New Mexico Striving Readers Comprehensive Literacy Grant Kick-Off Webinar

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Literacy Connections

"…improve school readiness and significantly increase the number of children who meet the state's language and literacy standards."

- New Mexico's approved application p.2

Congratulations to our awardees!

11 Subgrantees
1 Consortium

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NM SRCL Year One Awards

DISTRICT/CHARTER/CONSORTIUM	YEAR ONE STRIVING READERS COMPREHENSIVE LITERACY AWARD (SRCL)
Albuquerque Sign Language Academy	$65,733.16
Bernalillo Schools	$801,000.00
Bloomfield Schools	$1,272,505.00
Cobre Schools	$837,202.63
Gadsden schools	$690,000.00
Hondo Schools	$90,129.04
Portales	$425,426.76
Roswell	$833,124.00
Ruidoso Schools	$782,000.00
Santa Rosa/Vaughn Consortium	$387,015.23
Taos schools	$513,400.00
TOTAL	**$6,697,535.82**

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New Mexico's Vision and Goal

- Route to 66 Goal:
  - By 2030, 66% of working-aged New Mexicans will earn a college degree or post-secondary credential.

- ESSA Goal:
  - By 2022, 64.9% of NM public school students will be proficient on PARCC ELA and 61.2% will be proficient on PARCC Math.

New Mexico's Vision and Goal

- NM PED Strategic Plan 2017-2020:

- By 2020:
  - more than 50% of students will be academically proficient in ELA and mathematics;
  - more than 80% of students will graduate high school; and
  - no more than 25% of college enrollees will require remediation.

"The PED believes...

… that every one of New Mexico's children can succeed. A student's ethnic background, socio-economic status, primary home language, prior academic experience, or home community within the state is not an excuse to lower expectations for our students, our schools, or our educators that serve them."

– NM ESSA Plan, 2017 p.6

SRCL English Language Arts Achievement Goals – Age 4

Age 4 (Oral Language)	Baseline (2016)	End of SRCL Grant	ESSA Target
All	26%	45%	N/A
Economically Disadvantaged	26%	45%	N/A
Children with disabilities	19%	38%	N/A
English Language Learners	23%	16%	N/A

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SRCL English Language Arts Achievement Goals – Grade 5

Grade 5 (ELA Proficiency)	Baseline (2016)	End of SRCL Grant	ESSA Target
All	25%	47.1%	58.2%
Economically Disadvantaged	19.3%	43.2%	55.5%
Children with disabilities	6.8%	35.3%	49.9%
English Language Learners	6.6%	37%	51.1%

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SRCL English Language Arts Achievement Goals – Grade 8

Grade 8 (ELA Proficiency)	Baseline (2016)	End of SRCL Grant	ESSA Target
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 Language Learners	5.2%	28.1%	51.1%

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SRCL English Language Arts Achievement Goals – Grades 9-11

Grades 9-11 (ELA Proficiency)	Baseline (2016)	End of SRCL Grant	ESSA Target
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 Language Learners	4.4%	33.5%	48.0%

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SRCL Grant Timeline

- 2018:
  - RFA Competition
  - Peer review
  - SRCL awards
  - SRCL kick-off
  - Initial LEA implementation
  - Baseline data collection
  - PD needs assessment
  - Monitoring

SRCL Grant Timeline

- 2019:
  - Subgrantee visits by coordinator and/or literacy specialist
  - MOY data collection
  - Desktop monitoring
  - EOY data collection and analysis
  - LEA CPI plan to State
  - Year 1 grant report due

SRCL Grant Timeline

- 2020:
  - Subgrantee visits by coordinator and/or literacy specialist
  - MOY data collected
  - Desktop monitoring
  - ECOT data collection and analysis
  - LEA CPI plan
  - Final grant report due
  - Final evaluation report
  - Sustainability Summit

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

Grant Period

A grant award is made available for an approved performance period of three years.

Award money must be distributed across multiple years of the life of the grant

Sub grantees for SRCL will have until September 30, 2020 to draw down, or actually spend their awards.

LEA's will then have a 30-day time period for liquidation and to submit completion reports.

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SRCL Budget Information

- SRCL Grant will end on September 30, 2020
- Fund code - 24145

SRCL 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

SRCL Grant Guidelines

- Birth-Grade 12 partners
  - All subgrantees are required to identify and maintain partnerships to serve a continuum of students from birth to grade 12.
  - Should any partners change, please let the SRCL team know immediately.
  - Please ensure all required vetting documents and MOUs have been signed.

Tiers of Evidence

Tier 1 — "strong evidence from at least 1 well-designed and well-implemented experimental study"

Tier 2 — "moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study"

Tier 3 — "promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias"

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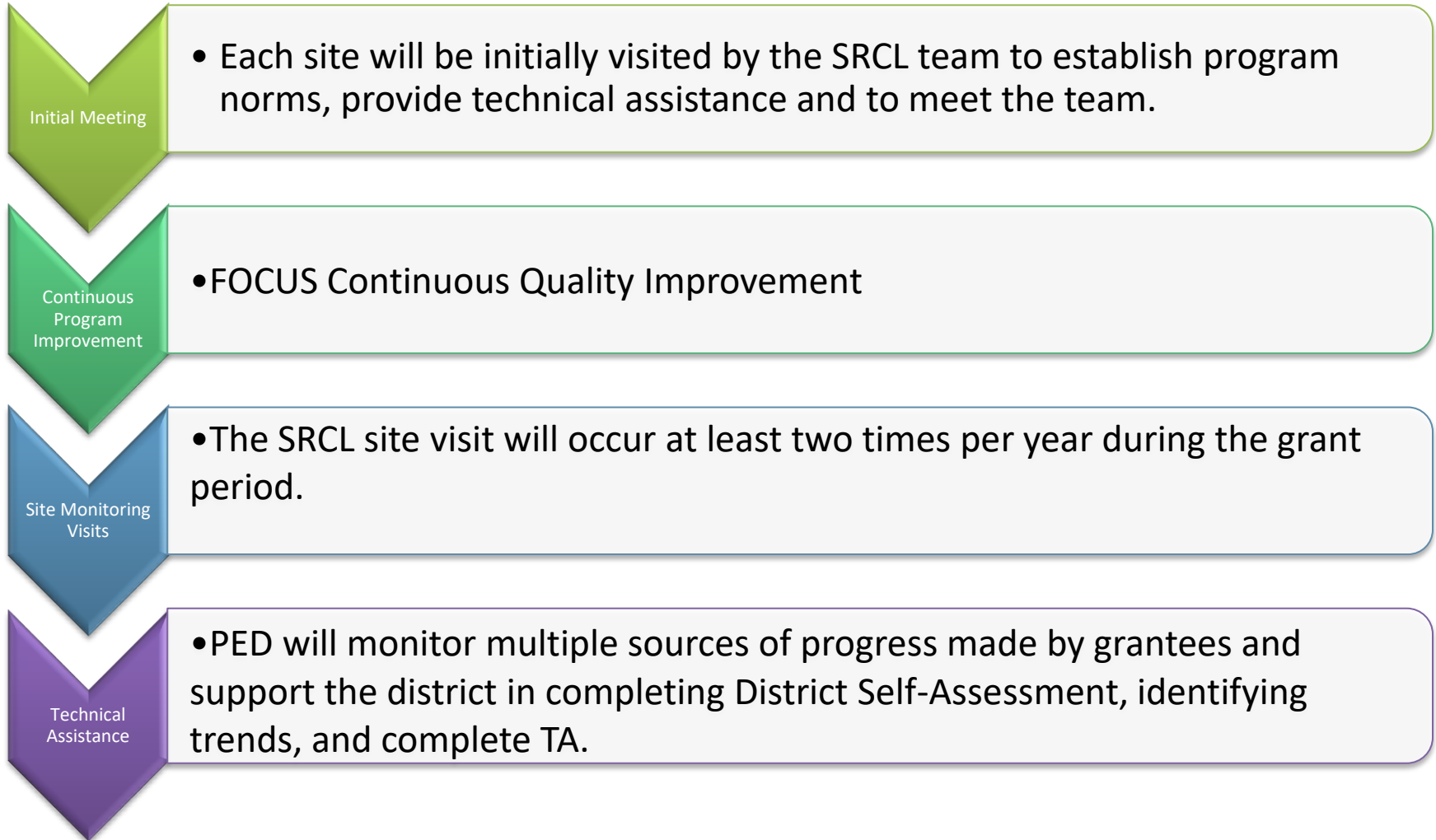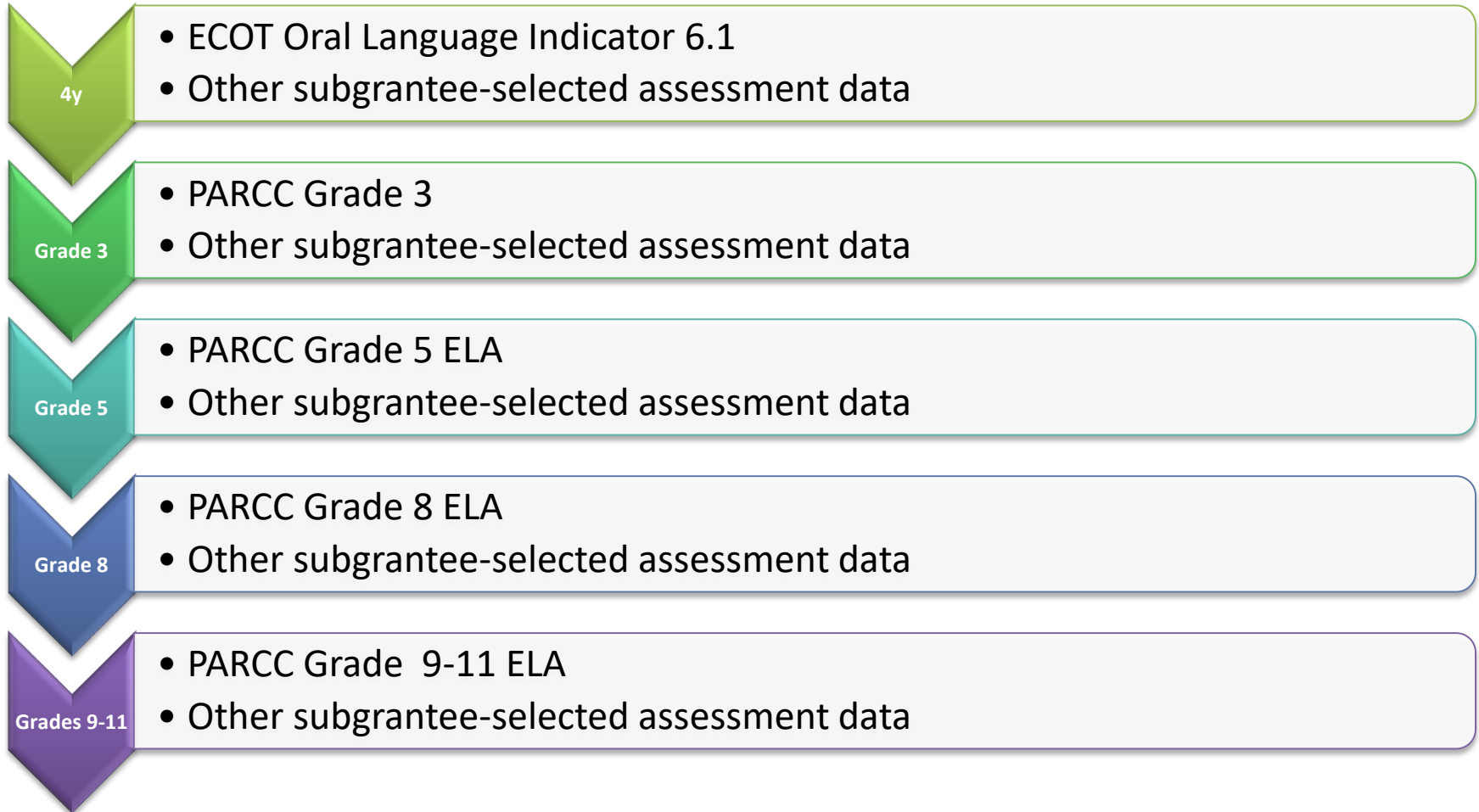
Evaluating Programs and Practices

- Subgrantees will review their application 2.B.2. Programs and Practices to evaluate programs and practices to be implemented under SRCL grant.

- Subgrantees will submit to SRCL.Literacy@state.nm.us by August 3rd.

- EXAMPLE

- Non-Regulatory Guidance: https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

Continuous Program Improvement

Initial Meeting
- Each site will be initially visited by the SRCL team to establish program norms, provide technical assistance and to meet the team.

Continuous Program Improvement
- FOCUS Continuous Quality Improvement

Site Monitoring Visits
- The SRCL site visit will occur at least two times per year during the grant period.

Technical Assistance
- PED will monitor multiple sources of progress made by grantees and support the district in completing District Self-Assessment, identifying trends, and complete TA.

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Data Reporting

4y
- ECOT Oral Language Indicator 6.1
- Other subgrantee-selected assessment data

Grade 3
- PARCC Grade 3
- Other subgrantee-selected assessment data

Grade 5
- PARCC Grade 5 ELA
- Other subgrantee-selected assessment data

Grade 8
- PARCC Grade 8 ELA
- Other subgrantee-selected assessment data

Grades 9-11
- PARCC Grade 9-11 ELA
- Other subgrantee-selected assessment data

SRCL Kick-Off One Day Meeting

- Please complete the following Doodle Poll:

- https://doodle.com/poll/qr6w4ffxuf57qzbm

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Teachers of Literacy:
Birth through Grade 12

- To New Mexico educators, who embrace that every child - regardless of background or zip code - is capable of achieving at the highest levels, it is clear that a well-coordinated literacy effort that begins at birth and proceeds persistently and systematically through high school is paramount.

- Will engage learners by establishing a positive learning climate and using instructional approaches that are responsive to the community (e.g. linguistically, culturally, developmentally appropriate).

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Teachers of Literacy: Birth through Grade 12

- Will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction.

- Will engage in high-quality professional learning to build their competence in evidence-based practices in literacy instruction, delivery of content, and peer support.

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School Leadership Teams:
NMSLF pg. 17

- Will engage in high-quality professional learning to build their competence in evidence-based practices for literacy instruction and evaluation of instructional performance.

- Will demonstrate commitment to literacy by convening partners (teachers, community organizations, families, students) to focus on literacy-related services and activities together.

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School Leadership Teams:
NMSLF pg. 17

- Effective school leadership is positively correlated with student learning, second only in magnitude to effective instruction.
- The impact of leadership on student performance is particularly important in schools that serve students at risk for learning difficulties or dropping out of school.
- The essential elements of school leadership include that school administrators and leadership teams:
    - work together to create a coherent reading plan;
    - focus on ALL students meeting or exceeding grade-level reading goals;
    - are knowledgeable about reading standards, assessments, and instructional programs and materials;
    - ensure that leadership structures exist at multiple levels.

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School and District Leaders:
NMSLF pg. 17

- Will use local and state data to create literacy plans for feeder patterns, focusing on growing potential for the local community to meet the needs of children from birth through grade 12.
- Will ensure that grants funded to SRCL partnerships are supported through proper and timely allocations and resources.
- Will ensure that the district goals align, and do not conflict, with those of the funded schools.
- Will facilitate partnerships with community organizations to provide social services for families and children attending local schools.

Community Members:
NMSLF pg. 59

- Will provide support services for children, youth and families as determined by the local needs defined by the partnership.

- Will demonstrate commitment to literacy by providing and supporting literacy-related activities and communications for families, youth, and children.

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Where to Find
New Mexico's Literacy Plan

https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf

NM SRCL Team

Kathy Ytuarte, SRCL Coordinator

Kathy.Ytuarte2@state.nm.us

505-827-6512

Susan O'Brien, Director-Literacy, the Humanities, and Early Childhood

Susan.O'Brien@state.nm.us

505-827-6567

SRCL Email Address: SRCL.Literacy@state.nm.us

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