Striving Readers Comprehensive Literacy Cohort 2 Subgrant Application

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Submitted by:

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All students deserve a rigorous, college preparatory education!

NEED FOR THE PROJECT

The ReNEW Consortium will include the Urban League's Early Head Start, Batiste Cultural Arts Academy's 3-year-olds and LA-4, Reed Elementary's LA-4 and K-5, Batiste's K-5 and 6-8 students, and 9-12 students at Collegiate Academy's Sci Academy. ReNEW-Reinventing Education (ReNEW) and Collegiate Academies are Charter Management Organizations (CMOs) created to transform New Orleans' lowest-performing schools and to support historically underserved populations. Feeder populations were selected for their high at-risk populations, including 92%+ F/RL rates, historically low ELA achievement, the greatest number of ELL students, and a high number of overage 9th graders. Collegiate Academy's comparison schools have not yet expanded to grade 12, and therefore could not be considered, and neither CMO has additional early childhood or middle schools to fully complete Tables 2A and 2B.

Table 3A demonstrates the continued need to improve literacy for feeder system students. The move from the Recovery School District (RSD) to CMO management supported dramatic growth such as Batiste's grade 7's ELA growth of 47%. However, in PK, students have only reached an NPR of 50% in their DSC language post-test. DIBLES was reinstated 2012-2013 to prepare for SRCL.K-3 DIBELS end-of-year distributions average around 50%, with reed grade 7 performing higher at 78%. Grades 3, 4, and 6 have 31%-40% of students proficient in ELA on LEAP and iLEAP; grades 5-8 fare only slightly better, with 48%-64% achieving proficient. At 7.5% Fair and above in English III, Sci Academy needs to increase grade 11 literacy.

Table 4 shows a strong flow of children from Urban League Early Head Start into our 3-year-old program due to proximity and working relationship between programs. Matriculation is strongest from PK through grade 6th due to the configuration of our PK-8 schools. Twenty-two Batiste 8th graders (19.1%) transition to Sci Academy, which is high for a city network of open-

enrollment schools and no formal feeder patterns. Collegiate Academies works closely with Batiste's leaders to develop a solid recruitment strategy emphasizing the pipeline of opportunity available through the SCRL Plan. Annually, middle schoolers tour Sci Academy as part of high school and college preparation activities. We will scale the project in year 2 by adding SciTech Academy's K-5 population. Excluding year 1 participants, this group has the highest rates of F/RL, students with disabilities, LEP students, previous incarceration, and foster care.

PROJECT GOALS

Reviewing student data reveals significant literacy gaps from early childhood through grade 11. Trends show consistent growth from 2010 to 2012, from the transition from RSD to open enrollment charters. Gaps persist from years of extremely low performance under the old Orleans Parish School System. Even under the state-run accountability system and recent management by CMOs, it takes years to build the missing academic content, skills, and habits of mind students need to be successful. Our young learners come to kindergarten already behind, and gaps persist as students progress. Although Sci Academy students perform well on state English II EOC, achievement plunders from grade 10 to grade 11. On average, 9th graders enter Sci Academy reading at a 5th grade level. In 2012-2013, 28% of 9th graders started the year reading below a 2nd grade level. The vast majority of consortium scholars are not exposed to a culture of reading from an early age. Other contributing risk factors include over 90% poverty and minority status, low educational levels of parents, and high populations of students with disabilities. According to parent surveys, over 85% of students will be the first in their family to attend college.

To align with the stated needs and the gaps, as well as our Charter Performance Goals, we have created annual, measurable literacy achievement goals that span grade levels and will guide all aspects of the program:

Literacy	Annual gains in 3- and 4-year-olds' oral language skills needed to be prepared for Kindergarten –10% increase in TELD-3 from pre to post test
	70% of K-3 students will read on grade level, as measured by DIBELS
	3rd-8th grade students will be proficient in ELA, as measured by LEAP and iLEAP (SRCL Year 1: 50%, Year 2: 55%, Year 3: 60%)
	Annually, of eligible high school students: 100% will meet Basic or above on ELA GEE and Fair or above on EOC English II EOC; 60% will achieve Fair and above on English III EOC exam
	Annually, 9th graders will grow an average of 2 years in reading; annually, 10th-12th graders will grow an average of 1 year of reading each year, as measured by Grey Silent Reading Tests (GSRT)
	By graduation, 100% of scholars will read on level, as measured by GSRT.
Transitions	100% of 9-12 scholars will graduate in 4 years
	Annually, 75% of graduating 12th grade students will matriculate to college
College Readiness	Annually, 75% of high school students will achieve ACT score equivalent to TOPS eligibility (21); annually, 80% of scholars will achieve a score of 18 or higher on ACT in Reading
	Annually, 75% of high school scholars will receive a 3 or above on Advanced Placement exams

PROJECT DESIGN

Assessment and Curriculum Needs Assessment

To build on system strengths while improving existing weaknesses, the consortium conducted a needs assessment of our present CCSS Assessment and Curriculum System. Strengths include:

- Back-office support professionals are dedicated to supporting CCSS in all core subjects K-12. Directors of Curriculum and Instruction (DCIs) write scope and sequence documents and benchmark assessments and provide professional learning (PL) and teacher coaching.

- Lead Planner teachers across grades and schools write and share CCSS-aligned lesson and unit plans. Plans are reviewed by DCIs before being posted to BetterLesson for sharing.

- There is a strong, thought-out use of resources—personnel, time, PL, and funds leverage—to promote a smooth transition, a strong system, and increased student achievement.

- 80% of parents are satisfied with literacy programming and support extended day and year. Students enjoy digital learning programs as fun ways to interact with literacy content.

Challenges and working solutions:

- DCI resources fall short in supporting early childhood and ensuring curriculum prepares young learners for kindergarten and future success in CCSS. SRCL funding will allow us to hire a DCI for birth-4 to address this need by managing all instructional materials for 3- and 4-year-olds and collaborating with Urban League's preschool caregivers. PRIME TIME Preschool will provide research-supported programing for young learners and families.

- CCSS materials, samples, curricula, and opportunities for teachers to see other highly-effective teachers implementing CCSS are currently extremely limited. To address this need, we will create and archive CCSS materials in-house, work with partners to identify local, state, and national resources, and use SRCL funds to purchase additional resources.

- We are currently lacking content-rich supporting informational text for each grade. To address this, teachers currently identify and use online content to support literacy learning. SRCL funds will provide rich informational text resources across grades and subjects.

- Integration of literacy into non-ELA courses has increased, but is still low. We will begin piloting integrated lessons in spring, 2013. SRCL Integration Specialists will allow us to coach, observe, and support all educators in integrating literacy while helping students achieve CCSS in all core content areas.

- Literacy data indicates the difficulty of boosting achievement on Advanced Placement tests and raising reading levels as scholars get older. To meet this need, we will use SRCL funding to provide increased staff and instructional capacity, literacy programs, books, instructional tools, and software geared to 9-12 students struggling with literacy.

Framework

The Consortium's system is built upon the belief that the work is urgent and has the ability to help our students achieve at higher levels, become increasingly college ready, and be more competitive with their peers in other states. Our plan consists of three major initiatives:

- Rewriting and continually updating curricula for all core subjects and grade levels, including lesson plans, unit plans, scope and sequence documents, and assessments;

- Realigning and redesigning the model for professional learning (PL) for CMO staff, principals, and teachers, to focus on implementing CCSS and literacy across subjects;

- Allocating sufficient resources in personnel, time, and funds to achieve an effective transition to CCSS that has high levels of implementation and minimizes challenges for teachers, principals, and students. This includes increased student time spent in literacy.

CCSS-Aligned Assessments

Consortium educators use DSC assessment to measure PK language skills and print concepts. DIBELS is administered to K-3 three times annually to assess alphabet recognition, phonemic awareness, letter sounds, decoding, fluency, and comprehension. To strengthen our system, we will add TELD 3 to monitor receptive and expressive language for preschool children.

Teacher-made Mastery Learning Quizzes (MLQs) provide ongoing literacy growth data for K-8. Each MLQ has 10 to 15 CCSS-aligned test questions and is administered every 2 weeks. K-2 MLQs have transitioned to CCSS, and grades 3-12 will use only CCSS in 2013-2014. In-house interim benchmark assessments will be CCSS-correlated mirroring NWEA item format. DCIs and teachers will work collaboratively in monthly cohort meetings to create each benchmark test. Each will contain 30 to 40 questions, including constructed response and performance tasks, to assess students on the content they should have mastered in the preceding period. Grades 3-8 benchmarks will be administered every 9 weeks, and 9-12 benchmark assessments will occur

every 6 weeks. To strengthen our assessment system, iSTEEP will be added to diagnose and

progress monitor 4th-12th grades students performing below Basic on state assessments.

CCSS-Aligned Curriculum and Intervention Materials

   CCSS are the main content from which educators backwards-plan lessons, units, scope and

sequence guides, and supporting materials. Serving infants to 3-year olds provides a great

opportunity to bridge the achievement gap early on. To meet Louisiana's priority goal, *All

Louisiana children will enter kindergarten ready to learn,* we will work with the Urban League

to ensure preschool caregivers are using *LA's Early Learning Guidelines and Program

Standards: Birth through Three* to support early language and literacy growth. PK educators will

continue to use *LA Standards for Programs Serving Four-Year-Old Children*. One Master PK

teacher is a trained evaluator who conducts weekly CLASS observations for quality instructional

strategies and teacher-student interactions. Classroom strategies include literacy-rich

environments and authentic assessments to help educators and family members determine

individual early literacy strengths and weaknesses and need for early services to identify and

accommodate children with disabilities. Our program will add high-quality instructional

materials to engage students in pre-reading activities, and a 0-4 DCI to support caregivers and fill

the gap within the C&I Team. We will also partner with the Louisiana Endowment for the

Humanities to implement PRIME TIME Preschool for 3- and 4-year-olds. A 10-year longitudinal

study found 62% - 100% higher participant achievement on LEAP, iLEAP, and GEE when

compared to the control group, and improved public library use, family bonding, and reading

attitudes and behaviors (2011). PRIME TIME introduces young children to literature in a

developmentally appropriate, engaging way and provides training for parents and teachers.

K-2 CCSS work is ahead of the state-recommended timeline. Scope and sequence, lesson and unit plans, and assessments have been rewritten using only CCSS. All GLE-aligned curricula were replaced with CCSS-aligned materials and informational text. In grades 3-12, the infusion of CCSS in ELA follows the LDOE's transition timeline but curriculum and assessments incorporate higher levels of CCSS items. Where CCSS and GLEs overlap, CCSS were selected to include students' mastery of the remaining GLEs. By July 2013, grades 3-12 ELA scope and sequence documents, curriculum, and instruction will have completely shifted to CCSS.

In grades 9-12, the literacy program is the bedrock of the school's curriculum. Every Sci Academy scholar takes a range of literacy courses designed to rapidly raise reading levels and prepare them for increased rigor in college and beyond. In 9th grade, all students participate in three CCSS-aligned literacy courses. Reading teaches comprehension strategies, writing focuses on the basic building blocks of writing and literature analysis, and world geography supports nonfiction reading comprehension and analysis. Courses require scholars to analyze rigorous, complex texts and think critically about the world. Students reading below 5th grade levels take Phonics Boost or Phonics Blitz classes to teach fluency and phonemic awareness. Those reading below a 2nd grade level receive specialized, accelerated programming. 10th grade students take English II, speech, and a writing and literary analysis course. 11th grade scholars take English III or AP Language and Composition, which provide advanced literacy lessons. 12th grade students take English IV or AP Literature and Composition.

To increase time spent in literacy, PK-12 students participate in expanded school day and year. Holiday and summer sessions give students scoring below Basic additional small group time on basic literacy skills. Every consortium student participates in 30-60 minutes of daily leveled literacy class or independent reading at the appropriate level. Remedial and skill-building

programs FastForWord, Accelerated Reader, and Phonics Blitz and Boost provide diagnostics, individualized learning paths, progress monitoring, and reporting. SRCL Reading Interventionists will increase success for the most at-risk students by providing layered services to individuals and small groups. Universal Design for Learning techniques and intervention curriculum supplement blended learning pieces with specialized tools to support individual needs. Book Share and Reading Plus alter on-level content for below-level readers, and Kurzweil helps low verbal/non-verbal students to better interact with content and increase communication skills. Reading A-Z/Raz Kids provides practice for students with severe reading challenges. The special education team's Performance and Assessment alignment grids take into account students' performance on standardized and diagnostic assessments and use that data to determine ambitious yet feasible year-end goals, grading systems, appropriate instructional settings, and academic interventions. To better serve our population of ELL students, we will add Rosetta Stone to our curriculum resources.

Consortium core subject DCIs create scope and sequence documents that now embed increased levels of informational text, reading, and writing into instruction. Lead Planners continue the infusion of writing when creating daily lesson plans and unit plans. SRCL Literacy Integration Specialists will ensure each campus benefits from a coach who is experienced in, and focused on, observing and supporting teachers in literacy integration.

Professional Learning (PL)

To be well-prepared to lead the CCSS transition, consortium Curriculum and Instruction (C&I) staff will continue to attend local, state, and national trainings on resources, content, best practices, alignment, and assessments. C&I staff and principals participate in training from the Leadership and Learning Center and the LDOE Teacher Leader Initiative to utilize the Teacher

Toolbox. Specialized PL based on teacher strengths and weaknesses data is customized for each principal. In June the ELA DCI will participate in the NSNO-Gates Foundation ELA Collaborative, providing 2 weeks of CCSS planning and resource sharing.

Each summer, *all* consortium educators participate in 3 to 4 weeks of CCSS-focused PL delivered by C&I staff that lays the foundation for continued school-year training. Sessions review sustaining practices from LaCLIP, pinpoint strategies for literacy use across all courses, and lead teachers in examining essential details, informational text and comprehension, how to make inferences, forward planning, and assessment alignment. Teachers learn how to differentiate instruction, implement UDL, and modify content and activities for teaching literacy.

Consortium DCIs lead monthly vertical alignment meetings to improve CCSS implementation by providing aligned strategies. By subject, teachers collaborate to integrate CCSS into daily lessons and identify high quality questions for MLQs and benchmark assessments. DCIs also plan and deliver a significant portion of monthly Wednesday evening PL series. Sessions in ELA, literacy, CCSS, and early childhood are offered continuously. As part of our SRCL plan, Wednesday evening PL will be extended to all consortium educators.

Specialized "Data Day" PL sessions immediately follow benchmark assessments, allowing teachers to collaborate by grade and by subject and examine student achievement by standard. Data Days ensure each teacher creates student-centered action plans to provide additional instruction to those students who have not mastered particular standards.

Each week, educators participate in 4-5 hours of PL lead by their instructional leader. Weekly PL sessions often focus on literacy skills and programs such as how to lead a successful book club and methods for teaching guided reading. Frequently, the Special Education

Coordinator leads trainings designed to meet the needs of teachers and of individual students.
Teachers work in grade-level and subject-level groups to design and assess interventions.

When not restricted by funding, non-cluster schools will participate in SRCL trainings and activities. Project components such as data study, universal screenings, literacy benchmark assessments, tiered interventions, and ELL instruction will be implemented by *all* schools.

PROJECT MANAGEMENT PLAN

The Project Director will work with the Chief of Instructional Strategies, Directors of Curriculum and Instruction (DCIs), and Literacy Integration Specialists to manage all aspects of the system, including unpacking the standards, creating long-term plans to support staff transitioning to CCSS, updating scope and sequence documents, planning and delivering PL, and overseeing 30 Lead Planners, librarians, and Reading Interventionists. A SRCL Data Specialist will collect literacy data, analyze trends, and report weekly to inform assessment, curriculum, and instruction. Appendix C provides background on key project personnel. The table below summarizes the consortium's project management plan.

Time Frame; Status	Activity	Responsible Party
AY 2011-12 Complete	Training on CCSS content, crosswalk, timelines; creation of preliminary transition plan w/ focus on K and 1; Rewriting of Scope and Sequence documents	Curriculum and Instruction (C&I)Team
AY 2012-13 Complete In-progress PK-2 complete Complete Established and ongoing	3-year Academic and CCSS transition plan with revisions as needed (working document); Monthly action plans to ensure the plan is accomplished on-time and with fidelity Full ELA CCSS in K-2, partial implementation in gr. 3-12, GEE prep covers old GLEs within CCSS framework Revision of report cards to include CCSS by CMO staff DCI selection and training of Lead Planners—Complete Uploading of CCSS-aligned lessons and units to BetterLesson; CCSS PL for C&I team, teachers, leaders, and CMO staff	C&I Team; Board of Directors DCI for ELA; DCI for K-2; 9-12 Director of Literacy CMO staff DCIs C&I, DCIs, Lead Planners, state & outside experts
AY 2013-14 Upcoming/	Full implementation of CCSS in all subjects & grades. GEE students cover old GLEs within CCSS. In-house creation of CCSS-aligned	C&I team; DCIs

scheduled	benchmark assessments	Project Director, DCIs, teachers
	Implementation of TELD and STEEP	
	Daily observations and coaching of teachers in integrating literacy into all subjects	Literacy Integration Specialists (LIS)
	Daily literacy interventions for most at-risk students	Reading Interventionists
	Daily collection, review of literacy data; weekly sharing w/ educators	SRCL Data Specialist
	Final revision of report cards to fully reflect CCSS	CMO
Monthly In-progress	Twice/monthly MLQ assessments	C&I Team, DCIs
	Vertical cohorts meetings (PL), principal and dean PL, Wednesday PL sessions, CMO PL sessions	DCIs
June 2013	SRCL stakeholder meetings for continuous improvements	Project Director, SRCL Data Specialist
Quarterly In-use	CCSS-aligned benchmark assessments followed by Data Day PL to study achievement data and make action plans	CMO, C&I, principals, teachers
Trimesters	DIBELS assessment for K-3	Project Director
Annually, each summer	3-4 weeks of PL, augmented by additional week of Leader & Dean PL. Summer PL centers all curriculum, assessment, and instruction on CCSS	CMO, C&I, DCIs, Special Education, Proj. Director, LIS
	Summer Reading Academies (anticipated June 17-28)	Principals
AY 2014-15	Implementation of PARCC assessments	C&I Team; DCIs

We will measure the success of the literacy program and growth toward literacy goals through program milestones of 25%, 50%, and 75% of each stated goal. We anticipate reaching milestones after quarter 1, quarter 2, and quarter 3. Daily Exit Tickets, diagnostic and interim assessments, and practice LEAP, iLEAP, and EOC tests will measure progress. Quarterly, literacy teachers will analyze literacy data as a group, digging deeply into individual courses, tests, and scholar data to identify struggle areas, pinpoint opportunities for growth, and plan next steps. These frequent data analysis sessions will allow literacy teachers to ensure that every adult in the consortium is aware of literacy growth targets, expectations, and student needs. *Every* teacher will be educated on literacy targets and progress towards goals, and will be supported with the resources to ensure that every classroom and subject area is building and growing reading and literacy abilities.

CMO staff, leaders, teachers, parents, and students collaboratively designed the program. We will continue support building through monthly stakeholder meetings to determine growth, needs, and opportunities for leveraging resources, cost-sharing, and support. These meetings will ensure that every stakeholder is on the same page, provide opportunities for transparent data sharing, and promote brainstorming to evaluate, adjust, and improve the program as needed.

PROJECT BUDGET

The budget narrative and detail outline expenses for June-September aligned with the Assessment and Curriculum System, project goals, and activities. Funding includes salaries and benefits for key personnel, program supplies, services, and assessments, CCSS-aligned digital learning subscriptions, summer and school-year reading materials, PRIME TIME Preschool, and travel to SRCL training. Batiste Cultural Arts Academy will serve as the consortium's fiscal agent. The table below illustrates fund leveraging to implement, sustain, and scale the project:

Source	Amount	Contribution to SRCL Program
1003(g)	$800,00	School improvement funds for extra personnel, benefits, bold interventions
MFP	$195,000	Will support Project Director, LIS, and benefits following the grant
Up2Us	$123,475	Two PT library VISTA workers
21st CCLC	$2,400,00	3 yr. cycles of expanded day and CCSS-aligned activities including family literacy nights; will fund Reading Interventionists salaries and benefits
8(g)	$20,370	Partial salary of one K-2 Reading Interventionist
Ed. Excellence	$26,580	Will be realigned to support Reading Interventionists
New Schools for New Orleans	$60,000	Awarded 2-yr CCSS Lead Partner for excellence in CCSS transition plan; we will serve as model network and pay stipends to Lead Planners
LA Health & Family Services	$180,000	Annual after-school homework help for PK-8 students
CNCS	$266,000	School turnaround support for schools identified by LDOE
Volunteer LA	$319,165	FT folks for in-class support of the most-at-risk learners
Youth With a Mission; Vintage Church; Loyola U.	$60,992	Volunteer tutors in ELA and reading with individual and small groups (800 vol. x LA Independent Sector rate: $19.06/hr x 4 hrs vol. each= $60,992)
Carmel Hill	$32,100	Annual support of K-8 Accelerated Reader
Ezra Jack Keats	$1,000	Financial support for literacy focused activities

Appendix A:

LEA Proposed Feeder System Sites

LEA Name:	ReNEW-Reinventing Education Consortium		
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.

Appendix B: Data Tables

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

Table 2A: Disadvantaged Youth in Comparison Feeder Schools

Table 2B: Disadvantaged Youth in comparison Feeder Schools

Table 3A: Literacy Achievement Results for Proposed Feeder Schools

Table 4: Proposed Feeder Schools Flow Through

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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 (iLEAP, 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 iLEAP 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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LEA Name:

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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LEA Name:

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

LEA Name:

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

LEA Name:

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.

Appendix C:

Job Descriptions and Resumes for Key Personnel

Education/Certification:
- Valid Louisiana teaching certificate
- Master's degree and three years of professional experience
- Reading Specialist certification (may be achieved during year 1 of the program)

Knowledge/Skills:
- Demonstrated prior success in improving student achievement
- Ability to work with adult and student learners in a productive, encouraging, professional manner
- Knowledge and expertise in literacy and language development, Common Core State Standards, and literacy interventions
- Ability to interpret and use student assessment data to inform instruction
- Knowledge and expertise in Louisiana's Response to Intervention (three-tier) model
- Ability to conduct presentations and job-embedded professional learning
- Knowledge and expertise in working collaboratively with teachers and staff to improve practice
- Ability to promote student motivation and engagement in literacy learning
- Knowledge and expertise in classroom management and instructional best practices
- Knowledge of assistive and other technologies to facilitate instruction and monitor student progress
- Knowledge of the principles of Universal Design for Learning to support diverse learning needs

Major Responsibilities:
- Oversee administration of literacy screening and progress monitoring assessments
- Participate in grade-level, vertical, and/or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
- Support LIS in planning and delivery of literacy strategies in all subjects and throughout the day
- Assist staff with implementing challenging and rigorous curriculum aligned with the CCSS and early learning guidelines
- Collaborate with the Chief of Instruction, Director of Literacy, and DCIs to provide ongoing support for staff by observing the use of appropriate literacy strategies in all subjects and providing timely constructive feedback to teachers and principals
- Assist staff in using data to develop instruction designed to improve students' literacy and language skills, including writing, speaking, and listening and appropriate and aligned interventions and instructional supports
- Assist principals and site administrators with integration and coordination of policies, practices, and funding across federal, state and local programs
- Keep principals and site administrators informed of and involved in all literacy improvement efforts
- Meet weekly with the Chief of Instruction and Curriculum and Instruction team, non-profit early childhood education director, non-profit community-based agency liaison, and other literacy integration specialists to ensure continuous alignment of literacy efforts
- Oversee the work of the SRCL Data Specialist and collaborate to prepare reports to share with CMO staff, the Board of Directors, coordinators of non-profit partnerships, and LDOE literacy staff on program implementation and progress toward achieving literacy goals
- Oversee the work of the Literacy Integration Specialists and Reading Interventionists
- Maintain a weekly activity log to document and reflect on program challenges and accomplishments; oversee fine tuning of SRCL programming to maximize achievement of program goals

Education/Certification:
- Valid Louisiana teaching certificate
- Master's degree and three years of professional experience
- Reading Specialist certification (may be achieved during year 1 of the program)

Knowledge/Skills:
- Demonstrated prior success in improving student achievement
- Knowledge and expertise in instruction and intervention strategies to increase literacy and language development
- Ability to interpret and use student assessment data to inform instruction
- Knowledge and expertise in Louisiana's Response to Intervention (three-tier) model
- Ability to conduct presentations and job-embedded professional development
- Knowledge and expertise in working collaboratively with teachers and staff to improve practice
- Ability to promote student motivation and engagement in learning
- Knowledge and expertise in classroom management
- Knowledge of assistive and other technologies to facilitate instruction and monitor student progress
- Knowledge of the principles of Universal Design for Learning to support diverse learning needs

Major Responsibilities:
- Assist with administering screening and progress monitoring assessments
- Lead grade-level, vertical, and/or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
- Assist staff with planning and delivery of literacy strategies in all subjects and throughout the day
- Assist staff with implementing challenging and rigorous curriculum aligned with the common core state standards and/or early learning guidelines
- Provide on-going support for staff by teaching, observing, and modeling the use of appropriate literacy strategies in all subjects
- Providing timely feedback to staff (e.g., teachers) during post-observation conferences on lesson effectiveness
- Assist staff in using data to determine appropriate intervention and instructional support
- Assist staff in developing instruction designed to improve students' literacy and language skills, including writing, speaking, and listening
- Assist school/site administrator with integration and coordination of policies, practices, and funding across federal, state and local programs
- Keep school/site administrator informed of and involved in all literacy improvement efforts
- Meet weekly with the Chief of Instruction and Curriculum and Instruction team, non-profit early childhood education director, non-profit community-based agency liaison, and other literacy integration specialists to ensure continuous alignment of literacy efforts
- Gather data, compile information, and prepare reports to share with the Project Director and Chief of Instruction, coordinators of non-profit partnerships, and LDOE literacy staff on program implementation and progress toward achieving literacy goals
- Maintain a weekly activity log to document and reflect on accomplishments

Primary Role and Purpose:

Support ambitious reading growth for the most-at-risk students through high quality and differentiated literacy interventions and layered instructional supports.

Experience and Qualifications:

- Bachelor's degree required, Master's Degree preferred
- Valid Louisiana Teaching certificate and three years of teaching experience
- Reading Specialist certification (may be achieved during year 1 of the program)

Qualities:

- Maintain a firm belief in the ability of *all* students to achieve at high levels, and high expectations for low-income, academically disadvantaged children to become college-ready
- Has strong organizational and planning skills
- Is cooperative, communicative, and works well with adults and students
- Is passionate about literacy and can effectively foster a love of reading in students
- Is an analytical thinker and can coach teachers to higher levels of excellence

Skills:

- Knowledge and expertise of literacy instruction, interventions, and Response to Intervention
- Ability to analyze student assessment data to inform instruction and support teachers
- Knowledge of assistive technology and UDL to support diverse learners
- Ability to work collaboratively with teachers and provide job-embedded professional learning

Responsibilities and Duties:

- Become an expert on the literacy intervention programs used at the assigned Consortium school and within the work area (grade levels) assigned
- Provide appropriate interventions for the most struggling readers in individual and small-group pull-out services that are layered on top of (in addition to) the literacy intervention block
- Oversee reading level progress monitoring; Gather and compile data and prepare reports on student progress; share with consortium educators, parents, community, and partners; Use data trends to work with Principal and realign intervention services as students' needs change
- Observe and coach educators and support staff to become more effective literacy instructors during the literacy intervention block and core subjects
- Work with the Project Director, Director of Early Childhood Education, and Principals to design and execute professional learning for literacy and core subject instructors, including grade level, vertical, and small school teams

Primary Role and Purpose:

Support data-driven decision-making to inform curriculum, assessment, and instruction to maximize student reading growth and to align appropriate interventions, and students served

Experience and Qualifications:

- Bachelor's degree required, Master's Degree preferred
- Valid Louisiana Teaching certificate and three years of teaching experience
- Demonstrated effectiveness in organizing and analyzing data to improve academic outcomes

Qualities:

- Maintain a firm belief in the ability of *all* students to achieve at high levels, and high expectations for low-income, academically disadvantaged children to become college-ready
- Has strong organizational and planning skills
- Is cooperative, communicative, and works well with adults and students
- Is an analytical thinker and can articulate data trends to Principals and teachers in order to improve instructional excellence and achievement of program goals

Skills:

- Knowledge and expertise in data management and reporting; ability to learn quickly; attention to detail
- Is able to understand and work in diverse technology systems and formats
- Efficient and able to produce significant output with minimal wasted time
- Maintains integrity and protects confidential student and family information
- Ability to analyze student assessment data to inform instruction and support teachers
- Ability to work collaboratively with Principals, the Project Director, parents and community partners to demonstrate progress toward project goals, strengths, and weaknesses
- Ability to meet timelines and report on SRCL initiatives

Responsibilities and Duties:

- Oversee reading level progress monitoring; Gather and compile data and prepare reports on student progress; ensure all educators have access to the data they need to make informed decisions
- Provide weekly data reports to Principals to inform curriculum and instruction
- Work with the Project Director to prepare monthly reports to share with consortium educators, parents, community, and partners
- Make recommendations for resource alignment to current needs, based on most recent data trends
- Work collaboratively with the Project Director to submit SRCL reports to the LDOE

Tammy Robicheaux

PROFILE

Tammy Robicheaux is a native of New Orleans and has spent the last 20 years building strong instructional programs and customizing professional development and instruction for classrooms, administrators, and districts. Tammy has facilitated professional learning with PK-12 schools, regional groups, universities and at the state and national levels. In the aftermath of Hurricane Katrina, Tammy played a lead role in the reorganization and reopening of schools in New Orleans. In her current role as Chief of Instructional Strategies with the ReNEW team, she is assisting this newly founded Charter Management Organization as it transforms existing underperforming K-8 schools into rigorous, college preparatory schools. Recently, as Executive Director of Professional Development and Curriculum and Instruction, Tammy supported Recovery School District direct-run and charter schools. Prior to that, as the Director of Elementary Curriculum, Director of Literacy and Teaching American History Program Manager, Tammy provided support for these initiatives for schools in Algiers Charter Schools Association. She has previously assisted schools in achieving outstanding growth as measured by Louisiana Department of Education Accountability System through the Distinguished Educator Program. Tammy was selected as a project leader and spokesperson for analytical and cumulative reports to the State Board of Education for this six million dollar program. In the role of Louisiana Systemic Initiatives Program Site Coordinator, Tammy worked directly with 22 school districts and 200+ schools throughout the state of Louisiana. Tammy majored in Elementary Education at Louisiana State University and also holds a Master's Degree in Curriculum and Instruction from Loyola University New Orleans.

EDUCATION

M.S. Elementary Education Curriculum and Instruction (GPA 4.0)
1997 – Loyola University, New Orleans, Louisiana
B.S. Elementary Education
1989 – Louisiana State University, Baton Rouge, Louisiana

CERTIFICATIONS

Elementary Education Grades 1-8

Supervisor of Student Teachers

EMPLOYMENT HISTORY

Chief of Instructional Strategies
May 2011 – Present
ReNEW Charter Management Organization
New Orleans, LA

Director of Quality Assurance
March 2010 – May 2011
ReNEW Charter Management Organization
New Orleans, LA

Executive Director of Professional Development and Curriculum and Instruction
2009 – 2011
Recovery School District
Louisiana State Department of Education
Baton Rouge, LA

Director of Literacy and Teaching American History (TAH) Project Manager
2008 – 2009
Algiers Charter Schools Association
New Orleans, Louisiana

Project Director of Research and Evaluation
2007 – 2008
University of Louisiana at Lafayette
Picard Center for Child Development Lafayette, Louisiana

Director of Elementary Curriculum
2006 – 2007
Recovery School District
Louisiana State Department of Education
Baton Rouge, LA

Distinguished Educator
2001 – 2006
Louisiana State Department of Education
Office of Student and School Performance
Distinguished Educator Program
Baton Rouge, Louisiana

Louisiana Systemic Initiatives Program Site Coordinator
1993 – 2001
Nicholls State University, Thibodaux, Louisiana
2000 – 2001 – Elementary/Middle School Mathematics Project – 9 districts 22 schools
1999 – 2000 – Elementary/Middle School Mathematics Project – 9 districts 23 schools
1998 – 1999 – Elementary/Middle School Mathematics Project – 9 districts 25 schools
1997 – 1998 – Elementary/Middle School Mathematics Project – 9 districts 28 schools
Loyola University, New Orleans, Louisiana
1996 – 1997 – Elementary School Mathematics Project – 6 school districts 23 schools
1995 – 1996 – Elementary School Mathematics Project – 6 school districts 26 schools
Nicholls State University, New Orleans, Louisiana
1994 – 1995 – Middle School Mathematics Project – 9 districts 22 schools
1993 – 1994 – Middle School Mathematics Project – 9 districts 22 schools

Classroom Teacher – All Subjects/Parallel Block Mathematics Enrichment Lab Teacher
St. Charles Parish Public Schools, Luling, Louisiana
1990 – 1993 – Norco Elementary K-3 and 4-6

Lisa Shea

927 Second Street
New Orleans, LA 70130

lshea@collegiateacademies.org
(908) 432-4591

EDUCATION

Pace University, New York, NY   2003- 2005
Master of Science in Teaching, Adolescent Education
GPA: 3.94

Georgetown University / Washington, DC   2000- 2003
Bachelor of Arts, Major: English, Minor: Government
GPA: 3.76; *magna cum laude*

University College London, London, England   2002
Studied literature during a semester abroad

College of the Holy Cross   1999-2000
English major
GPA: 3.5

EXPERIENCE

Collegiate Academies / New Orleans, LA   2012-present

Collegiate Academies is a network of open-enrollment charter high schools in New Orleans, Louisiana. The network strives to prepare all scholars for success at four-year colleges.

Director of Literacy
- Write curriculum and create structures that will allow all scholars to graduate from high school on or above grade level in reading and writing
- Coach teachers towards meeting their reading and writing achievement goals

TEAM Academy, a KIPP charter school / Newark, NJ   2007- 2012
Team Academy is an open-enrollment public charter school serving about 360 fifth through eighth grade students. 84% of students are eligible for free or reduced priced meals, and 13% of students have special needs.

7th grade English teacher
• Taught reading and writing to 90 7th graders annually; in 2011, 7th grade students' beginning of the year reading levels ranged from 2nd grade to high school, and 18% of 7th grade students received special education services
• Led 79% of 7th grade students to score "proficient" on the state's ELA exam in both 2009 and 2010, compared to the Newark school district's averages of 44% proficient in 2009 and 41% proficient in 2010
• Achieved reading growth on the 2010 Measures of Academic Progress (MAP) computer adaptive test that placed the 7th grade students in the 98th percentile nationally based on growth; more 7th graders at TEAM met their growth target than 7th graders at any of the other 109 KIPP schools
• Analyzed, rewrote and implemented the 7th grade ELA curriculum, which led to 33% more students scoring proficient on the NJ state ELA assessment in 2010 than in 2009

• Selected from a group of 135 teachers and awarded a network-wide award for "improvement," defined as an award for the teacher who is "most dedicated to finding new and better ways to serve our students"

English Department Chair, Member of the TEAM Schools network-wide Instructional Vision Team
• Lead a team of about ten reading and writing teachers each year
• Plan and facilitate bimonthly English department meetings that all direct reports rated 5/5 for effectiveness
• Rated 4.5/5.0 for decision making and 4.8/5.0 for achievement orientation on a 2010 360 degree evaluation
• Instituted a multi-year study of student work in TEAM Academy's English department that 100% of teachers rated 5/5 on a survey that asked whether this work improved their instruction
• Created a school-wide study of reading and writing conferences designed to improve differentiation
• Collaborated with Principal and Dean of Instruction to make hiring decisions
• Selected to work with seven kindergarten through twelfth grade instructional leaders to create a long-term plan for ELA in the TEAM Schools network

Coach of English teachers
• Coach and manage five ELA department members
• Observe and provide weekly feedback for teachers
• Set teacher development goals and track teachers' progress towards achieving these goals
• Review and provide feedback on teachers' weekly lesson plans
• Rewrote and supported implementation of 8th grade ELA curriculum, which led to 20% more students scoring proficient on the NJ state ELA exam in 2010 than in 2009
• Rated 5/5 by manager on demonstrating all behaviors related to instructional leadership and talent development on a 2010 360 degree evaluation
• Coached and mentored a first year Teach for America teacher for a year, she was ready to become a lead teacher during her second year and has been successfully teaching for two years

KIPP: STAR College Prep Charter School / New York, NY   2005-2007
KIPP: STAR is an open-enrollment public charter school in Harlem that serves about 360 low-income fifth through eighth graders.

Founding 7th grade English teacher
• Led 71% of KIPP: STAR's 7th grade students to score proficient on the New York state ELA assessment in 2007, compared to 34% of 7th grade students in the district
• Achieved results on the 2007 MAP assessment that placed student growth in the 81st percentile, nationally

Teach for America/ Middle School 80 / New York, NY   2003-2005
In 2003, Middle School 80 served about 1,700 sixth- eighth graders. 87% of students received free or reduced lunch, and 15.7% of students scored proficient on New York's English Language Arts exam.

6th grade literacy, math and social studies teacher, 7th grade literacy teacher
• Selected as one of 2,300 out of 15,700 applicants to serve as a member of a national teaching corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities
• Implemented a balanced literacy program through readers' and writers' workshops
• Taught an assessment driven math and project-based social studies curriculum aligned with New York state standards

Maya McLaughlin

AREAS OF EXPERTISE

Early Childhood Education
Instructional Coaching
Professional Development

EDUCATION

Louisiana State University   Baton Rouge, LA
College of Human Sciences and Education   8/2012 – present
Master of Education, Curriculum and Instruction

New York University   New York, NY
College of Arts & Science   8/2001 – 5/2005
Bachelor of Arts, International Relations, May 2005
Bachelor of Arts, Latin American Studies, May 2005

CERTIFICATIONS

Practitioner Teacher Program   New Orleans, LA
Louisiana Teaching Certification   9/2006 – 5/2007
Certified in Elementary grades 1-5

EMPLOYMENT HISTORY

ReNEW Schools, _Executive Director of Early Childhood Education_   New Orleans, LA
- Design PK-2 curriculum to implement in schools across ReNEW   5/2010 – present
- Develop and manage implementation of teacher coaching models
- Track data and lead data-driven collaboration to ensure accelerated student progress
- Provide ongoing professional learning and support to PK-2 teachers and leadership staff

Teach For America, _Director of Professional Development_   New Orleans, LA
- Analyze data to determine progress and gaps for 480 teachers   6/2009 – 5/2010
- Strategize and manage implementation of targeted solutions for teacher development
- Design and facilitate learning experiences for staff members and corps members
- Directly manage Program Coordinators and Learning Team Leaders

Teach For America, _Program Director_   New Orleans, LA
- Manage 35 corps members to achieve ambitious student outcomes   7/2008 – 6/2009
- Coach and develop teachers to be classroom leaders and advocates for educational equality
- Select and matriculate new applicants into the corps

KIPP: McDonogh 15 Elementary, *Founding 1st grade teacher*   New Orleans, LA
- Teach 1st Grade ELA, Social Studies, Math, and Science   7/2006 – 7/2008
- Tutor students in 4th grade LEAP preparation through intensive reading intervention
- Coach soccer for 2nd through 4th grade girls
- Lead students to grow an average of 40 percentile points on SAT-10 Reading and Math

Teach For America Houston Institute, *Corps Member Advisor*   New Orleans, LA
- Train new corps members to begin teaching in the fall   6/2007 – 7/2007
- Plan and facilitate daily group workshops and sessions
- Observe teachers, provide extensive feedback, and track development progress

NOW College Prep, *Founding 1st grade teacher*   Houston, TX
- Teach students in ELA, Social Studies, Math, and Science   9/2005 – 6/2006
- Tutor 1st grade students in intensive reading intervention
- Lead students to grow 2.0 grade levels on SAT-10 Reading and Math

Peer Health Exchange, *Peer Educator and Leadership Council Member*   New York, NY
- Teach health education workshops to 9th grade students in   2/2004 – 5/2005
  New York City public high schools
- Plan, organize, and run a weekly meeting for Peer Educators

Appendix D:

Budget

DEPARTMENT OF EDUCATION

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:	$253,940.00
Funding Period:	June 18, 2013 – September 30, 2013

Agency Information:		
Recipient Organization: ReNEW-Reinventing Education Cohort		
Project Director: Tammy Robicheaux (until a dedicated PD can be hired)		
Fiscal Agent: Batiste Cultural Arts Academy		
Mailing Address: 3128 Constance Street		
Street Address: 3128 Constance Street		
City: New Orleans	**State:** LA	**Zip Code:** 70115
Program Contact Information:		
Name/Position: Barbara Schuler, Grants Coordinator		
Telephone Number: 504-458-9662 (Area Code) (Number) (Extension)		
Fax Number: N/A (Area Code) (Number)		
Email Address: barbara@renewschools.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):

_____ 4-11-13
Approved Representative of the Applicant Agency   Date

_____
Program Division Director/Designee   Date

_____
Division of Education Finance /Designee   Date

"An Equal Opportunity Employer"

Louisiana Department of Education
Budget Summary

Name of Eligible
Recipient: ReNEW-Reinventing Education Consortium   Program: Striving Readers Comprehensive Literacy Program
Street Address: 3128 Constance Street   Program Fiscal Year: 2012/2013
Mailing Address: 3128 Constance Street   Project Number: 28-12-SO-
City, State, Zip: New Orleans, LA 70115   Submitted by: Barbara Schuler, Grants Coordinator
Source of Funds: Federal   Telephone/Fax #:   (504) 458-9662 / No fax / barbara@renewschools.org

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9 - 12 Amount	Total Allocation Amount
100	Salaries	$ 13,076.91	$ 50,543.69	$ 9,883.00	$ 9,933.90	$ 83,437.50
200	Employee Benefits	$ 3,423.38	$ 12,405.53	$ 2,284.25	$ 5,889.79	$ 24,002.95
300	Purchased Professional/Tech Svcs.	$ 6,000.00	$ 475.00	$ -	$ -	$ 6,475.00
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -
500	Other Purchased Services	$ -	$ 41.31	$ 41.31	$ 41.31	$ 123.93
600	Supplies	$ 15,918.89	$ 34,630.01	$ 37,680.04	$ 34,318.29	$ 122,547.23
	Subtotal - Operating Budget	**$ 38,419.18**	**$ 98,095.54**	**$ 49,888.60**	**$ 50,183.29**	**$ 236,586.61**
	Indirect Costs (if applicable) Approved _____%	$ 2,818.01	$ 7,195.21	$ 3,659.28	$ 3,680.89	$ 17,353.39
700	Property	$ -	$ -	$ -	$ -	$ -
800	Other Objects	$ -	$ -	$ -	$ -	$ -
GRAND TOTAL		$ 41,237.19	$ 105,290.75	$ 53,547.88	$ 53,864.18	$ 253,940.00
PERCENTAGE OF TOTAL ALLOCATION		16%	41%	21%	21%	

GRANTEE INFORMATION   **STATE DEPARTMENT OF EDUCATION**

_____   _____
                                                Approved Division Director/Designee: Date:
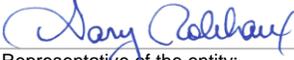
_____ 4/11/13   _____
Representative of the entity: Date: Approved Grants Management: Date:

SCAN AND EMAIL TO:

DOEFederalBudgetsRevisions@la.gov

SDEB-1

Louisiana Department of Education
Budget Detail

Name of Eligible Recipient:	ReNEW-Reinventing Education Consortium
Street Address:	3128 Constance street
Mailing Address:	3128 Constance street
City, State, Zip:	New Orleans, LA 70115
Source of Funds:	Federal

Program:	Striving Readers Comprehensive Literacy Program
Program Fiscal Year:	2012/2013
Project Number:	28-12-SO-
Submitted by:	Barbara Schuler, Grants Coordinator
Telephone/Email:	(504) 458-9662 barbara@renewschools.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 **(salaries are pro-rated for 3 months of service)**					$0.00
	1 FT Project Director, 100% of time on grant, to oversee all aspects of the program	$865.00	$7,069.00	$2,016.00	$3,175.00	$13,125.00
	($17,500 3-mo salary x 75%=$13,125)					$0.00
	1 FT Director of Curriculum and Instruction for Birth-age 4 (PK) 100% of time on grant	$11,250.00				$11,250.00
	($15,000 3-mo salary x 75%=$11,250)					$0.00
	3 FT Literacy Integration Specialists, 100% of time on grant, $15,000 each for 3 months		$22,500.00	$5,625.00	$5,625.00	$33,750.00
	(3 x $15,000 x .75=$33,750)					$0.00
	2 FT K-5 Reading Interventionists 100% of time on grant		$13,125.00			$13,125.00
	(2 x $8,749 3-mo salary x .75 =$13,125.50)					$0.00
	1 PT SRCL Data Specialist (100% of time on grant)	$308.91	$2,524.69	$720.00	$1,133.90	$4,687.50
	($6,250 3-mo salary x .75= $4,687.50					$0.00
						$0.00
						$0.00
						$0.00
	Teachers					$0.00
						$0.00
						$0.00
						$0.00
	2 PT librarians 20 hrs / wk, 100% of time on grant (July-Sept)	$653.00	$5,325.00	$1,522.00		$7,500.00
	(2 x $3750 = $7500)					$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

	Description	Rate		#	Birth to Age 5	K to Grade 5	Grades 6-8	Grades 9-12	Total
	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
	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:								$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		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
	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				**$13,076.91**	**$50,543.69**	**$9,883.00**	**$9,933.90**	**$83,437.50**
200	**EMPLOYEE BENEFITS**								$0.00
	Health Insurance								$0.00
	For full-time employees at current rate of 20%				$2,423.00	$8,538.90	$1,528.20	$4,197.50	$16,687.60
									$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
	$ 13,076.91	X	6.2%	Birth to Age 5	$810.77				$810.77
	$ 50,544.19	X	6.2%	K to Grade 5		$3,133.74			$3,133.74
	$ 9,883.00	X	6.2%	Grades 6-8			$612.75		$612.75
	$ 22,121.40	X	6.2%	Grades 9-12				$1,371.53	$1,371.53
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.								$0.00

	Amount	X	Rate	Grade					Total
	$ 13,076.91	X	1.45%	Birth to Age 5	$189.62				$189.62
	$ 50,544.19	X	1.45%	K to Grade 6		$732.89			$732.89
	$ 9,883.00	X	1.45%	Grades 6-8			$143.30		$143.30
	$ 22,121.40	X	1.45%	Grades 9-12				$320.76	$320.76
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
	$ 13,076.91	X	0.0%	Birth to Age 5	$0.00				$0.00
	$ 50,544.19	X	0.0%	K to Grade 6		$0.00			$0.00
	$ 9,883.00	X	0.0%	Grades 6-8			$0.00		$0.00
	$ 22,121.40	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
	$ 13,076.91	X	0.0%	Birth to Age 5	$0.00				$0.00
	$ 50,544.19	X	0.0%	K to Grade 6		$0.00			$0.00
	$ 9,883.00	X	0.0%	Grades 6-8			$0.00		$0.00
	$ 22,121.40	X	0.0%	Grades 9-12				$0.00	$0.00
Tuition Reimbursement									$0.00
We will add reading specialist certification in funding periods 2 and 3.									$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					$3,423.38	$12,405.53	$2,284.25	$5,889.79	$24,002.95
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
Louisiana Endowment for the Humanities PRIME TIME Preschool family literacy program					$6,000.00				$6,000.00

						$0.00
	DIBLES online training ($95 / person) for Proj. Director, LIS, and Reading Interventionists			$475.00			$475.00
						$0.00
						$0.00
	Consultants for Professional Development workshops						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL PURCHASED PROF/TECH SERV.		**$6,000.00**	**$475.00**	**$0.00**	**$0.00**	**$6,475.00**
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
	SRCL Cohort 2 trainings for Project Director (1 x 81 miles x .$51= $41.31)		$41.31			$41.31
	iSTEEP training for Project Director and 9-12 Literacy Director (2 x 81 miles x .$51= $82.62)			$41.31	$41.31	$82.62
						$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
						$0.00
	Other (Specify below.)					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL OTHER PURCHASED SERVICES	$0.00	$41.31	$41.31	$41.31	**$123.93**
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
	DSC PK Assessment ($400/ kit x 5 kits = $2,000)	$2,000.00				$2,000.00
	TELD 3 Assessment (7 kits x $341=$2387) + (7 answer form packs x $56= $392) = $2,779)	$2,779.00				$2,779.00
	STEEP Assessment for grades 4-12 year 1 cost= $22,120		$7,631.00	$5,627.00	$8,862.00	$22,120.00
	Big books for emergent readers	$3,000.00				$3,000.00
	Blueprint for Education PK Curriculum kits $3540 /kit	$7,080.00				$7,080.00
	Informational text to integrate literacy into math, science, social studies		$3,200.00	$3,200.00	$1,465.00	$7,865.00
	CCSS-aligned read aloud libraries		$5,000.00	$5,000.00	$3,000.00	$13,000.00
	CCSS-aligned leveled guided reading sets		$5,000.00	$5,000.00	$6,000.00	$16,000.00
	CCSS-aligned Reading Mastery kits		$4,500.00	$4,500.00	$3,000.00	$12,000.00
	ESL/ELL materials Rosetta Stone and SmartReader to support LEP students	$550.00	$1,750.00	$330.00	$4,655.00	$7,285.00
	Kurzweil 3000 assistive technology to access text		$1,398.23			$1,398.23
	UDL text-to speech device pack of 10		$500.00	$500.00		$1,000.00

		Materials for monthly SRCL consortium stakeholder meetings (no food)	$9.89	$80.78	$23.04	$36.29	$150.00
		CCSS-aligned, USDOE What Works Clearinghouse-rated blended learning programs		$4,000.00	$6,000.00		$10,000.00
		Desktops for blended learning, remediation and PARCC assesments ($600 each)			$6,000.00		$6,000.00
		MyON and Reading A-Z electronic reader softeare for struggling and emergent readers		$1,000.00	$1,000.00	$6,500.00	$8,500.00
		Summer reading academy materials (books, paper, notebooks)	$500.00	$570.00	$500.00	$800.00	$2,370.00
		TOTAL SUPPLIES	**$15,918.89**	**$34,630.01**	**$37,680.04**	**$34,318.29**	**$122,547.23**
		SUBTOTAL-OPERATING BUDGET	**$38,419.18**	**$98,095.54**	**$49,888.60**	**$50,183.29**	**$236,586.61**
							$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
							$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 7.3349%	$2,818.01	$7,195.21	$3,659.28	$3,680.89	$17,353.39
		TOTAL BUDGET DETAIL SHEETS	**$41,237.19**	**$105,290.75**	**$53,547.88**	**$53,864.18**	**$253,940.00**

SDEB-1A

Personnel
SRCL funds will support 75% of key program personnel salaries. The Project Director will oversee all aspects of the system and program, including assessments, curriculum, resources, literacy activities, reporting, and management of Literacy Integration Specialists. He / she will be the main liaison to the C&I Team, partners, LDOE, and stakeholders. Three (3) Literacy Integration Specialists, one for each site (Batiste, Reed and Sci Academy) will coach teachers in integrating literacy activities into every subject throughout the day. They will work with DCIs to provide ongoing PL on CCSS and LACLiP. Two (2) PT librarians will plan and manage fun, engaging student and Family Literacy Nights at each PK-8 campus (we currently have no PK-8 librarians). They will extend library services to students and educators, and support interest in reading at each child's appropriate level. The Birth-4 DCI will fill the gap in assessment, curriculum, and instructional support for our youngest learners and caregivers, and help to backwards plan from CCSS to ensure children enter kindergarten ready to learn. Weekly, one part-time SRCL Data Specialist will, organize, analyze, and report literacy data in stakeholder-friendly formats, to inform curriculum and instruction and progress toward program goals.

Fringe
Fringe benefits, (FICA, Medicare, worker's compensation, and unemployment) will be paid to all personnel hired to support the consortium's literacy program. Full-time personnel will receive health and retirement benefits, with rates based on staff receiving of 401K contributions rather than TRSL.

Travel
Travel will be reimbursed for the Project Director and the 9-12 Director of Literacy to attend LDOE-required SRCL trainings, cohort meetings, and iSTEEP training (anticipated in Baton Rouge). Travel rates are based on current state allowances for mileage.

Supplies
Supplies have been chosen to support achievement of the literacy program student achievement goals, reduce gaps, and to alleviate stated needs. Supplies include required SRCL assessments iSTEEP, DSC, and TELD 3 to diagnose and monitor young children and those in grades 4-12. CCSS, literacy-aligned materials include read-aloud libraries, leveled reading sets, Mastery Reading, and big books to be used in literacy block. Blueprint for Education will support young learners and their teachers. Teachers are already trained on the curriculum but we do not have enough kits for each PK teacher at Batiste and Reed. Informational text will be purchased to integrate literacy into core classes across all grades. Rosetta Stone and Smart Reader will increase the availability of customizable intervention materials for LEP students. Funds will support summer reading academies (SRA) supplies, including high-interest books with grade-level content adjusted for below-level readers. For SRA, the most-at-risk students are invited back to school where they work in small groupings. SRA students will participate in sustained reading as well as traditional and blended learning literacy skill-building.

Funds have been allocated to support the purchase of CCSS-aligned blended learning programs will reviewed by the USDOE's What Works Clearinghouse. Programs such as Phonics Blitz and Boost and FastForWord provide differentiated learning paths, remediation and skill-building, and parental and educator monitoring of progress. Updated computers will support blended learning intervention activities as well as preparation for web-based PARCC assessments.

Literacy interventions and UDL materials include MyON, Reading A-Z, Kurzweil 3000, and text-to-speech pen class packs to help non-readers and those with low ability to interact with print.

$50 per month has been reserved to support monthly stakeholder meetings to ensure ongoing stakeholder collaboration, monitoring of program progress, and action planning to make program adjustments as needed.

Contractual

The consortium will contract with the Louisiana Endowment for the Humanities to implement its evidence-based PRIME TIME Preschool program to provide high-quality, effective activities to young learners, their caregivers, and their families. Program training for teachers will begin in September, with first-semester events occurring before winter break. Our implementation will impact 75 preschool families each year of SRCL programming.

Appendix E:

Signed MOUs from Partners

Memorandum of Understanding

Louisiana Striving Readers Comprehensive Literacy Grant (SRCL)

ReNEW-Reinventing Education

Name of Proposer/ Organization

And

Batiste Cultural Arts Academy

Name of Partnering Organization Completing MOU

The above-named partnering agency and the above-named proposer/organization agree to enter into a consortium to provide a comprehensive literacy program designed to lead to the development of reading and writing skills in at-risk youth.

If awarded funding from the Louisiana Striving Readers Comprehensive Literacy Grant, the above-named partnering agency pledges to collaborate with the above-named proposer organizer 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.

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. STEEP will only be administered to students who score a "Needs Improvement" on EOC tests.

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.

18. Authorize Batiste Cultural Arts Academy, a ReNEW-Reinventing Education school, as the fiscal agent for the consortium.

19. Participate in and facilitate monthly stakeholder meetings to collaborate, analyze progress towards goals, and work toward continuous program improvement.

_____
Representative of Batiste Cultural Arts Academy

4-12-13
Date
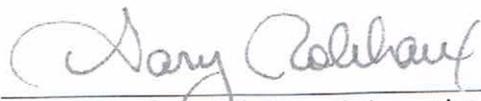
_____
Representative of ReNew-Reinventing Education

4-15-13
Date

Memorandum of Understanding

Louisiana Striving Readers Comprehensive Literacy Grant (SRCL)

ReNEW-Reinventing Education
_____
Name of Proposer/ Organization

And

Reed Elementary
_____
Name of Partnering Organization Completing MOU

The above-named partnering agency and the above-named proposer/organization agree to enter into a consortium to provide a comprehensive literacy program designed to lead to the development of reading and writing skills in at-risk youth.

If awarded funding from the Louisiana Striving Readers Comprehensive Literacy Grant, the above-named partnering agency pledges to collaborate with the above-named proposer organizer 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.

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. STEEP will only be administered to students who score a "Needs Improvement" on EOC tests.

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.

18. Authorize Batiste Cultural Arts Academy, a ReNew-Reinventing Education school, as the fiscal agent for the consortium.

19. Participate in and facilitate monthly stakeholder meetings to collaborate, analyze progress towards goals, and work toward continuous program improvement.

_____
Representative of Reed Elementary

4-12-13
Date

_____
Representative of ReNew-Reinventing Education

4-15-13
Date

Memorandum of Understanding

Louisiana Striving Readers Comprehensive Literacy Grant (SRCL)

ReNew-Reinventing Education
_____
Name of Proposer/ Organization

And

Sci Academy
_____
Name of Partnering Organization Completing MOU

The above-named partnering agency and the above-named proposer/organization agree to enter into a consortium to provide a comprehensive literacy program designed to lead to the development of reading and writing skills in at-risk youth.

If awarded funding from the Louisiana Striving Readers Comprehensive Literacy Grant, the above-named partnering agency pledges to collaborate with the above-named proposer organizer 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.

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. STEEP will only be administered to students who score a "Needs Improvement" on EOC tests.

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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.

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

18. Authorize Batiste Cultural Arts Academy, a ReNew-Reinventing Education school, as the fiscal agent for the consortium.

19. Participate in and facilitate monthly stakeholder meetings to collaborate, analyze progress towards goals, and work toward continuous program improvement.

Riley Kennedy, COO
Representative of Sci Academy

4-15-2013
Date
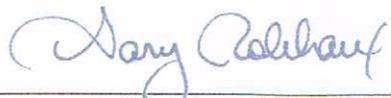
_____
Representative of ReNew-Reinventing Education

4-15-13
Date

PRIME TIME - FAMILY READING TIME®
Memorandum of Understanding

The **Louisiana Endowment for the Humanities** (LEH) and the **ReNEW Schools Charter Management Organization (ReNEW)** hereby enter into the following agreement this **3ʳᵈ day of April, 2013** wherein ReNEW agrees to retain and LEH agrees to provide services described hereafter and as detailed in the application to the Louisiana Department of Education's Striving Readers Comprehensive Literacy initiative. Parties agree to the following:

1. The LEH Shall Provide:

- Staff to participate in planned SRCL partner meetings,
- Training for all PRIME TIME family literacy site-based team members,
- Oversight of all planned PRIME TIME family literacy program implementations,
- Stipends for all PRIME TIME site-based team members,
- Transportation and incentives stipends for participating families,
- Curriculum and materials,
- Materials stipends for participating sites,
- Customized fliers, brochures, and posters to aid in recruiting participants and generating community interest in and support for the program,
- Gift book sets and certificates for participating families, and
- Technical support during program planning and implementation to ensure the success of each program.

2. The ReNEW Shall Provide:

- Identify person(s) to be the project lead(s) to coordinate and communicate with LEH,
- Applicable funding for the activities described above and outlined in the budget,
- Identify persons to be the program leads (program coordinator), one (1) at each implementing site,
- Identify additional qualified professionals to fill implementing team roles (community organizers, preschool program facilitators, etc.),
- Ensure that all recruited team members are willing and able to attend the training workshop,
- Secure or provide a space in which the program can take place comfortably.

3. Signatures of Authorizing Personnel:

Gary Robichaux, CEO, ReNEW
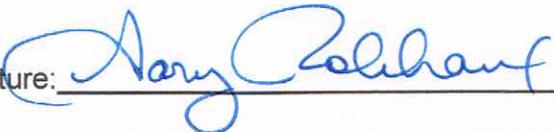
Signature: _____ Date: 4|11|13

Miranda Restovic, Deputy Director, LEH

Signature: _____ Date: April 3, 2013
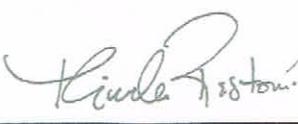
Miranda Restovic
Director
(504) 620-2486
restovic@leh.org

Louisiana Humanities Center
at Turners' Hall
938 Lafayette Street
Suite 300
New Orleans, LA 70113
(800) 909-7990 toll-free in LA
(504) 529-2358 fax
www.primetimefamily.org

Michael Sartisky, Ph.D.
President/Executive Director
(504) 620-2480
sartisky@leh.org

Gary Robichaux, CEO
ReNEW Schools
3128 Constance Street
New Orleans, LA 70115

April 3, 2013

Dear Mr. Robichaux:

The Louisiana Endowment for the Humanities fully supports your application for the Striving Readers Comprehensive Literacy Grant for ReNEW Schools. The service pipeline constructed for the program will impact the greatest number of students with some of the greatest needs in the state of Louisiana.

LEH offers its services to ReNEW Schools through Prime Time Inc., a non-profit subdivision. The mission of our turnkey programs is to create the precondition for future learning among economically and educationally vulnerable families.

Through the PRIME TIME program, the LEH brings a common core state standards-aligned and outcomes-based approach to family literacy that engages underserved children and their families in proven programming. With the addition of the PRIME TIME PRESCHOOL program, we now offer children beginning at age 3 years through 12 years the same empirically proven program that has been in service since 1991. We offer our services to you as partners in literacy enhancement.

Our proposed activities within ReNEW Schools include professional learning for preschool educators and families and are well aligned with the goals of the *LIFE Promise* initiative and Louisiana's Comprehensive Literacy Plan. We feel confident in the ability of ReNEW schools to continue to serve well the students and the community and we urge the selection committee to award ReNEW Schools the Striving Readers Comprehensive Literacy grant. If you have any questions about the Prime Time Family Reading Time program or any other literacy initiatives at the Louisiana Endowment for the Humanities, please feel free to contact me directly at 504.620.2486 or Restovic@leh.org.

In partnership,

Miranda Restovic

506 Sena Drive
Metairie, LA 70005
mcole-bush@renewschools.org
504-281-0360 (Phone)

April 10, 2013

Jill Slack, PhD, Director
Louisiana Department of Education
Literacy Goal Office; Room 4-164
1201 North Third Street
Baton Rouge, LA 70802

Dear Dr. Slack:

It is with great pleasure that I write a letter in support of the consortium application being submitted by ReNEW Charter Management Organization for the Louisiana Department of Education Striving Readers Comprehensive Literacy Grant.

I currently serve as the Response to Intervention (RTI)/Section 504 Coordinator for ReNEW Charter Management Organization of New Orleans, Louisiana. ReNEW has accepted the challenge of improving the educational experiences of at-risk students in New Orleans. Based on the results of our RTI universal screening, Section 504 referrals, and benchmark assessments, our students display numerous literacy deficits. ReNEW has implemented several systems to overcome literacy barriers. Although our efforts are with some gain, ReNEW continues to search for progressive techniques to improve literacy across the PK-12 spectrum.

ReNEW's continued effort to advance the reading level of each student is a secure determinant that the SRCL Grant will be utilized effectively. ReNEW's literacy efforts are closely aligned with the goals of the Louisiana Comprehensive Literacy Plan. The ReNEW administration works diligently to ensure that schools have a strong and effective assessment system that makes data-driven decisions about student outcomes. Professional learning and resources are job specific so that faculty and staff are able to maximize experiences. Response to Intervention is imbedded into quality instruction and learning in each of our schools. Each of the ReNEW schools utilizes a standards-based curriculum that is aligned with Common Core State Standards. Our administrators support and our teachers implement quality instruction to ensure that our students are engaged and that learning is meaningful.

In conclusion, I fully support ReNEW Charter Management Organization in its efforts raise the reading attainment and improve the literacy of its students. The Striving Readers Comprehensive Literacy Grant will definitely support ReNEW in its efforts.

Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Mary Cole-Bush
RTI/Section 504 Coordinator
ReNEW Charter Schools

April 10, 2013

Jill Slack, Ph.D.
Louisiana Department of Education
Literacy Grant Office, Room 4-164
1201 North Third Street
Baton Rouge, LA 70802

Dear Dr. Slack,

I am writing to you in support of ReNEW-Reinventing Education Consortium's Striving Readers Comprehensive Literacy Plan program application. My daughter attends Batiste Cultural Arts Academy, and she enjoys participating in Accelerated Reader and earning celebrations for achieving her reading goals. Literacy classes, English Language Arts classes, and a longer school day and year help my daughter and her fellow students to spend more time in literacy and make up missing skills.

I am excited to be included on the consortium's Striving Readers planning team, so that the ideas of family and communities shared and incorporated into school improvement planning. The SRCL program as proposed would provide the extra support needed in personnel and learning materials to get students like my daughter reading on grade level or above. As you know, reading ability impacts students' success in math, science, and social studies. SRCL support means increased success on the new Common Core standards and improved success in high school, college, and career.

Sincerely,
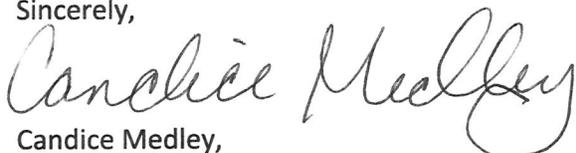
Candice Medley,
ReNEW/Batiste Cultural Arts Academy Parent

Carol G. Asher
Non-Profit Consulting
25 Gull Street
New Orleans, LA 70124

April 13, 2013

Jill Slack, PhD, Director
Louisiana Department of Education
Literacy Goal Office; Room 4-164
1201 North Third Street
Baton Rouge, LA 70802

Re: Striving Readers Comprehensive Literacy (SRCL) Grant

Dear Dr. Slack:

I am writing to you in support of the Louisiana Department of Education's SRCL Grant in hopes of awarding such to the ReNEW Consortium. As the first President of ReNEW's Board of Directors for the past three years, it has been an honor to oversee the amazing transformation that has taken place due to the extraordinary ReNEW teamwork. I am consistently impressed with how open and welcoming the leadership of the schools has been in outreach efforts to New Orleans most at risk children. We are a network of open enrollment schools that serve a high percentage of the city's children with special needs. Over 90% of our students are minorities and almost all of our children qualify for free and reduced meals at our schools.

The first 90 minutes of every day is spent reading in every single classroom in every ReNEW school in an effort to bring up the below standard reading levels of our students. Our staff focuses on a daily basis on elevating students who read "below-level" up to "at-level" and "mastery" levels. One-on-one instruction and tutoring are provided readily to most students. We are proud of the growth in literacy levels since we took over the schools in 2010. The board of directors attributes this to the high caliber staff and leadership team at ReNEW.

With ReNEW's consistent focus on raising the reading levels of our students, we know that the SRCL Grant would be a perfect fit for our schools. I can vouch for the fact that the staff and leadership of ReNEW will work with the Urban League and Sci Academy to create a strong feeder system and utilize the grant funds in the most effective responsible manner possible. The program will:

1. Providing support to the city's most at-risk students (socio-economic, limited English proficiency, students with disabilities, an academically at-risk);
2. Providing continuity by creating a consortium feeder system for that includes the Urban League Preschool, Batiste Cultural Arts Academy ages 3 through grade 8, Reed Elementary PK-5 and Sci Academy 9-12;
3. Provide funding and resources, including Literacy Integration Specialists and Reading Interventionists to improve literacy outcomes;
4. Spending of funding on all levels: 0-PK, K-5, 6-8, and 9-12 and according to SRCL guidelines;
5. Activities aligned CCSS and LaCLIP; and
6. Participation by non-feeder schools in SRCL activities such as professional learning

Finally, I hope you will consider my request as a founding and governing representative of the Board of Directors to provide support to Consortium schools in their mission of providing a quality education to all students, especially those who are most at risk. I am more than happy to discuss any element of my recommendation with you either by telephone at 504.957.2574 or in person.

Most sincerely,

Carol G. Asher, Board of Directors

ReNEW Charter Schools

Appendix F:

Assurances

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

ReNEW-Reinventing Education
_____
LEA

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 (** $6,988,797.00 **- 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.

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)

3128 Constance Street

New Orleans, LA 70115

Check [x] 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

OMB Approval No. 0348-0040

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. ☐☐☐681-1683, 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. ☐☐501-1508 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, _Gary Robichaux_____ , Superintendent/Administrator of _ReNEW-Reinventing Education_
       (Print Name)   (Recipient)

hereby assure the Louisiana Department of Education that _ReNEW-Reinventing Education_
                                                              (Recipient)

is in compliance with all of the GENERAL and SPECIFIC ASSURANCES

enumerated on the preceding pages.

_____
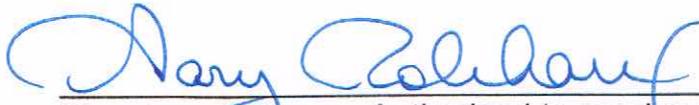
Signature of Person Authorized to receive grant