Literacy Connections:

The New Mexico Striving Readers Comprehensive Literacy Initiative

Introduction

Since taking office, Governor Susana Martinez, in collaboration with education stakeholders, has been engaged in an education reform effort to better prepare New Mexico's children to achieve at the highest levels in their academic and professional careers. In September 2016, Governor Martinez introduced her *Route to 66* plan, which established a rigorous yet attainable target of 66 percent of working-age New Mexicans earning a college degree or post-secondary credential by the year 2030. More recently, the New Mexico Public Education Department (PED) used the *Every Student Succeeds Act* (ESSA) planning process to raise expectations for students, set ambitious achievement goals, and take the next steps in reforming the state's birth-to-grade-12 (B–12) education system. The vision and goals identified in the ESSA plan (*New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act*), PED's Strategic Plan (*Kids First, New Mexico Wins),* and the state's comprehensive literacy plan (*The New Mexico Statewide Literacy Framework ECE–12*) lay the groundwork to successfully meet the long-term *Route to 66* target.

New Mexico's Striving Readers Comprehensive Literacy (SRCL) Initiative is critical to enhancing New Mexico's literacy education to support goals on the path to the *Route to 66* target. The grant will support local *Literacy Connection Teams* that will build a vertical continuum of literacy interventions supported by moderate or strong evidence in targeted Local Education Agencies (LEAs) across the state that have a high number of disadvantaged students[1]. The goal is to improve school readiness and significantly increase the number of children who meet the state's

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[1] Defined as children who are economically disadvantaged, are English learners, have disabilities (including infants and toddlers), or other characteristics discussed in Section B that increase the risk of school failure.

language and literacy standards by: (1) Supporting early language and literacy skills from birth to age 5; (2) Ensuring that children are "reading to learn" by third grade; and (3) Increasing reading proficiency for children in grades 4–12 with a focus on serving disadvantaged children across the B–12 continuum.

New Mexico has the leadership and organizational infrastructure to implement a high-quality plan for the SRCL grant. PED has ambitious goals for the grant that are aligned with the performance measures of the SRCL federal notice and consistent with the targets set in the state's ESSA plan. PED expects to see a significant impact in state literacy outcomes driven by the estimated 30,000 children in at least 12 districts who will be impacted by the grant funding[2]. Table 1 (below) provides the state's outcome goals. LEAs will provide local goals in their subgranting proposals that align with these state goals. Progress toward goals will be evaluated each year as part of the project's state and local Continuous Program Improvement (CPI) processes.

The graphics following the table outline the implementation of key activities over the three-year grant period as well as the state's logic model charting the relationship between activities at the state, LEA, and school/teacher levels and the anticipated outcomes. The timeline assumes a start date of December 2017. Both the activities and components of the logic model are described in detail in Sections (A) though (C).

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[2] The methodology used to establish the funding categories and estimate the number of children served is described in Section D.

Table 1. SRCL English Language Arts Achievement Goals[3]

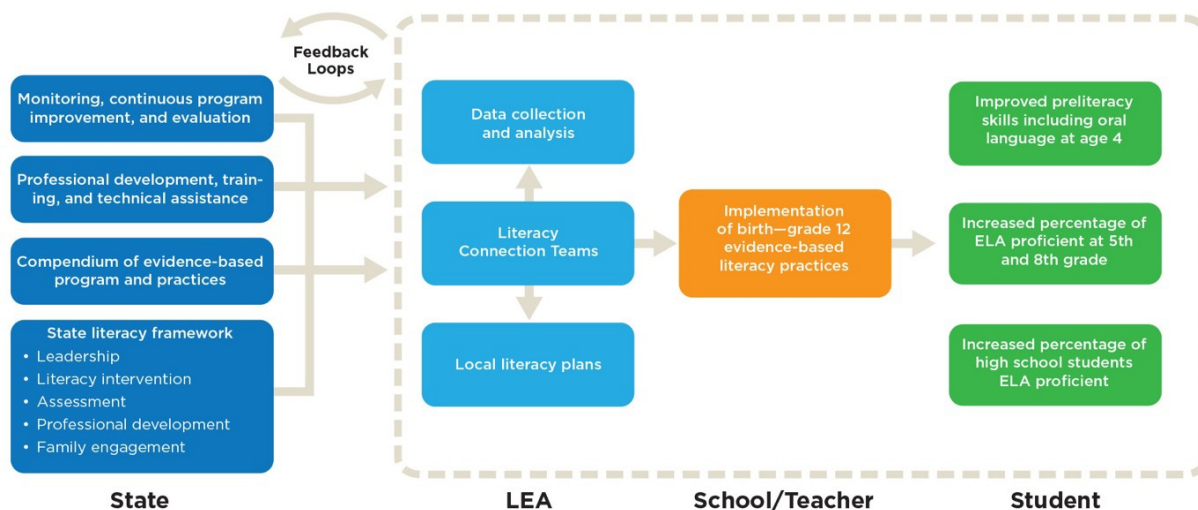| Age 4 (oral language)	Baseline (2016)	End of SRCL Grant	ESSA Target (2022)
All	26%	45%	NA
Economically disadvantaged	26%	45%	NA
Children with disabilities	19%	38%	NA
English Language Learners	23%	16%	NA
Grade 5 (ELA proficiency)	Baseline (2016)	End of SRCL Grant	ESSA Target (2022)
All	25.0%	47.1%	58.2%
Economically disadvantaged	19.3%	43.2%	55.5%
Children with disabilities	6.8%	35.3%	49.9%
English Learners	6.6%	37.0%	51.1%
Grade 8 (ELA proficiency)	Baseline (2016)	End of SRCL Grant	ESSA Target (2022)
All	25.8%	45.4%	58.2%
Economically disadvantaged	19.1%	39.5%	55.5%
Children with disabilities	4.4%	27.2%	49.9%
English Learners	5.2%	28.1%	51.1%

[3] Age 4 goals are based on KEA data. New estimates will be derived using the Early Childhood assessment required as part of grant. Other data is 2016 PARCC for each grade, using Interim Measures of Progress in the ESSA plan.

G9-11 (ELA proficiency)	Baseline (2016)	End of SRCL Grant	ESSA Target (2022)
All	34.3%	56.6%	67.7%
Economically disadvantaged	25.6%	49.9%	62.0%
Children with disabilities	7.5%	35.9%	50.0%
English Learners	4.4%	33.5%	48.0%

STRIVING READERS COMPREHENSIVE LITERACY IMPLEMENTATION TIMELINE
DECEMBER 2017 TO NOVEMBER 2020

DECEMBER 2017
- Grant awarded
- Negotiation with US Department of Education
- SRCL Advisory Committee formed
- SRCL Coordinator (1), SRCL Literacy Specialist (1) and Data Management Project Coordinator (.5) hired
- Scope of work with evaluator negotiated
- Obtain stakeholder feedback on state literacy plan and revision

JANUARY-FEBRUARY
- 1st subgrantee site visit by coordinator and literacy specialist
- MOY student data collected

MARCH
- Desktop monitoring review

MAY-JUNE
- EOY student data collected

JULY
- EOY data analysis

AUGUST
- LEA CPI plan with budget submitted to State CPI checkpoint
- Disseminate progress data and new support resources

SEPTEMBER
- Qualitative data collection for evaluation

OCTOBER-DECEMBER
- 2nd subgrantee site visit by coordinator and literacy specialist
- First year grant reporting due for LEAs
- Desktop monitoring review
- BOY student data collected

2017 **2018** **2019** **2020**

JANUARY 2018
- Development of regional pre-sub-granting training (5)
- Creation of SRCL subgranting RFA
- Design SRCL webpage
- Develop compendium of evidence-based programs and practices

FEBRUARY 2018
- Conduct 5 Regional trainings for potential subgrantees
- Peer review nominations and selection

MARCH 2018
- LEAs interested in applying for SRCL subgrant create local literacy plans aligned with state plans

APRIL-MAY 2018
- RFA competition
- Peer review training

JUNE 2018
- Review and score proposals

JULY 2018
- Make SRCL awards
- SRCL kick-off summit

AUGUST 2018
- Initial LEA implementation
- Develop reporting template

SEPTEMBER 2018
- Baseline data collection
- Establish online community of practice with PD modules
- PD needs assessment and resulting PD plan

OCTOBER-DECEMBER
- Sub-grantees complete required literacy PD modules
- Desktop monitoring to ensure initial fidelity to LEA SRCL proposal (2)
- BOY student data collected
- Develop site visit protocol

JANUARY-FEBRUARY
- Subgrantee site visit by coordinator and literacy specialist
- MOY student data collected

MARCH
- Desktop monitoring review

JULY
- EOY data analysis

AUGUST
- LEA CPI plan with budget submitted to state

SEPTEMBER
- Qualitative data collection for evaluation

OCTOBER-NOVEMBER
- Subgrantee site visit by coordinator and literacy specialist
- Desktop monitoring review
- Final grant report due for LEAs
- Complete final evaluation report
- BOY student data collected
- Sustainability Summit and subgrantees write Sustainability Plans

New Mexico Striving Readers Comprehensive Literacy Project Logic Model

The activities and logic model proposed here address both the Absolute Priority of interventions supported by strong or moderate evidence and the two Competitive Preference Priorities of serving disadvantaged children and creating a B–12 continuum.

SELECTION CRITERION A: STATE-LEVEL ACTIVITIES

PED will follow a high-quality plan (see Table A.1) to build local and state-level capacity to support a vertical continuum of evidence-based interventions that improves language and literacy outcomes with a focus on disadvantaged children. Five percent of the proposed funding ($1,000,000) will support state-level activities in the following areas:

1) Strengthening **state-level infrastructure** to support SRCL subgrantees;

2) Providing **literacy planning support** for potential SRCL subgrantees;

3) Providing ongoing **implementation support** for funded SRCL subgrantees; and

4) Engaging in **continuous program improvement** efforts.

(1) Technical assistance to SRCL subgrantees.

Strengthening state-level infrastructure

PED will engage in a series of activities at the state level to more effectively bolster the ability of local subgrantees to promote children's language and literacy learning from B–12. These state-level activities include a) revising the *New Mexico Statewide Literacy Framework ECE-12*; b) building the State literacy team; c) hiring an SRCL Coordinator, an SRCL Literacy Specialist, and an SRCL Data Management Coordinator; d) the development of a rigorous SRCL Request for Applications (RFA) and peer review process.

Revising The New Mexico Statewide Literacy Framework

The foundation of New Mexico's SRCL project is the state's literacy plan. This cornerstone document is based on the premise that every child in New Mexico can succeed regardless of ethnic background, socioeconomic status, primary home language, prior academic experience, or home community. PED recently revised the Framework to include the full B–12 continuum of literacy development and supports. The PED Bureau of Literacy and Bureau of Student Achievement and School Turnaround collaborated with a state literacy expert to develop *The New Mexico Statewide Literacy Framework ECE–12*. The Framework is in direct alignment with needs and goals articulated in New Mexico's ESSA Plan and PED's Strategic Plan 2017–2020. After the first year of implementation, PED will launch a statewide listening tour to engage teachers, administrators, parents, and community leaders about their experience and use of the Framework. Going forward, this plan will be revisited annually and revised.

The Framework provides clear guidance on the components of a comprehensive literacy system to build, implement, and strengthen literacy instruction. It is designed to strategically address the persistent achievement gap for New Mexico students by implementing evidence-based practices, a consistent voice, and sense of urgency around literacy. The Framework is comprised of five critical components of an effective literacy program, rooted in a foundation of evidence-

based programs and practices, and a continuous improvement model. The five critical components are:

(1) **Informed and Effective Leadership**: Leaders at the state, tribe, district, building and classroom levels collaborate to build shared ownership and direction toward sustaining an effective approach to literacy.

(2) **Evidence-based Instruction and Interventions**: Evidence-based curriculum and learning materials are aligned to high state standards. These materials are differentiated to meet individual student needs and are implemented within a strong system of professional development and fidelity supports.

(3) **Comprehensive Assessment System:** Literacy needs are identified using valid and reliable screening, formative, diagnostic, and outcome measures to target instruction and monitor progress.

(4) **Professional Development**: Coordinated professional development activities and resources enhance literacy learning for students, educators, and providers; and

(5) **Family Engagement:** Partnerships with families and communities are implemented to support literacy efforts and initiatives.

The Framework will underpin the successful implementation of New Mexico's SRCL grant. The Framework's will serve as a beacon for the development of local literacy plans and SRCL subgrantee applications. In addition, implementation checklists for each of the five critical components will play a key role in monitoring the fidelity of implementation of subgrantees' SRCL plans (see Section C).

Building the State Literacy Team

To support the work of not only the New Mexico SRCL Program, but also to build Literacy Connections B–12 statewide, an Advisory Committee will be formed, pulling from existing stakeholder groups already supporting and in alignment with PED's strategic plan and ESSA plan. Advisory members, appointed by the Deputy Secretary for Teaching and Learning, will meet two to three times a year to coordinate literacy efforts throughout the state; discuss SRCL program implementation; and study data from the subgrantee sites, state assessments, reports from program directors and consultants, and budget updates.

Advisory Committee members will serve one-year terms, and will include representation and contributions from multiple constituents, including early childhood education, K–12 education, professional organizations, institutions of higher education, community-based organizations, and libraries. Finally, the Committee will include representation from the office of the Governor and General Assembly. PED will ensure that the Committee includes experts in the areas of literacy assessment, serving disadvantaged children, and professional development related to literacy development and instruction.

Hiring of SRCL state-level positions

To support the SRCL work at the state-level, PED will hire an SRCL Coordinator (1 FTE), an SRCL Specialist (1 FTE), and an SRCL Data Management Coordinator (0.5 FTE).

The **SRLC Coordinator** will ensure that the activities proposed in the subgrants are accomplished, primarily by coordinating with subgrantee project leads. The position will be responsible for holding each subgrantee accountable for their deliverables aligned to the approved subgrant; short- and long-term results of each of the projects; tracking spending; reporting to PED, and the SRCL Advisory Committee; and the day-to-day oversight of all aspects of the full SRCL

grant. The Coordinator will also lead the development of the Compendium of evidence-based programs and practices (discussed below) and conduct site visits.

The **SRCL Literacy Specialist** will focus on enhancing each subgrantee's ability to work with teachers to provide instruction that builds students' academic skills, is academically rigorous, and addresses curriculum standards through an aligned curriculum framework that enhances students' engagement in and ownership of their learning. The SRCL Specialist will also work with administrators and teachers to align their work with district priorities, ensuring a high functioning instructional leadership team that makes data-driven decisions. The Specialist will participate in recurring professional development and inquiry and SRCL site visits.

The **SRCL Data Management Coordinator** will be the organizational lead for the collection and dissemination of data within SRCL, contributing to the effective monitoring and evaluation of our work. This position will also serve as the lead on working with an external evaluator to identify data required, set up systems to record this information accurately, and oversee its collation and reporting from the relevant SCRL stakeholders.

Development of rigorous SRCL RFA and peer review process

PED will develop an SRCL RFA that will facilitate the submission of high-quality applications that support evidence-based, comprehensive B–12 literacy systems that serve large numbers of disadvantaged children. Additionally, a panel of well-qualified, trained reviewers will participate in a transparent, independent review process that will effectively differentiate the applicants who have the greatest capacity, most promising plans, strongest use of evidence-based practice, and serve the greatest number of disadvantaged children (See Section B).

Planning support for potential SRCL subgrantees

NM DASH

An important element to developing a high-quality, effective B–12 literacy system is conducting a comprehensive community needs assessment to better understand how to structure services. All LEAs and schools in New Mexico utilize NM DASH (Data, Accountability, Sustainability, and High Achievement), a web-based action-planning tool identified for developing school improvement plans and identifying evidence- or research-based interventions. NM DASH is available at no cost to every LEA or school in New Mexico and is required by statute. Embedded with the NM DASH is a six-step needs assessment that informs local program improvement efforts. This needs assessment will form the foundation for applicants to craft their SRCL proposals and local literacy plans. Based on the NM DASH needs assessment, LEAs and schools create their Annual Strategic Plans as well as a 90-Day Plan which is completed twice in the school year. Applicants' proposed SRCL literacy plans should be based on the results of the needs assessment and aligned with their 90-day plan.

FOCUS TQRIS

Early childhood partner organizations will be required to participate in *FOCUS: New Mexico's Tiered Quality Rating and Improvement System (TQRIS)*, which provides early childhood programs with the criteria, tools, and resources they need to improve the quality of their program. FOCUS program standards include specific guidance around effective language and literacy instruction, assessment, and supporting dual language learners. Embedded within FOCUS is a system of supports including training and coaching, professional development aligned with the standards, and a robust Continuous Quality Improvement (CQI) process. Participation in FOCUS will be required of any SRCL early childhood partners.

Compendium of Evidence-Based Literacy Programs and Practices

To ensure that SRCL applicants are using programs and practices that conform to the highest standards of evidence, PED will develop a comprehensive list of evidence-based interventions. The SRCL Coordinator will develop the Compendium using a rubric based on the following criteria: 1) meets the definition of *strong* or *moderate evidence*, 2) promotes age-appropriate instruction across a B–12 continuum of literacy development, and 3) supports differentiated instruction based on student needs. To be included in the Compendium, each intervention will need to pass through all three "screens".

(1) Does research supporting the intervention fall into the strong or moderate evidence category?

To ensure that selected programs meet this level of rigor, PED will consult the Institute of Education Sciences' What Works Clearinghouse (WWC). The SRCL Coordinator will use the "Literacy" filter to find relevant programs and practices for grades Pre-K–12. From this list, interventions will be selected that meet the WWC effectiveness ratings of "positive effects" or "potentially positive effects" and have group designs that either "Meet WWC group design standards without reservations" or "Meets WWC group design standards with reservations".

PED will expand on this list of interventions by consulting other resources such as the Child Trends What Works database using a similar vetting methodology. This will be especially important for obtaining evidence-based interventions for infants and toddlers as the WWC only includes interventions for preschool and older. Expert reviewers will determine whether there are any gaps and seek out other programs and practices from credible entities (e.g., Zero to Three, Early Head Start, the LENA Research Foundation).

(2) Do programs and practices support age-appropriate instruction across a B–12 continuum of
   literacy development?

In addition to having moderate to strong evidence demonstrating effectiveness, it will also be important that the interventions listed in the Compendium represent the range of literacy skills that develop from B–12. The SRCL Coordinator will ensure that there are sufficient options for subgrantees to choose from in the key areas for each age group as outlined in Figure A.1.

Figure A.1 Continuum of Literacy Development

NEW MEXICO CONTINUUM OF LITERACY DEVELOPMENT
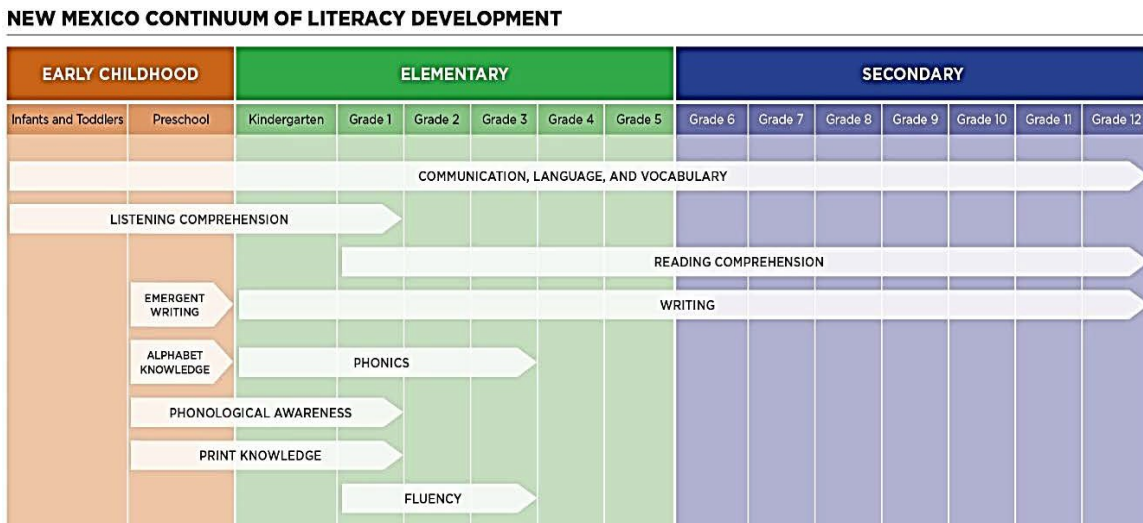
The developmental areas identified within this continuum align with the Federal SRCL definition of comprehensive literacy instruction,[4] *The New Mexico Statewide Literacy Framework*, the *New Mexico Infant and Toddler* and *Preschool and Kindergarten Early Learning Guidelines*, and New Mexico's K–12 Content Standards.

(3) Do the programs and practices support differentiation of instruction based on student need?

The New Mexico Statewide Literacy Framework states that "Regardless of the grade level, schools need to have a continuum of instructional reading materials to meet the needs of ALL

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[4] i.e., "Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension"

students (Tier 1, Tier 2, and Tier 3[5] as well as the diverse needs within each tier). Schools need to systematically research and identify programs to provide evidence- and/or research-based core, supplemental, and intervention instruction." Thus, the Compendium will include interventions that represent each of these categories:

1) **Core:** basal reading program that is the basis for classroom reading instruction,

2) **Supplemental:** provides deeper instruction and additional practice on a particular essential element or subset of essential elements, and

3) **Intervention:** intense reading programs designed to address the needs of students who are well below grade-level goals.

Once the list of programs and practices for the Compendium have been finalized, they will be presented in an accessible format that will facilitate SRCL applicants selecting high-quality, evidence-based interventions that meet their community needs. Sources such as the recently published *Extending and Enhancing Literacy Learning in Afterschool Programs: A Practice Guide[6]* developed by the Barbara Bush Family Literacy Foundation will be consulted as a reference for the development of the Compendium. The Compendium will have information such as intervention descriptions, cost, training required, target grades and skills, and implementation considerations to facilitate subgrantees in selecting programs that meet their community needs.

Although the Compendium will contain a wealth of resources for SRCL applicants to use in guiding the development of their plans, New Mexico also believes in supporting the autonomy and discretion of its individual communities. Thus, it will not be mandatory that applicants select

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[5] Tier 1 = grade-level or above; Tier 2 = somewhat below grade level; Tier 3 = well-below grade level

[6] Barbara Bush Foundation for Family Literacy (2017). *Extending and Enhancing Literacy Learning in Afterschool Programs: A Practice Guide.*

interventions from the Compendium. However, if an applicant proposes an intervention outside of the Compendium, they must prove that their selected intervention meet the criteria used in selecting the interventions for the Compendium.

Preproposal TA Support

PED will host five regional meetings across the state, hold webinars and TA office hours to provide technical assistance in advance of the RFA process (See Section B).

SRLC Webpage

As a means of communicating about SRCL with potential and awarded subgrantees and their stakeholders, PED will design and establish an SRLC webpage linked to the PED webpage. The SRCL webpage will be used to disseminate the Compendium, the *Statewide Literacy Framework*, the SRCL grant application, and other relevant SRCL information during the application and implementation periods.

Ongoing implementation support for funded SRCL subgrantees

SRCL Kick-Off Summit Meeting

Awarded subgrantees will be required to attend a one-day SRCL Kick-Off Summit to be held in July 2018. The purpose of this meeting will be to provide initial TA on subgrant implementation, the state literacy plan, state supports for the project, and the importance of local leadership in grant implementation; connect the subgrantees in a community of practice; allow the local *Literacy Connection Teams* to begin the process of coordination; and outline the state's expectations around monitoring, grant reporting, and accountability.

Professional Development

Effective professional development plans are systematic, intentional, coordinated, ongoing, and guided by student achievement data. As such, PED will develop, identify, and provide high-quality, embedded professional development support for subgrantees to enable B–12 literacy educators to teach language, reading, and writing skills effectively. The state will support subgrantees through local capacity-building at the Kick-Off Summit; state-level teacher, coach, and leadership trainings and webinars, and a series of virtual supports described in more detail below.

For early childhood providers, the state will sponsor multiple activities to strengthen language and literacy supports for children birth through kindergarten. This will include an annual pre-conference training at the New Mexico Association for the Education of Young Children (required for subgrantee providers but open to all early childhood providers statewide) and an annual Early Literacy Institute for subgrantees. These trainings will focus on topics such as: Building Blocks of the Alphabetic Principle, Reading Interactively, Working with Families of Infants and Toddlers to Build Oral Language, Using Picture Books to Increase Vocabulary, and Our Youngest Dual-Language Learners: Promoting Home Language while Increasing English Skills.

The Literacy Specialist will conduct a needs assessment to determine other training activities or to determine areas requiring additional resources and new program implementation. The Literacy Specialist will monitor progress of program objectives that affect the quality and level of services provided and the program's success; provide technical assistance to providers; and make referrals for external professional development and technical assistance as needed.

Additionally, PED will develop a vibrant, online community of practice (OCoP) where all New Mexico educators have free, anytime, anywhere access to rigorous, high-quality content,

including: Focus on Foundational Reading Skills, Advanced Word Fluency, Developing Academic Language, and Increasing Reading Comprehension. Teachers will access modules that are in alignment with their classroom benchmark literacy data (e.g., if 75 percent of students are struggling with phonemic awareness, they would access the corresponding module). An analogous set of literacy modules will be created for early childhood teachers including content on: Literacy Development Ages Birth to 5; Fun with Language: Rhyme and Alliteration; Reading with Infants and Toddlers; Holistic Alphabet Learning for Toddlers; and Engaging Infants and Toddlers in a Storybook. Early childhood teachers will be able to complete these modules independently or in communities of practice facilitated by a FOCUS coach. Teachers will complete modules on a bi-weekly basis. These professional development opportunities will be available to teachers throughout the state, but will be a requirement that teachers participate.

The *New Mexico Statewide Literacy Framework* identifies the role of leaders to build shared ownership and direction toward sustaining an effective approach to literacy. Within the OCoP there are Leader Modules designed to help district and school leaders and coaches better understand, promote and improve early literacy learning in their schools, districts, and communities. Topics include: Setting the Context for Literacy Development; Understanding Early Language and Literacy for ELLs; Instruction in Foundational Literacy Skills; Instruction in Comprehension and Language; Instruction in Writing, Speaking, and Listening; Administrators' Role in the Classroom; Administrators' Role Using Assessment Data; and Administrators' Role in Supporting Family Engagement. These online communities and regular interactions will help support all SRCL subgrantees stay connected even when thousands of miles away.

SRCL Sustainability Summit

The Sustainability Summit brings together SCRL subgrantees to identify and share successful practices. Participants will work in groups to identify and develop guidance as to how this practice can be sustained and replicated in other LEAs and schools. Finally, participants will meet within their Literacy Connection Teams to develop a Sustainability Plan to be implemented in the remainder of the 2020–2021 school year and beyond to ensure continuation of evidence-based practices leading to improved student outcomes.

(2) Continuous program improvement.

The overarching goals of the New Mexico SRCL Initiative are to support language and literacy development for children ages birth to five, to ensure children are "reading to learn" by third grade, and to increase the reading proficiency for students in grades 4 through 12, with an emphasis on disadvantaged children. To achieve these goals, PED will support rigorous Continuous Program Improvement (CPI) processes at both the local and state levels.

Subgrantee CPI Activities

Local SRCL subgrantees will engage in CPI as they work toward the goals they articulated in their local literacy plan, their SRCL application, and their 90-day NM DASH plan. Data will be collected through many sources:

CSI Maps. Core/Benchmark, Strategic, and Intensive (CSI) Maps offer teachers a snapshot of how their students are performing on grade-level essential components of literacy, which students are on-track for literacy development, and which would likely benefit from a supplemental or intervention reading program. Grade-level teams complete an instructional map for CSI including goals for the first semester of instruction and benchmarks for mid-year assessment. Subgrantees would submit their CSI Maps to PED.

FOCUS CQI Process. All early childhood programs must engage in a CQI Process through FOCUS that includes the Plan-Do-Study-Act cycle with an emphasis on setting goals for quality and monitoring their achievement. Programs will engage in self-assessment and set goals that are documented within a Planning Template or the school's NM DASH 90-day Plan. At least one goal in the NM DASH plan must address an area of early literacy. Early childhood programs will monitor program quality progress using one of the state's recommended assessment tools and have a team that meets regularly to reflect, track, and document action plan progress. Program staff will integrate successful practices and consider revisions, modifications, and additions to the plan to make course corrections as needed.

RtI Data. New Mexico's RtI framework is a three-tier model of student intervention (Tier 1 = at grade-level, universal intervention; Tier 2 = below grade-level, Student Assistance Team process; Tier 3 = well-below grade level, special education). As described in the *Statewide Literacy Plan*, schools should closely examine progress-monitoring data on an ongoing basis. At the end of the school year, school teams evaluate the overall impact of reading instruction by calculating the percentage of students who met formative and summative reading goals within each tier and across all tiers. The data will help these teams reach conclusions regarding which instructional programs and practices are working effectively and should be maintained, and which are not working as planned and should be modified. End-of-year data regarding the percentage of children who moved to a lower tier will be submitted to PED. A similar process will be undertaken in early childhood settings where programs review and report on a triannual basis using child progress data from the Early Childhood Observation Tool.

SRCL Site Monitoring Visits. The SRCL site visit (described in Section C) will occur at least two times per year during the grant period. With regard to CPI, a SRSV Feedback Report will

document whether leadership has: a system to monitor teacher implementation/use of content/skill/tools on which teachers were trained; identified performance benchmarks for implementation objectives; monitored progress on implementation by comparing to performance benchmarks; and a feedback mechanism to inform stakeholders of implementation.

District Self-Assessment and Targeted TA. PED will monitor multiple sources of progress made by subgrantees including CSI Maps, FOCUS CQI plans, RtI data, SRSV Feedback Reports, teacher effectiveness data (NMTEACH), student achievement data, and NM Report Card data. Subgrantees not showing progress toward goals will receive additional TA to strengthen a district's own approaches for assessing the primary strengths and weaknesses of a school, and provide districts with the knowledge, skills, and tools to assess these conditions. These subgrantees will complete a District Self-Assessment and participate in a Collaborative Conversation[7] such that PED can better understand school needs and establish the conditions under which the SRCL grant can be successful. PED will help the district identify patterns and trends in the Self-Assessment and will provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including partnering with principals on such "critical autonomies" as staffing decisions, scheduling, budgeting, targeted professional development, and other operational issues.

State-level CPI Activities

PED will also engage in a CPI process at the state-level to inform decision-making and SRCL Initiative improvement. PED will examine school-level indicators such as CSI Maps, FOCUS CQI plans, RtI data, student achievement data, teacher effectiveness data, and NM Report Card data on an annual basis. PED will also examine formative/interim assessment data, SRSV data, and NM

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[7] Collaborative Conversations involve a small team of PED members and district leadership, who conduct a two-hour visit to the district.

DASH data on an ongoing basis. PED will use this data to inform professional development offerings and determine which schools may need to complete a District Self-Assessment and targeted TA. In addition, PED will require each subgrantee to maintain an SRCL Body of Evidence (BOE) documenting the school's progress in meeting grant requirements (e.g., student data, meeting minutes, etc. submitted in a year-end report). The BOE will be used for sustainability planning for PED to understand specific interventions, practices, and strategies that worked for specific populations across the state. PED will monitor 20-, 40-, and 80-day counts of student subgroups to ensure that sufficient levels of disadvantaged students are being served throughout the grant period.

External Evaluation

PED will engage an outside evaluator with literacy expertise whose role in the program will be limited solely to conducting the evaluation. The evaluator will be asked to craft a thorough, feasible, and aligned evaluation plan for the project that measures progress against goals and objectives, and considers participating student populations and specific subgrantee activities. The evaluator will submit annual performance reports as well as a comprehensive evaluation report at the end of the program articulating qualitative and quantitative program outcomes for subgrantees and the state. Results will be compared to baseline data. PED has a relationship with the South Central Comprehensive Center (SC3), part of a national network of centers funded by the U.S. Department of Education to support the improvement of educational outcomes. The state will leverage the existing relationship and resources under the scope of SC3 to support the evaluation of the SRCL grant. Results of all evaluation efforts will be posted to the SRCL website, and shared with all stakeholder and advisory groups.

Table A.1 High-Quality Plan[8] for SRCL State-Level Activities

Goal A1: Strengthen state-level infrastructure to support SRCL subgrantees			
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**
A1.1 Obtain stakeholder feedback on *The New Mexico Statewide Literacy Framework* through 5 regional meetings and online survey	Feedback incorporated into the final NM Literacy Framework to include the introductory narrative and supporting tools and resources.	September 2017	Literacy Director (LD), support from the Student Achievement, & School Turnaround Director (SASTD) SASTD

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[8] Financial resources to complete these activities are described in detail in the Budget Narrative

Activities	Indicators of Success	Timeline	Party Responsible
A1.2 Hire SRCL Coordinator (SRC), Literacy Specialist (LS), and Data Management Project Coordinator (DMPC)	Well-qualified individuals hired for positions	December 2017	LD, DSPP
A1.3 Establish state advisory team appointed by Deputy Secretary for Teaching and Learning	Advisory committee meetings with clearly defined roles and expectations.	December 2017	LD, SRC, LS, Deputy Secretary for P&P (DSPP), SASTD
A1.4 Develop SRCL RFA and peer review process	(See Activities B2.1–2.2 and B3.1–3.3 in Section B High-Quality Plan)	January 2018	LD, SRC, LS
Goal A2: Provide planning support for potential SRCL subgrantees			
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**

A2.1 Continue state activities supporting use of NM DASH	Effective process for schools & LEAs to engage in needs assessment & CPI planning; TA provided on NM DASH as necessary	Ongoing	Priority Schools Bureau
A2.2 Develop Compendium of Evidence-Based Literacy Programs & Practices	Compendium that will facilitate subgrantees' selection of evidence-based, developmentally appropriate B–12 interventions	January 2018	SRC with support from LS, LD
A2.3 Conduct 5 regional RFA trainings, technical support webinars, and office hours to support LEAs.	(See Activities B1.1 & B1.2 in Section B High-Quality Plan)	January 2018	SRC, LS, LD
A2.4 Design and establish an SRLC webpage on the PED page	Website with Compendium, *Statewide Literacy Framework*, SRCL grant application, FAQs, other relevant SRCL information	January 2018	SRC, LS, LD, IT,

Goal A3: Provide ongoing implementation support for funded SRCL subgrantees

Activities	Indicators of Success	Timeline	Party Responsible
A3.1 Hold SRCL Kick-Off Summit Meeting	Subgrantees receive initial TA on implementation, grant requirements, and connect to state supports	July 2018	SRC, LS, LD, DSPP
A3.2 Establish online community of practice with PD modules	Subgrantees required to participate in 20 online modules helping teachers, district and school leaders, and coaches support language and literacy learning	September 2018	SRC, LS, LD
A3.4 Literacy Specialist conducts needs assessment to inform professional development plan	Comprehensive review of B–12 state PD offerings, online survey to subgrantees about needs, and recommendations made about PD plan	September 2018	LS, coordinates with LD
A3.4 Set calendar and topics for regional workshops and professional development	SRCL professional development events calendar aligned with other state initiatives sent to all grantees	September 2018	SRC, LS, DSPP

Activities	Indicators of Success	Timeline	Party Responsible
A3.5 Host SRCL Sustainability Summit	Subgrantees share lessons learned and develop plans to carry work forward through 2020–21 school year and beyond	November 2020	SRC, LS, LD, DSPP

Goal A4: Engage in continuous program improvement efforts

Activities	Indicators of Success	Timeline	Party Responsible
A4.1 Hire external evaluator and develop SRLC evaluation design.	Qualified, independent evaluator with knowledge of literacy achievement and state landscape	December 2017	SRC, LD, DMPC, DSPP
A4.2 Collect baseline evaluation data	Baseline indicators collected as per evaluation design plan	Sept/Oct 2018	External Evaluator, DMPC

A4.3 Collect beginning-, mid- and end-of-year (BOY, MOY, EOY) student data for all grades	ECOT (3- & 4-year-olds), POT, KOT (Kindergarten), IStation (K–2), and ELA/Reading data (3–12) collected for all children participating in subgrantee programs to inform local and state-level CPI plans	BOY in Oct 18, 19, 20; MOY in Feb 19 and 20 EOY data in May/June 19	DMPC, subgrantees
A4.4 SRCL Site Visits	Site visits to monitor implementation and assist with CPI efforts	Jan/Feb 2019 & 2020; Oct/Nov 2019 & 2020	SRC, LS
A4.5 EOY data analysis at local and state level	Use of EOY data to inform local- and state-level CPI efforts	July 2019 & 2020	DMPC, subgrantees
A4.6 Subgrantee CPI plans submitted and updated literacy plans as necessary	CPI plans based on EOY data and lessons learned to inform implementation during following school year; literacy plans updated as necessary	August 2019 & 2020	Subgrantees (submit to DMPC)

A4.7 State CPI checkpoint	Review SRCL program in combination with other state initiatives and plans; evaluate alignment and make mid-course corrections if necessary.	August 2019 & 2020	SRC, LS, LD, Advisory Committee, Senior PED Leadership
A4.8 Disseminate year-end results and new support resources	Subgrantees receive information about progress and any new research and/or tools to support and strengthen their programs	August 2019 & 2020	SRC, LS, LD, DSPP, DSAST, DMPC, External Evaluator
A4.9 Qualitative data analysis for evaluation	Process study data including interviews with practitioners and leadership to inform ongoing implementation and sustainability	Sept 2019 & 2020	External Evaluator
A4.10 Final evaluation report	Comprehensive report documenting quantitative and qualitative data across the grant period	Oct/Nov 2020	External Evaluator

SELECTION CRITERION B: SEA PLAN FOR SUBGRANTS

(1) Prioritization of evidence-based practices.

Literacy strategies, programs, and materials used in the SRCL grant will be supported by strong or moderate evidence. PED will use several "pillars" to uphold the prioritization of evidence-based literacy interventions.

The first three pillars are statewide resources available to all schools and communities: **(1) NM DASH:** a web-based action-planning tool for developing school improvement plans and identifying evidence-based interventions; **(2) New Mexico Statewide Literacy Framework ECE-12:** The Framework includes a section that defines evidence-based programs and discusses fidelity of implementation; **(3) Compendium of evidence-based interventions:** As described in Section A, PED will provide a list of potential B–12 evidence-based interventions that specifically meet the definition of *strong* or *moderate evidence*.

Three additional pillars are specific to the SRCL subgranting process and comprise the activities of the high-quality plan (see Table B.1). These pillars define the process for awarding subgrants that will ensure implementation of a continuum of literacy interventions supported by strong/moderate evidence in districts that serve large numbers of disadvantaged children. The prioritization of evidence-based practices has been embedded in each of three key subgranting activities: **(1) TA supporting SRCL subgrant proposal preparation:** Potential subgrantees will receive information on the Compendium and training on how to become informed consumers of research. Developing "data literacy" will enable them to judge the evidence base of interventions and use this information in conjunction with local needs assessment data to select the most effective programs for their community; **(2) SRCL RFA and scoring criteria:** The proposed use of evidence-based interventions will be weighted heavily in the scoring criteria for SRCL subgrant

applications; **(3) Independent peer review:** At least one individual knowledgeable in research and evaluation will serve on the peer review panel. Additionally, reviewers will receive training on the Compendium as well as the criteria for moderate/strong levels of evidence in case applicants select an intervention outside the compendium such that reviewers can judge the merits of the intervention and the applicant's justification for use.

These activities (described in more detail in Section B(2)) will ensure that a pool of high-quality applications will be submitted, from which those that will serve the greatest number of disadvantaged students with evidence-based literacy interventions will be selected through a rigorous, transparent peer-review process.

(2) Process to determine subgrant awards

TA supporting proposal preparation. PED views the SRCL subgranting process as an opportunity to engage in substantive discussions with potential subgrantees about best practices and evidence-based B–12 literacy interventions. Accordingly, PED will host five regional meetings across the state, hold webinars, and hold TA office hours to provide technical assistance in advance of the RFA process. These TA opportunities will give potential subgrantees the opportunity to learn about: (1) The Compendium and the criteria by which the programs and practices were selected; (2) Interpreting research on literacy programs and interventions, including how to determine whether a program has a strong or moderate level of evidence and consideration of the relevance of studies for their specific population; (3) The revised Literacy Framework and how to develop a local literacy plan that is aligned with the state Framework and based on findings from a local needs assessment.

These TA meetings will also support the creation and coordination of local literacy teams. The goal of the TA process is to coordinate literacy instruction within each LEA, build the capacity

of LEAs as informed consumers of research, support stronger proposals, and create a more robust foundation for implementation among those entities that are awarded an SRCL subgrant.

RFA process and selection criteria. The SRCL RFA will be designed to reward LEAs, charter schools, and regional consortiums who propose high-quality, evidence-based B–12 literacy support systems that benefit the greatest number of disadvantaged children. Even for those who are ultimately not awarded a grant, the process will provide a solid plan to support literacy development. Additionally, the RFA and selection process will entail a level of rigor that will facilitate the independent peer review panel in differentiating the applicants that have the greatest capacity, most promising plans, strongest use of evidence-based practice, and greatest impact on disadvantaged children.

The state recently completed a successful $12M RFA process for the *Reads to Lead* (RTL) grant program to improve reading outcomes in grades K–3. PED will leverage this existing funding and work directed toward building cohesive literacy systems by requiring applicants to align their proposed interventions with RTL if applicable. PED will also capitalize on their successful RTL subgranting process by utilizing procedures that have been developed and tested such as scoring procedures and peer review protocol.

The SRCL subgranting RFA will be structured as follows:

Section I: Eligibility

New Mexico school districts and/or charter schools may apply on behalf of individual schools or a collaborative group (consortium) of schools or districts. Applications from Regional Education Cooperatives (RECs) applying on behalf of a consortium of schools will also be accepted. To prioritize areas serving large numbers of disadvantaged children, applicants will receive priority for meeting one or more of the following criteria based on state averages: (1) at least 73.5 percent

economically disadvantaged children; (2) at least 13.6 percent limited English proficiency; and/or; **(3)** at least 15.3 percent receiving special education services.

Programs for the following age spans must be included: birth–preschool, elementary (grades K–5), middle school (grades 6–8), and high school (grades 9–12). Applicants are to select a feeder system that is likely to serve the same disadvantaged children as they progress through their education. To ensure a B–12 continuum, LEAs or consortiums must partner with early childhood providers that serve children birth to age 5 including center-based child care, family child care, state-funded pre-K, Early Head Start, Head Start, or home visiting programs.

Section II: Need and Capacity

a. Demonstration of need. Given PED's objective to serve the greatest number of disadvantaged children, community need will be weighted heavily in the application process. Applicants will be asked to document the number of children ages birth to grade 12 who are at risk of educational failure or otherwise in need of special assistance and support including: children living in poverty; children with disabilities; children who are English learners; infants and toddlers with developmental delays; children who are homeless; children in foster care; students who are far below grade level; students who have left school before receiving a regular high school diploma or are at risk of not graduating with a diploma on time; and students who have been incarcerated. In addition, applicants will provide a summary of NM DASH needs assessments, the results of which should inform their proposed interventions.

b. Demonstration of capacity. Successful subgrantees will also need to show a record of effectiveness in improving language and literacy development of children. The RFA will request LEA student reading data over the last two to three years with an explanation for any increase or decrease in proficiency scores. Subgrantees will need to demonstrate sufficient capacity to deliver

services and professional development. The applying entity must be able to establish effective partnerships for areas in which they lack specific capacity on their own to deliver services. If partnering with an external provider, the applicant must have a rigorous process for identifying, screening, selecting, matching, and evaluating external provider organizations that provide critical services to schools and complete PED's External Partner and Provider Information form.

Section III: Proposed Interventions

a. Coherent structure of B–12 literacy programs. Each applicant must outline a comprehensive birth to grade 12 literacy plan for their service area. Applicants must specify the names of literacy interventions that will be used in different program options and for children of different ages ensuring coverage across the continuum depicted in Figure A.1 in Section A. They should discuss why these interventions were chosen over other options and the extent to which the interventions and practices are differentiated and developmentally appropriate (SRCL Criteria B(2)(iii)).

b. Extent and relevance of evidence base. Applicants should ensure that all proposed interventions meet the criteria for strong or moderate evidence (SRCL Criteria B(2)(i)). If an applicant decides on interventions outside of the Compendium, they must prove that their selected intervention (including those led by vendors or partners) meets the definitions of moderate or strong evidence. Applicants should also discuss the relevance of the evidence base to their proposed project and identified needs. For example, identifying whether a study's sample was representative of the district population or whether there are any anticipated barriers to implementation fidelity (SRCL B(2)(iv)). If an intervention chosen is currently implemented in the district/school, the applicant must provide data indicating the effectiveness of the intervention.

c. Continuous Program Improvement and Monitoring

Applicants will describe their system for monitoring implementation by identifying metrics, feedback and observation structures to determine progress, recording evidence to know that a positive impact is occurring, and adjusting for accelerated progress and/or unanticipated barriers. These monitoring and CPI systems should include CSI Maps, FOCUS CQI Program Improvement Plans, student achievement data, and NM DASH plans as articulated in Sections (A) and (C).

d. Timeline for implementation. Subgrantee applicants should present a realistic and specific timeline for the implementation of services.

Section IV: Alignment to Other Literacy Initiatives

a. Alignment to statewide literacy framework. Applicants will describe how their proposed use of grant funding will align with each of the five areas of the statewide literacy framework (SRCL Criteria B(2)(ii)).

b. Alignment to local literacy plan. In addition to alignment to the statewide literacy framework, applicants must demonstrate how their proposed interventions align to their local literacy plan and its stated goals (SRCL Criteria B(2)(ii)).

c. Alignment to Reads to Lead or other literacy initiatives. To promote coordination and leverage resources, applicants should describe the alignment of their SRCL proposed activities to any other relevant literacy initiatives (e.g., Reads to Lead) if applicable.

Section V: Budget

a. Allocation of funds. Applicants will provide a cost-effective budget that directly links costs to proposed activities. The budget and budget justification should outline the use of the grant funds and how the funding will be allocated across birth–age 5 (at least 15 percent), kindergarten through grade 5 (at least 40 percent), and middle/high-school through grade 12 (at least 40 percent).

b. *Efficient use of funds.* Applicants should include information about leveraging funds with state or federal dollars (e.g., Title I) to maximize impact for students OR if the applicant is submitting a joint application with another district and/or charter school or a regional consortium, they should provide a description of how funds will be leveraged and how efficiency will be increased. Applicants should ensure the funding is adequate and supplements, not supplants current funding.

Section VI: Assurances

The applicant will commit to a set of district and/or charter school assurances to participate. This will include a written assurance to cooperate with a national evaluation of the SRCL program, if a national evaluation should be conducted.

Independent peer review process. The team that reviews the SRCL proposals is just as important as the RFA criteria in ensuring that the subgrantees will be successful in meeting goals of the grant. A well-trained team of reviewers will be selected based on their expertise in evidence-based interventions and understanding of the needs of students and practitioners in the state. The panel will consist of individuals with expertise or experience in language and literacy development; professional development; and research science. In addition, a former (or otherwise unbiased) practitioner who is familiar with how literacy interventions are used in practice and what supports are necessary to overcome challenges to implementation will be included on the peer review team.

Each reviewer will be vetted and approved by PED. Training for reviewers will be held prior to the application review process to ensure consistency in evaluating subgrant applications. During the review process, PED staff will be on site to support reviewers and enter data as it comes in. Reviewers will use PED's Review and Rating Protocol and the Quality Scoring Guide. To maintain a transparent review process, the PED will publish the list of approved subgrantees on the PED website as well as the procedures used to review and judge the applications.

Table B.1 High-Quality Plan[9] for Section B

Goal B1: Build local capacity to provide a continuum of evidence-based literacy interventions that meet the needs of their communities and improve outcomes			
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**
B.1.1 Develop RFA TA trainings	Trainings designed to build local capacity to apply for and implement SRCL programs	Jan/Feb 2018	SRCL Coordinator (SRC), Literacy Specialist (LS), Literacy Director (LD)
B1.2 Conduct 5 regional RFA trainings, technical support webinars, and office hours to support LEAs	Potential subgrantees are informed of the SRCL opportunity and build their capacity to develop high-quality applications	February 2018	SRC, Literacy Bureau

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[9] Financial resources for each of these activities are described in detail in the Budget Narrative

Activities	Indicators of Success	Timeline	Party Responsible
B1.3 LEAs and other eligible entities interested in applying for SRCL subgrant create local literacy plans	High-quality local literacy plans aligned to the Statewide Literacy Framework that will form the basis of SRCL applications	March 2018	Potential subgrantees; TA from SRC as necessary

Goal B2: Develop rigorous SRCL RFA to support submission of high-quality applications that support evidence-based, comprehensive B–12 literacy systems

Activities	Indicators of Success	Timeline	Party Responsible
B2.1 RFA developed	Rigorous SRCL RFA to support submission of high-quality applications	January 2018	SRC, LS, LD, Deputy Secretary for P&P (DSPP)
B2.2 Release RFA to all LEAs and State Authorized Charters.	RFA disseminated; FAQ posted on SRLC Web Page	April–May 2018	SRC, LS, LD, DSPP, IT

Goal B3: Conduct high-quality, transparent review process to select the best subgrantee applications, prioritizing those that propose programs supported by moderate/strong evidence and serve large numbers of disadvantaged children

Activities	Indicators of Success	Timeline	Party Responsible
B3.1 Send out Peer Review application nominations and select reviewers	Qualified set of reviewers with broad, representative membership	February 2018	SRC, LD, LS
B3.2 SRLC Peer Review training	Training that prepares reviewers to conduct a transparent, rigorous, thorough review	April/May 2018	SRC, LS, LD
B3.3 Peer Review of applications	Strongest applications are selected	June 2018	SRC, LS, LD
B3.4 SRCL subgrants awarded based on expert review scores	9 subgrants awarded totaling $19 million, serving approximately 30,000 children	July 2018	Secretary Ruszkowski, DSPP, SRC, and LD
B3.5 SRLC Press Release of Awardees	Awarded subgrantees recognized publicly	July 2018	Secretary, DSPP, SRC, LD

SELECTION CRITERION C: SEA MONITORING PLAN

PED allocates every educational dollar with student achievement in mind. This philosophy has driven the state to develop a strong monitoring infrastructure focused on student outcomes that can be used to monitor the local SRCL grantees. New Mexico's strategy will draw on implementation science to monitor fidelity of local models and engage subgrantees in a continuous program improvement process.[10] The monitoring activities in the state's high-quality plan include: 1) Creation of an implementation and BOE reporting template that builds off the state's current reporting requirements and system, 2) Development of a an SRCL site visit protocol to assess implementation fidelity and alignment to the state literacy plan, 3) Desktop reviews of implementation data, 4) A minimum two site visits to each subgrantee by the SRCL coordinator and literacy specialist per grant year, and 5) Review of subgrantee annual reports that contain fiscal accountability information and student outcome data to assess progress toward local and state literacy goals.

(1) Alignment to State literacy plan

New Mexico's comprehensive literacy plan includes five components (Leadership; Comprehensive Assessment; Instruction and Interventions; Professional Development; and Family Engagement) that provide a roadmap for designing local literacy systems that support strong literacy outcomes. The plan contains a section for each component that concludes with a "School Leadership Implementation Checklist" that provides guidance for successful implementation of each component. To ensure alignment to the state literacy plan, these checklists will be included

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[10] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature.

Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

as part of the site visit monitoring protocol and bimonthly desktop reviews. Subgrantees who are not making progress in implementation will receive additional state technical assistance and support from the SRCL Literacy Specialist.

An equally important aspect of alignment is monitoring subgrantee progress toward the state's student outcome goals for literacy proficiency. The state's ESSA plan has the goal of 64.9 percent of students proficient in English Language Arts (ELA) by 2022. On the path to this ESSA goal, PED's strategic plan has the expectation that 50 percent of students will be proficient in ELA by December 2020, which corresponds to the end of the SRCL grant period. New Mexico is a Partnership for Assessment of Readiness for College and Careers (PARCC) state that collects data on ELA proficiency in grades 3–11 using the PARCC assessment. As part of the state's assessment, accountability, and evaluation system, PARCC assessment data is analyzed for each grade for all children and by 10 subgroups[11]. The state also uses the New Mexico Alternative Performance Assessment (NMAPA) to ensure that students with disabilities participate in school and teacher accountability. For younger children, the PED will require the use of the Early Childhood Observational Tool (ECOT). The Kindergarten Observational Tool (KOT) is currently used statewide to measure kindergarten readiness at school entry. At the end of each school year during the grant period, subgrantees will review PARCC/NMAPA, ECOT, and KOT data along with the implementation reports and work with the SRCL Coordinator and Literacy Specialist to develop a CPI plan.

A final aspect of monitoring critical to successful implementation and alignment is fiscal monitoring. Subgrantee expenditure information will be uploaded into the state's Operating

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[11] female, male, Caucasian, African American, Hispanic, American Indian, Economically Disadvantaged, Students with Disabilities, English Language Learners, and Migrant

Budget Management System (OBMS). Desktop reviews of subgrantee expenditures will be monitored by PED fiscal staff. Subgrantee expenditures must be allowable, reasonable, and necessary for their local literacy plans and conform to federal and state procurement codes. The SRCL Coordinator will work with PED fiscal staff to conduct desktop reviews to monitor budgets, budget adjustment requests, and requests for reimbursement to ensure that expenditures are consistent with statutory and regulatory requirements of SRCL and project goals. The SRCL Coordinator, working with PED fiscal staff, will offer feedback throughout the duration of the grant, ensuring that SRCL subgrant funds are used to execute a comprehensive and coherent literacy program that serves students from birth through grade 12.

(2) Extent of evidence

As part of the five regional TA meetings, subgrantees will be trained in the state's definition of moderate and strong evidence and made aware of the Compendium that includes interventions meeting the strong and moderate evidence thresholds. The RFA will vet proposals to ensure evidence-based practices are being proposed. The desktop reviews will monitor whether subgrantees are implementing the proposed evidence-based practices. Implementation of the proposed practices will also be confirmed during site visits. Subgrantees struggling with implementation of the evidence-based practices will be targeted for additional support. Subgrantees will be required to report any changes in interventions or practices as they occur.

(3) Extent of differentiation and developmental appropriateness

New Mexico's *Early Learning Guidelines* (ELGs) and Common Core State Standards (NMCCSS) provide developmentally appropriate expectations for literacy development for children birth to age 5 and students in kindergarten through grade 12. Evidence-based literacy assessments, curriculum, professional development, and other practices will be monitored on how they align with the standards both in terms of literacy content and level of difficulty. Children of

the same age in the same classroom will be at different levels of reading proficiency relative to the standards, and as such, the use of formative assessments to determine a child's proficiency level is a core aspect of the state's comprehensive literacy plan. Effective teaching begins with assessment, and the assessment process is the primary determinant in how practices are differentiated to meet children where they are and to help them make progress toward age-appropriate and grade-level proficiency. As such, PED will hold subgrantees accountable for using valid and reliable screening, diagnostic, formative and outcome measurement tools that target instruction and align with ELGs and NMCCSS. This will be monitored through the desktop reviews and site visits. Currently, LEAs in the state use the Student Teacher Accountability Reporting System (STARS) to provide data on student demographics and academics, which includes an "Assessment Template" to provide information about the assessments used and scores.

Subgrantees will be required to use an observation-based assessment for children birth to age 3 and ECOT for 3- and 4-year-olds. For K–3, PED will require subgrantees to use Istation. ISIP™, Istation's Indicators of Progress, Early Reading (ISIP Early Reading) is a web-delivered Computer Adaptive Testing (CAT) system that provide Continuous Progress Monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading through the academic years. ISIP Early Reading provides teachers and other school personnel with easy-to-interpret, web-based reports that detail student strengths and challenges and provide links to teaching resources. Use of this data allows teachers to more easily make informed decisions regarding each student's response to targeted reading instruction and intervention strategies. All districts in the state are currently required to use Istation for grades K–2 and districts and charter schools receiving Reads to Lead funding are required to utilize Istation will all students in grades

K–3. As such, the use of Istation as tool for differentiated literacy practices will not be an additional burden to the subgrantee and can be easily monitoring by the state using existing protocols.

Finally, per 6.69.8.8 NMAC, each district and charter is required to use valid and reliable measures of student achievement growth approved by PED. Each subgrantee's choice of assessment for grades 4–12 will be vetted during the proposal process and monitored through the desktop review and site visits.

(4) Implementation fidelity and alignment with State and local literacy plans

Subgrantees are required to develop local literacy plans that align with the state Framework. In the start-up phase of the grant, potential subgrantees will be trained on the Framework, made aware of the SRCL funding opportunity, and provided adequate time to create a local literacy plan. This local plan will serve as the foundation for monitoring implementation fidelity and alignment with the state plan. The site visits, using the SRCL Site Visit Protocol will be the primary vehicle for monitoring implementation and will examine the systems that support and relate to instruction. During the site visit, through a collaborative conversation, Promising Practices (PP) and Opportunities Moving Forward (OMF) are identified and reported back to the school in the SRSV Feedback Report.

During the second and third site visit, the collaborative conversation will begin by reviewing any progress made in the OMF identified in the initial site visit. To gather evidence as to the implementation of the Opportunities Moving Forward, as identified from the first visit , PED will use the Stages of Implementation[12] to provide feedback to schools.

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[12] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature.

Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Figure C.1 High-Quality Plan[13] for Section C

Goal C1: Develop protocols to monitor compliance to local SRCL plans and grant requirements			
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**
C1.1 Develop implementation and BOE reporting template	Template that builds off state's current reporting requirements and systems	August 2018	SLCL Coordinator (SRC), Literacy Specialist (LS), Literacy Director (LD), Data Management Project Coordinator (DMPC)
C1.1 Develop SRCL Site Visit Protocol	Protocol to assess implementation fidelity and alignment to state literacy plan	December 2018	SRC, LS, LD, DMPC
Goal 2: Utilize monitoring protocols to track implementation fidelity, alignment to state literacy plan, and ongoing progress			

[13] Financial resources for each of these activities are described in detail in the Budget Narrative

Activities	Indicators of Success	Timeline	Party Responsible
C2.1 Desktop monitoring	Ongoing monitoring and contact to ensure implementation fidelity to SRCL proposal and fiscal accountability	Oct/Nov 2018, 2019, & 2020; March 2019 & 2020	SRC, LS, DMPC
C2.2 SRCL Site Visits	Site visits to monitor implementation and assist with CPI efforts and fiscal accountability	Jan/Feb 2019 & 2020; Oct/Nov 2019 & 2020	SRC, LS
C2.3 Subgrantee annual reports	Analysis of student outcome data submitted to PED to assess progress toward local and state literacy goals	May/June 2019	Subgrantees submit to DMPC, reviewed by SRC, LS, LD, Literacy Advisory Committee

SELECTION CRITERION D: ALIGNMENT OF RESOURCES

(1) Targeted subgrants

Figure D.1 outlines the allocation of funding between the state and LEAs for SRCL grant. PED will dedicate 95 percent of the total SRCL grant funds ($19 million) toward the LEAs, with LEAs that serve large numbers of disadvantaged children receiving priority for funding. The remaining 5 percent ($1 million) will be used for state level activities.

Figure D.1 Allocation of SRCL grant funds
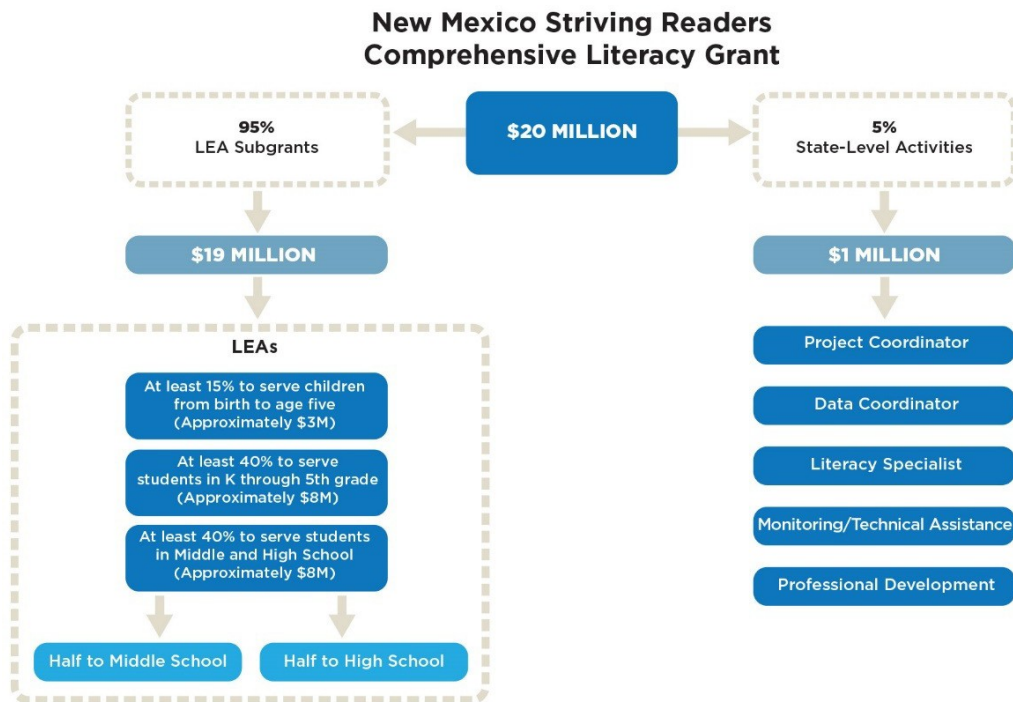
PED defines disadvantaged children as those who are economically disadvantaged, identified as English language learners/limited English proficient, or receiving special education services. As discussed in Section B, LEAs will include a demonstration of need in the subgranting proposals. To prioritize and target funding to projects that will benefit the greatest number of disadvantaged children, the selection criteria will be weighted to give priority to applicants that meet at least one of the following criteria: (1) serving at least 73.5 percent economically disadvantaged children; (2)

serving at least 13.6 percent of children who are limited English proficient; and/or (3) serving at least 15.3 percent of children receiving special education services. New Mexico has an exceptionally large number of disadvantaged children and these thresholds represent the district averages across the state for each of the categories. Districts meeting all three criteria would receive highest priority through the weighting process, followed by those meeting two of the priority criteria, and then those meeting just one. Of the 151 LEAs in the state (districts and state charter schools), 15 meet all three; 58 meet two; 45 meet one; and remaining 33 do not meet any. The inclusion of these priority criteria will focus the funding on the poorest of the poor LEAs with the greatest number of disadvantaged children who also present a high-quality literacy plan and indicate a strong motivation to implement the plan with fidelity. Given the significant number of LEAs in the state meeting more than one priority criteria, PED is confident that the subgrants will be appropriately targeted to improve instruction for greatest number of disadvantaged children.

(2) Amount and allocation of subgrants

The SRCL subgrantees will be provided the funds to build a continuum of literacy interventions with specific amounts allocated to age group categories within the B–12 continuum. As discussed in Section B, the budget section of the subgrantee proposals require that LEAs budget funds according to the following allocation: at least 15 percent of the budget allocated to children birth to age five; at least 40 percent allocated to students kindergarten through grade five; and at least 40 percent allocated to middle and high school students with an equal allocation between middle and high school. As such, the state expects to allocate $3,040,000 to serve children birth to age 5; $7,980,000 for students in kindergarten through grade five; and $7,980,000 for middle and high school students ($3,990,000 for each group). Through the fiscal monitoring process, each subgrantee must provide evidence of appropriate distribution of funds across these categories.

SELECTION CRITERION E: ADEQUACY OF RESOURCES

(1) Effective use of funds

PED will take several steps, discussed throughout the proposal, to ensure the effective use of funds; that costs are reasonable in relation to the project design; and that the proposed funding request has a significant impact on local literacy practices and child and student outcomes across the state. These steps include: (1) a well-thought out logic model for how the activities will impact child and student outcomes across the birth-to-grade 12 continuum; (2) a clear project plan and timeline; (3) robust support and technical assistance by the state to support effective implementation of evidence-based programs and practices (e.g., the Compendium); a clear budget justification for the use funds by the state; (4) a clear vetting process for the subgranting of funds; and, (5) fiscal and project monitoring process to ensure the effective use of funds at the LEA level.

(2) Efficient use of funds

The funds for this project will be provided to nine subgrantees that will provide evidenced-based literacy programs and practices to an estimated 30,000 children and students birth-to-grade 12 across the state. While the grant amount represents well less than 1 percent of the state's overall

education budget, it will impact 9.4 percent of the overall student population and nearly 12 percent of the state's disadvantaged students. The budget and budget narrative outline the efficient use of this funding, which will be closely monitored to ensure that the funds are used efficiently. Equally important, the initiatives proposed here are new. As such, the federal funding will not supplant funding for current initiatives, but instead provide supplemental funding to engage in new, important state-supported literacy initiatives at the local level.

SELECTION CRITERION F: QUALITY OF PROJECT DESIGN

The New Mexico SRCL Program is designed to build capacity and support the sustainability of evidence-based B–12 literacy systems. Subgrantees will form local Literacy Connection Teams that will continue spearheading literacy efforts after the grant, including the ongoing implementation of local literacy plans, continuation of the CPI processes established during the grant, and the maintenance of collaborative relationships across the B–12 continuum. Through the Compendium and capacity-building trainings, subgrantees will have identified and implemented evidence-based B–12 literacy interventions. As grant funds will mostly be used to purchase classroom materials and trainings, this is an investment in high-quality programs that will have returns extending beyond the timeframe of the grant. A large investment in human capital will also be made during the grant training teachers, leaders, and other key personnel such as coaches. All subgrantees will participate in a Sustainability Summit at the conclusion of the grant to share lessons learned and develop guidance on how practices can be sustained and replicated in other LEAs and schools. Subgrantees will also develop Sustainability Plans to be implemented in the remainder of the 2020–2021 school year and beyond to ensure continuation of evidence-based practices leading to improved student outcomes.

In addition to capacity-building at the local level, the SRCL Program will support the growth of the state's overall B–12 literacy efforts. The benefits of the SRCL Program will be leveraged to extend beyond the population of subgrantees and beyond the time of the federal funding period. For example, the published Compendium will have a large return-on-investment for the state. Beyond assisting potential SRCL subgrantees in developing their plans, this tool will benefit schools and LEAs across that state as a valuable resource for identifying evidence-based literacy programs and practices across the B–12 continuum. It will be incorporated into existing infrastructure (e.g., NM DASH) and (with periodic updates) will continue to benefit New Mexico's education community long after the SRCL grant sunsets. Similarly, the work of the state literacy advisory committee, Statewide Literacy Framework, and professional development content and infrastructure will continue to inform and improve New Mexico's efforts to support the language and literacy learning of all children in our state.