

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

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Comprehensive Literacy State Development Program

CFDA # 84.371C

PR/Award # S371C200018

Grants.gov Tracking#: GRANT13124106

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200018

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

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

06/02/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:**

Louisiana Department of Education

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

*** c. Organizational DUNS:**

d. Address:

*** Street1:**

1201 North Third Street

Street2:

*** City:**

Baton Rouge

County/Parish:

*** State:**

LA: Louisiana

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

70802-5243

e. Organizational Unit:

Department Name:

LA Department of Education

Division Name:

Academic Content

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:

Louisiana Department of Education

*** Telephone Number:**

Fax Number:

*** Email:**

PR/Award # S371C200018

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-040320-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development 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-All

* b. Program/Project LA-All

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2020

* b. End Date: 09/30/2025

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

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

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

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: Cade

Middle Name:

* Last Name: Brumley

Suffix:

* Title: State Superintendent of Education

* Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed: 06/02/2020

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

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.

***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: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.


(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 9.60 %.

PR/Award # S371C200018

<p>Name of Institution/Organization</p> <p>Louisiana Department of Education</p>	<p>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.</p>	
		
<p>SECTION C - BUDGET NARRATIVE (see instructions)</p>		

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2022

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Louisiana Department of Education"/> * Street 1 <input type="text" value="1201 North Third Street"/> Street 2 <input type="text"/> * City <input type="text" value="Baton Rouge"/> State <input type="text" value="LA: Louisiana"/> Zip <input type="text" value="70802-5243"/> Congressional District, if known: <input type="text" value="LA-006"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Comprehensive Literacy Development"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Not Applicable"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Not Applicable"/> Suffix <input type="text"/> * Street 1 <input type="text" value="Not Applicable"/> Street 2 <input type="text"/> * City <input type="text" value="Not Applicable"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Not Applicable"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Not Applicable"/> Suffix <input type="text"/> * Street 1 <input type="text" value="Not Applicable"/> Street 2 <input type="text"/> * City <input type="text" value="Not Applicable"/> State <input type="text"/> Zip <input type="text"/>		
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: <input type="text" value="[Redacted]"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Cade"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Brumley"/> Suffix <input type="text"/> Title: <input type="text" value="State Superintendent of Education"/> Telephone No.: <input type="text" value="[Redacted]"/> Date: <input type="text" value="06/02/2020"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-GEPA statement.pdf

Add Attachment

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Section 427

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

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

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

LDOE is also aware of the possibility of digital inequity within the communities served by the 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. 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.

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: Dr.

* First Name: Cade

Middle Name:

* Last Name: Brumley

Suffix:

* Title: State Superintendent of Education

* SIGNATURE:

* DATE: 06/02/2020

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Chanda"/>	<input type="text"/>	<input type="text" value="Johnson"/>	<input type="text"/>

Address:

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

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value=""/>	<input type="text"/>

Email Address:

2. Novice Applicant:

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

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

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ABSTRACT

The Louisiana Department of Education (LDOE) has made significant gains in literacy achievement over the last decade, but with a population that is exceptionally high-need, this CLSD project seeks to advance services to the state's highest-risk children, children from low-income families, as well as children with disabilities and English learners. LDOE's goal is that at least 80% of high-need schools will become high performing model schools of literacy excellence by the end their subgrant as measured by achieving the Project Outcomes.

Project Objectives:

1. 100% of subgrantee schools/sites form a Site-Based **Literacy Leadership Team**, which will include one or more Qualified Opportunity Zone (QOZ) investors who attend at least 80% of the Site-Based Literacy Leadership Team meetings.
2. 100% of subgrantees create and update annually a **Local Literacy Plan**.
3. 100% of subgrantees work weekly with a **Literacy Coach Coordinator** who provides ongoing support for teachers' use of evidence-based practices through planning, modeling, observing, and providing feedback and to enhance teacher and leader collaboration.
4. 80% of subgrantees successfully implement one of three evidence-informed **Signature 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 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. LDOE will subgrant not less than 95% of the proposed funds to LEAs and will support them through four key efforts: 1) providing specialized training at its annual Summit, 2) meeting monthly with an LEA-Level Literacy team to support implementation, 3)

hosting Support Institutes, and 4) creating Communities of Practice support networks. These training opportunities encourage collaboration between LEAs and sites to share data and troubleshoot.

Applicable Priorities: LDOE addresses Competitive Preference Priorities 2 and 3 and the Invitational Priority extensively in this proposal. With its exceptional poverty, Louisiana has many QOZs, and it is requiring subgrantees to leverage opportunities within these QOZs. LDOE is also promoting innovation and efficiency, and this proposal demonstrates several unique strategies to increase efficiency and cost-effectiveness in the delivery of educational services eliminating redundancy.

Proposed Project Outcomes: LDOE will demonstrate the success of this project with the following impacts on high-need students by the end of the five-year grant period: a 30% increase in children prepared to enter kindergarten ready to read; a 20% increase in Grades 3, 5, 6, and 8 achieving Mastery in Writing on the state's ELA assessment; a 20% increase in children scoring 3 or higher the English Advanced Placement exam. LDOE will also increase the percentage of highly effective ELA teachers and early childhood teachers by 20%.

Number of Participants Served: Over the five-year grant, LDOE will serve 550 local leaders, 2,600 teachers, and 67,000 disadvantaged children, birth to 12th grade. The cost per child served is \$631.58.

Number and Location of Proposed Sites: LDOE proposes to reach 168 high-need sites that overlap with one or more of the state's 150 QOZs. Sites must be classified as Urgent Intervention Needed, which is a classification based on low performance in subgroups, which are aligned with the CLSD priority populations. This classification ensures distribution throughout the geographically diverse regions of the state, reaching the highest need students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[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](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Louisiana’s Comprehensive Literacy State Development Program

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Individual Resumes for Project Directors & Key Personnel

Census Tract Number of Qualified Opportunity Zones

Evidence Documentation

Letters of Support

Louisiana’s Comprehensive Literacy Plan

NEED FOR PROJECT

Louisiana has a centuries-long history of poverty, poor schools, and persistent equity gaps. Today, Louisiana's youth are among the most disadvantaged in the nation. In fact, 71% of children enrolled in the state's public schools and publicly funded child care centers meet the state's definition of "economically disadvantaged." While 39% of children live at or below 200% of the poverty line in the nation, this number soars to 50% for Louisiana, and the majority of the state's schools meet the definition of "High-Need Schools." The state also experiences higher rates of extreme poverty, with 12% of the state's children living below 50% of the poverty line, compared with the US average of 8%. As a result of this extreme poverty, the state is also home to 150 Qualified Opportunity Zones (QOZ). Of 65 parishes in the state, 49 of them (75%) overlap with QOZs. These zones are included by census tract number in the Appendices, indicating where Louisiana will provide services (**Competitive Preference Priority 2a**).

The generational issues of poverty are reflected in the adult population. Data reveal 27% of Louisiana's children are in low-income working families, compared with 22% nationally. However, the data bears out that these families may be working, but they have attained lower levels of education. Nationally, 43% of children live in homes where the head of household has an Associate's degree or higher. This number is 10 points lower at 33% for Louisiana.

The Louisiana Department of Education (LDOE) has conducted a thorough Needs Assessment across the birth to 12th grade spectrum. This data, presented below, has informed its CLSD approach. This proposal will detail a comprehensive project with evidence-based practices that respond to these identified needs.

Examining a specific subset of data from the National Assessment of Educational Programs (NAEP), specifically looking at 2019 data for Fourth Grade reading, the impact on

disadvantaged populations is illuminating and shows the significant gaps that exist for the highest-risk students. Table 1 compares NAEP data for Louisiana versus the US.

Table 1: NAEP Data for US and Louisiana

2019 NAEP 4th grade Reading Achievement	US Data	Louisiana Data
Below proficient by family income (family qualifies for free and reduced lunch)	Low income: 79% Not low income: 50%	Low income: 82% Not low income: 56%
Below proficient by English Learner status	ELL: 91% Not ELL: 62%	ELL: 93% Not ELL: 74%
Below proficient by disability status	Disability: 88% No disability: 62%	Disability: 91% No disability: 71%

This Fourth Grade data demonstrates that not only are Louisiana's children lagging the national average in all areas, the gaps are the widest for the highest-risk students, including those with disabilities, those in poverty, and those who are English Learners (EL).

The Eighth Grade NAEP results do not include subgroup data, but it demonstrates a similar overall gap between state and national data. Louisiana's students are 32% below proficient, compared with only 28% nationally.

LDOE has made significant investments in literacy programming. For example, its earlier CLSD project focuses on evidence-based curriculum and professional development to use the curriculum effectively in the most severely failing schools. The results of these efforts are showing on the state's reading/language arts assessments. For example, the percentage of fifth- and eighth-grade students in LDOE's earlier CLSD project who met or exceeded proficiency on these assessments grew 3% in just one year.

LDOE's investments have also improved teacher effectiveness. Today, less than 1% of

K-12 teachers in the state are rated as “Ineffective,” based on state teacher evaluation tool data. However, the number of “Highly Effective” rated teachers is only 32%. Similar trends were reported for early childhood education, where the state-mandated Classroom Assessment Scoring System (CLASS™) tool is used.

Building on LDOE’s earlier CLSD project, nearly every Louisiana public school today uses an evidence-based reading curriculum. Despite this, Needs Assessment data collected using a curriculum observation tool reveal only 45% of teachers are using **explicit instruction** to teach reading and writing. The proposed CLSD project addresses this specific need by improving teachers’ use of this evidence-based practice.

Additionally, based on its Needs Assessment, LDOE focuses its proposed CLSD outcomes on writing in an effort to improve reading. Research supports this approach, as illustrated in the Evidence Documentation in the Appendices. Children who achieve mastery in writing perform better across the literacy spectrum throughout their educationⁱ. It stands to reason that a student who can write well is also developing the skills to read. Writing mastery leads to overall performance improvements, including standardized test outcomesⁱⁱ. As one Louisiana teacher expressed, “Reading gives you access, but writing gives you power.”

The Needs Assessment reflects the importance of addressing writing achievement. Table 2 demonstrates writing performance on the 2019 state ELA assessment. As data show, the gap is wide for subgroup populations, particularly disabled students and English learners.

Table 2: Percent of Students Scoring Weak in Writing on State Assessment

Population	% Weak Grade 3	% Weak Grade 5	% Weak Grade 6	% Weak Grade 8
All Students	37%	29%	36%	30%

Economically Disadvantaged	44%	35%	42%	36%
Students with Disabilities	61%	66%	77%	70%
English Learners	60%	59%	72%	72%

LDOE has also identified Advancement Placement (AP) exam performance as an area of importance. Table 3 demonstrates how many Louisiana students take the AP exam and how many achieve a score of 3 or higher on the exams' 5-point scale.

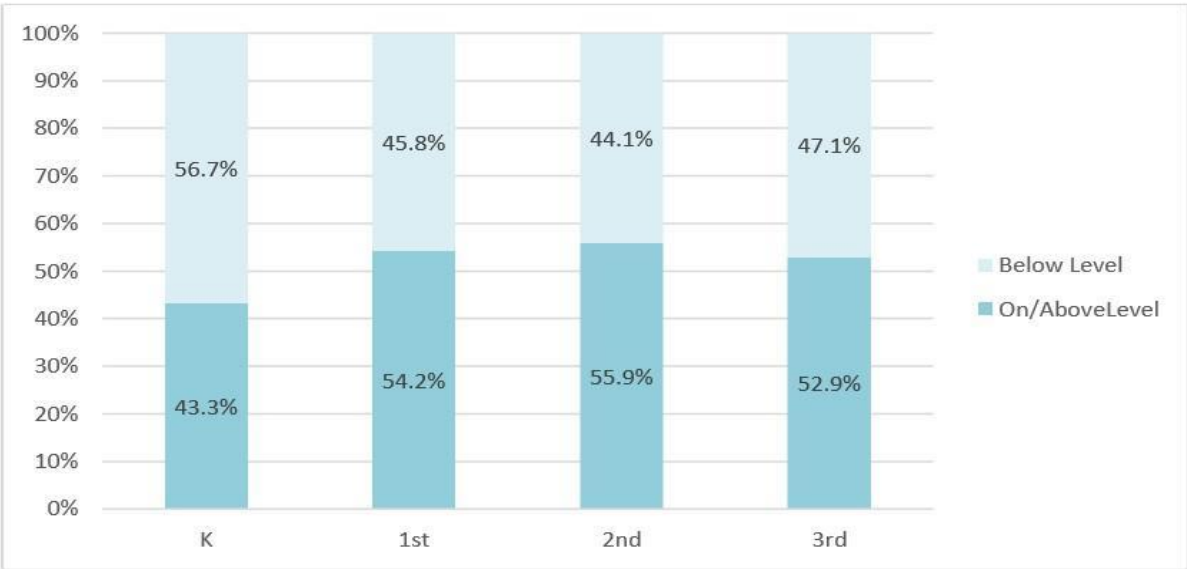
Table 3: Advanced Placement Results

Population	Took the AP Exam (% of total)	Score 3 or Higher
All Students	20,819	7,305 (35.1%)
Economically Disadvantaged	8,190 (39%)	1,750 (21.5%)
Students with Disabilities	270 (1%)	40 (18.1%)
English Learners	110 (0.5%)	20 (25%)

Disadvantaged subgroups are not only much less likely to take the AP exam, they score significantly lower than their peers on the exam.

LDOE's Needs Assessment also demonstrates room for improvement in early literacy. For example, 55% of disadvantaged 4-year-olds have weak oral language skills, based on the state-mandated end-of-year PreK benchmark assessment, GOLD. Similarly, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) fall screening data (Table 4) demonstrate that over half of entering Kindergarteners cannot identify initial sounds in spoken words, and over 40% of first through third graders cannot decode or read words fluently.

Table 4: DIBELS Fall 2019 Benchmark Level Results for Kindergarten-Grade 3



Family engagement is another component impacting literacy achievement. In Louisiana, 46% of families with children under age six read together more than four days per week compared with 57% nationallyⁱⁱⁱ.

LDOE rates K-12 schools based on a performance scale with different classifications, which include “Comprehensive Intervention Required” (CIR) and “Urgent Intervention Needed” (UIN). 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. LDOE’s first CLSD project focuses on improving CIR schools. This proposed project focuses on improving UIN schools to ensure they receive the resources they need to excel and prevent them from slipping into CIR status. UIN elementary schools will be encouraged to partner with high-need ECE sites that feed into their schools, as described in the Project Services.

The UIN designation reflects the same priority populations as the current CLSD guidance. Presently, there are 253 UIN schools. The UIN schools do not get the same level of

support as CIR schools. In addition to CLSD funds, LDOE will leverage other federal and state resources to support UIN schools, while also building the capacity of the schools to maximize their alternative funding sources, including QOZ investments (**Competitive Preference Priority 2b**) and Title I funds (**Competitive Preference Priority 3a, Invitational Priority**).

QUALITY OF THE PROJECT DESIGN

The Louisiana Department of Education (LDOE) is committed to advance literacy skills for all of its children, especially its most disadvantaged children. For the proposed project, **the State Implementation Plan targets high-need UIN schools and ECE partners that demonstrate the promise to become models for other high-need sites to replicate.** This project focuses on a specific set of **evidence-based practices** and **evidence-informed innovations** to strengthen the literacy skills of children birth to 12th grade (see Evidence Documentation in the Appendices).

CLSD Project Goal: At least 80% of high-need schools will become high performing model schools of literacy excellence by the end of Year 3 of their subgrant as measured by achieving the Project Outcomes, described below.

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 Formula^{iv}:

Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes

LDOE proposes to use **Effective Practices** that are evidence-based, aimed at improving literacy within schools and ECEs. Subgrantees will receive funding for teacher training and follow-up coaching to ensure **Effective Implementation**, and LDOE will build the capacity of

local teams to develop strong, **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 not only advance literacy outcomes for their sites, but how they will also serve as models for replication in the years following this CLSD project.

Through this proposed project, LDOE's State Implementation Plan will target UIN schools and ECE partners that **demonstrate that they have the capacity** to implement cutting-edge innovations informed by strong, moderate, or promising evidence, as cited on the Evidence Documentation in the Appendices. LDOE proposes to create a laboratory of sorts to demonstrate the effectiveness of these bold innovations ("Signature Innovations"). Subgrantees will become models of literacy excellence and give LDOE the opportunity to learn lessons, while collecting site-level data to inform future launches. The end result will be that other sites in the state are also able to replicate these Signature Innovations, leading to significant and wide-reaching improvements statewide (**Competitive Preference Priority 3b**).

The Project Services section details specific evidence-based practices to address literacy deficits identified in the Needs Assessment. These include practices and innovations that:

- Incorporate the dialogic reading method.
- Develop children's awareness of segments of sounds in speech and how they link to letters.
- Teach children students to decode, analyze word parts, and write and recognize words.
- Teach children students to use the writing process for a variety of purposes.
- Integrate writing and reading to emphasize key writing features.
- Utilize explicit, systematic instruction to teach reading and writing skills.
- Apply ELA case management strategies.

- Promote pre-teaching as a literacy intervention.
- Establish family-centered literacy coaching.

CLSD Project Objectives: To achieve the goal stated above, LDOE will implement programming to achieve the following measurable objectives:

1. 100% of subgrantee schools/sites form a Site-Based **Literacy Leadership Team**, which will include one or more QOZ investors who attend at least 80% of the Site-Based Literacy Leadership Team meetings (**Competitive Preference Priority 2b**).
2. 100% of subgrantees create and update annually a **Local Literacy Plan**.
3. 100% of subgrantees work weekly with a **Literacy Coach Coordinator** who provides ongoing support to teachers' use of evidence-based practices through planning, modeling, observing, and providing feedback and to enhance teacher and leader collaboration.
4. 80% of subgrantees successfully implement one of three evidence-informed **Signature Innovations** as measured by scaling the Innovation to at least one additional site or grade-level band within the LEA by the end their subgrant.

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

- The percentage of disadvantaged children prepared to enter kindergarten ready to read increases 30% as measured by the Language and Literacy indicators on the PreK end-of-year benchmark assessment (GOLD). (B-age 5 subgrantees)
- The percentage of disadvantaged children in Grades 3 and 5 achieving Mastery in Writing increases 20% as measured by the state's ELA assessment. (K-5 subgrantees)
- The percentage of disadvantaged children in Grades 6 and 8 achieving Mastery in Writing

increases 20% as measured by the state's ELA assessment. (6-8 subgrantees)

- The percentage of disadvantaged children scoring 3 or higher on the English AP exam increases 20%. (9-12 subgrantees)
- The percentage of highly effective ELA teachers and early childhood teachers increases 20% as measured by CLASS (for ECE) or Compass (for K-12). (all subgrantees)

This CLSD project provides a highly aligned opportunity to provide additional and enhanced literacy efforts for high-need students across the entire spectrum of birth through 12th grade. In addition to full oversight over K-12th grade education, **LDOE is the state Early Childhood Program lead agency** (Louisiana is one of only a few states for which this is the case), **so it not only meets the CLSD requirements for alignment with the agency responsible for early childhood education** but also offers a unique commonality of standards and quality for all publicly-funded child care, Head Start, and PreK leaders in every community. This consolidated leadership also positions LDOE to access all performance data and feedback necessary to inform continuous improvement. Included in the Appendices is a support letter from the Early Childhood Care and Education Advisory Board, which collaborates with LDOE.

High-Quality, Evidence-Based Plan: LDOE has a Comprehensive State Literacy Plan, included in the Appendices, that is updated annually by 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 own 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 the use of evidence-based practices. Subgrantees will also detail how they will

leverage Federal, State, and local resources to promote efficiency (**Competitive Preference Priority 3a, Invitational Priority**), including opportunities in QOZs (**Competitive Preference Priority 2b**)

As described in the Project Services below, LDOE will support subgrantees in the development of their Local Literacy Plan. This support will also follow the steps of Implementation Science and the Active Implementation Formula:

Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes

Further, the Local Literacy Plans will include the use of the National Implementation Research Network at the University of North Carolina at Chapel Hill's **Hexagon Discussion and Analysis Tool**^v, also supported by the federal CLSD program. The Hexagon is designed to be used by a team to evaluate evidence-based practices. The Hexagon includes six indicators to assess effectiveness and progress: Capacity to Implement, Fit with Current Initiatives, Need, Evidence, Usability, and Supports. The Hexagon will be used to inform decisions and develop plans. It will be the primary tool used to ensure **continuous improvement and feedback** and ongoing program adjustments.

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, including children with disabilities and English learners, especially children reading or writing below grade level.
- Use of the Hexagon Discussion and Analysis Tool.
- High-quality professional development, which will be supported by Literacy Coach Coordinators, as detailed in this proposal.

- Training to implement and support high-quality evidence-based literacy activities.
- Coordinated planning and collaboration that engages early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders to support in the literacy development of children.
- Evaluation of the success of the activities in enhancing the language and literacy development for children.
- Engagement of families and family literacy activities.

As part of its work developing the Local Literacy Plan, in addition to implementing targeted evidence-based practices (described in the Evidence Documentation), each subgrantee will select one of three evidence-informed innovations—CLSD “Signature Innovations.” The purpose of the Signature Innovations is to allow piloting and demonstration of these cutting-edge approaches within LEAs that have strong enabling contexts to support implementation. Through a survey of LEAs, **LDOE has determined that there is significant interest equally in these three Signature Innovations, indicating that selections by LEAs will be relatively even.** 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.

LDOE will support subgrantees in implementing their Signature Innovation through **four** efforts. As this application will outline, LDOE will 1) provide specialized training at its annual Summit. LDOE will also 2) meet biweekly or monthly with an LEA-Level Literacy Team to support implementation, and 3) host Support Institutes. Finally, LDOE will 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.

These groups will work in alignment with the Active Implementation Formula and will use the Hexagon for ongoing feedback and improvement.

Each subgrantee will select one of the following as a Signature Innovation of their Local Literacy Plan to support implementation of evidence-based literacy practices.

Innovation 1: ELA Academic Case Management

Case management for high-risk populations is the standard of care in many fields of social services. The essential concept is that a person who is at risk or in crisis in some way needs a committed professional who will help them navigate a system of care and ensure that they are accessing appropriate and available resources to meet their needs^{vi}.

A July 2017 Issue Brief by the U.S. Department of Education discusses this model with positive outcomes^{vii}. LDOE proposes to apply the conceptual model specifically to literacy development across birth-12th grade.

Problems with literacy learning begin early and continue to compound, and once a student has fallen behind, it typically takes more than a year to catch back up to the right level. Yet, with students moving from one ELA teacher to the next year-to-year, their progress monitoring can be inconsistent^{viii}. This Signature Innovation assigns one person to serve as an ELA case manager for students who struggle with literacy, an advocate who will consistently monitor and communicate with the students and teachers across years. This kind of consistent intervention has been associated with better academic outcomes and social-emotional health, especially among children with disabilities^{ix}.

The ELA case managers may be members of the Site-Level Literacy Team or someone else in the school or community who has a strong desire and the skills to mentor children. The case manager will maintain a “caseload” of 5-10 students most at need of additional literacy

support. Local Literacy Plans will detail exactly how the ELA case management structure operates, but it should include 5-10 minute check-ins, at least 2-3 times per week. By interfacing with the Site-Level Literacy Team, an additional feedback loop is created, with these individuals providing specific information to inform continuous improvement of site-wide literacy practices.

Subgrantees who choose this specialty area will include in their Local Literacy Plan a model for case managing students in their literacy journey from grade level to grade level within that school or as they approach Kindergarten in an ECE program. The subgrantee has the freedom to choose how this structure will work based on successful models. The Literacy Coach Coordinators will help each subgrantee determine which students to serve and the caseload schedule based on their own particular context and the child's specific literacy needs.

Innovation 2: PRE-Teaching Intervention

LDOE believes that the traditional educational approach to literacy remediation, which is reactive rather than preventative, is flawed. Traditional intervention approaches are based on a “wait to fail” model, which does not begin to work until after the struggling student has fallen behind^x. With the advancement of evidence-based screening tools, aligned with high-quality curriculum, it is possible to predict that a child will fall behind before it actually happens. Early Childhood Education curricula also include early literacy at-risk indicators.

As research consistently demonstrates, the practice of pre-teaching leads to increased academic outcomes^{xi}. Pre-teaching new lesson material to specific children reduces the need for ‘catch-up’ or even ‘keep up’ intervention, normally done after a teaching episode. Further, findings show that children feel more positive about “intervention” prior to the lesson and, therefore, pre-teaching boosts their self-esteem^{xii}. When schools intervene after a lesson, the child has already struggled with a concept and typically feels deflated when they miss another

part of the curriculum to re-visit work they have already found difficult. Data demonstrates that this approach is particularly effective for English learners and students with disabilities^{xiii}.

Subgrantees who propose to implement the Pre-Teaching Innovation will include in their Local Literacy Plan, these critical components^{xiv} :

- A schedule and modality for implementation, which may include pull-out or small groups in the classroom.
- Use of an evidence-based assessment to monitor students' progress, which may include assessments embedded in high-quality, evidence-based curriculum.
- Targeted and differentiated instruction based on students' identified needs.
- Communication plan for key players, such as parents, the Literacy Coach Coordinator, support staff, and teachers, to ensure a coherent strategy for implementing the innovation.

Innovation 3: Family Literacy Coaching

Research shows a clear connection between family involvement and children's overall educational achievement, and this is particularly true for literacy development^{xv}. Family-centered coaching recognizes that families are most successful when supported by different approaches based on need^{xvi}. These include crisis support when the parent is experiencing a problem that needs to be resolved before moving forward, motivational support when the parent is unsure whether to participate, and literacy coaching when the parent is ready to take concrete steps^{xvii}.

LDOE will support subgrantees in establishing a family-centered literacy coach partnership with parents who stand the most to gain from such a partnership^{xviii}. Priority will be given to parents of children who are reading below grade level and utilize a digital suite of evidence-based practices^{xix} included in LDOE's family literacy toolkit created as part of its first

CLSD project. The partnership will use the following steps^{xx}, which can be conducted one-on-one or in small or large groups either virtually or in-person over multiple sessions:

1. Joint planning—parents and coach select a practice on which to focus (e.g., dialogic reading).
2. Modeling—coach models the practice for parents.
3. Guided Practice—coach provides feedback as parents “rehearse” the practice.
4. Independent Application—parents use the practice in home setting with children.
5. Reflection—parents think about how the practice supports their needs.
6. Feedback—parents share their reflections with the coach and other parents.

Subgrantees who choose this Innovation will include in their Local Literacy Plan a framework for implementation based on their local context. This framework will include a process for recruiting, retaining, training, and supporting family literacy coaches, a strategy that prioritizes the most needy families first, steps to communicate effectively with parents, and a proposed schedule for working with parents.

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

QUALITY OF THE MANAGEMENT PLAN

LDOE will invest seven key staff (**resumes included in the Appendices**) in the proposed project. Three are included in the proposed budget. Four are leveraged with other LDOE funding

streams to create efficiency and cost effectiveness (**Competitive Preference Priority 3a, Invitational Priority**). All seven were engaged in the development of this proposal. The three included in the proposed budget are Chanda Johnson, Marcie Buckle, and Holly Kipner.

1) Chanda Johnson will serve as the CLSD Project Director to manage 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 expertise as a university professor to work with 20 different institutes of higher education to strengthen pre-service courses and update licensure and certification standards in the area of literacy and evidence-based literacy practices. She and the Project Administrator will meet monthly with the Department's Finance Office to ensure the project remains on budget.

2) Marcie Buckle will serve as the Project Administrator and manage contracts and competitive bids, work with the selected vendor to plan, organize, and deliver Literacy Coach Coordinators (LCC) training, monitor the work of the LCCs, and assist the Project Director with budget tasks.

3) Holly Kipner will serve as Project Support Specialist and track subgrantees' selection and use of evidence-based practices, schedule LDOE's monthly meetings with subgrantees and record meeting minutes, and lead the planning and delivery of the Communities of Practice Networks.

The four additional existing LDOE staff being leveraged will each lead a major task for the CLSD project, based on the strengths they bring to the project, and actively participate in other project activities, as appropriate. 1) Delaina LaRocque will lead the planning and delivery of the School Support Institutes, working closely with vendors to ensure LDOE's engagement. 2) Emily Cooper will manage the subgrant application process and annual Summit to ensure coherence with LDOE's larger academic strategy and ESSA plan. 3) Angela Miles will manage

all subgrantee monitoring activities, including scheduling to ensure smooth coordinated monitoring with other programs. 4) Josh Posey will lead all data collection and reporting tasks to ensure progress and inform adjustments and serve as project liaison for the National Evaluation.

These seven staff comprise the LDOE CLSD Project Team and will meet 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, both to ensure adherence to budget and to identify opportunities for efficiency and cost-effectiveness (Competitive Preference Priority 3).

Table 5: Management Plan

Major Tasks	Timeline (annually unless otherwise noted)	Milestones	Owner (staff initials)
Facilitate meetings with LDOE CLSD Project Team	Monthly beginning Oct 2020	Activities are implemented on time and within budget	CJ
Meet biannually with Institutions of Higher Education (IHE)	Jan, June	IHEs attend meetings and coursework and certification standards are reviewed	CJ
Hire vendor to deliver Support Institutes and recruit and train Literacy Coach	Oct 2020 Jan and ongoing	RFP for vendors is posted Vendor is selected, creates training content, and creates and maintains a pool of	MB

Coordinators		qualified Literacy Coach Coordinators	
Facilitate competitive subgrant application process to promote the use of evidence-based practices and evidence-informed Innovations	Nov-Dec 2020, 2022 Jan-Feb 2021, 2023 March 2021, 2023 April 2021, 2023 May 2021, 2023	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	EC
Review and approve subgrantee budgets	June 2021, 2023 and ongoing Years 2-3	Subgrantees submit fiscally sound budgets and amend, as necessary Subgrantees increasingly leverage other funds	CJ
Facilitate check-in meetings with subgrantees	July and ongoing	LEA-Level Literacy Teams meet virtually with LDOE CLSD Project Team members monthly	CJ
Collect and report project data	Oct and ongoing Oct	Internal reports are prepared for LDOE CLSD Project Team meetings Annual reports are posted on	JP

		Website	
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	EC
Launch Support Institutes	Sept & March	LEA-Level and Site-Level Literacy Teams attend 1-day Support Institutes	DL
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	HK
Manage the work of Literacy Coach Coordinators	August and ongoing	Literacy Coach Coordinators spend 80% of their time supporting teachers	MB
Conduct desktop and onsite monitoring	August and ongoing	Subgrantees implement program requirements and use feedback to improve	AM

Adequacy of Procedures for Feedback and Continuous Improvement

The Hexagon will be the tool to inform feedback and continuous improvement. At the state, LEA, and site levels, the Hexagon will guide exploration of how both the site and the programs are performing. The tool will create a common framework to organize and help assess all of the evidence-based interventions being implemented and will contextualize lessons learned that can apply to future replication.

LDOE will implement its CLSD monitoring plan to ensure that subgrant activities are implemented with fidelity, as well as to supply additional data and feedback to the LDOE CLSD Project Team to allow for continuous improvement. The LDOE CLSD Project Team will leverage the information gained from monitoring activities to assess performance, upon which renewal subgrant awards are dependent, as well as adherence to the approved subgrant budget.

The first and most ongoing procedure for feedback and continuous improvement happens in monthly meetings between the LEA-Level Literacy Team and the LDOE CLSD Project Team. This creates an ongoing, real-time communication feed to LDOE and ensures ongoing support using the Hexagon to measure performance.

LDOE's monitoring procedures for CLSD provide that each subgrantee also receive an annual comprehensive desk and on-site monitoring by a staff member on LDOE's Coordinated Monitoring team. 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, and it includes a review of financial activities.

At-risk Subgrantees may be required to submit a corrective action plan (CAP) after desktop or onsite monitoring. 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.

LDOE uses a Coordinated Monitoring process, which allows for the integration of targeted monitoring activities of subgrant awards like CLSD. The purpose of the Coordinated Monitoring model is to consolidate time and resources. In this way, LDOE promotes innovation and efficiency, leveraging education resources to streamline, reduce redundancy, and increase productivity to develop literacy programs and activities (**Competitive Preference Priority 3a, Invitational Priority**). By conducting Coordinated Monitoring, LDOE is able to generate significant savings in staffing because it does not have separate individuals visiting and talking with schools about each funding allocation and program separately. By coordinating efforts, qualified monitoring staff can consolidate monitoring activities and maintain coordinated feedback to the LDOE CLSD Project Team to 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.

QUALITY OF THE PROJECT SERVICES

Through this CLSD project, the Louisiana Department of Education (LDOE) is advancing the implementation of evidence-based practices alongside the piloting of bold interventions to create models for literacy excellence. Targeted to the state's highest need students, leveraging existing funding streams and prioritizing QOZ alignment (**Competitive Preference Priority 2a**), the State Implementation Plan will build the subgrantees' capacity to serve students while boosting the use of evidence-based practices. At least 80% of high-need schools and ECEs will become high performing model sites of literacy excellence by the end of Year 3 of their subgrant as measured by achieving the Project Outcomes. These model schools of literacy excellence will become the standard by which LDOE advances literacy reform for all

LEAs and ECE providers. All work is driven by the Active Implementation Formula:

Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes

State Supports: The State Implementation Plan has woven in supports and training throughout the CLSD project design. LDOE will train a team of Literacy Coach Coordinators, detailed in the coming sections, who will provide hands-on, site-level literacy leadership support with each subgrantee. LDOE has a full library of promising and evidence-based practices publicly available on its website and these materials will be updated annually when it updates its Comprehensive Literacy Plan. Additional supports will take place on the following platforms:

1. **Teacher Leader Summit**—This annual summer meeting will include support for subgrantees to update and enhance their Local Literacy Plan, strongly aligned to LDOE’s Comprehensive Literacy Plan. In future years, it will continue to provide an opportunity to share successes and problem-solve any issues. LDOE will contract with national literacy experts such as Nell Duke, Elfrieda Hiebert, Michael Liben, Tim Shanahan, and Hanna Wasik to provide Keynotes and consulting sessions for subgrantees during the Summit.
2. **LEA-Level CLSD Meetings**—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. 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.
3. **Support Institutes**—Twice annually, these meetings will focus on implementing and strengthening Local Literacy Plans and evidence-based literacy practices. Meetings will

emphasize scheduling and facilitating common planning time, as well as build leadership.

4. **Communities of Practice** – Meeting four times each year, two virtually and two in person, LDOE will lead Community of Practice Networks to engage subgrantees in collaboration and feedback around the Signature Innovations in this proposal. Each of the three Innovations will form a working group comprised 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, 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 State Implementation Plan centers around a collaborative culture of literacy excellence within each LEA, school, and ECE. Each subgrantee is required to demonstrate its capacity to advance the evidence-based practices and one of three bold intervention specialties that it will choose to implement. Further, each subgrantee is required to 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 overall strategy of the project is to build the capacity of site-level Teacher Leaders to build sustainable local expertise and provide comprehensive literacy instruction.

Demonstrating Capacity: 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 to include schools that are classified as UIN, as defined above, and ECEs that have the greatest need. To ensure these LEAs have the capacity to transform these

sites into high performing model sites of literacy excellence, they will be required to demonstrate the following capacities:

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

- **Incorporate the dialogic reading method during book sharing:** In response to Kindergarten-readiness data outlined the Need for the Project, LDOE recognizes that how teachers read to young children is as important as how frequently they read to them. Dialogic reading is a shared reading practice used to enhance children’s language skills. During the shared reading practice, the adult and the child switch roles so the child learns to become the storyteller with the assistance of the adult who serves as an active listener and questioner. Dialogic reading been found to make a significant, positive impact on young children’s oral language^{xxi, xxii}. To strengthen children’s language skills, early childhood teachers (and parents) will learn to use the dialogic reading practice with rich read-aloud texts.
- **Develop awareness of the segments of sounds in speech and how they link to letters:** Teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text^{xxiii}.

Responding to DIBELS data showing that nearly half the state's 3rd graders are reading below level, Kindergarten-grade 3 teachers will learn how to create and use word building exercises to enhance students' awareness of how words are composed and how each letter or phoneme in a word contributes to its spelling and pronunciation.

- **Teach students to decode, analyze word parts, and write and recognize words:** Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, helps students read and comprehend increasingly complex texts^{xxiv}. Kindergarten-grade 3 teachers will learn strategies to teach students how to read and write complex words to address the need demonstrated by the DIBELS data.
- **Teach students to use the writing process for a variety of purposes:** As discussed in the Need for the Project and LDOE's priority on writing, learning how to write well is important for success in school and in life. When students learn how to adjust their writing for their intended readers, they become better readers and writers^{xxv}. Kindergarten-grade 5 teachers will learn evidence-based techniques to help students write more effectively for different audiences and purposes.
- **Integrate writing and reading to emphasize key writing features:** Similar to the prior item, but applied to the upper grade levels, writing helps students better understand aspects of the text's content. When students write about what they are reading, it helps develop not only their reading skills but also their understanding of what they read^{xxvi}. ELA teachers in grades 6-12 will learn to integrate reading and writing with different text types to help students move from simply knowing a fact to understanding a fact's significance.
- **Provide explicit, systematic instruction to teach reading and writing skills:** Numerous reviews report the effectiveness of using explicit, systematic instruction^{xxvii, xxviii, xxix}. LDOE is

prioritizing explicit reading instruction, identified as a shortcoming in its Need Assessment.

Pre-K-grade 12 teachers will become highly effective at providing explicit instruction to teach reading and writing skills to students.

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 age birth through 12th grade, and it must include seamless transitions for young children across ECE programs and into Kindergarten. It must incorporate a structure and a schedule for educators to plan and collaborate in vertical and horizontal teams, and it must be updated annually. LDOE will support the improvement and enhancement of these plans in the annual Summit meeting and monthly support meetings with the LEA-Level Literacy Team. Subgrantees will bring their teams to the Summit, and in workshops, these plans will be refined.

The Local Literacy Plan must address all of the subgrantee application requirements, as defined in the CLSD regulations. Allowable costs include funding for initiatives to enhance the language and literacy development of children, Signature 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, as well as a strategy to identifying students in need of 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 required Literacy Coach Coordinator.

Literacy Teams: This CLSD project will incorporate three key teams: 1) a Site-Level Literacy Team, 2) an LEA-Level Literacy Team, and 3) the LDOE CLSD Project Team described in the

Management plan. The LDOE CLSD Project Team will coordinate with the LEA-Level Literacy Team to ensure an aligned and coherent approach across all three teams. Each team will use the Hexagon tool to inform their work.

The Site-Based Literacy Team will be led by an appointed site-based Teacher Leader. The Site-Based Literacy Team is comprised of the principal/director, at least two teachers, a higher education representative, at least one QOZ investor (**Competitive Preference Priority 2b**), 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 composed of the Site-Based Teacher Leaders, as well as Literacy Coach Coordinators, detailed in the next paragraph. If an LEA has multiple age band subgrants, this team will include all age bands. This team will also include representation from an Institution of Higher Education (IHE) Teacher Preparation Program for the purpose of creating a feedback loop between practicing teachers and teacher preparation programs about best practices. The Project Director will work concurrently with these IHE partners to strengthen pre-service courses and update licensure requirements.

This team works collaboratively with the ***LDOE CLSD Project Team*** to ensure continuous feedback and improvement. The LDOE CLSD Project Team will gather feedback 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 that additional state-level support is needed.

Quality Professional Development Support: LDOE will work with a vendor to provide ongoing training for **Literacy Coach Coordinators**. Subgrantees, in turn, will use their subgrant funds to contract with a pre-approved vendor for a dedicated Literacy Coach Coordinator to

work with their CLSD sites. Candidates for Literacy Coach Coordinator will be recruited and vetted locally by the vendor and must have strong literacy credentials and evidence of successful teaching and working with others. Literacy Coach Coordinators will serve as local experts in the Active Implementation Formula:

Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes

These Literacy Coach Coordinators are the center of the LEA-level implementation—they provide the localized supports while also leveraging the communication, feedback, and support of LDOE. Literacy Coach Coordinators spend 80% of their time directly supporting teachers. The other 20% of their time is spent planning and receiving training. Literacy Coach Coordinators will spend a total of 80 hours of training each year. Specifically, Literacy Coach Coordinators perform the following tasks:

- Build collaborative relationships among schools, ECEs, and LEAs for teachers and leaders to learn from each other.
- Guide the use of the Hexagon tool for data and feedback.
- Participate on the LEA-Level Team to bring insights and perspectives from site-level collaboration, ensuring feedback and continuous improvement.
- Provide teachers with instructional support in five areas: theory underlying instruction, demonstration of evidence-based strategies, observation of teachers practicing evidence-based strategies, feedback and reflection about instruction, and supporting collaboration.
- Facilitate site-level collaborative meetings with teachers and leaders to examine samples of student work and assessment data, help teachers and leaders interpret assessment information and use that information to provide more focused instruction based on student needs.
- Meet weekly with school and LEA leaders to discuss goals and plan for activities.

- Stay abreast of the research and learn new strategies for instruction and professional development to share with the teachers.

The Subgrant Process: LDOE will conduct a competitive application process, incorporating the requirements outlined in this proposal for criteria and competitive preference priority. **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. The proposed project will support a total of 168 sites. LEAs will select no more than 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 LDOE has 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 Signature Innovation for each application. Subgrantees will demonstrate how they will replicate the Signature Innovation to at least one additional site or grade-level band within the LEA. Applicants will include a draft schedule for collaboration and planning for teachers with their proposals, and all subapplications must include measurable and ambitious goals. Applicants will also describe how they will leverage opportunities in QOZs to enhance implementation of evidence-based practices and the Signature Innovation to ensure that state and federal program requirements are met. LDOE will provide applicants with examples for forming partnerships with investors in QOZs during the subgrant application phase (**Competitive Preference Priority 2b**).

Subgrants include a base allocation plus an additional \$25,000 per site each year for implementation. The base allocation is \$100,000 in Year one for Birth-5 and K-5th and \$110,000

for 6th-8th because those schools tend to have larger populations. This amount is reduced by 50% (\$50,000 and \$60,000 respectively) in Years two and three, as start-up investments and purchases would have been made in Year one. LDOE will support LEAs to increasingly leverage other funds in Years two and three to maximize their sustainability and efficiency to continue the program after the CLSD funding is complete (**Competitive Preference Priority 3a, Invitational Priority**).

Equal Access: As described in the Project Design, LDOE will solicit applications from LEAs that are classified by LDOE as “Urgent Intervention Needed” (UIN). An LEA is given this designation when at least one subgroup within the school earns a performance score equivalent to a “D” or “F” letter grade on the school performance score scale. This distinction is important because these subgroups represent the traditionally underrepresented populations outlined in the CLSD guidance—those underrepresented based on race, color, national origin, gender, age, or disability. This CLSD program is designed to intervene when those highest risk students are beginning to show signs of getting lost in the achievement gap but before the whole school has slipped into academic failure. Because the CLSD requirements ensure schools with the highest number or percentages of children reading or writing below grade level are served, this allows LDOE to target both populations effectively, with a priority to those that are underrepresented, through this program. Additionally, because this classification is issued to schools all over the state, a diverse range of geographic areas are included. 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 (**Competitive Preference Priority 3b**).

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Education.

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Chanda Johnson

Chanda Johnson currently serves as Deputy Assistant Superintendent of Humanities in the Office of Academic Policy and Analytics at the Louisiana Department of Education where she develops and implements Louisiana's Humanities strategy. She leads Louisiana's Innovative Assessment Pilot work. Chanda also manages the coordination and support of staff, vendors, and local school systems. Chanda has worked in the Louisiana Department of Education as the Chief of Staff for the Office of Academic Content, the Director of ELA Instructional Materials Review, and a Network Coach. She was also one of the first Teacher Leaders for the state of Louisiana in the Spring of 2013. Chanda worked at EdReports.org as a Senior Instructional Materials Review Specialist for two years. Prior to leaving the classroom, Chanda worked as an English teacher in Acadia Parish for twelve years. Chanda has continued to teach online English classes at LSU Eunice for the last thirteen years. Chanda received a B.S. in secondary education, a M. Ed. In Curriculum and Instruction, and +30 from the University of Louisiana at Lafayette.

EDUCATION

+30	UL Lafayette, May 2002
M. Ed.	Curriculum and Instruction (Minor-English), UL Lafayette, May 2001
B.S.	Secondary Education (Major-English, Minor-Math), UL Lafayette, May 2000

CERTIFICATIONS

Louisiana Teaching Certificate , Type B–Valid for Life

General Areas of Certification: English (Grades 6-12) and Mathematics (Grades 6-12)

EMPLOYMENT HISTORY

2017–Present	Louisiana Department of Education, Baton Rouge Deputy Assistant Superintendent of Humanities
2015–2017	EdReports.org, Virtual Senior Instructional Materials Review Specialist
2013–2015	Louisiana Department of Education, Baton Rouge Education Program Consultant 3
2007–Present	LSU Eunice English Adjunct Professor
2008–2011	Louisiana Department of Education, Baton Rouge Private Contractor
2002–2013	Acadia Parish Math and English Teacher

KEY LEADERSHIP EXPERIENCES

- 2019 – present Member of Louisiana’s Early Literacy Commission. Leads all meetings.
- 2013 – 2016 Member of EQuIP Peer Review Panel

SELECTED PRESENTATIONS

- Johnson, C.S. (2019, June). *Innovative Assessment Demonstration Authority: Year One Reflections*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Innovative Assessment Initiatives in Four States*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Multiple Pathways to Assessment Innovation: Diverse Approaches from Three States*. Presentation at National Conference on Student Assessment, Orlando, FL.
- Johnson, C.S. (2019, June). *Innovative Assessment Pilot*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 Overview*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360: Deep Dive into the Teacher’s Guide to LEAP 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360: Deep Dive into the District’s Guide to LEAP 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, June). *LEAP 360 ELA: A Deep Dive*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Johnson, C.S. (2018, May). *A 360 Approach to Assessment Systems*. Presentation at Elevating Instructional Advocacy conference, Denver, CO.

Marcie Buckle

Marcie Buckle works in the Office of Academic Policy and Early Childhood at the Louisiana Department of Education where she supports the improvement, implementation and effectiveness of comprehensive literacy efforts, Birth-Grade 12. Her responsibilities include planning, developing, managing, and coordinating ongoing communication across multiple sub-teams. She also serves as the Teacher Leader coordinator for the Department, organizing recruitment and training activities, managing contracts and budgets, and planning collaboration and professional development events. In her almost 20 years at the Department, Marcie has served at various levels in the Education Program Consultant series and has supported and led multiple programs including instructional materials review/textbook adoption, home study, nonpublic school approval, homeless education, and state grant programs.

EDUCATION

MA	Pastoral Studies with Leadership and Organization, Loyola University New Orleans (2006)
BA	Secondary Education, Louisiana State University (1999)

CERTIFICATIONS

Louisiana Teaching Certificate for Math and French Grades 6-12 (2000-2003)

EMPLOYMENT HISTORY

2001 - Present	Louisiana Department of Education, Baton Rouge
2000-2001	West Baton Rouge Schools, Brusly, LA High School Math Teacher

KEY LEADERSHIP EXPERIENCES

2019 – present	Communications Liaison for the Office of Academic Content, LDOE
2013 – present	Coordinator of Teacher Leadership Advisor program, LDOE
2013	Part of the 4-person team which initiated Louisiana Teacher Leaders at LDOE, a statewide initiative that engaged two teachers per school in ELA and Math through an annual Summit gathering, live streams, newsletters, and regional collaborations

2013	Responsible for handling logistics and planning for the inaugural Teacher Leader Summits hosted by LDOE, which began as a gathering of 1,500 teachers and has grown to over 6,000
2013	Led program implementation affected by legislative changes including the transition to a completely online instructional materials review process, LDOE
2011 –2016	Treasurer, SIMRA
2011 –2013	Commission Chair, ACTS Advisory Commission on Textbook Specifications (ACTS) is organized is to improve American education through the cooperation and mutual assistance between the State Instructional Materials Review Association (SIMRA), The Association of American Publishers (AAP), and the Book Manufacturers' Institute, Inc. (BMI) in setting manufacturing standards and specifications for instructional materials and textbooks.
2008 –2010	President, SIMRA State Instructional Materials Review Association, SIMRA, (formerly NASTA) is a collaborative organization of several states concerned with quality instructional materials in schools.
2007 – 2010	Served on Louisiana Department of Education's AIM (Accessible Instructional Materials) Team, in conjunction with the AIM Consortium, a 15-state initiative to improve the timely delivery of appropriate high-quality digital instructional materials to students with print disabilities. The National Instructional Materials Accessibility Standard (NIMAS) and AIM initiatives are supported by the Office of Special Education Programs, U.S. Department of Education. Provided school districts with ongoing support and monitor effective implementation.

Holli Kipner Jessee

Holli Kipner Jessee works currently serves as an Education Program Consultant of the Humanities Strategy Team within the office of Academic Policy and Early Childhood at the Louisiana Department of Education where she is responsible for supporting school systems with the implementation of high-quality ELA curricula. She also manages the development and dissemination of the State's ELA curriculum, Louisiana's ELA Guidebooks. Prior to joining the Department in January 2018, Holli served as a Teacher Leader Advisor beginning in 2016 and was a secondary ELA teacher. In these roles, she developed curriculum and supporting materials to support quality literacy instruction and provided professional development for secondary literacy through district partnerships with the Literacy Design Collaborative and Louisiana Department of Education. Holli received a BA in Secondary English Education from the University of New Orleans.

EDUCATION

BA	Secondary English Education, University of New Orleans, New Orleans, LA (2011)
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CERTIFICATIONS

Louisiana Teaching Certificate, Level 2–Valid 6/26/2022
English 6-12

EMPLOYMENT HISTORY

2018- Present	Louisiana Department of Education, Baton Rouge, LA Education Program Consultant
2017–2018	St. Tammany Junior High, Slidell, LA Grade 8 ELA Teacher
2016–2017	St. Bernard Middle School, St. Bernard, LA Grade 6 ELA Teacher
2015–2016	St. Peter Catholic School, Covington, LA Grades 5-7 Honors ELA Teacher
2011–2015	Chalmette High School, Chalmette, LA Grade 9 ELA Teacher (English I and English II Honors)

SELECTED PRESENTATIONS

- Jessee, H.K. and Kaiser, E. (2020, June). *Transitioning ELA Guidebooks for Distance Learning*. Presentations at the Louisiana Department of Education Teacher Leader Summit Virtual Series, New Orleans, LA.
- Jessee, H.K. (2019, June). *High-Quality ELA Curriculum Implementation*. Presentations at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Jessee, H.K. (2018, May). *High-Quality ELA Curriculum Implementation*. Presentations at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Jessee, H.K. (2017, May). *A Deep-Dive in ELA LEAP 360*. Presentations at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Jessee, H.K. and LaPres, A. (2015, February). *Literacy Design Collaborative*. Presentation at the U.S. Department of Education and Louisiana Department of Education PEN Meeting. New Orleans, LA.

Delaina LaRocque, M. Ed.

Delaina LaRocque currently works as the Director of Field Implementation in the Office of Academic Strategy at the Louisiana Department of Education. As Director of Field Implementation, Delaina manages the implementation of field-facing support activities. This management includes building trainings and tools to support the implementation school improvement plans and evidenced-based practices. Additionally, Delaina owns the work of the School Support Institutes, a state-wide training for leadership teams from failing schools across Louisiana. The management of this body of work includes designing and developing content, connecting with and communication with the participants, and managing the contract of an external professional learning partner. This learning series supports 1,600 educators from across the state from our most persistently struggling schools. Delaina's portfolio includes managing the work of state-wide improvement Transformation Zones in our largest parishes – Caddo, Calcasieu, East Baton Rouge, and Jefferson – and supporting the school-sites affiliated with the Office of Juvenile Justice schools and incarcerated youth.

Prior to joining the Department in November of 2016, Delaina was an assistant principal for eight years in Calcasieu Parish. During her tenure as an administrator, Delaina designed and implemented an accelerated University Program at two persistently struggling schools, served on the Student Code of Conduct Design Committee and Alternative School Redesign Committee, and coached teachers in the New Teacher Academy at struggling schools.

Delaina received a B.A. in Spanish from McNeese State University. After completing the Alternative Certification Program in 2003, Delaina then completed her M.Ed. in Educational Leadership.

EDUCATION

M. Ed.	Educational Leadership, McNeese State University (2008)
B.A.	Spanish, McNeese State University (1997)

CERTIFICATIONS

Louisiana Teaching Certificate, EDLD 2
Educational Leader Level 2
Teacher Leader
English 6-12
Social Studies 6-12
Spanish 6-12

EMPLOYMENT HISTORY

May 2018-Present	Louisiana Department of Education, Baton Rouge Executive Director, Field Implementation
November 2016- May 2018	Recovery School District, New Orleans Regional Turnaround Support Manager
2016-2008	Calcasieu Parish School Board Assistant Principal
2008-1998	Calcasieu Parish School Board Teacher

SELECTED PRESENTATIONS

LaRocque, D. and Center for Public Research and Leadership, Columbia University (2020, June). *Using Improvement Methodology to Better Support Teachers' Implementation of High-Quality Curriculum*. Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.

LaRocque, D. (2019, June). *Louisiana's Academic Strategy 2019-2020*. Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

LaRocque, D. (2018, May). *Louisiana's Academic Strategy 2018-2019*. Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

LaRocque, D. (2017, May). *Louisiana's Academic Strategy 2017-2018*. Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

Emily Cooper, M. Ed.

Emily, “Em,” Cooper currently works as the Executive Director of Academic Strategy at the Louisiana Department of Education. In this role she leads the development and execution of the State’s strategy through the school system planning process along with assessment supports aligned to those priorities. Prior to this role, she led the assessment and accountability administration at the Department for all birth-grade 12 state assessments. Em was previously an elementary school principal, district support specialist, elementary school teacher, and selected for various roles across the state and country.

EDUCATION

M. Ed.	Educational Leadership, Louisiana State University (2013)
BS	Elementary Education, Louisiana State University (2008)

CERTIFICATIONS

Louisiana Teaching Certificate, Elementary Grades 1-6
Educational Leader Level 1
Mild/Moderate, Grades 1-12

EMPLOYMENT HISTORY

May 2019- Present	Louisiana Department of Education, Baton Rouge Executive Director of Academic Strategy
2016–2019	Louisiana Department of Education, Baton Rouge Director of Assessment and Accountability Administration, National Blue Ribbon Coordinator
2015-2016	East Baton Rouge Parish School System, LA Principal
2014	East Baton Rouge Parish School System, LA District Instructional Specialist
2013-2014	Student Achievement Partners, New York Core Advocate, National Presenter, Math Team
2008-2014	East Baton Rouge Parish School System, LA Teacher

SELECTED PRESENTATIONS

Cooper, Em. (2020, May). *Louisiana’s Academic Strategy*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.

- Cooper, Em. (2020, March). *Louisiana's Academic Strategy*. Presentation at the Louisiana Association of School Administrators of Federally Assisted Programs, Shreveport, LA.
- Cooper, Em. (2019, November). *Louisiana's School System Planning Process*. Presentation at the Louisiana Department of Education Super App Launch, Baton Rouge and Ruston, LA.
- Cooper, Em. (2018, June). *Louisiana's Educational Assessment Program 360*. Presentation at the Louisiana Department of Education Teacher Leader Summit, New Orleans, LA.
- Cooper, Em. (2013). *Common Core Student Standards from Publisher's Criteria*. Workshops at the National Student Achievement Partners Core Advocates Training, Chicago, IL.
- Cooper, Em. (2012). *Successes of a MicroSociety*. Presentation at the Magnet Schools of Texas and Mid--- South Regional Conference, Baton Rouge, LA.
- Cooper, Em. (2010). *Classroom Engagement*. Presentation at the State Louisiana Science Teachers' Association's Annual Conference, Baton Rouge, LA.

Angela Miles

Angela Miles joined the Louisiana Department of Education in 2007. She is a member of the Department's Program Monitoring team and works to ensure Federal Funded Programs are compliant and meet fiscal assurance requirements as outlined by the United States Department of Education (USDOE). Angela has extensive program monitoring experience, conducting annual desk reviews as well as on-site reviews for federal Literacy programs. She is instrumental in developing and scheduling program monitoring activities, which include fiscal and programmatic reviews, including the management of corrective action plans. She meets monthly with programmatic staff to discuss project milestones and data to inform continuous improvement, and to ensure coherence and alignment with grant priorities.

Angela has also worked with federal programs providing technical assistance to LEAs and Charter Schools. Her technical assistance and monitoring duties include responding to questions and concerns about monitoring, compliance, policies and procedures, laws and regulations, and eGrant reviews and approvals. Angela has also reviewed and provided funding recommendations for various grant programs such as 1003(a), 1003(g), and Education Excellence Fund (EEF).

Additionally, Angela served as a Team Leader for the Federal Emergency Management Agency (FEMA) where she served children and families impacted by hurricanes Katrina and Rita in 2005.

EDUCATION

BA Journalism-Public Relations, Northeast Louisiana University

EMPLOYMENT HISTORY

July, 2012 - Present	Louisiana Department of Education, Federal Program Monitor
December, 2005 – June, 2007	United States Department of Homeland Security Federal Emergency Management Agency, Alexandria, LA

SELECTED PRESENTATIONS

Miles, A. (2017-2019). *Every Student Succeeds Act – Program Monitoring Updates*. Presentation for Louisiana Association of Federally Assisted Programs.

Miles, A. (2012-2019). *21st Century Community Learning Centers – Program Monitoring Updates*. Louisiana Department of Education, Baton Rouge, LA.

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

Josh Posey

Josh Posey brings a wide breadth of experience in various areas of education with over five years of experience focused on collection, reporting and analysis of education data. He has worked in the Strategic Research and Analysis section of the Office of Academic Policy and Analytics at the Louisiana Department of Education (LDOE) since August 2013 and worked in the Data Management group since 2012. He has served as the evaluator of the prior SRCL grant from 2014 through its culmination and has extensive knowledge about the grant, which has been renamed CLSD.

Josh also worked in LDOE's Accountability section on policy and reporting and for over two years, assisting local schools and districts with state-mandated and federal accountability requirements and conducting district monitoring and intensive scholastic audits of schools in "School Improvement" (failing) status. Josh also worked in the Title III/English Language Learner program on, in part, coordinating data collection and reporting as required by *NCLB*.

From September 2003 through April 2005, as coordinator of USDOE Title III National Professional Development Program, Project TEACH, at Southeastern Louisiana University, Josh's duties included working with central offices of 4 school districts, teachers, and other university staff to register teachers in ESL add-on certification program courses; assisting instructors with online courses; facilitating several professional development workshops; serving as graduate faculty instructor for *Curriculum Design for Teaching English as a Second Language* course in spring and fall 2004, and providing data for the grant's external evaluator.

Josh was also a reader for the USDOE Migrant Education Even Start Family Literacy Program in 2006 and a part-time English and math tutor for over 2 years while earning his Master of Arts in Education. He is proficient in Microsoft Access, Excel, Word and PowerPoint and has expertise with SPSS and SQL programming language.

EDUCATION

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

EMPLOYMENT HISTORY

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

SELECTED PUBLICATIONS AND PRESENTATIONS

Posey, J. (Fall, 2017). Statewide Annual Reading Reports: *School, District, and State Results for Kindergarten through Grade Three*.

Posey, J. (Fall, 2016). Statewide Annual Reading Reports: *School, District, and State Results for Kindergarten through Grade Three*.

Posey, J. (Fall, 2015). Statewide Annual Reading Reports: *School, District, and State Results for Kindergarten through Grade Three*.

Posey, J. (2015-2016) *Annual Financial and Statistical Reports*.

Posey, J. et al. (2009). LDOE's *College and Career Readiness Policy Institute Plan*.

Posey, J. et al. (2009). LDOE's *21st Century Skills Partnership Plan*.

Posey, J. (2007). *Updates on Title III Regulations and State ESL Policy*. Presentation at the Annual Statewide Meeting for Title III School District Supervisors.

Posey, J. et al. (2005). *Updates on Title III Regulations and State ESL Policy*. Presentation at the Annual Statewide Meeting for Title III School District Supervisors.

Posey, J. et al. (March, 2005). *Workshop for Teachers of English Language Learners*. Project TEACH Presentation.

		Census Tract	
State	Parish	Number of QOZ	Tract Type
Louisiana	Acadia	22001960100	Low-Income Community
Louisiana	Allen	22003950300	Low-Income Community
Louisiana	Ascension	22005030900	Low-Income Community
Louisiana	Ascension	22005031000	Low-Income Community
Louisiana	Assumption	22007050100	Low-Income Community
Louisiana	Avoyelles	22009030600	Low-Income Community
Louisiana	Avoyelles	22009030900	Low-Income Community
Louisiana	Beauregard	22011960300	Low-Income Community
Louisiana	Bienville	22013970100	Low-Income Community
Louisiana	Bienville	22013970200	Low-Income Community
Louisiana	Bossier	22015010601	Low-Income Community
Louisiana	Caddo	22017023400	Low-Income Community
Louisiana	Caddo	22017023800	Low-Income Community
Louisiana	Caddo	22017024303	Low-Income Community
Louisiana	Caddo	22017024601	Low-Income Community
Louisiana	Caddo	22017024900	Non-LIC Contiguous
Louisiana	Caddo	22017025100	Low-Income Community
Louisiana	Caddo	22017025300	Low-Income Community
Louisiana	Calcasieu	22019000100	Low-Income Community
Louisiana	Calcasieu	22019000200	Low-Income Community
Louisiana	Calcasieu	22019000400	Low-Income Community
Louisiana	Calcasieu	22019001500	Low-Income Community
Louisiana	Calcasieu	22019001600	Low-Income Community
Louisiana	Concordia	22029000300	Low-Income Community
Louisiana	De Soto	22031950300	Low-Income Community
Louisiana	East Baton Rouge	22033000100	Low-Income Community
Louisiana	East Baton Rouge	22033000300	Low-Income Community
Louisiana	East Baton Rouge	22033000400	Low-Income Community
Louisiana	East Baton Rouge	22033000500	Low-Income Community
Louisiana	East Baton Rouge	22033000602	Low-Income Community
Louisiana	East Baton Rouge	22033000900	Low-Income Community
Louisiana	East Baton Rouge	22033001000	Low-Income Community
Louisiana	East Baton Rouge	22033001104	Low-Income Community
Louisiana	East Baton Rouge	22033002200	Low-Income Community
Louisiana	East Baton Rouge	22033002400	Low-Income Community
Louisiana	East Baton Rouge	22033002500	Low-Income Community
Louisiana	East Baton Rouge	22033003000	Low-Income Community
Louisiana	East Baton Rouge	22033003101	Low-Income Community
Louisiana	East Baton Rouge	22033003103	Low-Income Community
Louisiana	East Baton Rouge	22033003300	Low-Income Community
Louisiana	East Baton Rouge	22033003400	Low-Income Community
Louisiana	East Baton Rouge	22033004011	Low-Income Community
Louisiana	East Baton Rouge	22033004201	Low-Income Community
Louisiana	East Baton Rouge	22033004203	Low-Income Community
Louisiana	East Baton Rouge	22033005100	Low-Income Community

Louisiana	East Baton Rouge	22033005200	Low-Income Community
Louisiana	East Baton Rouge	22033005300	Low-Income Community
Louisiana	East Carroll	22035000200	Low-Income Community
Louisiana	East Feliciana	22037951502	Low-Income Community
Louisiana	Evangeline	22039950500	Low-Income Community
Louisiana	Evangeline	22039950600	Low-Income Community
Louisiana	Iberia	22045030500	Low-Income Community
Louisiana	Iberia	22045030900	Low-Income Community
Louisiana	Iberia	22045031000	Low-Income Community
Louisiana	Iberia	22045031100	Low-Income Community
Louisiana	Iberville	22047953000	Low-Income Community
Louisiana	Jackson	22049970300	Non-LIC Contiguous
Louisiana	Jefferson	22051020201	Low-Income Community
Louisiana	Jefferson	22051020202	Low-Income Community
Louisiana	Jefferson	22051020600	Low-Income Community
Louisiana	Jefferson	22051024600	Low-Income Community
Louisiana	Jefferson	22051025900	Low-Income Community
Louisiana	Jefferson	22051026900	Low-Income Community
Louisiana	Jefferson	22051028200	Low-Income Community
Louisiana	Jefferson Davis	22053000500	Low-Income Community
Louisiana	Lafayette	22055000100	Low-Income Community
Louisiana	Lafayette	22055000700	Low-Income Community
Louisiana	Lafayette	22055000800	Low-Income Community
Louisiana	Lafayette	22055000900	Low-Income Community
Louisiana	Lafayette	22055001001	Low-Income Community
Louisiana	Lafayette	22055001100	Low-Income Community
Louisiana	Lafayette	22055002200	Low-Income Community
Louisiana	Lafourche	22057020400	Low-Income Community
Louisiana	Lafourche	22057020702	Low-Income Community
Louisiana	Lafourche	22057020900	Low-Income Community
Louisiana	Lincoln	22061960300	Low-Income Community
Louisiana	Lincoln	22061960400	Low-Income Community
Louisiana	Lincoln	22061960900	Low-Income Community
Louisiana	Livingston	22063040401	Low-Income Community
Louisiana	Livingston	22063040402	Non-LIC Contiguous
Louisiana	Livingston	22063040700	Low-Income Community
Louisiana	Morehouse	22067950400	Low-Income Community
Louisiana	Morehouse	22067950500	Low-Income Community
Louisiana	Morehouse	22067950600	Low-Income Community
Louisiana	Natchitoches	22069000600	Low-Income Community
Louisiana	Natchitoches	22069000700	Low-Income Community
Louisiana	Orleans	22071000200	Low-Income Community
Louisiana	Orleans	22071000605	Low-Income Community
Louisiana	Orleans	22071000904	Low-Income Community
Louisiana	Orleans	22071001730	Low-Income Community

Louisiana	Orleans	22071001736	Low-Income Community
Louisiana	Orleans	22071001751	Low-Income Community
Louisiana	Orleans	22071002700	Low-Income Community
Louisiana	Orleans	22071002900	Low-Income Community
Louisiana	Orleans	22071003307	Low-Income Community
Louisiana	Orleans	22071003400	Low-Income Community
Louisiana	Orleans	22071004000	Low-Income Community
Louisiana	Orleans	22071004401	Low-Income Community
Louisiana	Orleans	22071004900	Low-Income Community
Louisiana	Orleans	22071006000	Low-Income Community
Louisiana	Orleans	22071006300	Low-Income Community
Louisiana	Orleans	22071007101	Low-Income Community
Louisiana	Orleans	22071007200	Low-Income Community
Louisiana	Orleans	22071007700	Non-LIC Contiguous
Louisiana	Orleans	22071008400	Low-Income Community
Louisiana	Orleans	22071009400	Low-Income Community
Louisiana	Orleans	22071011100	Low-Income Community
Louisiana	Orleans	22071013400	Low-Income Community
Louisiana	Orleans	22071013700	Low-Income Community
Louisiana	Orleans	22071014000	Low-Income Community
Louisiana	Orleans	22071014300	Low-Income Community
Louisiana	Ouachita	22073000600	Low-Income Community
Louisiana	Ouachita	22073001400	Low-Income Community
Louisiana	Ouachita	22073010603	Low-Income Community
Louisiana	Ouachita	22073010900	Low-Income Community
Louisiana	Pointe Coupee	22077951900	Low-Income Community
Louisiana	Pointe Coupee	22077952300	Low-Income Community
Louisiana	Rapides	22079010500	Low-Income Community
Louisiana	Rapides	22079011300	Low-Income Community
Louisiana	Rapides	22079013900	Low-Income Community
Louisiana	Richland	22083970500	Low-Income Community
Louisiana	St. Bernard	22087030300	Low-Income Community
Louisiana	St. Bernard	22087030400	Low-Income Community
Louisiana	St. Bernard	22087030800	Low-Income Community
Louisiana	St. Charles	22089062700	Low-Income Community
Louisiana	St. Helena	22091951100	Low-Income Community
Louisiana	St. James	22093040400	Low-Income Community
Louisiana	St. James	22093040500	Low-Income Community
Louisiana	St. John the Baptist	22095071100	Low-Income Community
Louisiana	St. Landry	22097961100	Low-Income Community
Louisiana	St. Landry	22097961300	Low-Income Community
Louisiana	St. Landry	22097961400	Low-Income Community
Louisiana	St. Landry	22097961600	Low-Income Community
Louisiana	St. Martin	22099020501	Low-Income Community
Louisiana	St. Mary	22101040300	Low-Income Community

Louisiana	St. Mary	22101040400	Low-Income Community
Louisiana	St. Mary	22101040500	Low-Income Community
Louisiana	St. Mary	22101041200	Low-Income Community
Louisiana	St. Tammany	22103040704	Low-Income Community
Louisiana	Tangipahoa	22105953600	Low-Income Community
Louisiana	Tangipahoa	22105953800	Low-Income Community
Louisiana	Terrebonne	22109000101	Non-LIC Contiguous
Louisiana	Terrebonne	22109000500	Low-Income Community
Louisiana	Vermilion	22113950700	Low-Income Community
Louisiana	Vernon	22115950400	Low-Income Community
Louisiana	Washington	22117950500	Low-Income Community
Louisiana	Washington	22117951000	Low-Income Community
Louisiana	Webster	22119031200	Low-Income Community
Louisiana	West Baton Rouge	22121020200	Low-Income Community
Louisiana	Winn	22127960200	Low-Income Community

EVIDENCE DOCUMENTATION – LOUISIANA

Proposed Activity, Intervention, or Practice	Program Requirement	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Incorporate the dialogic reading method during book sharing	Program Requirements that apply to: (b) State-Level Activities and (c) subgrants to eligible entities in support of birth through kindergarten entry literacy	Lonigan, C. J., Anthony, J. L., Bloomfield, B. G., Dyer, S. M., & Samwel, C. S. (1999). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. <i>Journal of Early Intervention</i> , 22(4), 306–322. Retrieved from: https://eric.ed.gov/?id=EJ599243 Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. <i>Journal of Educational Psychology</i> , 93(2), 243-250. Retrieved from: https://eric.ed.gov/?id=EJ638739	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for early childhood https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf
Develop awareness of the segments of sounds in speech and how they link to letters	Program Requirements that apply to: (b) State-Level Activities and (d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for student in grades K-3 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21)
Teach students to decode, analyze word parts, and write and recognize words	Program Requirements that apply to: (b) State-Level Activities and	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading for understanding</i>	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for student

	(d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	<i>in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		in grades K-3 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21)
Teach students to use the writing process for a variety of purposes	Program Requirements that apply to: (b) State-Level Activities and (d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N.(2012). <i>Teaching elementary school students to be effective writers: A practice guide</i> (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for student in grades K-5 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/17)
Integrate writing and reading to emphasize key writing features	Program Requirements that apply to: (b) State-Level Activities and (d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	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, Institute of Education Sciences, U.S. Department of Education.	Moderate	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2 / Moderate Evidence for students in grades 6-12 https://ies.ed.gov/ncee/wwc/PracticeGuide/22

Provide explicit, systematic instruction to teach reading and writing skills	Program Requirements that apply to: (b) State-Level Activities and (d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.</i> (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.</p> <p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A practice guide.</i> (NCEE#2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p>National Institute of Child Health and Human Development (2010). <i>Developing Early Literacy: Report of the National Early Literacy Panel.</i> Washington, DC: National Institute for Literacy.</p>	Strong	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for students in PreK https://www.nichd.nih.gov/sites/default/files/publications/pubs/documents/NELPreport09.pdf</p> <p>grades K-3 https://ies.ed.gov/ncee/wwc/PracticeGuide/3</p> <p>grades 4-12 https://ies.ed.gov/ncee/wwc/PracticeGuide/8</p>
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Implement ELA academic case management	Program Requirements that apply to: (b) State-Level Activities (c) subgrants to eligible entities in support of birth through kindergarten entry literacy and (d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	<p>Bayer, A., Grossman, J. B., & DuBois, D. L. (2013). <i>School-based mentoring programs: Using volunteers to improve the academic outcomes of underserved students</i>. New York, NY: MDRC.</p> <p>Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. <i>Exceptional Children</i>, 71(4), 465–482.</p>	Strong	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for elementary, middle, and high school students</p> <p>https://eric.ed.gov/?id=ED562266 and https://eric.ed.gov/?id=EJ697215</p>
Pre-teaching literacy intervention	Program Requirements that apply to: (b) State-Level Activities (c) subgrants to eligible entities in support of birth through kindergarten entry literacy and (d) subgrants to eligible entities in support of	<p>Beck, M., Burns, M. K., & Lau, M. (2009). The effect of preteaching reading skills on the on-task behavior of children identified with behavioral disorders. <i>Behavioral Disorders</i>, 34(2), 91-99.</p> <p>Briggs, C. J.; Reis, S. M.; Sullivan, E. E. (2008). A National View of Promising Programs and Practices for Culturally, Linguistically, and Ethnically Diverse Gifted and Talented Students. <i>Gifted Child Quarterly</i>, v52 n2 p131-145.</p> <p>Haager, D., & Osipova, A. (2017). Enhancing academic instruction for adolescent English language learners with or at risk for learning disabilities. <i>Insights into Learning Disabilities</i>, 14(1), 7–26.</p>	Promising	<p>Description of What Works Clearinghouse review of this study includes a rating of Tier 3/ Promising Evidence for students in grades K-12</p> <p>https://experts.umn.edu/en/publications/the-effect-of-preteaching-reading-skills-on-the-on-task-behavior-, https://eric.ed.gov/?id=EJ789290, and https://files.eric.ed.gov/fulltext/EJ1165739.pdf</p>

	kindergarten through grade 12 literacy			
Establish family-centered literacy coaching	Program Requirements that apply to: (b) State-Level Activities (c) subgrants to eligible entities in support of birth through kindergarten entry literacy and (d) subgrants to eligible entities in support of kindergarten through grade 12 literacy	<p>Brown, C. L.; Schell, R; Denton, R; & Knode, E. (2019). Family Literacy Coaching: Partnering with Parents for Reading Success. <i>School Community Journal</i>, v29 n1 p63-86.</p> <p>Bergman, P. & Chan, E.W. (2017). <i>Leveraging technology to engage parents at scale: Evidence from a randomized controlled trial</i>. New York, NY: Teachers College, Columbia University.</p> <p><i>Head Start impact study</i>. U.S. Department of Health and Human Services, Administration for Children and Families. (2010). Washington, DC.</p> <p>Jones, C (2015). <i>The results of a randomized control trial evaluation of the SPARK literacy program</i>. Milwaukee, WI: Socially Responsible Evaluation in Education (SREED), University of Wisconsin-Milwaukee.</p>	Strong	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/ Strong Evidence for preK, elementary, middle, and high school students</p> <p>https://ies.ed.gov/ncee/wwc/Study/32028, https://eric.ed.gov/?id=EJ1219795, https://eric.ed.gov/?id=ED567484, https://journals.sagepub.com/doi/abs/10.1177/0002716217732009 https://ies.ed.gov/ncee/wwc/Study/85359 and https://eric.ed.gov/?id=ED507845 (Chapter 7)</p>



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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

James Garvey

1st BESE District

Kira Orange Jones

2nd BESE District

Sandy Holloway

3rd BESE District

Tony Davis

4th BESE District

Ashley Ellis

5th BESE District

Ronnie Morris

6th BESE District

Holly Boffy

7th BESE District

Preston Castille

8th BESE District

Belinda Davis

Member-at-Large

Thomas Roque

Member-at-Large

Doris Voitier

Member-at-Large

May 5, 2020

Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The State Board of Elementary and Secondary Education (BESE) is excited to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. This funding is an excellent opportunity to invest in continuing to improve the literacy skills of our students, while promoting family literacy strategies and activities both in and out of the classroom. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, evidence-based instruction for students who live in poverty, including English Learners and students with disabilities.

BESE has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. We intend to provide further support by working closely with the LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective evidence-based literacy instruction that supported by the highest evidence available. BESE fully supports the Department's efforts to seek funding to improve the literacy skills of all students, in efforts to move closer toward achieving the educational goals of the state.

Shan N. Davi

Executive Director

April 27, 2020

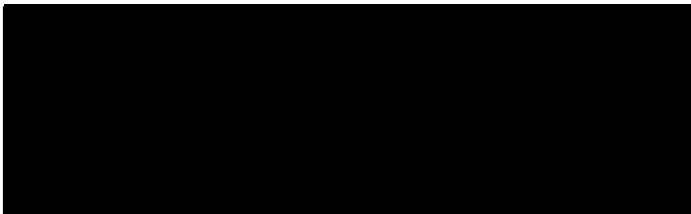
Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The Early Childhood Care and Education Advisory Board is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, early-literacy instruction for students to inform early and accurate identification. This funding is an excellent opportunity to invest in improving the early literacy skills, promoting evidence-based family literacy strategies and activities **supported by the highest evidence available** while ensuring access to all children birth to age five. These opportunities will move us closer toward achieving the educational goals of the state.

LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan, which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12. Local literacy plans will be developed and aligned with Louisiana's ESSA plan to provide **access to high quality preschool to grade 12 opportunities outside traditional public school setting.**

Early Childhood Care and Education Advisory Board supports the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged.





State of Louisiana
Louisiana Department of Health
Office of Public Health

May 5, 2020

Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

As Director of the Bureau of Family Health (BFH) of the Louisiana Department of Health, Office of Public Health, I am pleased to express my full support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, early-literacy instruction for students to inform early and accurate identification. This funding is an excellent opportunity to invest in improving the early literacy skills, promoting evidence-based family literacy strategies and activities supported by the highest evidence available while ensuring access to all children birth to age five. These opportunities will move us closer toward achieving the educational goals of the state.

LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan and local literacy plans will be developed and aligned with the state plan to provide access outside the traditional public school setting.

The Bureau of Family Health envisions Louisiana to be a state where all people are valued to reach their full potential, from birth through the next generation. BFH works to elevate the strengths and voices of individuals, families, organizations, and communities to catalyze transformational change to improve population health and achieve equity. Literacy is an important building block for such change. As such, BFH fully supports the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged.

Louisiana Department of Health – Office of Public Health – Bureau of Family Health



JOHN BEL EDWARDS
GOVERNOR'S OFFICE OF PROGRAMS AND PLANNING
CHILDREN'S CABINET

May 13, 2020

Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The Governor's Office Children's Cabinet is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, early-literacy instruction for students to inform early and accurate identification. This funding is an excellent opportunity to invest in improving the early literacy skills, promoting evidence-based family literacy strategies and activities **supported by the highest evidence available** while ensuring access to all children birth to age five. These opportunities will move us closer toward achieving the educational goals of the state.

LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan, which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12. Local literacy plans will be developed and aligned with Louisiana's ESSA plan to provide **access to high quality preschool to grade 12 opportunities outside traditional public school setting.**

In closing, my office fully supports the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged.

Sincerely,

[Redacted Signature]

Dr. Dana R. Hunter
Executive Director
Children's Cabinet

[Redacted Address]
[Redacted Address] office



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May 5, 2020

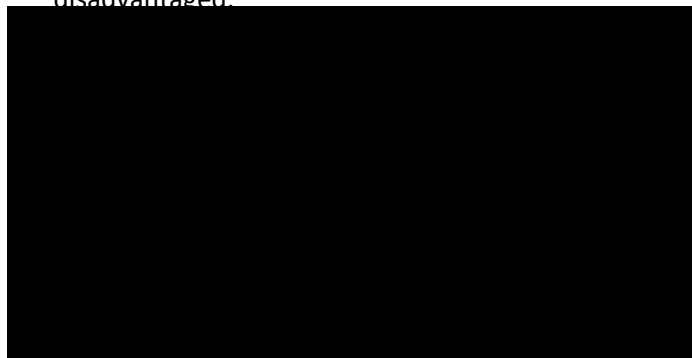
Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The Louisiana Policy Institute for Children is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, early-literacy instruction for students to inform early and accurate identification. This funding is an excellent opportunity to invest in improving the early literacy skills, promoting evidence-based family literacy strategies and activities **supported by the highest evidence available** while ensuring access to high quality early care and education to all children birth to age five. These opportunities will move Louisiana closer toward achieving the educational goals that not only improve success in school, but in life of our youngest learners.

LDOE has made strides in improving literacy across many sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan, which provides educational settings with a cohesive framework of evidence-based instructional practices and resources to guide improvements in literacy birth to grade 12. Local literacy plans will be developed and aligned with Louisiana's ESSA plan to provide **access to high quality educational supports birth to grade 12 outside traditional educational settings.**

The Louisiana Policy Institute for Children supports the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged.



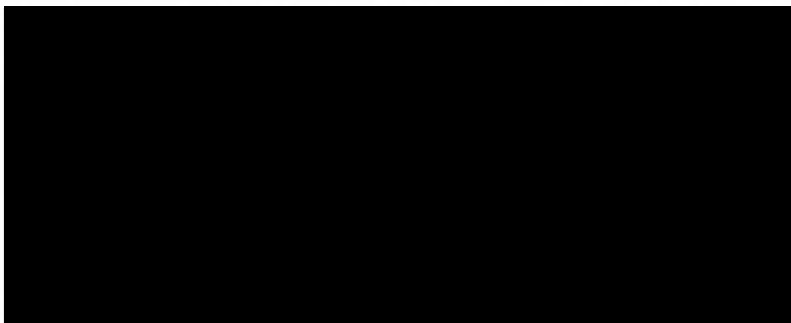
May 7, 2020

Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The Early Literacy Commission (ELC) is excited to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Our goal is to ensure high quality foundational literacy education for the students of Louisiana. This funding is an excellent opportunity to invest in continuing to improve the literacy skills of our students, while promoting family literacy strategies and activities both in and out of the classroom. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, evidence-based instruction for all students, including those who live in poverty, English Learners, and students with disabilities.

The ELC has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. We intend to provide further support by working closely with the LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective evidence-based literacy instruction grounded in the science of reading. The ELC fully supports the Department's efforts to seek funding to improve the literacy skills of all students in efforts to move closer toward achieving the educational goals of the state.



JACKIE TISDELL

17058 Rennes Road, Prairieville, LA 70769 | [REDACTED]

May 13, 2020

Mrs. Jessica Baghian, Assistant Superintendent
& Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

As Co-Chair of Louisiana's Special Education Advisory Panel (SEAP), I am excited to express support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. This funding is an excellent opportunity to invest in continuing to improve the literacy skills of our students, while promoting family literacy strategies and activities both in and out of the classroom. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, evidence-based instruction for students who live in **poverty**, including English Learners and students with disabilities.

The Special Education Advisory Panel has a vested interest in collaborating to improve the literacy skills of all students, and we applaud LDOE's efforts. We intend to provide further support by continuing to work closely with LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective evidence-based literacy instruction that **supported by the highest evidence available**.

On behalf of SEAP's diverse membership of teachers, administrators, persons with disabilities, parents of children with disabilities, higher education and organization representatives, I fully support the Department's efforts to seek funding to improve the literacy skills of all students, in efforts to move closer toward achieving the educational goals of the state.

[REDACTED]
ent Representative
N ADVISORY PANEL

James Evans, Jr., LCSW-BACS

1500 Webster Street Kenner, LA 70062 [REDACTED]

May 4, 2020

Mrs. Jessica Baghian,
Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

Please accept this letter as my support of the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, early-literacy instruction for students to inform early and accurate identification. This funding is an excellent opportunity to invest in improving the early literacy skills, promoting evidence-based family literacy strategies and activities **supported by the highest evidence available** while ensuring access to all children birth to age five. These opportunities will move us closer toward achieving the educational goals of the state.

LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan, which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12. Local literacy plans will be developed and aligned with Louisiana's ESSA plan to **provide access to high quality preschool to grade 12 opportunities outside traditional public school setting.**

I fully support the Department's efforts to seek funding to improve the literacy skills of all students, especially those who are disadvantaged.

[REDACTED]



April 27, 2020

Mrs. Jessica Baghian
Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The Center for Development and Learning is excited to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. This funding is an excellent opportunity to invest in continuing to improve the literacy skills of our students, while promoting family literacy strategies and activities both in and out of the classroom. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, evidence-based instruction for students who live in poverty, including English Learners and students with disabilities.

The Center for Development and Learning has a vested interest in collaborating to improve the literacy skills of our students and we applaud the LDOE efforts. We intend to provide further support by working closely with the LDOE to ensure every teacher in Louisiana has the instructional support necessary to implement effective evidence-based literacy instruction that supported by the highest evidence available.

The Center for Development and Learning fully supports the Department's efforts to seek funding to improve the literacy skills of all students, in efforts to move closer toward achieving the educational goals of the state.

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Tuesday, May 5, 2020

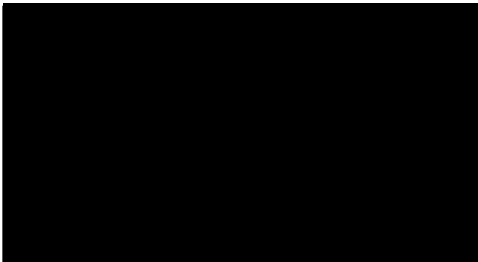
Mrs. Jessica Baghian,
Assistant Superintendent, Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, LA 70802

Dear Mrs. Baghian:

The University of Louisiana at Lafayette's Cecil J. Picard Center for Child Development & Lifelong Learning (Picard Center) is pleased to express its support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. Louisiana's grant proposal will bring together key stakeholders in collaborative partnerships to provide high quality, early literacy instruction for students to inform early and accurate identification. This funding is an excellent opportunity to invest in improving the early literacy skills and in promoting evidence-based family literacy strategies and activities that are supported by the highest evidence available, all while ensuring educational access to all children, birth to age five. These opportunities will move us closer toward achieving the educational goals of the state.

LDOE has made significant strides in improving literacy across all sectors of education. Under the advice and guidance of the State Literacy Team, the LDOE developed the Louisiana Comprehensive Literacy Plan, which provides districts and schools with a cohesive framework of research-based instructional practices and resources to guide literacy improvements from birth to grade 12. Local literacy plans will be developed and aligned with Louisiana's ESSA plan to provide access to high-quality opportunities for preschool to grade 12, even outside of the traditional public-school setting.

The Picard Center fully supports the Department's efforts to seek funding for improving the literacy skills of all students, especially those who are disadvantaged.





BILLY NUNGESSER
LIEUTENANT GOVERNOR

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

REBECCA HAMILTON
ASSISTANT SECRETARY

April 27, 2020

Mrs. Jessica Baghian, Assistant Superintendent & Chief Academic and Policy Officer
Louisiana Department of Education
Office of Academic Content
1201 North Third Street
Baton Rouge, Louisiana 70802

Dear Mrs. Baghian:

The State Library of Louisiana is happy to provide support for the Louisiana Department of Education's (LDOE) submission of its Comprehensive Literacy State Development (CLSD) Program grant proposal. This proposal will prioritize investing in **qualified opportunity zones** and will provide an excellent opportunity to bring together key stakeholders to work collaboratively towards improving the literacy skills of high-need students, while promoting family literacy strategies and activities both in and out of the classroom. This focus on families will promote partnerships that will be instrumental as we all work together towards building a culture of literacy.

The State Library of Louisiana considers itself a long term partner with the Louisiana Department of Education with a shared vision and interest in collaborating to improve the literacy skills of all of Louisiana's students. We will use our resources and networks whenever possible to provide support to LDOE in their efforts to ensure every teacher in Louisiana has the instructional support necessary to implement effective evidence-based literacy instruction and **families have evidence-based resources available to promote literacy outside the classroom.**

At the State Library we fully support all efforts to seek funding and resources that will improve the literacy skills, and thus, opportunities, of all Louisiana students, especially those who are living in poverty, including English Learners and students with disabilities.

Sincerely,

A large black rectangular redaction box covering the signature of the State Librarian of Louisiana.

State Librarian of Louisiana

Louisiana's **COMPREHENSIVE LITERACY PLAN**



2020

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LOUISIANA STATE LITERACY TEAM (SLT)

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Laurie Carlton SPECIAL EDUCATION PROGRAMS COORDINATOR Louisiana Department of Education	Carrice Cummins, Ph.D. PROFESSOR Louisiana Tech University
Carolyn Gore K-2 LITERACY SUPERVISOR Caddo Parish Schools	Marie Henderson, Ph.D. DIRECTOR OF ACADEMIC SERVICES Louisiana Schools for the Deaf and Visually Impaired
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David Liben NATIONAL LITERACY CONSULTANT Student Achievement Partners	Ashley Panepinto EARLY CHILDHOOD TEACHER St. John Parish Schools
Elliott Sauvinet PARENT St. Tammany Parish Schools	Jill B. Slack, Ph.D. LITERACY PROGRAM MANAGER Louisiana Department of Education
Laree Taylor MIDDLE SCHOOL PRINCIPAL West Baton Rouge Parish Schools	Amy Walker HIGH SCHOOL TEACHER St. Charles Parish Schools

INTRODUCTION

Literacy is among the most powerful predictors of school and life success. [Believing that Louisiana's students are as smart and capable as any in America](#), the Louisiana State Department of Education's (LDOE) vision is to set high expectations for all students putting every child on the path toward a college degree or professional diploma. To achieve that vision, the state is focusing substantial efforts and resources to provide young learners and school age students with opportunities to develop reading and writing skills that will enable them to be successful in school from the beginning.

Louisiana's Comprehensive Literacy Plan (2019) builds on the previous edition to include new and updated tools and evidence-based practices to advance literacy instruction and learning for all children, birth through grade 12. ***Louisiana's Comprehensive Literacy Plan* represents a clear course of action for a concrete and comprehensive approach with the goal of ensuring Louisiana's students meet the literacy expectations set forth in the Louisiana State Standards that will prepare them to enter the workforce ready to succeed.**

Louisiana's strategy for achieving this goal is grounded across three areas - **Curriculum, Assessment, and Professional Development**. Together with support of the LDOE, local programs do their part in achieving this goal for early childhood through grade 12 by:

- implementing high-quality, evidence-based curriculum aligned with the standards;
- using standards aligned assessments and real time data for decision-making; and
- choosing professional development opportunities that align to standards, curriculum and areas for improvement.

Louisiana's Comprehensive Literacy Plan recognizes that literacy is a continuous developmental progression from birth through at least high school. To support transitions for students at critical times (e.g. transition from PreK to kindergarten, elementary to middle/high school, etc.), the plan is comprised of three levels to draw attention to the different emphases in each level:

- Birth to Five section: Focuses on emergent literacy
- K-5 section: Focus on formal literacy instruction
- Middle/High School section: Focuses on meeting the challenges of advanced text across content areas

Although the plan is presented in three levels, many schools serve grades from more than one level requiring consideration of literacy instruction from a multi-level perspective.

Recognizing that diversity among individuals is the norm, *Louisiana's Comprehensive Literacy Plan* is grounded in evidence-based strategies and best practices designed to meet the needs of all learners including English Learners (EL) and students with disabilities. For consistency and continuity, each level of the plan is comprised of three components:

- Standards and curriculum
- Assessment
- Professional Development

Each level contains a concise descriptive narrative and an Implementation Guide in tables that include action steps organized into a cyclical progression: **Plan > Implement > Examine and Reflect**. These action steps offer suggestions for implementing evidence-based literacy practices as well as other effective operational practices that programs can incorporate into a school or system-wide model for improving literacy outcomes. The school principal or site leader identifies a person or team of people to oversee and guide implementation of specific action steps.



In the immediate response to school closures in March 2020, the Department provided a suite of [Academic Resources](#), which included [weekly plans for K-2 Literacy Support](#). In anticipation of school facility closures or modified operations in the coming year, the Department will focus on ensuring that school systems are prepared for a [strong start to the 2020-2021 academic year](#) with strong academic plans adapted to meet new academic and operational demands. Integral to the Department's [guidance](#) is ensuring that unfinished learning plans are grounded in current [high-quality curricula](#) and that distance learning remain teacher-led with students hearing from teachers and receiving feedback on their work.

COMPONENTS

Louisiana's Comprehensive Literacy Plan describes 3 interconnected components important to improving literacy for all children and to teachers implementing high-quality literacy instruction.

The 3 components are:



STANDARDS & CURRICULUM

Implementing curriculum utilizing evidence-based practices to help students meet the Louisiana State Standards

ASSESSMENT

Identifying and using assessment to support literacy development

PROFESSIONAL DEVELOPMENT

Providing learning opportunities, resources, and support to improve teacher practice

LOUISIANA'S COMPREHENSIVE BIRTH TO FIVE LITERACY PLAN



STANDARDS & CURRICULUM

Evidence-based research identifies key skills in an early literacy curriculum essential for all young children – oral language development, understanding of alphabetic code, and knowledge and understanding of print and its use. Early learning standards reinforce these skills and the potential for learning and growth during the infant to preschool years and are an essential element of *Louisiana's Comprehensive Literacy Plan*. [Louisiana's Birth to Five Early Learning and Development Standards \(ELDS\)](#) focus on young children's physical, social-emotional, and cognitive development, but more importantly, they also serve as a framework to support language and literacy development. Louisiana's ELDS are articulated with the state's K-12 programs to ensure consistency and continuity with overall literacy goals.

Louisiana launched the [Instructional Materials Reviews \(IMR\)](#) of curriculum resources designed specifically for early learning centers (e.g. programs serving children age birth to five). Modeled after the state's K-12 review process, [Infant and Toddler](#) and [Three-and-Four-Year-Old](#) curriculum are reviewed to determine the alignment with the state's ELDS. Curriculum are evaluated based on

- alignment to the ELDS and appropriateness for the ages and abilities of all children with strategies to differentiate instruction based on their needs;
- culturally sensitive activities and experiences that build children's background knowledge and understanding of key learning concepts;
- meeting children's learning needs through flexible routines, transitions, materials, and meaningful experiences designed to promote problem-solving, persistence and self-regulation; and
- timely and appropriate assessment.

Early learning programs, particularly those serving the state's most vulnerable populations, now have access to a menu of high-quality [\(Tier I\)](#) curriculum options. These curricular resources provide a solid foundation for language and literacy skills based on developmental/age-appropriate, evidence-based literacy practices that help children

- comprehend and use increasingly complex and varied vocabulary through read-alouds, and language-rich interactive experiences, activating prior knowledge and questioning;
- demonstrate an understanding of segments of sounds in words (words, syllables, phonemes), manipulate these segments, link sounds to letters (with support);
- comprehend stories and information from books and other print materials through summaries, retelling, and re-enacting (role-playing); and
- develop familiarity with writing implements, conventions and emerging skills to communicate through written representations, symbols and letters for a variety of purposes.

[Support for Selecting and Implementing a High-Quality Curriculum:](#)

Louisiana's Act 3 legislation paved the way to support quality improvements for [publicly-funded early learning programs](#) (i.e. those serving at-risk populations) via a variety of mechanisms including the implementation of quality curriculum. The legislation requires that these programs receive a [Performance Profile](#) rating which includes an informational metric on the quality of curriculum used. Information from the Profiles is available to families, early childhood stakeholder groups, legislators, and the public which has served as an incentive for programs to choose a Tier I rated curriculum. To support language and literacy development, early learning programs are encouraged to take advantage of supports to help secure a Tier I curriculum as well as resources for effective practices in implementing a quality curriculum. Local staff, including [Teacher Leaders](#), as well as curriculum vendors offer opportunities for training on selected curriculum.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Assess awareness of staff to determine their familiarity with the Louisiana's Birth to Five Early Learning and Development Standards (ELDS) Identify curriculum capacity/needs utilizing feedback from administrators and educators; identify teacher understanding of evidence-based practices Review LDOE Guidance for Selecting a Curriculum Become familiar with opportunities to purchase curriculum such as through the LDOE Early Childhood Curriculum Initiative available to Type III licensed child care centers (i.e. centers that receive public funding by participating in the Child Care Assistance Program - CCAP which subsidizes tuition for low income families) Identify Teacher Leaders who can assist with curriculum implementation Explore opportunities for funding support through the state's Preschool Expansion Grant as well as other public PreK program funds to purchase a curriculum Select and purchase a Tier I Curriculum best suited for the needs of the program; curriculum choice is reported to LDOE for Performance Profile rating Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation) Develop an information plan to disseminate information on the curriculum and opportunities for ongoing engagement to families outlining opportunities for them to be involved in promoting their child's language and literacy development Develop a training plan for ensuring staff are adequately trained on the curriculum and its implementation 	<ul style="list-style-type: none"> Train all staff on the ELDS as well as the chosen curriculum either through vendor options or through curriculum training offered by Child Care Resource & Referral Agencies staff (available to Type III centers and Head Start/Early Head Start programs) Train staff on linkages between the curriculum and the Classroom Assessment Scoring System (CLASS) to maximize quality interactions that support children's language development Provide teachers with information on strong to moderate evidence-based literacy strategies and where they exist in their curriculum Work with teachers to create a cross-walk between the curriculum and GOLD© (or the state-approved alternate assessment) in order to upload curriculum assessment documentation Monitor teacher's progress in utilizing the curriculum; are they: Provide repeated read-alouds and engaging in high-quality interactions such as those indicated by the Classroom Assessment Scoring System (CLASS) Prompt children's thinking through interactive literacy experiences and thought provoking questioning Provide intentional opportunities to support children's phonological awareness Ensure children have opportunities to write for a variety of purposes? Use consistent instructional practices across classrooms Use a pre-teaching model to improve literacy skills Establish environments that support individual, small group and whole group learning (where applicable) Teacher Leaders support curriculum implementation 	<ul style="list-style-type: none"> Use data from monitoring of curriculum implementation to determine if: additional professional development/support is needed, more resources are required, and whether there are unforeseen barriers to implementation; if so, then develop plans for their provision Utilize the LDOE Curriculum Implementation Scale Survey teachers to determine perceptions of their efficacy in implementing evidence-based language and literacy practices (what impacted children's learning and growth and what did not) and whether or not they feel they need additional training/support and/or materials Analyze and reflect on assessment data at each of the 3 Checkpoint periods; consider how to make adjustments within the curriculum activities based on the assessment data Explore needs for coaching support enlisting help of curriculum specialists, etc. to support improved literacy instruction Routinely share children's language and literacy assessment information with families Evaluate impact of literacy focused family engagement opportunities and plan for improvement for subsequent years

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Review options for professional development on specific curriculum through the PD Vendor Course Catalog 	<ul style="list-style-type: none"> Organize classrooms and learning environments that exhibit order, safety, and clear routines so that children are not distracted or spend excessive time in transitions Have well-organized classrooms with access to high-quality materials Increase availability and use of a rich variety of objects and materials (e.g. books, literacy materials and props, technology, manipulatives, etc.) in classrooms Ensure families know that standards exist across PreK-3rd grade and understand how they are used in schools and early childhood programs Provide staff and families with information and resources on children's literacy development such as those through Center for Early Literacy Learning (CELL): http://www.earlyliteracylearning.org/ta_pract_tools1.php Offer opportunities for families to participate in literacy events/activities (e.g. Family Literacy nights, workshops, etc.) 	

ASSESSMENT: CHILD ASSESSMENT AND PROGRAM ASSESSMENT

CHILD ASSESSMENT

Louisiana's early learning programs rely on performance or observation-based assessment of children's language and literacy development. This ongoing process of gathering evidence that documents a child's language and literacy development allows a teacher to measure and monitor children's progress in the context of daily interactions and activities. Assessment data are gathered during activities and periods that occur naturally within the daily schedule or by structuring an activity with the intent of gathering information about the child's knowledge or level of development.

Louisiana uses **GOLD®** (Teaching Strategies) as the mechanism for implementing observation-based assessments for early learning programs serving publicly-funded children. The **evidence-based assessment** is highly aligned to the **Louisiana Birth to Five Early Learning and Development Standards** (i.e. ~98%), and the tool is designed to help teachers recognize children's strengths along a developmental continuum making it invaluable at assessing children with disabilities and those learning English. At 3 critical "Checkpoint" periods (End of October, February and May) teachers evaluate assessment documentation to determine children's skill levels. **Performance Profiles** for each site contain a rating (i.e. one to three stars) on how many publicly-funded children are assessed using the tool. Public school PreK programs can set Language/Literacy **Student Learning Targets (SLTs)** for their classes based on GOLD® assessment findings. Local Education Agencies (LEAs) may utilize the **GOLD® Kindergarten Entry Assessment Survey** as its Kindergarten Entry Assessment, and assessment data from the Prekindergarten year can be shared with Kindergarten teachers as children transition to the next grade.

Support for Implementing a Quality Child Assessment:

Louisiana has made significant investment in ensuring that early learning programs have access to a quality assessment based on objectives for development and learning that are most predictive of school success. The state provides funding for the assessment for all publicly-funded children, and programs have the ability to purchase child portfolios for children who do not qualify for public funding at the state's reduced cost.

Trainers in each Early Childhood Community Network provide training as well as guidance on utilizing GOLD® efficiently and effectively. Teachers and administrators have access to a variety of professional development resources such as the *On-line Basic Training* course and the *Inter-Rater Reliability Certification Course*.

NOTE: In 2017, the platform for GOLD® shifted to **MyTeachingStrategies**. This upgrade streamlines and simplifies the assessment process. Teachers and administrators receive e-mail updates on the changes, access to orientation webinars, a preview environment, and Q&A webinars. Teacher Leader Collaboratives and the Teacher Leader Summit are additional venues for training and support on the new platform.

PROGRAM ASSESSMENT

Louisiana implements a comprehensive assessment system also using the [Classroom Assessment Scoring System \(CLASS\)](#) observation tool (Toddler and PreK levels) to gauge the overall quality of instruction and interactions. These interactions are the key lever to supporting children's language and literacy development. Research on the tool has shown that programs with higher CLASS scores result in better developmental and academic child outcomes (See [Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning](#)). It is effective in the regular education setting as well as in settings for [Dual Language Learners and in those serving children with disabilities](#).

Results of these assessments can be used to improve teacher proficiencies, set goals for program improvement, and highlight areas where teachers need additional coaching support. Lead Agencies in Early Childhood Networks ensure that CLASS observations are conducted twice each year for all toddler and pre-K classrooms in publicly-funded programs and that teachers receive observation feedback. The [Guide to Success for Early Childhood Community Network Lead Agencies](#) provides guidance on this process. Results of CLASS observations form the basis for program ratings on its [Performance Profile](#).

In an effort to make informed decisions on bridging the state's birth to five accountability system with the 3-12th grade system, the state is using of the K-3 CLASS tool. Participating LEAs may opt to replace observations based on the state's [Compass Teacher Evaluation System](#) in order to use CLASS which is more sensitive to classroom interactions and instruction at younger age levels. Additionally, a cadre of observers were trained on the Infant level tool.

[Support for Implementing Quality Program Assessments:](#)

Programs and Early Childhood Community Networks have received the advantage of the state's significant investments in using the CLASS tool:

- Training opportunities (e.g. *Introduction to CLASS* and *Looking at CLASSrooms*, *Infant/Toddler/PreK Observer Training*)
- [LDOE CLASS Resources](#)
- Funding for local observer and third-party observations
- Opportunities to access resources designed to help programs improve teacher effectiveness in providing high-quality classroom interactions through [My Teaching Partner Coaching \(MTP\)](#), [Making the Most of Classroom Interactions \(MMCI\)](#), [MyTeachstone](#) and
- Coaching and feedback support offered through local staff and/or Child Care Resource and Referral Agencies

CHILD ASSESSMENT

ACTION

PLAN

- Conduct a needs assessment to determine staff training needs
- Create an assessment training plan that includes training on GOLD® and using assessment data to monitor children's progress and plan for instruction
- Set timelines for teachers to complete the GOLD® Reliability Certification Course and/or training on the [MyTeachingStrategies](#) platform (including timelines and strategies for monitoring completion rates); assess staff access to and proficiency in using technology
- Develop a scope and sequence timeline for assessing each of the GOLD® Objectives across each of the 3 Checkpoint periods
- Develop a plan for monitoring teacher progress toward collecting assessment documentation and finalizing Checkpoints using GOLD® reporting features (e.g. Documentation Report)
- (Public PreK Programs only) Set schedule to meet with teachers to create [Teacher Student Learning Targets](#)
- Create a plan for disseminating child assessment results to families (including timelines and approaches)

IMPLEMENT

- Provide training for new staff and access to supports on using GOLD® through the [MyTeachingStrategies](#) platform
- Monitor progress toward completion of training including the GOLD® Reliability Certification Course
- Assess children using the scope and sequence timelines for each of the GOLD® objectives
- Track teacher progress in collecting assessment documentation and finalizing Checkpoints
- Use GOLD® to identify children who need extra help and connect them with support services and supplemental instruction
- Analyze assessment data to understand children's progress toward meeting language and literacy goals; (for Public PreK only) monitor progress toward meeting Teacher Student Learning Targets
- Use GOLD® data to improve the quality of classrooms and to differentiate instruction
- Share child profile reports with families; class profile reports are used for planning, grouping, tailoring instruction to meet the needs of individual children, and improving teaching practices
- Give families access in their native language to data about their own child, classrooms and programs/schools.
- Support families in understanding the data available and how to use it to support their child's learning

EXAMINE AND REFLECT

- Reflect on progress toward meeting training goals and staff proficiency in administering GOLD® and utilizing assessment results
- Reflect on and analyze assessment data to make adjustments to the curriculum and activities; (Public PreK Only) evaluate data related to [Teacher Student Learning Targets](#)
- Utilize class and program reports to make decisions on program improvements and additional needs for staff support
- Reflect on assessment successes and challenges for the purpose of improving outcomes across all programs in the community
- Evaluate processes for sharing assessment information with families and make adjustments as needed

PROGRAM ASSESSMENT

PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Plan for two <i>CLASS</i> observations with other Early Childhood Community Network stakeholders; ensure the Early Childhood Community Network has a sufficient cadre' of reliable observers Create a plan for training all staff on <i>CLASS</i> (e.g. Introduction to <i>CLASS</i>, Looking at <i>CLASSrooms</i>, MMCI, etc.) Create a plan for providing feedback (inclusive of local and third party evaluations) and need for coaching support following <i>CLASS</i> observations Administrators learn about evidence-based practices for implementing effective classroom observations 	<ul style="list-style-type: none"> Staff trained on <i>CLASS</i>; includes coverage on the impact that classroom interactions have on children's language and literacy development Access and utilize LDOE CLASS Resources Schedule and conduct local <i>CLASS</i> observations and report results Utilize state-wide <i>CLASS</i> observation data to provide guidance and technical assistance to stakeholders in the Early Childhood Community Network Receive timely feedback on their <i>CLASS</i> observations along with additional training and support on areas needing improvement (e.g. coaching, participation in MMCI, MyTeaching Partner, etc.) Implement strategies for improvement based on feedback from <i>CLASS</i> observations 	<ul style="list-style-type: none"> Analyze <i>CLASS</i> data to determine additional teacher support/training needs Share and analyze <i>CLASS</i> observation data to determine additional supports needed by individual programs Reflect on <i>CLASS</i> observation results and work with administrators and coaches to make improvements in providing high-quality interactions Analyze local and state-wide <i>CLASS</i> data for the purpose of making system improvements and adjustments in the Early Childhood accountability system

PROFESSIONAL DEVELOPMENT

High quality professional development – ongoing, organized around adult learning principles, and relevant to teachers' and caregivers' settings and situations – is critical for providing quality care to young children. Professional development involves systemic, sustainable, and positive changes in early childhood teachers' and caregivers' competencies to support children's early literacy development and later achievement. Those working with young children must have core content knowledge in these areas:

- Ages/stages of the language and literacy progression from birth
- Designing evidence-based experiences that promote language/literacy development through oral and written language, vocabulary development, phonological awareness, knowledge of letters, and print-related knowledge
- The importance of responsive interactions through supportive relationships with peers and adults
- Components of a high-quality literacy environment that engages children through appropriate materials and experiences

Professional growth is an ongoing process involving rigorous pre-service training and experiential opportunities, along with continued in-service professional development, including both formal professional development and job-embedded activities. Long-term professional growth requires sufficient resources and a collaborative, coordinated support system to sustain positive outcomes for children. Structures that support ongoing professional development provide and protect adequate time for teachers and caregivers to meet and collaborate regularly such as those outlined in [Participatory Adult Learning Strategy \(PALS\)](#). The benefits of participating in collaborative professional development and learning experiences include building shared knowledge, intellectual purpose, and collective responsibility for children's learning.

Support for Professional Development:

Louisiana has long required [teacher certification](#) for its K-12 programs as well as [public and certain non-public school PreK programs](#). Prompted by Louisiana's Act 3 legislation, those working with the state's youngest learners (e.g. teachers in child care and Head Start/Early Head Start programs) now have opportunities to achieve a professional credential through the [Early Childhood Ancillary Certificate Program](#). By 2019, those employed in a Type III early learning center must possess an Ancillary Teaching Certificate. To ensure the quality of the professional development experience for candidates for the Ancillary Certificate, qualified providers can apply to become a [Board of Elementary and Secondary Education \(BESE\)-Approved Ancillary Certificate Program](#). Teachers participating in the Ancillary Certificate program have access to valuable resources such as School Readiness Tax Credits as well as financial support (e.g. Child Development Associate Credential Assessment Fee, administrative trainings, and tuition) through [Louisiana Pathways](#).

Additionally, Louisiana requires public and some non-public PreK programs (e.g. NSECD-Nonpublic School Early Childhood Development Program) to provide 18 hours per year of continued professional development experiences for its teachers. Teachers working in licensed child care centers and Head Start programs must complete training as required by [BESE Bulletin 137](#).

To support teachers in providing robust and effective language and literacy experiences for children, the Louisiana Department of Education (LDOE) has made available a variety of professional development experiences and resources for teachers and programs. These include:

PROFESSIONAL DEVELOPMENT RESOURCES	DESCRIPTION
<u>Louisiana Birth to Five Early Learning and Development Standards</u>	Teachers become familiar with the domains of children's development including Language and Literacy Development (a Udemy Course).
<u>Introduction to CLASS</u>	Teachers understand why effective interactions are so important for learning; (NOTE: was provided free of charge to programs for the first year of their participation in an Early Childhood Community Network).
<u>Looking at CLASSrooms</u>	Teachers become familiar with the individual Dimensions of CLASS through guided video observations that highlight exemplary interactions (NOTE: was provided free of charge to programs for the first year of their participation in an Early Childhood Community Network).
<u>GOLD® On-line Basic Course</u>	Teachers learn about objectives for Language and Literacy development and the progressions for that development across the ages of children in their program in this introduction to the GOLD® assessment system (NOTE: Available free of charge through a teacher's account).
<u>PD Vendor Course Catalog</u>	Program administrators access links to Professional Development Learning opportunities for Tier I Curriculum.
<u>GOLD® Inter-Rater Reliability Certification</u>	Teachers evaluate child portfolios against Master Coders to assist them in becoming reliable in appropriately assessing and assigning levels to children's language and literacy development (NOTE: Available free of charge through a teacher's account).
<u>PD Planning Guide</u>	Programs use the plan to create a strong plan for professional development.
<u>Teacher Leader Collaboratives and Teacher Leader Summit</u>	Teachers and early childhood supervisors/leaders attend collaborative meetings with their peers to learn about strategies and resources available that help them provide optimal learning experiences that support their children's language and literacy outcomes.
<u>Pre-K Through Third Grade Guidebook</u>	Guidance for providing shared curriculum and content-specific professional development across age/grade spans.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> • Complete Evidence-Based Literacy Practices Matrix (See Appendix A) • Early Childhood Community Network partners create a professional development structure (e.g. examine shared resources, explore funding options, collaborative opportunities, etc.) • Explore options for funding professional development (through Early Childhood Community Networks, Child Care Resource & Referral Agencies, local/system/private funds, etc.) • Identify Teacher Leaders who can assist with professional development • Create a professional development plan (that includes coverage of evidence-based strategies) tailored to meet the needs of their staff; plans should include at a minimum: needs assessment, content to be covered, training timelines/staff availability, monitoring of progress and evaluating the quality of the professional development) • Plan for analysis and sharing of <i>CLASS</i> observation results and determine actionable steps for teacher improvement (e.g. coaching, <i>MMCI</i>, <i>MTP</i>, etc.) • Establish a structure for teachers to meet collaboratively for the purpose of sharing professional learning, examining evidence of children's progress, and planning instruction 	<ul style="list-style-type: none"> • Use results of Evidence-Based Literacy Practice Matrix (See Appendix A) to implement professional development • Collaboratively secure shared resources to provide professional development (e.g. funding, time and staff) • Receive training on the ELDS, curriculum, assessment, and evidence-based practices • Provide on-site support and training • Take advantage of resources provided by the LDOE • Schedule and track staff participation in professional development opportunities • Participate in on-going professional development as required by their programs or state guidelines (e.g. those seeking to achieve an Ancillary Certificate) • Schedule time for teachers to regularly collaborate with their peers to share professional learning, examine evidence of children's progress, and plan instruction (may include opportunities for teachers to meet with teachers of other age/grade levels to provide support for children's transitions) • Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies • Provide <i>CLASS</i> observation feedback to teachers and work together to plan next steps to improve their practice • Monitor progress toward teacher's completion of Ancillary Certificate (where applicable) 	<ul style="list-style-type: none"> • Complete Evidence-Based Literacy Practices Matrix (See Appendix A) to evaluate progress and plan for upcoming year • Review the impact of professional development using their professional development plan; reflect on what changes and adjustments are needed and what next steps should be taken • Regularly conduct needs assessments to determine what additional professional development is needed by the staff • Reflect on feedback from <i>CLASS</i> observation results, coaching/mentoring sessions e.g. such as <i>Making the Most of Classroom Interactions – MMCI</i>, etc.) and other professional development to make adjustments to their instruction and interactions; evaluate what support worked and what did not and what additional support they need • Evaluate the impact of collaborative meetings to determine any needed adjustments and if so, what actionable steps need to be taken • Work with administrators to plan for their continued professional development

LOUISIANA'S COMPREHENSIVE KINDERGARTEN–5TH GRADE LITERACY PLAN



STANDARDS & CURRICULUM

Early literacy is among the most powerful predictors of school and life success. [Believing that Louisiana's students are as smart and capable as any in America](#), the Louisiana State Department of Education's vision is to set high expectations for all students and put every child on the path toward a college degree or professional diploma. To achieve that vision, substantial efforts focus on providing young learners with reading and writing skills that will enable them to be successful in school from the beginning. Therefore, the most important goal of reading instruction in the elementary years is to help students gain the skills and knowledge they need to read grade-level text fluently and with good comprehension. Louisiana's Kindergarten to 5th Grade Literacy Plan represents a coherent approach to ensure all students develop skills and understandings necessary to meet the rigorous expectations described in the [K-12 Louisiana Student Standards for ELA](#). Strengthening this coherence is the alignment with the Four-Year-Old ELA section of the *Louisiana Birth to Five Early Learning and Development Standards* (ELDS) and the [K-12 ELA Louisiana Connectors](#) which are pathways, not separate standards, for English Learners (ELs) and students with significant disabilities to meet these standards.

To build the foundational literacy skills students need, the state will support educators in implementing curriculum and literacy development strategies anchored in evidence-based practices that help children

- develop awareness of the segments of sound in speech and how those sounds link to letters;
- decode words, analyze word parts, and write and recognize words;
- read connected text daily to support reading accuracy, fluency and comprehension;
- use effective reading comprehension strategies;
- develop academic language and vocabulary knowledge;
- identify and use organizational text structure; and
- participate in cooperative learning experiences to engage with text

[Support for Selecting and Implementing High-quality Curriculum:](#)

Through the state's innovative [Instructional Materials Review](#) process, local school districts make informed decisions in selecting evidence-based instructional materials and resources aligned to the state standards. Curricula are evaluated on their ability to provide a strong foundation for development of language and literacy skills:

- Quality of texts (sufficient scope and quality to build independent reading of grade-level texts)
- Range of volume of texts reflecting distribution of text types and genres
- Instruction and diagnostic support of foundational skills (e.g. phonological awareness, phonics, vocabulary, fluency, etc.)
- Coherence of tasks to build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts
- Text-dependent questions
- Assessment opportunities to measure student progress
- Quality materials that include a variety of opportunities for students to listen, speak and write about their understanding or texts

Adoption of a high-quality curriculum (e.g. [Tier I](#)) is a first step for districts in ensuring students reach reading levels that meet or exceed the Standards. The LDOE has created a system of supports for teachers, administrators, district staff, and families to accomplish this goal. Districts are encouraged to take advantage of these resources located in the [District, Teacher and Family Support Toolboxes](#). Teachers have access to the LDOE [K-12 ELA Planning Resources](#) which offers an array of resources including [ELA Guidebooks 2.0](#). The ELA Guidebooks 2.0 is an ELA curriculum for whole-class instruction made by teachers for teachers and include units that help ensure all students can read, understand, and express their understanding of complex grade-level texts. These free-of-charge resources allow teachers to access units, books, additional texts, student materials, and training and can be used, adapted, and printed without any permission needed.

Louisiana is committed to ensuring that all learners-including English Learners (EL) and those with disabilities develop proficiency in the ELA Standards. Effective teachers at these grades implement [evidence-based academic content and literacy strategies](#) for EL:

- Teach academic vocabulary words across several days through varied instructional approaches
- Use informational text that includes academic vocabulary
- Choose a small set of academic vocabulary for in-depth instruction
- Utilize multiple modalities (reading, writing, speaking and listening)
- Teach word-learning strategies to help students determine word meanings

The LDOE [English Learner Program Handbook](#) supports the efforts of programs to assist EL to learn English while simultaneously meeting challenging state academic content and student Language and Literacy achievement standards. Louisiana is committed to identifying unique learning needs and implementing appropriate interventions for EL and students with disabilities at the earliest possible point in a student's academic career. [Student success](#) resources are available to educators to ensure that these students have access to aligned, high-quality instruction that supports their individual needs.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Identify district curriculum needs utilizing feedback from administrators and educators Identify teacher understanding of evidence-based literacy practices Participate in selecting common curricula and assessments that address both academic skills and social-emotional well-being Conduct a class-level needs assessment to determine if supplemental literacy materials are needed Review effective practices for implementing curriculum through the Principal Support Tool Box Select and purchase an evidence-based curriculum best suited to meet the needs of the schools Plan for use of additional curricular resources such as ELA Guidebooks 2.0 Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation) Schedule regular opportunities for teachers to meet collaboratively to discuss curriculum implementation and teaching strategies Review Vendor PD Course Catalog and schedule professional development for all appropriate staff on evidence-based literacy practices and use of curriculum Develop an information plan to disseminate information to families including opportunities for them to be involved in promoting their child's language and literacy development (e.g. Family Literacy nights, etc.) 	<ul style="list-style-type: none"> Train all staff on the selected curriculum and evidence-based literacy strategies Monitor curriculum implementation and use of evidence-based practices through formal and informal observations Provide coaching support and feedback to teachers based on observations Use consistent instructional strategies across classrooms Establish environments that support individual, small group, and whole group learning Organize classrooms and learning environments that exhibit order, safety, and clear routines so that students are not distracted or spend excessive time in transitions Have well-organized classrooms that exhibit clear routines and access to high-quality literacy materials that support diverse learning activities Increase availability and use of a rich variety of objects and materials (e.g. books, literacy materials and props, technology, manipulatives, etc.) in classrooms (PreK-3rd) Follow the curriculum pacing guide to ensure maximum exposure to key skills Scaffold and differentiate instruction and activities within the curriculum to address individual student learning needs; provide targeted instruction for those not progressing or failing to meet benchmark goals Offer ongoing opportunities for reading and writing which are integrated into all subjects Provide an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard copy/computer-based, etc.) 	<ul style="list-style-type: none"> Utilize the Curriculum Implementation Scale and plan for adjustments to curriculum implementation as needed Assess whether teachers proactively address obstacles for implementing evidence-based practices and understand strategies for overcoming them Use data from monitoring findings to determine if additional professional development/support is needed and whether there are unforeseen barriers to implementation; if so, then develop plans for their provision Survey teachers to determine their perceptions of their efficacy in supporting student literacy development (what impacted learning/what did not; do they need additional training, support, or materials?) Assess other opportunities for students to read, write, speak, and listen (e.g. contests, debates, speeches, drama, etc.) Determine if there are innovative ways of celebrating student success not previously considered Evaluate effectiveness of teacher collaborative sessions and make adjustments as needed Evaluate impact of family engagement opportunities and plan for improvement in subsequent years

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
	<ul style="list-style-type: none"> • Intentionally model appropriate comprehension strategies and self-correction techniques • Offer daily opportunities for students to self-select books and other texts and to collaboratively engage with peers to discuss their learning • Meet regularly to collaborate and make adjustments to instruction based on student progress and for sharing strategies for supporting literacy development across content areas • Ensure families know that standards exist across PreK-3rd Grades and understand how they are used in schools • Inform families in their native language of student progress in literacy development 	

ASSESSMENT

Great teaching begins with assessment. Louisiana's Kindergarten to 5th Grade Literacy Plan supports a comprehensive assessment system critical for effective school-level plans designed to help prevent reading difficulties in the elementary grades. In such a system, assessment has a specific purpose, such as alerting teachers to potential reading difficulties, diagnosis, and for placement considerations. Assessment helps teachers understand what students can do and guides their teaching to promote continued support for reading and writing proficiency. To have the most impact on student learning, assessment should be well planned and executed effectively. Assessment should be

- meaningful - aligned to the standards and state summative assessments;
- minimal - take as little time as possible away from learning;
- connected - easily to curriculum and day-to-day learning; and
- transparent - allow teachers to share a depth of understanding about the purpose and design.

To implement a comprehensive assessment system, both **formative** (to screen, progress monitor, and diagnose student needs to target instruction effectively) and **summative** assessments (measures how well students have learned or how well they have met performance standards) must be included. Formative assessments may include screening, diagnostic, and progress monitoring (e.g. curriculum-based and benchmark measures) all designed to measure skill mastery and guide teaching efforts. Summative assessments measure outcomes, and the results used to guide evaluation and progress of a school's literacy program. The state's [LEAP 360](#) formative assessment tool is designed to help teachers understand student performance and help administrators to identify where additional support is needed. In Louisiana, K-2nd grade classrooms currently do not participate in state-mandated summative assessments; although districts may opt to administer some form of summative assessment.

Key activities for such a comprehensive assessment system include

- creating a master schedule that specifies the timeframe for assessment administration (such as the LDE [Assessment Calendar](#));
- ensuring test materials and information are available to teachers and administrators in a timely manner;
- training all teachers or assessment team members on the assessment and test administration practices; and
- scoring assessments, entering, summarizing and analyzing data.

Support for Implementing a Quality Assessments:

To support programs in making effective decisions, the LDE provides an array of assessment resources to help teachers and administrators understand levels of student proficiency in literacy as well as other content areas.

ASSESSMENT RESOURCES	PURPOSE
Principal's Guidebook	Designed to empower Principals in their role as school leaders so they are able to reflect, plan use assessment data, set goals, and improve instruction.
Pre-K Through Third Grade Guidebook	Outlines comprehensive assessment plan that includes early and accurate identification: includes screening, diagnostic and progress monitoring guidance for the purpose of making instructional decisions and assessing students instructional needs.
District Assessment Guide	Supports districts in making assessment decisions, understand the roles of different assessments, and ensure those assessments contribute to increased student learning.
ELA Assessment Guidance	Designed to assist Louisiana educators in understanding the LEAP 2025 ELA assessment administered in the spring.
Benchmark Assessment Reviews	Similar to curriculum reviews; provide insight on where benchmark assessments are and are not aligned to Louisiana's Standards.
Kindergarten Entry Assessment and K-3 Literacy Assessment Guide	Provides recommendations for both required and optional assessments for children in grades K-3.
Practice Test Guidance	Provides practice test guidance for ELA LEAP 2025 Assessments (Grades 3, 4, 5).
Teacher Guide to LEAP Student Reports	Helps teachers better identify where a student may be struggling and how to support the student and his/her parents in building learning strategies for ELA (and other content areas).
Parent Guide to the LEAP Student Reports	Helps families understand their child's performance on the LEAP assessment.
Eagle 2.0	Online assessment tool that supports formative assessment in the class; used to enhance student learning throughout the year; provides teachers with ability to build online tests, assign them to students, and receive student and class performance reports on items aligned to state adopted standards; EAGLE 2.0 aligns with ELA Guidebooks and supports teachers in using the Guidebooks to improve student achievement.
K-2 Formative Tasks	K-2 Formative Tasks provide teachers with access to quality questions and tasks that target individual skills or texts intended to be integrated into the teacher's curriculum.
LEAP 360	Helps teachers understand student performance and educational leaders to identify throughout the system where additional support is needed.
Teacher Student Learning Targets	Goal setting template and recommended targets for ELA.
English Language Proficiency Test (ELPT)	Measures EL proficiency in listening, speaking, reading, and writing
K-12 Louisiana Connectors for English Learners	English Language Proficiency (ELP) Connectors developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Utilize the District Assessment Guide (Note Link to be updated); identify and conduct a full audit of current district assessment practices; utilize focus groups and/or surveys so teachers, administrators, and district staff have input Identify curriculum-based benchmark assessments that are used to measure progress toward standards Identify and purchase assessment and intervention materials aligned with student needs Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording Create an assessment calendar based on district/program needs Schedule time for teachers to analyze assessment results; time to share collaboratively with peers and others who serve students Set schedule to meet with teachers to create Teacher Student Learning Targets Develop approaches for teachers to implement flexible schedules depending on student needs (including extended time, scheduled time for interventions, etc.) Plan activities surrounding assessment information dissemination to families in their native language 	<ul style="list-style-type: none"> Utilize LDOE resources to implement a cohesive assessment system Monitor assessment implementation and practices Use common and consistent diagnostic and screening assessments across age/grade levels to identify children who need extra help and connect them with support services and supplemental instruction Use common and consistent formative and summative child assessments to reflect on and improve their teaching practices Use data to understand student's strengths and needs and to differentiate instruction Review assessment results in collaborative teams to identify program and instructional adjustments as needed; monitor progress toward meeting Teacher Student Learning Targets Utilize flexible scheduling to include extended time and interventions to meet the literacy needs of students Provide timely feedback of results to students and families Ensure families have access to data about their own child, classrooms and programs/schools in their native language Ensure families understand the data available and how to use them to support their child's learning in their native language Recognize and celebrate individual students' incremental improvements toward reaching literacy goals 	<ul style="list-style-type: none"> Evaluate progress toward successfully implementing effective assessment practices and make adjustments as needed Continue analyzing data for impact of evidence-based practices on student achievement Evaluate data related to Teacher Student Learning Targets to make adjustments to curriculum implementation and instructional activities Provide continued professional development and support for all staff who administer assessments (e.g. based on district needs and updates from the State) Adjust curriculum alignment to eliminate gaps Examine impact of dissemination of assessment information to families and to determine additional steps or activities to ensure this process is not a challenge to families

PROFESSIONAL DEVELOPMENT

Teachers are expected to implement challenging and effective literacy curricula and to assess and document progress in increasingly complex ways (National Research Council, 2001). They need to use a variety of instructional methods and have the ability to adjust those methods to the specific needs of students. They also need to be skilled in using multiple methods of monitoring children's literacy development and interpreting assessments in order to make sound instructional decisions.

To develop these competencies, effective pre-service and in-service programs are grounded in current research about how children learn to read and write and the best instructional practices to help them learn. Obviously, it is not possible for prospective teachers to gain all the knowledge they need in a pre-service program. Like other professional fields, the knowledge base for learning and teaching is strengthened as new knowledge is gained and meshed with old. Thus, teacher education is an ongoing process involving rigorous pre-service training and experiential opportunities with continued in-service professional development. The [Believe and Prepare](#) program has been instrumental in guiding initiatives to support pre-service and new teachers through

- yearlong apprenticeships where teachers can gain essential skills as part of their teacher preparation program;
- expert mentors working alongside apprenticeship teachers to support their mastery of core teaching skills and competencies; and
- including more practical coursework in teaching methods early in the teacher preparation program.

Teachers learn best when initial and continued teacher development programs provide explicit teaching and modeling of practices and when there are opportunities to discuss and collaborate with others as new information is learned. These collaborative activities foster a culture of literacy where **all** teachers are engaged and use a common set of agreed-upon practices to address the needs of all students. Teachers also need assistance and support to strengthen their practice and implement effective instructional strategies. Support teams (e.g. instructional coaches, lead teachers, library media specialists, speech-language therapists, etc.) are instrumental in improving outcomes for students.

Support for Professional Development:

Choosing curricula and assessments that support student's literacy development are important but insufficient by themselves. Teachers must be prepared to effectively use them. To achieve the greatest impact in the classroom, professional development for teachers should focus on key literacy instructional priorities that reflect what students must be able to do in order to be truly college and career-ready. High-quality professional development should

- align to standards;
- build teachers' knowledge of the content (content-rich); and
- focus on student learning connected to high-quality curricular content.

The LDOE offers multiple opportunities for districts and schools to provide every teacher with direct access to educator preparation resources and high-quality professional development.

- [Believe and Prepare](#) – This program provides grants to support school systems and teacher preparation programs in order to meet school staffing needs (recruiting and selecting candidates likely to succeed), develop essential skills and knowledge to be effective, and provide candidates time to practice alongside highly effective mentors. The program includes the [Believe and Prepare Library](#) (including a [Believe and Prepare Toolkit](#) and [Teacher Preparation Competencies](#) including those for Special Education Teachers).

- **Vendor Professional Development Course Catalog**: The Department has worked with vendors to create professional development packages for districts. These packages focus on key skills and incorporate key criteria, such as supporting the implementation of high-quality curriculum, providing ongoing support, and developing content knowledge for teachers.
- **Louisiana Teacher Leader Initiative**: Led by the LDOE, the Teacher Leader initiative provides ongoing professional development opportunities throughout the year to teachers in every school in Louisiana. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state. This training provides every school with at least two trained experts on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles, working closely with student teachers preparing for full-time teaching roles.
- **June Teacher Leader Summit**: Taking place over two days, the Summit offers over 200 session options to kick off the school year
- **Teacher Leader Regional Collaborations**: Each fall and winter and in regional touch points throughout the year, these collaborative convenings focus on key instructional strategies and new tools.
- **Teacher Leader Newsletter**: The LDOE monthly newsletter highlights successes from Louisiana's classrooms and shares new resources for educators
- **District Support Calendar**: Updated throughout the year, this document provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed
- **Family Support Toolbox**: The Toolbox includes tools and resources for families to support their children's achievement and learning
- **Content Leaders**: Teachers who have received special distinction from the LDOE indicating they have the knowledge and skills to support other educators.
- **Mentor Teachers**: Teachers who have knowledge and skills to effectively coach and support new and resident teachers

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Complete Evidence-Based Literacy Practices Matrix (See Appendix A) Identify professional development needs of staff; based on district needs (e.g. implementing new curriculum, assessment, addressing needs of EL students and those with disabilities, etc.) as well as through teacher surveys Select and contact vendors to secure curriculum/assessment-related professional development Identify Teacher Leaders and Content Leaders who can assist with professional development Determine which opportunities for professional development provided through the LDE that the program will use Develop a calendar that outlines protected time for teachers to collaboratively analyze data, share expertise, share curriculum implementation strategies, plan lessons, examine student work and reflect on practice Plan for staff, including paraprofessionals, interventionists, pre-service teachers, etc., to receive job-embedded support from mentor teachers, coaches, support specialists, etc. Review Believe and Prepare Teacher Competencies (including General Competencies for Curriculum and assessment, ELA and Literacy Teacher Competencies, Disciplinary Literacy Competencies) Develop a monitoring plan/tracking system to ensure all teachers have taken advantage of professional development opportunities and to evaluate the impact of the professional learning opportunities on teacher practice 	<ul style="list-style-type: none"> Use results of Evidence-Based Literacy Practices Matrix (See Appendix A) to implement professional development Provide training in evidence-based literacy practices, curriculum, literacy resources, intervention programs and assessment, etc. at beginning of year to prepare staff for implementation; review possible options found in Vendor Professional Development Course Catalog Provide professional development and resources that support differentiated learning opportunities for all students Empower Teacher Leaders and Content Leaders to provide on-site support and training Equip teachers with guidance, tools, and resources necessary to meet the literacy needs of EL and students with disabilities Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies Meet with instructional coaches, mentors, etc. to co-plan, model, practice, and receive feedback on effective literacy practices and instruction Provide professional learning experiences for families that includes things such as practical guidance to encourage regular reading in the home Share Family Support Toolbox and Family Support Toolbox Library resources with families Participate in Louisiana Teacher Leader Initiative, Teacher Leader Collaboratives, and the Summit 	<ul style="list-style-type: none"> Complete Evidence-Based Literacy Practices Matrix (See Appendix A) to evaluate progress and plan for upcoming year Revisit professional development options for continued professional development for staff; conduct on-going professional development needs assessments Use information from monitoring on the impact of professional development to determine additional support and resources needed for teachers to improve their practice Support reflective teacher practices utilizing tools such as those found in Teacher Preparation Competencies Explore other professional development options and resources such as those provided through universities/community colleges, libraries and community-based agencies Allow opportunities for teachers to observe effective teachers implementing differentiated lessons within the school or nearby campuses Pursue additional funding sources for specialized literacy staff and materials for teachers as well as for families Consider innovative and engaging options for supporting parent and child participation in literacy activities as well as opportunities to open school buildings for adult learners from the community during evening hours Survey and analyze data on impact of family access of LDE Family Support resources to determine needs for additional support and assistance

LOUISIANA'S COMPREHENSIVE MIDDLE & HIGH SCHOOL LITERACY PLAN



STANDARDS & CURRICULUM

Louisiana has adopted [K-12 Student Standards for English Language Arts](#) which serve as the foundation for academic literacy instruction, providing clear sign posts along the way to the goal of college and career readiness. In an effective literacy plan at the local level, teachers translate the standards and curriculum goals into lessons that integrate literacy tasks into content area learning. Equally important, teachers plan direct, explicit instruction on how to read and learn from diverse texts, both print and multimedia, that meet students' interests and skills. Each discipline requires specialized reading, writing, speaking, listening, and critical thinking skills. Content teachers are well suited to provide this instruction – they know the reading and writing formats specific to the subject area as well as the learning goals of the courses they teach.

Effective teachers seek to increase the reading ability of adolescent students, regardless of their content area. They implement evidence-based strategies that motivate and promote student engagement, help students improve their literacy skills, and provide the supports necessary to help struggling students achieve. They employ reading strategies including

- explicit vocabulary instruction;
- intensive and individualized interventions for struggling readers provided by trained specialists;
- explicit comprehension strategy instruction;
- extended discussion of text meaning and interpretation; and
- increased student motivation and engagement in literacy learning

Effective teachers offer opportunities for students to engage in authentic, rich and meaningful writing experiences so that they can demonstrate learning, convey what they have learned, and demonstrate what new understanding they have constructed. These teachers:

- Explicitly teach appropriate writing strategies such as the Model-Practice-Reflect instructional cycle
- Instruct students on how to choose and apply strategies appropriate for the audience and purpose
- Integrate writing and reading to emphasize key writing features

Louisiana is committed to ensuring that all learners develop proficiency in the Standards. At the same time, Louisiana recognizes that not all learners acquire skills and knowledge at the same rate, nor do they enter school with the same language abilities. The [K-12 ELA Louisiana Connectors](#) are pathways for students with significant cognitive disabilities to meet these Standards; Connectors are pathways and not separate or apart from the Standards expectations for typical students.

Additionally, [English Learner resources](#) are available to teachers and families of English learners to support EL students' literacy skills and mastery of subject content. Effective teachers of EL students utilize a variety of evidence-based strategies to teach academic content and promote literacy development such as

- teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities;
- integrating oral and written English language instruction into content-area teaching; and
- providing small group instructional intervention

Support for Selecting and Implementing High-quality Curriculum:

Through the state's innovative [Instructional Materials Review](#) process, local school districts make informed decisions in selecting evidence-based instructional materials and resources aligned to the state standards. Students need access to a wide variety of relevant and motivating curricula with reading material (in various formats such as charts, graphs, multimedia, etc.) on a broad range of topics, and in addition to textbooks, students should have a choice of other content-related materials that have educational, cultural, social, and economic relevance for their lives. Classroom support for students language and literacy development allows for frequent opportunities for students to collaborate on new learning. They are equipped with reading materials at appropriate and varied reading levels, have motivating resources based on student interest and choice, and are available in an accessible format and sensitive to the needs and abilities of the students.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Identify district curriculum needs utilizing feedback from administrators and educators Identify teacher understanding of evidence based literacy practices Participate in selecting common curricula and assessments Identify Teacher Leaders who can assist with curriculum implementation Conduct a class/grade-level needs assessment to determine if supplemental literacy materials are needed Review effective practices for implementing curriculum through the Principal Support Tool Box Select and purchase an evidence-based curriculum best suited to meet the needs of the schools Plan for use of additional curricular resources such as ELA Guidebooks 2.0 Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation) Create a calendar for staff across content areas to collaborate to share resources and promote cross-content literacy instruction Review Vendor PD Course Catalog and schedule professional development for all appropriate staff on evidence-based literacy practices and use of curriculum Develop an information plan to disseminate information to families in their native language including opportunities for them to be involved in promoting their child's language and literacy development (e.g. Family Literacy nights, etc.) 	<ul style="list-style-type: none"> Train all staff on selected curriculum and evidence-based literacy strategies including those for academic content to English Learners Monitor curriculum implementation and use of evidence-based practices through formal and informal observations; provide coaching support and feedback to teachers based on observations Empower Teacher Leaders and Content Leaders to support curriculum implementation Ensure families know that standards exist across middle and high school grades and understand how they are used in schools Establish environments that support individual, small group, and whole-group learning and those in which cross-content literacy instruction can occur Have well-organized classrooms that exhibit clear routines and access to high-quality cross-content literacy materials that support diverse learning activities Increase availability and use of a rich variety of resources and materials (e.g. books, literacy props, technology, items related to topic of study, etc.) Follow the curriculum pacing guide to ensure maximum exposure to key skills Scaffold and differentiate instruction and activities within the curriculum to address individual student learning needs; utilize specialists to provide targeted instruction for those not progressing or failing to meet benchmark goals; include pre-teaching model for struggling readers Provide an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard copy/computer-based, etc.) Offer daily opportunities for students to self-select books and other texts according to skills and interest levels and to collaboratively engage with peers to discuss their learning 	<ul style="list-style-type: none"> Utilize the Curriculum Implementation Scale and plan for adjustments to curriculum implementation as needed Assess whether teachers proactively address obstacles for implementing evidence-based practices and understand strategies for overcoming them Broaden the types and formats of texts students read and write about (e.g., magazines, newspapers, on-line text, picture books, primary sources, blogs, e-mail, audio books, manuals, etc.) Use data from monitoring to determine if additional professional development/support is needed and whether there are unforeseen barriers to implementation; if so, then develop plans for provisions Survey teachers to determine their perceptions of their efficacy in supporting student literacy development across content areas (what impacted learning/what did not; do they need additional training, support or materials?) Assess and explore other opportunities for students to read, write, speak and listen (e.g. contests, debates, speeches, drama, etc.) Determine if there are innovative ways of celebrating student success not previously considered Evaluate impact of family engagement opportunities and plan for improvement in subsequent years Host family events to engage parents in activities that demonstrate the importance of job-related reading and writing proficiency

ASSESSMENT

A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction for adolescents. Key to meeting this goal is accurate, timely assessment that allows teachers to differentiate instruction based on student needs. Creating an effective plan necessitates reviewing and updating current assessment practices to ensure multiple forms of data collection. A balanced, comprehensive assessment plan is not necessarily one that can be implemented quickly. Thoughtful data-driven decision-making provides a foundation upon which to build such a plan. In an “ideal” system, schools identify and use valid, reliable formative assessments to screen, progress monitor, and diagnose student needs to target instruction effectively. It is also a system where summative reading outcome measures indicate how well students have learned or met the Standards. To support programs, the State has developed the [LEAP 360](#) tool that supports diagnostic screenings at beginning of the year, formative assessment throughout the year, and summative assessment measuring mastery of grade-level standards at the end of the year.

To implement such a system, programs must organize resources and examine their structures for data management by

- creating a master schedule that specifies the timeframe for assessment administration (such as the LDE [Assessment Calendar](#));
- ensuring test materials and information are available to teachers and administrators in a timely manner;
- training all teachers or assessment team members in the assessment and test administration practices; and
- scoring assessments, entering, summarizing, and analyzing data.

By systematically using student achievement data from assessments, educators can focus on instructional improvement decisions such as:

- prioritizing instructional time;
- targeting intervention support;
- determining instructional effectiveness;
- refining instructional methods; and
- making staffing decisions.

Support for Implementing a Quality Assessments:

To support programs in making effective decisions, the LDOE provides an array of assessment resources to help teachers and administrators understand levels of student proficiency in literacy as well as other content areas.

ASSESSMENT RESOURCES	PURPOSE
Principal's Guidebook	Designed to empower Principals in their role as school leaders so they are able to reflect, plan, use assessment data, set goals and improve instruction
Pre-K Through 3rd Grade Guidebook	Outlines comprehensive assessment plan that includes early and accurate identification: includes screening, diagnostic and progress monitoring guidance for the purpose of making instructional decisions and assessing students instructional needs.
District Assessment Guide	Supports districts in making assessment decisions, understand the roles of different assessments, and ensure those assessments contribute to increased student learning
ELA Assessment Guidance	Designed to assist Louisiana educators in understanding the LEAP 2025 ELA assessment administered in the spring
Teacher Student Learning Targets	Goal setting template and recommended targets for ELA
Benchmark Assessment Reviews	Similar to curriculum reviews; provide insight on where benchmark assessments are and are not aligned to Louisiana's standards
Practice Test Guidance	Provides practice test guidance for ELA LEAP 2025 Assessments
Teacher Guide to LEAP Student Reports	Helps teachers better identify where a student may be struggling and how to support the student and his/her parents in building learning strategies for ELA (and other content areas)
Parent Guide to the LEAP Student Reports	Helps families understand their child's performance on the LEAP assessment
LEAP 360	Helps teachers understand a more complete picture of student performance and educational leaders to identify throughout the system where additional support is needed
Eagle 2.0	Online assessment tool that supports formative assessment in the class; used to enhance student learning throughout the year; provides teachers with ability to build online tests, assign them to students, and receive student and class performance reports on items aligned to state adopted standards; EAGLE 2.0 aligns with ELA Guidebooks and supports teachers in using the Guidebooks to improve student achievement
K-2 Formative Tasks	K-2 Formative Tasks provide teachers with access to quality questions and tasks that target individual skills or texts intended to be integrated into the teacher's curriculum.
K-12 ELA Louisiana Connectors	Pathways for students with significant cognitive disabilities to meet the Louisiana State Standards – they are not learning standards that are separate and apart from the standard expectations for typical students
English Language Proficiency Test (ELPT)	Measures EL proficiency in listening, speaking, reading, and writing
K-12 Louisiana Connectors for English Learners	English Language Proficiency (ELP) Connectors developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools.
End of Course Interpretive Guide	Gives an overview of End of Course (EOC) tests
State Systemic Improvement Plan	Specifically for students with disabilities, schools across the state are focusing on improving literacy outcomes by analyzing student data and targeting academic support through the state systemic improvement plan; additionally in the high school grades, the Louisiana Legislature created a path to graduation for students with disabilities that allows for alternate means to demonstrate skills and student progress.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Utilize the District Assessment Guide (Note Link to be updated); identify and conduct a full audit of current district assessment practices; utilize focus groups and/or surveys so teachers, administrators, and district staff have input Select assessments that meet program needs Identify and purchase/secure assessment and intervention materials aligned with student needs Develop protocols for examining student data Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording Set schedule to meet with teachers to create Teacher Student Learning Targets Create an assessment calendar based on district/program needs Create a calendar that allows teachers to have time to analyze assessment results; time to share collaboratively with peers and others who serve students Develop approaches for teachers to implement flexible schedules to provide appropriate literacy interventions (including extended time, scheduled time for interventions, etc.) Plan activities surrounding assessment information dissemination to families in their native language 	<ul style="list-style-type: none"> Utilize LDOE resources to implement a cohesive assessment system Monitor assessment implementation and practices Implement a system (including timelines) for communicating data to the district and to families in their native language Use common and consistent diagnostic and screening assessments across grade levels, to identify students who need extra help, and connect them with support services and supplemental instruction Apply protocols for looking at student assessments and evaluating student progress Review assessment results in collaborative teams to identify program and instructional adjustments as needed; monitor progress toward meeting Teacher Student Learning Targets Use assessment data with students who can recognize progress and set their own learning goals, where appropriate Use common and consistent formative and summative student assessments to reflect and improve their teaching practices Meet collaboratively to examine data, plan instruction, and determine instructional needs of students Disaggregate data by subgroups to determine if instructional plans are addressing the needs of students Ensure families have access to data about their child, classrooms, and programs/schools Support families in understanding the data available and how to use them to support their child's learning Recognize and celebrate individual students' incremental improvements toward reaching literacy goals 	<ul style="list-style-type: none"> Evaluate progress toward successfully implementing effective assessment practices and make adjustments as needed Continue analyzing data for impact of evidence-based practices on student achievement Evaluate data related to Teacher Student Learning Targets to make adjustments to curriculum implementation and instructional activities Evaluate whether students are placed appropriately for instruction Provide continued professional development and support for all staff who administer assessments (e.g. based on district needs and updates from the State) Adjust curriculum alignment to eliminate gaps Examine impact of dissemination of assessment information to families and to determine additional steps or activities to ensure this process is not a challenge to families

PROFESSIONAL DEVELOPMENT

Key to improving adolescent literacy at the local level is adequate teacher preparation, professional growth, and support. Effective professional development is described as learning opportunities that result in improvement in teachers' and school leaders' knowledge and practices, and most importantly, improved student learning outcomes. Professional development may include both formal and informal professional learning experiences such as those embedded in teachers' work. The design of effective professional development in literacy instruction takes into account a general framework for the context (learning environment), the content (the "what,") and the process (the "how").

CONTEXT:

- Commitment of All Stakeholders to Improve Teaching and Learning - Teacher involvement in planning and design of professional development greatly increases the level of buy-in and commitment
- Professional Learning Communities - Regularly scheduled team meetings provide teachers opportunities to share knowledge about student progress, plan literacy-rich lessons, reflect on their work, analyze data, and explore new literacy practices

CONTENT:

- School improvement priorities and goals (with student learning as focus) – Teachers use a data-driven approach to improve student's literacy skills; data is gathered and analyzed, and decisions made to guide selection and prioritization of school improvement goals
- Content knowledge – teachers have opportunities to develop knowledge and competencies to deliver high-quality differentiated literacy instruction; A Time to Act (2010) outlines core knowledge necessary for teachers of adolescents which include: a) how demands of literacy change with age/grade, b) how students vary in strengths/needs, c) how texts in a given content raise specific literacy challenges, d) how to recognize and address literacy difficulties, and e) how to adapt and develop teaching skills over time

PROCESS:

- Intensive and on-going support – All adults work take ownership of student learning and work collaboratively and consistently and over time to make changes to teachers' planning and instruction
- Evaluation – Reflective assessment of the impact of professional development that looks at teachers' learning and implementation of new knowledge and skills and whether or not there was an impact on student learning.

Quality professional development requires a system of coordinated support to ensure higher academic achievement, narrowing of the achievement gap, and more children college/career ready. This coordination involves aligned goals, time, resources (fiscal, staffing, etc.), family engagement, and clear communication.

Support for Implementing Quality Professional Development:

The LDOE offers multiple opportunities for districts and schools to provide every teacher with direct access to educator preparation resources and high-quality professional development.

- **Believe and Prepare** – This program provides grants to support school systems and teacher preparation programs in order to meet school staffing needs (recruiting and selecting candidates likely to succeed), develop essential skills and knowledge to be effective, and provide candidates time to practice alongside highly effective mentors. This program **includes** Believe and Prepare library (including **Believe and Prepare Toolkit** and **Teacher Preparation Competencies** including those for Special Education Teachers)

- **Vendor Professional Development Course Catalog**: The Department has worked with vendors to create professional development packages for districts. These packages focus on key skills and incorporate key criteria, such as supporting the implementation of high-quality curriculum, providing ongoing support, and developing content knowledge for teachers.
- **Louisiana Teacher Leader Initiative**: Led by the LDOE, the Teacher Leader initiative provides ongoing professional development opportunities throughout the year to teachers serving as Teacher Leaders in every school in Louisiana. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state. This training provides every school with at least two trained experts on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles, working closely with student teachers preparing for full-time teaching roles.
- **June Teacher Leader Summit**: Taking place over two days, the Summit offers over 200 session options to kick off the school year
- **Teacher Leader Regional Collaborations**: Each fall and winter, and in regional touch points throughout the year, these collaborative convenings focus on key instructional strategies and new tools
- **Teacher Leader Newsletter**: A monthly newsletter highlights successes from Louisiana's classrooms and shares new resources for educators
- **District Support Calendar**: Updated throughout the year, this document provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed
- **Family Support Toolbox**: The Toolbox includes tools and resources for families to support their children's achievement and learning
- **Content Leaders**: Teachers who have received special distinction from the LDOE indicating they have the knowledge and skills to support other educators.
- **Mentor Teachers**: Teachers who have knowledge and skills to effectively coach and support new and resident teachers

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> Complete Evidence-Based Literacy Practices Matrix (See Appendix A) Identify professional development needs of staff; based on district needs (e.g. implementing new curriculum, assessment, addressing needs of EL students and those with disabilities, etc.) as well as through teacher surveys Develop plan for using instructional coaches, etc. to mentor and support teachers Identify Teacher Leaders who can assist with professional development Select and contact vendors to secure curriculum/assessment related professional development Determine which opportunities for professional development provided through the LDOE that the program will use Develop a calendar that outlines protected time for teachers to collaboratively analyze data, share expertise, share curriculum implementation strategies, plan lessons, examine student work and reflect on practice Plan for staff, including paraprofessionals, interventionists, pre-service teachers, etc., to receive job-embedded support from mentor teachers, coaches, support specialists, etc. Review Believe and Prepare Teacher Competencies (including General Competencies for Curriculum and assessment, ELA and Literacy Teacher Competencies, Disciplinary Literacy Competencies) Develop a monitoring plan/tracking system to ensure all teachers have taken advantage of professional development opportunities and to evaluate the impact of the professional learning opportunities on teacher practice 	<ul style="list-style-type: none"> Use results of Evidence-Based Literacy Practices Matrix (See Appendix A) to implement professional development Provide training in evidence-based literacy practices, curriculum, literacy resources, intervention programs and assessment, etc. at beginning of year to prepare staff for implementation; review possible options found in Vendor Professional Development Course Catalog Empower Teacher Leaders and Content Leaders to provide on-site support and training Provide professional development and resources that support differentiated learning opportunities for all students Use checklists when conducting classroom observations/walkthroughs to ensure clear expectations and specific feedback on student learning Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies Meet with instructional coaches, mentors, etc. to co-plan, model, practice and receive feedback on effective literacy practices, and instruction Provide opportunities for teachers to practice effective techniques in non-threatening situations Provide professional learning experiences for families that includes things such as practical guidance to encourage regular reading in the home Share Family Support Toolbox and Family Support Toolbox Library resources with families Equip teachers with guidance, tools, and resources necessary to meet the literacy needs of EL and students with disabilities Participate in Louisiana Teacher Leader Initiative, Teacher Leader Collaboratives and the Summit Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content and teaching strategies 	<ul style="list-style-type: none"> Complete Evidence-Based Literacy Practices Matrix to evaluate progress and plan for upcoming year Revisit professional development options for continued professional development for staff; conduct on-going professional development needs assessments Program staff and Teacher Leaders use information from monitoring on the impact of professional development to determine additional support and resources needed for teachers to improve their practice Evaluate impact on teacher practice through instructional support staff and make adjustments as needed Support reflective teacher practices utilizing tools such as those found in Teacher Preparation Competencies Explore other professional development options and resources such as those provided through universities/community colleges, libraries, and community-based agencies Allow opportunities for teachers to observe effective teachers implementing differentiated lessons within the school or nearby campuses Pursue additional funding sources for specialized literacy staff and materials for teachers as well as for families Consider innovative and engaging options for supporting parent and child participation in literacy activities as well as opportunities to open school buildings for adult learners from the community during evening hours Survey and analyze data on impact of family access of LDE Family Support resources to determine needs for additional support and assistance

APPENDIX A: LOCAL NEEDS ASSESSMENT - EVIDENCED-BASED LITERACY PRACTICES MATRIX

This document features an innovation configuration matrix that can guide districts and schools in the development of appropriate use of evidence-based literacy practices.¹ These practices should be integrated with other practices, not used in isolation. The matrix describes practices in the far left column of the matrix. Several levels of implementation are defined in the top row of the matrix. Districts decide how to collect the data: self-reflection, observations, interviews, or any combination of these approaches. Districts also decide whether to analyze the data by school, grade level, or another method. Data can be used to prioritize needs and plan professional development.

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	ECE: BIRTH TO FIVE (AS AGE AND DEVELOPMENTALLY APPROPRIATE)			
Conduct observation-based assessments on all children for potential language and literacy development problems at the beginning of the year.				
Use data from observation-based assessments to monitor children's progress and make instructional decisions.				
Use word/sound play experiences to build children's phonological awareness from rhyming through alliteration, sound matching, blending and segmenting.				

¹ Evidence-based practices for K-12 are supported by moderate or strong evidence as described in the practice guides published by the Institute of Education Sciences, U.S. Department of Education. ECE practices are described in the Report of the National Early Literacy Panel.

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	ECE: BIRTH TO FIVE (AS AGE AND DEVELOPMENTALLY APPROPRIATE)			
Engage children with interactive materials and experiences that promote identification of letters.				
Provide opportunities for repeated readings of a variety of genres of books.				
Provide repeated exposure to new words and opportunities to practice them in multiple contexts.				
Model language stimulation techniques such as parallel talk, self-talk, and expansion.				
Ask open-ended questions to build children's engagement and prompt thought processes before, during, and after reading.				
Create opportunities for children to express ideas in writing, by drawing, or a combination of both.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Screen all students for potential reading problems at the beginning of the school year.				
Provide intensive, systematic instruction (e.g., 20 minutes daily) on up to three foundational skills in small groups to students based on screening assessment.				
Use data from formative assessments to monitor student progress and make instructional decisions.				
Use the same assessment approaches in a scaffolded manner for English learners (ELs) and native English speakers.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Provide repeated exposure to new words in multiple contexts.				
Provide extensive and varied vocabulary instruction for ELs that includes acquisition of everyday words.				
Schedule regular peer-assisted learning opportunities for ELs.				
Integrate daily academic English instruction for ELs into the core curriculum.				
Maintain a strong instructional focus on both comprehension and foundational skills needs.				
Teach students to recognize and manipulate segments of sound in speech.				
Instruct students in sound-spelling patterns.				
Teach students to recognize common word parts.				
Teach high frequency words so that students can recognize them efficiently.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Model strategies, scaffold, and provide feedback to support children's accurate and efficient reading of challenging words within challenging texts.				
Teach students to self-monitor their understanding of text.				
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.				
Teach students to use reading comprehension strategies such as drawing inferences and summarizing while reading complex texts.				
Teach students to identify and use organizational structures of literary and informational texts to comprehend content.				
Create collaborative opportunities for students to engage with text to extract and construct meaning.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Teach students strategies for the various components of the writing process.				
Gradually release writing responsibility to the student.				
Teach students to emulate the features of good writing.				
Teach students techniques for writing effectively for different purposes.				
Teach students to construct sentences for fluency, meaning, and style.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES 4-12			
Provide meaningful opportunities for students to use new vocabulary in a variety of contexts such as discussion and writing.				
Provide comprehension strategy instruction that builds meaning of complex texts.				
Provide numerous opportunities for extended discussion of text meaning and interpretation.				
Make literacy experiences relevant to student interests, everyday life, or important current events.				
Use intensive individualized interventions for struggling readers provided by qualified specialists.				
Explicitly teach writing strategies for planning, drafting, evaluating, revising, and editing.				
Instruct students on how to choose and apply writing strategies appropriate for the audience and purpose.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES 4-12			
Model writing strategies for students.				
Provide students with opportunities to apply and practice writing strategies.				
Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies.				
Teach students to understand that both writers and readers use similar strategies, knowledge, and skills to create meaning.				
Use a variety of written exemplars to highlight the key features of texts.				

APPENDIX B: LDOE RESOURCES FOR ENGLISH LEARNERS

LDOE English Learners Resources	LDOE web page with tools and resources to support ELs, their families and their teachers.
Louisiana's Birth to Five Early Learning and Development Standards (ELDS)	The Early Learning and Development Standards are designed to be used for all Pre-K children ages birth to five including English Learners and those with disabilities.
Instructional Materials Reviews (IMR)	Reviews of instructional materials with ratings based on degree of alignment with state content standards.
Classroom Assessment Scoring System (CLASS)	CLASS is an observational instrument that assesses the quality of interactions in the classroom which lead to greater achievement in literacy and other content areas.
Crosswalk Document-Louisiana Student Standards for ELA to Louisiana Connectors for English Learners	Correlates the Louisiana Student Anchor Standards for ELA and Literacy with the Louisiana Connectors for English Learners (LA Connectors for ELs)
English Learner Program Handbook	The English Learner Program Handbook for District and Charter School Administrators assists administrators in developing and implementing a plan for the education of English Language learners that meets student needs while complying with federal regulations.
Bulletin 112 - Louisiana Connectors for English Language Learners Revised May 2017	Policy guidelines for implementation of Louisiana Connectors for English Learners.
English Language Proficiency Test	Provides information for parents about ELPT, which measures EL proficiency in listening, speaking, reading and writing.

APPENDIX C: LDOE RESOURCES FOR STUDENTS WITH DISABILITIES

Crosswalk Document – Louisiana Standards to Louisiana Connectors	Aligned expectations to ensure the Louisiana Student Standards for ELA are accessible to students with significant cognitive disabilities
Strategies for Success: A Guidebook for Supporting Students	Provides principals and school system leaders with resources to create strong support plans around strategies for improving the academic achievement of students with disabilities.
Student Success Resources	LDOE web page with a variety of resources focused on Early Identification, Student Success and Pathways to Prosperity
State Systemic Improvement Plan	A path to graduation for students with disabilities that allows for alternate means to demonstrate skills and student progress.
Publicly-funded early learning programs	Information about publicly funded early Learning programs that receive funding from state or federal sources to serve at-risk children including English Learners and those with disabilities
Curriculum Implementation Scale	Helps administrators evaluate progress in implementation of a high-quality curriculum designed to meet needs of all students
Early Childhood Curriculum Initiative	LDOE initiative for Type III child care centers to purchase a Tier I curriculum designed to meet the needs of all children
Family Support Toolbox Library	Resources for parents including copies of the LA Special Education Handbooks in 5 different languages
Gifted and Talented Program	Includes information on the characteristics of gifted children, an overview of the Louisiana program, and the Gifted Students Rights Handbook

APPENDIX D: BIBLIOGRAPHY

Dunst, C. & Trivette, C. (January, 2009). *Build Initiative: An Evidence-Based Approach to Professional In-Service Training (Participatory Adult Learning Strategy)*.
<http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/208/An-Evidence-Based-Approach-to-Professional-In-Service-Training.aspx>

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http://www.earlyliteracylearning.org/ta_pract_tools1.php

Classroom Assessment Scoring System (CLASS™): Teachstone n.d. <http://www.teachstone.com>

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. (2016). Institute of Education Sciences: What Works Clearinghouse Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

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<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

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Kauerz, K. & Coffman, J. (2013). *Framework for Planning, Implementing and Evaluating Prek-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington

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Teaching Elementary School Students to be Effective Writers. (2012). Institute of Education Sciences: What Works Clearinghouse Practice Guides.
<https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

Teaching Secondary Students to Write Effectively. (2016). Institute of Education Sciences: What Works Clearinghouse Practice Guides.
<https://ies.ed.gov/ncee/wwc/PracticeGuide/22>

Intergovernmental Review (SPOC List)

In 2018 the Federal Government will outlay approximately \$700 billion in grants to State and local governments. [Executive Order 12372](#), "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below by clicking on the State name.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in [Appendix IV of the Catalog of Federal Domestic Assistance](#).

*** SPOC List as of January 01, 2018 ***

ARIZONA

Matthew Hanson, GPC
Statewide Grant Administrator
ADOA, Office of Grants and Federal Resources
100 N. 15th Avenue, 4th Floor
Phoenix, AZ 85007
Telephone: (602) [REDACTED]
Fax: None
[REDACTED]

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044
Telephone: (916) [REDACTED]
Fax: (916) [REDACTED]
[REDACTED]

DISTRICT OF COLUMBIA

Pat Henry
Office of Partnerships and Grant Services
441 4th Street, NW (Judiciary Square)
Suite 707 North
Washington, DC 20001
Telephone: (202) [REDACTED]
Fax: None
<http://opgs.dc.gov>

IOWA

Debra Scrowther

ARKANSAS

Jeanette Krohn (Acting)
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th St., Room 412
Little Rock, Arkansas 72203
Telephone: (501) [REDACTED]
Fax: (501) [REDACTED]
[REDACTED]

DELAWARE

Valerie Luke
SPOC / Federal Aid Master Contact
Budget Development, Planning and Administration
Office of Management and Budget
122 Martin Luther King Jr. Blvd. South
Dover, Delaware 19901
Telephone: (302) [REDACTED]
Fax: None
[REDACTED]

FLORIDA

Chris Stahl
Florida State Clearinghouse
Florida Dept. of Environmental Protection
3900 Commonwealth Blvd.
Mail Station 47
Tallahassee, Florida 32399-3000
Telephone: (850) [REDACTED]
Fax: (850) [REDACTED]
[REDACTED]

KENTUCKY

Lee Nalley

Iowa Department of Management
State Capitol Building Room G12
1007 E Grand Avenue
Des Moines, Iowa 50319
Telephone: (515) [REDACTED]
Fax: (515) [REDACTED]
[REDACTED]

LOUISIANA

Terry Thomas
Louisiana SPOC for EPA Grant
Office of Management and Finance
LA Department of Environmental Quality
P.O. Box 4303
Baton Rouge, LA 70821-4303
Phone [REDACTED]
Fax: (225) [REDACTED]
[REDACTED]

MICHIGAN

Ed Hug
Southeast Michigan Council of Governments
1001 Woodward, Suite 1400
Detroit, Michigan 48226
Telephone: (313) [REDACTED]
Fax: (313) [REDACTED]
[REDACTED]

NEVADA

Office of Grant Procurement, Coordination and
Management
Single Point of Contact
406 East 2nd Street, First Floor
Carson City, Nevada 89701
Telephone: (775) [REDACTED]
Fax: (775) [REDACTED]
[REDACTED]

NORTH DAKOTA

Rikki Roehrich
Program Specialist
North Dakota Department of Commerce
1600 East Century Avenue, Suite 2
Bismarck, North Dakota 58502-2057
Telephone: (701) [REDACTED]
Fax: None
[REDACTED]

SOUTH CAROLINA

Bonny L. Anderson
Grants Services Coordinator
Executive Budget Office
1205 Pendleton Street
Edgar A. Brown Building, Suite 529

The Governor's Office for Local Development
1024 Capital Center Drive, Suite 340
Frankfort, Kentucky 40601
Telephone: (502) [REDACTED] Ext. 274
Fax: (502) [REDACTED]
[REDACTED]

MARYLAND

Jason Dubow, Manager
Resource Conservation & Management
Maryland Department of Planning
301 West Preston Street, Suite 1101
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Telephone: (410) [REDACTED]
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[REDACTED]

<http://planning.maryland.gov/OurWork/GrantResources.shtml>

MISSOURI

Sara VanderFeltz
Federal Assistance Clearinghouse
Office of Administration
Commissioner's Office
Capitol Building, Room 125
Jefferson City, Missouri 65102
Telephone: (573) [REDACTED]
Fax: (573) [REDACTED]
[REDACTED]

NEW HAMPSHIRE

Michele Zydel
New Hampshire Office of Energy and Planning
Attn: Intergovernmental Review Process
Michele Zydel
107 Pleasant Street, Johnson Hall
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[REDACTED]

UTAH

Ken Matthews
Utah State Clearinghouse
Governor's Office of Planning and Budget Utah State Capitol
Complex
Suite E210, PO Box 142210

Columbia, South Carolina 29201
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Fax: (803) [REDACTED]
[REDACTED]

WEST VIRGINIA

Mary Jo Thompson
Director, Community Development Division
West Virginia Development Office
Building 6, Room 553
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Charleston, West Virginia 25305
Telephone: [REDACTED]
Fax: [REDACTED]
[REDACTED]

PUERTO RICO

Jose I. Marrero Rosado
Puerto Rico Planning Board
Federal Proposals Review Office
P.O. Box 9023228
San Juan, Puerto Rico 00902-3228
Telephone: [REDACTED]
Fax: [REDACTED]
[REDACTED]
CC: [REDACTED]

Salt Lake City, Utah 84114-2210
Telephone: (801) [REDACTED]
Fax: (801) [REDACTED]
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AMERICAN SAMOA

Mr. Jerome Ierome
Administrator, Office of Grants Oversight and Accountability
Coordinator, ASG High Risk Task Force
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American Samoa Government (ASG)
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American Samoa, 96799
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VIRGIN ISLANDS

Nellon L. Bowry
Director, Office of Management
and Budget
#41 Norre Gade Emancipation Garden
Station, Second Floor
Saint Thomas, Virgin Islands 00802
Telephone: (340) [REDACTED]
Fax: None
[REDACTED]

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to [REDACTED] If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (<http://www.cfda.gov>) and the Grants.gov website (<http://www.grants.gov>).

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: July 26, 2019

Agreement No: 2019-095

Filing Reference: This replaces previous
Agreement No. 2016-148
Dated: 11/3/2016

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.

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

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW

Signature

Frances Outland

Name

Director, Indirect Cost Division

Title

July 26, 2019

Date

Negotiator: Vivian Crouch
Telephone Number: _____

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <div style="border: 1px solid black; padding: 2px; min-height: 40px;">Completed on submission to Grants.gov</div>	TITLE <div style="border: 1px solid black; padding: 2px; min-height: 40px;">State Superintendent of Education</div>
APPLICANT ORGANIZATION <div style="border: 1px solid black; padding: 2px; min-height: 40px;">Louisiana Department of Education</div>	DATE SUBMITTED <div style="border: 1px solid black; padding: 2px; min-height: 40px;">06/02/2020</div>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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



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

OMB Control Number: 1894-0008
Expiration Date: 08/31/2020

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.

[Redacted area]

***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: 07/01/2019 to: 6/30/2020 (mm/dd/yyyy)

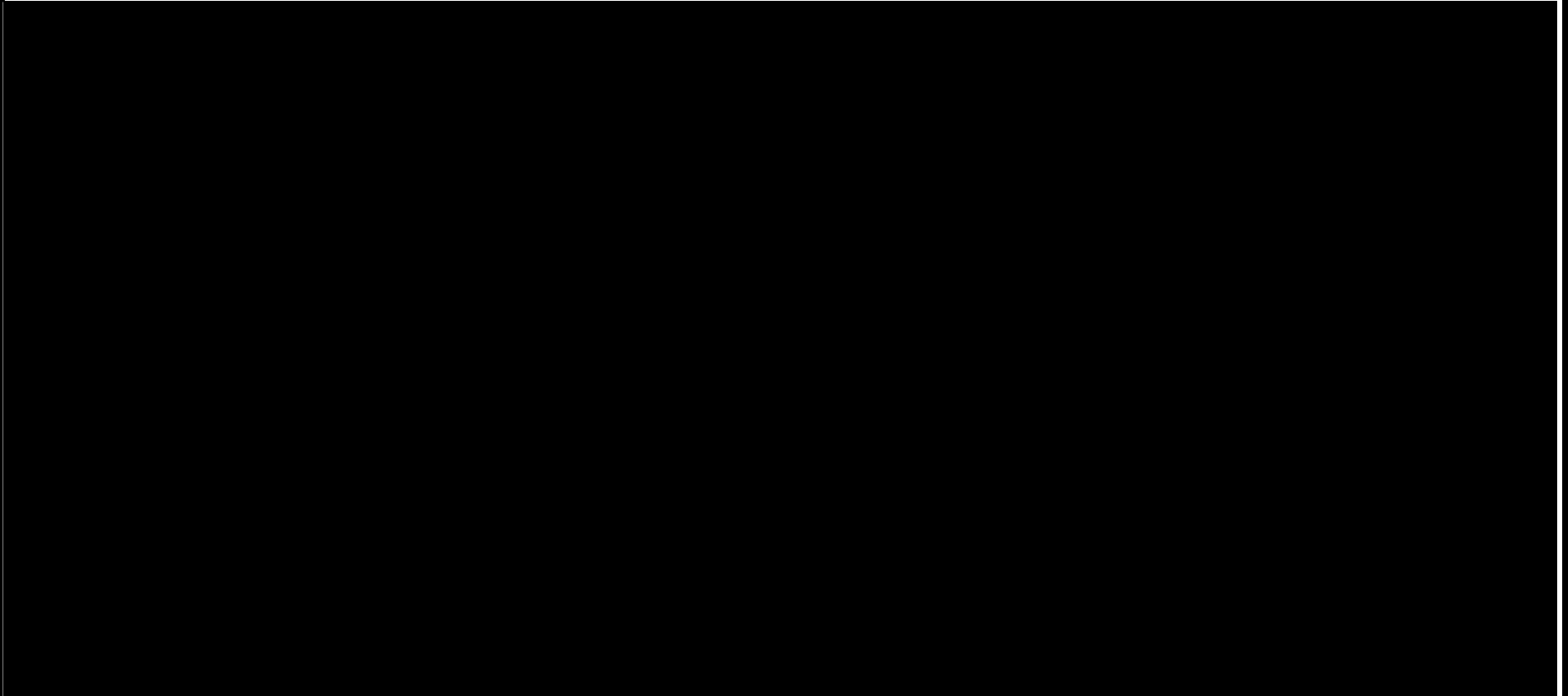
Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is [REDACTED]

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

☒ Is included in your approved Indirect Cost Rate Agreement? or ☐ Complies with 34 CFR 76.564(c)(2)?

BUDGET NARRATIVE

████ of the total award will be awarded to subgrantees and the remaining █████ will be used as state admin dollars. The state admin portion is \$████ for 5 years or \$████/per year. **Per federal guidance, Louisiana chooses to spread the state admin dollars evenly across all 5 years for stability.**

YEAR 1: OCTOBER 1, 2020-SEPTEMBER 30, 2021**Travel █████**

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting and two Topical Meetings, and to cover partial travel costs for project staff to attend School Support Institutes and annual Summit.

- **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 \$2,876**
- **U.S. Dept. of Ed. Topical Meeting #1:** Airfare Baton Rouge-DC rt (\$/person x 2 people = \$ + Lodging (\$/night w/ tax x 2 people x 2 days = \$ + Meals (\$/day x 2 people x 2 days)+ Taxis (\$/person x 2 people = \$ **Total \$**
- **U.S. Dept. of Ed. Topical Meeting #2:** Airfare Baton Rouge-DC rt (\$/person x 2 people = \$ + Lodging (\$/night w/ tax x 2 people x 2 days = \$ + Meals (\$/day x 2 people x 2 days)+ Taxis (\$/person x 2 people = \$ **Total \$**
- **Louisiana School Support Institutes and annual Summit:** Total \$ (State will leverage other funds to cover expenses above this figure, which are anticipated to be at least double this figure.)

Contractual (\$

- Contract with vendor(s), using the state procurement process, to **develop** a Literacy Coach Coordinator training series (64-hour program) and School Support Institutes (16-hour program) that address evidence-based practices described in grant proposal \$
- Contracts for 5 nationally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Michael Liben, Tim Shanahan, and Hanna Wasik) 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 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) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40, with K-5 receiving the remaining 5% of the total subgrantee allocation. The breakdown follows: 15% for Birth-age 5 (\$ 45% for K-5 (\$ 40% for 6-12 (\$) with equitable distribution between middle and high schools.

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

YEAR 2: OCTOBER 1, 2021-SEPTEMBER 30, 2022

Travel (\$██████)

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting and two Topical Meetings, and to cover partial travel costs for project staff to attend School Support Institutes and annual Summit.

- **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 \$█████**
- **Topical Meeting #1:** Airfare Baton Rouge-DC rt (\$█████/person x 2 people = \$█████ + Lodging (\$█████/night w/ tax x 2 people x 2 days = \$█████ + Meals (\$█████/day x 2 people x 2 days)+ Taxis (\$█████/person x 2 people = \$█████ **Total \$█████**
- **Topical Meeting #2:** Airfare Baton Rouge-DC rt (\$█████/person x 2 people = \$█████ + Lodging (\$█████/night w/ tax x 2 people x 2 days = \$█████ + Meals (\$█████/day x 2 people x 2 days)+ Taxis (\$█████/person x 2 people = \$█████ **Total \$█████**
- **Louisiana School Support Institutes and annual Summit: Total \$█████** (State will leverage other funds to cover expenses above this figure, which are anticipated to be at least double this figure.)

Contractual (\$██████)

- Contract with vendor(s), using the state procurement process, to **deliver** a Literacy Coach Coordinator training series (64-hour program) and School Support Institutes (16-hour program) that address evidence-based practices described in grant proposal \$██████

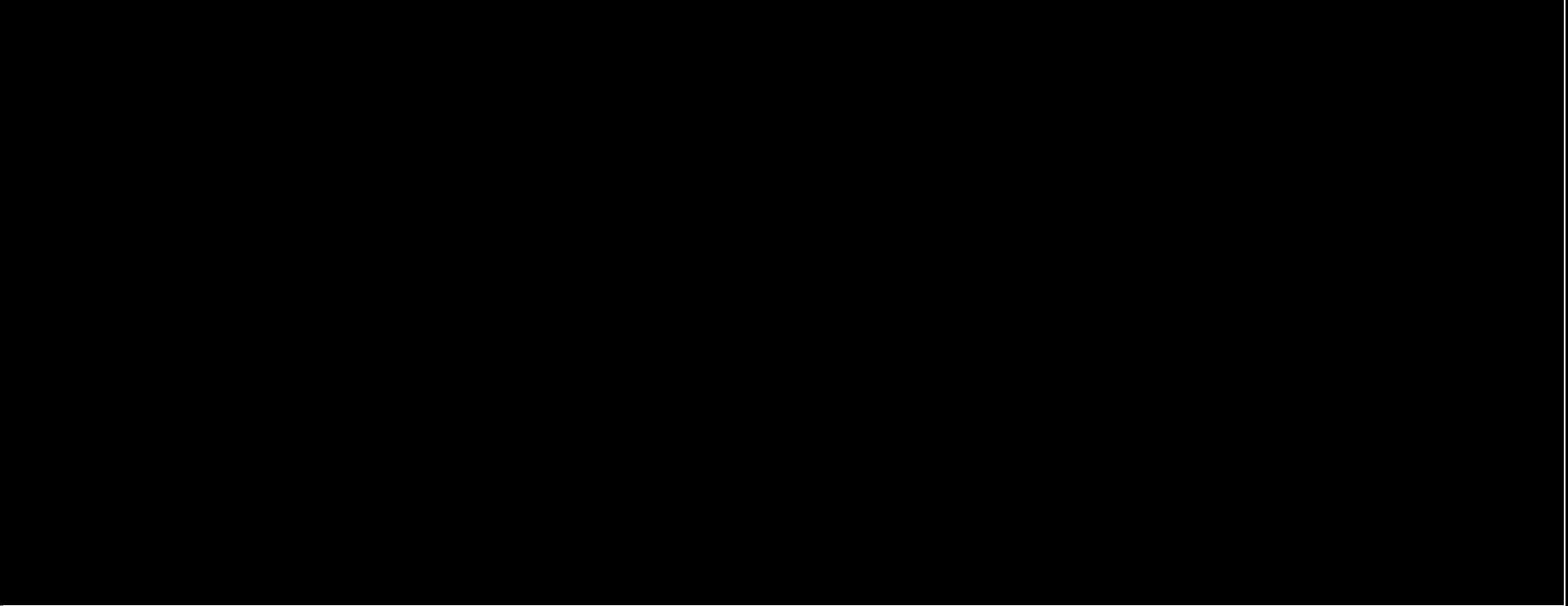
- Contracts for 5 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Michael Liben, Tim Shanahan, and Hanna Wasik) to present sessions for CLSD subgrantees at the annual Summit (estimated at \$ [REDACTED]/expert; rate is based on 2 days planning, 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 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, with K-5 receiving the remaining 5% of the total subgrantee allocation. The breakdown follows: 15% for Birth-age 5 (\$ [REDACTED]) 45% 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 [REDACTED] on state admin funds of \$ [REDACTED] If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 3: OCTOBER 1, 2022-SEPTEMBER 30, 2023



Travel (\$ [REDACTED])

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting and two Topical Meetings, and to cover partial travel costs for project staff to attend School Support Institutes and annual Summit.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt (\$ [REDACTED]/person x 2 people = \$ [REDACTED] + Lodging (\$ [REDACTED]/night with tax x 2 people x 3 nights = \$ [REDACTED] + Meals (\$ [REDACTED]/day x 2 people x 3 days = \$ [REDACTED] + Taxis (\$ [REDACTED]/person x 2 people = \$ [REDACTED] **Total \$ [REDACTED]**
- **Topical Meeting #1:** Airfare Baton Rouge-DC rt (\$ [REDACTED]/person x 2 people = \$ [REDACTED] + Lodging (\$ [REDACTED]/night w/ tax x 2 people x 2 days = \$ [REDACTED] + Meals (\$ [REDACTED]/day x 2 people x 2 days)+ Taxis (\$ [REDACTED]/person x 2 people = \$ [REDACTED] **Total \$ [REDACTED]**
- **Topical Meeting #2:** Airfare Baton Rouge-DC rt (\$ [REDACTED]/person x 2 people = \$ [REDACTED] + Lodging (\$ [REDACTED]/night w/ tax x 2 people x 2 days = \$ [REDACTED] + Meals (\$ [REDACTED]/day x 2 people x 2 days)+ Taxis (\$ [REDACTED]/person x 2 people = \$ [REDACTED] **Total \$ [REDACTED]**
- **Louisiana School Support Institutes and annual Summit: Total \$ [REDACTED]** (State will leverage other funds to cover expenses above this figure, which are anticipated to be at least double this figure.)

Contractual (\$ [REDACTED])

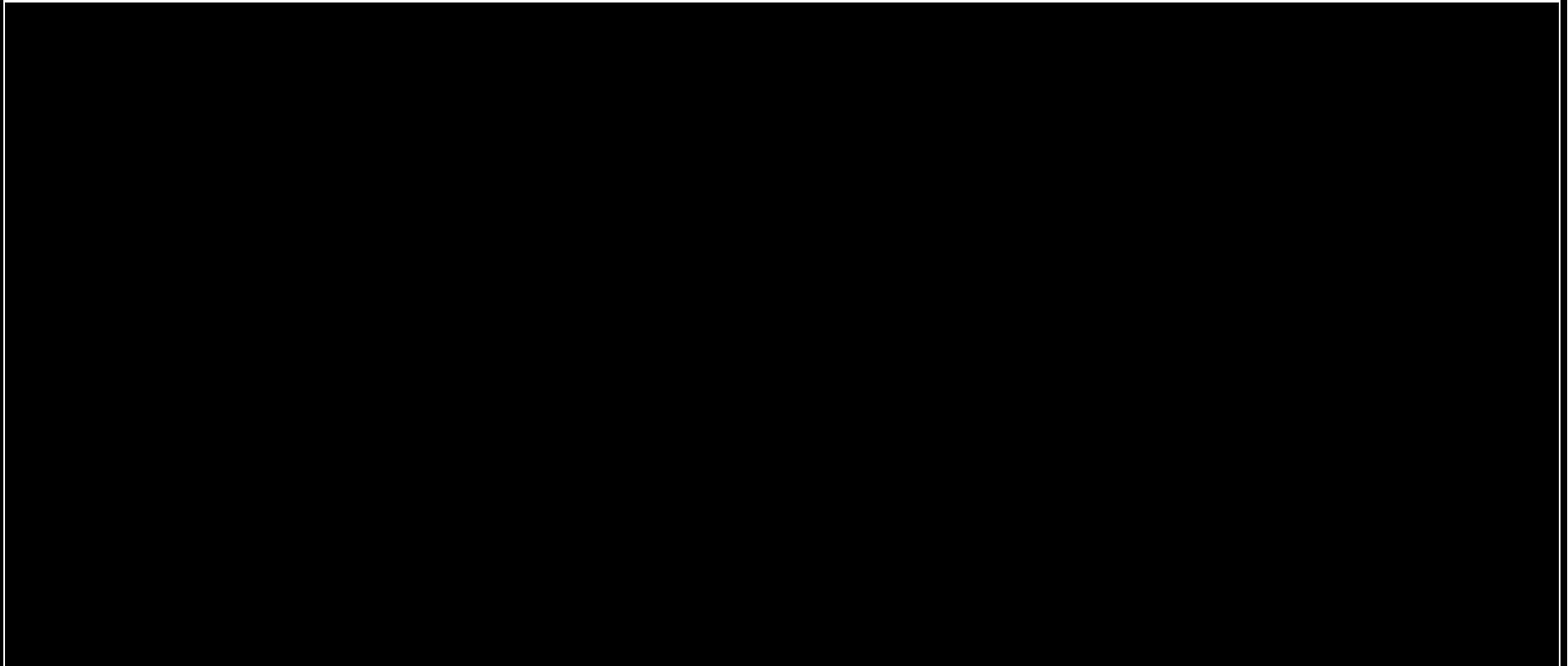
- Contract with vendor(s), using the state procurement process, to **update content** for and **deliver** a Literacy Coach Coordinator training series (64-hour program) and School Support Institutes (16-hour program) that address evidence-based practices described in grant proposal \$ [REDACTED]
- Contracts for 5 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Michael Liben, Tim Shanahan, and Hanna Wasik) 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 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 Cohorts 1 and 2) 95% of Louisiana's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40, with K-5 receiving the remaining 5% of the total subgrantee allocation. The breakdown follows: 15% for Birth-age 5 (\$ [REDACTED]) 45% for K-5 (\$ [REDACTED]) 40% for 6-12 (\$ [REDACTED]) with equitable distribution between middle and high schools.

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

YEAR 4: OCTOBER 1, 2023-SEPTEMBER 30, 2024



Travel (\$)

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting and two Topical Meetings, and to cover partial travel costs for project staff to attend School Support Institutes and annual Summit.

- **U.S. Dept. of Ed. CLSD Project Directors Meeting:** Airfare Baton Rouge-DC rt (\$ /person x 2 people = \$ + Lodging \$225/night with tax x 2 people x 3 nights = \$ + Meals (\$ /day x 2 people x 3 days = \$ + Taxis (\$ /person x 2 people = \$ **Total \$**
- **Topical Meeting #1:** Airfare Baton Rouge-DC rt (\$ /person x 2 people = \$ + Lodging (\$ /night w/ tax x 2 people x 2 days = \$ + Meals (\$ /day x 2 people x 2 days)+ Taxis (\$ /person x 2 people = \$ **Total \$**
- **Topical Meeting #2:** Airfare Baton Rouge-DC rt (\$ /person x 2 people = \$ + Lodging (\$ /night w/ tax x 2 people x 2 days = \$ + Meals (\$ /day x 2 people x 2 days)+ Taxis (\$ /person x 2 people = \$ **Total \$**

- **Louisiana School Support Institutes and annual Summit:** Total \$ [REDACTED] (State will leverage other funds to cover expenses above this figure, which are anticipated to be at least double this figure.)

Contractual (\$ [REDACTED])

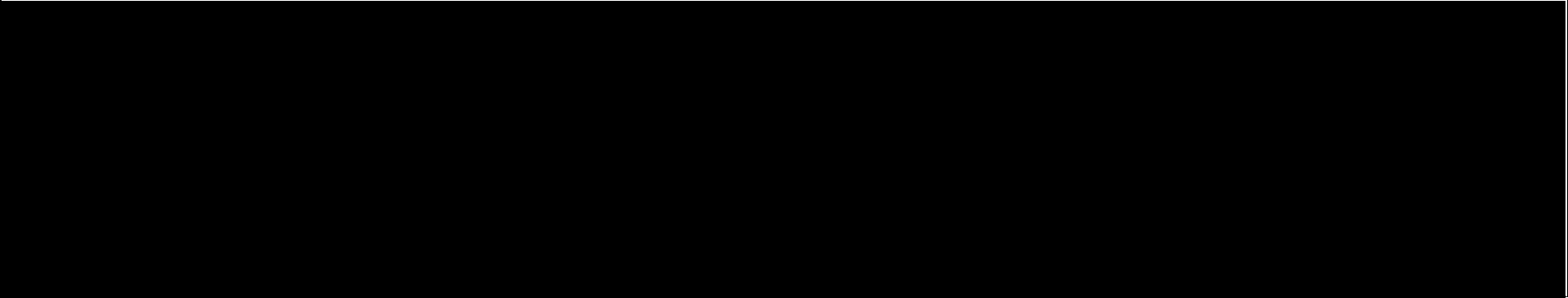
- Contract with vendor(s), using the state procurement process, to **update content** for and **deliver** a Literacy Coach Coordinator training series (64-hour program) and School Support Institutes (16-hour program) that address evidence-based practices described in grant proposal \$ [REDACTED]
- Contracts for 5 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Michael Liben, Tim Shanahan, and Hanna Wasik) 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 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, with K-5 receiving the remaining 5% of the total subgrantee allocation. The breakdown follows: 15% for Birth-age 5 (\$ [REDACTED]) 45% 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 [REDACTED] on state admin funds of \$ [REDACTED] If the indirect cost rate changes, LDOE will amend the budget accordingly.

YEAR 5: OCTOBER 1, 2024-SEPTEMBER 30, 2025



Travel (\$██████)

Travel expenses for two project staff to attend the U.S. Department of Education Project Directors Meeting and two Topical Meetings, and to cover partial travel costs for project staff to attend School Support Institutes and annual Summit.

- **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 \$██████**
- **Topical Meeting #1:** Airfare Baton Rouge-DC rt (\$██████/person x 2 people = \$██████ + Lodging (\$██████/night w/ tax x 2 people x 2 days = \$██████ + Meals (\$██████/day x 2 people x 2 days)+ Taxis (\$██████/person x 2 people = \$██████ **Total \$██████**
- **Topical Meeting #2:** Airfare Baton Rouge-DC rt (\$██████/person x 2 people = \$██████ + Lodging (\$██████/night w/ tax x 2 people x 2 days = \$██████ + Meals (\$██████/day x 2 people x 2 days)+ Taxis (\$██████/person x 2 people = \$██████ **Total \$██████**
- **Louisiana School Support Institutes and annual Summit: Total \$██████** (State will leverage other funds to cover expenses above this figure, which are anticipated to be at least double this figure.)

Contractual (\$██████)

- Contract with vendor(s), using the state procurement process, to **update content** for and **deliver** a Literacy Coach Coordinator training series (64-hour program) and School Support Institutes (16-hour program) that address evidence-based practices described in grant proposal \$██████
- Contracts for 5 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Michael Liben, Tim Shanahan, and Hanna Wasik) 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 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, with K-5 receiving the remaining 5% of the total subgrantee allocation. The breakdown follows: 15% for Birth-age 5 (\$ [REDACTED]) 45% 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 [REDACTED] on state admin funds of \$ [REDACTED] If the indirect cost rate changes, LDOE will amend the budget accordingly.