

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

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240006

Grants.gov Tracking#: GRANT14192083

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240006

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/20/2024

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:

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

* c. UEI:

d. Address:

* Street1:

1201 North Third Street

Street2:

* City:

Baton Rouge

County/Parish:

* State:

LA: Louisiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

LA Department of Education

Division Name:

Literacy Team

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

Prefix:

Mr.

* First Name:

Randy

Middle Name:

* Last Name:

Littleton

Suffix:

Title:

Education Program Consultant

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # S371C240006

Page e3

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Louisiana Comprehensive Literacy State Development Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant LA-A11

* b. Program/Project LA-A11

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2024

* b. End Date: 09/30/2029

18. Estimated Funding (\$):

* a. Federal	70,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	70,000,000.00

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

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: Jenna

Middle Name:

* Last Name: Chiasson

Suffix:

* Title: Deputy Superintendent

* Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed: 06/20/2024

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Louisiana Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Jenna Middle Name:
* Last Name: Chiasson Suffix:
* Title: Deputy Superintendent

* SIGNATURE:



* DATE:

06/20/2024

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

While significant gains have been made in literacy rates in Louisiana in recent years, the LDOE has identified sub-populations that are seeing gains at rates different from their peers. We focus on those populations in the proposed project.

Goals and Expected Outcomes: Goals: 1) Building capacity in the most struggling schools and systems; 2) Providing targeted capacity and resources for schools serving high rates of highest-need students; 3) Ensuring every child has access to a highly effective teacher or childcare provider by providing additional capacity to schools with high teacher turnover and/or high numbers of new teachers; and 4) Implementing high-quality, evidence-based practices, interventions, and opportunities to support children and families. Expected

outcomes: 1) Increase the percentage of children prepared to enter kindergarten ready to read by 15%; 2) Increase the percentage of English Learners in Grades 3 and 5 achieving Mastery by 10%; 3) Increase the percentage of English Learners in Grades 6 and 8 achieving Mastery increases by 10%; 4) Increase the percentage of students participating in transition credit recovery programs that complete three years of high school credit attainment in two years by 10% per school; and 5) Increase the percentage of effective ELA and early childhood teachers newly hired within three years increases by 15%.

Activities: Aligned with Louisiana's Comprehensive Literacy Plan, the State Improvement Plan will advance the use of evidence-based practices and job-embedded professional development designed to meet the needs of the target populations. LDOES will subgrant not less than 95% of the proposed funds to LEAs and will support them through

Competitive Preference Priorities: LDOE addresses Competitive Preference Priorities 1, 2, 3, and 4 in this proposal.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1236-LDOE_2024_CLSD_Project Narrative_v13.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

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INTRODUCTION

The Louisiana Department of Education (LDOE) has successfully implemented the first two iterations of its comprehensive state literacy plan, and a culture of support has been built in the state around all students reading at or above grade level. School systems are successfully implementing interventions based on a single universal literacy screener, using High-Quality Instructional Materials (HQIM) grounded in the Science of Reading (SoR), and implementing professional learning to drive best practices in literacy. School systems engage families in their children's literacy development at all ages and stages. The focus is shifting to building the capacity of all stakeholders, creating sustainable practices inside our schools and school systems, forming meaningful partnerships with institutes of higher education (IHE) to support pre-service teachers, and increasing the intentionality of our practices regarding literacy. While significant gains have been made in recent years, the LDOE has identified sub-populations that are not seeing gains at the same rates as their peers.

RESPONSE TO PRIORITIES

The LDOE has designed its State Implementation Plan to respond to all four Competitive Preference Priorities (CPPs).

CPP 1: Coordination with Institutions of Higher Education will be addressed through the creation of an English Learner Collaborative, which includes practitioners from the LDOE Literacy, Teacher Certification, and Diverse Learners teams; Louisiana educators from the field; and partners from IHE. This collaborative will model effective teacher preparation in English Learner strategies, mentor other IHE faculty to incorporate literacy best practices into their coursework, ultimately resulting in more rigor in the English Learner certification pathway. This strategy is further described on pages 12-14. In addition, the CLSD team

intends to incentivize subgrants to school systems that, alongside their IHE partners, build the capacity of teacher mentors overseeing pre-service teachers. This strategy is further described on page 15.

CPP 2: Addressing the Impact of COVID-19 on Students, Educators, and Faculty will be addressed by prioritizing subgrants to those schools that are currently rated “F” but were not pre-COVID. This strategy is further described on page 8. Additionally, the CLSD team intends to prioritize subgrants to schools and systems that have high rates of teacher turnover and high rates of new-to-teaching teachers. This will provide schools and systems with additional capacity to offer deeper support (i.e., multi-year induction, mentors, instructional coaching, implementing data review cycles) to new teachers (years 1-3). This strategy is further described on page 22.

The LDOE has extensive experience designing and implementing strategies that directly respond to COVID. For example, the Steve Carter Tutoring Program provides families \$1,000 in tutoring vouchers for eligible public school students. Kindergarten through grade 3 students are eligible if they score below proficient on the literacy screener. Students in grades 4-5 are eligible if they scored below Mastery in English Language Arts on the spring 2022 LEAP state assessment. Eligible students receive in-person or virtual tutoring throughout the year and in the summer. The tutors are vetted through the LDOE (including SoR-trained, certified teachers). The LDOE approves tutors after demonstrating expertise in reading and literacy, including the SoR training and teacher certification. Approximately 3,000 students' families have utilized the tutoring voucher, funded by Louisiana's ESSER state set-aside dollars. The state legislature recently provided financial resources for this strategy to continue; therefore, the CLSD team is not requesting funding for this promising initiative.

CPP 3: Promoting Equity in Student Access to Educational Resources and Opportunities

will be addressed by focusing on our chronically failing schools (labeled AUS, as described on page 8) and the numerous supports offered for our growing population of English Learners. This strategy is further described on page 31. Additionally, we prioritize ensuring that our teacher professional development support systems reach rural populations by leveraging an online learning management system, called The Louisiana Professional Learning Platform, along with in-person collaboratives, monitoring, and support visits. This strategy is further described on page 15.

CPP 4: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning will be addressed through a deliberate focus on teacher job-embedded professional development to improve evidence-based teacher practices during three key moments: the two phases of literacy development, learning to read (grades K-2) and reading to learn (grades 3-5) and preparing for the transition to high school.

In the two elementary transitional moments, the LDOE will focus on developing teacher practices to effectively engage families in supporting their student's learning, growth, and development. Studies demonstrate that children are more successful in school when family members are actively involved in their learning and show an interest in their progress.¹ Data shows that children living in poverty or whose home language is a language other than English are even less likely to regularly engage in literacy activities with a family member.²

In the transition to high school, the LDOE will support 8th grade teachers responsible for learning outcomes for students below grade level. Additionally, to leverage acceleration

¹ Bryan, J.B. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School of Counseling*, 8, 219-227.

² Mancilla-Martinez, J., Lesaux, N.K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, 102, 701-711.

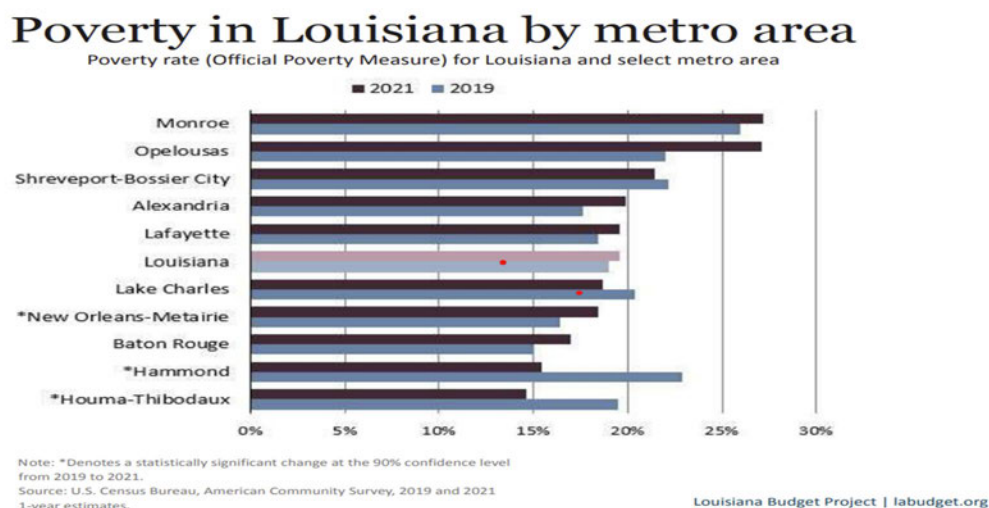
strategies, we will support any teacher with high numbers of students at risk for not graduating at schools with low graduation rates (9th grade Academy for students not proficient in 8th grade LEAP).

A. NEED FOR PROJECT

A History of Poverty. Louisiana has a centuries-long history of poverty, poor schools, and persistent equity gaps. With 883,000 Louisianans living at or below the poverty rate, according to the 2021 Census, Louisiana ranks highest in the nation for poverty. Many of those living in poverty are children, with over 146,000 living in deep poverty.³ As a result, 72.5% of students in Louisiana meet the state's definition of "economically disadvantaged," and 63 of our 64 parishes in Louisiana have a majority of economically disadvantaged students.⁴

While poverty rates in all Louisiana metro areas are above the national average, they vary significantly by metro area, as summarized in Figure 1. The highest concentration of poverty is in the northeast, which will serve as an additional focus area for the grant.

Figure 1: Poverty by Metro Area in Louisiana



³ Louisiana Budget Project, 2022. Accessed on 6/13/24 at <https://www.labudget.org/wp-content/uploads/2022/10/LBP-Census-2021-Released-2022-2.pdf>

⁴ Kids Count Data Center. Accessed on 6/13/24 at <https://datacenter.aecf.org/data/tables/9974-economically-disadvantaged-public-school-students#detailed/2/any/false/2545,1095,2048,574,1729,37,871,870,573,869/any/19330,19329>

Needs Assessment. The LDOE has consistently conducted a thorough Needs Assessment and Continuous Improvement Cycle across the birth to 12th grade spectrum as it has implemented its Comprehensive State Literacy Plan beginning in 2018 at the student-, teacher-, and school-levels. This data, presented below, has informed its CLSD approach.

Student-Level. 13% of children enrolled in Louisiana's public schools, charters, and publicly funded childcare centers have disabilities, and the percentage of English Learners has increased dramatically from 1.8% in 2018 to 5.5% in 2024.

Yet, the LDOE has increased achievement in ELA through a comprehensive literacy plan, HQIM, professional development, and instructional innovations focused on continuous improvement. Highlights include:

- **2022 National Assessment of Educational Progress (NAEP)**
 - Louisiana ranked **#1 in the nation** for Grade 4 reading growth
 - Improved from **48th to 40th in Grade 4 reading**
 - Highest overall ranking since 2003
 - Louisiana NAEP ranking for Economically Disadvantaged Students improved from **42nd to 11th in Grade 4 reading**
 - Improved from **44th to 36th in Grade 8 reading**



- ***Louisiana Educational Assessment Program (LEAP) State Assessment***

- Increased percentage of Grade 3 readers scoring Mastery or above on English Language Arts by 5% from 2022 to 2023
- Grade 4 readers scoring Mastery or above on English Language Arts increased by 6% as compared to their 2022 scores on Grade 3 English Language Arts
- Indicated two consecutive years of growth since COVID-19

Despite these promising recent gains, there are areas that require the focused attention of the CLSD team.

- Only 39.2% of all Kindergarteners scored proficient on the literacy screener in the fall of 2023, indicating that students need to be kindergarten-ready. This is a significant drop from the pre-pandemic 50.2% in 2018.
- 65.4% of English Learners in Grade 3 in fall 2023 were below proficiency on the literacy screener, significantly outpacing the state average across all students, where 48.5% were below proficiency.
- 30% of all 8th-grade students were below proficiency, but 74% of English Learners (EL) in Grade 8 were below proficiency on the 2023 ELA state assessment. This trend continued in the early high school years, where 33% of all students were below proficiency in English I, 82% of ELs were below proficiency and 33% were below proficiency in English II, but 77% were below proficiency.

Teacher-Level. Historically, failing schools in Louisiana have seen the highest teacher turnover and consequently have a consistently sizeable new teacher population. COVID-19 has only magnified the need in these schools. While the state average for teacher turnover was 13.9% in 2022-2023, the average turnover rate at our “F-rated” schools is 35.1%, but some

According to the 2022-2023 state educator workforce snapshot, 67% of teachers were certified, 17% were out of the field, and 16% were uncertified. In F schools, 53% were approved, 15% were out of the field, and 32% were uncertified.⁵ In addition, Louisiana only retains 78% of first-year teachers and 84% of teachers in years 2-5. Of the newly hired teachers, 38% were elementary teachers; the highest content area outside elementary was 6-12 English, with 12% and pre-kindergarten and kindergarten at 8%.

Additionally, Louisiana has strived to professionalize the field of early childhood education by defining a minimum expectation for childcare teachers. While the percentage of early childhood teachers with a traditional teacher certification or Early Childhood Ancillary Certification has increased to 55% in 2023-24 from 46% in 2015-16, it shows that Louisiana still has a long way to go to ensure teachers of our youngest learners are prepared to guide developmentally appropriate learning that promotes kindergarten readiness.

School-level. The LDOE rates K-12 schools based on a performance scale with different classifications, which include “Comprehensive Intervention Required” (CIR), “Urgent Intervention Required” (UIR), “Urgent Intervention Needed” (UIN), and “Academically Unacceptable Schools” (AUS). Schools are labeled CIR when they have an overall letter grade of “D” or “F” for three consecutive years. Schools are labeled UIN when subgroups (English Learners, Students with Disabilities, or Economically Disadvantaged) within the school receive a “D” or “F” performance score. Schools labeled AUS have been rated “F” for four or more years. While there are currently forty-four schools with this label, some for over a decade, approximately an additional fifty schools are projected to become

⁵ [Louisiana State Profile, 2022-2023 Educator Workforce Snapshot](#)

AUS schools if not intervened. These schools would also be prioritized. The LDOE's first CLSD project focused on improving CIR/UIR schools, and the second project focused on improving UIN schools. In this proposal, the LDOE proposes to focus a portion of subgrants on AUS schools, as described on pages 31-33.

B. QUALITY OF THE PROJECT DESIGN

The LDOE is committed to advancing literacy skills for all its children, especially its most disadvantaged children. While significant gains have been made in recent years, the LDOE has identified sub-populations that are seeing gains at rates different from their peers. Therefore, the State Implementation Plan targets the following five school data-driven scenarios:

- Schools that are rated "F" but were not pre-COVID or rated "F" and are labeled or projected to be labeled as AUS;
- underperforming schools (labeled AUS schools at the elementary and middle school level and credit recovery programs at the high school level);
- All types of public schools (throughout this proposal, "all types of public schools is defined as K-12 public schools, charters, and publicly-funded early child care centers) that have high or growing rates of English Learners;
- All types of public schools serving at least 50% of students at risk of being retained in 3rd grade; and/or
- All types of public schools that have teacher turnover and new teacher rates that exceed the state average by twenty percentage points.

The activities in the State Implementation Plan and those incentivized in the proposed subgrants to schools/school systems will leverage a specific set of **evidence-based practices**

and **evidence-informed innovations** to strengthen the literacy skills of children from birth to 12th grade in alignment with the Literacy Department's four pillars (see Evidence Documentation in the Appendices).

Figure 2. Literacy Pillars



1) Goals, objectives, and outcomes are specified and measurable

To eliminate the gaps and accelerate ELA achievement, LDOE's proposed project will focus on four goals:

A. Building teacher and leader capacity around evidence-based practices in the most struggling schools and systems.

- a) Schools currently rated an F but were not before COVID.
- b) Schools labeled AUS or those that offer transition credit recovery programs for high school students.

B. Providing targeted capacity and resources for schools serving high rates of highest-need students.

- a) Growing numbers of English Learners (or sustained high rates of English Learners).

b) High rates of students being retained in 3rd grade because they are below proficient.

c) High rates of students who are below grade level in 4th and 5th grade.

C. Ensuring every child has access to a highly effective teacher or childcare provider by providing literacy mentors to new teachers within 3 years of service in schools with high teacher turnover and/or high numbers of new teachers.

D. Implementing high-quality, evidence-based practices, interventions, and opportunities to support children and families.

This coherent strategy will ensure all students are ready for the next level of study by providing full support for struggling schools, increasing the number of disadvantaged students benefiting from opportunities, and supporting families to help their children with literacy.

Through this proposed project, the LDOE's State Implementation Plan will target the schools above and system partners, demonstrating that they can implement cutting-edge innovations informed by strong, moderate, or promising evidence, as cited in the Evidence Documentation in the Appendices. The LDOE proposes to create a field test to demonstrate the effectiveness of these bold Leading and Learning Innovations ("L&L Innovations"). Subgrantees will become models of literacy excellence and allow the LDOE to learn lessons while collecting site-level data to inform future launches. The result will be that other sites in the state can replicate these L&L Innovations, leading to significant and wide-reaching improvements statewide.

CLSD Project Objectives

To achieve the four goals stated above, the LDOE will implement programming to achieve the following measurable objectives:

- 1) 90% of subgrantee schools/sites maintain a Site-Based Literacy Leadership Team.
- 2) 90% of subgrantees create and update a Local Literacy Plan annually, along with progress monitoring documentation.
- 3) 90% of subgrantees work monthly with a CLSD Team member who provides ongoing support for using evidence-based practices through planning, data analysis cycles, and providing feedback to enhance teacher and leader collaboration.
- 4) 90% of subgrantees successfully implement two of three evidence-informed L&L Innovations, as measured by scaling the Innovation to at least one additional site or grade-level band within the LEA by the end of their subgrant.

CLSD Project Outcomes

Through the proposed objectives and the activities outlined in this proposal, the Louisiana CLSD subgrantees will achieve the following measurable outcomes by the end of the five-year grant period:

- 1) The percentage of children prepared to enter kindergarten ready to read increases by 15% as measured by the beginning of year DIBELS 8th literacy screener administration. (Birth-age 5 subgrantees).
- 2) The percentage of English Learners in Grades 3 and 5 achieving Mastery increases by 10% as measured by the state's ELA assessment (K-5 subgrantees).
- 3) The percentage of English Learners in Grades 6 and 8 achieving Mastery increases by 10% as measured by the state's ELA assessment (6-8 subgrantees).
- 4) The percentage of students participating in transition credit recovery programs in high school that complete three years of credit attainment in two years increases by 10% per school.

- 5) The percentage of effective ELA and early childhood teachers newly hired within three years increases by 15% as measured by CLASS (Early Childhood) or Louisiana Educator Rubric (K-12) (all subgrantees).

2) *The project design includes a thorough, high-quality review of the relevant literature, a high-quality implementation plan, and the use of appropriate methodological tools to ensure the achievement of the project objectives.*

The LDOE's CLSD team has built the State Implementation Plan based on the literature on strategies that support English Learners, Credit Recovery, and Early Childhood, as summarized in the following literature review.

Supporting English Learners. Due to the significant increase in English Learners, there is a need to build teacher capacity to support literacy development, specifically for English Learners. There are two approaches to addressing the following goals:

- Increase the percentage of English Learner proficiency on literacy assessments by five percent in five years.
- Provide ongoing, high-quality, intensive professional development and support to over 2,000 teachers and leaders in schools with over 10% English Learners to increase effectiveness and strengthen the application of evidence-based practices, interventions, and activities to support English Learners and their families.

Both approaches will be grounded in the SoR to align with Louisiana's structured literacy approach and two specific evidence-based recommendations in the What Works Clearinghouse *Teaching Academic Content and Literacy to English Learners* Practice Guide.⁶

⁶ https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf#page=20

Recommendation 1 (Strong Evidence) - Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Select

instructional strategies, for illustrative purposes, should:

- Choosing a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choosing a small set of academic vocabulary for in-depth instruction.
- Teaching academic vocabulary in depth using multiple modalities (writing, speaking, listening).

Recommendation 2 (Strong Evidence) - Integrate oral and written English language instruction into content area teaching. Select instructional strategies, for illustrative

purposes, should:

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary and the general academic vocabulary that supports it during content-area instruction.
- Provide daily opportunities for students to discuss content in pairs or small groups.

This first approach will create an English Learner Collaborative, in which practitioners from the LDOE Literacy, Teacher Certification, and Diverse Learners teams, Louisiana educators from the field, and partners from Institutions of Higher Education will come together to model effective teacher

preparation in English Learner strategies that are grounded in the science of reading to embed in their coursework, particularly in the following courses:

- Methods for Teaching English as a Second Language;
- Introduction to Language and Culture;
- Structure of the English Language; and
- Curriculum Design for the Multicultural Classroom.

In year one of the collaborative, practitioners in the collaborative will review current coursework syllabi, determine areas of improvement, ensure alignment to evidence-based practices, and develop model syllabi. In year 2, IHE practitioners who served on the collaborative will then serve as mentors to other IHE faculty to coach and support them in updating coursework. In years 3-5, the LDOE staff will review all English as a Second Language coursework to ensure it aligns with evidence-based practices, resulting in more rigor in the English Learners certification pathway and ensuring teachers entering the field are more prepared to support English Learners.

The second approach to increasing literacy rates of English Learners is to build the capacity of Louisiana teachers and leaders at 179 schools whose population of English Learners exceeds ten percent. In year 1, the LDOE staff will develop modules on the previously mentioned best practices in the LDOE Professional Learning Platform. This will be free to all teachers and leaders in the 179 schools. In addition, face-to-face professional learning opportunities will be provided throughout the five years through sessions at our regional collaboratives, the annual Teacher Leader Summit, and the Summer Regional Literacy Tour. Subgrantees will support the follow-up of these professional learning opportunities by using subgrantee funds to partner with an approved vendor that specializes in

coaching and supporting educators in teaching English Learners, thus improving learning environments for multilingual learners and increasing public awareness about the benefits of fluency in more than one language and how the coordination of language development in the school and the home improves student outcomes for multilingual learners.

Both English Learner strategies will

Credit Recovery. An example of an impactful credit recovery program leveraging evidence-based strategies is the Star Academy model, which will serve as a model for other schools serving high rates of students at risk of not graduating from high school. The Star Academy model has helped hundreds of students nationwide by improving attendance, behavior, and academic performance. Designed to re-engage at-risk students who have fallen behind, the Star Academy model uses a hands-on, STEM-inspired curriculum aligned to Louisiana state standards. Instead of a traditional blackboard-and-lecture learning style, students experience interactive project-based learning in science, math, ELA, and social studies. Students participate in daily lessons that capture their attention and are provided opportunities to practice problem-solving and communication skills.

The Star Academy model leverages two recommendations in the What Works Clearinghouse Practice Guide, *Preventing Dropout in Secondary Students*.⁷

Recommendation 3 (Strong Evidence) - Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. Select strategies, for

⁷ Rumberger, R. W., et al., 2017

illustrative purposes, should include:

- Directly connecting schoolwork to students' options after high school.
- Providing curricula and programs that help students build supportive relationships and teach students how to manage challenges.
- Assessing student engagement regularly to identify areas for improvement and target interventions for students who could be more meaningfully engaged.

Recommendation 2 (Moderate Evidence) - Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Select

strategies, for illustrative purposes, should include:

- For each student needing individualized support, assigning a single person to be the student's primary advocate.
- Developing a menu of support options that advocates can use to help students.
- Supporting advocates with ongoing professional learning opportunities and tools for tracking their work.

The LDOE intends to provide training and coaching on these and potentially additional evidence-based practices from the Star Academy model to support all high school transitional programs that provide students with credit recovery through diagnostic, high-quality core instruction utilizing HQIM and targeted interventions.

Early Childhood.

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⁸ Burchinal, et al. (2022).

Recommendation 5 (Strong Evidence) - Intentionally plan activities to build children's vocabulary and language. Select strategies, for illustrative purposes, should include:

- Choosing 3–5 unique words to focus on each week and include a review of those words in other weeks.
- Choosing activities and materials that will offer children opportunities to practice using the target vocabulary words.
- Engaging in interactive conversations with children to reinforce or solidify understanding of vocabulary words.

Recommendation 6 (Strong Evidence) - Build children's knowledge of letters and sounds.

Select strategies, for illustrative purposes, should include:

- Initially, focusing on listening for sounds in words.
- Intentionally introducing a new letter and its sound.
- Using materials and activities that allow children to practice identifying letters and their corresponding sounds.
- Including print throughout the classroom to provide additional opportunities to discuss letters and their sounds.

Recommendation 7 (Strong Evidence) - Use shared book reading to develop children's language, knowledge of print features, and world knowledge. Select strategies, for illustrative purposes, should include:

- Selecting a variety of informational and narrative books that are appropriate for ages 3 – 5.
- Before the lesson, planning the purpose for reading the book and determine when and how to discuss specific topics with children.

- Preparing children for listening to and discussing the content of the book before reading the book aloud.
- Engaging in conversations with the children while reading the book.
- Aligning literacy activities with the focus of the shared book reading.

Implementation Plan. The LDOE's approach to this CLSD project is based on Implementation Science, as advanced by the National Implementation Research Network at the University of North Carolina at Chapel Hill and supported by the federal CLSD program. This approach is driven by the Active Implementation Formula⁹:

Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes

The LDOE proposes using evidence-based Effective Practices to improve literacy within schools and ECEs. Subgrantees will receive the LDOE funding for teacher training and follow-up coaching to ensure **Effective Implementation**, and LDOE will build the capacity of local teams to develop strong instructional leadership and teacher knowledge and skills, **Enabling Contexts** to support the use of evidence-based practices. The result will be **Improved Outcomes** in literacy for all subgrantees. Further, this proposal will demonstrate how these subgrantee sites will advance literacy outcomes for their sites and serve as models for replication in the years following this CLSD project.

For example, LDOE will support subgrantees in developing their Local Literacy Plan. The Local Literacy Plan must be informed by a needs assessment on the site's literacy needs, align with the state standards, and include:

- Plans for **comprehensive** literacy instruction that serves the needs of all children,

⁹ Metz, A., Halle, T., Bartley, L., & Blasberg, A. (2013). The Key Components of Successful Implementation. In T. Halle, A. Metz, & I. Martinez-Beck (Eds.), *The Application of Implementation Science to Early Childhood Program and Systems*. Baltimore, MD: Brookes Publishing.

including children with disabilities and English learners, especially children reading or writing below grade level.

- High-quality **instructional** materials.
- High-quality professional **development**.
- Training to implement and **support** high-quality, evidence-based literacy activities, including the school or system's L&L Innovation.
- Coordinated **planning** and collaboration that engages early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders to support children's literacy development.
- Engagement of **families** and family literacy activities.
- Evaluation of the **activities'** success in enhancing children's language and literacy development.

Methodological Tools. The LDOE has a Comprehensive State Literacy Plan, which is included in the Appendices. The Plan is updated annually by the LDOE's Literacy Team and is informed by the state's student achievement results and ECE data. Subgrantees will develop their own local Comprehensive Literacy Plan that aligns with LDOE's Comprehensive Literacy Plan and is informed by their LEA-level needs assessment. This plan will be updated annually and addresses the Project Objectives. Subgrantees will include, in their local plans, a structure and schedule for educators to collaborate in vertical and horizontal teams to enhance the Innovations and strengthen evidence-based practices. Subgrantees will also detail how they will leverage federal, state, and local resources to promote efficiency.

State Supports. The State Implementation Plan has been woven in support and training throughout the CLSD project design. LDOE has a library of promising and evidence-based

practices that are publicly available on its website. These free materials will be reviewed and added annually when the LDOE updates its Comprehensive Literacy Plan. Additional instructional support will be available through the following platforms.

A Local Literacy Plan. To engage in the subgrant process, each applicant LEA must create a Local Literacy Plan, which will be the foundation of their subgrant application. This plan must align with LDOE's Comprehensive Literacy Plan and the state standards. It must address all children from birth through 12th grade and include seamless transitions for young children across Early Childhood Education programs and into Kindergarten, the two phases of literacy development, learning to read (grades K-2) and reading to learn (grades 3-5) and preparing for the transition to high school. It must incorporate a structure and a schedule for educators to plan and collaborate in vertical and horizontal teams and be updated annually. The LDOE will support the improvement and enhancement of these plans in the annual Summit and monthly support meetings with the LEA-Level Literacy Team. Subgrantees will bring their teams to the Summit, and these plans will be refined in workshops.

The Local Literacy Plan must address all subgrantee application requirements defined by the CLSD regulations. Allowable costs include funding for initiatives to enhance children's language and literacy development, L&L Innovations, and ongoing job-embedded professional development for staff. The plan must include an approach to comprehensive literacy instruction and incorporate evidence-based practices. An approach to involving families will be addressed as part of the plan and a strategy to identify students needing intervention. Allowable uses of funds may also include teacher stipends and substitute pay, travel expenses to attend meetings, and instructional materials to support initiatives. Finally, allowable uses of funds include the salary and benefits for a Literacy Mentor.

As part of its work developing the Local Literacy Plan, each subgrantee will select two of three evidence-informed innovations aligned to the targeted needs of this State Implementation Plan, called CLSD L&L Innovations. The purpose of L&L Innovations is to allow the piloting and demonstrating of these cutting-edge approaches within LEAs with strong enabling contexts to support implementation. The LDOE's vision is to pilot these Innovations within the context of the larger evidence-based Comprehensive Literacy Plan model so that these new practices can be added to the "toolbox" for other LEAs to implement, having a model against which to base future implementation.

3) The proposed project is supported by promising evidence.

The LDOE will support subgrantees in implementing their L&L Innovations through three efforts. As this application will outline, the LDOE preference numbered list will: 1) provide specialized training at its annual Summit; 2) meet biweekly or monthly with an LEA-Level Literacy Team to support implementation; 3) host Regional Collaboratives; and 4) create Communities of Practice support networks. These services are detailed in the Project Services section as forums for collaboration between LEAs and sites to troubleshoot and share data.

Each subgrantee will implement L&L Innovation 1 and choose to implement either L&L Innovation 2 or 3 based on the needs of their student population and the needs stated in their Local Literacy Plan to support the implementation of evidence-based literacy practices.

L&L Innovation 1: Supporting New Teachers. Our historically failing schools see the highest teacher turnover and subsequently have a consistently sizeable new teacher population. New teachers (teachers in years 1-3) need the highest level of literacy support to move student outcomes, and they will primarily benefit from a literacy mentor to build

capacity around the content and curriculum. To ensure literacy mentors are equipped to support our new teachers, the Louisiana Professional Learning Platform will provide targeted and needed support and checkpoints for literacy mentors. The platform will also offer the ability to assign different modules to mentors based on mentor, teacher, and population needs.

L&L Innovation 2: Increase Instructional Supports for English Learners. With the rapidly increasing population of English Learners across Louisiana, the LDOE must incentivize schools and school systems that have been proven to increase instructional support for ELs. For example, providing daily opportunities for students to talk about content in pairs or small groups. As students are working on learning new content, facilitate discussion opportunities for students to talk and learn from each other by having them work in pairs or small groups. Such opportunities will allow students to practice the language they are still learning and help the teacher ascertain that they are understanding and processing the new content.¹⁰

L&L Innovation 3: Significantly Accelerate Literacy Learning Outcomes through Evidence-Based Intervention Practices and Project-Based Learning. At both the K-5 and 6-12 grade bands, there are populations of students at very high risk of falling so far behind that it will take extensive work to catch up. The LDOE will incentive the following high risk groups:

- In the K-5 grade band, the incentivized groups will be:
 - Grade 2 and 3 students who are at risk for retention because they fall well below on the EOY DIBELS 8th assessment;
 - Grade 3 students who have been retained; and/or

¹⁰ Echevarria, Vogt, and Short, 2012

- Grade 4 and 5 students who were not retained but remain significantly behind.

For students in grades K-3, acceleration will be driven by elevating evidence-based practices in both core instruction and intervention to close instructional gaps based on recommendations in the IES practice guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.¹¹ The guide recommends the following: to develop the awareness of the segments of sounds and how they link to letters and teach students to decode word parts, analyze word parts, and write and recognize words. Grades 4-9 will implement recommendations from Providing Reading Interventions for Students in Grades 4-9¹²: The guide recommends to build students decoding skills so they can read complex multisyllabic words, provide purposeful fluency-building activities to help students read effortlessly, and routinely use a set of comprehension-building practices to help students make sense of the text.

- In 6-12 grade band, the incentivized groups will be students are at risk of not earning sufficient credit to graduate high school. At the high school level, Louisiana has a school-within-a-school model that allows students to earn three years of high school credits in two years through an intensive Project-Based Learning (PBL) curriculum.

The incentivized L&L Innovation for both grade bands will focus on five major PBL principles: meeting subject and grade-relevant literacy performance expectations; creating collaborative experiences and investigations for finding solutions to a driving question; integrating learning tools to make sense of evidence; developing artifacts that respond to the driving question and reveal students' comprehension; and using assessments that capture emerging understandings.¹³

¹¹ <https://ies.ed.gov/ncee/WWC/PracticeGuide/21>

¹² <https://ies.ed.gov/ncee/WWC/PracticeGuide/29>

¹³ [Krajcik & Shin, 2014](#)

Subgrantees will describe how they will evaluate implementing the Innovation in their Local Literacy Plan for all three Innovations. The description will include milestones and specific qualifications required for persons responsible for major tasks. To support subgrantees' successful implementation of the Innovation, subgrantee funds may be used to secure needed staff or stakeholders, provide stipends or incentives, and obtain necessary materials and supplies. The LDOE will further support subgrantees using strategies described in the Project Services.

C. QUALITY OF THE MANAGEMENT PLAN

- 1) Management plan will achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones.*

Figure 3: Management Plan

Major Tasks	Timeline (annually unless otherwise noted)	Milestones	Owner (staff initials)
Facilitate meetings with LDOE CLSD Project Team	Monthly beginning Oct 2024	Activities are implemented on time and within budget	WB
- Hire one Institutions of Higher Education (IHE) to facilitate English Learner Collaborative - Begin Collaborative	Oct 2024 Jan 2025	IHEs attend meetings to begin EL coursework review	CT
Hire vendor(s) to create English Learner training modules	Oct 2024 Jan and ongoing	RFP for vendors is posted. Vendor is selected and creates training content	CT
Facilitate competitive subgrant application process to promote the use of evidence-based practices and evidence-informed L&L Innovations	Nov 2024 Jan 2025	- Application is launched - TA is provided to applicants on evidence-based practices - Local needs assessments are conducted - Proposals are received - Proposals are evaluated - Proposals are awarded	WB

Review and approve subgrantee budgets	June 2025 and ongoing Years 2 - 3	Subgrantees submit fiscally-sound budgets and amend them as necessary Subgrantees increasingly leverage other funds	WB
Facilitate check-in meetings with subgrantees	July and ongoing	LEA-Level Literacy Teams meet virtually with LDOE CLSD Project Team members monthly	WB
Collect and report project data	Oct and ongoing	Internal reports are prepared for LDOE CLSD Project Team meetings	ZZ
Assess subgrantee annual performance	June (after Year 1)	Subgrantees improve and receive renewal	LDOE CLSD Project Team
Design / host Annual Summits	June	Site-Level Literacy Teams attend 3-day Summit to draft and revise Literacy Plans	MM
Launch Support Institutes	Sept & March	LEA-Level and Site-Level Literacy Teams attend 1-day Support Institutes	WB
Engage Communities of Practice	Oct, Nov, Jan, Feb	LEA-Level Team, Site-Based Teacher Leaders, LEA leader, and Literacy Coach Coordinators attend 4 meetings annually	WB
Manage the work of the Literacy Coach Coordinators	August and ongoing	Literacy Coach Coordinators spend 80% of their time supporting teachers	CT
Conduct desktop and onsite monitoring	August and ongoing	Subgrantees implement program requirements and use feedback to improve	WB

2) Adequate procedures for ensuring feedback and continuous improvement.

To achieve the goal of increased student performance in its target subpopulations, the LDOE will continue to monitor the teacher support system that impacts teacher performance, assess the application of teacher practice, and examine the data for student achievement.

The LDOE will implement the CLSD 2024 monitoring plan to ensure that subgrant activities are implemented with fidelity and supply additional data and feedback to the LDOE Literacy Team and the CLSD Team for continuous improvement. The CLSD team will leverage the information gained in the monitoring plan and their direct communication with

subgrantees to assess performance. Each subgrantee will receive an annual comprehensive desk monitoring, including finances and programs. Additionally, they will also have an on-site yearly programmatic review if needed. The Division of Statewide Monitoring at the LDOE manages the monitoring oversight and follow-up activities for all federal programs the agency administers. This ensures that subgrantees continuously improve, achieve performance goals, and comply with program and fiscal requirements. The monitoring serves more or less as an impartial “third-party” review to supplement the ongoing monitoring and feedback collected by the LDOE CLSD Project Team with the LEA-Level Literacy Team, including a review of financial activities.

The LDOE uses a coordinated monitoring process, which allows for the integration of targeted monitoring activities of subgrant awards, creating efficiencies and enabling expert program staff to get involved when needed. By conducting this process, the LDOE can generate savings in staffing because it does not have separate individuals visiting and talking with schools about each funding allocation and program separately. By consolidating efforts, qualified monitoring staff can consolidate monitoring activities and maintain coordinated feedback so that the CLSD team can make data-driven decisions for continuous improvement. The structure for Coordinated Monitoring is designed to be distributed throughout the year, grouping and scheduling subgrantees by quarter.

At-risk subgrantees may be required to submit a corrective action plan (CAP) after desktop or onsite monitoring. The LDOE's CLSD Project Team will review a subgrantee's CAP and provide feedback within 30 business days. The team will also work with the subgrantee to ensure the plan is sufficient, manageable, and timely. Finally, the team may conduct post-monitoring visits to ensure the plan has been sufficiently implemented.

3) Time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives.

The LDOE will invest in eight key staff members (resumes included in the Appendices) for the proposed project. Five are included in the proposed budget, one of which is a new hire. The five included in the proposed budget are Wendy Brooks, Haley Montz, Caroline Tolentino, Alexandra Chenevert, and a new hire to serve as the Project Monitor.

- A. Wendy Brooks will be the full-time CLSD Project Director, managing overall CLSD project activities, including all programmatic and budget activities. She has extensive experience teaching reading and writing to children, teaching writing to teacher candidates as a college professor, and managing large projects. The project will leverage her nineteen years of experience, with a particular focus on the early elementary years combined with expertise in expertise adult learning theory and instruction. She also has extensive knowledge of intervention best practices, MTSS, and dyslexia. Wendy will lead the materials creation and review process on the Louisiana Professional Learning Platform. She and the Project Administrator will meet monthly with the LDOE's Finance Office to ensure the project remains on budget.
- B. Haley Montz will be the Project Administrator, coordinating evidence-based activities and facilitating monitoring activities to inform continuous improvement. This role is 90% dedicated to this project, mainly focusing on the 6-12 grade band.
- C. Caroline Tolentino will be the Project Coordinator, assisting CLSD subgrantees with mentoring new teacher support, facilitating the English Language Collaborative, and coordinating CLSD activities with other literacy projects and state priorities. This role is 90% dedicated to this project.

- D. Alexandra Chenevert will serve as the English Learners Coordinator to assist with developing the English Learner Collaborative, the English Learners modules in the Louisiana Professional Learning Platform, and face-to-face professional learning opportunities for teachers and leaders. This role is 25% dedicated to this project.
- E. The fifth position to be hired is the full-time Project Monitor, who will help with on-site reviews of subgrantee project activities, review of subgrantee applications, and technical assistance.

The three additional LDOE staff being leveraged will support CLSD activities part-time: Laurie Carlton, Zhanying Zong, and Mia Matherne. Each of these leveraged staff will lead a significant task for the CLSD project, based on the strengths they bring to the project, and actively participate in other project activities, as appropriate.

- Laurie Carlton currently oversees the New Teacher Experience, which allows new teachers to attend a face-to-face professional learning opportunity during the summer.
- Zhanying Zong will support assessment and data collection for the proposed project. She will regularly report to the Director to ensure the project aligns with the proposed goals, including the federally required GPRA measures and the timelines for achieving those goals.
- Dr. Mia Matherne serves as the Deputy Advisor of Teaching and Learning. She will support the communications, presentations, and reporting to state commissions and the BESE.

These eight staff comprise the LDOE CLSD Project Team. They will meet for 3-4 hours monthly to plan and strategize project activities, analyze data, discuss project milestones, monitor progress toward goals, and ensure coherence and alignment with grant

priorities. At this meeting, the Project Director will discuss information from monthly finance meetings to ensure budget adherence and identify opportunities for efficiency and cost-effectiveness.

4) Mechanisms for ensuring high-quality products and services.

The LDOE CLSD Project Team will coordinate with the LEA-Level Literacy Team to ensure an aligned and coherent approach across all three teams.

An appointed site-based Teacher Leader will lead the Site-Based Literacy Team. The Site-Based Literacy Team comprises the principal/director, at least two teachers, a student (as appropriate), and a parent, supported by the Literacy Coach Coordinator and an LEA leader to implement the Local Literacy Plan.

The LEA-Level Team will be comprised of the Site-Based Teacher Leaders, at least one system-level leader, and a representative from higher education. This team will include all age bands if an LEA has age band subgrants. It will also include representation from an IHE Teacher Preparation Program if the school or system received a subgrant supporting English Learners and/or teacher turnover/new teacher support.

This team collaborates with the ***LDOE CLSD Project Team*** to ensure continuous feedback and improvement. The LDOE CLSD Project Team will gather input and provide support through monthly meetings that are at least 60 minutes long (90 minutes if multiple age bands are included). Meetings may be held more frequently if feedback and data indicate additional state-level support is needed.

D. QUALITY OF THE PROJECT SERVICES

The proposed project has been designed with equal access and treatment for eligible project participants who are members of groups traditionally underrepresented at the center.

We propose to target the following:

- 1) Chronically underperforming schools (labeled AUS schools at the elementary and middle school level and credit recovery schools at the high school level).
- 2) All types of public schools serving high rates of English Learners (or growing rates of English Learners).
- 3) All types of public schools serving students at risk of being retained before Grade 3 and those who aren't retained but are low in Grades 4 and 5.
- 4) All types of public schools that have high rates of teacher turnover and high rates of new-to-teaching teachers.

Because the CLSD requirements ensure schools with the highest number or percentages of children reading or writing below grade level are served, the LDOE can effectively target all these subpopulations, prioritizing those underrepresented through this program. Additionally, diverse geographic areas are included because these classifications are issued to schools all over the state. This will ensure that strategies utilized in this CLSD project lead to significant and wide-reaching improvements for students, educators, and other stakeholders across the state.

1) The impact of project services on the intended recipients.

This proposal's project services and design represent a cohesive plan to impact literacy among the state's most disadvantaged students. By design, only schools and childcare centers that demonstrate need per the subgrant criteria are eligible to participate in the subgrant process. The LDOE's approach ensures that the highest-need schools, childcare centers, students, and teachers are eligible. However, it also advances foundational literacy excellence with specific interventions and support strategies that impact students still falling behind the

academic achievement gap. This carefully-designed approach is built around a rigorous set of ambitious goals to increase student achievement, teacher effectiveness, and school and childcare system capacity.

The Subgrant Process. The LDOE will conduct a competitive application process, incorporating the requirements outlined in this proposal for criteria and competitive preference priority. The **LDOE will subgrant not less than 95% of the proposed funds to LEAs** in two Cohort of Subgrantees, each for three years and with the second launching in the last year of the first, ensuring feedback and data collected in the first cohort is implemented in the second cohort. LEAs will select up to two sites per age band (Birth-5, K-5th, 6th-12th). They may apply for multiple bands, but each would be a separate application, ensuring the Thas the flexibility to maintain the proper allocations between bands. Applicants that serve the entire Birth to Grade 5 spectrum by partnering elementary schools with high-need ECE sites that feed into these schools will receive competitive preference priority.

LEAs will select one L&L Innovation for each application. Subgrantees will demonstrate how to replicate the L&L Innovation to at least one additional site or grade-level band within the LEA. Applicants will include a draft schedule for collaboration and teacher planning with their proposals, and all sub-applications must include measurable and ambitious goals.

Subgrants include a base allocation plus an additional [REDACTED] per site each year for implementation. The base allocation is [REDACTED] in year one for Birth-5 and K-5th and [REDACTED] for 6th-8th because those schools tend to have larger populations. This amount is reduced by 50% ([REDACTED] and [REDACTED], respectively) in years two and three, as start-up investments and purchases would have been made in year one. The LDOE will support LEAs in increasingly

leveraging other funds in years two and three to maximize their sustainability and efficiency and continue the program after completing the CLSD funding.

2) The training / professional development is of sufficient quality, intensity, and duration to lead to improvements.

High-quality, intensive training and professional development are woven into each component of this plan and at each level of school systems and childcare education. Leaders will receive the training and support needed to implement comprehensive literacy instruction plans. Teachers will receive coaching and training of sufficient quality, intensity, and duration to become highly effective in daily core instruction and the use of evidence-based interventions. All educators will receive tools to address family literacy and increase educational choice through resources and professional development. Parents will receive literacy resources to support their children. Finally, teacher preparation programs will ensure new teachers graduate with the necessary knowledge and skills in explicit, systematic, and intensive instruction in evidence-based literacy methods.

This professional development is delivered in the following venues.

- A. Teacher Leader Summit.** This annual summer meeting will support subgrantees in updating and enhancing their Local Literacy Plan, strongly aligned with the LDOE's Comprehensive Literacy Plan. In future years, it will continue to provide an opportunity to share successes and problem-solve any issues. The LDOE will contract with national literacy experts such as Julie Washington, Anita Archer, Tim Shanahan, Douglas Fisher, and Jim Knight to provide Keynotes and consulting sessions for subgrantees during the Summit.

- B. LEA-Level CLSD Meetings.** The LDOE will engage with the LEA-Level Literacy Team, described in the next section, in monthly meetings (unless more frequency is needed) to support, monitor, and collect feedback on implementation. These meetings will be at least 60 minutes per month, and if an LEA has multiple age bands, the meeting will be at least 90 minutes with all age bands participating. The LDOE will create a schedule that assigns each subgrantee to a regular pre-set day and time so that all parties can plan accordingly and ensure maximum participation and attendance.
- C. Regional Collaboratives.** Twice annually, these meetings will focus on implementing and strengthening Local Literacy Plans and evidence-based literacy practices. Meetings will emphasize scheduling, facilitating common planning time, and building leadership.
- D. Communities of Practice.** Meeting four times each year, two virtually and two in person, The LDOE will lead Community of Practice Networks to engage subgrantees in collaboration and feedback around the L&L Innovations in this proposal. Each of the three Innovations will form a working group composed of members of the LEA-Level Literacy Team and include the school/site-based leader or designee, LEA leader, Teacher Leader from each school, and Literacy Coach Coordinator. Finally, the LDOE is engaging its partnerships with Institutes of Higher Education Teacher Preparation programs all over the state to support Site-Level Literacy Teams and participate in Communities of Practice to strengthen and enhance pre-service courses and update licensure and certification standards.

Quality and Sufficiency of Strategies. The CLSD Implementation Plan centers around a collaborative culture of literacy excellence within each LEA, school, and ECE. Each subgrantee must demonstrate its capacity to advance evidence-based practices and one of

three bold intervention specialties it will choose to implement. Further, each subgrantee must demonstrate the existence or willingness to create four major components: 1) a Local Literacy Plan, 2) Site-Level and LEA-Level Literacy Teams, 3) quality professional development support, and 4) a collaborative structure site-wide. The project's overall strategy is to build the capacity of site-level Teacher Leaders to create sustainable local expertise and provide comprehensive literacy instruction.

3) The services to be provided reflect up-to-date knowledge from research and effective practice.

This CLSD project will target schools and ECEs with high percentages of high-need children, defined by the CLSD guidance as children from low-income families. LEAs will propose including schools classified as AUS or other eligibility factors, as defined above, and ECEs with the greatest need. To ensure these LEAs can transform these sites into high-performing model sites of literacy excellence, they will be required to demonstrate the following capacities:

- Conduct a needs assessment, emphasizing data, as part of their subgrant proposal process.
- Create an LEA-Level Literacy Team with members from each subgrantee site (detailed below).
- Identify a Teacher Leader at each site and engage this position with the subgrant proposal development.
- Ensure that sites commit to at least 60 minutes of weekly collaboration time for teachers and present a draft schedule for this time.
- Advance the following specific, age-appropriate **evidence-based practices** the LDOE

has identified (outlined in the attached Evidence Documentation) through its Needs Assessment.

E. QUALITY OF PROJECT EVALUATION

1) The evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes.

The LDOE's Office of Assessment, Accountability, and Analytics manages and evaluates the data from all cited assessments, and it will coordinate the state's evaluation efforts with the National CLSD evaluation. The LDOE is the state Early Childhood Program lead agency (not true in many states), making data collection and alignment more straightforward and offering a commonality of standards and quality for all publicly-funded child care, Head Start, and preK leaders in every community.

The evaluation plan will study how well the inputs and activities described in the logic model accomplish the project objectives and lead to positive student outcomes to the stated grant outcomes and goals across Louisiana. This evaluation will focus on CLSD's impact on schools and school systems receiving subgrants and the state's progress in literacy measures. The CLSD team will examine benchmark data to provide a larger contextual framework. Data collection will build upon, not duplicate, existing data to minimize disruptions to ongoing operations; use a judicious blend of quantitative and qualitative data, incorporating stringent quality control procedures; and ensure strict confidentiality of all data collected.

Data-sharing agreements are not required in this context to efficiently access demographic, attendance, and student achievement (DIBELS 8th) and other state-administered assessments) data from participating schools while adhering to privacy laws. Some of this data is only collected annually (state-administered assessments), while other data is

cumulative throughout the academic year (attendance, for example, etc.); therefore, the project director will establish data collection dates. At a minimum, the CLSD team, with support from the LDOE's Office of Assessment, Accountability, and Analytics, will gather and analyze the complete data set once per year to inform a summative annual report that compares the CLSD subgrantees' results to the three prior years' results for the same schools. This comparison will help the CLSD team assess the impact of quick course corrections and the return on investment. Some of these data points will likely be analyzed two or three times per year to inform formative reports and the overall program and strategies; all quantitative data will be analyzed across subgroups.

2) The evaluation methods will provide performance feedback and permit periodic assessment of progress toward achieving outcomes.

The LDOE, and the CLSD team specifically, recognizes that valid and reliable evaluation is critical to goal attainment and designs evaluation methods to provide ongoing formative and summative feedback to promote continuous improvement and inform mid-course program improvements.

The CLSD team will use a Plan-Do-Study-Act (PDSA) cycle to gather performance feedback and permit periodic assessment of progress and rapid cycle problem solving, as outlined by the National Implementation Research Network.¹⁴ The LDOE's Office of Assessment, Accountability, and Analytics will provide analyses of multiple sources of data, including (1) interviews and focus groups with educators; (2) survey responses from educators, parents, and students; (3) teacher and retention data; (4) student achievement data;

¹⁴ Jackson, K. R., Fixsen, D., & Ward, C. (2018). Four domains for rapid school improvement: An implementation framework. National Implementation Research Network.
<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Four%20Domains%20for%20Rapid%20School%20Improvement.pdf>

(5) school demographic data; and (6) artifacts. This data will be disaggregated by subpopulation, with particular emphasis on the disaggregation of the data for the subgroups targeted in the proposed grant. This will result in analyses for the LDOE Literacy team to make project modifications as necessary, noting that minor findings can lead to important insights about potential improvements.¹⁵

¹⁵ Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bel, D., & Reed, J. E. (2013). Systematic review of the application of the plan–do–study–act method to improve quality in healthcare. *British Medical Journal of Quality and Safety*, 23, 290–298.

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- ³ Louisiana Budget Project, 2022. Accessed on 6/13/24 at <https://www.labudget.org/wp-content/uploads/2022/10/LBP-Census-2021-Released-2022-2.pdf>
- ⁴ Kids Count Data Center. Accessed on 6/13/24 at <https://datacenter.aecf.org/data/tables/9974-economically-disadvantaged-public-school-students#detailed/2/any/false/2545,1095,2048,574,1729,37,871,870,573,869/any/19330,19329>
- ⁵ Louisiana Educator Workforce Snapshot 2022-23, 2024. Accessed on 6/13/24 at https://www.louisianabelieves.com/docs/default-source/teaching/2022-2023-state-educator-workforce-snapshot.pdf?sfvrsn=bd916e18_4
- ⁶ Dimino, J. A., Taylor, M. J., & Morris, J. (2015). Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. REL 2015-105. Regional Educational Laboratory Southwest.
- ⁷ Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>.
- ⁸ Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC

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Other Attachments

Appendix A: Assurances

Application Requirement: State Comprehensive Literacy Plan

Resumes

Wendy Brooks, Project Director

Haley Montz, Project Administrator

Caroline Tolentino, Project Coordinator

Alexandra Chenevert, English Learners Coordinator

Copy of Indirect Cost Rate

References

Letters of Support

Ronnie Morris, President, Louisiana State Board of Education

DeJunne' Clark Jackson, Chair, Louisiana Literacy Advisory Commission

Susannah Fowler Craig, Deputy Commissioner for Strategic Planning and Student Success, Louisiana Board of Regents

Appendix A

CLSD Application and Program Assurances

Pursuant to sections 2222-2224 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), an eligible state educational agency (SEA) receiving a grant under the CLSD program must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

Application Assurances

An SEA must include in its application the following signed application assurances:

An SEA must include in its application the following assurances:

(1) State Funding Allocations.

(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(2) Serving Low-Income and High-Need Students.

An SEA must assure that it will give priority in awarding subgrants to eligible entities that--

(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or

(ii) Are LEAs serving a high number or percentage of high-need schools.

(3) Geographic Diversity.

An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Program Assurances

An SEA must include in its application the following signed program assurances:

State Funding Allocations.

(1) Grantees must use not less than 95 percent of grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process;

(2) Grantees must subgrant funds as follows:

- (i) Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;
- (ii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and
- (iii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(b) State-Level Activities.

(1) A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including, at a minimum, the following activities:

- (i) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.
- (ii) Coordinating with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.
- (iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.
- (iv) Making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement.
- (v) Administering and monitoring the implementation of subgrants by eligible entities.

(2) After making awards to subgrantees and carrying out the State-level activities described in this notice, an SEA may use any remaining amount to carry out one or more of the following activities:

- (i) Developing literacy coach training programs and training literacy coaches.
- (ii) Administration and evaluation of CLSD activities.

(3) Collaboration requirement.

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642(b)(1)(A)(i) of the Head Start Act, in making and implementing subgrants under the early childhood education portion of the CLSD program, described in section 2222(d)(2)(D)(i).

Note: Section 2222(d)(1) of the ESEA specifically references childcare and early childhood programs within a State. Since the CLSD service population encompasses children from birth and includes pre-literacy services, applicants may collaborate with the State agencies administering the Part C program for infants and toddlers under the Individuals with Disabilities Education Act (IDEA) in their program planning, as some children being served under Part C would likely benefit from CLSD services.

(c) Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy.

(1) Subgrantee application requirements.

- (i) How the CLSD funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which must include an analysis of data that support the proposed use of CLSD funds;
- (ii) How the CLSD funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;
- (iii) How the activities assisted with the CLSD funds will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and
- (iv) How the CLSD funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(2) Priority.

In awarding subgrants to eligible entities in support of birth through kindergarten entry, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an eligible entity that will use CLSD funds to implement evidence-based activities;
- (ii) Give priority to an eligible entity that will use CLSD funds to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency (LEA) serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(5) Local uses of funds.

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to—

- (i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;
- (ii) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (iii) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD.

(d) Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

(1) Subgrantee application requirements.

An eligible entity desiring to receive a subgrant from the SEA under the CLSD program must submit an application to the SEA at such time, in such manner, and containing such information as the SEA may require. Such application must include, for each school that the eligible entity identifies as participating in a CLSD program, the following information:

- (i) A description of the eligible entity's needs assessment conducted to identify how CLSD funds will be used to inform and improve comprehensive literacy instruction at the school.

(ii) How the school, the LEA, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.

(iii) How the school will identify children in need of literacy interventions or other support services.

(iv) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education (as defined in this notice).

(v) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.

(2) Priority.

In awarding subgrants to eligible entities, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

(i) Give priority to an LEA that will use CLSD funds to implement evidence-based activities; and

(ii) Give priority to an LEA serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality comprehensive literacy instruction in each grade level for which the CLSD funds are provided.

(5) Local uses of funds for kindergarten through grade 5.

An eligible entity that receives a subgrant from the SEA under the CLSD program must use the CLSD funds to carry out the following activities pertaining to children in kindergarten through grade 5:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.

(iii) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.

(iv) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served.

(v) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(6) Local uses of funds for grades 6 through 12.

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(iii) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(iv) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

(7) Additional local allowable uses of funds for kindergarten through grade 12.

An eligible entity that receives a subgrant from an SEA under CLSD may, in addition to carrying out the activities described in paragraphs 5 and 6 of this requirement, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(i) Recruiting, placing, training, and compensating literacy coaches.

(ii) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(iii) Training families and caregivers to support the improvement of adolescent literacy.

(iv) Providing for a multi-tier system of supports (as defined in this notice) for literacy services.

(v) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(vi) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

(e) Supplement not Supplant.

Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

(f) Cooperation with National Evaluation.

Grantees must cooperate with a national evaluation of the CLSD program (34 CFR 75.591). The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The

evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

(g) Subgrantees.

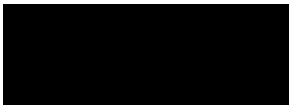
Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222–2224 of the ESEA.

Jenna Chiasson

Deputy Superintendent

NAME OF AUTHORIZING OFFICIAL

TITLE



6/14/2024

SIGNATURE

DATE

APPLICANT/ENTITY NAME

Louisiana Comprehensive Literacy State Plan

2nd revision: Updated June 2024



Introduction

Louisiana has successfully implemented the first two drafts of its comprehensive state plan, and a culture has been built in the state around literacy. Systems are successfully implementing the DIBELS universal literacy screener, using high quality instructional materials grounded in the science of reading, implementing professional learning to drive best practices in literacy developed by the department and are engaging families through all ages and stages. The focus is shifting to building capacity of all stakeholders and creating sustainable practices inside of our schools and systems as well as increasing the intentionality of our practices regarding literacy.

The actions outlined in the Louisiana Comprehensive Literacy Plan are intended for implementation by birth-12 programs and are organized to Louisiana's Literacy Pillars, but many of them connect across pillars to support multiple goals.

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Louisiana State Literacy Plan Advisory Committee

Shanna Beber | Director of Literacy
Louisiana Department of Education

Dr. Chandler Smith | Superintendent
West Baton Rouge Parish

Dr. Carrice Cummins | Professor
Louisiana Tech University

Andromeda Cartwright | Chief Academic Officer
Louisiana Key Academy

Dr. Susanna Craig |
Board of Regents

Staci Weldon | Literacy Innovation Coordinator
Allen Parish

Brandi Forbes | Chief Academic Officer

Pointe Coupee Parish

Sharon Menefee | Parent
Ascension Parish

Alexis Perez | Parent
St. John the Baptist Parish

Kim “Lovie” Howell | Librarian
Bossier Parish

Kyna Magana | English Language Arts Supervisor
Louisiana Department of Education

Brittney Cochran |
Diverse Learners rep (recommend a parent)

DeJunne’ Clark-Jackson | President
Center for Literacy and Learning

Erin Stokes | Superintendent
Grant Parish

Louisiana's Literacy Pillars

Literacy outcomes for students will improve when these four pillars of literacy are effectively implemented at the school, system, and state levels.

LOUISIANA'S LITERACY PILLARS



**LITERACY
GOALS**



**EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS**



**ONGOING
PROFESSIONAL
GROWTH**



FAMILIES

Literacy Data in Louisiana



4th Grade Reading

Louisiana 2019
NAEP Ranking

42

Louisiana 2022
NAEP Ranking

11

Significant growth for Economically Disadvantaged Students

Louisiana 2019
NAEP Ranking

46

Louisiana 2022
NAEP Ranking

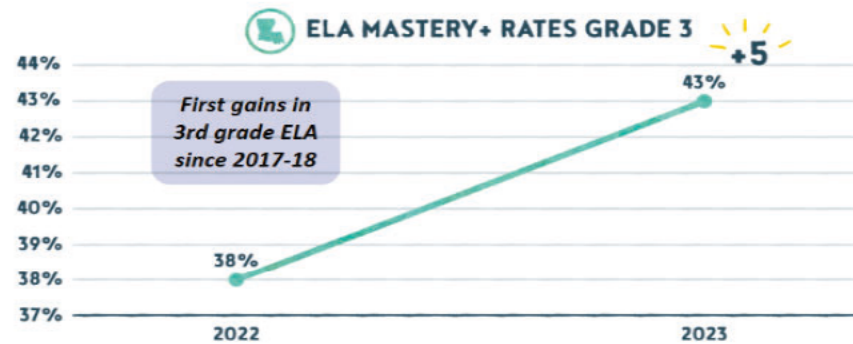
42

Highest overall national ranking since 2003

2022 National Assessment of Educational Progress (NAEP):

- Louisiana Ranked **#1 in the nation** for 4th grade reading growth
- Improved from **48th to 40th** in **4th grade reading**
 - Highest overall ranking since 2003
- Improved from **44th to 36th** in **8th grade reading**
- Economically disadvantaged 4th graders from **42nd to 11th** in reading score growth

3rd Graders Show Strong Gains



Louisiana Educational Assessment Program (LEAP):

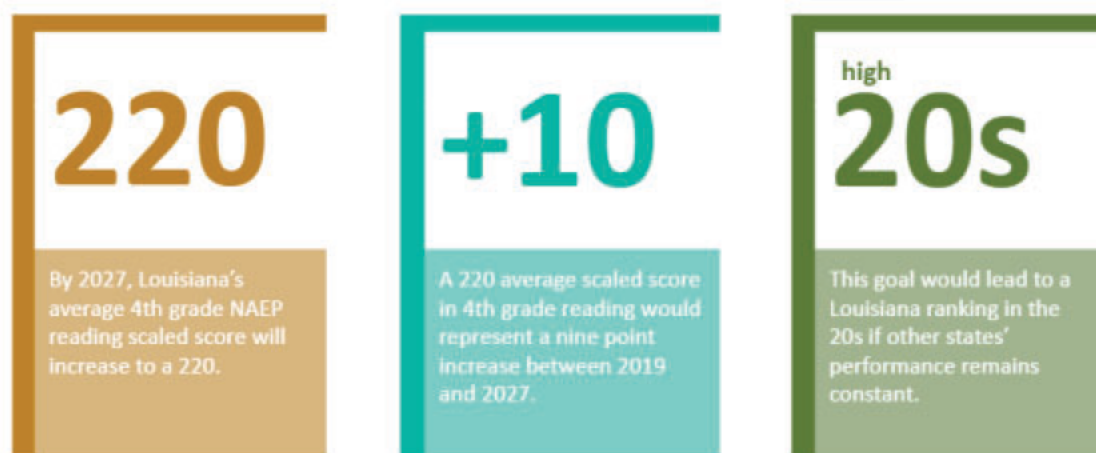
- Increased percentage of 3rd graders scoring Mastery or above by 5% from 2022 to 2023
 - First gains since 2017-18
- Louisiana's reading scores improved 10 places from 48th to 38th

DIBELS 8th Universal Literacy Screener:

- Louisiana transitioned from a choice of four universal literacy screeners for K-3 to a single universal literacy screener.
- Now report on a composite score for the single universal literacy screener instead of reporting on a single indicator for each grade level.
- Add results BOY to EOY?
- Possible needs

Louisiana's Literacy Mission and Goals

Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher who is supported by leaders and families.



Early Literacy Commission (ELC) Goals

1. Every teacher uses a high-quality curriculum to teach students the foundations of reading and language and literacy.
2. Every student who struggles to read receives research-based literacy interventions.
3. Every school leader maximizes the use of time and personnel through scheduling and collaborative planning.
4. Every educator preparation program emphasizes evidence-based literacy practices.
5. Every school has a culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.
6. Every teacher effectively uses evidence-based practices to meet the literacy needs of all students.
7. Every teacher uses literacy assessment data to monitor students' progress and inform instruction.
8. Every school community expands opportunities for parents and families to be engaged in their children's literacy development.

Louisiana Believes We Can Achieve Improved Literacy Outcomes

Louisiana Statewide Educational Priorities

All students can succeed when provided with opportunities to learn.

- **Early childhood** leading to kindergarten readiness
- **Literacy** instruction aligned to the Science of Reading
- **Foundational math** instruction advancing from conceptual understanding
- Opportunities ensuring a **meaningful high school experience**
- An effective **teacher for every student**
- Expand **educational choice** for students and families

Statewide Teaching and Learning Strategy

The Statewide Teaching and Learning Strategy addresses meeting the individual needs of all students including our diverse learners.

- Build capacity of leaders to drive impactful practices
- Effective core instruction utilizing high-quality instructional materials
- Strategic use of instructional time
- Access to high-dosage tutoring that supports students by meeting their individual needs
- Access to courses and credentials that prepare students
- Quality and timely job-embedded content focused professional learning

Literacy Priorities

The Literacy Division is committed to increasing literacy outcomes for all students.

- Build capacity of school and system leaders to drive impactful literacy practices
- Effective implementation of ELA core instruction utilizing high-quality instructional materials
- Strategic use of instructional time looking to literacy block guidance
- Access to high-dosage tutoring that supports students' individual literacy needs
- Quality and timely job-embedded literacy professional learning


Louisiana Policy Supporting Literacy

- **Act 108 (2021)** - Science of Reading Training
 - All kindergarten through third-grade teachers were to complete a science of reading course by the beginning of the 2023-2024 school year from a list of four approved vendors.
- **Act 438 (2021)**
 - Required LDOE to develop or select a single universal literacy screener given to all K-3 students at the beginning, middle and end of the year. Results are reported to LDOE and an annual report is submitted to the legislature. Literacy screener results will also be used to determine school and district performance scores. Screener results are also used to determine intervention needs and parent reporting is required for those students.
 - Required foundational literacy in all teacher prep programs.
 - Required schools to develop and triennially submit a foundational literacy skills plan for students in K-3.
- **Act 415 (2021)** - Steve Carter Literacy Tutoring Initiative
 - Provides \$1,000 literacy tutoring vouchers to K-5th grade students who are reading below grade level where families choose from an approved list of tutoring vendors who are trained in the science of reading.
- **Act 419 (2021)** - Reporting requirements for students with dyslexia
 - Requires each public school governing authority to submit a report to the Louisiana Department of Education (LDOE) annually relative to the occurrence of dyslexia, and the report is submitted to the House and Senate Committees on Education.
- **Act 448 (2022)** - Reading examination
 - Teachers applying for initial certification in grades K-3 are required to pass an examination regarding scientifically-researched reading instruction.
- **Act 520 (2022)** - Replaced Act 438 (2021) to include:
 - Requires K-3 students below grade level on the literacy screener to be given an individual reading improvement plan and also requires a literacy coach in every K-3 school

- **Act 522 (2022)** - K-3 Literacy Screener Administered 3 Times Per Year
 - Family reporting is required for all students below proficiency as well as an Individual Reading Improvement Plan. Also requires school literacy plans to be posted to the schools' website and submitted to LDOE. Schools must also have a literacy coach to support all teachers.
- **Act 517 (2022)** - Banning of 3-Cueing
 - All instruction and instructional materials are [free of 3-cueing](#).
- **Act 415 (2022)** - Steve Carter Literacy Tutoring
 - All K-5 Students who score below proficiency on the literacy screener or the LEAP ELA assessment have access to a \$1000 tutoring voucher.
- **Act 622 (2022)** - Updated requirement to report on students with dyslexia. The report should include a number of students of all grade levels identified as dyslexic, and the report should be presented to House and Senate Education Committees.
- **Act 422 (2023)** - Third Grade Retention
 - Prohibits promotion to the fourth-grade of certain students whose reading deficiencies have not been remediated by the end of the third grade.
- **Act 208 (2023)** - Louisiana Literacy Advisory Commission
 - Created the Louisiana Literacy Advisory Commission to provide recommendations for improving, strengthening, and supporting literacy in Louisiana.
- **Act 266 (2023)** - Provide Dyslexia Training in Teacher Preparation
 - Teacher prep programs are required to provide no less than 3 credit hours on teaching students with dyslexia within the existing credit hour requirements. Provides a definition of dyslexia and requires LDOE to select a dyslexia screener which is to be administered to kindergarten students in the second half of the year. Act 266 also establishes requirements for dyslexia practitioners, dyslexia therapists and ancillary certificates.

*To ensure policy is upheld inside of the school and system, refer to the [Literacy Policy Implementation Checklist](#).

Louisiana State and System Literacy Actions


Pillar	State Actions	School System/Lead Agency Actions
Literacy Goals: <i>Increase student outcomes by creating and monitoring literacy goals.</i> 	Provide single universal screener: DIBELS 8th	Provide statewide literacy screener to schools, including training and best practices around administration and report analysis.
	Annually collect and analyze multiple data points of student data from DIBELS, state, and summative assessments.	Annually collect and analyze multiple data points of student data, including developmental and literacy screeners, progress monitoring, diagnostic assessments, curriculum-embedded assessments, and formative and summative assessments at all grade bands.
	Provide technical assistance and guidance to school systems for using data to <ul style="list-style-type: none"> Create and monitor literacy goals Inform instructional decisions inside of HQIM in both core and intervention 	Provide technical assistance and support to teachers and schools around <ul style="list-style-type: none"> Creating and monitoring literacy goals Informing instructional decisions inside of HQIM in both core and intervention
	Provide support around the system and school literacy plan development through <ul style="list-style-type: none"> LA Literacy Plan Development Guide and Rubric Offer feedback to CIR/UIR schools on literacy plans Check for posting of plans on websites and submission to LDOE 	Provide support around literacy plan development through <ul style="list-style-type: none"> LA Literacy Plan Development Guide and Rubric Helping leaders to process and implement feedback Check for posting of plans on websites and submission to LDOE
	Provide guidance for parent reporting and individual student plans to ensure literacy goals are met.	Disseminate parent reporting documents and track individual student plans to ensure literacy goals are met.

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Explicit Instruction, Interventions and Extensions: *Improve student literacy skills by providing high-quality core instruction along with systematic, explicit intervention and extension activities based on individual student needs.*



Conduct an Instructional Materials Review (IMR) to identify high-quality curriculum and resources for core instruction and interventions.	Provide teachers and students access to high-quality curriculum resources for core instruction and interventions.
Supply and update resources and guidance on literacy schedules that include time for core instruction and intervention.	Develop a literacy schedule that supports implementation of direct and explicit literacy instruction including foundational skills, high-quality interactions, and individualized interventions and supports.
Provide resources and support for content literacy strategies in reading, writing, listening and speaking.	Incorporate resources and support for content literacy strategies in reading, writing, listening and speaking in all content areas. Build capacity of teachers around content literacy through teacher collaboration.
Inform and support schools and early childhood programs about resources to build robust classroom and school libraries.	Provide resources to schools to build classroom and school libraries with texts to support high-quality curriculum, build rich learning environments, and provide students with opportunities to creatively read, write, speak, and listen in all content areas.
CLSD (Comprehensive Literacy State Development) UIN sub grantees receive professional learning through communities of practice and monitoring and support visits to implement one of three signature innovations: <ul style="list-style-type: none"> • Pre-teaching • Family literacy engagement • Case management 	Ensure CLSD (Comprehensive Literacy State Development) UIN sub grantees implement one of the three signature innovations and expand their efforts to other schools and grade bands within their school systems.
Provide guidance on coherence across high-quality instructional materials.	Conduct needs assessment on instructional coherence across all instructional materials, including assessments.
Provide resources and guidance for understanding the	Train leaders and teachers to embed Reading and

<p>Ongoing Professional Growth: <i>Provide ongoing professional growth opportunities to support effective teaching and literacy development.</i></p> 	Reading and English portions of ACT and embedding those skills in HQIM instruction.	English ACT skills in HQIM instruction .
	Launch of Professional Learning Partner Guide where all vendors are vetted and tied to at least one approved Tier 1 high quality instructional material to ensure materials are used with integrity.	Utilize the Professional Learning Partner Guide to ensure high-quality professional learning vendors are used and materials are used with integrity.
	Launch Canopy learning platform and strategy to develop teacher and leader capacity of HQIM so that instruction is delivered with fidelity and leaders are prepared to support different HQIM.	Utilize Canopy learning platform to develop capacity around HQIM and best practices inside of school and system structures.
	Host cohorts for dyslexia training to become dyslexia practitioners and dyslexia therapists.	Attend dyslexia training to become a dyslexia practitioner and eventually a dyslexia therapist.
	Provide a free Louisiana-based science of reading training through the Louisiana Professional Learning platform created in collaboration with LaTech University, as well as provide ongoing training for teachers and leaders on applying the science of reading in daily instruction.	Offer free Louisiana Science of Reading training to teachers and leaders through the Louisiana Professional Learning platform to ensure incoming teachers and leaders are trained in the science of reading.
	Provide a variety of opportunities to build a cadre of site-based literacy experts, coaches, including, but not limited to, identifying providers to support literacy coaches, providing a series of webinars on improving literacy practices, and hosting monthly communities of practice through the first CLSD (Comprehensive Literacy State Development) cohort.	Offer training and resources for teachers and leaders to effectively implement observation tools, facilitate communities of practice, and provide reflective feedback to improve instructional practices.
	Provide training for teachers and leaders on where the indicators of the literacy screener live in core instruction, as well as intervention, in order to plan for student needs.	Access and facilitate training connecting the literacy screener to core instruction and intervention.

	Build pipeline of capacity through train the trainer where possible.	Utilizing the Professional Learning Partner Guide , strategically plan for train the trainer sessions to build sustainability of practices around HQIM.
	Build capacity on applying the science of reading to core instruction and intervention practices.	Access and facilitate training connecting the science of reading to core instruction and intervention.
	Host face-to-face and virtual professional learning opportunities to engage with system and school leaders around literacy best practices, including Teacher Leader Summit, Early Childhood Conference, monthly Teaching and Learning webinars, regional collaborations, summer literacy tour, and School Support Institutes (SSI).	Attend professional learning opportunities throughout the year.
	Ensure that teacher prep programming and accountability measures align with the science of reading and literacy competencies.	Support preservice interns with resources and training that align with the science of reading and literacy initiatives.
	Host an annual Early Childhood Conference to support early childhood educators and leaders.	Attend Early Childhood Conference.
Family Literacy Engagement: <i>Engage families around their child's literacy development at all ages and stages.</i>	Provide access to resources for families to provide literacy support for their children.	Engage families in providing literacy support for their students by providing them with strategies and resources compiled by educators, families, and advocates across Louisiana.
	Provide an updated family literacy engagement support guide to assist schools with increasing engagement and communication with families, including utilizing community partners.	Utilize the tools and resources in the family literacy engagement support guide to increase engagement and communication with families.
	Create reporting templates to promote educator-to-family communication on individual student literacy development and progress.	Report student literacy development and progress data to families including universal screening results, schools supports and interventions, and



		activities to do at home to promote literacy skills.
Provide Family Summer Support Toolkit for families to support their children at home over the summer.		Disseminate the Family Summer Support Toolkit for families to work on literacy skills at home over the summer.
SOAR with Percy kits for families.		
Provide grab and go activities, as well as building literacy skills at home by grade band for engaging and instructional family practice at home.		Disseminate grab and go activities, as well as building literacy skills at home by grade band for engaging and instructional family practice at home.
Provide an Early Childhood at-home learning opportunity, inclusive of early childhood literacy supports, for families interested in early care and education.		
Provide \$1500 literacy tutoring vouchers to families through the Steve Carter Literacy Tutoring Program .		Inform families about the \$1500 literacy tutoring vouchers through the Steve Carter Literacy Tutoring Program .
Develop family fliers and letters to disseminate information regarding Act 422 (2023): Third Grade Retention Act.		Disseminate family fliers and letters regarding Act 422 (2023): Third Grade Retention Act. Ensure all families are aware of retention policy along with their child's progress throughout third grade.

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Guidance

School System Literacy Guidance

The department offers many resources for school systems to build their framework for implementing literacy action steps. [Literacy Planning Tools](#) provide school and system leaders with additional guidance on developing local implementation, models, and plans.

Literacy Library

The Literacy [landing page](#) includes a [library](#) full of resources for teachers and leaders to support the implementation of the literacy pillars. Resources continue to be added to the library to build a comprehensive toolbox to create and monitor literacy goals; implement explicit instruction, intervention, and extension activities; provide ongoing professional growth opportunities; and engage families around their child's literacy development at all ages and stages.

Local Literacy Plans

To support school systems and schools with creating and sustaining their literacy plans to set goals for improving literacy outcomes for students, the Department released a [local literacy plan template](#), a development guide, and rubric. The template is not a mandatory document but can provide a framework for school and system leaders to develop specific, targeted, actionable goals and steps to increase literacy achievement.

School System Literacy Roadmap

The [School System Literacy Roadmap](#) breaks down monthly tasks and considerations based on the Literacy Division's four pillars for networks and schools to assist in planning and implementing successful literacy programs and practices.

References and Resources

Comprehensive Literacy State Development (CLSD) UIN Grant Overview

<https://www.louisianabelieves.com/docs/default-source/webinars/clsd-uin-webinar-may-2021.pdf>

Early Childhood Child Care Curriculum Initiative

<https://www.louisianabelieves.com/docs/default-source/early-childhood/child-care-curriculum-initiative-packet.pdf>

Guide to Early Childhood Curriculum, Assessments, and Professional Development

<https://www.louisianabelieves.com/docs/default-source/early-childhood/guide-to-early-childhood-curriculum-assessments-and-professional-development.pdf>

Louisiana's Birth to Five Early Learning Standards

<https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf>

Louisiana Literacy Key Initiatives

<https://www.louisianabelieves.com/docs/default-source/key-initiatives/louisianas-key-initiatives---louisiana-literacy.pdf>

Louisiana Literacy Landing Page <https://www.louisianabelieves.com/academics/louisiana-literacy> Louisiana Literacy Library

<https://www.louisianabelieves.com/resources/library/literacy-library>

Pre-K to 3rd Grade Assessment Guidance:

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/pre-k-to-3rd-grade-assessment-guidance.pdf>

Wendy R. Brooks

Summary

- Nineteen years of experience in the field of education, including eight years of adult learning theory and instruction
- Skilled at learning new concepts quickly, working well under pressure, and communicating ideas clearly and effectively
- Efficient and effective organization and planning skills that promote accurate, routine record-keeping and communication of data
- Demonstrated achiever with a high degree of self-motivation and growth mindset
- Clear and concise written and verbal communication skills
- Proficient with research and data analysis skills
- Extensive experience with Microsoft and Google platforms

Education

Doctor of Philosophy, Reading <i>University of Arkansas at Little Rock, Little Rock, AR</i>	<i>In Progress</i>
Educational Specialist, Reading <i>University of Arkansas at Little Rock, Little Rock, AR</i>	<i>2019</i>
Dyslexia Therapist Certification <i>University of Arkansas at Little Rock, Little Rock, AR</i>	<i>2014</i>
Literacy Coach Certification <i>University of Arkansas at Little Rock, Little Rock, AR</i>	<i>2012</i>
Masters of Education in Curriculum and Instruction, Middle Level Focus <i>Southern Arkansas University, Magnolia, AR</i>	<i>2011</i>
Partnership for Comprehensive Literacy Model <i>University of Arkansas, Little Rock, AR</i>	<i>2011</i>
Smart Step Literacy Lab Classroom Project <i>Harding University, Searcy, AR</i>	<i>2009</i>
Additional 5th and 6th Grade Teaching Licensure <i>Southern Arkansas University, Magnolia, AR</i>	<i>2005</i>
B.S.E. Degree in Early Childhood Education, PreK-4 <i>Southern Arkansas University, Magnolia, AR</i>	<i>2001</i>
College Preparatory High School Diploma <i>Magnolia Senior High School, Magnolia, AR</i>	

K-5 Literacy Specialist, Louisiana Department of Education

April 2024 –

Present

- Develop and implement all aspects of smaller and larger scope education programs
- Serve as lead worker of a unit with responsibility for the development and implementation of all aspects of smaller and larger scope educational programs
- Review work and provide input on evaluation of performance of subordinate personnel involved in a program
- Determine program goals and objectives, and develop plans to effectively implement the specified program
- Communicate the needs of the Local Education Agencies in the region to the Regional Service Center Director and State Director
- Provide technical assistance daily via telephone, letters, visits, etc. to parents, teachers, administrators, university personnel and other agency personnel regarding issues involving services/programs within assigned region
- Update the Superintendents of the local school systems within assigned region on a regular basis, regarding services and current issues
- Work with other Department of Education staff to maintain current information about state and federal programs in order to provide leadership and oversight for related services within assigned region
- Advise and provide technical assistance to local superintendents of education, other educators, and other persons outside the field of education on programs, policies, procedures, laws, and regulations; and answers questions and assists in the resolution of problems.
- Research, design, implement, and evaluate current and long-range plans, rules, regulations, guidelines, and policies for the program(s) in accordance with federal or state laws and policies.
- Design, develop, and pilot program and research projects on the basis of national/state reports, trends, economic conditions, future needs, educational research findings, and state and federal legislative or policy developments.
- Serve as a team leader to assist schools and school systems in securing the best possible results for their efforts by building the capacity of school and system teams
- Develop evaluation designs to measure the quality and effectiveness of program(s) and their impact on students
- Plan, conduct, and evaluate staff development and in-service training (including national, state, and regional workshops, hearings, conferences) for personnel in the Department of Education, local education agencies, colleges and universities, technical colleges, correctional schools and institutions, as well as churches, civil associations, business and industry groups, special committees and task forces, professional associations and organizations, special interest groups, parents, and other citizens

Instructional Specialist, Zachary Community School District

July 2022 –

April 2024

- Provide systematic coaching, instruction, mentoring, and oversight of the K-6th grade teaching staff in the implementation of curriculum
- Design structured coaching cycles, model lessons, and peer observations to support colleagues in the implementation of research-based practice
- Collaborate with teachers to interpret summative and formative assessment data to plan instruction and/or provide extra support for interventions
- Use data from coaching cycles and student assessments to provide professional development training sessions for adult learners
- Use data from coaching cycles and student assessments to establish learning goals of professional learning communities (PLC's)
- Collaborate with colleagues to design differentiated curriculum and instruction and support vertical alignment based on Louisiana State Standards

Second Grade Teacher, Zachary Community School District

*Aug. 2020 -
June 2022*

- * Collaborate with colleagues to implement differentiated instruction using high-quality instructional materials based on Louisiana State Standards.
- * Incorporate daily intervention strategies and remediation for at-risk students
- * Modify lesson plans to accommodate the needs of all students
- * Attend regular staff meetings and team meetings
- * Obtain a minimum of 30 hours of professional development annually
- * Provide professional development for teachers as needed
- * Collaborate with vertical teams to support vertical alignment of curriculum

Second Grade Teacher, Pulaski Academy

*Aug. 2019 -
June 2020*

- * Collaborate with colleagues to design implement curriculum and instruction based on Arkansas State Standards.
- * Incorporate daily intervention strategies and remediation for at-risk students
- * Modify lesson plans to accommodate the needs of all students
- * Attend regular staff meetings and team meetings
- * Obtain a minimum of 30 hours of professional development annually
- * Provide professional development for teachers as needed
- * Collaborate with vertical teams to support vertical alignment of curriculum

Clinical Literacy Coach and Adjunct Professor, UALR Center for Literacy

*July 2016 -
June 2019*

- * Develop, deliver and review course material and syllabi for graduate-level coursework in the field of education
- * Create assessments based on departmental regulations and requirements
- * Create an online classroom environment to promote collaboration and participation among adult learners
- * Assist other faculty members with lesson plans and assessments
- * Conduct research and collect data to support the Partnership for Comprehensive Literacy Model and the UALR Center for Literacy
- * Provide professional development and additional support to literacy coaches and teachers in order to implement PCLM instructional strategies and practices
- * Work cooperatively and collaboratively with principals, literacy coaches, and classroom teachers to meet the needs of diverse populations of learners
- * Collaborate with literacy coaches and teachers in coaching cycles to improve instruction and differentiation within the classrooms
- * Analyze formative and summative assessment data to assist literacy coaches and classroom teachers with improving grade level instruction

Literacy Coach, East Side and Central Elementary Schools

2013 - 2016

- * Provide professional development and additional support to implement instructional programs and practices
- * Work cooperatively and collaboratively with principals, literacy coaches, and classroom teachers to meet the needs of a diverse population of learners
- * Collaborate with teachers in coaching cycles to improve instruction and differentiation within the classrooms
- * Analyze formative and summative assessment data to improve grade level instruction
- * Write curriculum maps and pacing guides according to Common Core State Standards
- * Plan and coordinate grade level literacy team meetings

Fifth Grade Literacy Teacher, Central Elementary School	<i>2008 - 2013</i>
<ul style="list-style-type: none"> • Plan and utilize inclusive curriculum and lesson plans for fifth grade students • Collaborate with colleagues in planning, curriculum, and instruction • Incorporate daily intervention and remediation for at-risk students • Modify lesson plans to accommodate the needs of all students • Attend regular staff meetings and team meetings • Obtain a minimum of 60 hours of professional development annually 	
Arkansas Reading First Summer Reading Camp, Model Classroom Teacher	<i>Summer 2007</i>
<ul style="list-style-type: none"> • Instruct students in the model classroom setting for the training and education of colleagues in the Arkansas Reading First Model • Plan and utilize inclusive curriculum and lesson plans for second grade students • Collaborate with colleagues in planning, curriculum, and instruction • Incorporate daily intervention and remediation for at-risk students • Modify lesson plans to accommodate the needs of all students 	
Arkansas Reading First Model Classroom Teacher, Clinton Primary School	<i>2006 - 2008</i>
<ul style="list-style-type: none"> • Instruct students in the model classroom setting for the training and education of colleagues in the Arkansas Reading First Model • Plan and utilize inclusive curriculum and lesson plans for second grade students • Collaborate with colleagues in planning, curriculum, and instruction • Incorporate daily intervention and remediation for at-risk students • Modify lesson plans to accommodate the needs of all students • Attend regular staff meetings and team meetings • Obtain a minimum of 60 hours of professional development annually 	
Second Grade Teacher, Clinton Primary School	<i>2005 - 2008</i>
<ul style="list-style-type: none"> • Plan and utilize inclusive curriculum and lesson plans for second grade students • Collaborate with colleagues in planning, curriculum, and instruction • Incorporate daily intervention and remediation for at-risk students • Modify lesson plans to accommodate the needs of all students • Attend regular staff meetings and team meetings • Obtain a minimum of 60 hours of professional development annually 	

**Professional Memberships
and Affiliations**

- President, Zachary Area Reading Council (2023 – 2024)
- Member, Louisiana Reading Association (2023 – Present)
- Member, International Literacy Association, 2023 – Present)
- Member, International Research Association (2017 – 2020)
- Member, Arkansas Education Association (2015 – 2020)
- Central Elementary ACSIP Committee (2008 – 2015)
- Central Elementary Curriculum Committee (2010 – 2013)
- Southwest Arkansas Reading Association, President (2007-2008)
- Southwest Arkansas Reading Association, Vice-President (2006-2007)
- Member, Hope Education Association (2006-2008)
- Member, Arkansas Education Association (2006-2008)
- Member, National Education Association (2006-2008)
- Member, Kappa Delta Pi
- Member, Alpha Chi
- Recipient, Foundation Scholarship (SAU, 8 semesters)
- Recipient, Arkansas Academic Challenge Scholarship (8 semesters)

Presentations

- * Assisted Writing. **Keynote Speaker.** Comprehensive Intervention Model Summer Institute. Springfield, MO. June 2016.
- * Developmental Dyslexia: Teaching Through a Literacy Processing Lens. **Supporting Keynote Speaker.** Arkansas Comprehensive Literacy Academy. Little Rock, AR. October 3, 2016.
 - * Scaffolding for Transfer of Word Knowledge to Text Reading. **Session Presenter.** Arkansas Comprehensive Literacy Academy. Little Rock, AR. October 4, 2016.
- * Teaching for Transfer Across Interventions. **Session Presenter.** MARRE Conference. Springfield, MO. November 2016.
- * Guided Reading Plus and Literature Discussion Groups. **Professional Development Speaker.** Magnolia Public Schools. Magnolia, AR. July 18, 2017.
- * Better Serving Students with Characteristics of Dyslexia: A Literacy Processing Lens. **Professional Development Speaker.** Pulaski Academy. Little Rock, AR. August 2017.
- * Better Serving Struggling Readers: A Closer Look at IES Recommendations. **Session Presenter.** Arkansas Comprehensive Literacy Academy. Little Rock, AR. October 2017.
- * Comprehensive Focus Group Intervention. **Presenter.** Comprehensive Intervention Model Summer Institute. Springfield, MO. June 2018.
- * Writing Workshop. **Professional Development Speaker.** Pulaski Academy. Little Rock, AR. August 2018.
- * Language Workshop. **Professional Development Speaker.** Pulaski Academy. Little Rock, AR. September 2018.
- * Writing Workshop. **Presenter.** Partnership for Comprehensive Literacy Model Fall Institute. Springfield, MO. September 2018.
- * Guided Reading Plus. **Presenter.** Comprehensive Intervention Model Webinar. Little Rock, AR. October 2018.
- * Phonological and Phonemic Awareness Series. **Professional Development Speaker.** Pulaski Academy. Little Rock, AR. April and May, 2019.
- * Utilizing Screener Data to Structure Your Literacy Block. **Presenter.** Teacher Leader Summit. New Orleans, LA. May 2024.
- * Integrating Strategies for English Learners Through Content Based English Instruction. **Presenter.** Teacher Leader Summit. New Orleans, LA. May 2024.

Research and

Projects

- * Meaningful Change Through an Electronic Cognitive Apprenticeship: Co-Constructing Knowledge Through Authentic, Synergistic Teaching and Learning Experiences Across District, State, and University Partnerships. Spring 2017 to Fall 2017.
- * Reading Foundations Coursework Revisions. Fall 2017 – Present.
- * Building Congruency Between the Classroom and Intervention Settings. Spring 2017.
- * Knowledge and Perceptions of Pre-Service Teachers about Phonological and Phonemic Awareness: Responding to Legislative Mandates to Produce More Effective Teachers of Reading. (Pilot Study). Fall 2017 – Spring 2018.
- * The Influence of an Innovative Strategy-Based Dyslexia Intervention on Teachers' Knowledge and Decision-Making Effectiveness for Teaching Students with Characteristics of Dyslexia: University and School District Partnerships for Development and Research in Dyslexia Education. Spring 2018.
- * Knowledge and Perceptions of In-Service Elementary Teachers about Phonological and Phonemic Awareness: Responding to Legislative Mandates to Produce More Effective Teachers of Reading. Spring 2019.

LDOE will require its participating school districts to advertise job openings and opportunities in newspapers circulated in surrounding poor and largely minority neighborhoods.

LDOE is also aware of the possibility of digital inequity within the communities served by the CLSD program. All CLSD program children and parents will have equal access to contemporary, robust technology and communication networks during and outside the school day and will be able to use such technology access effectively and efficiently regardless of the family member's gender, race, national origin, color, disability or age.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

As LDOE expands and diversifies with the success of the CLSD program, we will develop new innovative strategies to serve the unique needs and interests of our community.

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

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. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

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Haley Montz M.Ed

Professional Development Specialist: passionate educator of 10 years, English Language Arts content leader, mentor, and literacy professional development specialist responsible for statewide literacy improvement in the secondary classroom through consulting with districts and schools via data analysis and research, as well as developing and delivering resources and professional development based on best practices with intense interest in making a positive impact on Education on a large scale.

Professional Experience:

6-12 Literacy Professional Development Specialist & Consultant

Jan. 2024- Present

Louisiana Department of Education

- Research and support implementation of Science of Reading best practices to improve literacy outcomes
- Develop content and trainings for educators in grades 6-12 centered on literacy improvement needs
- Utilize asynchronous and synchronous virtual platforms for professional development delivery (CanopyEd and Zoom)
- Deliver professional development for teachers and leaders at conferences, workshops, and trainings
- Consult with leaders in districts and schools on strategies to improve literacy outcomes across the state
- Effectively manage multiple projects and work streams with a variety of specialists in multiple education fields
- Foster relationships with vendors, stakeholders, and educators
- Assist in managing and planning large professional development events/conferences
- Advise schools and districts on literacy improvement strategies based on data and research

Secondary Teacher & Department Lead

Aug. 2015 - Dec. 2023

St. Charles Parish Public Schools System

- High School English and Social Studies teacher
- English Department lead for 6 years w/ 3 consecutive years of test score improvement
- Social Studies Professional Development specialist for 2 years
- Developed and delivered professional development to meet the needs of the teachers monthly
- Mentored and trained 6 teachers
- Collaborated with district leaders to develop trainings aligned with the mission and vision of the organization annually
- Regularly communicated with stakeholders to foster and maintain positive relationships
- Analyzed and responded appropriately to data through weekly, quarterly, and yearly data cycle processes

Secondary Teacher & Coach

Aug. 2013 - July 2015

Riverside Academy

- Middle and High School ELA and Social Studies Teacher
- Varsity Swim Coach
- Regularly communicated with stakeholders to foster and maintain positive relationships
- Analyzed and responded appropriately to data through data cycle processes

Education:

K-12 Educational Leadership Master of Education

Jan. 2015 - Dec. 2017

Nicholls State University

Alternate Pathway Secondary Teaching Certification

Aug. 2013 - Dec. 2014

Nicholls State University

Bachelor of Arts in Literary Studies

Aug. 2009- May 2013

Nicholls State University

Professional Recognitions:

- 2019-2020 High School Teacher of the Year
- 2018-2019 & 2021-2022 High School Teacher of the Year Nominee
- ELA Content Leader Ancillary Certification
- Mentor Teacher Ancillary Certification
- Science of Reading Trained via Pepper PD

Professional References:

 Available upon request

CAROLINE TOLENTINO

EDUCATIONAL CONSULTANT 3

professional summary

An accomplished educator and currently working as an educational consultant specializing in literacy for the state department and serving as an adjunct professor in Early Childhood Education. Former experiences include instructional coach, curriculum reviewer, and classroom teacher. Passionate about enhancing educational practices and student outcomes through collaboration and innovation.

experience

May 2024 – Present	EDUCATIONAL CONSULTANT 3 Louisiana Department of Education
Aug 2020 – Present	ADJUNCT PROFESSOR Louisiana State University, Baton Rouge LA
Aug 2021 – May 2024	INSTRUCTIONAL COACH Ascension Parish School Board, LA
Aug 2018 - July 2021	MENTOR TEACHER Ascension Parish School Board, LA
Aug 2017 – June 2018	INSTRUCTIONAL TECHNOLOGY SPECIALIST/ CURRICULUM REVIEWER East Baton Rouge Parish, Baton Rouge, LA
Feb 2008 - July 2017	TEACHER East Baton Rouge Parish, Baton Rouge, LA
April 2004-Jan 2008	TEACHER San Beda University, Rizal, Philippines

education

Dec 2023 DOCTOR OF PHILOSOPHY (PH.D.) IN CURRICULUM AND INSTRUCTION Louisiana State University, Baton Rouge, LA, US
Aug 2020 EDUCATION SPECIALIST IN INSTRUCTIONAL COACHING Louisiana State University, Baton Rouge, LA, US
Dec 2017 MASTER OF ARTS (M.A.) IN EARLY CHILDHOOD EDUCATION Louisiana State University, Baton Rouge, LA, US
Apr 2004 BACHELOR OF SCIENCE (B.S.) IN FAMILY LIFE AND CHILD DEVELOPMENT University of the Philippines, Quezon City, Philippines



Teacher of the Year, Duplessis Primary 2020
District Teacher of the Year, East Baton Rouge Parish, 2017
Teacher of the Year, Villa del Rey Elementary, 2011
Most Outstanding Teacher, San Beda University, 2004



The Effects of Amira Learning on
Literacy Development in Early
Childhood Education



DR. CYNTHIA DICARLO
Professor, Louisiana State University - Program
Advisor and Supervisor



DR. MOQUITA WINEY
Supervisor, Ascension Parish School Board -
Supervisor



DR. ADRINA MILLION
Supervisor, Ascension Parish School Board -
Supervisor



Alexandra Chenevert

PHONE

EMAIL

EDUCATION

Doctor of Philosophy , PK-12 Educational Leadership & Research Louisiana State University	Expected December 2024
Master of Education , Curriculum and Instruction Louisiana State University	2018-2019
Bachelor of Science , Elementary Grades Education Louisiana State University	2012-2016

RESEARCH EXPERIENCE

Graduate Coursework

ELRC 7290, Louisiana State University	Spring 2024
* Designed and executed a pilot case study to investigate how local public school districts support and provide professional development for general education teachers of English learners	
EDCI 7850, Louisiana State University	Fall 2022
* Designed and executed single study case design to determine the effectiveness of the ESL Instructional Coaching Cohort Cycle in preparation for journal submission	
ELRC 7220, Louisiana State University	Spring 2021
* Designed a mock program evaluation collecting, analyzing, and using data to examine the effectiveness and efficiency of mentoring programs in local school district	
EDCI 7243, Louisiana State University	Fall 2020
* Designed and executed Qualitative Collective case study to determine what strategies are being used to support English Learners, determine effectiveness of proficiency grouping	
EDCI 7106, Louisiana State University	Fall 2019
* Design and execute action research project to improve small group learning strategies for English Language Learners in an elementary setting	
EDCI 7761, Louisiana State University	Spring 2019
* Created and implemented action research project to improve the learning experiences of gifted identified students placed in a traditional classroom	

LEADERSHIP EXPERIENCE

Education Consultant for English Learners Louisiana Department of Education	March 2024 – Present
* Researches, designs, implements, and evaluates current and long-range strategies to improve student, teacher, and district-level achievement in English Learners	
* Reviews professional literature, publications, and studies to determine the best practices for English Learners	
* Serves as the expert and collaborates with other Louisiana Department of Education teams/offices to accomplish strategic goals related to improving outcomes for English Learners	
* Develops guidebooks to support teachers with classroom instruction and district leaders with programming needs	
* Collaborates on the development of tools and resources to support the implementation of language proficiency assessments	
* Develops and implements a communication strategy to improve the dissemination and implementation of best practices at the district and classroom level	
* Develops and delivers professional development training to Teacher Leaders and district staff that support curriculum, assessments, goal setting, and teacher improvement	
* Reviews and evaluates the effectiveness of vendor-produced trainings, materials and resources, and recommends additional vendors to provide English Learner support	
* Assists English Learner Task Force with providing recommendations to improve programs and access to English Learner services statewide	

- * Piloted Content-Based English Instruction Program for ZCSD
- * Authored ZCSD ESL Handbook
- * Developed ZCSD EL Identification and Enrollment Guidelines and Procedures
- * Facilitated dissemination and monitoring of federal and state EL policies
- * Constructed, implemented, and provided support for Lau Plan
- * Developed ZCSD procedures for LEP Accommodation Checklist
- * Trained and provided professional development on the administration of the ELPS and ELPT
- * Coordinated use of EL data to identify and design differentiated strategies to address language acquisition needs of ELs
- * Provided individual school data on the analysis of EL enrollment and EL trajectory as it relates to SPS
- * Developed and implemented instructional support and coaching model
- * Provided professional development opportunities to District Team, Academic Team, school leadership teams, instructional support personnel, teachers, and paraprofessionals
- * Developed curricular materials to support Content-Based English Instruction
- * Facilitated districtwide use of strategies to build academic vocabulary
- * Developed differentiated assessments
- * Coached ESL Instructional Assistant by providing curricular support
- * Facilitated implementation of ESL family engagement plan
- * Provided Spanish interpretation support to families, students, and staff

ESL DISTRICT INSTRUCTIONAL COACH | East Baton Rouge Parish Schools**July 2022 – January 2023**

- * Collaborated with Council of Great City Schools to implement instructional materials for English Learners
- * Designed and developed curriculum content “Flows” for English Learners
- * Developed ESL District Coaching Procedures
- * Provided consistent instructional guidance and support to District ESL Coaches
- * Facilitated professional development throughout district
- * Evaluated and analyzed data for district assessments
- * Designed and authored monthly ESL District Newsletter
- * Collaborated and planned with district departments to support English Learners
- * Supported management of instructional and operational needs

ESL INSTRUCTIONAL SPECIALIST | Audubon Elementary**August 2021-2022**

- * Contributed to school Instructional Leadership Team as the ESL expert
- * Developed Walk-through-Wednesday to support and coach teachers with English Learners
- * Facilitated professional development and bi-weekly PLCs to evaluate ESL student data
- * Facilitated growth of culturally responsive teaching methods
- * Coordinated and streamlined district ESL elementary lesson plans
- * Facilitated ESL English Language Proficiency Test tutoring
- * Provided school-based Spanish interpretation support

TEACHER | Audubon Elementary**August 2019 – 2021**

- * Prepared educational objectives and lesson plans for third grade students
- * Created LEAP-like assessments for various grade levels
- * Evaluated data from various forms of assessments, including pre-tests, post-tests, formative, and summative assessments, and adjust lesson plans based on data to improve student learning
- * Attended weekly professional learning community meetings
- * Collaborated as Writing Committee Chair
- * Spanish Language Parent Liaison
- * Strong Start 2020 ESL Teacher

TEACHER | Greenbrier Elementary**December 2016- May 2019**

- * Prepared educational objectives and lesson plans for third and fourth grade students
- * Provided differentiated instructional, management, and assessment strategies
- * Evaluated data from various forms of assessments, including pre-tests, post-tests, formative, and summative assessments, and adjust lesson plans based on data to improve student learning
- * Science and Social Studies Lead Teacher
- * Science Fair Coordinator
- * Greenbrier Elementary Marketing & Promotions Coordinator
- * Spanish Teacher for Summer Scholars Camp PR/Award # S371C240006
- * Spanish Language Parent Liaison

PROFESSIONAL DEVELOPMENT

Louisiana Teacher Leader Summit	May 2024
LaTESOL Conference	October 2023
Guilford County Schools Strengthening EL Student Writing	August 2022
Writing Project Summer Institute, Louisiana State University	June 2019

SKILLS

- English: Native proficiency
- Spanish: Bilingual proficiency
- Leadership and Organizational
- Professional and Academic Writing
- Critical Thinking and Problem Solving

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Louisiana Department of Education
1201 North Third Street
P.O. Box 94064
Baton Rouge, LA 70802

Date: June 29, 2021

Agreement No: 2021-049

Filing Reference: This replaces previous
Agreement No. 2020-063

Dated: 6/26/2020

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

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2020	6/30/2021	8.7%	MTDC	Unrestricted
Fixed	7/1/2020	6/30/2021	5.9%	MTDC	Restricted
Predetermined	7/1/2021	6/30/2025	8.6%	MTDC	Unrestricted
Predetermined	7/1/2021	6/30/2025	5.8%	MTDC	Restricted

Distribution Base:

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

Applicable To:

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

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

Section IV – Approvals

For the State Education Agency:

Louisiana Department of Education
1201 North Third Street
P.O. Box 94064
Baton Rouge, LA 70802

For the Federal Government:

U.S. Department of Education
OFO / OAGA / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Signature

Name

Title

Date

Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

June 29, 2021

Date

Negotiator: [REDACTED]

Telephone Number: [REDACTED]



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · [REDACTED]

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

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Stacey Melerine
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Member-at-Large

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Executive Director

Dr. Cade Brumley
State Superintendent

Ronnie Morris
President, Louisiana State Board of Education
1201 N. Third Street
Baton Rouge, La 70802
[REDACTED]

June 14, 2024

Dear CLSD Application Evaluation Committee,

I am writing to express my strong support for the Louisiana Department of Education's application for the Comprehensive Literacy State Development (CLSD) grant. As the President of the Louisiana State Board of Education (BESE) and an elected member currently serving my second term, I have been a strong literacy advocate from Day 1. I am proud to highlight the significant strides Louisiana has made in literacy, particularly with the support of the CLSD grants received in 2019 and 2020.

Thanks to the CLSD program and the dedicated efforts of our educators and communities, Louisiana ranked #1 in the country for 4th-grade reading growth based on the latest National Assessment of Educational Progress (NAEP) rankings. Additionally, NAEP results show that Louisiana's economically disadvantaged students have made remarkable progress, improving from 42nd to 11th nationally in reading proficiency.

Despite these successes, we recognize that there is still much work to be done to ensure that every child in Louisiana can achieve their full potential. The continued support of the CLSD grant will enable us to build on our achievements and further our mission to provide high-quality literacy education to all students, especially those who are most vulnerable.

The proposed project by the Louisiana Department of Education aims to:

1. **Enhance Literacy Instruction:** By providing professional development for educators in the Science of Reading, our teachers will be equipped with the latest research-based strategies to improve literacy instruction, ensuring that all students, regardless of their background, have the opportunity to succeed.
2. **Support Disadvantaged Students:** The initiative focuses on supporting disadvantaged children, including those living in poverty, English

learners, and children with disabilities. This targeted approach will help bridge the achievement gap and promote equity in education.

3. **Promote Family and Community Engagement:** By fostering partnerships with families and communities, the program will create a supportive literacy environment beyond the classroom. This holistic approach is essential for sustaining literacy development and encouraging a love for reading.
4. **Utilize Data-Driven Decision Making:** The project will employ a robust system for monitoring and evaluating progress, allowing for continuous improvement and ensuring that resources are used effectively to achieve the desired outcomes.

BESE and the Louisiana Department of Education are committed to improving literacy by providing support to educators through training in the Science of Reading, implementing high-quality instructional materials, utilizing school-embedded literacy coaches to support teachers, and emphasizing early literacy skills development. We understand that continued investment in evidence-based practices, targeted interventions, and community collaboration will be essential in further advancing literacy in the state.

The Louisiana State Board of Education is committed to supporting the Louisiana Department of Education in this endeavor. We will provide oversight, facilitate collaboration among stakeholders, and ensure alignment with state literacy goals and standards. Our collective efforts will not only improve literacy rates but also contribute to the overall academic success and well-being of our students.

In conclusion, the CLSD grant is a vital resource for advancing literacy in Louisiana. I wholeheartedly support the Louisiana Department of Education's application and urge you to give it full consideration. Together, we can continue to make a profound difference in the lives of our children and pave the way for a brighter future.

Thank you for your attention and support.

Sincerely,



Ronnie Morris
President, Louisiana State Board of Education

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

June 12, 2024

Subject: Support for Louisiana's Application for the Comprehensive Literacy State Development (CLSD) Grant

To Whom it May Concern:

As the Chair of the Louisiana Literacy Advisory Commission and a longstanding member of the Louisiana Early Literacy Commission, I am writing to express my strong support for the Louisiana Department of Education's application for the Comprehensive Literacy State Development (CLSD) grant. This grant is crucial for the continued advancement of literacy outcomes in our state, and its importance cannot be overstated.

Over the years, I have witnessed the unwavering commitment of stakeholders across Louisiana, all working collaboratively towards a common goal: to improve literacy. Our concerted efforts, alongside the Louisiana Department of Education, have focused on researching evidence-based practices, formulating effective legislation and policy, and implementing these practices in classrooms statewide. These efforts have yielded significant progress and have been bolstered by robust community outreach and collaboration.

The Louisiana Department of Education has demonstrated exceptional dedication, passion, and resiliency in the field of literacy and literacy skills development. Their leadership has been instrumental in the strides we have made, and their vision, along with key stakeholders, is essential for the next steps in our journey to enhance literacy outcomes.

The CLSD grant represents a pivotal opportunity for Louisiana. It will enable us to build on our successes, address existing challenges, and implement innovative strategies to further literacy development. The grant will empower educators, support students, and ultimately, strengthen our communities.

In light of the above, I urge you to approve Louisiana's application for the CLSD grant. The potential impact on our state's literacy rates is profound, and the need for continued support is urgent.

Thank you for considering this request. Your favorable decision will be a critical step towards a brighter future for the children of Louisiana.

Sincerely,



DeJunne Clark Jackson
Chair, Louisiana Literacy Advisory Commission



Kim Hunter Reed, Ph.D.
*Commissioner
of Higher Education*

Gary N. Solomon Jr.
*Chair
2nd Congressional District*

T. Jay Seale III
*Vice Chair
1st Congressional District*

Darren G. Mire
*Secretary
2nd Congressional District*

David J. Aubrey
At-Large

Misti S. Cordell
At-Large

Christian C. Creed
5th Congressional District

Blake R. David
3rd Congressional District

Stephanie A. Finley
3rd Congressional District

Robert W. Levy
5th Congressional District

Phillip R. May Jr.
1st Congressional District

Kennedy M. Orr
Student Member

Wilbert D. Pryor
4th Congressional District

Terrie P. Sterling
At-Large

Collis B. Temple III
6th Congressional District

Felix R. Weill
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

June 17, 2024

Jenna Chiasson, Ph.D.
Deputy Superintendent
Office of Teaching and Learning
Louisiana Department of Education
1201 N. Third Street
Baton Rouge, LA 70802

Dear Dr. Chiasson,

As Deputy Commissioner for Strategic Planning and Student Success, I have proudly served on the Louisiana Early Literacy Commission and now the Louisiana Literacy Advisory Council as the representative of the Louisiana Board of Regents.

I am writing to express my support for the Louisiana Department of Education and their application for the CLSD grant. As Deputy Commissioner for the Board of Regents, I have had the opportunity to witness firsthand the department's dedication, passion, and expertise in literacy. Over the last four years Regents has worked side by side with the Louisiana Department of Education to develop legislation, policy, and support for colleges of education to align competency standards, syllabi, coursework, and assessments to the Science of Reading and evidence-based best practices in literacy instruction. These successful shifts have had a significant impact on our teacher preparation programs, and we are confident these changes will better prepare our teacher preparation candidates for effectively teaching students how to read.

This project has my full support. I am confident we will continue the initial momentum achieved through the joint efforts of K-12 and postsecondary education as we continue to increase student outcomes.

Sincerely,

Susannah Fowler Craig, Ph.D.
Deputy Commissioner
Strategic Planning and Student Success

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1237-LDOE_Budget Narrative CLSD 24.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (h)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other (Subgrants)						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs *Enter Rate Applied: 5.8%						
11. Training Stipends						
12. Total Costs (lines 9-11)	\$11,000,000	\$14,000,000	\$20,000,000	\$14,000,000	\$11,000,000	\$70,000,000

SECTION C – BUDGET NARRATIVE (see instructions)

95% of the total award will be awarded to subgrantees and the remaining 5% will be used as state admin dollars. The state admin portion is for 5 years.

YEAR 1: OCTOBER 1, 2024-SEPTEMBER 30, 2025

Personnel: Salaries for five LDOE staff to work on the CLSD program ().

All positions are necessary to achieve CLSD project goals, objectives, and outcomes.

Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary.

- Wendy Brooks, Project Director () to manage overall CLSD project activities, including all programmatic and budget activities (Full time; 40 hrs./week)
- Haley Montz, Project Administrator () to help coordinate evidence-based activities work as well as facilitate the monitoring activities to inform continuous improvement, particularly focusing on grades 6-12 (Part-time; 36 hrs./week)
- Caroline Tolentino, Project Coordinator () to assist CLSD subgrantees with mentoring of new teacher support, facilitation of English Language Collaborative, and to facilitate coordination of CLSD activities with other literacy projects and state priorities (Part-time; 36 hrs./week)
- Alexandra Chenevert, English Learners Coordinator () to assist with development of English Learner Collaborative, English Learner modules in the Louisiana Professional Learning Platform, and face-to-face professional learning opportunities for teachers and leaders. (Part-time; 10 hrs./week)
- To Be Hired, Project Monitor () to help with on-site reviews of subgrantee project activities, review of subgrantee applications, and technical assistance. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for three additional LDOE staff to support CLSD activities part time. These employees are Laurie Carlton (Part-time; 20 hrs./week), Zhanying Zong (Part-time; 10 hrs./week) and Mia Matherne (Part-time; 10 hrs./week). The Management Plan in Louisiana's CLSD proposal describes the roles and responsibilities for each staff member.

Fringe Benefits ()

45.5% fringe benefit rate for Wendy Brooks, Haley Montz, Caroline Tolentino, Alexandra Chenevert, and Project Monitor. Rate is based on benefits such as Medicare, Retirement, Health Insurance and their percentage of salary covered by the grant.

Travel (\$20,000)

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting, to cover partial travel costs for project staff to attend Regional Collaboratives and annual Summit, and to cover cost of travel for subgrantee program reviews and site visits.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt ()/person x 2 people = () + Lodging ()/night with tax x 2 people x 3 nights = () + Meals ()/day x 2 people x 3 days = () + Taxis ()/person x 2 people = () Total ()
- **Louisiana Regional Collaboratives and annual Summit:** Coverage of rental car, hotel, and food per diem for program staff. ()
- **Subgrantee Program Review and Site Visits:** Coverage of rental car, hotel, and food per diem for program staff. ()

Supplies (): Professional learning supplies and printed materials for the regional collaboratives and annual Teacher Leader Summit.

Contractual ()

- Contract with vendor(s), using the state procurement process, to develop modules to support English Learner training program and regional collaborative that address evidence-based practices described in grant proposal ()

- Contract with one Institute of Higher Education, chosen through the state procurement process, to organize and facilitate the English Learner Collaborative in the first year. [REDACTED]
- Contract with vendor(s), using the state procurement process, to develop and film a series of videos to accompany the professional development series to show the evidence-based practices in application. [REDACTED] for filming vendor and [REDACTED] for content development.
- Contracts for 5 nationally or locally recognized literacy consultants, one that focuses on English Learners, to present sessions for CLSD subgrantees at the annual Summit (estimated at [REDACTED]/expert; rate is based on 2 days planning, 1 day delivery, and travel expenses [REDACTED])

Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices that support English Learners and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Other [REDACTED] in subgrants for Cohort 1) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 ([REDACTED]); 40% for K-5 ([REDACTED]); 40% for 6-12 ([REDACTED]), with equitable distribution between middle and high schools.

Indirect Costs: ([REDACTED]) Approved indirect cost rate of 5.8% on state admin funds of \$399,582. If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 2: OCTOBER 1, 2025-SEPTEMBER 30, 2026

Personnel: Salaries for five LDOE staff to work on the CLSD program ([REDACTED]).

All positions are necessary to achieve CLSD project goals, objectives, and outcomes.

Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary.

- Wendy Brooks, Project Director ([REDACTED]) to manage overall CLSD project activities, including all programmatic and budget activities (Full time; 40 hrs./week)
- Haley Montz, Project Administrator ([REDACTED]) to help coordinate evidence-based activities work as well as facilitate the monitoring activities to inform continuous improvement, particularly focusing on grades 6-12 (Part-time; 36 hrs./week)
- Caroline Tolentino, Project Coordinator ([REDACTED]) to assist CLSD subgrantees with mentoring of new teacher support, facilitation of English Language Collaborative, and to facilitate coordination of CLSD activities with other literacy projects and state priorities (Part-time; 36 hrs./week)
- Alexandra Chenevert, English Learners Coordinator ([REDACTED]) to assist with development of English Learner Collaborative, English Learner modules in the Louisiana Professional Learning Platform, and face-to-face professional learning opportunities for teachers and leaders. (Part-time; 10 hrs./week)

- To Be Hired, Project Monitor () to help with on-site reviews of subgrantee project activities, review of subgrantee applications, and technical assistance. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for three additional LDOE staff to support CLSD activities part time. These employees are Laurie Carlton (Part-time; 20 hrs./week), Zhanying Zong (Part-time; 10 hrs./week) and Mia Matherne (Part-time; 10 hrs./week). The Management Plan in Louisiana's CLSD proposal describes the roles and responsibilities for each staff member.

Fringe Benefits ()

45.5% fringe benefit rate for Wendy Brooks, Haley Montz, Caroline Tolentino, Alexandra Chenevert, and Project Monitor. Rate is based on benefits such as Medicare, Retirement, Health Insurance and their percentage of salary covered by the grant.

Travel ()

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting, to cover partial travel costs for project staff to attend Regional Collaboratives and annual Summit, and to cover cost of travel for subgrantee program reviews and site visits.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt ()/person x 2 people = () + Lodging ()/night with tax x 2 people x 3 nights = () + Meals ()/day x 2 people x 3 days = () + Taxis ()/person x 2 people = () Total ()
- **Louisiana Regional Collaboratives and annual Summit:** Coverage of rental car, hotel, and food per diem for program staff. ()
- **Subgrantee Program Review and Site Visits:** Coverage of rental car, hotel, and food per diem for program staff. () (Increase of site visits in years 2-5, including state-wide topical meetings)

Supplies (): Professional learning supplies and printed materials for the regional collaboratives and annual Teacher Leader Summit.

Contractual ()

- Contract with vendor(s), using the state procurement process, to develop trainings for Literacy Mentors that are coaching new teachers around evidence-based practices described in grant proposal ()
- Contract with five practitioners from Institute of Higher Education that participated in the EL Collaborative to coach and mentor other IHE practitioners to evaluate and adjust their English Learner coursework. 5 professors at () each ()
- Contracts for 5 nationally or locally recognized literacy consultants, including one that focuses on English Learners and one that focuses on coaching new teachers, to present sessions for CLSD subgrantees at the annual Summit (estimated at ()/expert; rate is based on 2 days planning, 1 day delivery, and travel expenses ())

Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices that support English Learners and working collaboratively with others. As required by the state

procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Other () 0 in subgrants for Cohort 1) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: () for Birth-age 5 (); () for K-5 (); 40% for 6-12 (), with equitable distribution between middle and high schools.

Indirect Costs: () Approved indirect cost rate of 5.9% on state admin funds of (). If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 3: OCTOBER 1, 2026-SEPTEMBER 30, 2027

Personnel: Salaries for five LDOE staff to work on the CLSD program ().

All positions are necessary to achieve CLSD project goals, objectives, and outcomes.

Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary.

- Wendy Brooks, Project Director () to manage overall CLSD project activities, including all programmatic and budget activities (Full time; 40 hrs./week)
- Haley Montz, Project Administrator () to help coordinate evidence-based activities work as well as facilitate the monitoring activities to inform continuous improvement, particularly focusing on grades 6-12 (Part-time; 36 hrs./week)
- Caroline Tolentino, Project Coordinator () to assist CLSD subgrantees with mentoring of new teacher support, facilitation of English Language Collaborative, and to facilitate coordination of CLSD activities with other literacy projects and state priorities (Part-time; 36 hrs./week)
- Alexander Chenevert, English Learners Coordinator () to assist with development of English Learner Collaborative, English Learner modules in the Louisiana Professional Learning Platform, and face-to-face professional learning opportunities for teachers and leaders. (Part-time; 10 hrs./week)
- To Be Hired, Project Monitor () to help with on-site reviews of subgrantee project activities, review of subgrantee applications, and technical assistance. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for three additional LDOE staff to support CLSD activities part time. These employees are Laurie Carlton (Part-time; 20 hrs./week), Zhanying Zong (Part-time; 10 hrs./week) and Mia Matherne (Part-time; 10 hrs./week). The Management Plan in Louisiana's CLSD proposal describes the roles and responsibilities for each staff member.

Fringe Benefits ()

45.5% fringe benefit rate for Wendy Brooks, Haley Montz, Caroline Tolentino, Alexandra Chenevert, and Project Monitor. Rate is based on benefits such as Medicare, Retirement, Health Insurance and their percentage of salary covered by the grant.

Travel ()

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting, to cover partial travel costs for project staff to attend Regional Collaboratives and annual Summit, and to cover cost of travel for subgrantee program reviews and site visits.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt ()/person x 2 people = () + Lodging ()/night with tax x 2 people x 3 nights = () + Meals ()/day x 2 people x 3 days = () + Taxis ()/person x 2 people = () **Total** ()

- **Collaboratives and annual Summit:** Coverage of rental car, hotel, and food per diem for program staff. ()
- **Subgrantee Program Review and Site Visits:** Coverage of rental car, hotel, and food per diem for program staff. () (Increase of site visits in years 2-5, including state-wide topical meetings)

Supplies (): Professional learning supplies and printed materials for the regional collaboratives and annual Teacher Leader Summit.

Contractual ()

- Contract with vendor(s), using the state procurement process, to develop and film a series of videos to accompany family resources to show the evidence-based practices in application. () for filming vendor and () for content development.
- Contracts for 5 nationally or locally recognized literacy consultants, one that focuses on English Learners and one that focuses on coaching new teachers, to present sessions for CLSD subgrantees at the annual Summit (estimated at ()/expert; rate is based on 2 days planning, 1 day delivery, and travel expenses ())

Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices that support English Learners and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Other () in subgrants for Cohort 1 & 2) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 (); 40% for K-5 (); 40% for 6-12 (), with equitable distribution between middle and high schools.

Indirect Costs: () Approved indirect cost rate of 5.9% on state admin funds of (). If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 4: OCTOBER 1, 2027-SEPTEMBER 30, 2028

Personnel: Salaries for five LDOE staff to work on the CLSD program ().

All positions are necessary to achieve CLSD project goals, objectives, and outcomes.

Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary.

- Wendy Brooks, Project Director () to manage overall CLSD project activities, including all programmatic and budget activities (Full time; 40 hrs./week)
- Haley Montz, Project Administrator () to help coordinate evidence-based activities work as well as facilitate the monitoring activities to inform continuous improvement, particularly focusing on grades 6-12 (Part-time; 36 hrs./week)
- Caroline Tolentino, Project Coordinator () to assist CLSD subgrantees with mentoring of new teacher support, facilitation of English Language Collaborative, and to facilitate coordination of CLSD activities with other literacy projects and state priorities (Part-time; 36 hrs./week)
- Alexandra Chenevert, English Learners Coordinator () to assist with development of English Learner Collaborative, English Learner modules in the Louisiana Professional Learning Platform, and face-to-face professional learning opportunities for teachers and leaders. (Part-time; 10 hrs./week)
- To Be Hired, Project Monitor () to help with on-site reviews of subgrantee project activities, review of subgrantee applications, and technical assistance. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for three additional LDOE staff to support CLSD activities part time. These employees are Laurie Carlton (Part-time; 20 hrs./week), Zhanying Zong (Part-time; 10 hrs./week) and Mia Matherne (Part-time; 10 hrs./week). The Management Plan in Louisiana's CLSD proposal describes the roles and responsibilities for each staff member.

Fringe Benefits ()

45.5% fringe benefit rate for Wendy Brooks, Haley Montz, Caroline Tolentino, Alexandra Chenevert, and Project Monitor. Rate is based on benefits such as Medicare, Retirement, Health Insurance and their percentage of salary covered by the grant.

Travel ()

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting, to cover partial travel costs for project staff to attend Regional Collaboratives and annual Summit, and to cover cost of travel for subgrantee program reviews and site visits.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt ()/person x 2 people = () + Lodging ()/night with tax x 2 people x 3 nights = () + Meals ()/day x 2 people x 3 days = () + Taxis ()/person x 2 people = () Total ()
- **Louisiana Regional Collaboratives and annual Summit:** Coverage of rental car, hotel, and food per diem for program staff. ()
- **Subgrantee Program Review and Site Visits:** Coverage of rental car, hotel, and food per diem for program staff. () (Increase of site visits in years 2-5, including state-wide topical meetings)

Supplies (): Supplies and printed materials for the regional collaboratives and annual Teacher Leader Summit.

Contractual ()

- Contract with vendor(s), using the state procurement process, to develop trainings for Literacy Mentors that are coaching new teachers around evidence-based practices described in grant proposal ()
- Contracts for 5 nationally or locally recognized literacy consultants, one that focuses on English Learners and one that focuses on coaching new teachers, to present sessions for CLSD subgrantees at the annual Summit (estimated at ()/expert; rate is based on 2 days planning, 1 day delivery, and travel expenses ())

Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices that support English Learners and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Other () in subgrants for Cohort 2) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 (); 40% for K-5 (); 40% for 6-12 (), with equitable distribution between middle and high schools.

Indirect Costs: () Approved indirect cost rate of 5.9% on state admin funds of (). If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 5: OCTOBER 1, 2028-SEPTEMBER 30, 2029

Personnel: Salaries for five LDOE staff to work on the CLSD program ().

All positions are necessary to achieve CLSD project goals, objectives, and outcomes.

Salaries listed below are calculated based on percentage of time expended by each position under this project and the person's full salary.

- Wendy Brooks, Project Director () to manage overall CLSD project activities, including all programmatic and budget activities (Full time; 40 hrs./week)
- Haley Montz, Project Administrator () to help coordinate evidence-based activities work as well as facilitate the monitoring activities to inform continuous improvement, particularly focusing on grades 6-12 (Part-time; 36 hrs./week)

- Caroline Tolentino, Project Coordinator () to assist CLSD subgrantees with mentoring of new teacher support, facilitation of English Language Collaborative, and to facilitate coordination of CLSD activities with other literacy projects and state priorities (Part-time; 36 hrs./week)
- Alexandra Chenevert, English Learners Coordinator () to assist with development of English Learner Collaborative, English Learner modules in the Louisiana Professional Learning Platform, and face-to-face professional learning opportunities for teachers and leaders. (Part-time; 10 hrs./week)
- To Be Hired, Project Monitor () to help with on-site reviews of subgrantee project activities, review of subgrantee applications, and technical assistance. (Full time; 40 hrs./week)

To increase efficiency and cost effectiveness, Louisiana will leverage existing funds for three additional LDOE staff to support CLSD activities part time. These employees are Laurie Carlton (Part-time; 20 hrs./week), Zhanying Zong (Part-time; 10 hrs./week) and Mia Matherne (Part-time; 10 hrs./week). The Management Plan in Louisiana's CLSD proposal describes the roles and responsibilities for each staff member.

Fringe Benefits ()

45.5% fringe benefit rate for Wendy Brooks, Haley Montz, Caroline Tolentino, Alexandra Chenevert, and Project Monitor. Rate is based on benefits such as Medicare, Retirement, Health Insurance and their percentage of salary covered by the grant.

Travel ()

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting, to cover partial travel costs for project staff to attend Regional Collaboratives and annual Summit, and to cover cost of travel for subgrantee program reviews and site visits.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt () person x 2 people = () + Lodging ()/night with tax x 2 people x 3 nights = () + Meals ()/day x 2 people x 3 days = () + Taxis ()/person x 2 people = () Total ()
- **Louisiana Regional Collaboratives and annual Summit:** Coverage of rental car, hotel, and food per diem for program staff. ()
- **Subgrantee Program Review and Site Visits:** Coverage of rental car, hotel, and food per diem for program staff. () (Increase of site visits in years 2-5, including state-wide topical meetings)

Supplies (): Supplies and printed materials for the regional collaboratives and annual Teacher Leader Summit.

Contractual ()

- Contract with vendor(s), using the state procurement process, to develop trainings for Literacy Mentors that are coaching new teachers around evidence-based practices described in grant proposal () 0

- Contracts for 5 nationally or locally recognized literacy consultants, one that focuses on English Learners and one that focuses on coaching new teachers, to present sessions for CLSD subgrantees at the annual Summit (estimated at [REDACTED]/expert; rate is based on 2 days planning, 1 day delivery, and travel expenses [REDACTED])

Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices that support English Learners and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The Department will follow procedures for procurement under 2 CFR 200.317-200.326.

Other [REDACTED] in subgrants for Cohort 2) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 ([REDACTED]); 40% for K-5 ([REDACTED]); 40% for 6-12 ([REDACTED]), with equitable distribution between middle and high schools.

Indirect Costs: ([REDACTED]) Approved indirect cost rate of 5.9% on state admin funds of [REDACTED]. If the indirect cost rate changes, LDOE will amend the budget accordingly.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

Applicant Information

Legal Name:

Louisiana Department of Education

1. Project Objective:

Build the capacity in the most struggling schools and systems

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Subgrantee schools/sites maintain a Site-Based Literacy Leadership Team.	PROJECT		90 /	100	90.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Subgrantees create and update a Local Literacy Plan annually, along with progress monitoring documentation	PROJECT		90 /	100	90.00

2. Project Objective:

Provide targeted capacity and resources for schools serving high rates of highest-need students

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Subgrantees work monthly with a CLSD Team member who provides ongoing support for using evidence-based practices through planning, data analysis cycles, and providing feedback to enhance teacher and leader collaboration.	PROJECT		90 /	100	90.00

3. Project Objective:

Ensure every child has access to a highly effective teacher or childcare provider by providing additional capacity to schools with high teacher turnover and/or high numbers of new teachers

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
				/		15.00

4. Project Objective:

4.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Subgrantees successfully implement two of three evidence-informed L&L Innovations, as measured by scaling the Innovation to at least one additional site or grade-level band within the LEA by the end of their subgrant.	PROJECT		90	/	100	90.00

4.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase the percentage of children prepared to enter kindergarten ready to read by 15%			15	/	100	15.00

4.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase the percentage of English Learners in Grades 3 and 5 achieving Mastery by 10%	PROJECT		10	/	100	10.00

4.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase the percentage of English Learners in Grades 6 and 8 achieving Mastery increases by 10%			10	/	100	10.00

4.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase the percentage of students participating in transition credit recovery programs that complete three years of high school credit attainment in two years by	PROJECT		10	/	100	10.00

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



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

OMB Number: 1894-0008
Expiration Date: 08/31/2026

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	11,000,000.00	14,000,000.00	20,000,000.00	14,000,000.00	11,000,000.00			70,000,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2021 To: 06/30/2025 (mm/dd/yyyy)
Approving Federal agency: ☒ ED ☐ Other (please specify):
The Indirect Cost Rate is 5.80 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.80 %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S371C240006

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Name of Institution/Organization	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.	
Louisiana Department of Education		

**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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

Name of Institution/Organization	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.	
Louisiana Department of Education		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2025

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <div style="display: flex; justify-content: space-between;"><input checked="" type="checkbox"/> Prime<input type="checkbox"/> SubAwardee</div> <div style="display: flex; justify-content: space-between;"><div>* Name Louisiana Department of Education</div><div>* Street 1 1201 North Third Street</div><div>Street 2 </div></div> <div style="display: flex; justify-content: space-between;"><div>* City Baton Rouge</div><div>State LA: Louisiana</div><div>Zip 70802</div></div> <div>Congressional District, if known: </div>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Comprehensive Literacy Development CFDA Number, if applicable: 84.371	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: <div style="display: flex; justify-content: space-between;"><div>Prefix </div><div>* First Name Not Applicable</div><div>Middle Name </div></div> <div style="display: flex; justify-content: space-between;"><div>* Last Name Not Applicable</div><div>Suffix </div></div> <div style="display: flex; justify-content: space-between;"><div>* Street 1 Not Applicable</div><div>Street 2 </div></div> <div style="display: flex; justify-content: space-between;"><div>* City Not Applicable</div><div>State </div><div>Zip </div></div>		
b. Individual Performing Services (including address if different from No. 10a) <div style="display: flex; justify-content: space-between;"><div>Prefix </div><div>* First Name Not Applicable</div><div>Middle Name </div></div> <div style="display: flex; justify-content: space-between;"><div>* Last Name Not Applicable</div><div>Suffix </div></div> <div style="display: flex; justify-content: space-between;"><div>* Street 1 Not Applicable</div><div>Street 2 </div></div> <div style="display: flex; justify-content: space-between;"><div>* City Not Applicable</div><div>State </div><div>Zip </div></div>		
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: <div style="display: flex; justify-content: space-between;"><div>*Name:<div style="display: flex; justify-content: space-between;"><div>Prefix Dr.</div><div>* First Name Jenna</div><div>Middle Name </div></div><div style="display: flex; justify-content: space-between;"><div>* Last Name Chiasson</div><div>Suffix </div></div></div><div>Title: <input type="text"/></div><div>Telephone No.: <input type="text"/></div><div>Date: 06/20/2024</div></div>		
		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S371C240006

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U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	Wendy	<input type="text"/>	Brooks	<input type="text"/>

* Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	1201 North Third Street
Street2:	<input type="text"/>
* City:	Baton Rouge
County:	<input type="text"/>
* State:	LA: Louisiana
* Zip Code:	70802-5243
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

* Email Address:

<input type="text"/>

Alternate Email Address:

<input type="text"/>

OPE ID(s) (if applicable)

<input type="text"/>

NCES School ID(s) (if applicable)

<input type="text"/>

NCES LEA/School District ID(s) (if applicable)

<input type="text"/>

2. New Potential Grantee or Novice Applicant:

- ☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

3. Human Subjects Research:

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

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

Add Attachment

Delete Attachment

View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

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

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

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The LDOE upholds that, for persons with disabilities, improving the access to educational and employment opportunities will be a priority. LDOE will not discriminate against a qualified individual with a disability because of that disability with regard to employment or with regard to the provision of CLSD program services and activities. Additionally, those that speak a language other than English may experience barriers to participation. Lastly, it is further the policy of the LDOE to take affirmative action in all aspects of its CLSD program where persons of a particular race or sex are underutilized, underrepresented, or underserved.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

A person who is otherwise qualified may request an accommodation related to his disability. Activities will be held in facilities that accommodate visually and physically challenged participants, with notice of available assistance provided on meeting announcements. Notices of meetings and workshops will also be translated into major languages of parents of ELL children and community members, and translation options will be offered, if appropriate. In furtherance of historically underrepresented populations,

LDOE will require its participating school districts to advertise job openings and opportunities in newspapers circulated in surrounding poor and largely minority neighborhoods.

LDOE is also aware of the possibility of digital inequity within the communities served by the CLSD program. All CLSD program children and parents will have equal access to contemporary, robust technology and communication networks during and outside the school day and will be able to use such technology access effectively and efficiently regardless of the family member's gender, race, national origin, color, disability or age.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

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. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐☐

☒ Moderate Evidence

☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Dimino, J. A., Taylor, M. J., & Morris, J. (2015). Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. REL 2015-105. Regional Educational Laboratory Southwest.	Two recommendations are particularly relevant to the proposed project: 1) Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities; and 2) Integrate oral and written English language instruction into content area teaching. Both recommendations are supported by Strong Evidence because high numbers of English Learners saw academic gains.	The practice guide provides K - 8 teachers with guidelines and examples of ways to systematically and explicitly build students' English language proficiency and literacy by providing English learners more opportunities to speak, listen to, and write about academic topics in daily classroom instruction.
Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://whatworks.ed.gov	Two recommendations are particularly relevant to the proposed project: 3) (Strong Evidence) - Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school; and 2) (Moderate Evidence) - Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. The recommendations are supported by Strong and Moderate Evidence respectively.	All of the studies supporting Recommendations 2 and 3 were conducted in middle and high schools serving high rates of students that are economically disadvantaged. These findings apply to strategies for 6 -12 grade subgrantees serving high rates of students at risk of not graduating high school on time.
Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse.	Three recommendations are particularly relevant to the proposed project: 5 (Strong Evidence) - Intentionally plan activities to build children's vocabulary and language; 6 (Strong Evidence) - Build children's knowledge of letters and sounds; and 7 (Strong Evidence) - Use shared book reading to develop children's language, knowledge of print features, and world knowledge. All three recommendations are supported by Strong Evidence.	All of the studies supporting Recommendations 5, 6, and 7 were conducted in early child care centers, specifically with children ages 3 - 5 years old. These findings apply to strategies for birth to 5 subgrantees.

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

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