Striving Readers Comprehensive Literacy Program
Cohort 2 Subgrant Application
April 16, 2013

A. Need for Project

In its seventh year of operation, KIPP New Orleans Schools (KNOS) is building an influential network of K-12, tuition-free, open-enrollment public charter schools that provide low-income students with the knowledge, skills, and character traits to succeed in high school, college, and the world beyond. As our network has grown, our schools have started to demonstrate different patterns of success and we seek funding through the Striving Readers Comprehensive Literacy (SRCL) subgrant program to support initiatives to eliminate these disparities between schools and ensure that all scholars achieve at the highest levels. Specifically, we seek funding through the SRCL program for three KNOS schools and two feeder early childhood learning programs. The three schools, all which feed to each other, and will form a complete K-12 pattern starting in the 2012-2013 school year, are KIPP McDonogh 15 Primary, KIPP McDonogh 15 Middle, and KIPP Renaissance High School. Each of these schools is currently performing at or below our network average, serves an at-risk population of students, and is built out to the point to maximize the grant's resources. Assuming successful implementation of the program in these schools, KNOS would leverage SCRL grant funding to expand the program to KIPP New Orleans Leadership Primary and KIPP New Orleans Leadership Academy for the 2014-2015 school year.

A. Project Goals

KIPP McDonogh 15 Primary, KIPP McDonogh 15 Middle and KIPP Renaissance High School will focus on attaining the following goals during the implementation of the SCRL grant funding. These goals will be extended to all KIPP New Orleans Schools and will drive each school's vision setting, planning, and execution throughout the year.

Grade	Goals (2013-2014 school year)	Notes

Level		
K-4	80% of students grow 3 or more STEPs, as measured by the STEP assessment	
K-8	70% of students meet individual Reading MAP goals with 2% every subsequent year.	Goal will increase by 2% every subsequent year
3-8	68% of students achieve Basic or Above on ELA portion of exam 15% of students achieve Mastery or above on ELA portion of exam	Goal will increase by 2% every subsequent year
10	50% of students will score excellent or good on English II EOC	Goal will increase by 2% every subsequent year
11-12	50% of students will grow 3 points from ACT fall Reading benchmark, 70% of students will grow 2 or more points 25% of students will score 18 or higher on spring Reading ACT	
12	100% of students attending KRHS from 9th-12th grade will graduate in 4 years	

All goals will be revised over the course of the next two years to align to the PARCC exam. Metrics will reflect a similar proportion of students passing as described above.

These goals are appropriate as they reflect an increase from current achievement levels and are set at an attainable benchmark. Reaching these benchmarks will signify significant progress and show that our students are on track for literacy and life-long success.

B. Project Design

KIPP New Orleans Schools will focus our SCRL program design around the Assessment and Curriculum Focus Area from the LDOE Classroom Support Toolbox. This work will support our schools' transition to the Common Core State Standards (CCSS) and build systems for assessment and instruction alignment, teacher professional development, curriculum revision, and ultimately lead to the attainment of the outlined goals. All KIPP New Orleans Schools will follow the program plan outlined below beginning in the 2013-2014 school year with several key

pilot initiatives focused at our SCRL grant target schools, KIPP McDonogh15 Primary, KIPP McDonogh 15 Middle, and KIPP Renaissance High School.

Currently, KIPP New Orleans Schools' assessment and curriculum systems have several key areas of strength and weakness. Our four key strengths are 1) a robust battery of diagnostic and formative assessments; 2) Common regional, year-long reading and writing schedule of standards and assessments (SOAS) aligned to transitional i/LEAP/EOC and ACT college readiness standards; 3) aligned school and school system structures that support these assessments and curriculum; and 4) human capital and team members to support these structures. Our schools currently use the following diagnostics and formative assessments to measure and monitor student literacy:

Assessment	Grades	Frequency
STEP Reading and Writing Assessment	K-4	6 times/year
Measures of Academic Progress (MAP) Reading assessment	K-8	3 times/year
Fountas and Pinnell	K-8	Approx. 8 times/year
Writing portfolios with rubrics aligned to Informational and Narrative Teacher's College Writing Workshop Continuum	K-8	Ongoing
i/LEAP and EOC/AP/ACT aligned regional Reading and Writing interims	K-2 3-12	6 times/year 4 times/year
Formative daily and unit assessment	K-12	Ongoing

Further, our content-team leaders have developed a K-8 schedule of standards and assessments (SOAS) measure used by all schools to monitor student reading and writing skills and progress throughout the year.

In addition, KIPP New Orleans Schools has several strong structures that support aligned literacy curriculum and instruction. First, all schools' schedules provide extended time for literacy instruction. Specifically, in grades K-4 there are 90 minutes of reading instruction per day (30 readers workshop model, 60 minutes guided reading instruction per day) and 60 minutes of writing instruction (writers' workshop model). In grades 6-8, students also receive 90 minutes

of daily reading instruction (30 minutes independent, 30 minutes guided, 30 minutes close reading with whole group) and 45 minutes of writing instruction per day. High school students receive 90 minutes of reading instruction per day (30 minutes independent, 60 minutes close reading with whole group) and 60 minutes of writing instruction per day. Second, KNOS utilizes a robust data system and structure to drive data-based professional development and teacher reflection. Our regional Information and Analytics Team has built a comprehensive system for student achievement data management utilizing programs such as EduSoft, Qlikview, and Kickboard. Teachers and school leaders engage in regional data reflection every six to eight weeks and do the same at the school level every two weeks. This data system and reflection structure gets the data quickly to teachers and empowers them to best address students' individual needs. These structures are a key strength that we aim to build off of in our transition and work to develop and implement CCSS-aligned assessments and curriculum.

Finally, KIPP New Orleans Schools has several key team members that support the development and execution of our current assessment and curriculum structures. Our regional Chief Academic Officer (CAO) oversees seven of our nine schools, our Information and Analytics Team, and our regional Director of Curriculum and Instruction (DCI). In addition, our regional DCI has CCSS-transition experience and our school-based literacy content leads are at the top of their field, winning national awards for their teaching and work. These key team members are a current strength and will play a critical role in continued improvements and CCSS transitions.

While there are strengths of the KIPP New Orleans Schools current assessment and curriculum program, there are several key weakness that we aim to improve as we transition to the CCSS and build an even more robust system of assessment and curriculum. First, our

regional interim assessments will soon be out of date with the transition to the CCSS and we need to revise these exams to be fully CCSS aligned. This will take a significant amount of internal manpower in addition to significant outside resources. These resources include texts that align to CCSS expectations for complexity measures and that include the appropriate grade band level nonfiction-fiction balance. Further, it will require significant assessment resources, including questions that reflect PARCC format and rigor, complex text-dependent writing tasks, and scoring rubrics. We will also need to update our reading and writing SOAS to align to the CCSS. Second, many of our instructional structures will need to be updated to align our curriculum and teaching to the CCSS and the PARCC. These key improvements include reformatting our reading and writing courses, adding more literacy to the content areas, and improving resources and professional development to align to the CCSS.

To improve in these areas and ensure that our schools and teachers are equipped with the knowledge, skills, and resources to effectively implement a robust CCSS assessment and curriculum program, our work will focus on 4 key pillars: building internal knowledge, recreating structures, building benchmarks of success, and redeveloping and resupplying curriculum and resources. This multi-pronged approach is designed to ensure that all members of our school and academic teams not only have the resources to implement the Common Core Standards, but that they also fully understand and internalize the shifts in instruction, rigor, and student learning that are intended by the Common Core Standards (CCSS). Without a deep understanding, school leaders, assistant principals, and teachers will not be equipped to fully drive CCSS-aligned instruction and student achievement. We seek funding from the SCRL grant to help support this work and ensue that our schools are on the path to ensuring excellent literacy instruction and student learning.

The first element of the Common Core transition plan is to build knowledge. This element's main purpose is to ensure that all members of our team become Common Core experts, not just our DCI and our CAO. This knowledge building will focus on key instructional shifts needed for the CCSS, PARCC format and rigor, and building content knowledge of the material included in the CCSS. This knowledge will be delivered in small group sessions, called Common Core boot camps, which will be held with school leaders from January through March and then with each school-based Common Core transition team in April and May. All teachers will then participate in these Common Core boot camps during regional professional development sessions over the summer time and throughout the next school year. The network's CAO and DCI will lead these sessions. Further, all teachers will receive a Common Core binder of resources, including cheat-sheets about adoption and key readings that aim to continue to push their knowledge forward.

The second element of the KNOS plan is to recreate our regional structures. This recreation will involve three key areas 1) integrating reading and writing and increasing time for literacy instruction, 2) creating structures to support struggling readers, and 3) building literacy into the content areas. Our efforts to integrate reading and writing and increase time for literacy instruction will take place at all KNOS campuses and will add a collective 90 minutes of literacy instruction to the school day. For grades K-5, literacy instruction will increase to 120 minutes of reading instruction per day through the addition of a daily 30 minute close reading block focused on literary analysis of complex fiction and nonfiction texts, with integrated informational and analytical writing tasks. In grades 6-8, instruction will increase to 120 minutes per day and involve integrated reading and writing instruction. In the high school, the same increase will take place and will also involve an integrated approach to reading and writing instruction. Second,

prioritized SCRL schools will pilot key initiatives to support struggling readers. While the percentage of scholars reading on or above grade-level has increased since each school's founding, we still have a significant percentage of scholars who are behind in their reading fluency and thus not yet capable of fully accessing the rigor of CCSS aligned texts.

- *KIPP McDonogh 15 Primary - Blended learning for reading remediation.* Software programming helps target fluency and comprehension skills and provides additional instruction to that already provided by teachers. An additional 20-30 minutes of daily fluency work in reading will help close our gap of scholars below reading levels. In the traditional classroom, teachers struggle to deliver content that meets every learners' needs- especially struggling learners who need more visuals to grasp a concept as well as those students who are well above grade-level. By using software programs, teachers will be able to provide targeted, individualized remediation and extension opportunities to all students. Every classroom will be equipped with at least 14 computers in the room. Scholars will rotate between whole group, small group, and computer-based instruction throughout the day within their classrooms. Teachers will compliment whole group and small group direct instruction with engaging and research-based programming that will provide students with self-initiated mastery-based skill practice. This will allow teachers to pull small groups simultaneously to address gaps in learning.

- *KIPP McDonogh 15 Middle – Phase 2 of Blended Learning.* If the blended learning pilot at KIPP McDonogh 15 Primary is successful, in year two of the SRCL program, we will expand to KIPP McDonogh 15 Middle.

- *KIPP Renaissance High School – Read 180.* KIPP Renaissance High School will add a reading intervention class for readers below grade level utilizing the research-based READ 180 program.

These interventions are aimed to test new and different ways to continue to improve our structures to drive literacy development and student mastery.

Finally, our schools will aim to better build literacy into the content areas through partnering with the *Literacy Design Collaborative*, a GATES Foundation initiative with a proven track record for helping content area teachers integrate authentic reading, written analysis, and discussion within their content areas. The work would focus first on science and social studies classes at KIPP McDonogh 15 Primary (grades 3-4 only), KIPP McDonogh 15 Middle, and KIPP Renaissance High School. Following successful implementation, we will look to expand this to additional schools for the 2014-2015 school year. In addition, we will continue to add AP courses at KIPP Renaissance High School. For the 2013-2014 school year, both AP senior English and AP government will be added to the current two AP course offerings (AP literature and AP history). These content-based AP courses will drive instructional rigor and necessitate improved integration of literacy into the content areas so that students are well-prepared to succeed on the challenging Advanced Placement exam.

Our third Common Core transition element is to build benchmarks of success, meaning to redefine what success looks like for our students and teachers based on the PARCC and the Common Core. One major component of this prong of our work is to rewrite all our interim assessments to align to the PARCC and the Common Core. KNOS uses an internal four-time per year interim testing structure to benchmark student progress and evaluate preparation for the iLEAP/LEAP tests. These tests are highly aligned to the current Louisiana GLEs and hold

strong predictive power for our students' success. We will re-write all these assessments for all grade levels over the spring and summer of 2013 to align to the Common Core so that we ensure we are using an accurate and appropriate tool to monitor our students' success throughout the school year. Secondly, our CAO and DCI will set a series of indicators they aim to see in each school to assess Common Core transition progress. Examples of these indicators are instructional rigor, instructional quality, and the type and quality of student work. In order to monitor these indicators, the CAO will institute monthly Common Core walk-throughs at each school and use these observations as a means to gather evidence of these indicators. School leaders will receive feedback based on these walk-throughs and the CAO or DCI will provide any coaching or development needed to improve results. The CAO and DCI will work to define these indicators during May and June and will then share them with school leaders before school begins.

The final area of the KNOS Common Core transition plan is to redevelop and resupply our curriculum and resources. KNOS intends to rewrite all our curriculum and ongoing assessments by the time instruction begins for the 2013-2014 school year so that our instruction matches these changing standards. This will be a major project and will involve support from individuals across the network, not just our Common Core team. Starting in March, our CAO and DCI aim evaluate the alignment and rigor of current materials and then lead school Common Core transition leaders through the curriculum redevelopment for their school. The goal is to have all curriculum and assessment revisions complete by our summer professional development so that school teams are able to dig into this material and have adequate time to prepare together before the beginning of the school year. This curriculum redevelopment and resource resupply will require significant resources and professional development for our teachers and staff,

including bringing in outside experts for professional development, partnering with organizations leading on CCSS curriculum design, hiring new staff, resupplying libraries and classrooms with books (specifically non-fiction text sets), providing staff resources for this work, and supplying schools with appropriate technology to implement this change. This work would be coordinated and lead by our CAO and DCI.

KIPP New Orleans Schools aims to leverage the SCRL grant opportunity to fund these four pillars of our project across three key areas, staffing, professional development, and material and technological resources. First, we will utilize funding to add two part time literacy coaches at KIPP McDonogh 15 Primary and KIPP McDonogh 15 Middle to provide teachers with support during the transition to CCSS, pilot new initiatives and strategies, and monitor ongoing progress. We will also hire a Director of Curriculum and Instruction (DCI) for the high school to design integrated literacy curriculum and provide support during the CCSS transition. In addition, the high school will add a reading interventionist to focus on implementing the READ 180 structure and to provide ongoing support to struggling students. Further, KNOS and our Head Start partners will also hire staff to support the planning and execution of ongoing formative assessment benchmark assessments, including TELD-3, Dibels, and iSTEEP. Second, resources for professional development will go towards funding outside experts to present at school and regional professional development sessions and will support the execution of our first pillar, to increase team knowledge. These experts will be contracted for multiple sessions so they can provide ongoing support, rather than just giving one presentation. In addition, we will partner with five key organizations that will provide ongoing support and professional development to our schools and teachers: the Literacy Design Collaborative, Student Achievement Partners, America Achieves Fellowship, Columbia University Teachers College, and Scholastic READ

180. We will also uses the SCRL funds to create a regional professional development library for teachers stocked with texts focused on CCSS transition and literacy best practices, including authors such as Douglass Read, Lucy Calkins, and Kathleen Beers, as well as videos of exemplary CCSS-aligned instruction. Third, the material and technological resources needed to implement this plan include purchasing an assessment bank from a well-regarded provider to design CCSS/PARCC aligned assessment items for our interim tests, significantly building our print resources for classrooms and schools (including the addition of a school library to KIPP McDonogh 15 Middle and KIPP Renaissance High School), purchasing aligned non-fiction text sets for Reading, social studies and science classes, and expanding classrooms sets of CCSS-aligned literature. In addition, we will plan to purchase 50 new computers for the blended learning and READ 180 pilots and the aligned software and curriculum packages. In addition, these technology resources will allow teachers to supplement traditional instruction with rigorous practice that matches the demands of the Common Core State Standards and to maximize targeted and differentiated learning through whole-group explicit computer literacy instruction. This explicit instruction will help ensure scholars develop needed computer skills to successfully work independently with the technology provided for them.

C. Project Management Plan

The KIPP New Orleans Schools assessment and curriculum project focused on improving our schools' readiness for the CCSS and the PARCC exam will be implemented and managed by three key owners. Our regional CAO and DCI will be responsible for the project's vision setting, planning, coordination, and execution among and between schools. At each school, an administrator focused on curriculum development and implementation will be responsible for the execution of this work at the school level. In addition, teachers, interventionists, assessment

coordinators, and regional information and analytics team members will play key roles in the execution of this project. Below is an overview of key milestones and touch points that will drive and focus our work over the next school year.

What	Key Focus Area	Key Owner
End of year professional development sessions (May 2013)	Develop interim tests Build teacher knowledge re: CCSS shifts, PARCC format and rigor, and implications for curriculum and instruction	CAO, DCI
Summer work session (June 2013)	Develop interim tests Build aligned unit assessments and plans Establish systems and structures for increased literacy instruction	CAO, DCI, literacy teams at each school
Beginning of year professional development sessions (July 2013)	Build teacher knowledge - CCSS and PARCC Develop and refine curriculum Share and develop systems to execute systems and structure for increased literacy instruction	CAO, DCI
Student diagnostics and formative testing (2013-2014 school year)	Measure student progress	Data and Information team
Quarterly regional interim testing, data reflection, and professional development (ongoing through 2013-2014 school year)	Measure student progress Assess areas for improvement and develop aligned plans Build teacher and leader knowledge of CCSS and PARCC	CAO, DCI , school-based literacy teams, Data and Information team

D. Project Budget

KIPP New Orleans Schools anticipates spending a total of $253,940 between June 18, 2013 to September 30, 2013 to establish and begin this work. The key areas of expenditure to be covered during this time are supplies and materials needed to begin this work (including text sets, curriculum, technology supplies, and assessment materials), salaries of key staff members, and consultant fees for professional development. We plan to leverage the funds provided by SRCL to off set some of the major start-up costs of the CCSS transition and then anticipate funding the program moving forward with a combination of federal and private monies.

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APPENDIX A: LEA PROPOSED FEEDER SCHOOLS/SITES
Number of Students and Contact Information

LEA Name:				
SUPERINTENDENT	**NON-PROFIT EARLY CHILDHOOD SITES** (childcare or Head Start) or Schools with PreK classes			
Name:	1.		2.	
Office Phone:	Age Span:		Age Span:	
Other Phone:	Number of Four-Year-Olds:		Number of Four-Year-Olds:	
E-mail:	Number of Three-Year-Olds:		Number of Three-Year-Olds:	
LEA SRCL CONTACT PERSON	Number of Children Ages 0-2:		Number of Children Ages 0-2:	
Name:	Director:		Director:	
Position:	Phone:		Phone:	
Phone:	Email:		Email:	
E-mail:	Address:		Address:	
LEA MAILING ADDRESS:	City:	ZIP:	City:	ZIP:
	3.		4.	
	Age Span:		Age Span:	
	Number of Four-Year-Olds:		Number of Four-Year-Olds:	
	Number of Three-Year-Olds:		Number of Three-Year-Olds:	
	Number of Children Ages 0-2:		Number of Children Ages 0-2:	
	Director:		Director:	
	Phone:		Phone:	
	Email:		Email:	
	Address:		Address:	
	City:	ZIP:	City:	ZIP:

ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES			
Elementary:			
Grades:	# of Students*:	Principal:	
Phone:		Address:	
Email:		City:	ZIP
Elementary:			
Grades:	# of Students*:	Principal:	
Phone:		Address:	
Email:		City:	ZIP
Middle:			
Grades:	# of Students*:	Principal:	
Phone:		Address:	
Email:		City:	ZIP
High:			
Grades:	# of Students*:	Principal:	
Phone:		Address:	
Email:		City:	ZIP
Proposed expansion school(s) or population(s) for Year 2:			

* Pre-school/PreK children should only be included in the Non-Profit Early Childhood Sites section. Do not include with the elementary, middle, or high school counts.

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LEA Name:

Table 1: Proposed Feeder Schools with Greatest Number/Percentage of Disadvantaged Youth

Feeder School/Site Name and Grade Configuration (List in order: preschools/ early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (*i*LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%

* Maximum four preschools/early childhood centers, two elementary schools (K-5), one middle school (6-8), one high school (9-12)

** Below Basic on *i*LEAP and LEAP and Needs Improvement on EOC

*** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

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Table 2A: Disadvantaged Youth in Comparison Feeder Schools

Provide data for a feeder school system with the next highest number and percentage of disadvantaged youth by category.

Feeder School/Site Name and Grade Configuration (List in order: preschools/ early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (*i*LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%

* Maximum four preschools/early childhood centers, two elementary schools (K-5), one middle school (6-8), one high school (9-12)

** Below Basic on *i*LEAP and LEAP and Needs Improvement on EOC

*** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

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Table 2B: Disadvantaged Youth in Comparison Feeder Schools

Provide data for a feeder school system with the next highest number and percentage of disadvantaged youth by category.

Feeder School/Site Name and Grade Configuration (List in order: preschools/ early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (*i*LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%

* Maximum four preschools/early childhood centers, two elementary schools (K-5), one middle school (6-8), one high school (9-12)

** Below Basic on *i*LEAP and LEAP and Needs Improvement on EOC

*** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

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Table 3A: Literacy Achievement Results for Proposed Feeder Schools*

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A.	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)			
B.	PK				
A.	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark			
B.	K				
A.	1st				
B.	1st				
A.	2nd				
B.	2nd				
A.	3rd				
B.	3rd				

* Provide for years available

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Table 3A: Literacy Achievement Results for Proposed Feeder Schools*

ELA Scores, % Basic and Above for *i*LEAP and LEAP, and % Fair and Above for EOC Assessments listed

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A.	3rd	*i*LEAP			
B.	3rd	*i*LEAP			
A.	4th	LEAP			
B.	4th	LEAP			
A.	5th	*i*LEAP			
B.	5th	*i*LEAP			
	6th	*i*LEAP			
	7th	*i*LEAP			
	8th	LEAP			
	10th	EOC English 2			
	11th	EOC English 3			
Graduation Rate	% Cohort				

* Provide for years available

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Table 3B: Evidence of Literacy Success For Cohort 1 Schools (Current SRCL Grantees Only)

Grade Level(s)	Metric	Success
Example: Grade 1	DIBELS	35% Benchmark/Core in Fall 58% Benchmark/Core in Winter
Example: Grade 9	iSTEEP	45% Average and Above in Fall 71% Average and Above in Winter

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Table 4: Proposed Feeder Schools Flow Through

Include the name and grade configuration of your chosen cluster schools using October 1, 2012 enrollment data.
Also show the total enrollment for the lowest grade at each school and the number of those students who came from the previous cluster school.

School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration
Sample Cluster: ABC Head Start (57 students in the 4-year-old program)	Precious Primary K-1 (52/93) **Note:** Of the 93 *kindergarteners* at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) **Note:** Of the 175 *2nd graders* at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) **Note:** Of the 185 *6th graders* at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) **Note:** Of the 325 *9th graders* at this school, 178 came from Mighty Middle	

Each feeder system may include up to four preschools/early childhood centers, two elementary schools (K-5), a middle school (6-8), and a high school (9-12), or a similar configuration that represents all levels. Provide the number of students and contact information for each site.

Chief Academic Officer

Organization Overview

Who we are.
KIPP New Orleans is a network of 9 free, open-enrollment, college-preparatory public schools. Our mission is to prepare students with the academic skills and character habits to excel in high school, college, and the competitive world beyond. KIPP New Orleans is part of the national KIPP network. Across the country, there are currently 109 KIPP schools in 20 states and the District of Columbia serving over 33,000 students. Within New Orleans, KNOS is the highest performing CMO in the city.

Why it matters.
Every day, KIPP students across the nation are proving that demographics do not define destiny. Nationally, more than 85 percent of alumni that have completed the eighth grade have matriculated to college. By 2015, over 10,000 KIPPsters will be attending colleges throughout the country. Within New Orleans, KNOS is has an opportunity to break a barrier that will create ripples across the country. Cities and peoples across the country are looking to New Orleans as the proof point. In order to break barriers that will lead to national education reform that truly changes trajectories, someone must be first. Our work in KNOS will set our students up for college success, giving kids in New Orleans that they haven't had for generations. Further, setting the bar and proving the college readiness is attainable at a network level will set the bar of performance for New Orleans that will proves our city is a true proof point.

Position Overview
The Chief Academic Officer manages all aspects that drive academic results. KIPP New Orleans believes deeply in the power of teachers and schools, but also knows that the power of the network should be to provide supports that accelerate the growth of our school and ensure they are all performing at college-ready levels. This position will work closely with school leaders and the regional academic team to ensure our students are achieving at college ready levels.

Big Rocks	Small Rocks
Manage Schools	1. Drive performance of schools to ensure all school are achieving at college ready levels. 2. Eliminate variability across schools. 3. Support school leaders with leadership development. 4. Build leadership pipelines within schools.
Curriculum & Assessment	1. Build regional scope and sequence for all grades subjects and ensure vertical alignment. 2. Lead the KNOS adoption of Common Core Standards. 3. Create and facilitate administration of regional interims.
Regional Academic Support	1. Facilitate teacher and school leader performance management system (including all rubrics). 2. Create school and regional goals that align with college readiness. 3. Design, organize, and plan regional PD days and data dives 4. Identify opportunities for innovation and ways to accelerate excellence/college readiness at the school level.
Data	1. Manage creation of data modules that drive results and give teachers/leaders information they need to excel in their roles. 2. Work with schools to ensure they are using data to drive instruction at the highest levels.

Director of Curriculum and Instruction

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Position Responsibilities
- Design and implement K-12 Common Core transition.
- Design and facilitate K-12, Common Core-aligned regional curriculum and assessments.
- Collaborate with school and instructional leaders to support curriculum implementation across schools.
- Analyze regional and school specific student data trends to inform curriculum and professional development focus.
- Design and coordinate region wide professional development sessions.

Louisiana Department of Education
Budget Detail

Name of Eligible Recipient: KIPP New Orleans Schools
Street Address: 3820 St. Claude Avenue
Mailing Address: 3820 St. Claude Avenue
City, State, Zip: New Orleans, LA 70117
Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
Program Fiscal Year: 2012/2013
Project Number: 28-12-SO-
Submitted by: Jennifer Walcott
Telephone/Email: 504-648-9369; jwalcott@kippneworleans.org

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
100	SALARIES					$0.00
	(Under each salary heading, provide the following:					$0.00
	Denote # of full-time employees in each group and % Full Time.					$0.00
	For part-time employees, provide applicable rates, with # of hours/months X # of hours/months.					$0.00
	Attach a job description for all new positions.)					$0.00
						$0.00
	Officials/Administrators/Managers					$0.00
	Director of Curriculum and Instruction - KIPP Renaissance High School (60% of $75,000 salary for 3 mo)				$11,250.00	$11,250.00
						$0.00
						$0.00
						$0.00
	Teachers					$0.00
	Literacy Coach - KIPP McDonogh 15 Primary (70% of $55,000 salary for 3 mo)		$9,625.00			$9,625.00
	Literacy Coach - KIPP McDonogh 15 Middle (70% of $55,000 salary for 3 mo)			$9,625.00		$9,625.00
	PK Teacher focused on literacy instruction (50% of $30,000 salary for 3 mo)	$3,750.00				$3,750.00
						$0.00
						$0.00
	Clerical/Secretarial					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	Aides/Paraprofessionals					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.) Purpose for subs:					$0.00
	Daily Rate: Birth to Age 5	$0.00 X 0	$0.00			$0.00
	Daily Rate: K to Grade 5	$0.00 X 0		$0.00		$0.00
	Daily Rate: Grades 6 - 8	$0.00 X 0			$0.00	$0.00
	Daily Rate: Grades 9 - 12	$0.00 X 0				$0.00 ($0.00)
	Hourly Rate: Birth to Age 5	$0.00 X 0	$0.00			$0.00
	Hourly Rate: K to Grade 5	$0.00 X 0		$0.00		$0.00

	Description	Rate		Count	Birth to Age 5	K to Grade 5	Grades 6-8	Grades 9-12	Total
	Hourly Rate: Grades 6 - 8	$0.00	X	0			$0.00		$0.00
	Hourly Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
									$0.00
	Stipends (Provide daily X # of days or hourly rate X # of hours.) Purpose for Stipends: Formative assessment administration								$0.00
	Daily Rate: Birth to Age 5	$0.00	X		$0.00				$0.00
	Daily Rate: K to Grade 5	$0.00	X			$0.00			$0.00
	Daily Rate: Grades 6 - 8			0			$0.00		$0.00
	Daily Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
	Hourly Rate: Birth to Age 5	$25.00	X	250	$6,250.00				$6,250.00
	Hourly Rate: K to Grade 5	$25.00	X	200		$5,000.00			$5,000.00
	Hourly Rate: Grades 6 - 8	$0.00	X	0			$0.00		$0.00
	Hourly Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
									$0.00
	Other Salaries (Specify below and include similar description as classes above.)								$0.00
									$0.00
									$0.00
									$0.00
									$0.00
	TOTAL SALARIES				**$10,000.00**	**$14,625.00**	**$9,625.00**	**$11,250.00**	**$45,500.00**
200	**EMPLOYEE BENEFITS**								$0.00
	Health Insurance								$0.00
									$0.00
									$0.00
	Life Insurance								$0.00
									$0.00
									$0.00
	Dental Insurance								$0.00
									$0.00
	FICA (6.2%) - Provide Total Salary Amount used to determine benefit cost.								$0.00
		X	6.2%	Birth to Age 5	$0.00				$0.00
		X	6.2%	K to Grade 6		$0.00			$0.00
		X	6.2%	Grades 6-8			$0.00		$0.00
		X	6.2%	Grades 9-12				$0.00	$0.00
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.								$0.00
		X	1.45%	Birth to Age 5	$0.00				$0.00
		X	1.45%	K to Grade 6		$0.00			$0.00
		X	1.45%	Grades 6-8			$0.00		$0.00
		X	1.45%	Grades 9-12				$0.00	$0.00
	Teacher Retirement (23.7%)- Provide Total Salary Amount used to determine benefit cost.								$0.00
		X	23.7%	Birth to Age 5	$0.00				$0.00
		X	23.7%	K to Grade 6		$0.00			$0.00
		X	23.7%	Grades 6-8			$0.00		$0.00
		X	23.7%	Grades 9-12				$0.00	$0.00
	School Employees (28.3%)- Provide Total Salary Amount used to determine benefit cost.								$0.00

		X	28.3%	Birth to Age 5	$0.00				$0.00
		X	28.3%	K to Grade 6		$0.00			$0.00
		X	28.3%	Grades 6-8			$0.00		$0.00
		X	28.3%	Grades 9-12				$0.00	$0.00
	Unemployment Comp. (%)-Provide Total Salary Amount and Rate used to determine benefit cost.								$0.00
		X	0.0%	Birth to Age 5	$0.00				$0.00
		X	0.0%	K to Grade 6		$0.00			$0.00
		X	0.0%	Grades 6-8			$0.00		$0.00
		X	0.0%	Grades 9-12				$0.00	$0.00
	Worker's Comp. (%)-Provide Total Salary Amount and Rate used to determine benefit cost.								$0.00
		X	0.0%	Birth to Age 5	$0.00				$0.00
		X	0.0%	K to Grade 6		$0.00			$0.00
		X	0.0%	Grades 6-8			$0.00		$0.00
		X	0.0%	Grades 9-12				$0.00	$0.00
	Tuition Reimbursement								$0.00
									$0.00
									$0.00
									$0.00
	Other Benefits (Specify and provide description of benefits/salary amounts and rates.)								$0.00
									$0.00
									$0.00
									$0.00
									$0.00
	TOTAL BENEFITS				**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
300	**PURCHASED PROFESSIONAL & TECHNICAL SERVICES**								**$0.00**
	(For every service budgeted provide the following.								$0.00
	Name of vendor or consultant; Rate of Pay; Topic covered or service provided)								$0.00
									$0.00
									$0.00
	Consultants for Professional Development workshops								$0.00
	Consultatnts for CCSS professaional development workshops for beginning of year professional development						$8,000.00	$5,000.00	$13,000.00
	Vision and hearing screenings for students (through Early Childhood and Family Learning Foundation)				$10,000.00				$10,000.00
									$0.00
									$0.00
									$0.00
									$0.00
									$0.00
	TOTAL PURCHASED PROF/TECH SERV.				**$10,000.00**	**$0.00**	**$8,000.00**	**$5,000.00**	**$23,000.00**
400	**PURCHASED PROPERTY SERVICES**								$0.00
	(For every service budgeted, provide the following: List site; List applicable rates)								$0.00
									$0.00
	Repairs/Maintenance (List types - e.g. equipment, etc.)								$0.00
									$0.00
									$0.00

	Rental of Equipment (List types - e.g. copier, computer, etc.)						$0.00
							$0.00
							$0.00
	Other Purchased Property Services (Specify below.)						$0.00
							$0.00
							$0.00
							$0.00
	TOTAL PURCHASED PROPERTY SERVICES		**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
500	**OTHER PURCHASED SERVICES**						$0.00
	(For all services budgeted, provide the following: List sites; List applicable rates;						$0.00
	For all travel cost budgeted provide the following: Positions of employees to travel; Conference						$0.00
	to be attended; Mileage rates as applicable for local travel)						$0.00
							$0.00
	Advertising						$0.00
							$0.00
							$0.00
	Telephone/Internet - monthly rate						$0.00
							$0.00
							$0.00
	Postage						$0.00
							$0.00
							$0.00
	Printing						$0.00
							$0.00
							$0.00
	Travel In-State (List position title; name of conference to be attended and/or applicable						$0.00
	mileage and rate.)						$0.00
							$0.00
							$0.00
							$0.00
	Travel Out-of-State (List position title and conference to be attended.)						$0.00
							$0.00
							$0.00
							$0.00
							$0.00
	Other (Specify below.)						$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00

	TOTAL OTHER PURCHASED SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00
600	SUPPLIES					$0.00
	Provide several examples of each type of the Materials and Supplies to be purchased.					$0.00
	For each purchase with a unit cost less than **$5,000**, provide specific information					$0.00
	as to what items are being purchased (item cost, vendor, model/name,					$0.00
	state contract number, if available)					$0.00
						$0.00
	Class text sets (5 anchor texts per year x $10 book x 100 students per grade x # of grades in school)		$15,000.00	$20,000.00	$15,000.00	$50,000.00
	Texts and books to build out libraries at McDonogh 15 Middle and KIPP Renaissance HS			$8,000.00	$8,000.00	$16,000.00
	Software programs for blended learning (iStation or mimioSprout, myOn)		$7,000.00			$7,000.00
	Computers for blended learning ($500/computer x 14/classroom x 10 classrooms)		$58,615.00			$58,615.00
	STEEP assessment package				$22,120.00	$22,120.00
	TELD assessment kits ($341/student x 5 students)	$1,705.00				$1,705.00
	DIBELS assessment kits ($100/student x 100 students/grade X 2 schools)		$10,000.00	$10,000.00		$20,000.00
	Supplies for reading and literacy development	$10,000.00				$10,000.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL SUPPLIES	$11,705.00	$90,615.00	$38,000.00	$45,120.00	$185,440.00
	SUBTOTAL-OPERATING BUDGET	$31,705.00	$105,240.00	$55,625.00	$61,370.00	$253,940.00
						$0.00
700	PROPERTY					$0.00
	For each purchase with a unit cost of **$5,000 or more**, provide specific information					$0.00
	as to what items are being purchased (item cost, vendor, model/name,					$0.00
	state contract number, if available)					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL PROPERTY	$0.00	$0.00	$0.00	$0.00	$0.00
						$0.00
800	OTHER OBJECTS					$0.00
	Dues/Membership Fees (List all organizational dues and fees and describe purpose below)					$0.00
						$0.00
						$0.00
						$0.00
						$0.00

TOTAL OTHER OBJECTS		$0.00	$0.00	$0.00	$0.00	$0.00
Enter in your approved indirect rate below.					
INDIRECT COST	0.0000%	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL BUDGET DETAIL SHEETS		$31,705.00	$105,240.00	$55,625.00	$61,370.00	$253,940.00
		0.12	0.41	0.22	0.24	

LOUISIANA STRIVING READERS COMPREHENSIVE LITERACY PROGRAM
CFDA 84.371C SUBGRANTEE PROGRAMMATIC ASSURANCES

As a condition of the receipt of funds under the Louisiana Striving Readers Comprehensive Literacy (SRCL) Program, the applicant agrees to comply with the following Assurances:

1. Adhere to the 15/40/20/20 funding distribution.

2. Leverage SRCL funds with other federal and state funds to implement and sustain the project. For example, salaries for SRCL staff must be leveraged at least 25% with other funds in Years 1-2.

3. Submit monthly reimbursement requests electronically to Appropriation Control Division.

4. Allocate grant funds for a sufficient number of site-based literacy integration specialists and literacy interventionists.

5. Maintain job descriptions and level of effort records for literacy integration specialists, literacy interventionists, and other personnel paid with SRCL funds.

6. Expand the project in Year 2 to additional feeder school(s) or disadvantaged population(s), with no additional SRCL funds.

7. Implement the project's scope originally outlined in the application as funding was awarded based on the application submitted. Changes must receive approval.

8. Partner with public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness in
   a. Improving the early literacy development of children from birth through Kindergarten entry, and
   b. Providing professional development in early literacy.

9. Build capacity of all teachers, including special education teachers and speech-language pathologists, to provide standards-based literacy instruction within all content areas.

10. Select and use CCSS-aligned assessments, curriculum and instructional materials.

11. Incorporate technology and, as appropriate, principles of Universal Design for Learning to support transition to the CCSS.

12. Purchase and administer the Test of Early Language Development (TELD-3) to all three- and four-year olds; Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) for students in kindergarten through grade 3, and System to Enhance Educational Performance (STEEP) for students in grades 4-12.

13. Provide support structures to ensure successful transitions for children; for example, preschool to elementary school, elementary school to middle school, and middle school to high school.

14. Provide a comprehensive system of support for teachers, including use of Compass and teacher leaders, collaboration structures, and training to use CCSS-aligned materials effectively.

15. Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.

16. Enable data-based decision-making to improve instructional practices and outcomes for all students, ensuring disadvantaged students receive maximum benefits.

17. Implement interventions for children who are below grade level to ensure they achieve CCSS.

_____   _____
Superintendent's Signature   LEA

DEPARTMENT OF EDUCATION

POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064

Toll Free #: 1-877-453-2721

http://www.louisianaschools.net

APPLICATION FOR PROJECT FUNDS

Official Program Title: **Louisiana Striving Readers Comprehensive Literacy Program**

CFDA#: (If Federal Funds) **84.371C**

Awarding Agency: **U. S. Department of Education**

Internal Program Title: **Striving Readers Comprehensive Literacy Program**

Project Number: **28-12-SO-**

Funding Amount Applied for: **$253,940**

Funding Period: **June 18, 2013 – September 30, 2013**

Agency Information:
Recipient Organization: KIPP New Orleans Schools
Project Director: Lorraine Riley
Fiscal Agent: KIPP New Orleans Schools
Mailing Address: 3820 St. Claude Avenue
Street Address:
City: New Orleans   **State:** LA   **Zip Code:** 70117
Program Contact Information:
Name/Position: Lorraine Riley
Telephone Number: 917-346-1091
(Area Code) (Number)   (Extension)
Fax Number: 504-322-3924
(Area Code) (Number)
Email Address: lriley@kippneworleans.org

I hereby assure and certify that this agency will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of funds for the federally assisted or state assisted project.

APPROVED (For State Agency Use Only):

_____
Approved Representative of the Applicant Agency   Date

_____
Program Division Director/Designee   Date

_____
Division of Education Finance /Designee   Date

"An Equal Opportunity Employer"

Fiscal Assurances

- The recipient assures that it has made application and has been approved to receive grant funding for Louisiana Striving Readers Comprehensive Literacy Program, CFDA #84.371C awarded by the U.S. Department of Education.

- The recipient has been informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Louisiana Department of Education.

- The recipient has provided the **TOTAL AMOUNT** (_$6,416,374_ - **insert amount here**) of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds).

- The recipient assures that it has been advised that subrecipients expending $500,000 or more in Federal awards (funds received as direct or pass thru funds) during the subrecipient's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.

- The recipient assures that it will permit the Louisiana Department of Education, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary.

- The recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b) whichever is longest.

Section 427 GEPA (2001 (P.L. 107-110)

The applicant ensures equity of access and participation of students, teachers, and parents in all federal programs through the LEA Consolidated Application. All activities are without barriers that cam impede equitable access or participation related to gender, race, national origin, color, disability or age. All activities of this program include equity concerns so as to involve full participation in this program without barriers, including provisions of native language translations and interpreters for participants. Activities are held in physical facilities that accommodate visually and physically challenged participants.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B.   Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE
 (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

    (1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address. city, county, state, zip code)

_____

_____

_____

Check **[ ]** if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1)   The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2)   Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

RECIPIENT APPLICATION FOR FEDERAL FUNDS
STATEMENT OF ASSURANCES

I, _Rhonda Kalifey Aluise_, Superintendent/Administrator of _KIPP New Orleans Schools_
   (Print Name)   (Recipient)

hereby assure the Louisiana Department of Education that _KIPP New Orleans Schools_
                                                          (Recipient)

is in compliance with all of the GENERAL and SPECIFIC ASSURANCES

enumerated on the preceding pages.

Rhonda Kalifey Aluise
Signature of Person Authorized to receive grant
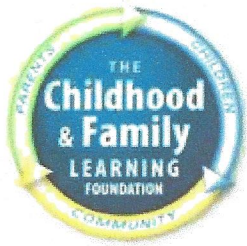
THE CHILDHOOD & FAMILY LEARNING FOUNDATION

The Early Childhood & Family Learning Foundation is a non-profit, community-based entity organized for the purpose of establishing opportunities for young New Orleans children to achieve quality education that will help to provide a successful, happy and healthful life.
The EIN is 3311590 42.

The Early Childhood & Family Learning Foundation (ECFLF) is a New Orleans-based, not-for-profit organization committed to improving our youngest citizens' opportunities for success both academically and in life. In order to achieve this goal, we believe that educators must address and advance positive physical, social, emotional, and academic development collectively.

The Early Childhood Family and Learning Foundation has worked with KIPP New Orleans schools since its inception and partners with the organization on several key initiatives. This work includes sitting as members of their school-based health and wellness teams, providing contracted psychological and mental health services, supporting implementation of Medicaid billing for all health related services provided at the schools, and contracting for vision and hearing screenings.

This partnership helps yield better results for students and families by connecting health and mental health services to the schools and ensuring a holistic approach to student learning and success.

We look forward to a continued partnership in the future.

Connie Bellone RN, MSHSA, CCRN, CCHC
Chief Operating Officer
Childhood and Family Learning Foundation