

## 2024 CLSD FAQ

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### HQIM Grant

1. **Does purchasing ELA HQIM with CLSD funds affect the adoption cycle of ELA materials?**

No.

2. **What about price quotes for HQIM?**

The NMPED will work with the State Book Repository to get negotiated quotes.

3. **The Multiple Adopted List for ELA is several years old. Not all vendors are even selling that version now. Can we purchase the most updated version of those materials?**

Yes as long as the materials are rated as having a “statistically significant effect on improving student outcomes” according to Evidence for Essa, What Works Clearinghouse, and the CLSD National site ([literacy.gov](http://literacy.gov)). These have Strong or Moderate evidence from at least one well designed experimental study. The National Center for Intensive Interventions also reviews material.

4. **Can we use Ed Reports to find the most updated recommended materials?**

Yes. Anything in Gateway 1 (foundational skills) and / or Gateway 2 (comprehension) scored at “meets expectations” on Ed Reports is allowable. Taking a look at the grade band breakdown is a good idea as some curriculum is strong for some grades and not others.

If desired materials have not been approved by any of these sites, then the district is required to use the Structured Literacy Review Rubric when requesting materials. The NMPED will substantiate the materials as being HQIM.

5. **Can we include after contract costs to pay stipends to teachers to do materials review for ELA this spring or summer?**

Yes. You may include this with a cost estimate in your plan for choosing the HQIM.

6. **Do supplemental materials have to come from the state list?**

The state list for supplemental materials is only a list, it is not an adopted or vetted list of materials, so your materials do not have to come from that list. On the RFA we ask that you ensure that supplemental materials are **aligned** with your core ELA curriculum that is from the adopted list. Please use the above tools to review materials and the Structured Literacy Review Rubric if needed.

## **Literacy Development Grant**

### **1. Who is hiring the Literacy Coordinator and the coaches?**

- a. These positions will be hired jointly by the REC and the district. They will work in the district and have the district calendar, their work will be driven by district needs, but they will be employees of the REC.
- b. Supervision of these positions will be a partnership between district personnel and a REC. A Memorandum of Understanding will be developed between the REC and district regarding the shared authority and supervision. NMPED will provide guidance regarding DLC expectations, training, implementation of work, and continuous improvement process.

### **2. What if I have a Structured Literacy Coach through the Support School or Model School program?**

You may participate in one or the other, but not both programs at any given grade level.

### **3. Do we have a budget line for PD, etc, in the district?**

No, those purchases will be decided within your district, approved by NMPED, but purchases will go through the REC.

### **4. Can charter schools apply?**

Yes. State charter schools may apply as part of a consortium of charter schools or as an individual school. The positions that are part of the grant would be shared among schools. District charter schools would be considered part of their district. All schools must meet the statutory requirements for a high needs school as defined in the RFA Guidance Document.

### **5. If we are applying to support a feeder system, should we complete the demographics section based on the feeder system or the whole district?**

That section should reflect the population of students you are applying to serve. In the case of a feeder system, it should be the demographics of the students in the schools represented in that feeder system.

**6. Is CLSD grant going to be one of the discretionary grants protected from the recent executive order requiring a review of federal funding?**

The CLSD grant is, and always has been, allocated for 5 years, but funded one year at a time. We are fully funded through September 30 (covering the HQIM grant) and allocated for the remaining four years. This has been true throughout SRCL and CLSD grants historically. Theoretically, Congress could choose not to fund on any given year. That has never happened, however.

Since the current situation is different, there is a chance the CLSD grant will be looked at. We do not have specific information or communication at this point. CLSD is a discretionary grant and possibly open to review. NMPED is proceeding with an optimistic lens as our federal partners have communicated that there has been a fair amount of bipartisan support for the literacy grant historically. We strongly encourage districts to apply.

# **Structure of the 2024 CLSD Literacy Development Grant:**

## **NMPED, LEA, and REC Partnership**

### **Key Points:**

- School districts, as a LEA, can apply for the grant for themselves or, if a large district with more than one general education high school, for a feeder system within the district.
- RECs can apply for the grant for a consortium of smaller districts.
- State charters may apply on their own or as a consortium.
- Most of the grant award will be in the form of services - one District Literacy Coordinator (DLC) and up to two District Literacy Coaches.
- There will be a certain amount of funding per subgrantee to expend on materials and district / school tailored professional development.
- Funding will flow through the REC designated as the fiscal manager.

### **Hiring, Supervision, and Oversight**

DLC and coaches will be hired jointly by the REC and LEA. A Memorandum of Understanding will be developed between the REC and LEA regarding the shared authority and supervision of these staff. The emphasis will be on a “grow your own” model with intent and encouragement of local educators to apply. With an eye toward sustainability, providing consistency in the training and expectations of the DLCs and coaches will provide the foundation for the refinement and implementation of district driven literacy plans K-12 for the next 4 years and beyond. These staff will be considered a part of the district staff, will work in the district, have the district calendar, and be expected to follow all district personnel expectations. They will be employees of the REC, but deeply embedded on site (not remote) in the district.

The district / school leadership will work with the DLC to conduct a district literacy needs assessment to guide the implementation of a district literacy plan including placement of coaches by need, target and implement PD, and procurement of other needed resources. DLC and coaches will follow the district priorities as they align with the state focus on structured literacy and data informed instruction to improve reading outcomes for students.

NMPED CLSD literacy grant personnel will have the responsibility and authority to provide oversight to the District Literacy Coordinator regarding the compliant implementation of the grant awarded to the subgrantees including expectations, training, implementation of the work, and continuous improvement process. DLCs and coaches will be required to attend all NMPED led trainings and meetings. NMPED will provide guidance, facilitation, and assistance with and monitoring of the comprehensive district literacy development to support progress toward grant goals.

### **Intent**

To ensure resources are going to the districts and schools with the highest needs, and ensuring all students have equitable access to high quality learning experiences. The application process



# CLSD Grant Eligibility Statutory Requirements

The following eligibility criteria will be considered when awarding subgrants:

- The LEA serves at least 50% economically disadvantaged students, or
- The LEA serves traditionally underserved students, including at least 16% Students with Disabilities, 13.2% Native American Students, and 16.7% English Learners, and
- The LEA serves a high percentage of students below grade level in reading and writing

Additionally, once the subgrant is awarded, the District Literacy Coordinator will be responsible for ensuring that grant funding and resources are directed toward the highest need schools and students (as defined by the above criteria) within the district.

## Economically Disadvantaged Students

CLSD funds must be used to support **high needs schools** as defined by [Section 2221\(b\)\(3\)\(A\) of ESEA](#):

The term “high-need school” means (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or (ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

A **low income family** is defined according to [Section 2221\(b\)\(3\)\(B\)](#) as follows:

The term “**low-income family**” means a family (i) in which the children are **eligible for a free or reduced-price lunch** under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (ii) **receiving assistance** under the program of block grants to States **for temporary assistance for needy families (TANF)** established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or (iii) in which the children are eligible to receive **medical assistance** under the **Medicaid program** under title XIX of the Social Security Act.

There have been some questions regarding if the following programs meet this requirement:

## Community Eligibility Provision (CEP)

The CEP program provides meals for all students enrolled in a school in which 25% of the students meet the above designation. As the grant requires that 50% of students meet those requirements, **a CEP designation does not meet the CLSD eligibility.**

### **Verified Lunch Application**

Students who are qualified for meals via a local verified lunch application are not the same as those who are automatically enrolled based on other federal assistance programs cited above.

***These students do not meet the requirements outlined above.***

### **Students Below Grade Level in Reading**

CLSD funds must be granted to those LEAs that are among the local educational agencies in the State with **the highest number or percentages of children reading or writing below grade level**, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA.

### **Traditionally Underserved Students**

*“The project will focus on improving early literacy and literacy outcomes for disadvantaged/traditionally underserved children and students across the birth through grade 12 (B–12) educational continuum: economically disadvantaged, students with disabilities, rural, foster care, and English learners with the goal of narrowing the literacy proficiency gaps between these children and their white, native-English speaking, higher-income peers.”* NMPED CLSD 2024 Grant Application