



# Striving Readers Comprehensive Literacy (SRCL) Grant Webinar

Literacy, the Humanities, and Early Childhood  
Education Bureau

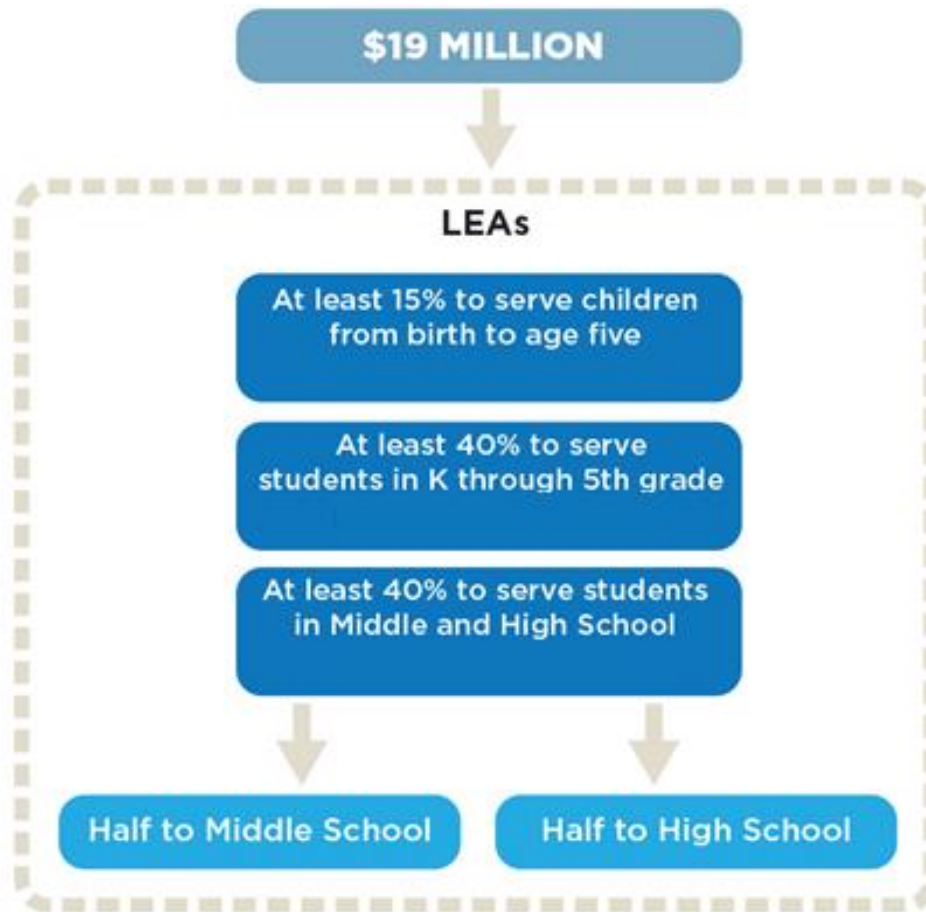
# Striving Readers Comprehensive Literacy Grant Program

- ▶ Competitive federal grant program from the U.S. Department of Education to eligible State Education Agencies
- ▶ Seeks to support the continuum of language and literacy skills for children birth to Grade 12
- ▶ Prioritizes serving underserved children, especially those living in poverty, English learners, and children with disabilities



- ▶ Awarded a \$20 million SRCL Grant
- ▶ One of 11 states awarded grants

# Striving Readers Comprehensive Literacy Grant Award



# New Mexico SRCL Timeline

DATE	ACTION	BY WHOM
May 1, 2018	Request for Applications Released	PED
May 3 & May 10, 2018	Technical Assistance Webinars	Applicant/PED
May 1–June 8, 2018	Application Development	Applicant
June 8, 2018	Application Submission	Applicant
June 12–15, 2018	Application Review Period	Internal and External Review Team
June 2018	Notification of Award	PED
August 2018–June 2021	Implementation	Applicant

# Eligible Applicants

- ▶ Individual school districts or charter schools
- ▶ Consortia of two or more regional districts or charter schools
- ▶ Regional Education Cooperatives (RECs) applying on behalf of a regional consortium

**Priority will be given to districts meeting one or more of the following criteria, which are based on state averages<sup>1</sup>:**

- ▶ at least 74% economically disadvantaged children,
- ▶ at least 15% limited English proficiency, and/or
- ▶ at least 16% receiving special education services.

<sup>1</sup>SY17-18 STARS 80-day Count

# Birth through Graduation Continuum

EARLY CHILDHOOD		ELEMENTARY						SECONDARY						
Infants & Toddlers	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

## SRCL Comprehensive Literacy System Partners

### NEW MEXICO'S EARLY LEARNING SYSTEM OF SYSTEMS

AGES					
PRENATAL	BIRTH TO ONE	ONE	TWO	THREE	FOUR TO KINDERGARTEN ENTRY
Home Visiting					
	IDEA Part C Early Intervention - NM FIT			IDEA Part B EC Special Education PROGRAM	
	Title 1				
	Child Care				
Early Head Start				Head Start	
					NM PreK

### All SRCL ECE partners must:

- be certified by a federal or New Mexico state agency
- adhere to all federal and state program requirements
- meet minimum insurance requirements
- maintain adequate insurance coverage

# Local Literacy Plan

- ▶ The federal SRCL program requires that all LEAs submit a **local literacy plan** that:
  - describes how children birth through grade 12 will be supported in language and literacy development,
  - is informed by a comprehensive needs assessment,
  - provides professional development,
  - includes interventions and practices that are supported by moderate or strong evidence,
  - is aligned with the statewide literacy framework, and
  - includes a plan to track children's outcomes consistent with applicable privacy requirements.
- ▶ Should be foundation of your application
- ▶ Submit a copy as an appendix to your project narrative

# Section 1:

## Applicant Information & Goals

Demonstrate how a significant number of underserved children—especially those in poverty, with disabilities, and English Learners—would benefit from a coordinated and aligned literacy system.



## 1.A. Complete *Appendix 1.A: Applicant Info*

- ▶ See **Tab 1.A. Applicant Info** of Excel document *SRCL Application Appendices*
- ▶ Fill in right-hand column

# 1.B. Complete *Appendix 1.B: Proposed Partners*

- ▶ See **Tab 1.B. Proposed Partners** of Excel document *SRCL Application Appendices*
- ▶ List all schools and early childhood programs that will participate in your proposed grant
- ▶ Indicate grades/ages served by each school/program
  - **Each** grade/age from **birth through grade 12** must be covered by at least one participating school/early childhood program
- ▶ Enter total number of children served and numbers in special categories
  - Percentages will be calculated automatically

# 1.C. Establish goals based on identified needs

- ▶ In grant narrative, present community literacy goals based on:
  - demographic information from Appendix 1.B
  - early childhood improvement plans
  - NM DASH needs assessment results

## Example goals:

Needs Data	Goal
High percentage of children living at or near poverty line	<i>XX% of economically disadvantaged children will achieve ELA proficiency by June 2021.</i>
Lack of high-quality early childhood programming	<i>XX% of child care/Head Start partners will increase their CYFD FOCUS QRIS rating by June 2021.</i>
Low phonological awareness scores	<i>XX% of teachers will access an online community of practice module on phonological awareness during Year 1 of the grant.</i>

# 1.D. Summarize community needs

## ► Provide a copy of:

- your school(s)' NM DASH needs assessments for K–12 partners
- improvement plans for early childhood partners

## Section 2:

# Comprehensive Literacy System Design

Propose a birth–Grade 12 literacy system rooted in the five critical components of an effective literacy program outlined in *The New Mexico Statewide Literacy Framework*:

- 1) Leadership
- 2) Instruction and Interventions
- 3) Assessment
- 4) Professional Development
- 5) Family Engagement

# New Mexico Statewide Literacy Framework

NM Public Education Department



**NEW MEXICO STATEWIDE  
LITERACY FRAMEWORK**



[https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM\\_Literacy\\_Plan.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf)

## 2.A. Leadership

- ▶ Describe how your literacy system model will follow the ***Essential Elements of Leadership*** outlined in *The New Mexico Statewide Literacy Framework*
- ▶ See pp. 17–25 of *Framework*
  - School Leadership Implementation Checklist (p. 25)

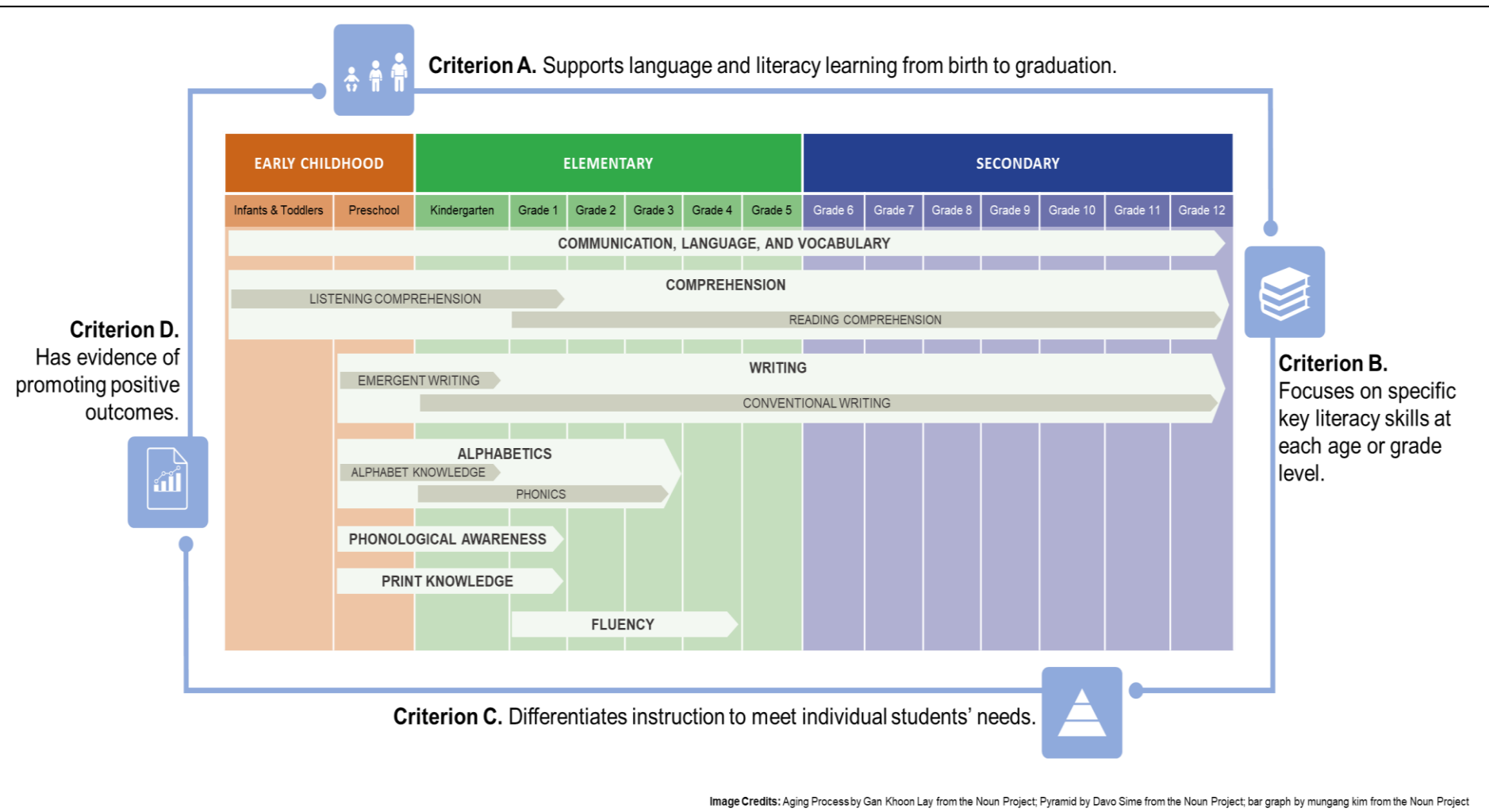
## 2.B. Instruction and Intervention

- ▶ Describe how your literacy system model will follow the ***Essential Elements of Instruction and Intervention*** outlined in *The New Mexico Statewide Literacy Framework*
- ▶ See pp. 26–41 of *Framework*
  - School Instruction and Intervention Implementation Checklist (p. 41)
- ▶ Propose a **comprehensive literacy system** that includes programs and/or practices that:
  - supports language and literacy learning from birth through Grade 12
  - focuses on specific literacy skills at each age and grade level
  - differentiates instruction to meet individual students' needs
  - has research evidence of promoting positive outcomes for children



# 2.B. Instruction and Intervention

**Figure 1. Blueprint for a Comprehensive Literacy System**



## 2.B. Instruction and Intervention

**Criterion A.** Supports language and literacy learning from birth to graduation

**Proposed literacy system includes programs and practices\* that target:**

- ▶ Infants and toddlers (ages birth to 3)
- ▶ Preschool (ages 3 to 5)
- ▶ Elementary (K–Grade 5)
- ▶ Middle school (Grades 6–8)
- ▶ High school (Grades 9–12)

\***Programs** are commercially available curricula or professional development resources.

**Practices** are recommended teaching strategies or processes that are not affiliated with a specific curriculum.

## 2.B. Instruction and Intervention

**Criterion B.** Focuses on specific key literacy skills at each age or grade level

**Proposed literacy system includes programs and practices that target key literacy skills for each age/grade level:**

- ▶ Language and vocabulary (*Infants/toddlers – Grade 12*)
- ▶ Comprehension (*Infants/toddlers – Grade 12*)
- ▶ Writing (*Preschool – Grade 12*)
- ▶ Letter and word knowledge (*Preschool – Grade 3*)
- ▶ Phonological awareness (*Preschool – Grade 1*)
- ▶ Concepts of print (*Preschool – Grade 1*)
- ▶ Fluency (*Grade 1 – Grade 4*)

For more information about the definition of each of these key skills, see **Tab 2.B.1** in the *SRCL Application Appendices* Excel document

For a visual illustration of the skills applicable for each age group/grade, see **Figure 1. Blueprint for a Comprehensive Literacy System**

## 2.B. Instruction and Intervention

### Criterion C. Differentiates instruction to meet individual students' needs

**For every grade\*, the proposed literacy system includes at least one program and/or practice at each instructional tier:**

- ▶ **Core (Tier 1):** basal reading program that is the basis for classroom reading instruction.
- ▶ **Supplemental (Tier 2):** provides deeper instruction and additional practice on a particular essential element or subset of essential elements.
- ▶ **Intervention (Tier 3):** intensive reading programs designed to address the needs of students who are well-below grade-level goals.

\*Infant/Toddler and Preschool programs are not required to have Supplemental or Intervention programs/practices.

For more information about the application of each tier at different grade levels, see **Tab 2.B.1** in the *SRCL Application Appendices* Excel document.

## 2.B. Instruction and Intervention

### Criterion D. Has evidence of promoting positive outcomes

**All programs and practices have strong or moderate evidence of their effectiveness:**

- ▶ **Strong evidence:** program or practice with a demonstrated statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental (i.e., randomized) study.
- ▶ **Moderate evidence:** program or practice with a demonstrated statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental (i.e., matched) study.

## 2.B. Instruction and Intervention

Tools to help you design a comprehensive literacy system and meet Criteria A–D:

- ▶ **Tab 2.B.2** of *SRCL Application Appendices* Excel document
  - Helps meet Criterion A (all ages/grades are represented in literacy system)

[illegible]

# 2.B. Instruction and Intervention

Tools to help you design a comprehensive literacy system and meet Criteria A–D:

- ▶ **Tab 2.B.3** of *SRCL Application Appendices* Excel document
  - Helps meet Criteria B & C (key literacy skills and levels of instruction are represented for each age/grade)

Early Childhood Programs and Practices							
Infants and Toddlers		Key Literacy Skills		Not Applicable for This Age Range			
Programs and Practices	Language & vocabulary	Comprehension	Writing	Letter & word knowledge	Phonological Awareness	Concepts of Print	Fluency

## 2.B. Instruction and Intervention

Tools to help you design a comprehensive literacy system and meet Criteria A–D:

► U.S. Department of Education **SRCL Evidence-Based Literacy Resources** website

- <http://srcIgrants.com/PublicResources/srResources.aspx>
- Helps meet all criteria, especially Criterion D (strong or moderate evidence base)

The screenshot shows a web interface for searching literacy resources. At the top, there is a 'Search Terms' section with a text input field. Below this, there are five filter categories, each with a dropdown menu set to 'Select All': 'Topic', 'Age/Grade Range', 'Level of Evidence', 'Student Population', and 'Type/Source'. At the bottom of the filter section, there are two red buttons: 'SEARCH' and 'CLEAR SEARCH FILTERS'.



## 2.C. Assessment

- ▶ Describe how your literacy system model will follow the ***Essential Elements of Assessment*** outlined in *The New Mexico Statewide Literacy Framework*
- ▶ See pp. 42–51 of *Framework*
  - School Assessment Implementation Checklist (p. 51)
- ▶ Your proposed comprehensive literacy system should include measures of formative assessment at every age/grade level
  - **Formative assessment:** tool used to measure progress and identify student needs and strengths to guide responsive instructional practices.
  - May be tools already required by the state (e.g., ECOT, KOT, Istation's ISIP) **and/or**
  - other formative assessments chosen by an applicant to meet their needs (e.g., a curriculum-based assessment).

## 2.C. Assessment

Tools to help select assessments for your comprehensive literacy system:

- ▶ U.S. Department of Education **SRCL Evidence-Based Literacy Resources** website
  - <http://srcigrants.com/PublicResources/srResources.aspx>
  - Select “Using Data and Assessment” under Topics
- ▶ **Tab 2.C** of *SRCL Application Appendices* Excel document

**Directions:**

- ▶ In Column B below, type the names of the assessment tools you propose to use in your birth-grade 12 literacy system.
- ▶ Use the drop down menus in Column A to indicate whether the assessment is currently used or whether it will be added through the proposed SRCL funding.
- ▶ In Columns C-Q, put an “X” to indicate which ages/grades will use each assessment.

New or Current?	Literacy Assessments	EARLY CHILDHOOD		ELEMENTARY						SECONDARY						
		Inf/Todd	PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

## 2.D. Professional Development

- ▶ Describe how your literacy system model will follow the ***Essential Elements of Professional Development*** outlined in *The New Mexico Statewide Literacy Framework*
- ▶ See pp. 52–58 of *Framework*
  - School Professional Development Implementation Checklist (p. 58)

## 2.E. Family Engagement

- ▶ Describe how your literacy system model will follow the ***Essential Elements of Family Engagement*** outlined in *The New Mexico Statewide Literacy Framework*
- ▶ See pp. 59–62 of *Framework*
  - School/Family/Community Engagement Implementation Checklist (p. 62)

## Section 3:

### Continuous Program Improvement & Monitoring

Propose a data-driven decision-making process to inform continuous improvement efforts, improve child outcomes, and ensure that disadvantaged children are served.

### 3. Continuous Program Improvement & Monitoring

- ▶ Describe how you will monitor implementation of literacy interventions to ensure fidelity.
- ▶ Identify metrics you will use to track progress.
- ▶ Describe feedback process you will implement to drive data-based decision-making
  - including adjusting for accelerated progress and/or unanticipated barriers.
- ▶ Monitoring and Continuous Program Improvement systems should include:
  - CSI Maps,
  - FOCUS Program Improvement Plans (early childhood programs),
  - student achievement data, and
  - NM DASH plans.

## **Section 4:**

# **Coordination and Sustainability**

Demonstrate that existing resources and funds will be leveraged to support SRCL efforts and sustain progress after the grant ends.

## 4. Coordination and Sustainability

- ▶ Leveraging of existing resources and current personnel to support SRCL grant activities
  - e.g., state or federal funding, current curricula or programs
- ▶ Alignment of proposed SRCL activities to other relevant initiatives
  - e.g., *Reads to Lead* grants, state pre-kindergarten funding, local teacher recruitment and retention efforts
- ▶ Supporting facilitators of literacy development to ensure children are coming to school healthy and ready to learn
  - e.g., assuring children have access to adequate nutrition, health and wellness services, school breakfast and lunch programs, mental health and behavior supports
- ▶ Sustaining programming and interventions after the completion of the three-year funding period.



# Section 5:

## Timeline

Propose a realistic and specific timeline of activities that will guide you through implementation.

# Section 6:

## Budget

Applicant proposes a cost-effective budget that directly links costs to proposed activities

## 6. Budget

- ▶ Funds must be allocated as follows:
  - *at least 15 percent to providers/programs serving children **birth–age 5**,*
  - *at least 40 percent to schools serving **kindergarten–grade 5**, and*
  - *at least 40 percent to schools serving **grades 6–12** (funds evenly distributed between middle and high school)*
- ▶ Funding must supplement and not supplant current funding for literacy initiatives.

# 6. Budget

- ▶ Provide a budget narrative that describes how requested funds for sections 1–6 will be spent.
  - If submitting a consortium application, describe how funds will be allocated across consortium partners.
- ▶ Complete **Appendix 6.B: Budget Calculator** in the *SRCL Application Appendix* Excel document

**Appendix D. Budget Calculator**

	Birth Through Age 5	Kindergarten-Grade 5	Middle & High School	Total
<b>Year 1 (June 2018–May 2019)</b>				
Contractual				\$ -
Curriculum and Assessment Materials				\$ -
Professional Development				\$ -
Travel				\$ -
Other				\$ -
<b>Year 1 Total</b>	\$ -	\$ -	\$ -	\$ -
<b>Year 2 (June 2019–May 2020)</b>				
Contractual				\$ -
Curriculum and Assessment Materials				\$ -
Professional Development				\$ -
Travel				\$ -
Other				\$ -
<b>Year 2 Total</b>	\$ -	\$ -	\$ -	\$ -
<b>Year 3 (June 2020–May 2021)</b>				
Contractual				\$ -
Curriculum and Assessment Materials				\$ -
Professional Development				\$ -
Travel				\$ -
Other				\$ -
<b>Year 3 Total</b>	\$ -	\$ -	\$ -	\$ -
<b>OVERALL TOTAL</b>	\$ -	\$ -	\$ -	\$ -
<b>PERCENTAGE TOTALS</b>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Should be at least  
15% of total budget\*

Should be at least  
40% of total budget\*

Should be at least 40% of  
total budget (split equally)

**Unallowable Expenses** (Not an exhaustive list)

- Furniture for office use
- Salaries and benefits of current classroom teachers and clerical/secretarial staff (new staff may be hired on a contractual basis)
- Pre-award costs
- Entertainment, refreshments, snacks, alcohol
- Field trips or retreats
- Promotional or marketing items
- Decorative items
- Land or building acquisition
- Construction costs or renovations/remodeling costs
- Gifts or incentives
- Fundraising costs
- Dues to organizations, federations, or societies for personal benefit
- Computers, printers or other technology
- Student services such as AP testing fees, concurrent enrollment fees and books, or other direct student services
- Convocation/graduation costs

# External Partner Vetting Documents

Applicant and partner organizations demonstrate commitment to grant participation and requirements.

# Assurances

- ▶ Follow instructions in **Appendix 7.A: General Assurances** in the *SRCL Application Appendix* Excel document.
- ▶ Print, sign, and scan the assurances document.

**Appendix E. General Assurances**

**Instructions:**

1. Ensure that Tab 1.A is filled out correctly with the Lead Applicant Name (will auto-populate below).
2. Check "Yes" to indicate that you agree to the assurances listed below.
3. Print this page. The print area of this tab should be set such that the assurances print on a single page. If any adjustments need to be made, select the area you want to print, then go to Page Layout > Print Area > Set Print Area.
3. Obtain signature from representative of lead applicant entity to indicate agreement to these assurances.
4. Scan the signed assurances page and save as a PDF along with all other *External Partner Vetting Documents*.

General Assurances for [Lead Applicant Name]

**[Lead Applicant Name] assures that it will:**

- A. Ensure each partner school/program proposed as part of this grant will receive all of the State and local funds it would have received in the absence of funds received under this grant.
- B. Use an awarded SRCL grant to implement, fully and effectively, the plans submitted in this application.
- C. Insurance: All ECE providers must meet all insurance requirements established by state law, federal law, regulations, and by the PED. Provide a copy of the certificate showing proof of adequate insurance, including insurance from a company licensed to sell insurance by the state.**
- D. Use SRCL grant funds to supplement, and not supplant, any non-Federal funds that would be used to advance literacy skills for children from birth through grade 12.
- E. Follow local, state and federal procurement laws, as applicable.
- F. Monitor and evaluate the actions the LEA and its school(s) have taken, as outlined in the approved application.
- G. Cooperate with the New Mexico Public Education Department for monitoring and oversight of the SRCL p

[Lead Applicant Name] agrees to these assurances: ☐ Yes ☐ No

**Representative from [Lead Applicant Name]**

\_\_\_\_\_  
Printed Name                      Signature                      Date

# Agreements

- ▶ Follow instructions in **Appendix 7.B: Memorandum of Understanding (MOU)** in the *SRCL Application Appendix* Excel document.
- ▶ Print, sign, and scan one MOU for each external partner (e.g., schools, ECE providers).

**Appendix F. Memoranda of Understanding (MOUs)**

**Instructions:**

1. Ensure that Tabs 1.A and 1.B are completed accurately (this will auto-populate the lead applicant and partner names on the MOUs. Scroll down on this tab to see each individual MOU.
2. Print one MOU for each partner organization (i.e., each school/program listed on Tab B). The print area of this tab should be set such that each MOU prints on a separate page. If any adjustments need to be made, select the area you want to print, then go to Page Layout > Print Area > Set Print Area.
3. A representative from the lead applicant entity should sign each MOU in the designated space. Obtain signatures.

**Memorandum of Understanding**  
[Lead Applicant Name] and [Partner 1]  
*Striving Readers Comprehensive Literacy Program*

[Lead Applicant Name] and [Partner 1] are committed to implementing a comprehensive literacy program that seeks to build upon community literacy efforts by encouraging partnerships among early childhood, elementary, middle, and high school programs.

[Partner 1] personnel will support the district in literacy efforts and conform to the requirements outlined in the grant proposal.

The Striving Readers Comprehensive Literacy grant seeks to expand upon existing efforts by encouraging [Partner 1] personnel to partner and work together with school district personnel to improve local literacy outcomes.

Community partnerships will be developed or enhanced with [Lead Applicant Name] as a result of this grant. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation, and continuous program improvement of literacy.

**Representative from [Lead Applicant Name]**

_____	_____	_____
Printed Name	Signature	Date

**Representative from [Partner 1]**

_____	_____	_____
Printed Name	Signature	Date

# External Partners Vetting Policy

- ▶ Applicants must have in place a written policy, including a procedure to recruit, screen, and select external early childhood provider(s).
- ▶ This written policy should include how the LEA will:
  - identify and prioritize available external early childhood provider(s)
  - engage parents and other stakeholders in the review and selection process
  - assure how the external provider aligns with the operational needs and goals of the LEA
  - review external early childhood provider(s) progress towards goals and
  - define corrective actions for the external early childhood provider(s) if the goals and expectations are not met



# External Partners Vetting Documents

- ▶ For each external early childhood provider included in the SRCL application, submit:
  - proof of adequate insurance coverage
  - certification and/or license issued by a federal or New Mexico state agency
  - safety plans
  - CYFD childcare licensure reports and FOCUS Tiered Quality Rating and Improvement System monitoring reports verifying STAR level
  - most recent federal program review for Head Start or Early Head Start if applicable
  - proof of compliance with federal or New Mexico state agency requirements
  - proof of professional development hours and topics covered
  - proof of health, safety and monitoring
  - curriculum model used as part of the external providers mission and goals
  - policies provided to parents as related to the curriculum model used
  - Family Handbook as required by CYFD FOCUS and childcare licensing
  - site summary of New Mexico child observational (EPICS), or Head Start Child Outcomes Assessment

# SRCL Quality Scoring Guide

<b>Section 1:</b> Applicant Information and Goals	10 points
<b>Section 2:</b> Comprehensive Literacy System Design	
2.A: Leadership	10 points
2.B: Instruction and Intervention	15 points
2.C: Comprehensive Assessment	10 points
2.D: Professional Development	15 points
2.E: Family Engagement	10 points
<b>Section 3:</b> Continuous Program Improvement and Monitoring	10 points
<b>Section 4:</b> Coordination and Sustainability	5 points
<b>Section 5:</b> Timeline	5 points
<b>Section 6:</b> Budget	10 points
<b>Assurances and Agreements</b>	Required*

\*failure to submit shall lead to disqualification.

# Submission Instructions

- ▶ Applications must be submitted via email to [SRCL.literacy@state.nm.us](mailto:SRCL.literacy@state.nm.us) by 5:00 pm Mountain Daylight Time (MDT) on **June 8, 2018**.
- ▶ Any applications not submitted to [SRCL.Literacy@state.nm.us](mailto:SRCL.Literacy@state.nm.us) will not be considered for funding.

# Submission Format

## Document 1:

Project Narrative & Local  
Literacy Plan



Save as PDF  
document

### Project Narrative

1. Applicant Information and Goals
2. Comprehensive Literacy System Design
3. Continuous Progress Improvement & Monitoring
4. Coordination and Sustainability
5. Timeline
6. Budget

### Appendices

- Local Literacy Plan
- NMDASH Needs Assessments (K-12)
- Improvement plans for ECE Partners

## Document 2:

SRCL Application  
Appendices



Save as Excel  
document

### Appendix 1.A:

Applicant Info

### Appendix 1.B:

Proposed Partners

### Appendix 2.B.2:

Programs and Practices

### Appendix 2.B.3:

Literacy Skills

### Appendix 2.C.

Literacy Assessments

### Appendix 6.B:

Budget Calculator

## Document 3:

External Partner Vetting  
Documents



Save as PDF  
document

### Assurances

Tab 7.A – Printed and signed by lead applicant representative.

### MOUs

Tab 7.B – Printed and signed. One for each partner school/program.

### Partner Vetting Policy

### Partner Vetting Documents

One set for each ECE partner.

# Contact Information

- ▶ Direct questions to  
[SRCL.literacy@state.nm.us](mailto:SRCL.literacy@state.nm.us)