for the Blind and Print Handicapped, New Orleans) National Trainer for SRA

SELECTED PRESENTATIONS AND WORKSHOPS

Slack, J. B., Erickson, M. and Handy, M. B. (2010, April). *Integrating the Common Core State Standards into Literacy Instruction and Assessment.* Session conducted at the Plain Talk Conference, New Orleans, LA.

Slack, J. B., Erickson, M. and Handy, M. B. (2009, December). *Louisiana's Adolescent Literacy Framework: The Newest Addition to the State's K-12 Literacy Plan.* Session conducted at the International Reading Association 24th Regional Conference, New Orleans, LA.

Cindy Treme, EdD

PROFILE

Dr. Cindy Treme is a Regional Literacy Education Consultant at the Louisiana Department of Education where she produces and presents statewide literacy professional development and implements technical assistance plans. Dr. Treme has extensive experience providing technical assistance to schools and districts with high poverty and ESL populations, including guiding all aspects of screening, progress monitoring, assessments, data analysis, and instructional coaching. Prior to joining the department in October 2007, Dr. Treme was a special education teacher, taught early childhood, served as Director of the Child Development Center, and as Assistant Director for a public library system where she developed and led numerous community literacy initiatives. Dr. Treme completed the Library and Information Services degree as Louisiana's Bill and Melinda Gates Library Science Scholarship recipient and received the Humanitarian of the Year Award from the Louisiana Endowment for the Humanities. She received a BA and MEd from McNeese State University, MLIS from Louisiana State University, and EdD from Nova Southeastern University.

AREAS OF EXPERTISE

Early language and literacy development
Instructional coaching and professional development
Data analysis and information systems
Leadership

EDUCATION

MLIS	Library and Information Science with a focus on information systems and research, Louisiana State University, Baton Rouge (2003)
EdD	Early and Middle Childhood Development, with a focus on Educational Leadership, Nova Southeastern University, Miami, FL (1994)
MEd	Master of Elementary Education with a focus in reading in the content areas and psychology; McNeese State University, Lake Charles, LA (1984)
BA	Music with focus on Liberal Arts; Elementary Education Certification, McNeese State University, Lake Charles, LA (1978)

CERTIFICATIONS

Louisiana Teaching Certificate, Type A–Valid for Life
Special Education, Gifted and Talented, Kindergarten, PreK, Elementary – grade 8
Reading Specialist (Grades 1-12), English as a Second Language (Grades K-12)

EMPLOYMENT HISTORY

October2007-Present	*Louisiana Department of Education, Baton Rouge* *Regional Literacy Education Consultant, Regions 2 and 5*
2002-2007	*Beauregard Public School District, Pinewood Elementary* *Special Education Resource Teacher, Gifted and Talented Resource Math*

	Teacher; Gifted and Talented Self-contained Accelerated Curriculum
1998-2002	*Assistant Director, Beauregard Parish Public Library System*
	Louisiana Endowment for the Humanities, Prime Time Family Literacy
1995-1998	*Beauregard Public School District, K.R. Hanchey Elementary*
	Early Childhood Teacher, Kindergarten and School Wide Language-Based Integrated Arts Instruction for PreK-Grade-Grade 1
	Louisiana Endowment for the Humanities, Prime Time Family Literacy
1988-1995	*Beauregard Memorial Hospital Child Development Center: Birth to Age 12*
	Director; Principle-Centered Leadership & 7-Habits Corporate Trainer
	Governor Appointee: Class A Childcare Licensing Committee – DHH, DSS
1982-1988	*Beauregard Public School District, Elementary Teacher*
1979-1982	*Jefferson Davis Public School District*
	Elementary, Middle School, and Junior High Teacher

SELECTED PUBLICATIONS

Treme, C.G. (1992, May) *Improving motor skill development for toddlers and preschoolers through planning and teacher involvement*. (ERIC Document Reproduction Service No. ED352185) Ft. Lauderdale, FL: Nova University.

SELECTED PRESENTATIONS AND WORKSHOPS

Treme, C.G., Smith, J., et. al., (2008, 2009, 2010, July). *Ensuring literacy for all leadership academy,* Presentations for Regional Literacy Leadership Teams (Louisiana Department of Education), Regions 2, 5, and 8.

Treme, C.G., Smith, J., (2009, 2010, May). *Louisiana coaching internship*, 5-Day Institute for literacy coaches. (Louisiana Department of Education), Region 5 & Region 8.

Treme, C. G. (2009, September – November). *High student engagement and core implementation,* District wide series for Grade 1, 2, 3, and 4. (Louisiana Department of Education), DeRidder, La.

Treme, C. G. (2009, October). *Data analysis and literacy leadership*, Presentation for School Literacy Leadership Teams (Louisiana Department of Education), Jennings, La.

Treme, C. G. (2009, September). *Academic vocabulary for middle school instruction*, Presentation at Jennings Elementary. (Louisiana Department of Education), Jennings, La.

Treme, C.G. (2008, January). *Data summit and literacy leadership for principals*, Regional Meeting. (Louisiana Department of Education, Literacy Section), Lake Charles, La.

Mouille, S. & **Treme, C.G.** (2008, February). *Reading instruction: Explicit and differentiated,* Presentation for Baker Elementary faculty (Louisiana Department of Education, Literacy Section), Baker, La.

Treme, C.G. (2003, February). *Prime time family reading: Telling a good story and questions for family dialogue about books*, FLARE: Florida Literacy and Reading Excellence, Jacksonville Consortium. Jacksonville, Fl.

Brady, D., Langley, L., & **Treme, C.G**. (2002, January). *Prime time family reading, family literacy*, American Library Association Midwinter Conference, New Orleans, La.

Gary J. Asmus, PhD

PROFILE

Dr. Gary Asmus serves as the Picard Center's Director of Management Information Systems, holds the Loyd J. Rockhold Professorship in Child Development, and is responsible for overseeing and managing all data and analyses at the Center. He has been the principle investigator on the evaluation and research for Louisiana's Reading First program, the Ensuring Literacy For All initiative, the Louisiana K-12 Literacy Pilot, and all other literacy evaluation and research projects. He currently oversees the development of the Picard Center's Integrated Longitudinal Data System. This system will relate data from many different state agencies to provide unprecedented access to data that will allow for novel analyses of the inter-relationships and combined effects of different government services. Data will be included from the Louisiana Department of Education, the Department of Health and Hospitals, the Office of Juvenile Justice, the Department of Corrections, the Department of Social Services, the Louisiana Board of Regents and the Louisiana Workforce Commission.

AREAS OF EXPERTISE

Program evaluation
Longitudinal data system development
Literacy assessments
Early childhood development

EDUCATION

PhD Computer Science, Louisiana State University (1998)
Specialization: Reconstructability Analysis

BS Computer Science, Louisiana State University (1992)

EMPLOYMENT HISTORY

Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette
MIS Director (July 2005 – Present)

Innovative Emergency Management, Inc.
Director of Management Information Systems and Sepcial Knowledge Officer (Dec 1993-June 2005)

SELECTED PUBLICATIONS

Asmus G. J., Forsyth, O., Stokes, B.R., Aysenne, S., et al. "LA 4 & 8(g) Prekindergarten DSC Results and Household Incomes" Technical Report, Center for Child Development and Lifelong Learning UL Lafayette Publication, May 2010.

Asmus, G.J., Stokes, B.R., et al. "Louisiana's Reading First Program Evaluation 2008-09", Technical Report, Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette, 2010.

Forsyth, Craig J., Asmus, G.J., Stokes, B.R., and Forsyth, Y.A.. 2009. "A Research Note on School Effects: Low Performing Schools and Delinquency." The International Journal of Sociological Research 2(1):(forthcoming).

Asmus, G.J., Stokes, B.R., et al. "Louisiana's Reading First Program Evaluation 2007-08", Technical Report, Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette, 2009.

Ramey, C.T., Stokes, B.R., Forsyth, O., Asmus G. J., et al "Evaluation Report on the LA 4 Prekindergarten Program in Louisiana" Technical Report, Center for Child Development and Lifelong Learning UL Lafayette Publication, 2009.

SELECTED PRESENTATIONS

Asmus, G.J., Stokes, B.R. "A Brief Report on Developing Longitudinal Databases." Presented at the 2nd International Conference on Education Research, New Orleans, LA, September 28, 2010.

Asmus, G.J., Stokes, B.R. "Louisiana's K-12 Literacy Pilot: Results, Policy Implications and the Louisiana Adolescent Literacy Plan." Presented at the Plain Talk About Reading, New Orleans, LA, April 26, 2010.

Asmus, G.J., Lasserre-Cortez, S. "Progress Toward High School Graduation and Post-Secondary Education: Preparation for the Workforce." Presented at Summit V, Early Childhood Education: Discovering Connections, Lafayette, LA, April 15, 2010.

Lasserre-Cortez, S., Asmus, G.J. "Development and Utilization of an Integrated Longitudinal Data System." Presented at the Annual Meeting of the American Educational Research Association, May 3, 2010.

Forsyth, Craig J., Gary Asmus, York A. Forsyth, Mike Mayne, Billy R. Stokes, and Roberta Jones. 2010. "Violent Female Delinquents." The Southwestern Sociological Association, Houston, Texas.

Pei, Lai Kwan, Gary Asmus, Craig J. Forsyth, and Shannon Lasserre-Cortez. 2010. "Predictors of Juvenile Delinquent Behaviors." Southwest Educational Research Association, New Orleans, Louisiana.

Forsyth, Craig J., Gary Asmus, York A. Forsyth, Mike Mayne, Billy R. Stokes, and Ouida F. Forsyth. 2009. "Criminal Futures." Association for Applied and Clinical Sociology, San Antonio, Texas.

Forsyth, Craig J., Billy R. Stokes, Mike Mayne, Ouida F. Forsyth, Gary Asmus, and York A. Forsyth. 2009. "Examining the Relationship Between Performance Test Scores, Low Performing Schools, and Juvenile Delinquency." Association for Applied and Clinical Sociology, San Antonio, Texas.

Louisiana's Literacy Is For Everyone (LIFE) Promise
Data Specialist Job Description

Education and Experience:

- Master's Degree in computer science, math, statistics, education or social science research, or related field
- Three years of data management, analysis, and reporting experience in the field of education

Knowledge/Skills:

- Knowledge of the principles, practices, and procedures of research and assessment
- Ability to communicate ideas clearly and concisely, orally and in writing
- Proficient in the use of Access, Excel, and Structured Query Language (SQL) programming
- Knowledge of computerized information system including the operation and maintenance of data files

Major Responsibilities:

- Establish and maintain a comprehensive database for longitudinal examination of data
- Collect, compile, analyze, and report data (e.g., student achievement and programmatic)
- Strictly adhere to privacy requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable Federal, State, and local requirements regarding privacy
- Compile data reports for LDOE staff and schools to use in decision making
- Provide technical and consultative assistance to others in the management and use of data
- Serve as a liaison with Local Education Agencies regarding requirements and procedures associated with data reporting
- Assist in the preparation and presentation of reports on project outcomes in formats appropriate for intended audience
- Recommend and implement new operating methods to improve data flow, collection, editing, processing, and distribution
- Communicate with independent evaluator on subgrantee requirements for submission of data

Louisiana's Literacy Is For Everyone (LIFE) Promise
***School-based Literacy Integration Specialist Job Description**

Education/Certification:

- Valid Louisiana teaching certificate
- Master's degree and three years of professional experience
- Reading specialist certification

Knowledge/Skills:

- Demonstrated prior success in improving student achievement
- Knowledge and expertise in instruction and intervention strategies to increase literacy and language development
- Ability to interpret and use student assessment data to inform instruction
- Knowledge and expertise in Louisiana's Response to Intervention (three-tier) model
- Ability to conduct presentations and job-embedded professional development
- Knowledge and expertise in working collaboratively with teachers and staff to improve practice
- Ability to promote student motivation and engagement in learning
- Knowledge and expertise in classroom management
- Knowledge of assistive and other technologies to facilitate instruction and monitor student progress
- Knowledge of the principles of Universal Design for Learning to support diverse learning needs

Major Responsibilities:

- Assist with administering screening and progress monitoring assessments
- Lead grade-level, vertical, and/or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
- Assist teachers with planning and delivery of literacy strategies in all subjects and throughout the day
- Assist teachers in implementing challenging and rigorous curriculum aligned with the common core state standards and/or early learning guidelines
- Provide on-going support for teachers by teaching, observing, and modeling the use of appropriate literacy strategies in all subjects
- Providing timely feedback to teachers and staff (e.g., paraprofessionals) during post-observation conferences on lesson effectiveness
- Assist teachers with using data to determine appropriate intervention and instructional support
- Assist teachers in developing instruction designed to improve students' literacy and language skills, including writing, speaking, and listening
- Assist school administrator with integration and coordination of policies, practices, and funding across federal, state and local programs
- Keep school administrator informed of and involved in all literacy improvement efforts
- Meet at least monthly with the district literacy leader and other literacy integration specialists to ensure continuous alignment of literacy efforts
- Gather data, compile information, and prepare reports to share with district literacy coordinator and LDOE literacy staff on program implementation and progress toward achieving literacy goals
- Maintain a weekly activity log to document and reflect on accomplishments

*Note: LEAs will appropriately place literacy integration specialists in schools/settings based on their qualifications and cluster characteristics.

Department of Children & Family Services
Building a Stronger Louisiana

Executive Division
627 North 4th Street
Baton Rouge, LA 70802

(O) 225.342.0286
(F) 225.342.8636
www.dcfs.la.gov

Bobby Jindal, Governor
Ruth Johnson, Secretary

April 20, 2011

Dr. Jill Slack
Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802

Dear Dr. Slack:

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.

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.

In closing, 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,

Ruth Johnson
Secretary

PR/Award # S371C110045

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Member-at-Large

April 21, 2011

Dear Dr. Slack:

The Louisiana Board of Elementary and Secondary Education (BESE) formally expresses its support for Louisiana's grant proposal for the Striving Readers Comprehensive Literacy Program (SRCL). This program offers an exceptional opportunity to highlight and strategically enhance Louisiana's Comprehensive Literacy Plan and will greatly support our state in sustaining the progress of advancing literacy skills for all students from birth to grade 12.

The Superintendent and your staff have been working diligently on the proposal, and BESE affirms that the SRCL grant will be the mechanism by which the roles of the State and Local Education Agencies (LEAs) can be enhanced. This grant will enable LEAs and early learning provider partners to offer effective literacy instruction to disadvantaged children and youth as well as English language learners and students with disabilities.

BESE acknowledges that Louisiana's plan of action will provide for a concrete and comprehensive approach to ensure that all students meet the literacy expectations set forth in the Common Core State Standards and will prepare students to be college and workforce ready.

In conclusion, the Board fully supports the proposal for grant funding submitted by the Louisiana Department of Education. The Board is committed to endorse this concerted effort and looks forward to focusing as a team with the education community in order to create a world-class education for the students of Louisiana.

Sincerely,

Penny Dastugue

Penny Dastugue
President

PD/cp/lc

Catherine R. Pozniak
Executive Director

Paul Pastorek
State Superintendent

Creating a quality public education system of such excellence that all children are given the opportunity to develop to their fullest potential

BOBBY JINDAL
GOVERNOR

OFFICE OF THE GOVERNOR

PETROUCHKA MOISE
NON-PUBLIC SCHOOL EARLY CHILDHOOD DEVELOPMENT
DIRECTOR
OFFICE OF COMMUNITY PROGRAMS

April 27, 2011

U.S. Department of Education, OESE
400 Maryland Avenue, S.W., Rm. 3E245
LBJ Federal Office Building
Washington, DC 20202-6200

To Whom It May Concern:

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. The SRCL Program has become a focal asset to the Governor's Office of Community Programs Nonpublic School Early Childhood Development (NSECD) Program. The NSECD prekindergarten program, which was established in 2001, is federally funded by a grant through Louisiana's Temporary Assistance for Needy Families initiative to provide at-risk-four-year-old children access to high quality, developmentally appropriate prekindergarten classes and before-and-after school enrichment activities in a nonpublic school and Class A day care setting.

In addition to getting our at-risk-four-year-old children off to a great start by providing them with high quality prekindergarten education, the NSECD program intensely strives to provide our high-quality certified teachers with professional development trainings to assist them in the classroom with designing, executing, implementing and evaluating developmentally appropriate practices of early childhood education.

Through our collaboration with the Louisiana Department of Education, the LDOE Literacy Office recently completed its Comprehensive Literacy Plan (LACLiP) which represents a plan of action for a concrete and comprehensive approach to ensure students meet the literacy expectations set forth in the Common Core State Standards that will prepare them to successfully enter college and the workforce. Louisiana's goal is to provide effective literacy instruction to disadvantaged children and youth, including English language learners and students with disabilities.

In conclusion, I hereby give forth this recommendation without doubt that the Louisiana Department of Education will be a substantial partner in promoting literacy for all. If you need additional information, I can be reached at 225.342.0425. Once again, I thank you for affording me the time and consideration in this matter.

Sincerely,

Petrouchka LL. Moise, MBA
Program Director

150 Third Street, Room 107 ✦ Baton Rouge, Louisiana 70804-9004 ✦ (225) 342-0425 ✦ Fax (225) 342-5435 ✦ www.prekla.org

P.O. Box 94183
Baton Rouge, Louisiana 70804
(225) 342-2040

Senate
State of Louisiana

April 29, 2011

Dr. Thelma Melendez
Assistant Secretary for Elementary
and Secondary Education
U.S. Department of Education, OESE
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Melendez:

I am writing in strong support of the Louisiana Department of Education's proposal for grant funding through the federal Striving Readers Comprehensive Literacy Program.

Louisiana faces all of the challenges associated with high poverty rates, and increasing our literacy rates is essential if we are to surmount these challenges and provide a pathway to success in school and in life for our at-risk and disadvantaged children. I was especially pleased to see that the scope of this grant includes children from birth through the high school grades. The early years are so critical in a child's brain development and the focus of this grant will dovetail perfectly with Louisiana's successful LA 4 Early Childhood Program.

Superintendent Pastorek and his leadership team have made improving literacy a top priority and an integral part of every department initiative. The Louisiana Comprehensive Literacy Plan developed by the Louisiana Department of Education addresses the needs of students from birth through the twelfth grade and will provide an excellent framework for local schools and school districts to use when implementing programs pursuant to the Striving Readers grant. The funding received will greatly enhance our ability to improve the literacy skills of our most disadvantaged students, which will enure to the benefit of the entire state.

I urge your favorable consideration of the department's grant proposal and trust that it will merit the maximum amount of funding allowed.

Sincerely,

Ben Nevers

Ben W. Nevers, Chairman
Senate Committee on Education

April 25, 2011

Jill Slack, PhD
Director, Birth to Grade 12 Literacy
Louisiana Department of Education
1201 N. Third Street
Baton Rouge, LA 70802

RE: Letter of Support - Striving Readers Comprehensive Literacy Grant Application

Dear Dr. Slack,

On behalf of BrightStart, Louisiana's Early Childhood 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 Literacy Office developed the Louisiana Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of research-based instructional practices 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.

In closing, 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,

Geoff Nagle

Geoffrey Nagle, PhD, MPH, LCSW
BrightStart Director

MARY L. LANDRIEU
LOUISIANA

United States Senate

WASHINGTON, DC 20510–1804

March 31, 2011

Gabriella Gomez
Assistant Secretary for Legislative and Congressional Affairs
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3100

RE: Landrieu Project No. 999811
Always refer to the Landrieu Project No. when communicating with this office.

Dear Ms. Gomez:

I am writing on behalf of the Louisiana Department of Education which has submitted a proposal to the U.S. Department of Education for funding under the Striving Readers Comprehensive Literacy Grant Program.

It is a pleasure for me to inform you of my support for the Louisiana Department of Education's effort to supply and ensure children reach proficiency in the common core standards, support and improve teacher effectiveness, and achieve the agency's 9 goals. To reach those goals, Louisiana has passed legislation to ensure that effective teachers and leaders serve in every classroom and school. If funding is awarded, 95% of the funding could be sub-granted to the Local Education Agencies and the Early Childhood providers to implement the literacy plan. I believe you will find the application to be exemplary in every way, and I would appreciate every appropriate consideration be given to the Louisiana Department of Education's application, within the applicable guidelines, during the review.

In closing, I ask for any information that you may now provide on this matter and look forward to hearing from you about the final decision.

Thanking you in advance for your consideration and with kindest regards, I am

Sincerely,

Mary L. Landrieu
United States Senator

MLL: ans

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Vice Chair

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Commissioner of
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www.regents.state.la.us

April 20, 2011

Dr. Jill Slack, Director
Literacy Research
State Department of Education
Claiborne Building
Baton Rouge, LA 70802

Dear Dr. Slack:

The 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. 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.

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 Board of Regents 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 partnership support by:

- Collaborating with the LDOE to support highly effective leaders and teachers in the State's highest-need schools.
- Providing assistance with turnaround efforts to improve low-performing schools.
- Working with the LDOE in any manner that ensures every classroom in Louisiana has effective instruction.

In closing, the Board of Regents 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,

Jim Purcell, Ed.D.
Commissioner of Higher Education

JP:chb

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JAY DARDENNE
LIEUTENANT GOVERNOR

State of Louisiana

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

CHARLES R. DAVIS
DEPUTY SECRETARY

REBECCA HAMILTON
ASSISTANT SECRETARY

May 3, 2011

Dr. Jill Slack
Louisiana Department of Education
1201 N. 3rd Street
P. O. Box 94064
Baton Rouge, LA 70804-9064

Dear Dr. Slack,

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 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 disadvantaged. I will continue to support Louisiana's goals, proactive instructional processes, and data-based educational system.

Sincerely,

Rebecca Hamilton
State Librarian
State Library of Louisiana

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AN EQUAL OPPORTUNITY EMPLOYER

Parents as Teachers

May 3, 2011

Dear Dr. Slack:

Parents as Teachers National Center 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. The Parents as Teachers Louisiana State Office is housed at the Baton Rouge YWCA which is actively involved in early literacy initiatives in Louisiana. At the request of the Louisiana State Office for Parents as Teachers, we are pleased to present this letter of support.

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.

At all levels – local, state and national – Parents as Teachers has a vested interest in collaborating to improve the literacy skills of our children and we applaud the LDOE efforts. The national office supports local early literacy initiatives by providing training and curricula to local Parents as Teachers programs that encourages parents to build a literacy-rich environment within their homes.

In closing, Parents as Teachers National Center fully supports the Department's efforts to seek funding to improve the literacy skills of all children, especially those who are disadvantaged.

Sincerely,

Susan S. Stepleton
President & CEO

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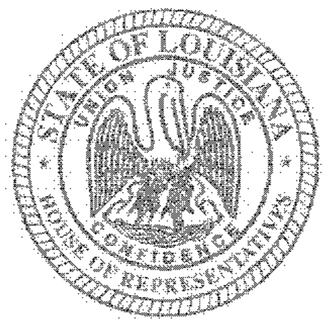

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FRANK A. HOFFMANN, Ed. D.
State Representative ~ District 15

April 20, 2011

Jill B. Slack, Ph.D
Director, Literacy Office
LA Dept. of Education, Office #4-164
1201 North Third Street
Baton Rouge, LA 70802

Re: Striving Readers Comprehensive Literacy Grant Application

Dear Dr. Slack,

I am pleased to provide this letter of support for the Louisiana Department of Education's (LDOE) application for the 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.

I believe 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. 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.

Thank you for your consideration.

Sincerely,

Frank A. Hoffmann, Ed. D
State Representative
District 15

LOUISIANA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Jill B. Slack, PhD
Director, Literacy Office
Louisiana Department of Education
Baton Rouge, LA 70802

Dear Dr. Slack:

The Louisiana Association of Colleges for Teacher Education (LACTE) 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 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.

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.

LACTE, which represents all of the colleges and universities of teacher education in the state, 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 partnership support by:

- Collaborating with the LDOE to support highly effective leaders and teachers in the State's highest-need schools.
- Providing assistance with turnaround efforts to improve low-performing schools.
- Working with the LDOE in any manner that ensures every classroom in Louisiana has effective instruction.

LACTE has a long history of working collaboratively with the LDOE to improve educational opportunities for Louisiana's children. The SCRL Program is a significant effort to continue improving the state's educational future.

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

Sincerely,

Wayne Fetter

Dr. Wayne Fetter, President

Sample LEA Budget
Louisiana Is For Everyone (LIFE) Promise

PERSONNEL	COST	#	TOTAL	BIRTH-5	K-5th	Middle and High
4 Literacy Integration Specialists (5250 month each x 12 months); 75% pd. by grant	$ 252,000.00	0.75	$ 189,000.00	$ 23,625.00	$ 70,875.00	$ 94,500.00
7 Literacy Interventionists (4550 month each x 12 months); 75% pd. by grant	$ 382,200.00	0.75	$ 286,650.00	$ 40,950.00	$ 122,850.00	$ 122,850.00
1 District Literacy Leader (6000 month x 12 months); 75% pd. by grant	$ 72,000.00	0.75	$ 54,000.00	$ 8,640.00	$ 22,680.00	$ 22,680.00
		TOTAL PERSONNEL:	$ 529,650.00	$ 73,215.00	$ 216,405.00	$ 240,030.00
FRINGE						
Fringe Benefits (TOTAL PERSONNEL x 30%) FICA, Medicare, UI, WC, Retirement, Health Ins.	$ 528,000.00	0.75	$ 158,895.00	$ 21,964.50	$ 64,921.50	$ 72,009.00
		TOTAL FRINGE 30%:	$ 158,895.00	$ 21,964.50	$ 64,921.50	$ 72,009.00
TRAVEL						
Travel (mileage/lodging/meals at State rate) for 15 staff to attend STEEP training (15 staff x $400.00)	$ 400.00	15	$ 6,000.00	$ 360.00	$ 2,820.00	$ 2,820.00
Travel (mileage/lodging/meals at State rate) for 60 staff to attend LETRS Foundations: An Introduction to Language and Literacy training (60 staff x $500.00)	$ 500.00	60	$ 30,000.00	$ -	$ 10,500.00	$ 19,500.00
Travel (mileage/lodging/meals at State rate) for 10 staff to attend LETRS for Early Childhood Educators training (10 staff x $500.00)	$ 500.00	10	$ 5,000.00	$ 5,000.00	$ -	$ -
Travel (mileage/lodging/meals at State rate) for 5 staff to attend LETRS for Teaching English Learners training (5 staff x $400.00)	$ 400.00	5	$ 2,000.00	$ 320.00	$ 840.00	$ 840.00
Travel (mileage/lodging/meals at State rate) for 15 staff to attend LA Comprehensive Literacy Plan training (15 staff x $400.00)	$ 400.00	15	$ 6,000.00	$ 960.00	$ 2,520.00	$ 2,520.00
Travel (mileage/lodging/meals at State rate) for 10 staff to attend Data Summit (10 staff x $300.00)	$ 300.00	10	$ 3,000.00	$ 480.00	$ 1,260.00	$ 1,260.00
Travel (mileage/lodging/meals at State rate) for 10 staff to attend Common Core State Standards training (10 staff x $300.00)	$ 300.00	10	$ 3,000.00	$ 480.00	$ 1,260.00	$ 1,260.00
Travel (mileage/lodging/meals at State rate) for 10 staff to attend Universal Design for Learning training (10 staff x $300.00)	$ 300.00	10	$ 3,000.00	$ 480.00	$ 1,260.00	$ 1,260.00
		TOTAL TRAVEL:	$ 58,000.00	$ 8,080.00	$ 20,460.00	$ 29,460.00
EQUIPMENT						
No equipment will be purchased with award funds. Equipment is defined as a single item having a cost of more than $5,000.00	$ -		$ -			
		TOTAL EQUIPMENT:	$ -			
SUPPLIES						
Supplies used on a day-to-day basis: pens, pencils, manila folders, CDs, paper clips, stationery, organizational forms, binders, and other items needed by staff in the performance of their scope-of-work responsibilities; cost is based upon the actual annual costs multiplied by the total annual FTEs pd by grant (includes 10% shipping)	$ 1,144.00	9	$ 10,296.00	$ 1,647.36	$ 4,324.32	$ 4,324.32
TELD-3 oral language assessment complete kit (includes 10% shipping)	$ 359.70	3	$ 1,079.10	$ 1,079.10	$ -	$ -
TELD-3 oral language assessment Profile/Record Forms (includes 10% shipping)	$ 58.30	10	$ 583.00	$ 583.00	$ -	$ -

Sample LEA Budget
Louisiana Is For Everyone (LIFE) Promise

Laptop computers and computer accessories (includes 10% shipping)	S	1,540.00	11	S	16,940.00	S	2,420.00	S	7,260.00	S 7,260.00
Desktop computers and computer accessories for interventions(includes 10% shipping	S	660.00	120	S	79,200.00	S	12,672.00	S	23,760.00	S 42,768.00
SmartBoard interactive whiteboards (includes built-in projector, speakers and 10% shipping)	S	4,125.00	38	S	156,750.00	S	-	S	69,406.25	S 87,343.75
Classroom libraries for 25 classrooms (100 books per class @ S25 per book x 25 classes) (includes 10% shipping)	S	2,500.00	24	S	62,500.00	S	25,855.31	S	18,322.35	S 18,322.35
iPads and data plan services for data entry (includes 10% shipping)	S	970.00	8	S	7,760.00	S	1,241.60	S	3,516.03	S 3,002.37
Voyager Passport Reading Journeys Intervention materials (Grades 6-9) (includes 10% shipping)	S	43,560.00	1	S	43,560.00					S 43,560.00
Voyager Passport Intervention materials (Grades 3-5) (includes 10% shipping)	S	15,620.00	1	S	15,620.00	S	-	S	15,620.00	S -
Language! Intervention materials (includes 10% shipping)	S	5,720.00	1	S	5,720.00	S	-	S	-	S 5,720.00
Ticket to Read school site license	S	3,500.00	1	S	3,500.00	S	-	S	3,500.00	S -
HeadSprouts	S	200.00	200	S	40,000.00	S	-	S	40,000.00	S -
LeapFrog Fridge Phonics (incentives for parent participation)	S	25.00	200	S	5,000.00	S	5,000.00	S	-	S -
DIBELS Next assessment materials (includes 10% shipping)	S	92.40	20	S	1,848.00	S	-	S	1,848.00	S -
			TOTAL SUPPLIES:	S	450,356.10	S	50,498.37	S	187,556.95	S 212,300.79
CONTRACTUAL										
Family Literacy Services	S	148,800.00	1	S	147,500.00	S	59,000.00	S	73,750.00	S 14,750.00
Content Literacy Strategies PD/follow-up	S	2,000.00	11	S	22,000.00	S	-	S	-	S 22,000.00
Intervention program training/follow-up	S	2,000.00	10	S	20,000.00	S	3,200.00	S	8,400.00	S 8,400.00
Core reading program training/follow-up	S	2,000.00	6	S	12,000.00	S	-	S	12,000.00	S -
Universal Design for Learning training/follow-up	S	2,000.00	12	S	24,000.00	S	3,840.00	S	10,080.00	S 10,080.00
Prime Time Family Reading Time	S	15,673.00	2	S	31,346.00	S	15,673.00	S	15,673.00	S -
SmartBoard training/follow-up	S	2,000.00	9	S	18,000.00	S	-	S	9,000.00	S 9,000.00
			TOTAL CONTRACTUAL:	S	274,846.00	S	81,713.00	S	128,903.00	S 64,230.00
CONSTRUCTION										
	S	-		S	-					
			TOTAL CONSTRUCTION:	S	-					
OTHER										
Substitute pay for training days (255 days x S75.00)	$	75.00	255	S	19,125.00	S	3,060.00	S	8,032.50	S 8,032.50
Tuition for Literacy Integration Specialist to obtain LDOE Reading Specialist certification	$	650.00	2	S	1,300.00	S	216.67	S	433.33	S 650.00
			TOTAL OTHER:	S	20,425.00	S	3,276.67	S	8,465.83	S 8,682.50
			TOTAL DIRECT:	S	1,492,172.10	S	238,747.54	S	626,712.28	S 626,712.29
			TOTAL DIRECT COSTS:	S	1,492,172.10	S	238,747.54	S	626,712.28	S 626,712.29
			TOTAL INDIRECT COST = 7.1% DIRECT COST:	S	105,944.22	S	16,951.08	S	44,496.57	S 44,496.57
			TOTAL COST FOR YEAR ONE:	S	1,598,116.32	S	255,698.61	S	671,208.85	S 671,208.86

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Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-Louisiana SRCL Budget Narrative.pdf**

LOUISIANA SRCL GRANT BUDGET YEAR ONE

Louisiana SRCL Grant Year ONE Budget Narrative and Justification

PERSONNEL	COST	#	TOTAL
(b)(4),(b)(6)			
		TOTAL PERSONNEL:	$ 398,625.00

FRINGE			
(b)(4),(b)(6)			
		TOTAL FRINGE 30%:	$ 119,587.50

TRAVEL			
Travel (mileage/lodging/meals at State rate) for 5 staff to provide TA for subgrantee preapplication grant writers workshops and application process in regions across the State; (5 staff x $640.00/month x 4 months: Oct-Jan) $2,560.00/per staff/October 2011-January 2012	$ 2,560.00	5	$ 12,800.00
Travel (mileage/lodging/meals at State rate) for 10 staff to provide on-site TA/PD to LEAs/schools; (10 staff x $1,200.00/month x 6 months: April-Sept) $7,200.00/per staff/April-September 2012	$ 7,200.00	10	$ 72,000.00
Two-day technical assistance meeting in DC (Hotel: $237.50, with tax, x 2 nights + per diem: $60.00 x 2.5 days) + air fare: $550.00 x 3 people	$ 1,175.00	3	$ 3,525.00

LOUISIANA SRCL GRANT BUDGET YEAR ONE

Travel for (up to 4) technical assistance regional sessions and (up to 2) live and on-demand Webinars on State Literacy Plan for all LEAs (including non-subgrantees): Funded with other dollars	$ -		$ -
Travel for State staff associated with (1-2-day) training for professional development providers on State Literacy Plan (necessary for providers to receive endorsement): Funded with other dollars	$ -		$ -
			$ -
			$ -
			$ -
		TOTAL TRAVEL:	$ 88,325.00

EQUIPMENT

LDOE anticipates no equipment will be purchased with award funds. Equipment is defined as a single item having a cost of more than $5,000.00	$ -		$ -
			$ -
		TOTAL EQUIPMENT:	$ -

SUPPLIES

Supplies used on a day-to-day basis: pens, pencils, manila folders, CDs, paper clips, stationery, organizational forms, binders, and other items needed by staff in the performance of their scope-of-work responsibilities; cost is based upon the actual annual costs multiplied by the total annual FTEs pd by grant	$ 1,040.00	6.75	$ 7,020.00
Language Essentials for Teachers of Reading and Spelling Modules (Foundations)	$ 45.49	340	$ 15,466.60
Language Essentials for Teachers of Reading and Spelling Modules (Early Childhood)	$ 41.95	90	$ 3,775.50
Resources for State-sponsored PD (Books, paper and ink for copies, folders for materials)	$ 125,000.00	1	$ 125,000.00
State Literacy Plan printing: Funded with State dollars and any carryover SRCL formula funds			$ -
			$ -
		TOTAL SUPPLIES:	$ 151,262.10

CONTRACTUAL

Picard Center at the University of Louisiana at Lafayette to conduct Evaluation	$ 150,000.00	1	$ 150,000.00
Approved/qualified external reviewers with literacy expertise to assist with evaluating subgrant pre-applications and full applications and interviews (includes consultant fees and travel expenses)	$ 4,800.00	10	$ 48,000.00
Contract with (b)(6) (iSTEEP) or consultant(s) to provide LDOE with TA on progress monitoring assessment/data study	$ 48,500.00	1	$ 48,500.00
Contract with consultants to provide TA/PD on LETRS Foundations and Early Childhood Modules	$ 24,250.00	2	$ 48,500.00
Contract for UDL services & enhancements to Louisiana's Access Guide	$ 45,000.00	1	$ 45,000.00
Contract for assistance with Data Summits	$ 75,000.00	1	$ 75,000.00
		TOTAL CONTRACTUAL:	$ 415,000.00

CONSTRUCTION

	$ -		$ -
		TOTAL CONSTRUCTION:	$ -

LOUISIANA SRCL GRANT BUDGET YEAR ONE

OTHER (Flow-through Funds to LEAs)

Flow-through to Cohort 1 LEA subgrantees and early childhood partners to implement SRCL program. **Each LEA subgrantee will receive an estimated base allocation of $1 million** for salaries, resources, and services necessary to implement the program effectively. LEA subgrantee **allowables include: salaries** for literacy integration specialists (e.g., literacy coaches/master teachers) and interventionists (in each school in the cluster), and a district literacy leader (grant funds can pay up to 75 percent for salary incl. benefits/person; must leverage remaining 25 percent of salary with other federal/state/local dollars); **instruction and intervention materials and resources (including technology) aligned with State Literacy Plan, which includes alignment with the Common Core**; contracts with **professional development and family literacy providers to provide services** to help the LEAs implement the program (PD providers must be endorsed by the State before assisting LEAs -- that is, they must attend trainings/Webinars/TA with State on Literacy Plan and complete an application describing the alignment of their services with the components in the Plan); **oral language assessment (TELD-3)** to use for screening, progress monitoring, and outcome purposes; **travel** to State, regional, and local PD trainings aligned with the components in the State Literacy Plan; **beyond work day stipends and substitute pay** for staff to attend trainings; fees and costs. *Note: In addition to the $1 million base allocation, each LEA will receive approx. **$300.00/pupil allocation** per cluster school. **Subgrantees must adhere to no more than 15% for birth-PreK; 40% K-5; 40% 6-12 (equitable distribution); 5% administration.** Estimated 18-21 LEAs in Cohort 1.	$ 25,000,000.00	1	$ 25,000,000.00
			$ -
			$ -
			$ -
		TOTAL OTHER:	$ 25,000,000.00

TOTAL DIRECT:	$ 26,172,799.60

TRAINING STIPENDS

			$ -
		TOTAL TRAINING STIPENDS:	$ -

TOTAL DIRECT COSTS:	$ 26,172,799.60
TOTAL INDIRECT COST = 14.6% DIRECT COST:	$ 3,821,228.74
TOTAL COST FOR YEAR ONE:	$ 29,994,028.34

Yr. 1 LDOE: $1,344,028.34; Subgrantees: $28,650,000.00, including Indirect Costs

LOUISIANA SRCL GRANT BUDGET YEAR TWO

Louisiana SRCL Grant Year TWO Budget Narrative and Justification

PERSONNEL

	COST	#	TOTAL
(b)(4),(b)(6)			
		TOTAL PERSONNEL:	$ 414,570.00

FRINGE

(b)(4),(b)(6)			
		TOTAL FRINGE 30%:	$ 124,371.00

TRAVEL

Travel (mileage/lodging/meals at State rate) for 10 staff to provide on-site TA/PD to LEAs/schools; (10 staff x $1,200.00/month x 10 months) $12,000.00/per staff	$ 12,000.00	10	$ 120,000.00
Two-day technical assistance meeting in DC (Hotel: $237.50, with tax, x 2 nights + per diem: $60.00 x 2.5 days) + air fare: $550.00 x 3 people	$ 1,175.00	3	$ 3,525.00
Travel (mileage/lodging/meals at State rate) for 4 staff to provide TA for subgrantee preapplication grant writing workshops and application process in regions across the State; (4 staff x $600.00/month x 4 months: Dec-March) $2,400/per staff/December 2012-March 2013	$ 2,400.00	4	$ 9,600.00
Travel for (up to 4) technical assistance regional sessions and (up to 2) live and on-demand Webinars on State Literacy Plan for all LEAs (including non-subgrantees): Funded with other dollars	$ -		$ -

LOUISIANA SRCL GRANT BUDGET YEAR TWO

Travel for State staff associated with (1-2-day) training for professional development providers on State Literacy Plan (necessary for providers to receive endorsement): Funded with other dollars	$ -		$ -
			$ -
			$ -
			$ -
		TOTAL TRAVEL:	$ 133,125.00

EQUIPMENT

LDOE anticipates no equipment will be purchased with award funds. Equipment is defined as a single item having a cost of more than $5,000.00	$ -		$ -
			$ -
		TOTAL EQUIPMENT:	$ -

SUPPLIES

Supplies used on a day-to-day basis: pens, pencils, manila folders, CDs, paper clips, stationery, organizational forms, binders, and other items needed by staff in the performance of their scope-of-work responsibilities; cost is based upon the actual annual costs multiplied by the total annual FTEs pd by grant	$ 1,040.00	6.75	$ 7,020.00
Resources for State-sponsored PD (Books, paper and ink for copies, folders for materials)	$ 93,500.00	1	$ 93,500.00
Language Essentials for Teachers of Reading and Spelling Modules (Foundations)	$ 45.49	175	$ 7,960.75
Language Essentials for Teachers of Reading and Spelling Modules (Early Childhood)	$ 41.95	25	$ 1,048.75
State Literacy Plan printing and dissemination of outcomes: Funded with State dollars			$ -
			$ -
		TOTAL SUPPLIES:	$ 109,529.50

CONTRACTUAL

Picard Center at the University of Louisiana at Lafayette to conduct Evaluation	$ 150,000.00	1	$ 150,000.00
Approved/qualified external reviewers with literacy expertise to assist with evaluating subgrant pre-applications and full applications and interviews (includes consultant fees and travel expenses)	$ 4,800.00	8	$ 38,400.00
Contract with (b)(6) (iSTEEP) or consultant(s) to provide LDOE with TA on progress monitoring assessment/data study to LEAs/schools	$ 48,500.00	1	$ 48,500.00
Contract with consultants to assist with TA/PD on Common Core and content area literacy	$ 21,600.00	1	$ 21,600.00
Contract with consultants to provide TA/PD on LETRS Foundations and Early Childhood Modules	$ 24,250.00	2	$ 48,500.00
Contract for UDL/technology-based services and enhancements to Louisiana's Access Guide	$ 35,000.00	1	$ 35,000.00
Contract for assistance with Data Summits	$ 50,000.00	1	$ 50,000.00
		TOTAL CONTRACTUAL:	$ 392,000.00

CONSTRUCTION

	$ -		$ -
		TOTAL CONSTRUCTION:	$ -

LOUISIANA SRCL GRANT BUDGET YEAR TWO

OTHER (Flow-through Funds to LEAs)

Flow-through to Cohort 1 LEA subgrantees and early childhood partners to implement SRCL program. **Each LEA subgrantee will receive an estimated base allocation of $850,000.00** for salaries, resources, and services necessary to implement the program effectively. LEA subgrantee **allowables include: salaries** for literacy integration specialists (e.g., literacy coaches/master teachers) and interventionists (in each school in the cluster), and a district literacy leader (grant funds can pay up to 75 percent for salary incl. benefits/person; must leverage remaining 25 percent of salary with other federal/state/local dollars)**; instruction and intervention materials and resources (including technology) aligned with State Literacy Plan, which includes alignment with the Common Core**; contracts with **professional development and family literacy providers to provide services** to help the LEAs implement the program (PD providers must be endorsed by the State before assisting LEAs -- that is, they must attend trainings/Webinars/TA with State on Literacy Plan and complete an application describing the alignment of their services with the components in the Plan); **oral language assessment (TELD-3) materials** to use for screening, progress monitoring, and outcome purposes; **travel** to State, regional, and local PD trainings aligned with the components in the State Literacy Plan; **beyond work day stipends and substitute pay** for staff to attend trainings; fees/costs. *Note: In addition to the $850,000.00 base allocation, each Cohort 1 subgrantee will receive approx. **$250.00/pupil** allocation per cluster school. **Cohort 2 LEA subgrantees receive approx. $250,000.00 for first three months (July-Oct 1) for allowables mentioned above. Estimated 8-10 new LEAs/clusters in Cohort 2.** Grant funds can pay up to 75 percent for salaries incl. benefits/person. **Subgrantees must adhere to no more than 15% for birth-PreK; 40% K-5; 40% 6-12 (equitable distribution); 5% administration.**	$ 25,000,000.00	1	$ 25,000,000.00
			$ -
			$ -
			$ -
		TOTAL OTHER:	$ 25,000,000.00

TOTAL DIRECT:	$ 26,173,595.50

TRAINING STIPENDS

			$ -
		TOTAL TRAINING STIPENDS:	$ -

TOTAL DIRECT COSTS:	$ 26,173,595.50
TOTAL INDIRECT COST = 14.6% DIRECT COST:	$ 3,821,344.94
TOTAL COST FOR YEAR TWO:	$ 29,994,940.44

Yr. 2 LDOE: $1,344,940.44; Subgrantees: $28,650,000.00, including Indirect Costs

LOUISIANA SRCL GRANT BUDGET YEAR THREE

Louisiana SRCL Grant Year THREE Budget Narrative and Justification

PERSONNEL	COST	#	TOTAL
(b)(4),(b)(6)			
		TOTAL PERSONNEL:	$ 402,409.35

FRINGE			
(b)(4),(b)(6)			
		TOTAL FRINGE 30%:	$ 120,722.81

TRAVEL			
Travel (mileage/lodging/meals at State rate) for 10 staff to provide on-site TA/PD to LEAs/schools; (10 staff x $1,400.00/month x 10 months) $1,400.00/per staff	$ 14,000.00	10	$ 140,000.00
Two-day technical assistance meeting in DC (Hotel: $237.50, with tax, x 2 nights + per diem: $60.00 x 2.5 days) + air fare: $550.00 x 3 people	$ 1,175.00	3	$ 3,525.00
Travel for (up to 4) technical assistance regional sessions and (up to 2) live and on-demand Webinars on State Literacy Plan for all LEAs (including non-subgrantees): Funded with other dollars	$ -		$ -
Travel for State staff associated with (1-2-day) training for professional development providers on State Literacy Plan (necessary for providers to receive endorsement): Funded with other dollars	$ -		$ -

LOUISIANA SRCL GRANT BUDGET YEAR THREE

			$ -
			$ -
			$ -
			$ -
		TOTAL TRAVEL:	$ 143,525.00

EQUIPMENT

LDOE anticipates no equipment will be purchased with award funds. Equipment is defined as a single item having a cost of more than $5,000.00	$ -		$ -
			$ -
		TOTAL EQUIPMENT:	$ -

SUPPLIES

Supplies used on a day-to-day basis: pens, pencils, manila folders, CDs, paper clips, stationery, organizational forms, binders, and other items needed by staff in the performance of their scope-of-work responsibilities; cost is based upon the actual annual costs multiplied by the total annual FTEs pd by grant	$ 1,040.00	6.75	$ 7,020.00
Resources for State-sponsored PD (Books, paper and ink for copies, folders for materials)	$ 90,000.00	1	$ 90,000.00
Dissemination of outcomes and State Literacy Plan printing	$ 8,000.00	1	$ 8,000.00
			$ -
			$ -
			$ -
		TOTAL SUPPLIES:	$ 105,020.00

CONTRACTUAL

Picard Center at the University of Louisiana at Lafayette to conduct Evaluation	$ 150,000.00	$ 1.00	$ 150,000.00
Contract with (b)(6) t (iSTEEP) or consultant(s) to provide LDOE with TA on progress monitoring assessment/data study to LEAs/schools	$ 48,500.00	1	$ 48,500.00
Contract with consultants to provide follow-up or new training for new teachers on TA/PD on LETRS Foundations and Early Childhood Modules	$ 19,000.00	2	$ 38,000.00
Contract with consultants to assist with TA/PD on Common Core and content area literacy	$ 19,250.00	1	$ 19,250.00
Contract for UDL/technology-based services and enhancements to Louisiana's Access Guide	$ 21,250.00	1	$ 21,250.00
Contract for assistance with Data Summits	$ 50,000.00	1	$ 50,000.00
		TOTAL CONTRACTUAL:	$ 327,000.00

CONSTRUCTION

	$ -		$ -
		TOTAL CONSTRUCTION:	$ -

LOUISIANA SRCL GRANT BUDGET YEAR THREE

OTHER (Flow-through Funds to LEAs)

Flow-through to Cohort 1 LEA subgrantees and early childhood partners to implement SRCL program. **Each LEA subgrantee will receive an estimated base allocation of $700,000.00** for salaries, resources, and services necessary to implement the program effectively. LEA subgrantee **allowables include: salaries** for literacy integration specialists (e.g., literacy coaches/master teachers) and interventionists (in each school in the cluster), and a district literacy leader (grant funds can pay up to 70 percent for salary incl. benefits/person; must leverage remaining 30 percent of salary with other federal/state dollars); **instruction and intervention materials and resources (including technology) aligned with State Literacy Plan, which includes alignment with the Common Core**; contracts with **professional development and family literacy providers to provide services** to help the LEAs implement the program (PD providers must be endorsed by the State before assisting LEAs -- that is, they must attend trainings/Webinars/TA with State on Literacy Plan and complete an application describing the alignment of their services with the components in the Plan); **oral language assessment (TELD-3) materials** to use for screening, progress monitoring, and outcome purposes; **travel** to State, regional, and local PD trainings aligned with the components in the State Literacy Plan; **beyond work day stipends and substitute pay** for staff to attend trainings; fees/costs. *Note: In addition to the $700,000.00 base allocation, each Cohort 1 subgrantee will receive approx. **$200.00/pupil** allocation per original cluster schools. In year 3, Cohort 1 subgrantees will be expected to add another feeder school/population with grant funds allocated for this year, to expand the effort and the capacity of the LEA. There will be no additional per pupil allocation for the additional feeder school/population. **Cohort 2 LEA subgrantees will receive an estimated $900,000.00 base allocation and $300.00/pupil.** Grant funds can pay up to 75 percent for salaries incl. benefits/person. **Subgrantees must adhere to no more than 15% for birth-PreK; 40% K-5; 40% 6-12 (equitable distribution); 5% administration.**	$ 25,075,000.00	1	$ 25,075,000.00
			$ -
		TOTAL OTHER:	$ 25,075,000.00

TOTAL DIRECT:	$ 26,173,677.16

TRAINING STIPENDS

			$ -
		TOTAL TRAINING STIPENDS:	$ -

TOTAL DIRECT COSTS:	$ 26,173,677.16
TOTAL INDIRECT COST = 14.6% DIRECT COST:	$ 3,821,356.86
TOTAL COST FOR YEAR THREE:	$ 29,995,034.02

Yr. 3 LDOE: $1,259,084.03; Subgrantees: $28,735,949.99, including Indirect Costs

LOUISIANA SRCL GRANT BUDGET YEAR FOUR

Louisiana SRCL Grant Year FOUR Budget Narrative and Justification

PERSONNEL	COST	#	TOTAL
(b)(4),(b)(6)			
		TOTAL PERSONNEL:	$ 388,404.80

FRINGE			
(b)(4),(b)(6)			
		TOTAL FRINGE 30%:	$ 116,521.44

TRAVEL			
Travel (mileage/lodging/meals at State rate) for 10 staff to provide on-site TA/PD to LEAs/schools; (10 staff x $1,000.00/month x 10 months) $10,000.00/per staff	$ 10,000.00	10	$ 100,000.00
Two-day technical assistance meeting in DC (Hotel: $237.50, with tax, x 2 nights + per diem: $60.00 x 2.5 days) + air fare: $550.00 x 3 people	$ 1,175.00	3	$ 3,525.00
Travel for 3 staff members to disseminate and discuss reports and outcomes (mileage/lodging/meals at State rate) both statewide and nationally (est. 1,000.00/trip x 3 trips/staff member)	$ 3,000.00	3	$ 9,000.00
			$ -
			$ -
			$ -
			$ -

LOUISIANA SRCL GRANT BUDGET YEAR FOUR

			$ -
		TOTAL TRAVEL:	$ 112,525.00

EQUIPMENT

LDOE anticipates no equipment will be purchased with award funds. Equipment is defined as a single item having a cost of more than $5,000.00	$ -		$ -
			$ -
		TOTAL EQUIPMENT:	$ -

SUPPLIES

Supplies used on a day-to-day basis: pens, pencils, manila folders, CDs, paper clips, stationery, organizational forms, binders, and other items needed by staff in the performance of their scope-of-work responsibilities; cost is based upon the actual annual costs multiplied by the total annual FTEs pd by grant	$ 1,040.00	6.75	$ 7,020.00
Resources for State-sponsored PD (Books, paper and ink for copies, folders for materials)	$ 84,000.00	1	$ 84,000.00
Printing for dissemination of outcomes and reports	$ 10,000.00	1	$ 10,000.00
			$ -
			$ -
			$ -
		TOTAL SUPPLIES:	$ 101,020.00

CONTRACTUAL

Picard Center at the University of Louisiana at Lafayette to conduct Evaluation	$ 150,000.00	1	$ 150,000.00
Contract with Joe Witt (iSTEEP) or consultant(s) to provide LDOE with TA on progress monitoring assessment/data study to LEAs/schools	$ 48,500.00	1	$ 48,500.00
Contract with consultants to provide follow-up or new training for new teachers on TA/PD on LETRS Foundations and Early Childhood Modules	$ 19,000.00	2	$ 38,000.00
Contract with consultants to assist with TA/PD on Common Core and content area literacy	$ 19,250.00	1	$ 19,250.00
Contract for UDL/technology-based services & enhancements to Louisiana's Access Guide	$ 15,500.00	1	$ 15,500.00
Contract for assistance with Data Summits	$ 41,000.00	1	$ 41,000.00
		TOTAL CONTRACTUAL:	$ 312,250.00

CONSTRUCTION

	$ -		$ -
		TOTAL CONSTRUCTION:	$ -

LOUISIANA SRCL GRANT BUDGET YEAR FOUR

OTHER (Flow-through Funds to LEAs)			
Flow-through to Cohort 1 LEA subgrantees and early childhood partners to implement SRCL program. **Each LEA subgrantee will receive an estimated base allocation of $700,000.00** for salaries, resources, and services necessary to implement the program effectively. LEA subgrantee **allowables include: salaries** for literacy integration specialists (e.g., literacy coaches/master teachers) and interventionists (in each school in the cluster), and a district literacy leader (grant funds can pay up to 65 percent for salary incl. benefits/person; must leverage remaining 35 percent of salary with other federal/state dollars); **instruction and intervention materials and resources (including technology) aligned with State Literacy Plan, which includes alignment with the Common Core**; contracts with **professional development and family literacy providers to provide services** to help the LEAs implement the program (PD providers must be endorsed by the State before assisting LEAs -- that is, they must attend trainings/Webinars/TA with State on Literacy Plan and complete an application describing the alignment of their services with the components in the Plan); **oral language assessment (TELD-3) materials** to use for screening, progress monitoring, and outcome purposes; **travel** to State, regional, and local PD trainings aligned with the components in the State Literacy Plan; **beyond work day stipends and substitute pay** for staff to attend trainings; fees/costs. *Note: In addition to the $700,000.00 base allocation, each Cohort 1 subgrantee will receive approx. **$200.00/pupil** allocation per original cluster school. **Cohort 2 LEA subgrantees** will receive base an estimated **$900,000.00 base allocation and $300.00/pupil**. In year 4, Cohort 2 subgrantees will be expected to add another feeder school/population in the cluster partnership with grant funds allocated for this year, to expand the effort and the capacity of the LEA. There will be no additional per pupil allocation for the additional feeder school/population. Grant funds can pay up to 70 percent for salaries incl. benefits/person. **Subgrantees must adhere to no more than 15% for birth-PreK; 40% K-5; 40% 6-12 (equitable distribution); 5% administration.**	$ 25,075,000.00	1	$ 25,075,000.00
			$ -
			$ -
			$ -
		TOTAL OTHER:	$ 25,075,000.00

TOTAL DIRECT:	$ 26,105,721.24

TRAINING STIPENDS

			$ -
		TOTAL TRAINING STIPENDS:	$ -

TOTAL DIRECT COSTS:	$ 26,105,721.24
TOTAL INDIRECT COST = 14.6% DIRECT COST:	$ 3,811,435.30
TOTAL COST FOR YEAR FOUR:	$ 29,917,156.54

Yr. 4 LDOE: $1,181,207.69; Subgrantees: $28,735,948.85, including Indirect Costs

LOUISIANA SRCL GRANT BUDGET YEAR FIVE

Louisiana SRCL Grant Year FIVE Budget Narrative and Justification

PERSONNEL	COST	#	TOTAL
(b)(4),(b)(6)			
		TOTAL PERSONNEL:	$ 372,870.15

FRINGE			
(b)(4),(b)(6)			
		TOTAL FRINGE 30%:	$ 111,861.05

TRAVEL			
Travel (mileage/lodging/meals at State rate) for 10 staff to provide on-site TA/PD to LEAs/schools; (10 staff x $1,000.00/month x 10 months) $10,000.00/per staff	$ 10,000.00	10	$ 100,000.00
Two-day technical assistance meeting in DC (Hotel: $237.50, with tax, x 2 nights + per diem: $60.00 x 2.5 days) + air fare: $550.00 x 3 people	$ 1,175.00	3	$ 3,525.00
Travel for 3 staff members to disseminate and discuss reports and outcomes (mileage/lodging/meals at State rate) both statewide and nationally (est. 1,000.00/trip x 3 trips/staff member)	$ 3,000.00	3	$ 9,000.00
			$ -
			$ -

LOUISIANA SRCL GRANT BUDGET YEAR FIVE

			$ -
			$ -
			$ -
		TOTAL TRAVEL:	$ 112,525.00

EQUIPMENT

LDOE anticipates no equipment will be purchased with award funds. Equipment is defined as a single item having a cost of more than $5,000.00	$ -		$ -
			$ -
		TOTAL EQUIPMENT:	$ -

SUPPLIES

Supplies used on a day-to-day basis: pens, pencils, manila folders, CDs, paper clips, stationery, organizational forms, binders, and other items needed by staff in the performance of their scope-of-work responsibilities; cost is based upon the actual annual costs multiplied by the total annual FTEs pd by grant	$ 1,040.00	6.75	$ 7,020.00
Resources for State-sponsored PD (Books, paper and ink for copies, folders for materials)	$ 72,000.00	1	$ 72,000.00
Printing for dissemination of outcomes and reports	$ 8,000.00	1	$ 8,000.00
		1	$ -
			$ -
			$ -
		TOTAL SUPPLIES:	87,020.00

CONTRACTUAL

Picard Center at the University of Louisiana at Lafayette to conduct Evaluation	$ 150,000.00	1	$ 150,000.00
Contract with (b)(6) (iSTEEP) or consultant(s) to provide LDOE with TA on progress monitoring assessment/data study to LEAs/schools	$ 43,500.00	1	$ 43,500.00
Contract with consultants to provide follow-up or new training for new teachers on TA/PD on LETRS Foundations and Early Childhood Modules	$ 19,000.00	2	$ 38,000.00
Contract with consultants to assist with TA/PD on Common Core and content area literacy	$ 19,250.00	1	$ 19,250.00
Contract for UDL/technology-based services & enhancements to Louisiana's Access Guide	$ 12,500.00	1	$ 12,500.00
Contract for assistance with Data Summits	$ 41,000.00	1	$ 41,000.00
		TOTAL CONTRACTUAL:	$ 304,250.00

CONSTRUCTION

	$ -		$ -
		TOTAL CONSTRUCTION:	$ -

LOUISIANA SRCL GRANT BUDGET YEAR FIVE

OTHER (Flow-through Funds to LEAs)

Flow-through to Cohort 1 LEA subgrantees and early childhood partners to implement SRCL program. **Each LEA subgrantee will receive an estimated base allocation of $700,000.00** for salaries, resources, and services necessary to implement the program effectively. LEA subgrantee **allowables include: salaries** for literacy integration specialists (e.g., literacy coaches/master teachers) and interventionists (in each school in the cluster), and a district literacy leader (grant funds can pay up to 60 percent for salary incl. benefits/person; must leverage remaining 40 percent of salary with other federal/state dollars); **instruction and intervention materials and resources (including technology) aligned with State Literacy Plan, which includes alignment with the Common Core**; contracts with **professional development and family literacy providers to provide services** to help the LEAs implement the program (PD providers must be endorsed by the State before assisting LEAs -- that is, they must attend trainings/Webinars/TA with State on Literacy Plan and complete an application describing the alignment of their services with the components in the Plan); **oral language assessment (TELD-3) materials** to use for screening, progress monitoring, and outcome purposes; **travel** to State, regional, and local PD trainings aligned with the components in the State Literacy Plan; **beyond work day stipends and substitute pay** for staff to attend trainings; fees/costs. *Note: In addition to the $700,000.00 base allocation, each Cohort 1 subgrantee will receive approx. **$200.00/pupil** allocation per original cluster school. **Cohort 2 LEA subgrantees will receive base an estimated $900,000.00 base allocation and $300.00/pupil** per original cluster school. Grant funds can pay up to 65 percent for salaries incl. benefits/person. **Subgrantees must adhere to no more than 15% for birth-PreK; 40% K-5; 40% 6-12 (equitable distribution); 5% administration.**	$ 25,007,500.00	1	$ 25,007,500.00
			$ -
			$ -
			$ -
		TOTAL OTHER:	$ 25,007,500.00

TOTAL DIRECT:	$ 25,996,026.20

TRAINING STIPENDS

			$ -
		TOTAL TRAINING STIPENDS:	$ -

TOTAL DIRECT COSTS:	$ 25,996,026.20
TOTAL INDIRECT COST = 14.6% DIRECT COST:	$ 3,795,419.82
TOTAL COST FOR YEAR FIVE:	$ 29,791,446.02

Yr. 5 LDOE: $1,132,851.02; Subgrantees: $28,658,555.00, including Indirect Costs

Louisiana SRCL Grant Total Cost

TOTAL COST FOR YEAR ONE:	$	29,994,028.34
TOTAL COST FOR YEAR TWO:	$	29,994,940.44
TOTAL COST FOR YEAR THREE:	$	29,995,034.02
TOTAL COST FOR YEAR FOUR:	$	29,917,156.54
TOTAL COST FOR YEAR FIVE:	$	29,791,406.02
GRANT FIVE-YEAR TOTAL:	**$**	**149,692,565.36**