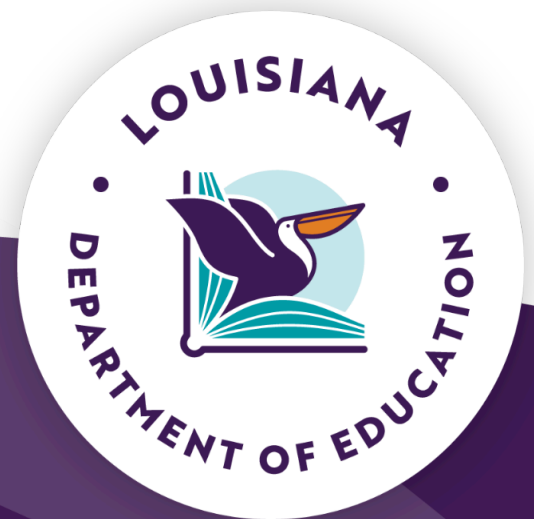


Louisiana CLSD 2024 Request for Applications (RFA) Addendum

Teaching and Learning / Literacy

November 22, 2024



Teaching and Learning / Literacy

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Louisiana CLSD 2024 Request for Applications (RFA) Addendum

Subgrantee support for the CLSD 2024 application process.

General Information

In September 2024, Louisiana was awarded a new Comprehensive Literacy State Development (CLSD) grant in the amount of \$70 million. The funding from this grant will be used to accelerate student literacy outcomes of students with the highest needs in Louisiana.

Background Information

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.

Release of Application

The release date of the CLSD 2024 Request for Applications (RFA) is October 17, 2024. The [application](#) is available on the Literacy Landing Page.

Submission of Application

The application must be submitted using Super App. A completed application with any required attachments is due upon submission. Incomplete applications will not be forwarded to the review panel.

Application Deadline

Applications are due no later than Thursday, January 23, 2025. Applications must be submitted through Super App. Late applications will not be accepted, with no exceptions.

Program Contact

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Wendy Brooks
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Purpose of Funds

Introduction

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

1. Build capacity in the most struggling schools and systems
2. Provide targeted capacity and resources for schools serving high rates of highest-need students
3. Ensure 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
4. Implement 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.

Purpose of Funds

The purpose of this grant is to advance the use of evidence-based practices and ongoing job-embedded professional learning to provide comprehensive literacy instruction that will improve literacy outcomes for students in Louisiana. 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.

Comprehensive Literacy Instruction. Section 2221(b)(1) of ESEA defines the term “comprehensive literacy instruction” as meaning instruction that —

- (A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
- (B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
- (C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
- (D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
- (E) uses differentiated instructional approaches, including individual and small group instruction and discussion;
- (F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
- (G) includes frequent practice of reading and writing strategies;
- (H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction;
- (I) uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
- (J) incorporates the principles of universal design for learning;
- (K) depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and
- (L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

Allocation of Funds

LDOE received a competitive, four-year Comprehensive Literacy State Development Grant (CLSD) from the U.S. Department of Education in September 2024, which continues through the 2028-2029 school year. Section 2222(d)(2)(D) requires CLSD grantees to allocate subgrant funds in the following manner:

1. Not less than **15 percent** of such grant funds shall be used for State and local programs and activities pertaining to children from birth through kindergarten entry.
2. Not less than **40 percent** of such grant funds shall be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.
3. Not less than **40 percent** of such grant funds shall be used for State and local programs and activities, allocated equitably among grades 6 through 12.

Eligibility

The LDOE is committed to advancing literacy skills for all its children, especially its most disadvantaged children. While significant gains have been made in recent years, the LDOE has identified sub-populations that are seeing gains at rates different from their peers. To apply for this grant, an LEA or program site must serve the highest need and most underserved population of children in accordance with Section 2221(a)(2) of the ESEA. In awarding subgrants, CLSD grantees must ensure that funds are awarded to eligible entities. Section 2221(b)(2) of the ESEA defines eligible entity for the CLSD program as an entity that consists of –

(A) one or more local educational agencies that serve a high percentage of high-need schools and –

- (i) have the highest number or proportion of children who are counted under section 1124(c) of the ESEA, in comparison to other local educational agencies in the State;
- (ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or
- (iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;

(B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

(C) a local educational agency, described in subparagraph (A), or consortium of such local educational agencies, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with 1 or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in –

- (i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade 12; and
- (ii) providing professional development in comprehensive literacy instruction.

For the purpose of this grant, *high need* means an entity serving students that targets at least one of the following five school data-driven scenarios:

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

Source of Funds

The source of funds for the CLSDB5 subgrant is the U.S. Department of Education Comprehensive Literacy State Development grant, authorized by Title I, Part E of the Elementary and Secondary Education Act of 1965, as amended.

Award Period

This is a four-year grant, subject to continued availability of funding. The initial grant period will begin on July 1, 2025 and end on June 30, 2029.

Continuation of awards in year two is contingent upon:

- Availability of funds;
- Recipient’s demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient;
- Compliance with the District and federal laws, regulations, and guidance;
- Operation of the grant program as submitted in the application; and
- Appropriate expenditure of funds throughout each grant award period.

Funds Available

The total funding available for this award is \$70,000,000 over four years, subject to continued availability of funding.

Allowable Use of Grant Funds

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to provide direct services and build capacity in literacy, as described in the grant award requirement section of this RFA. Funding may be used to cover costs of salaries and benefits of subgrantee personnel, fringe benefits, contractual, travel, supplies, and technology.

Subgrantees must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant. The grant funds are subject to the regulations and guidance under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) [The Supplemental Priorities](#). (e) The Administrative Priorities. (f) [The Opportunity Zones NFP](#).

Eligible entities that receive a subgrant pertaining to children **birth to kindergarten entry** must describe within the grant proposal how they will use funds to carry out the following activities:

- Describe how subgrant funds will be used to enhance the language and literacy development and school readiness of children from birth through kindergarten entry in early childhood programs
- Include an analysis of data that supports the proposed use of subgrant funds
- Describe how subgrant funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development
- Describe how the subgrant activities for children from birth to kindergarten entry will be coordinated with comprehensive literacy instruction” at the K-12 levels
- Describe how subgrant funds will be used to evaluate the success of the activities in enhancing the early language and literacy development of children from birth to kindergarten entry
- Describe how they will carry out ongoing high-quality professional development opportunities for early childhood and/or K-12 educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
- Describe how funds will be used to train providers and personnel to develop and administer evidence-based early childhood literacy initiatives
- Describe how they will coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under the CLSD grant

Eligible entities applying for a subgrant pertaining to children in **grades K-5** must describe within the grant proposal how they will use funds to carry out the following activities:

- Describe how subgrant funds will be used to inform and improve comprehensive literacy instruction inside of grades K-5
- Describe how they will identify children in need of literacy interventions or other support services inside of grades K-5
- Describe how ongoing high-quality professional development will be provided to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school inside of grades K-5
- Describe how comprehensive literacy instruction will be coordinated with early childhood education programs and activities and after-school programs and activities
- Describe how comprehensive literacy instruction will be integrated into a well-rounded education
- Describe how comprehensive literacy instruction will be coordinated with early childhood education programs and activities and after-school programs and activities
- Describe how they will use funds to develop and implement a K-5 comprehensive literacy instruction plan across content areas that serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level
- Describe how they will use funds to develop and implement a K-5 comprehensive literacy instruction plan across content areas that provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level
- Describe how they will use funds to develop and implement a K-5 comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day
- Describe how they will use funds to carry out high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff

- Describe how they will use funds to carry out training for principals, specialized instructional support personnel, and other local educational agency personnel to support, develop, administer, and evaluate high-quality K-5 literacy initiatives
- Describe how they will use funds for coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) to support K-5 students' literacy development
- Describe how they will use funds toward engaging families and encouraging family literacy experiences and practices to support literacy development for K-5 students

Eligible entities applying for a subgrant pertaining to children in **grades 6-12** must describe within the grant proposal how they will use funds to carry out the following activities:

- Describe a needs assessment that will identify how subgrant funds will be used to inform and improve comprehensive literacy instruction
- Describe how ongoing high-quality professional development will be provided to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school
- Describe how schools will identify children in need of literacy interventions or other support services
- Describe how comprehensive literacy instruction will be integrated into a well-rounded education
- Describe how comprehensive literacy instruction will be coordinated with early childhood education programs and activities and after-school programs and activities
- Describe how they will use funds to develop and implement a 6-12 comprehensive literacy instruction plan across content areas that serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level
- Describe how they will use funds to develop and implement a grade 6-12 comprehensive literacy instruction plan across content areas that provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level
- Describe how they will use funds to develop and implement a grade 6-12 comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day
- Describe how they will use funds for training principals, specialized instructional support personnel, school librarians, and other local educational agency personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives
- Describe how they will use funds for assessing the quality of adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education
- Describe how they will use funds to provide time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education
- Describe how they will use funds for “coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children” from grade 6-12

Supplement, Not Supplant

CLSD grantees must adhere to the “supplement, not supplant” provision under Section 2301 of the ESEA, which states that “funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for the activities authorized under this title.”

Grant Award Requirements

Sections 2223(a)(1) and 2224(a)(1) of the ESEA require that SEAs award subgrants through a competitive process; therefore, LDOE will make the funds available through a competitive process for eligible entities that propose comprehensive, developmentally appropriate, evidence-based approaches to increase literacy skills of children from birth to age 5 and/or students in grades K-5, 6-8, and/or 9-12. Each subgrantee must demonstrate its ability to provide specific activities to achieve stated outcomes.

For purposes of the Comprehensive Literacy State Development grant, subgrantees are required to:

- Develop and implement an LEA literacy plan (also known as a “local literacy plan”),
- Provide a full continuum of school/center-based literacy intervention services with developmentally appropriate components for each age,
- Select and implement evidence-based interventions with at least one empirical study that demonstrates reading success,
- Collect data on student progress before and after interventions and conduct progress monitoring,
- Submit mid-year and end of year programmatic and fiscal reports.

Required Priorities

Priority will be given to applicants who:

- Select publicly funded early childhood sites (Type III Child Care Centers, Family Child Care Sites in Academic Approval, or LA 4 or NSECD classrooms) that have Early Language Support or Language Modeling Dimension Performance Profile scores in the “Approaching Proficient” or below range as measured by the Classroom Assessment Scoring System (CLASS).
- Describe a plan to collaborate with an Institute of Higher Education to support the implementation of the literacy innovations.
- Implement evidence-based practices and strategies.

In awarding subgrants for **birth through kindergarten entry**, CLSD grantees are required to give priority to an eligible entity that serves children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency serving a high number or percentage of high-need schools, and give priority to an eligible entity that will use the grant funds to implement evidence-based activities. ESEA requirements for LEA’s and program sites seeking funding for children in the birth to age 5 band:

- Applicants must clearly describe within the Local Literacy Plan how the LEA or program site plans to collaborate with the agency responsible for administering the Early Childhood program.
- **Section 2223 of the ESEA:** Subgrants to eligible entities in support of birth through kindergarten entry literacy. (a) Subgrants. (1) In general — A State educational agency receiving a grant under this subpart shall, in consultation with the State agencies responsible for administering early childhood education programs and services, including the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 9837b(b)(1)(A)(i) of title 42, use a portion of the grant funds, in accordance with section 6642(d)(2)(D)(i) of this title, to award subgrants, on a competitive basis, to eligible entities to enable the eligible entities to support high-quality early literacy initiatives for children from birth through kindergarten entry.

In awarding subgrants for **kindergarten through grade 12**, CLSD grantees are required to give priority to an eligible entity serving students in grades k-5 or grades 6-12 that will use the grant funds to implement evidence-based activities. ESEA requirements for LEA’s and program sites seeking funding for children in the K-12 grade bands:

- **Section 2224 of the ESEA:** Subgrants to eligible entities in support of kindergarten through grade 12 literacy. (a) Subgrants to eligible entities. (1) Subgrants — A State educational agency receiving a grant under this subpart shall use a portion of the grant funds, in accordance with clauses (ii) and (iii) of section 6642(d)(2)(D) of this title, to award subgrants, on a competitive basis, to eligible entities to enable the eligible entities to carry out the authorized activities described in subsections (c) and (d).

Program Scope

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

As part of its work developing the Local Literacy Plan, each subgrantee will select two of three evidence-informed innovations aligned to the targeted needs of the state implementation plan, called CLSD L&L Innovations. The purpose of L&L Innovations is to allow the piloting and demonstration of cutting-edge approaches within LEAs with healthy contexts to support implementation. The LDOE's vision is to pilot these Innovations within the context of the larger evidence-based 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.

Program Requirements

LDOE will utilize several monitoring strategies including, but not limited to, collection of implementation, process and performance data, and review of financial reports. All information in monitoring reports will be subject to verification, and LDOE may require additional information from the subgrantee(s). Additionally, LDOE reserves the right to request and be provided with additional information, such as financial records, supporting documents, data and statistical records, and all records pertinent to this award at any time during the grant award life.

Performance Standards and Quality Assurance

LDOE expects that the subgrantee(s)'s performance will result in measurable, quality improvements in literacy instruction and outcomes, which will be reported in the mid-year and annual program performance reports. The grantee(s) will be expected to meet at least mid-year with LDOE to share information and review reports related to the status of grant activities. In addition, the subgrantee(s) will be required to meet performance standards and acceptable quality level to be determined by LDOE and the subgrantee(s).

As part of the federal Government Performance and Results Act (GPRA) requirements, the following performance measures will be collected by LDOE for all subgrantees, and shared in aggregate form with the U.S. Department of Education:

1. The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure. (TS Gold)
2. The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA. (Mastery and Advanced on the fifth-grade LEAP assessment)

3. The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/ language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA. (Mastery and Advanced on the eighth-grade LEAP assessment)
4. The percentage of participating high school students who meet or exceed proficiency on State reading/ language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA. (Mastery and Advanced on the English I and II LEAP assessments)

Submission of Application

Release of Application

The release date of the Request for Applications (RFA) is October 17, 2024. The RFA is available through the Literacy Landing Page.

Application Deadline

The application must be submitted using Super App. A completed application with any required attachments is due upon submission. Incomplete applications will not be forwarded to the review panel. Applications are due no later than Thursday, January 23, 2025. Applications must be submitted through Super App. Late applications will not be accepted, with no exceptions.

Award Announcement

LDOE expects to notify applicants of their award status by Friday, February 28, 2025.

LDOE Contact Information

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Wendy Brooks
CLSD Grant Project Director
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Louisiana Department of Education
1201 N. Third Street, 4-278AJ
Baton Rouge, LA
(225) 305-2990
wendy.brooks@la.gov

Application Content

Format and Scoring

The application must be submitted via Super App. LDOE will not forward applications to the review panel that do not conform to these specifications. The scoring of the application is based on a 100-point scale. For details on the Comprehensive State Literacy Development 2024 Subgrant Scoring Rubric, please refer to **ATTACHMENT E - SCORING RUBRIC**.

Descriptions of Application Sections

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project, along with descriptions of how funds will be used as described in the [Allowable Use of Grant Funds](#) section of the Louisiana CLSD 2024 RFA Addendum.

Executive Summary

GRANT APPLICATION CONTACT INFORMATION

- All contact information for each applicant must be provided.

A. LITERACY NEEDS ASSESSMENT

- Literacy Needs Assessment.** Subgrantees must complete a comprehensive needs assessment (suggested 2-3 pages) providing baseline data and goal projections for 4 years based on needs assessment 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 an analysis and interpretation of data that supports the proposed use of subgrant funds to support the need for the project. Applicants may use the [LA Literacy Plan Development Guide and Rubric](#) as a support tool when conducting the needs assessment. Baseline data and projections may be based on DIBELS benchmark assessment data, LEAP scores, number of students receiving free and reduced lunch, number of students identified as English Learners or Special Education, number of years in failing status for a subgroup or school-wide, low graduation rate, CLASS and TSGold data, as well as other assessments.
- Data-Driven Scenarios.** Subgrantees must indicate which of the 5 data-driven scenarios best describes the needs of the targeted schools for which applicants are applying. Subgrantees must 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.
- Local Literacy Plan (LLP).** Additionally, this grant requires that the subgrantee demonstrate an ability to establish and sustain a Local Literacy Plan (LLP). Applying entities must submit an approved literacy plan that they will implement for all schools and program sites participating in grant activities that includes (a) a needs assessment to identify gaps in Birth to 5 and grades K-12 literacy for at-risk students, English learners, and children with disabilities; (b) stakeholder input to create guiding principles for literacy interventions; (c) evidence-based strategies for improving literacy outcomes for at-risk students and special populations; and (d) a timeline for implementation. Provide an explanation of how entities will implement and monitor progress of selected schools using the LLP.

B. PARTICIPATING LEA SITES / PROGRAM SITES

- LEA/Program Site Selection.** This grant requires that the subgrantee demonstrate a fair selection process for schools based on the Literacy Needs Assessment and includes a description of the steps taken to ensure equitable access to, and participation in, the literacy program for students, teachers, and other program beneficiaries with special needs. Considerations can include the school or center's diagnostic assessments, and other assessments. Subgrantees must provide documentation on how the data informed selection of schools and program sites.
- LEA/Program Sites Identification.** The applicant must indicate within the application 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.

C. LITERACY INNOVATIONS/PROJECT DESIGN

- LEA/Program Sites and Student Needs.** The applicant describes the needs assessment data that was conducted to identify how funds will be used to inform best practices and comprehensive literacy instruction aligned to the science of reading to improve Tier I core instruction (e.g., benchmark data, teacher effectiveness data, community surveys) ; describes how children in need of literacy interventions or other support services are identified; provides an explanation of the extent to which the proposal supports new teachers and serves students with disabilities, English learners, and other students in need of literacy interventions or support services.
- **Implementation and Literacy Coherence:** The applicant describes how the selected literacy innovations are aligned with comprehensive literacy instruction for children at the birth to 5 and students in grades K-5, 6-8, and/or 9-12 (justification should be provided for the grade bands for which funding is requested). Applicant identifies and describes how their intervention(s) address the needs identified in the needs assessment. Specifically, selected interventions to be implemented should be designed to enhance the language and literacy development and school readiness of children from birth to 5 and students in grades K-5, 6-8, and/or 9-12. The description includes the methods, frequency, duration, and checks for fidelity of implementation.
 - **Evidence-Based Practices:** The applicant clearly explains in the narrative response how the project will implement the evidence-based literacy innovations in order to meet the grant's evidence requirements; describes how their intervention(s) fit within one of the three highest tiers of evidence-based practices as defined by ESEA Sec. 8101(21)(A)(i). Please refer to the [What Works Clearinghouse Links](#) to support the description of the evidence-based practices.
 - **Development of Program Staff:** The applicant describes how they will prepare and provide initial and ongoing assistance to prepare staff in implementing selected literacy programs with fidelity, through high-quality professional development that includes observations and feedback of program implementation.
 - **Data Collection:** The applicant describes how data will be collected to assess and evaluate the success of the program activities on a regular basis (include: data collection methodology and frequency) and the alignment between programmatic data and school performance data.
 - **Evaluation of Program:** The applicant describes the evaluation plan to regularly assess the outcomes and success of the literacy interventions provided and the tools that will be utilized to enhance the early language and literacy development of children from birth to kindergarten entry as well as the literacy development of students in grades K-5, 6-8, and/or 9-12.
- Leading and Learning (L&L) Innovation 1.** Each subgrantee **must** implement [evidence-based](#) 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. Subgrantees must describe how they will evaluate implementing the innovations and include goals, milestones, and specific qualifications required for persons responsible for major tasks. Subgrantees must articulate the expectations and implementation of the required evidence-based **L&L Innovation**

1: Supporting New Teachers. Applicants should refer to **ATTACHMENT D - LITERACY MENTOR JOB DESCRIPTION** for a job description of the literacy mentor role.

- 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?

Leading and Learning (L&L) Innovation 2 or 3. Each subgrantee must select a second evidence-based 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.

D. PROJECT OUTCOMES AND GOALS

- Through the proposed objectives and the activities outlined in the grant proposal, all Louisiana CLSD subgrantees are assumed to achieve the following measurable outcomes by the end of the four-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 to age 5 subgrantees).
 - The percentage of English Learners in Grades 3 and 5 achieving Mastery and above 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 and above should increase by at least 10% as measured by the state’s ELA assessment (6-8

¹ [Krajcik & Shin, 2014](#)

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.** The applicant must write a goal for each of the measurable outcome(s) selected based on each of the subpopulations within the criteria identified from the Literacy Needs Assessment. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of the literacy interventions.

E. COLLABORATION AND COMMUNICATION

- Accountability.** The applicant must describe a plan to hold all stakeholders accountable for the project implementation, goals, and outcomes.
- Family Engagement.** The applicant must plan to train providers and personnel to develop and administer evidence-based early childhood literacy initiatives; describe the plan to implement high-quality, evidence-based practices, interventions, and opportunities to support children and families.
- Priority Points:** For additional credit, the applicant must describe how they plan to collaborate with an Institute of Higher Education to support the implementation of the literacy innovations.

F. PROJECT ASSURANCES

- Acknowledgement of Assurances.** The applicant **must** 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.

G. BUDGET

- Proposed Budget:** Please provide a proposed budget and narrative description of the proposed use of grant funds, which shall reflect a core concept of service coordination and integration. The narrative shall describe how the applicant will carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders. Additionally, the applicant should describe the proposed cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student but will also consider the number of students being served as well as the intensity and expected impact of the intervention.
- Financial Management:** Please describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records (e.g., quarterly invoices, receipts, etc.) in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

- Program Sustainability.** With an emphasis on increasing the proficiency and advanced rate for students ranging from birth through age 5, please describe how the LEA will build capacity in literacy beyond the term of this grant. There is a clear sustainability plan for how activities funded by the grant will continue after the grant ends. If applicable, the applicant clearly explains a specific plan to scale up effective practices, including a proposed timeline and number of schools, educators, or students to serve each year after the grant ends.

Review Panel and Application Scoring

Applications will be screened initially by LDOE staff to determine whether all application and eligibility requirements have been met. Only applications that meet all eligibility and application requirements will be evaluated, scored, and rated by the review panel.

Review Panel

The grants described in this RFA will be awarded competitively. A panel of reviewers will be convened to review, score, and rank each application. The review panel will be composed of qualified, professional individuals selected for their expertise, knowledge, and/or related experiences. The application will be scored against a rubric by a review panel to ensure accurate scoring. Upon completion of the panel's review, the panel shall make recommendations for awards based on the scoring rubric. All final award decisions are left to the discretion of the Board of Elementary and Secondary Education (BESE). Winning applicants may be required to make amendments to the Budget or other application sections to meet grant requirements.

Scoring Rubric

For details on the Comprehensive State Literacy Development 2024 Subgrant Scoring Rubric, please refer to **ATTACHMENT E - SCORING RUBRIC**. The complete rubric can also be found on the Literacy Landing Page.

General Provisions

Grant

In order to be awarded a grant, organizations must establish eligibility by submitting an application to LDOE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through LDOE's electronic grant management system (eGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once LDOE has fully approved the application and issued an official GAN, subgrantees may then receive payment for allowable expenditures for which obligation was made during the grant period. LDOE has implemented a reimbursement process for all subgrantees. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the subgrantees to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, LDOE subgrantees must complete and submit a reimbursement request electronically using eGMS.

Audits

At any time, or times, before final payment and during the required record retention period, LDOE and/or the federal government may audit the applicant's expenditure statements and source documentation.

Monitoring and Reporting

LDOE is required to track specific information as part of the federal CLSD 2024 Grant. Therefore, subgrantees will be required to:

- Provide information requested via surveys and other data collection projects using methods identified by LDOE.
- Submit quarterly fiscal reports and any other required information in a timely and efficient manner using the methods established by LDOE.

To achieve the goal of increased student performance in its target subpopulations, LDOE will continue to monitor the teacher support system that impacts teacher performance, assess the application of teacher practice, and examine the data for student achievement. Additionally, LDOE may utilize several methods to monitor the project including, but not limited to, site visits, collection of program and performance data, and financial reports.

The LDOE will implement the CLSD 2024 monitoring plan to ensure that subgrant activities are implemented with fidelity and supply additional data and feedback to the LDOE Literacy Team and the CLSD Team for continuous improvement. The CLSD team will leverage the information gained in the monitoring plan and their direct communication with subgrantees to assess performance. Each subgrantee will receive an annual comprehensive desk monitoring, including finances and programs. Additionally, they will also have an on-site yearly programmatic review if needed. The Division of Statewide Monitoring at the LDOE manages the monitoring oversight and follow-up activities for all federal programs the agency administers. This ensures that subgrantees continuously improve, achieve performance goals, and comply with program and fiscal requirements. The monitoring serves more or less as an impartial “third-party” review to supplement the ongoing monitoring and feedback collected by the LDOE CLSD Project Team with the LEA-Level Literacy Team, including a review of financial activities.

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

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

All information in these reports is subject to verification, and LDOE may require additional information from the subgrantee. The LDOE grant program managers will monitor program services and grant administration pursuant to the terms of the grant agreement and may make onsite visits. Monitoring efforts are designed to determine the subgrantee’s level of compliance with federal and/or District requirements and identify specifically whether the subgrantee’s operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Subgrantees shall be required to cooperate with all requirements and information requests by LDOE relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Subgrantees shall be required to reply and acknowledge LDOE's information requests within 48 hours and to provide requested information within ten (10) business days. The grant recipient will also be required to submit a mid-term and final report to OSSE, illustrating the use of funds and the progress towards goal attainment. These reports should include all grant required components listed in this RFA. Additionally, subgrantees are required to attend a bi-annual literacy convening hosted by LDOE.

Confidentiality

Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding

Nondiscrimination Delivery of Services

The grant recipient shall comply with Chapter 38 Louisiana Commission on Human Rights §2231, which provides for execution within Louisiana of the policies embodied in the Federal Civil Rights Act of 1964, 1968, and 1972 and the Age Discrimination in Employment Act of 1967, as amended; and to assure that Louisiana has appropriate legislation prohibiting discrimination in public accommodations sufficient to justify the deferral of cases by the federal Equal Employment Opportunity Commission, the secretary of the Louisiana Workforce Commission, and the Department of Justice under those statutes; to safeguard all individuals within the state from discrimination because of race, creed, color, religion, sex, age, disability, or national origin in connection with employment and in connection with public accommodations; to protect their interest in personal dignity and freedom from humiliation; to make available to the state their full productive capacities in employment; to secure the state against domestic strife and unrest which would menace its democratic institutions; to preserve the public safety, health, and general welfare; and to further the interest, rights, and privileges within the state. The prohibitions in this Chapter against discrimination because of age in connection with public accommodations shall be limited to individuals who are at least forty years of age. The Louisiana Commission on Human Rights shall have enforcement powers including adjudication of claims of discrimination prohibited by Chapter 3-A of Title 23 of the Louisiana Revised Statutes of 1950, and pay discrimination prohibited by R.S. 23:664. Acts 1988, No. 886, §1; Acts 1993, No. 820, §9; Acts 1997, No. 1409, §3, eff. Aug. 1, 1997; Acts 2008, No. 743, §7, eff. July 1, 2008; Acts 2014, No. 702, §2; Acts 2014, No. 756, §1.

Appearance of Conflict of Interest

The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if the appearance of a conflict of interest would be involved. An appearance of a conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs, or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract

Terms and Conditions

- Funding for this award is contingent on LDOE's continued availability of funds. The RFA does not commit LDOE to make an award.

- LDOE reserves the right to accept or deny any or all applications if LDOE determines it is within its best interest to do so. LDOE shall notify the applicant if it rejects that applicant's proposal. LDOE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- LDOE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- LDOE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- LDOE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- LDOE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- LDOE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and district regulations; payment provisions identifying how the subgrantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by LDOE ; and compliance conditions that must be met by the subgrantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

Application Technical Assistance

LDOE will provide timely information and assistance to parties who are interested in applying for subgrant funds. Technical assistance may include frequently asked questions, conference or virtual call, or webinars. Prospective subgrant applicants are encouraged to attend CLSD Office Hours sessions and live presentations or view recorded presentations that provide technical assistance developing local literacy plans aligned with the state plan. Recorded presentations will be available through LDOE's Literacy Landing Page. Applicants may also refer to the [CLSD 2024 Grant Application FAQ](#) for support with commonly asked questions regarding the grant process.

Competitive Preference Priorities

Competitive preference priority points supplement the total score by increasing the total points possible for the application. This category provides additional points to subgrant applicants whose project proposes to collaborate with an Institute of Higher Education to support high-needs students.

Attachments

Attachment A	INTENT TO APPLY
Attachment B	ADMINISTRATIVE APPROVAL FORM
Attachment C	ESEA ASSURANCES
Attachment D	LITERACY MENTOR JOB DESCRIPTION
Attachment E	SCORING RUBRIC

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED FOR AN AWARD

ATTACHMENT A

NOTIFICATION OF INTENT TO APPLY

Deadline: Friday, December 13, at 5:00 p.m. (CST)

Louisiana Department of Education

**COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT
(CLSD Grant 2024)**

TO: Wendy Brooks
CLSD Grant Project Director
Division of Teaching and Learning
Louisiana Department of Education
1201 N. Third Street, 4-278AJ
Baton Rouge, LA
(225) 305-2990
wendy.brooks@la.gov

Please accept this notification that the following eligible organization intends to apply for consideration of funding under COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT (CLSD Grant 2024).

CLSD Grant 2024: Comprehensive Literacy State Development Subgrant

Applicant Name (LEA/Program Site Official Name)

Applicant Address

Applicant Contact Name

Telephone

Email

Authorized Representative Name and Title

Signature

Date

**Submit the completed form as a PDF document via email to wendy.brooks@la.gov no later than Friday,
December 13, 2024, at 5:00 p.m.**

Email Subject Line: Notification of Intent to Apply

ATTACHMENT B

ADMINISTRATIVE APPROVAL FORM
Louisiana Department of Education
COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT
(CLSD Grant 2024)

Please have each system leader and administrator or LEA leader and principal/school administrator included as partners in your application sign below indicating that they are aware of the application's grant requirements and are able to support the implementation of the project.

LEA Name/Program Site _____

LEA/Site Leader Name _____

LEA/Site Leader Role/Title _____

LEA/Site Leader Signature _____

School Administrator Name _____

School Administrator Title _____

School Administrator Signature _____

School Administrator Name _____

School Administrator Title _____

School Administrator Signature _____

School Administrator Name _____

School Administrator Title _____

School Administrator Signature _____

Submit the completed form as a PDF document as part of the CLSD 2024 application via Super App no later than Thursday, January 23, 2025.

**Duplicate page as needed.

ATTACHMENT C

ESEA Assurances

The applicant shall:

- a. Ensure that this program and title will be administered in accordance with all applicable statutes, regulations, program plans, and applications. (Section 8306(a)(1))
- b. Ensure that the control of funds provided under this program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. (Section 8306(a)(2)(A))
- c. Ensure the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes. (Section 8306(a)(2)(B))
- d. Ensure the applicant will adopt and use proper methods of administering each such program, including — (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. (Section 8306(a)(3))
- e. Ensure the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials. (Section 8306(a)(4))
- f. Ensure the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program. (Section 8306(a)(5))
- g. Ensure the applicant will — (A) submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. (Section 8306(a)(6)(A))
- h. Maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably be required to carry out the state educational agency's or the Secretary's duties. (Section 8306(a)(6)(B))
- i. Afford a reasonable opportunity for public comment on the application and considered such comment. (Section 8306(a)(7))

Literacy Mentor Job Description

A description of the literacy mentor to support implementation of CLSD 2024 initiatives.

Position Overview

The role of the Literacy Mentor will be to provide ongoing support for new teachers with 3 or less years of service in schools with high teacher turnover and/or high numbers of teachers new to the field and teachers implementing Leading and Learning (L&L) innovations. The literacy mentor supports new teachers in the use of evidence-based practices through planning, modeling, observing, and providing feedback and to enhance teacher and leader collaboration. The Literacy Mentor provides training and support for a cohort of selected schools and early childhood sites, as identified in the CLSD 2024 application. The Literacy Mentor works with district-level and school-level staff to ensure all students receive high quality literacy instruction and to increase the population of highly effective teachers and childcare providers. Approximately 80% of the literacy mentor's time must be spent directly supporting new teachers.

This position reports to a School System leader.

Key Responsibilities

- Oversee the implementation of two of three evidence-informed L&L Innovations as measured by scaling the Innovation to at least one additional site within the LEA by the end of the subgrant.
- Spend 80% of their time supporting teachers
- Coach teachers through implementation of high-quality instructional materials
- Observe teachers, provide feedback, and identify next steps to improve instruction in core ELA instruction and intervention for the purpose of support and not evaluation through high-quality instructional materials
- 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
- Build collaborative relationships among schools, ECEs, and LEAs for teachers and leaders to learn from each other
- Support coherence of literacy instruction across the schools supported and throughout the LEA
- Support school and school system leaders in the development and monitoring of a local literacy plan
- Participate on the LEA-Level Team to bring insights and perspectives from site-level collaboration, ensuring feedback and continuous improvement
- Provide teachers with localized ELA supports while also leveraging the communication, feedback, and support of LDOE
- Collaborate with school systems staff and Department staff to evaluate and improve program implementation
- Report on program implementation to key stakeholders
- Demonstrate and communicate an unwavering belief in all students' abilities to become successful readers

- Participate in all LDOE and school system mandated professional development, including monthly LDOE Communities of Practice and Teacher Leader Summit
- Stay abreast of the research and elevate evidence-based strategies for instruction and professional learning
- development to share with the teachers

Additional Knowledge, Skills and Experience Required

- Minimum of 3 effective years of experience as a certified ELA teacher
- Science of Reading trained or plan to complete training within the calendar year
- Proven results when working with struggling readers
- Strong knowledge of how children learn to read
- Knowledge and experience working with high-quality reading curriculum

Qualifications

- Master's or advanced degree in Education preferred

ATTACHMENT E

SCORING RUBRIC
 Louisiana Department of Education
 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT
 (CLSD Grant 2024)

Component	Possible Points	Points Awarded
Component A: Literacy Needs Assessment	20	
Component B: Participating LEA Sites / Program Sites	10	
Component C: Literacy Innovations / Project Design	45	
Component D: Project Outcomes and Goals	15	
Component E: Collaboration and Communication	10+ (5 bonus points)	
Total Points	100 (up to 105)	

Review Team Members			
Lead Reviewer's Signature		Date	
Lead Reviewer's Name			

Component A: Literacy Needs Assessment (Maximum Total: 20 Points)

Literacy Needs Assessment (6 points)

Applicant submits a comprehensive needs assessment providing baseline information that informs their plan; includes student and teacher data as well as methods of analysis and interpretation to support the need for the project; provides baseline data and goal projections for 4 years based on needs assessment.

<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
1	2	4	6

Strengths:

Weaknesses:

Please provide specific examples used to determine the number of points awarded:

Data-Driven Scenarios (6 points)

Applicant indicates which of the 5 data-driven scenarios best describes the needs of the targeted schools; includes a summary of methodology and results of the Literacy Needs Assessment to include the data collected and methods of analysis and interpretation used to identify the literacy needs; includes data visualization, as well as text, and includes a description of actions that have been taken in previous school years to address these needs.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
1	2	4	6

Strengths:**Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

Local Literacy Plan (8 points)

Applicant demonstrates an ability to establish and sustain a Local Literacy Plan (LLP). Applicant submits approved literacy plan that will be implemented for all LEA's and program sites participating in grant activities that includes (a) a needs assessment to identify gaps in birth to age 5 literacy for at-risk students, English learners, and children with disabilities; (b) stakeholder input to create guiding principles for literacy interventions; (c) evidence-based strategies for improving literacy outcomes for at-risk students and special populations; and (d) a timeline for implementation. Applicant provides an explanation of how entities will implement and monitor progress of selected schools using the LLP.

<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
<p>2</p>	<p>4</p>	<p>6</p>	<p>8</p>

Strengths:

Weaknesses:

Please provide specific examples used to determine the number of points awarded:

Component B: Participating LEA Sites / Program Sites (Maximum Total: 10 points)

- **LEA/Program Site Selection.** Applicant demonstrates a fair selection process for schools based on literacy needs and includes a description of the steps taken to ensure fair access to, and participation in, the literacy program for students, teachers, and other program beneficiaries with special needs. Considerations can include the school or center’s diagnostic assessments and other assessments. Grantees will provide documentation on how the data informed selection.
- **LEA/Program Sites Identification.** Applicant indicates within the application 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.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
2	5	8	10
Strengths:		Weaknesses:	

Please provide specific examples used to determine the number of points awarded:

Component C: Literacy Innovations (Maximum Total: 45 points)

Needs of LEA/Program Sites and Students (8 points)

Applicant describes the needs assessment data that was conducted to identify how funds will be used to inform best practices and comprehensive literacy instruction aligned to the science of reading to improve Tier I core instruction (e.g., benchmark data, teacher effectiveness data, community surveys) ; describes how children in need of literacy interventions or other support services are identified; provides an explanation of the extent to which the proposal supports new teachers and serves students with disabilities, English learners, and other students in need of literacy interventions or support services.

<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
<p>2</p>	<p>4</p>	<p>6</p>	<p>8</p>

Strengths:

Weaknesses:

Please provide specific examples used to determine the number of points awarded:

Implementation and Literacy Coherence (8 points)

Applicant describes how the selected literacy innovations are aligned with comprehensive literacy instruction at the Birth to 5 and Kindergarten through grade 12 levels; identifies and describes how their intervention(s) address the needs identified in the needs assessment; selected interventions to be implemented are designed to enhance the language and literacy development and school readiness of children from Birth to 5 and/or students in grades K-12; includes the methods, frequency, duration, and checks for fidelity of implementation.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
2	4	6	8

Strengths:**Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

Evidence-Based Practices (8 points)

Applicant clearly explains in the narrative response how the project will implement the evidence-based literacy innovations in order to meet the grant's evidence requirements; describes how their intervention(s) fit within one of the three highest tiers of evidence-based practices as defined by ESEA Sec. 8101(21)(A)(i).

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
2	4	6	8

Strengths:**Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

Development of Program Staff (8 points)

Applicant describes how they will provide initial and ongoing support to prepare staff to implement selected literacy programs with fidelity, through high-quality professional development that includes observations and feedback of program implementation.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
2	4	6	8

Strengths:**Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

Data Collection (8 points)

Applicant describes how data will be collected to assess and evaluate the program on a regular basis (includes data collection methodology and frequency) and the alignment between programmatic data and school performance data.

<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
<p>2</p>	<p>4</p>	<p>6</p>	<p>8</p>
<p>Strengths:</p>		<p>Weaknesses:</p>	

Please provide specific examples used to determine the number of points awarded:

Evaluation of Program (5 points)

Applicant describes the evaluation plan to regularly assess the outcomes and success of the literacy interventions provided and the tools that will be utilized to measure growth in early language and literacy development of children Birth to 5 and students in grades K-12.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
1	2	3	5
Strengths:		Weaknesses:	

Please provide specific examples used to determine the number of points awarded:

Component D: Project Outcomes and Goals (Maximum Total: 15 points)

Project Outcomes (5 points)

Applicant selected the project outcomes that best apply to the needs of the identified LEA's or program sites.

<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
1	2	4	5

Strengths:

Weaknesses:

Please provide specific examples used to determine the number of points awarded:

Project Goals (10 points)			
<p>Applicant created a goal for each of the measurable outcome(s) selected based on each of the subpopulations within the criteria identified from the Literacy Needs Assessment. In defining the goals, the applicant included student-level performance goals as well as program-level performance goals; described how the goals will be used as a basis to measure the effectiveness of the literacy interventions.</p>			
<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
2	5	8	10
<p>Strengths:</p>		<p>Weaknesses:</p>	
<p>Please provide specific examples used to determine the number of points awarded:</p>			

Component E: Collaboration and Communication (Maximum Total: 10 points + 5 bonus points)

Accountability (5 points)

Applicant clearly describes a plan to hold all stakeholders accountable for the project implementation, goals, and outcomes.

<p>Fails to meet criterion; response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</p>	<p>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</p>	<p>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</p>
<p>1</p>	<p>2</p>	<p>4</p>	<p>5</p>

Strengths:

Weaknesses:

Please provide specific examples used to determine the number of points awarded:

Family Engagement (5 points)

Applicant clearly describes a plan to implement high-quality, evidence-based practices, interventions, and opportunities to support children and families.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
1	2	4	5

Strengths:

Weaknesses:

Please provide specific examples used to determine the number of points awarded:

Priority Points (5 BONUS points)

Applicant clearly describes how they plan to collaborate with an Institute of Higher Education to support the implementation of the literacy innovations.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
1	2	4	5
Strengths:		Weaknesses:	

Please provide specific examples used to determine the number of points awarded: