

Teaching and Learning: Literacy

Comprehensive State Literacy Development (CLSD) 3.0 Application

Abstract

[Louisiana was awarded \\$70 million to accelerate student reading.](#) The Louisiana Department of Education (LDOE) has successfully implemented the first two iterations of its comprehensive state literacy plan, and a culture of support has been built in the state around all students reading at or above grade level. School systems are successfully implementing interventions based on a single universal literacy screener, using High-Quality Instructional Materials (HQIM) grounded in the Science of Reading (SoR), and implementing professional learning to drive best practices in literacy. School systems engage families in their children's literacy development at all ages and stages. The focus is shifting to building the capacity of all stakeholders, creating sustainable practices inside our schools and school systems, forming meaningful partnerships with institutes of higher education (IHE) to support pre-service teachers, and increasing the intentionality of our practices regarding literacy. While significant gains have been made in recent years, the LDOE has identified sub-populations that are not seeing gains at the same rates as their peers.

[Louisiana proposes](#) to advance the use of evidence-based practices and job-embedded professional learning to improve literacy outcomes. Using a universal screener to identify students in need of intervention, practices from the What Works Clearinghouse (WWC) practice guides will be selected and implemented. The following goals will guide the project: 1) building capacity in the most struggling schools and systems; 2) providing targeted capacity and resources for schools serving high rates of highest-need students; 3) ensuring every child has access to a highly effective teacher or child care provider by providing additional capacity to schools with high teacher turnover and/or high numbers of new teachers; and 4) implementing high-quality, evidence-based practices, interventions, and opportunities to support children and families. The State will collaborate with institutions of higher education (IHEs) to create and model effective teacher preparation in English Learner strategies, mentor other IHE faculty to incorporate literacy best practices into their coursework and increase rigor in the English Learner certification pathway.

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

Grant Application Contact Information

Please provide the contact information for the grant application.

LEA/Program Name	
Mailing Address	
Superintendent Name	
Superintendent Email	
Grant Coordinator Name	
Grant Coordinator Phone	
Grant Coordinator Email	
Federal Program Coordinator	
Federal Program Coordinator Phone	
Additional Contact Information	

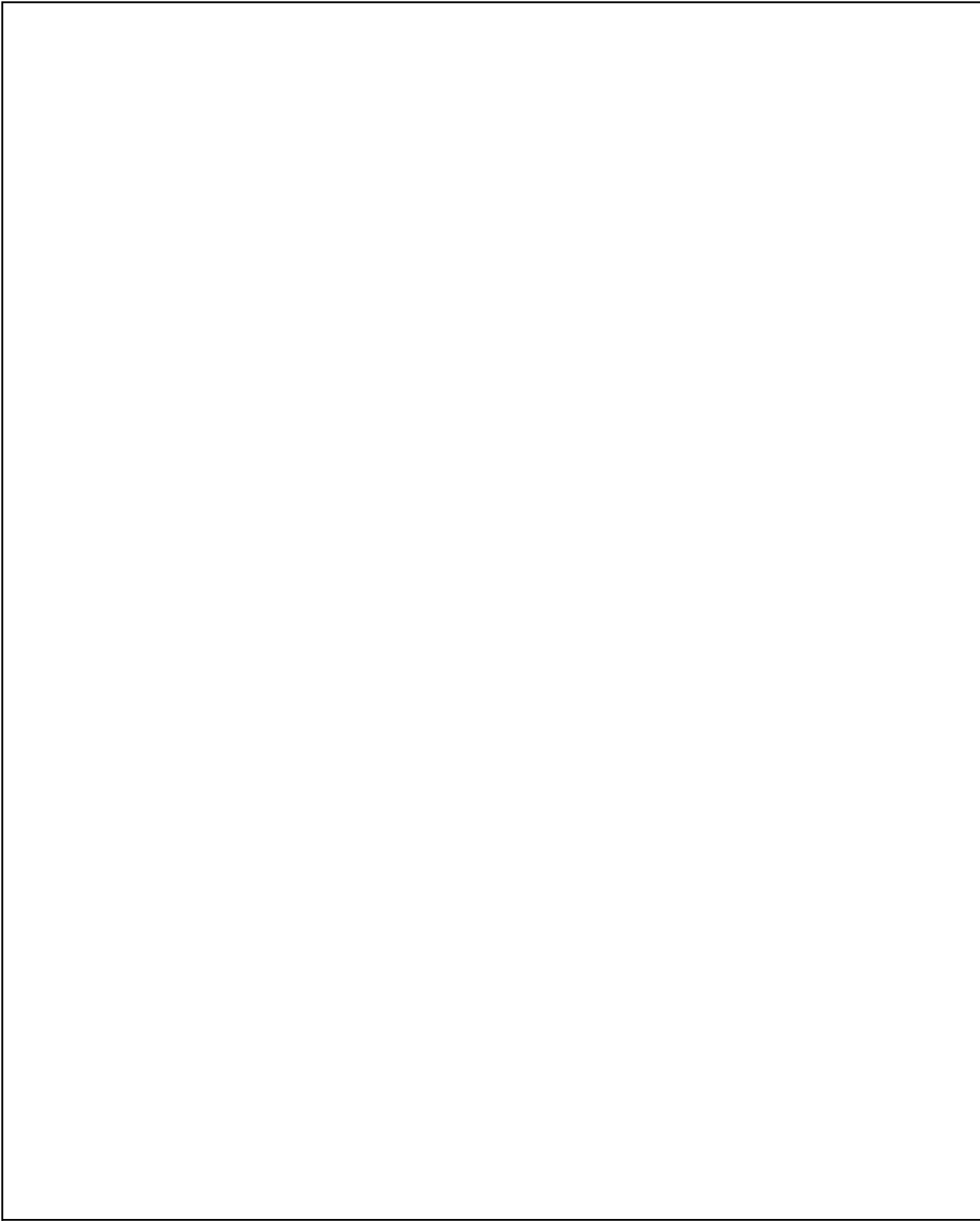
Literacy Needs Assessment

Subgrantees will complete a comprehensive needs assessment (suggested 2-3 pages) as part of their application process. This document will provide the baseline information that informs their plan. This needs assessment is designed to be used to assist subgrantees in determining areas of greatest need for improvement. Subgrantees must include student and teacher data as well as methods of analysis and interpretation to support the need for the project.

Please select which of the 5 data-driven scenarios best describes the needs of the targeted schools for which applicants are applying (check all that apply).

- One or more of the publicly-funded schools within the district are currently rated “F” but were not pre-COVID or schools that are currently rated “F” and are labeled or projected to be labeled as AUS.
- One or more of the publicly-funded early childhood schools or sites within the district are chronically underperforming as evidenced by the lowest level on their blueprints.
- One or more of the publicly-funded schools within the district have significant or growing rates of at least 10% or higher for English Learners.
- One or more of the publicly-funded schools within the district serve at least 50% of students who are at risk of being retained in 3rd grade due to Well Below performance as defined by Fall 2024 assessment data.
- One or more of the publicly-funded schools within the district have teacher turnover that exceeds the state average of 13.9% by twenty percentage points or more and/or new teacher rates of 30% or higher with 1-3 years of experience.

Please write a summary of the methodology and results of the Literacy Needs Assessment. Include the data collected and methods of analysis and interpretation used to identify the literacy needs. Data visualization, as well as text, are welcomed. Be sure to include a description of actions that have been taken in previous school years to address these needs.



Participating LEA Sites / Program Sites

Indicate the school name(s) and grade levels served, the grade levels that will be targeted and grade bands requested for funding, and the qualifying criteria for each school or program site. The number of schools approved per grade band will be determined by availability of funding. This grant will fund an initial cohort within your district/system, and then you will expand the innovation into another grade band or group of schools. Cohort 1 will be funded for the 2025-2028 school years, and Cohort 2 will be funded for the 2026-2029 school years.

Cohort 1 Schools / Sites

School Name and Grade Level(s) for Implementation	Grade Band(s) Requested	Meets the Criteria (select all that apply)
Example School Name: Pelican Elementary School Targeted Grades: 2nd, 3rd, 6th	<input type="checkbox"/> B-5 <input checked="" type="checkbox"/> K-5 <input checked="" type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<input type="checkbox"/> Rated F currently (not pre-Covid) or rated F projected AUS <input type="checkbox"/> Chronically AUS School <input checked="" type="checkbox"/> High or growing rates of ELs <input checked="" type="checkbox"/> At least 50% 3rd graders Well Below (Fall 2024 DIBELS Composite Score) <input type="checkbox"/> High teacher turnover / new teacher rates
	<input type="checkbox"/> B-5 <input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<input type="checkbox"/> Rated F currently (not pre-Covid) or rated F projected AUS <input type="checkbox"/> Chronically AUS School <input type="checkbox"/> High or growing rates of ELs <input type="checkbox"/> At least 50% 3rd graders Well Below (Fall 2024 DIBELS Composite Score) <input type="checkbox"/> High teacher turnover / new teacher rates
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Participating LEA Sites / Program Sites

Indicate the school name(s) and grade levels served, the grade levels that will be targeted and grade bands requested for funding, and the qualifying criteria for each school or program site. The number of schools approved per grade band will be determined by availability of funding. This grant will fund an initial cohort within your district/system, and then you will expand the innovation into another grade band or group of schools. Cohort 1 will be funded for the 2025-2028 school years, and Cohort 2 will be funded for the 2026-2029 school years.

Cohort 2 Schools / Sites

School Name and Grade Level(s) for Implementation	Grade Band(s) Requested	Meets the Criteria (select all that apply)
Example School Name: Pelican Elementary School Targeted Grades: 2nd, 3rd, 6th	<input type="checkbox"/> B-5 <input checked="" type="checkbox"/> K-5 <input checked="" type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<input type="checkbox"/> Rated F currently (not pre-Covid) or rated F projected AUS <input type="checkbox"/> Chronically AUS School <input checked="" type="checkbox"/> High or growing rates of ELs <input checked="" type="checkbox"/> At least 50% 3rd graders Well Below (Fall 2024 DIBELS Composite Score) <input type="checkbox"/> High teacher turnover / new teacher rates
	<input type="checkbox"/> B-5 <input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<input type="checkbox"/> Rated F currently (not pre-Covid) or rated F projected AUS <input type="checkbox"/> Chronically AUS School <input type="checkbox"/> High or growing rates of ELs <input type="checkbox"/> At least 50% 3rd graders Well Below (Fall 2024 DIBELS Composite Score) <input type="checkbox"/> High teacher turnover / new teacher rates
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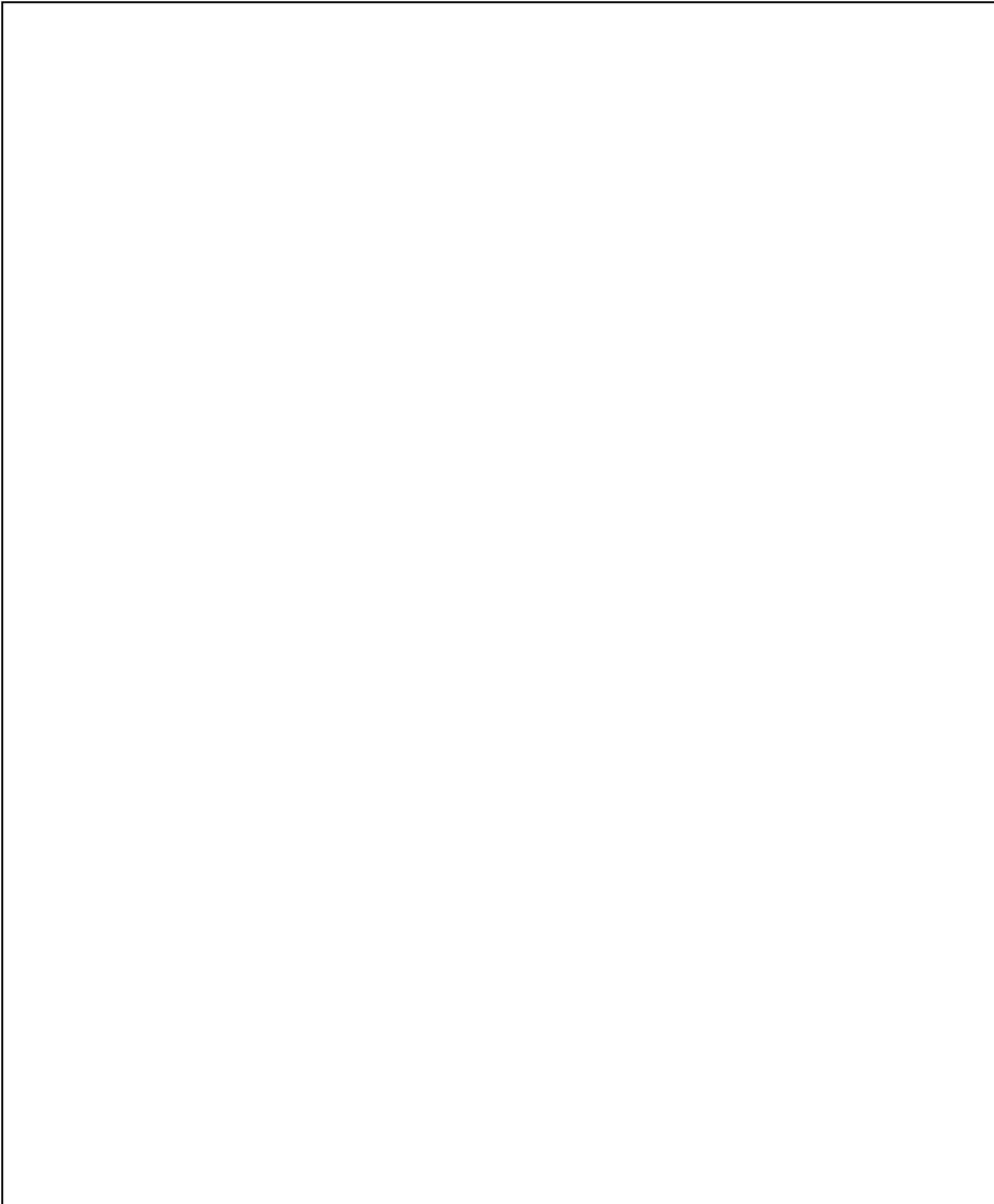
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Literacy Innovations

Each subgrantee **must** implement L&L (Leading and Learning) Innovation 1: Supporting New Teachers **and** must choose a second L&L Innovation to implement based on the Needs Assessment Summary. Describe how you will evaluate implementing the innovations. Include goals, milestones, and specific qualifications required for persons responsible for major tasks.

Articulate the expectations and implementation of the required **L&L Innovation 1: Supporting New Teachers**.

- How will you utilize literacy mentors for new teachers within 3 years of service in schools with high teacher turnover and/or high numbers of new teachers to increase the population of highly effective teachers and childcare providers?
- How will the literacy mentors support the needs of the identified subpopulations (“Meets the Criteria”) through the implementation of L&L Innovation 1?
 - Schools or early childhood sites currently rated an F but were not before COVID.
 - Schools labeled AUS or those that offer transition credit recovery programs for high school students.
 - Growing numbers of English Learners (or sustained high rates of English Learners).
 - High rates of students being retained in 3rd grade because they are below proficient.
 - High rates of students who are below grade level in 4th and 5th grade.
- How will you leverage Instructional Leadership Teams (ILT’s) and Teacher Collaboration to support the implementation of L&L Innovation 1?
- How will you monitor student growth throughout the implementation of this innovation?



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Each subgrantee must select a second L&L Innovation to implement at each of the identified LEA/program sites. The incentivized L&L Innovation for all identified grade bands will focus on five major Project-Based Learning (PBL) principles: meeting subject and grade-relevant literacy performance expectations; creating collaborative experiences and investigations for finding solutions to a driving question; integrating learning tools to make sense of evidence; developing artifacts that respond to the driving question and reveal students' comprehension; and using assessments that capture emerging understandings.¹ For a more detailed description of the research and design for each innovation, please refer to the [What Works Clearinghouse Links](#) to support the CLSD 2024 grant.

Please select L&L Innovation 2 **or** L&L Innovation 3 based on needs identified within the Literacy Needs Assessment.

L&L Innovation 2: Increase Instructional Supports for English Learners

- Build teacher and leader capacity around evidence-based practices to support English Learners through the implementation of the innovation.
 - Systems and structures to support the work
 - Professional development opportunities
 - System for tracking evidence and student growth
- Provide targeted resources for schools with growing numbers of English Learners.
- Develop a system for monitoring student growth throughout the implementation of this innovation.

L&L Innovation 3: Significantly Accelerate Literacy Learning Outcomes through Evidence-Based Intervention Practices and Project-Based Learning

- Build teacher and leader capacity around evidence-based practices in the most struggling schools and systems through the implementation of the innovation?
- How will you address the criteria met for each population identified by the Literacy Needs Assessment through the implementation of the innovation?
 - Schools currently rated an F but were not before COVID.
 - Schools labeled AUS or those that offer transition credit recovery programs for high school students.
 - Growing numbers of English Learners (or sustained high rates of English Learners).
 - High rates of students being retained in 3rd grade because they are below proficient.
 - High rates of students who are below grade level in 4th and 5th grade.
- Develop a system for monitoring student growth throughout the implementation of this innovation.

¹ [Krajcik & Shin, 2014](#)

Please provide any additional information you would like to address regarding your intentions to implement Innovation 2 or Innovation 3.

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Project Outcomes

Through the proposed objectives and the activities outlined in this proposal, all Louisiana CLSD subgrantees are assumed to achieve the following measurable outcomes by the end of the five-year grant period. Select the outcomes that apply to the needs of your LEA or program site:

- The percentage of children prepared to enter kindergarten ready to read should increase by at least 15% as measured by the beginning of year DIBELS 8th literacy screener administration. (Birth-age 5 subgrantees).
- The percentage of English Learners in Grades 3 and 5 achieving Mastery should increase by at least 10% as measured by the state's ELA assessment (K-5 subgrantees).
- The percentage of English Learners in Grades 6 and 8 achieving Mastery should increase by at least 10% as measured by the state's ELA assessment (6-8 subgrantees).
- The percentage of students participating in transition credit recovery programs in high school that complete three years of credit attainment in two years increases by 10% per school.
- The percentage of effective ELA and early childhood teachers newly hired within three years increases by 15% as measured by CLASS (Early Childhood) or Louisiana Educator Rubric (K-12) (all subgrantees).

Project Goals

Write a goal for each of the measurable outcome(s) selected based on each of the subpopulations within the criteria selected from the Literacy Needs Assessment.

Collaboration and Communication

How do you plan to hold all stakeholders accountable for the project implementation, goals, and outcomes?

How do you plan to implement high-quality, evidence-based practices, interventions, and opportunities to support children and families?

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For additional credit, describe how you plan to collaborate with an Institute of Higher Education to support the implementation of the literacy innovations.

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Project Assurances

Check the box next to each assurance to indicate acknowledgement of the measurable objectives established by the Louisiana Department of Education CLSD grant in order to achieve the goals of this project.

- Each school/site will maintain a Site-Based Literacy Leadership Team that meets at least once a month
- Each LEA will create or update a Local Literacy Plan annually
- Each school/site will create or update a School Literacy Plan annually
- Subgrantees will work monthly with a CLSD Team member
- Subgrantees will successfully implement two of three evidence-informed L&L Innovations
- Subgrantees will utilize literacy mentors in supporting teachers and **literacy** evidence-based practices with the majority of time spent supporting new teachers.
- Subgrantees will use Tier I High-Quality Instructional Materials (HQIM) for literacy instruction.
- LEAs will not use CLSD allocations to purchase any resources previously purchased through CLSD CIR/UIR-A funds.
- Schools who have received the CLSD UIN grant are not eligible for this grant.

Budget

How do you plan to spend your allocations? Complete each section if applicable.

Please note that general supplies and technology are not allowable. Technology that supports literacy initiatives directly related to the grant may not exceed 10% of the total budget.

Birth-Age 5 (Early Childcare): Base allocation of \$100,000 plus \$25,000 per site each year for Year 1 and \$50,000 plus \$25,000 per site each year for Years 2-4.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Contractual					
5. Supplies					
6. Technology					
7. Total Costs (lines 1-6)					

Budget Narrative

Describe how funding will be spent. Be as specific as possible.

Kindergarten through 5th grade: Base allocation of \$100,000 plus \$25,000 per site each year for Year 1 and \$50,000 plus \$25,000 per site each year for Years 2-4.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Contractual					
5. Supplies					
6. Technology					
7. Total Costs (lines 1-6)					

Budget Narrative

Describe how funding will be spent. Be as specific as possible.

Grade 6 through Grade 8 -Base allocation of \$110,000 plus \$25,000 per site each year for Year 1 and \$60,000 plus \$25,000 per site each year for Years 2-4.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Contractual					
5. Supplies					
6. Technology					
7. Total Costs (lines 1-6)					

Budget Narrative

Describe how funding will be spent. Be as specific as possible.

Grade 9 through Grade 12: Base allocation of \$110,000 plus \$25,000 per site each year for Year 1 and \$60,000 plus \$25,000 per site each year for Years 2-4.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Contractual					
5. Supplies					
6. Technology					
7. Total Costs (lines 1-6)					

Budget Narrative

Describe how funding will be spent. Be as specific as possible.