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.

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Superintendent's Signature   LEA