



New Mexico
Comprehensive Literacy
State Development Grant
(CLSD) Webinar
Literacy & Humanities Bureau

- ▶ “The overall goal of the CLSD grant is to improve the pre-literacy skills of children under age five and significantly increase the percentage of elementary, middle, and high-school students who meet the state’s language and literacy proficiency standards.”



NMPED Major Goals

- ▶ 1) providing a whole child education that ensures academic mastery
- ▶ 2) building a robust educator ecosystem
- ▶ 3) closing the opportunity gap
- ▶ 4) ensuring students and families have cohesive pathways from early childhood to graduation and into college and career readiness.

Eligible Applicants

- ▶ Individual school districts or charter schools
- ▶ Consortia of two or more regional districts or charter schools
- ▶ For a district to apply for the CLSD grant and do have a district charter school, they should include their district charters in the application. Ultimately this is a district decision.

CLSD Grant Considerations

- ▶ Progress towards goals will be evaluated each year as part of the state and local continuous improvement process. A review and impact of awarded funds in relation to proficiency level increase during the academic year will be considered annually.
- ▶ Funding will be awarded annually after review.
- ▶ Districts awarded a sub-grant with persistent and/or extended non-compliant grant activities may be terminated from the sub-grant.
- ▶ The Bureau will closely monitor for any findings or compliance issues.
- ▶ Sub grantees must utilize Multi- Level System of Support (MLSS) and New Mexico's adaptation of the Response to Intervention Framework beginning no later than SY 2020-2021.
- ▶ Each application must list District/Charter/Consortia Literacy team members representing B-4, K-6, Middle/High School, and Partner(s).

- ▶ Applications must be submitted via email to CLSD.literacy@state.nm.us by 5:00 pm Mountain Daylight Time (MDT) on December 20, 2019.
- ▶ Any applications not submitted to CLSD.literacy@state.nm.us will not be considered for funding.

Note: For Districts who have been awarded a Striving Readers Comprehensive Literacy (SRCL), CLSD funds must not be used to provide duplicative payment for activities that are currently funded under the Sub-grantees Striving Readers Comprehensive Literacy Grant.

CLSD Priority for Serving Communities with High Needs

- ▶ Applicants serving underserved populations of children will receive priority for grant funding. Priority will be given to districts meeting one or more of the following criteria, which are based on state averages:
 - at least 74% economically disadvantaged children,
 - at least 14% limited English proficiency, and/or
 - at least 16% receiving special education services

Sub grantees will receive priority points if:

- LEA is eligible for Small, Rural School Achievement Program or Rural and Low Income Program
- LEA has a high number of children in foster care.

Application Timeline

Table 1. Application Submission Timeline

Date	Action	By Whom
November 20, 2019	Request for Applications Released	PED
Nov 20- December 19, 2019	Application Development	Applicant
December 20, 2019	Application Submission	Applicant
December 23, 2019- January 17, 2020	Application Review Period	Internal and External Review Team
January 2020	Notification of Award	PED
February 2020-June 2024	Implementation	Applicant

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

CLSD 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 CLSD 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 CLSD 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 NM Statewide Literacy Framework (non-negotiables should remain in district plan), and
 - ▶ Includes a plan to track children's outcomes consistent with applicable privacy requirements.

Local Literacy Plan

- ▶ Should be foundation of your application
- ▶ Submit a copy as an appendix to your project narrative

New Mexico Statewide Literacy Framework



<https://webnew.ped.state.nm.us/bureaus/literacy-humanities/striving-readers-comprehensive-literacy-initiative/>

Section 1 Description

Applicant Information and Goals

- ▶ Applicant demonstrates how a significant number of underserved children would benefit from a coordinated and aligned literacy system and an educational system that benefits the whole child.
- ▶ List Proposed Partners
- ▶ Set differentiated goals for all students Birth- 12th Grade
- ▶ Provide student reading data over the last 3 years with an explanation for any increase or decrease in proficiency scores

2.B. Evidence-based Instruction and Intervention

Applicant proposes research-based, comprehensive literacy supports that promote the science of reading and active student engagement while meeting the literacy needs of all children in a culturally and linguistically responsive manner. Culturally and linguistically responsive materials are validating and affirming an individual's home culture and language to create connections with other cultures and languages to create connections with other cultures and languages in various social contexts.

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**

2.B. Evidence-based 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 *CLSD 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. Evidence-based 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 *CLSD Application Appendices* Excel document.

2.B. Evidence-based 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.

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”

2.C. Assessment

- ▶ Describe how your literacy system model will follow the *Essential Elements of Assessment* outlined in *The New Mexico Statewide Literacy Framework*
- ▶ 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.D. Professional Development

- ▶ Complete in Application Narrative
- ▶ Professional Development must be research and evidence based (Levels 1, 2, 3) and proven to be effective.
- ▶ 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.

2.E. Family Engagement

- ▶ Complete in Application Narrative
- ▶ Describe how Family Engagement activities will connect to classroom instruction (Lesson Plans).
- ▶ What metric will be used to gauge effectiveness?
- ▶ Provide vision for Family Engagement Events

Note: Consumables will not be paid for unless tied into the description above (Please reference assurances).

Section 3: Description- Continuous Program Improvement and Monitoring

- ▶ Describe how you will monitor the implementation of literacy interventions to ensure fidelity (Birth, Elementary, Middle and High School).
- ▶ Identify metrics you will use to track progress (Birth, Elementary, Middle and High School).
- ▶ Describe the 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 FOCUS: Essential Elements of Quality for Public School Preschool Programs and CQI: Continuous Quality Improvement Program Improvement Plans for participating early childhood programs, student achievement data, and NM DASH plans.

Section 4: Description- Coordination and Sustainability

- ▶ Describe how existing resources will be leveraged (e.g., state or federal funding, current curricula or programs) and existing personnel will support CLSD grant activities.
- ▶ Describe the alignment of your proposed CLSD activities to other relevant initiatives. For example, SRCL, state pre-kindergarten funding, and local teacher recruitment and retention efforts are potential targets for coordination with CLSD activities and funding.
- ▶ Describe how the district/charter/consortia will sustain programming and interventions after the completion of the five-year funding period.
- ▶ Describe how the district/charter/consortia will sustain FTE purchases after the grant period. *If hiring for positions, only CLSD Coordinator, Reading Coaches, Family Engagement Specialists, and Reading Interventionists are allowed positions to hire.*

Section 5: Description- Timeline

- ▶ Propose a realistic and specific timeline of activities
- ▶ A guide for the 5 year implementation of the grant

Please Note: When creating your Year 1 timeline, it will be for a 5 month period from February to June 2020.

Section 6: Description- Budget

- ▶ Applicant proposes a cost-effective budget that directly links costs to proposed activities and allocates funding as follows:
- ▶ At least 15 percent to providers/programs serving children birth-Pre-K,
- ▶ 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).

Appendix D. Budget Calculator

Unallowable Expenses (Not an exhaustive list)

- Furniture for office or classroom 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
- Indirect Cost
- Accreditation Fees
- **CLSD funds will not be used to provide duplicative payment for activities that are currently funded under the Sub grantees Striving Readers Comprehensive Literacy Grant**

Section 7- Assurances and Agreements Description

- ▶ Follow instructions in Appendix 7.A: General Assurances in the CLSD Application Appendix Excel document. Print, sign, scan, and attach the assurances document along with application.
- ▶ Follow instructions in Appendix 7.B: Memorandum of Understanding (MOU) in the CLSD Application Appendix Excel document. Print, sign, scan and attach one MOU for each external partner (e.g., schools, ECE providers) along with application.
- ▶ Partner organizations are required if your district/charter/consortia does not have a component of the B-12 requirement for consideration. MOUs for each partner are required.

Contact Information

- ▶ Direct questions to clsd.literacy@state.nm.us

