

# Louisiana Literacy Advisory Commission (LLAC)

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Claiborne Building | Thomas Jefferson Room 1-136 | 1201 North Third Street, Baton Rouge, LA 70802  
Monday, October 28, 2024 | 10:00 a.m.

[Livestream](#)

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## Commission Members

Co-Chairs, DeJenne' Clark Jackson and Janee' Butler

Andromeda Cartwright  
Preston Castille  
Dr. Jenna Chiasson  
Dr. Susannah Craig

Dr. Margaret-Mary Sulentic Dowell  
Michael Faulk  
Rep. Jason Hughes  
Mary Beth Hughes

Kristin Lyons  
D'Shay Oaks  
Ryan Roberts  
Caroline Roemer

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In accordance with the Americans with Disabilities Act, if special assistance is needed at this public meeting of LDOE, please notify Dr. Phaedra Early via email at [phaedra.early@la.gov](mailto:phaedra.early@la.gov), five business days prior to the public meeting.

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## Agenda

- I. Opening
  - A. Call to Order
  - B. Roll Call
- II. Approval of the minutes of the meeting held March 4, 2024
- III. Informational Reports
  - A. Comprehensive Literacy State Development Grant
  - B. Early Childhood Literacy Strategy
  - C. Louisiana Tutoring Initiatives
- IV. Referral - Revisions to *Bulletin 1903 - Louisiana Handbook for Students with Dyslexia* regarding dyslexia core assessments

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## Minutes

The Louisiana Literacy Advisory Commission, met on Monday, March 4, 2024, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 10:16 a.m. by Janee' Butler, Co-Chair. Members present were: Andromeda Cartwright, Dr. Jenna Chiasson, Dr. Susannah Craig, Dr. Margaret-Mary Sulentic Dowell, Mary Beth Hughes, D'shay Oaks, Caroline Roemer, and Stephen Swiber.

Preston Castille, Michael Faulk, Rep. Jason Hughes, DeJunne' Clark Jackson, and Kelley Touns were not in attendance.

*A quorum was present.*

Representing the Louisiana Department of Education were Shanna Beber, Dr. Phaedra Early, and Charleen Long.

1. On motion of Dr. Craig, seconded by Dr. Sulentic Dowell, the Louisiana Literacy Advisory Commission approved the minutes of the meeting held December 19, 2023.
2. On motion of Ms. Oaks, seconded by Ms. Hughes, the Louisiana Literacy Advisory Commission received revisions to *Bulletin 1903: Louisiana Handbook for Students with Dyslexia*, in response to Act 266 of the 2023 Regular Legislative Session.
3. On motion of Ms. Roemer, seconded by Ms. Oaks, the Louisiana Literacy Advisory Commission received the report regarding the literacy coaching initiative.
4. On motion of Ms. Cartwright, seconded by Ms. Roemer, the Louisiana Literacy Advisory Commission received the report regarding Louisiana literacy professional learning. .

With no further business to come before the Louisiana Literacy Advisory Commission, the meeting was adjourned at 11:14 a.m.

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# I. Opening

A. Call to Order

B. Roll Call



## II. Approval of the minutes of the meeting held March 4, 2024

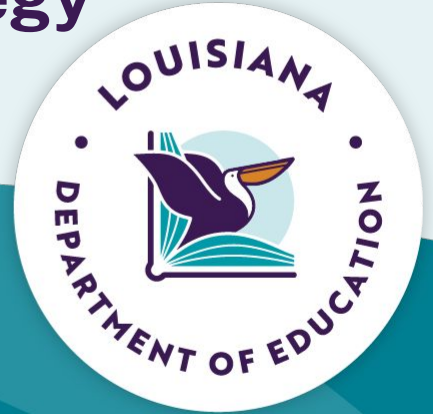


# III. Informational Reports

**A. Comprehensive Literacy State Development Grant**

**B. Early Childhood Literacy Strategy**

**C. Louisiana Tutoring Initiatives**



# A. Comprehensive Literacy State Development Grant





# CLSD 2024 Application

The Comprehensive Literacy State Development (CLSD) program awarded Louisiana with a \$70 million grant that will be used to support literacy efforts for students, teachers, and schools most in need.

Applications for the CLSD grant are now open for submission via the Super App.

**Louisiana  
awarded  
\$70 million  
to accelerate  
student  
reading**



Please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov)



# CLSD Project Goals

The LDOE will target the five-year grant towards four main focus areas:

- Building teacher and leader capacity around evidence-based practices in the most struggling schools and systems
- Providing targeted capacity and resources for schools serving high rates of the highest-need students
- Ensuring every child has access to a highly-effective teacher by providing literacy mentors to new teachers within three years of service in schools with high teacher turnover and/or high numbers of new teachers
- Implementing high-quality, evidence-based practices, interventions, and opportunities to support children and families

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# CLSD Targeted Populations

The funding from the CLSD grant will be used to serve schools and program sites that meet at least one of the following criteria:

- Chronically failing
- High teacher turnover
- High percentage of new teachers
- Growing number of English learners
- High schools with low graduation rates
- High number of third graders at risk of retention

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# Leading and Learning (L&L) Innovations

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

- L&L Innovation 1: Supporting New Teachers
- L&L Innovation 2: Increase Instructional Supports for English Learners
- L&L Innovation 3: Significantly Accelerate Literacy Learning Outcomes through Evidence-Based Intervention Practices and Project-Based Learning

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# CLSD Grant: Next Steps

- The link to the [CLSD 2024 Grant](#) has been posted to the Literacy Landing Page.
- Applications must be submitted on or before 1/23/25 (no exceptions).
- Please note subgrantees will not have an opportunity to change and resubmit your application after the 1/23/25 deadline.
- Applications will be reviewed and awarded via Super App in Spring 2025.
- More information will be forthcoming.

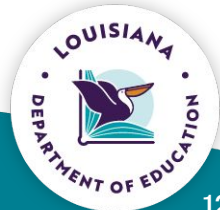
Please contact [wendy.brooks@la.gov](mailto:wendy.brooks@la.gov) with questions.



# CLSD 2024 Office Hours

Thursday, October 24	1:00 - 2:00 p.m.	<a href="#">Zoom link</a>
Thursday, November 14	1:00 - 2:00 p.m.	<a href="#">Zoom link</a>
Monday, November 25	1:00 - 2:00 p.m.	<a href="#">Zoom link</a>
Thursday, December 12	1:00 - 2:00 p.m.	<a href="#">Zoom link</a>

Please contact [wendy.brooks@la.gov](mailto:wendy.brooks@la.gov) with questions.



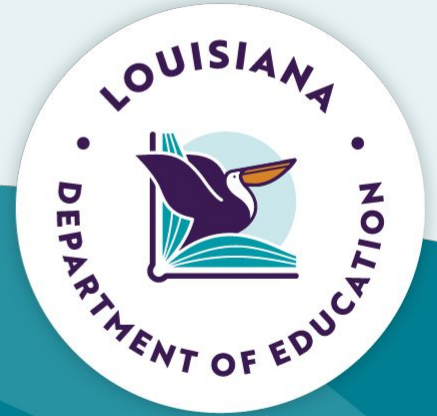
# Questions / Comments

- Contact us if you have any questions or comments at [wendy.brooks@la.gov](mailto:wendy.brooks@la.gov)

Please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov)



## B. Early Childhood Literacy Strategy







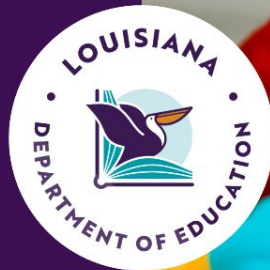
# The Importance of Early Childhood in Language and Literacy Development



# How will we measure success?

## Key Performance Indicator

- Grow the percentage of early childhood sites rated “High Proficient” or “Excellent” by 5 percentage points.



# Key Endeavors: Early Childhood Experiences

What work will we perform to reach our goals?

- Increase language development for children ages birth-4 at early childhood sites by providing targeted regional and statewide professional development opportunities.



# The Importance of Early Childhood Education in Language and Literacy Development



Early childhood education plays a crucial role in the development of language and literacy.

Multiple studies show long-term associations between children's early language and emergent literacy skills and abilities and success in elementary school and beyond.

# The Importance of Early Childhood Education in Language and Literacy Development

1. Oral language is the foundation for literacy development. It provides children with a sense of words and sentences that builds sensitivity to the sound system so that children can acquire phonological awareness and phonics.
2. Children's experiences with the world greatly influence their ability to comprehend what they read.
3. Learning to read starts long before first grade and has long-lasting effects.
4. Children's experiences with books and print greatly influence their ability to comprehend what they read.

# Louisiana Language and Literacy Data

Recent data show the need for an increased focus on language and literacy development:

- 2023 end-of-year Teaching Strategies GOLD<sup>®</sup> checkpoint data indicate that only 17.6% of Community Networks have children who are meeting expectations for early language and literacy development.
- 2023 CLASS<sup>®</sup> data show that scores for the “Language Modeling” dimension falls within the “Approaching Proficient” range.
- 2022-2023 third grade literacy data show that only 43% of students were at the level of “Mastery” as measured by the Louisiana Educational Assessment Program (LEAP) assessment.

These outcomes illustrate the need for a specific focus on language and literacy development to ensure Louisiana’s youngest learners are ready for Kindergarten.





# LDOE Early Childhood Language and Literacy Initiative



# Evidence-Based Practice in Early and Emergent Literacy

The LDOE utilizes evidence-based practice to inform Early Childhood Care and Education (ECCE) initiatives. The following evidence-based practices will inform the LDOE Early Childhood Language and Literacy Initiative.

- To help prepare all young children to be successful in kindergarten and beyond, early childhood settings need strong and coordinated curriculum, assessments, and professional development that advance the quality and continuity of practice across early childhood and early elementary settings.
- The Department emphasizes evidence-based practices that guide curriculum adoption and the evaluation of curriculum effectiveness, with evidence that is grounded in scientifically based research.

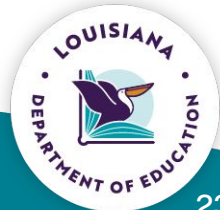




# Evidence-Based Early and Emergent Literacy

The Early Childhood Early and Emergent Literacy Initiative includes key components of evidence-based early and emergent literacy programs; including alignment to the Louisiana B-5 Early Learning and Development Standards and the Science of Reading.

- **Oral Language Development:** includes expressive and receptive communication, vocabulary, and comprehension skills appropriate for child development
- **Alphabetic Principle:** includes phonological awareness skills and knowledge of the alphabet at appropriate intervals for child development
- **Print Awareness:** includes understanding and recognition of environmental print and text features appropriately aligned to child development



# Evidence-Based Early and Emergent Literacy

- Evidence-based early and emergent literacy programs that have abundant opportunities to interact with **language development skills** from infancy to preschool are more likely to develop skilled and fluent readers.
- Evidence-based early and emergent literacy programs include the understanding that language and literacy is **built along a continuum** that leads one skill into the next and emphasizes that language is used for communication, letters are represented by sounds, and print conveys messages for meaning.



# Early Childhood Language and Emergent Literacy Initiative

As part of efforts to help prepare all young children to be successful in Kindergarten and beyond, the LDOE is launching the “Early Language and Emergent Literacy Initiative,” focused on providing early language and emergent literacy professional development in B-5 classrooms.

This opportunity will be focused on increasing the knowledge and skills of ECE professionals, enabling them to provide high-quality interactions, experiences, and activities that facilitate young children’s language development and provide them with the foundational literacy skills necessary to be successful readers and writers.



# Professional Learning Partnerships

As part of this initiative, the LDOE will partner with:

- Early childhood developmental experts, to support providers to develop professional learning modules with aligned in-class coaching and applied practice opportunities
- Child Care Resource & Referral and Community Network Lead Agencies to provide aligned on-site coaching and facilitate applied practice opportunities at publicly-funded early childhood sites
- Early childhood directors and teachers to participate in professional development opportunities and implement and evaluate language and literacy practices in child care sites throughout the state

# Key Components

Key components of the LDOE Early Language and Literacy Initiative will be aligned with early childhood language and literacy research, appropriate practice, the Louisiana B-5 Early Learning and Development Standards, and the Science of Reading. These components will include:

- Oral language development
- Shared book reading
- Print awareness
- Phonological awareness
- Alphabet knowledge
- Emergent writing



# Anticipated Outcomes

Anticipated outcomes of the Early Childhood Language and Literacy Initiative include an increase in age-appropriate, research-aligned early language and literacy experiences in early childhood classrooms within all early childhood site types as measured by the following:

- TS GOLD<sup>®</sup> Checkpoint Data
- Quality data as measured by CLASS<sup>®</sup>
- Assessments of ECE professional knowledge and skill development

# C. Louisiana Tutoring Initiatives



# Accelerate: High Dosage Tutoring

Act 771 (2024) requires all students in grades kindergarten through five who failed to achieve mastery on any statewide assessment in reading or math are eligible for expanded academic support. It requires one of the following:

- Prioritized placement in a class taught by a teacher labeled as “highly effective”
- **High Dosage Tutoring**



# Student Eligibility

The following K-5 students are eligible for the Accelerate: High Dosage Tutoring program:

- Kindergarten through 3rd-grade students who score Below and Well Below on the statewide literacy screener
- Kindergarten through 3rd-grade students who score Below Proficiency on a numeracy screener/curriculum-embedded diagnostics
- 4th through 5th grade students who score Unsatisfactory, Approaching Basic, and Basic on LEAP in math and/or ELA

# Requirements

The Accelerate: High Dosage Tutoring program has specific program requirements for the implementation of high dosage tutoring.

The tutoring must:

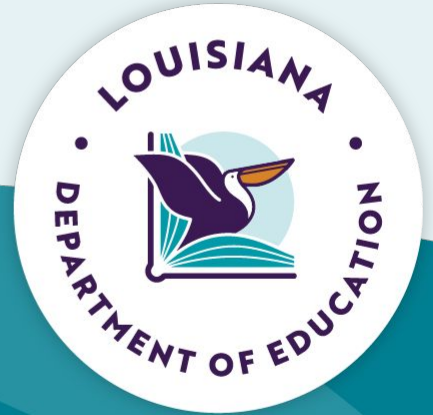
- begin no later than 30 days after the student is identified as eligible;
- include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade level content;
- persist over a period of at least 10 weeks;
- take place at least 3 times a week;
- last for approximately 30 minutes per session (or less if developmentally appropriate);

# Requirements (cont.)

The tutoring must:

- consist of groups of no more than 4 students;
- be led by a consistent tutor or small group of tutors;
- be embedded within the school day;
- be provided in person or virtually; and
- utilize materials on the LDOE's approved curriculum list, including materials created or provided by the LDOE.

# IV. Referral - Revisions to *Bulletin 1903 - Louisiana Handbook for Students with Dyslexia* regarding dyslexia core assessments



# Act 517 (2024)

- Act 517 requires, if requested by the parent or legal guardian, that a core assessment for the diagnosis of dyslexia be administered.
- The parent may select either the school or a vendor or professional approved by LDOE to administer the core assessment.
- BESE adopted rules at the October 2024 meeting to establish qualifications for vendors and professionals to administer the assessment.
- BESE also established a payment amount.
- The changes to bulletin are on notice of intent.



# Bulletin Revisions

- Vendors and professionals who administer and interpret the core assessments must meet qualifications set forth by the assessment publisher, must be trained in administering the assessment, and may include a licensed psychologist, certified school psychologist, licensed certified speech-language pathologist, certified educational diagnostician, clinical psychologist, neuropsychologist, and/or certified academic language therapist. Core assessment publishers determine professionals trained to interpret the assessments.
- The amount of reimbursement provided shall not exceed \$500 per eligible student request, per academic year.



# Questions to Consider

- What procedures will be helpful to administer this reimbursement process for parents?
- What communication and guidance will be necessary?



# Future Meeting Dates

- Thursday, January 23, 2025, 10:00 AM

