

Louisiana Believes

Louisiana's Striving Readers Comprehensive Literacy (SRCL) Subgrant Application

Webinar Overview

- SRCL Grant Purpose
- Guidelines
- Application Criteria
 - Need for the Project
 - Project Goals
 - Project Design
 - Project Management
 - Project Budget
- Application Timeline
- Resources
- Questions

SRCL Grant Purpose

Advance the literacy skills – including pre-literacy skills, reading, and writing – for **disadvantaged** children from birth through grade 12

SRCL Grant Purpose

Focus Areas	Excellent districts...
School Leader & Teacher Learning Targets	<ul style="list-style-type: none"> -Determine which common assessments teachers use to establish student learning targets -Determine which data teachers use to initially diagnose students' academic starting point -Set deadlines for when teacher and leader student learning targets should be finalized -Describe how evaluators should engage with teachers to set student learning targets
Assessment & Curriculum	<ul style="list-style-type: none"> -Identify benchmark assessments to be used across grade levels in ELA. In instances where assessments are district created, the district determines who will revise these and by when to ensure alignment to the CCSS -Establish a schedule for assessments that includes administration dates and data review opportunities for principals and teachers -Ensure year-long scope and sequences used by teachers align to the CCSS
School & Teacher Collaboration	<ul style="list-style-type: none"> -Ensure each school has time for teacher collaboration and a designated leader -Create a plan and schedule for principal collaboration and designate a leader -Create plans for principal and teacher PD days that prioritize content aligned to the CCSS and Compass and designate a leader -Identify specific responsibilities for Louisiana Teacher Leader school representative related to teacher collaboration
Compass Observation & Feedback	<ul style="list-style-type: none"> -Set district-wide observation and feedback timelines -Determine who participates in co-observations at both the school and district level and when they occur to ensure rigor of observation/feedback process -Establish a process to compare observation ratings to student achievement outcomes (e.g. value-added data) to ensure rigor of observation/feedback process -Identify and develop support plans for most struggling teachers and leaders

Guidelines

- Select a feeder system that is likely to serve the same disadvantaged children as they progress through their education. Each age span (birth-preschool and elementary, middle, and high school grades) must be included.
- Partner with a nonprofit organization or agency with a **demonstrated record of effectiveness** in improving the early literacy development of children from birth through kindergarten entry;

Guidelines

- **Ensure that *at least*--**
 - 15 percent of the funds are used to serve children from birth-preschool;
 - 40 percent of the funds are used to serve students in kindergarten-grade 5;
 - 20 percent of the funds are used to serve students in grades 6-8;
 - 20 percent of the funds are used to serve students in grades 9-12; and
- **Leverage** subgrant funds with other Federal and State funds.

Application Criteria

The application consists of five major components:

Component	Possible Points
Need for the Project	10
Project Goals	15
Project Design	50
Project Management Plan	15
Project Budget	10
Total	100

Need for the Project (10 points)

Appendix A: LEA Proposed Feeder Schools/Sites

- Up to four preschools/early childhood centers
- Up to two elementary schools (K-5)
- One middle school (6-8)
- One high school (9-12)

Or a similar configuration that represents all levels

Need for the Project

Appendix B: Data Tables 1-4

In the narrative, describe the need for the project using the data presented in the following tables:

- **Table 1:** Number and percent of disadvantaged youth in proposed feeder schools by category
- **Table 2A & 2B:** Number and percent of disadvantaged youth in two comparison feeder school systems
- **Table 3A:** Literacy achievement results for proposed schools
- **Table 3B:** Evidence of literacy success (current SRCL subgrantees only)
- **Table 4:** Proposed feeder schools flow through

Need for the Project

In the narrative, describe:

- Demographic data for proposed schools
- Achievement data for proposed schools
- Number of students moving through project/feeder schools
- Plan to expand project in subsequent years

Project Goals (15 points)

The project goals are:

- Based on quantitative data from state assessments
- Measurable, time bound, and ambitious
- Related to identified and prioritized literacy needs
- Support district performance goals

Project Goals

Description includes:

- Gap analysis, describing reasons for gap
- Discussion on most current data trends
- Alignment between need/gap and project design to reach goals

Project Design (50 points)

The project design describes:

- A process for implementing at least one of the 4 systems
- An assessment of current strengths and weaknesses relative to the proposed system(s)
- A clear framework of the proposed system

Project Management Plan (15 points)

The management plan includes:

- Actions, milestones, and persons responsible for completing key tasks to achieve goals
- Job descriptions and resume of key personnel such as the project director, interventionist, and integration specialist/coach (Applicant must attach Appendix C)
- Organization of district level staff to support success of two feeder systems (for current subgrantees only)

Project Budget (10 points)

Prepare a budget for \$253,940.00 for June 18 - September 30, 2013 that:

- Is detailed and aligned with project plan (narrative and budget template)
- Adheres to the 15/40/20/20 federal funding distribution (budget template)
- Coded in the correct funding category (budget template)
- Demonstrates leveraging of SRCL funds with other funds – state, federal, private (narrative)

Appendix E: MOUs

Applicant must attach
signed MOUs from partners
(e.g., Charter agreement on fiscal agent; early
childhood organization agreement)

Submission Instructions

Applications must be submitted **no later than Tuesday, April 16th at 4:00 pm** via email to jill.slack@la.gov. Applications should be saved as a single PDF document with the file name: LEA Name: SRCL Grant. (*For example, Assumption: SRCL Grant.pdf*)

OR mail four copies to:

Louisiana Department of Education

ATTN: Jill Slack

Room 4-164

1201 North Third Street

Baton Rouge, LA 70802

Application Timeline

Activity	Timeline
Application release	March 19
TA grant writing sessions	March 26 – Lafayette April 2 – Alexandria
Applications due	April 16
Interviews announced	May 7
Interviews Conducted	May 13-17
Board approval and announcement of subgrantees	June 18

Resources

Available at:

<http://www.louisianabelieves.com/resources/classroom-support-toolbox>

- District + School Support Toolbox
- Teacher Support Toolbox

<http://www.louisianabelieves.com/resources/library/federal-grants>

- FAQs
- Louisiana's Grant Application
- Cohort 1 Subgrant Recipients Applications

Questions?

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