

New Mexico’s Comprehensive Approach to Supporting Literacy Efforts B-12th Grade with a Focus on Coaching, Interventions, Professional Learning, Biliteracy Support, and Partnership with Institutions of Higher ED

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Introduction

On January 1, 2019, roughly 14 months before the onset of the COVID-19 pandemic, Michelle Lujan Grisham was sworn in as New Mexico’s Governor. With a clear vision for how to improve educational outcomes, the New Mexico Public Education Department (PED), under the Governor’s direction, spent those 14 months creating and implementing a strategy to fundamentally reform New Mexico’s educational system. The state published *A New Direction for New Mexico Schools*, an 11-point plan for reforming the state’s educational system with a primary goal of addressing the large achievement gaps in reading and math between New Mexico students and their peers nationally. This plan guided the state’s *Every Student Succeeds Act* (ESSA) plan, PED’s Strategic Plan (*Kids First, New Mexico Wins*), and the state’s comprehensive literacy plan (*The New Mexico Statewide Literacy Framework*), each designed to achieve a more equitable education system that would produce better literacy outcomes for all New Mexico children.

On March 19, 2020, as the COVID-19 virus spread across the country, Governor Lujan Grisham gave the order to close New Mexico schools. Upon receiving the order, school districts moved to what was called “emergency remote learning strategies” to provide students with educational content. This order, and the high number of COVID-19 cases per capita, caused widespread disruption of the state’s education system that was exacerbated by limited broadband access, high levels of child poverty, and a high percentage of students in rural Local Education Agencies (LEAs). The actions necessary to curtail the spread of the COVID-19 undermined the vision and implementation of the state’s efforts to advance literacy skills and, like states across the country, created a downward trend in reading proficiency scores that New Mexico is now working to reverse.

Even during the heart of the pandemic, New Mexico was preparing for the end of the emergency order and the reopening of schools. In the summer of 2020, the state published a revised *New Mexico Statewide Literacy Framework* that outlined a comprehensive literacy plan instituting the Science of Reading as the primary approach to literacy instruction in the state. The revised state literacy framework had the goal of improving literacy outcomes for all New Mexico children and students, birth to grade 12, by using the Science of Reading across all components of the state’s educational infrastructure, including leadership; instruction and evidence-based interventions; assessment; professional learning; and family engagement. The publication of the state literacy framework was followed in 2022 by the *New Mexico Public Education Department Biliteracy Guide: The Science of Reading for English Learners* which supported teachers of English-learners in applying evidence-based practices for English literacy to students’ home language and biliteracy. Taken together, these documents are guiding the reforms of the state’s literacy instruction, including work with Institutions of Higher Education (IHE), initiatives to promote equity and support multilanguage learners, the recruitment and support of a diverse workforce, and continuity of instruction from birth through grade 12.

Earlier this year, the Governor took additional action to promote stronger literacy outcomes, successfully securing funding from the legislature for a statewide literacy institute and free literacy summer programs for students who need to catch up to grade level. She summarized her commitment to literacy in the State of the State address: “Every student – and frankly, every New Mexican – should be given the opportunity to learn to read to the best of their ability. No student should be told that their progress isn’t a priority. Parents and kids deserve the very best from all of us in this room, and from our school system.”

This Comprehensive Literacy State Development Grant (CLSD) is a critical component of the state's efforts to achieve the Governor's vision. The project design, management plan, and services funded by the grant will work to reverse the trends caused by the disruptions of the COVID-19 pandemic and accelerate efforts to promote equitable outcomes for New Mexico's children in the areas of pre-literacy skills, reading, and writing. CLSD funding will allow for additional capacity and a stronger infrastructure at PED to support intentional and specifically curated professional development and high-quality instructional materials based on the Science of Reading for LEAs with the highest populations of disadvantaged children. Grant funding will be used to fund a strong leadership team at PED (CLSD Grant Literacy Manager and 2 Literacy Specialists); a Disciplinary Literacy Specialist to support subgrantees with promoting literacy in all content areas for middle and high school students; a Biliteracy Specialist to support the literacy proficiency of English learners; and partnerships with the Early Childhood Education and Care Department (ECECD), the Department of Higher Education, and organizations that will support the coaching, evaluation, and communications related to the grant. The state funding will also support technical assistance (TA) to ensure an equitable Request for Applications (RFA) process to select subgrantees most in need of support. Ninety-five percent of the funds will be allocated to subgrantees for local infrastructure supports, materials, coaching, and other activities to improve the literacy outcomes of the most disadvantaged children in the state.

Selection Criterion (a): Need for Project

Regardless of how need is measured, whether it be by the socioeconomic characteristics of children and families, reading proficiency outcomes, gaps in services, or the quality of the state's educational infrastructure, there is no state more in need of the proposed project than New Mexico. The Annie E. Casey Foundation recently published the *2024 Kids Count Data Book: State Trends*

in *Child Well-Being*¹, which ranked New Mexico 50th in the nation for overall child well-being. The state also ranked 50th in education, for the second year in a row, driven by low reading proficiency scores in fourth grade and a high percentage of students who do not graduate on time.²

Table 1 provides the percentages of different categories of New Mexico children defined as disadvantaged, as well as the percentages of other groups of children that experience barriers to equitable access to educational programs and services. New Mexico has one of the highest child

Table 1. Disadvantaged Populations in New Mexico and Nationally³

	New Mexico	National
Disadvantaged Children		
Children in Poverty*	23%	16%
English Learners**	18.8% (2020)	10.6% (2021)

¹ 2024 *KIDS COUNT Data Book*. (2024). The Annie E. Casey Foundation.

<https://assets.aecf.org/m/resourcedoc/aecf-2024kidscountdatabook-2024.pdf>

²*2024 *KIDS COUNT Data Book*. (2024). The Annie E. Casey Foundation.

³ *2024 *KIDS COUNT Data Book*. (2024). The Annie E. Casey Foundation. **National Center

for Education Statistics. (2024). English Learners in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved June 15,

2024 from <https://nces.ed.gov/programs/coe/indicator/cgf>. ***Students With Disabilities.

Condition of Education. U.S. Department of Education, Institute of Education Sciences.

Retrieved June 15, 2024 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024144>.

Natopma; Rural Education Association. *Why Rural Matters 2023*. *Casey Family

Programs. *State-by-State data* Retrieved June 15, 2024

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024144>

Children with Disabilities***	18% (2021-2022)	15% (2021-2022)
Other Underserved Children		
Percent Rural Schools***	37.8% (2019)	29.3% (2023)
Children in Foster Care****	1,831 (2022)	377,033 (2022)

poverty rates in the nation (23 percent), seven percentage points higher than the national average. The state also has higher numbers of students who are English learners (18.8 percent) compared to the national percentage (10.3 percent), and a slightly higher percentage of children with disabilities (18 percent compared to 15 percent). New Mexico also has over 1,800 children in the foster care system. Finally, New Mexico is a very rural state, with a high percentage percent of rural schools (37.8 percent), larger than the percentage nationally (29.3 percent).

In terms of outcomes, New Mexico also has some of the lowest reading proficiency scores in country, which have declined since 2019 because of the COVID-19 pandemic. **Figure 1** shows the percentage of New Mexico Grade 4 and Grade 8 students reading at a proficient or advanced level since 2017.⁴ While the scores decreased slightly between 2017 and 2019, these declines accelerated between 2019 and 2022. While the nation as a whole saw decreases in reading proficiency for both grades, New Mexico’s declines were greater than those for the country overall. According to the NAEP Reading State Snapshot for Grade 4, New Mexico’s reading proficiency scores in 2022 were lower than 48 states/jurisdictions across the country. The scores were not higher than any state or district and were statistically indistinguishable from two states (West Virginia and Alaska) and the District of Columbia.

⁴ National Center for Education Statistics. (2022). Reading State Snapshot Report.

Figure 1. Percentage of Grade 4 and 8 Students at/above NAEP Proficient Score (2017-22)

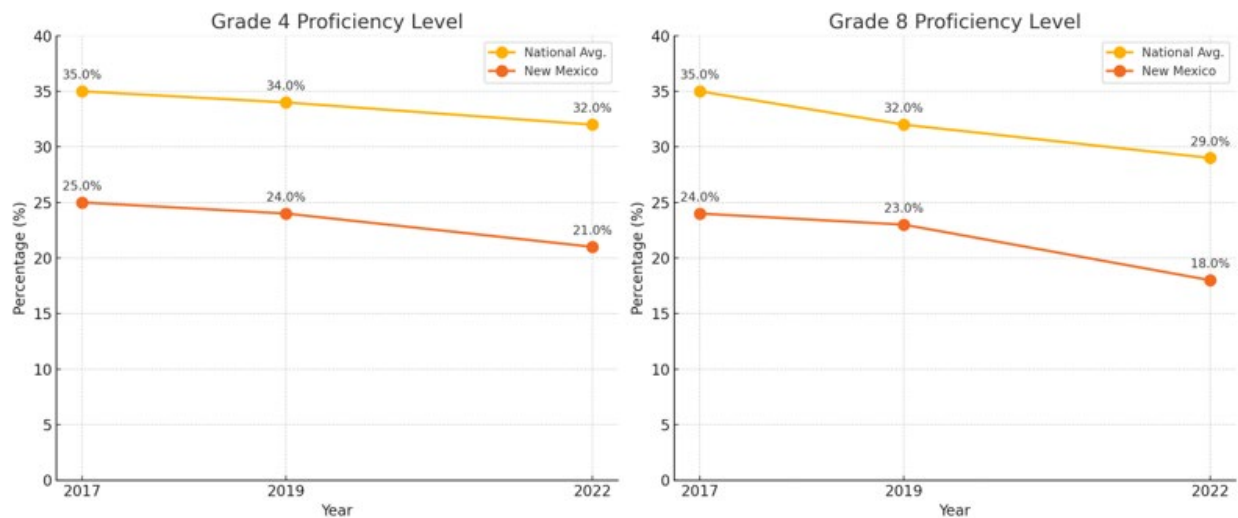


Table 2 presents the Grade 4 and Grade 8 reading proficiency scores by subgroup. There is significant variation across the subgroups for both grades. The percentage of white children and higher income children (no free and reduced lunch) reading at or above a basic level is much higher than Hispanic, American Indian/Alaska Native, and low-income children. It is also important to note that the percentages of white children and higher income children reading at or above a basic level come closest to mirroring the proficiency scores of their peers nationally. In contrast, not only are the percentages much lower for the other groups, but these subgroups do worse in New Mexico compared to their peers nationally.

These reading proficiency gaps were a critical factor in the ruling of the 2018 *Yazzie and Martinez v. New Mexico* case where a First Judicial Court Judge ruled that New Mexico violated students' fundamental rights by failing to provide a sufficient public education, as required under the state constitution. The court called out the state's low reading proficiency scores and the lack of research-based reading programs noting, "literacy programs and practices that are based on valid research are essential to ensure low-income students learn how to read at grade level." The

Table 2. NM/National NAEP Grade 4/8 Reading Scores and (%) at or above Basic, 2022⁵

	4 th grade		8 th grade	
	New Mexico	Nation (public)	New Mexico	Nation (public)
All	202 (48%)	216 (68%)	248 (57%)	259 (68%)
White	221(67%)	226 (72%)	266 (78%)	267 (77%)
Black	--	198 (43%)	--	243 (52%)
Hispanic	197 (42%)	204 (49%)	243 (52%)	250 (60%)
Asian	--	241 (82%)	--	283 (86%)
American Indian/ Alaskan Native	186 (28%)	198 (43%)	238 (47%)	246 (55%)
Native Hawaiian/ Pacific Islander	--	206 (50%)	--	253 (64%)
Two or more Races	--	222 (67%)	--	263 (71%)
Free & Reduced Lunch	195 (41%)	203 (48%)	242 (52%)	248 (58%)
NO Free & Reduced Lunch	227 (73%)	231 (76%)	265 (76%)	270 (79%)

lawsuit initiated a series of state actions that included identifying and addressing the critical needs of the New Mexico’s education system that would promote stronger literacy outcomes. Some of the key findings related to needs from this work include:

Teacher vacancies: The 2023 *New Mexico Educator Vacancy Report* found that teacher vacancies rose from 690 in 2022 to more than 751 in 2023. When looking at grade level and area,

⁵ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). 1998–2022 Reading Assessments; <https://nces.ed.gov/nationsreportcard>

the numbers of vacant positions were highest for special education teachers and elementary teachers. In addition, five percent of the vacancies were for bilingual teachers.

Large teacher-student diversity gap: During the 2020-21 school year, white teachers represented 59 percent of the New Mexico teacher workforce while only 23 percent of the student population was white. Conversely, only 34 percent of teachers were Hispanic and 3 percent were Native American compared to 62 percent 10 percent of students, respectively. Given these percentages, there is significant need to support a more diverse educator workforce in New Mexico.

Lackluster teacher preparation programs and professional development. The National Council on Teacher Quality found that only three of New Mexico’s nine teacher preparation programs earned an “A” for preparing aspiring teachers to implement evidence-based literacy instruction. Three of the nine received a “D” or “F” with the other three falling in the middle range.

Inconsistent implementation of effective literacy interventions. A recent assessment of New Mexico’s reading instruction found that New Mexico’s “dismal” data on reading proficiency scores “has nothing to do with the students and families and everything to do with inequities in access to effective literacy instruction.”⁶

The needs of New Mexico are profound, and state is addressing many of these needs—including the teacher workforce issues. If awarded, the CLSD funding will serve an important role, specifically supporting the state’s transition to evidence-based literacy practices based on the Science of Reading and literacy support for the state’s most disadvantaged students.

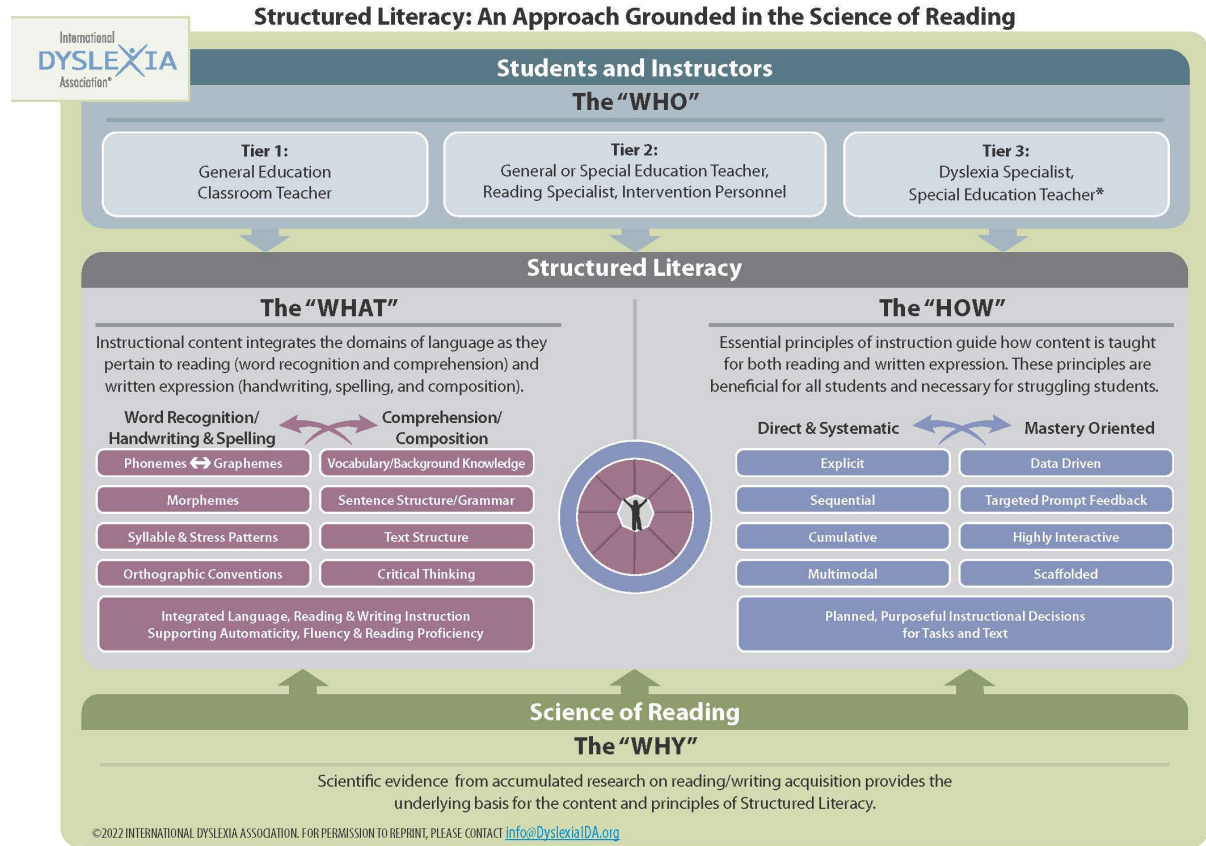
⁶ National Council on Teacher Quality. (2023). *Strengthening New Mexico’s implementation of the science of reading through teacher preparation*. National Council on Teacher Quality.

Selection Criterion (b): Quality of Project

In response to the state’s low proficiency scores, and the *Yazzie and Martinez v. New Mexico* ruling, PED launched *Structured Literacy New Mexico* in 2020. The initiative began the state’s transition to a Structured Literacy approach to reading and reading instruction, guided by a revised *New Mexico Statewide Literacy Framework* that was published in the summer of 2020 (and updated in 2024). The Framework draws on over 70 studies on literacy instruction and incorporates Structured Literacy into five core elements of New Mexico’s educational system: Leadership; Instruction and Interventions; Assessment; Professional Learning; and Family Engagement. The proposed CLSD project addresses each of these core elements.

Structured Literacy is based on the Science of Reading, which is described by Dr. Suzanne Carreker in the Framework as: “Evidence from the accumulation of research on reading acquisition and instruction that has been conducted using gold-standard methodologies and has identified effective practices.” In the Framework, the Science of Reading is used to guide the “why, what, and how” of New Mexico’s approach. **Figure 2**, created by International Dyslexia Association, provides an overview of the approach. Structured Literacy can be used by all types of teachers, including general education teachers, special education teachers, and reading specialists. The approach addresses what to teach, focusing on the foundational elements of how children learn to read, like phonology, sound-symbol association, syntax/text structure, and semantics. Structured Literacy also supports highly intentional teaching methods with a focus on explicit, cumulative teaching that is multisensory (listening, speaking, and writing paired together) and individualized based on a student’s unique needs as assessed through observation and standardized methods (data driven). The goals, objectives, and resulting outcomes discussed below center around the successful implementation of Structured Literacy across districts with the largest number of disadvantaged students.

Figure 2. Structured Literacy Overview



Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor. See Accreditation^{Plus} <https://tinyurl.com/2p8y3hcf> and <https://tinyurl.com/5bvrr8hz>.

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Goals, objectives, and outcomes of the proposed project.

CLSD funds will provide resources to support objectives aligned to each component of the framework. Funds will be used at the state- and subgrantee-level for specific activities that will produce outputs that ultimately drive immediate, intermediate, and long-term outcomes. The rationale for each project objective is grounded in the research literature, which has been comprehensively reviewed.

The project's overall objective is to strengthen the infrastructure of each subgrantee to successfully implement Structured Literacy in schools. Subgrantees for this proposal will be both school districts and Regional Educational Cooperatives (RECs). New Mexico has 89 school

districts, including many small, rural districts. RECs were created in 1993 to provide programs and services that would otherwise be cost prohibitive to their member districts. Each of the state's 10 RECs support between six and nine districts and work closely with rural districts. The RECs will be eligible to apply for CLSD funding as a subgrantee to allow smaller districts and those in rural areas to participate even if they do not have the capacity to apply for a subgrant on their own. This approach will promote equity in access to educational resources and opportunities by eliminating a capacity barrier for these districts who have a large percentage of the state's disadvantaged children.

Objective 1: Enhance literacy leadership at the state and district level. New Mexico's literacy Framework recognizes the role and contribution of leaders at every level of the system including state administrators, district-level staff, and the individuals within schools and classrooms. The Framework's emphasis on leadership is supported by research findings that effective leadership is second only to classroom instruction when it comes to improving student outcomes.⁷ As discussed earlier, CLSD funds will help the state to build its leadership capacity,

⁷ Andrin, G. (2024). View of leadership in literacy: The role of instructional leadership in fostering student reading achievement. *Excellencia: International Multi-disciplinary Journal of education*, 2994-9521); Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., Tilly, W. D., Newman-Gonchar, R., & Hallgren, K. (2009). *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*. United States Department of Education – Institute of Education Sciences - National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf; Leithwood, K., Seashore Louis, K., Anderson, S.,

creating a literacy infrastructure that includes a Literacy Grant Manager, two Literacy Specialists, a part-time Biliteracy Specialist, and a part-time Disciplinary Literacy Specialist to provide state-level guidance, support, and monitoring of subgrantee activities. The Biliteracy Specialist will provide leadership in supporting the literacy of English learners. The Biliteracy Specialist will convene and oversee a task force that will create a Biliteracy Framework to be used in conjunction with the *Statewide Literacy Framework*. The goal of the biliteracy framework will be to develop and scale an evidence-based approach to supporting biliteracy throughout the state. The Biliteracy Specialist will also provide technical assistance to subgrantees coaches, leaders, and staff on biliteracy practices.

To promote equity in student access to highly effective, evidence-based literacy instruction, the Disciplinary Literacy Specialist will support subgrantees in incorporating reading and writing instruction that is aligned to expectations across different disciplines, a practice that is increasingly

Wahlstrom, K. (2004). The Wallace Foundation. [https:// www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf](https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf); Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674. <https://doi.org/10.1177/0013161X08321509> ; Torgesen, J., Houston, D., & Rissman, L. (2007) *Improving Literacy Instruction in Middle and High Schools*. RMC Research Corporation, Center on Instruction.; TNTP. (2022). *Instructional Coherence: A Key to High-Quality Learning Acceleration for All Students*

important as students enter secondary school⁸ This would include evidence-based literacy instruction in all content areas offered at the secondary level, including fine arts, social studies, science, math, Career and Technical Education, and electives.

In addition, the project will also build subgrantee literacy leadership capacity by using funding to create a District Literacy Coordinator position for each subgrantee. The District Literacy Coordinator will be highly trained and will foster collaboration between the state, districts, and schools and work to ensure that Structured Literacy and Science of Reading are implemented in subgrantee schools. District Literacy Coordinators will also engage other local leaders, including administrators and principals, in training to increase their understanding of Structured Literacy, support them in building district- and school-wide buy-in for the approach, and build their capacity to support implementation of Structured Literacy.

Objective 2: Support strong implementation of High-Quality Instructional Materials (HQIM) across all subgrantees. The research literature documents the critical role educators play through instruction and intervention activities that are responsive to individual student needs.⁹ To

⁸ Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40–59.

⁹ Puzio, K., Colby, G. T., & Algeo-Nichols, D. (2020). Differentiated literacy instruction: Boondoggle or best practice? *Review of Educational Research*, 90(4), 459-498.; Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., Barth, A., Romain, M., & Francis, D. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*, 39(1), 321.

be impactful, educational materials must offer evidence-based strategies and practices, and teachers must implement those strategies and practices with fidelity.

New Mexico law establishes that each student is entitled to the free use of instructional materials. While PED prioritizes the use of HQIM, data show varying adoption rate across grades: K-5 (83%), Grades 6-8 (58%), and Grades 9-12 (65%). CLSD funds will be used to build awareness of the importance of HQIM and provide funding to subgrantees to purchase Structured Literacy HQIM that have been vetted by the state. PED staff will also: update the state's vetted list of instructional materials that meet the HQIM evidence-based standards for each grade level; collaborate with the District Literacy Coordinators; communicate broadly about the purpose and importance of utilizing HQIM; support subgrantees in choosing the appropriate core and supplemental intervention materials based on their student populations and need; and provide support with implementation. PED staff will work with content experts and educators to update the vetted list to ensure alignment with Structured Literacy and that high-quality indicators are met, including whether the materials are evidence-based. To increase access to the most current research and resources, and to support effective communication with subgrantees, PED will maintain a resource page to share relevant literacy articles, new resources, and other supports as part of the CLSD program activities.

Subgrantees will use HQIM for disadvantaged students as part of the state's Multi-Layered System of Supports (MLSS) model. MLSS is a holistic intervention framework that guides educators to intervene quickly when students need additional support. MLSS delivers a range of "layered" interventions based on data-informed student needs and uses progress monitoring for impact to determine whether specific types of high-quality comprehensive literacy instruction and interventions are effective.

Objective 3: Strengthen the state’s professional learning system and create additional training opportunities for Structured Literacy. Professional learning, including higher education educator preparation programs and career-embedded professional development (PD), is essential for building knowledge about Structured Literacy and moving it into practice within classrooms.¹⁰ Coaching is also essential for providing educators time to practice new skills and transfer them into instruction – ensuring what is learned in PD is carried out in classrooms.¹¹ The proposed CLSD project addresses all these aspects of professional learning.

¹⁰ Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/122.311>; Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What Makes Professional Development Effective? Results from a National Sample of Teachers. *American Educational Research Journal*.; Hunzicker, J. (2010). Characteristics of effective professional development. <https://files.eric.ed.gov/fulltext/ED510366.pdf>; Lynch, K., Hill, H., Gonzalez, K., & Pollard, C. (2019). Strengthening the Research Base that Informs STEM Instructional Improvement Efforts: A Meta-Analysis. *Educational Evaluation and Policy Analysis*. Retrieved from <https://www.annenberginstitute.org/publications/strengthening-research-base-informs-stem-instructional-improvement-efforts-meta>; National Staff Development Council. (2001). *Standards for staff development*; WestEd National Center for Systemic Improvement. (2014). *Effective Coaching: Improving teacher practice and outcomes for all learners*. https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf

¹¹ Fullan, M. (2007). *Change the terms for teacher learning*. National Staff Development Council, 28(3), 35-36.; Hasbrouck, J. E., & Michel, D. (2022). *Student-focused coaching: The*

A foundational aspect of professional learning is the preparation teachers receive through IHEs. In October of 2023, Dr. Arsenio Romero, the Secretary of PED, issued a new rule to IHEs that all Educator Preparation Programs (EPPs) must adopt English Language Arts and Teaching of Reading core curriculum requirements that align with the Science of Reading and Structured Literacy. The new rule required all EPPs to establish Science of Reading aligned curricula for all core English Language and Reading Arts courses for undergraduate and graduate degree programs beginning in 2024.

CLSD funds will be used to coordinate with and support IHEs to strengthen and enhance pre-service courses under this rule. CLSD funding will be used to embed Science of Reading HQIM for teacher educators into the EPPs of New Mexico's IHEs. This work will scale a pilot funded by the Council for Chief State School Officers (CCSSO) in two IHEs that included learning modules for faculty on the Science of Reading and HQIM. CLSD funds will provide stipends to faculty in the remaining 11 EPPs to complete the CCSSO modules. CLSD funds will also be used to contract work from TPI-US, an organization that reviews teacher preparation programs and advises on improvement, to conduct a baseline review of data and provide feedback on the EPPs, followed by a second on-site review to assess implementation and overall alignment of literacy coursework to the Science of Reading and HQIM. These initiatives address Competitive Preference Priority 1 as it coordinates PED and IHEs in the state to strengthen and enhance pre-service courses for students preparing to teach children reading through strategies aligned with the

instructional coach's guide to supporting student success through teacher collaboration. Paul H. Brookes Publishing Co.; Joyce, B., & Showers, B. (1982). *The coaching of teaching.* *Educational Leadership*, 40(1), 4-10.

Science of Reading and Structured Literacy. Additionally, PED is currently supporting programs to increase the diversity of educators using “Grow Your Own” strategies, paid student teaching, and a teaching certification process (520 Native American Language and Culture Certification) for individuals selected by their pueblo, tribe, or nation to teach an indigenous language (Competitive Priority 4). This license allows Native American teachers to teach their indigenous language with or without a bachelor’s degree.

At the subgrantee level, District Literacy Coordinators will work with subgrantees to select options from a menu of PED approved evidence-based PD. New Mexico has many state training and PD initiatives that support teacher literacy knowledge and instructional effectiveness, including Language Essentials for Teachers of Reading and Spelling (LETRS) on Structured Literacy, Project GLAD® training on how to build academic language and literacy for students, especially second language learners, and WestEd Reading Apprenticeship literacy training for secondary teachers. The state is also offering coaching on Structured Literacy in elementary schools across the state, and this coaching will be expanded using CLSD funding.

While educators in the state can receive professional learning and coaching on Structured Literacy, and many have received this training, it has not been part of a comprehensive and structured professional learning approach at the district level. As such, it will be the role of the District Literacy Coordinator to create a PD plan leveraging the state’s training options for subgrantee administrators and teachers based on the literacy needs of its students.

Objective 4: Increase district, school, and classroom leaders’ capacity to use assessment to drive decision-making and instruction. Assessment systems are important to guide resource

allocation and tailor instruction, as well as to evaluate child outcomes.¹² These systems include screening and diagnostic assessments and formative assessments to understand children's literacy needs. Meanwhile, interim and summative assessments provide data important to assessing children's learning and proficiency levels. New Mexico currently uses a robust set of assessments for these purposes:

- 1) Screening: The Language Use Survey (English Learner) for K-12 students, the Dyslexia Handbook (dyslexia) in Grade 1, and the Early Childhood Observation Tool (ECOT) in Pre-K, Title 1 Preschool, and Special Ed Preschool;
- 2) Formative assessments: iMSSA in Grades 3-8 and Istation in Grade K-2, and the ECOT in Pre-K, Title 1 Preschool, and Special Ed Preschool; and
- 3) Summative assessments to measure student achievement: MSSA in Grades 3-8; SAT in Grade 11, Dynamic Learning Maps (DLM) Alternate Assessments in Grades 3-8 and Grade 11; ACCESS & Alternate ACCESS for English Language Learners in K-12; and NAEP in Grades 4 and 8; and the ECOT in Pre-K, Title 1 Preschool, and Special Ed Preschool.¹³

Despite having this assessment data, district leaders, principals, and classroom educators do not consistently use it meaningfully to understand individual, class, and schoolwide

¹² Klute, M., Apthorp, H., Harlacher, J., & Reale, M. (2017). *Formative assessment and elementary school student academic achievement: A review of the evidence* (REL 2017-259). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central.

¹³ New Mexico Public Education Department. *Assessment*.

<https://webnew.ped.state.nm.us/bureaus/assessment/>

performance to identify concerns. CLSD grant funds will be used to support subgrantees in interpreting and using data to inform decision making for resources, interventions, and other instructional supports. The District Literacy Coordinators will work closely with subgrantees to increase their data literacy (awareness, knowledge) and to coach them on how to use assessment data.

Objective 5: Stronger family engagement practices that support literacy. The Framework also recognizes the contributions effective family engagement can make in supporting student outcomes.¹⁴ The Biliteracy Specialist will conduct parent and family biliteracy workshops aligned to Structured Literacy that promote home literacy practices. Recognizing that literacy development starts early, a major component of the Birth to Three Collaboration activity described in the implementation plan focuses on family engagement.

Clearly specified and measurable literacy proficiency goals

The project objectives above are intended to produce stronger literacy outcomes for children birth through grade 12, particularly for New Mexico’s disadvantaged children. **Table 3** below provides the goals for literacy outcomes over the grant period. These goals align with the performance measures of the CLSD program, focus on the disadvantaged children as defined by the application, and are consistent with the English Language Arts (ELA) goals outlined as part of the state’s ESSA plan and the *Statewide Literacy Framework*. Progress toward goals will be

¹⁴ Henderson, Anne T., & Mapp, Karen L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. SEDL – Advancing Research, Improving Education. Retrieved from <https://sedl.org/connections/resources/evidence.pdf>

evaluated each year as part of the PED and subgrantee continuous improvement process described below. The goals for CLSD build off the baseline statistics of New Mexico’s children and students, and reflect the quality, scope, and intensity of the project services funded through the grant. The projected progress reflects the current data on growth. Looking at a current literacy intervention being implemented by the state, districts demonstrated an average 3% growth in ECOT Oral

Table 3. Literacy Proficiency Goals

	Subgroup	Baseline (2023)	Mid-Grant (2027)	End of Grant (2030)
All	4-year-olds	70%	79%	88%
	Grade 5	37%	51%	59%
	Grade 8	39%	51%	59%
	High School	36%	42%	48%
Econ. Dis-advantaged	4-year-olds	70%	79%	88%
	Grade 5	32%	46%	56%
	Grade 8	34%	46%	56%
	High School	28%	34%	40%
Disabilities	4-year-olds	48%	57%	66%
	Grade 5	10%	32%	44%
	Grade 8	11%	32%	44%
	High School	8%	14%	20%
Rural	4-year-olds	70%	79%	88%
	Grade 5	36%	51%	59%
	Grade 8	38%	51%	59%
	High School	32%	38%	44%
Foster Care	4-year-olds	*	79%	88%
	Grade 5	24%	46%	56%
	Grade 8	20%	46%	56%
	High School	15%	21%	27%
English Learners	4-year-olds	*	n/a	n/a
	Grade 5	17%	34%	46%
	Grade 8	16%	34%	46%
	High School	26%	32%	38%

Notes. Performance data comes from the following sources: 4-year-olds – percent scoring “Accomplished” on oral literacy on the Early Childhood Observation Tool (ECOT); 5th grade and 8th grade – percent meeting or exceeding proficiency in ELA as measured by the [Measures of Student Success and Achievement \(MSSA\)](#) state

assessment; High school students – percent at or above state expectations on the 11th grade state ELA test (New Mexico assesses language arts for high school students through the [SAT](#), which is provided to all students in Grade 11).

(*) indicates that too few students' data points (10 students or fewer) were available to use

Language scores for 4-year-olds over the past three years and the project goals are based on this level of growth. The goals for grades 5 and 8 achievement align with the state 10-year ESSA plan to reduce the number of non-proficient students by 50% over ten years. These also reflects the growth of districts between the 21-22 and 22-23 school years when districts achieved an average 4% overall growth in ELA proficiency for grades 3-8. There is no historical data for SAT in New Mexico as 22-23 school year was the first year there was 90% participation. Based on conversations with state assessment experts, and well as anecdotal information from the current literacy invention, we anticipate a 3% per year increase in SAT Evidence-based Reading and Writing proficiency for 11th graders.

High-Quality Implementation Plan

As districts continue to stabilize from the disruptions caused by the pandemic and transition to Structured Literacy, CLSD funds will help New Mexico meet its goals of improving preliteracy skills of children under age 5 and increasing the percentage of elementary, middle, and high-school students meeting or exceeding proficiency on the state’s language and literacy assessments. 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.

Figure 3 provides an overview of New Mexico’s project design, which will address each objective aligned to each objective above. The state will engage in several activities to meet the goals and objectives of the project, described below and in additional detail in the *High-Quality Implementation Plan* attachment. First, the state will create an “enabling context” for successful implementation by strengthening the state-level literacy administrative infrastructure (*Objective 1*) and executing a successful RFA process to fund high-quality applications for the highest-need subgrantees. A CLSD Manager and two Literacy Specialists will be hired through PED to lead and monitor the CLSD program work. They will, in conjunction with a part-time Biliteracy Specialist and part-time Disciplinary Literacy Specialist, provide guidance to subgrantees.

A Biliteracy Task Force will be convened to develop a Biliteracy Framework. The Framework will operationalize the top recommendation from the PED-commissioned expert review report on the *Science of Reading for Emergent Bilinguals*.¹⁵ The Biliteracy Specialist hired through the grant will oversee this work. The Framework will support subgrantees in improving learning environments for English learners, increase public awareness about the benefits of fluency in more than one language, and the importance of coordinating language development in the school and the home to improve student outcomes for English learners.

¹⁵ Cavazos, L. (2021). *The science of reading for emergent bilinguals in New Mexico: A review for the New Mexico Public Education Department*.

Figure 3. Proposed Project Model

	Resources ¹⁶	Activities	Outputs	Outcomes		
				Immediate	Intermediate	Long-Term
Leadership	State-level leadership positions: <ul style="list-style-type: none"> • Grant Literacy Manager (1) • Literacy Specialist (2) • Disciplinary Literacy Specialist (1)* • Biliteracy Specialist (1)* 	Provide technical assistance to District Literacy Coordinators (DLCs) and subgrantees Create Biliteracy Task Force to develop a Biliteracy Framework	DLCs and subgrantees receive training and technical assistance Needs Assessment Completed District Literacy Plan developed and approved	Implementation of District Literacy Plans Increased understanding of and support for SL by district-level leadership and principals Subgrantees build network of support for implementing SL in districts	Ongoing alignment of literacy practices (state, district, classroom) Culture of SL approach across subgrantee districts District and principal support for SL, driving decision-making related to literacy instruction and supports	New Mexico's children will meet the CLSD Language Arts Achievement Goals for the proposed project
	District-level positions*: <ul style="list-style-type: none"> • District Literacy Coordinators (15) • One to two district coaches (up to 30) 	Lead alignment of subgrantee activities to state literacy approach through Needs Assessment and District Literacy Plan, support monitoring and continuous improvement	District leaders and principals trained Biliteracy Framework developed			
	Professional learning for district leaders and principals	Provide training to district leaders and principals on SL				
	Funding to support subgrantee convening	Host day-long meeting of CLSD subgrantees	Subgrantee meeting is conducted.			

¹⁶ (*) indicates funding for the resources is allocated through subgrantee funds.

	Resources ¹⁶	Activities	Outputs	Outcomes		
				Immediate	Intermediate	Long-Term
	during Statewide Literacy Conference*					
Instruction and Interventions	Staff time (CLSD-funded state and district level positions)	<p>Technical assistance provided by state staff and District Literacy Coordinators to subgrantees for District Literacy Plan creation</p> <p>Monitoring the implementation of plans</p> <p>Updating CLSD subgrantee website resource list of evidence-based interventions.</p>	<p>Subgrantees receive ongoing TA to meet instructional and intervention needs identified in the district literacy plan</p> <p>All subgrantees purchase HQIM</p> <p>CLSD subgrantee website is updated</p>	<p>Knowledge growth: HQIM, evidence-based instruction, MLSS, and biliteracy instruction</p> <p>All subgrantees implement HQIM</p> <p>Increased knowledge/ buy-in for SL</p>	<p>Improved instructional practices.</p> <p>Tailored literacy instruction to meet children’s needs.</p>	
	Funding for materials*	As needed, per the district literacy plan, purchase HQIM, MLSS interventions, and other instructional or intervention materials				
Professional Learning	State CLSD staff time	Provide supports to subgrantees on biliteracy instruction and disciplinary literacy instruction as needed	Trainings and resources provided	Increased awareness and knowledge of evidence-based	Changes in instructional practices for in-service and	

	Resources ¹⁶	Activities	Outputs	Outcomes		
				Immediate	Intermediate	Long-Term
	District level CLSD staff time (District Literacy Coordinators)*	Provide TA to subgrantees in designing district-wide professional learning plans that are evidence-based and include coaching, monitoring	TA provided	biliteracy instruction, disciplinary literacy practices, and Structured Literacy IHE teacher preparation programs fully align literacy coursework to SL	pre-service educators	
	PD and coaching time for educators*	Purchase or pay for direct professional development and coaching time, depending on subgrantee needs identified in the district literacy plan	Number of educators received PD and coaching Feedback on usefulness of PD, coaching			
	Provide stipends for Higher Ed faculty training	Cover cost of courses to higher education faculty to support alignment of teacher preparation programming to SL	Number of stipends provided, institutes, faculty participating			
Assessment	State and district staff time	Support subgrantees on using assessment data as part of a continuous improvement process to inform instructional approaches. At district level, provide guidance on using assessment data to inform decision-making	Types of assessment data used as part of a continuous improvement process	Awareness of how assessment data can be used to inform instruction.	Assessment data drives changes in instruction (Classroom/ School/ District)	

	Resources ¹⁶	Activities	Outputs	Outcomes		
				Immediate	Intermediate	Long-Term
	Funding for evaluation*	Provide interim and formative data to inform continuous improvement. Summative data to identify impacts				
Family Engagement	Staff time (state and district) in collaboration with the Early Childhood Education and Care Department (ECECD).	Provide guidance to subgrantees on engaging families as part of the needs assessment and district literacy plan process. Provide guidance on connecting with families who speak languages other than English. Provide TA on implementing the Countdown to Kindergarten Canvas Program in collaboration with ECECD.	Number of families who receive Countdown to Kindergarten Program materials and who participate in First Teacher/ Primero Maestro program	Families build knowledge of literacy practices with children.	Changes in family literacy interactions/practices	
	Purchase materials	Purchase Countdown to Kindergarten materials as needed.	Numbers of materials purchased			
	Funding to develop home literacy programming.	Implement family training in child development, literacy, and how families can interact and support young children's literacy development (in English and Spanish).	Number of trainings			

The state team will also develop the RFA and peer review process and ensure necessary and relevant information will be available for potential applicants. Once the RFA is ready (by the end of the 2024 calendar year), the state team will connect with potential applicants, prepare grant reviewers, release the RFA, and award subgrants. This process will last until March of 2025. Once subgrants are awarded, the state-level team will work with subgrantees to prepare for them for implementation of activities to meet the objectives of the project, and monitor implementation through site visits, desktop monitoring, and subgrantee quarterly reports.

Each subgrantee will hire a District Literacy Coordinator to create a District Literacy Plan that aligns with the state's Literacy Framework and Structured Literacy, identifies the highest needs schools, addresses student needs, and outlines how evidence-based practices and professional development will be implemented. The District Literacy Coordinator will work with the subgrantee to conduct a literacy needs assessment for the district, with a focus on identifying high needs schools and the needs of students. This process will support a system-wide understanding of the root causes of the low literacy proficiency scores across the district, rather than any one school in isolation. PED will develop a needs assessment template that will help the subgrantee gather demographic information and literacy data (by grade level and demographic subgroup), and then identify needs based on an analysis of the data, including trends, achievement gaps, and elements of literacy needing the most support. This plan will include identifying and supporting literacy programs, services, and supports for children birth to five in the community (Early Head Start, Head Start, Home Visiting, the New Mexico Pre-K program, and Dolly Parton Imagination Library materials). The needs assessment will use state and local assessment data (*Objective 4*) and include the voices of families (*Objective 5*). The needs assessment will examine

the impact of COVID-19 on students, educators, and faculty in the district and design solutions to address challenges. The District Literacy Plan will also include:

1. Training and coaching to incorporate Structured Literacy into instruction, support the biliteracy of students, and other needs identified in the needs assessment (*Objective 3*);
2. Use of high-quality evidence-based interventions and instruction through a MLSS framework (*Objective 2*);
3. A continuous improvement plan that leverages state and local data (*Objective 4*); and
4. Family engagement to support home literacy interactions and practices (*Objective 5*).

Subgrantees will receive support for biliteracy programming in the plan through consultation services as needed using the Biliteracy Framework. The District Literacy Coordinator, along with state-level staff, will ensure plans align with state level literacy approaches and includes a disciplinary literacy plan for secondary schools. Once the District Literacy Plans are complete, the District Literacy Coordinator will contract two subgrantee coaches and provide ongoing support throughout the grant through a continuous improvement approach.

Methodological Approach to Ensure Successful Achievement of Project Objectives

Successful implementation of the project and its proposed objectives relies on careful coordination between the state and subgrantees. This project uses a continuous improvement approach that leverages data collected through existing state and local assessments (see discussion of *Objective 4*), metrics collected as part of the Evaluation Plan (Section (e)), and ongoing communication between the state-level staff, District Literacy Coordinators, subgrantee coaches, and subgrantees.

At the subgrantee district level, District Literacy Coordinators will be trained and engage in ongoing monitoring of the district literacy plans, assessment of progress towards goals, and provide supports in collaboration with their subgrantee. The District Literacy Coordinators will

work with their subgrantees to procure the appropriate materials as necessary. For districts who have purchased HQIM, the District Literacy Coordinator will assess the extent to which the materials are being used in classrooms and provide resources to support effective implementation. Similarly, the District Literacy Coordinator will monitor and adapt professional learning opportunities for subgrantees based on formative and interim assessment data.

Meanwhile, the state will monitor and provide supports across all subgrantees. They will use state and local assessment educator and student data to understand progress towards the grant and to tailor professional learning and interventions as needed. The performance measures for the project include a mid-grant interim assessment to understand initial implementation impacts.

Promising Evidence Informing the Proposed Project Plan

Literacy instruction supported in the project plan is grounded in evidence-based practices and strategies. District Literacy Plans will be required to use evidence-based instructional practices and interventions approved by PED, using the standards used by ESSA in its definition for evidence-based, and include professional development and coaching strategies to incorporate Structured Literacy and Science of Reading in classroom practices. The District Literacy Coordinator and coaches will ensure District Literacy Plans include instruction and interventions that align with key strategies identified in practice guides for elementary and secondary students produced by the Institute of Education Sciences. **Table 4** shows the alignment, by grade band, of reading and writing strategies that District Literacy Plans can employ, and the alignment of these strategies to specific IES Practice Guides.¹⁷

¹⁷ Institute for Education Sciences. (2012). *Improving reading comprehension in Kindergarten through 3rd Grade: A practice guide* (What Works Clearinghouse).; Institute for Education

Intervention materials purchased by subgrantees using CLSD funds as part of the MLSS will only be approved if rated strong, moderate or promising by the definition of “evidence-based.” The District Literacy Coordinators will work closely with subgrantees on an ongoing basis to ensure evidence-based instruction and interventions reach classrooms and are implemented with fidelity.

Table 4. Intervention Areas and Alignment to IES Practice Guides

Grade Band	IES Practice Guide Strategies to Implement in District Literacy Plans	IES Practice Guide
K-3 rd	<p>Reading</p> <ul style="list-style-type: none"> • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sound in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. 	<i>The Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>
	<p>Writing</p> <ul style="list-style-type: none"> • Provide daily time for students to write • Teach students to use the writing process for a variety of purposes • Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing • Create an engaged community of writers 	<i>Teaching Elementary School Students to Be Effective Writers Practice Guide</i>
	Reading	<i>Providing Reading Interventions</i>

Sciences. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A practice guide; Institute for Education Sciences. (2012). *Teaching elementary school students to be effective writers: Practice guide*; Institute for Education Sciences. (2016). *Teaching secondary students to write effectively; Providing reading interventions for students in grades 4–*

Grades 4 th - 12 th	<ul style="list-style-type: none"> • Building decoding skills for reading multisyllabic words, purposeful fluency building activities, routine comprehension building activities • Providing practice with stretch texts to expose students to challenging ideas and information 	<i>for Students in Grades 4–9</i>
	Writing <ul style="list-style-type: none"> • Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle • Integrate writing and reading to emphasize key writing features 	<i>Teaching Secondary Students to Write Effectively</i>

Collaboration with the Early Childhood Education and Care Department (ECECD). PED will collaborate with ECECD to support literacy development for children birth through age three through several initiatives. Early literacy learning has been shown to be essential to successful literacy learning in school, laying a foundation for subsequent literacy development.¹⁸ Families are a key contributor in young children’s literacy development.¹⁹ Thus, PED will partner with ECECD on several activities to support family literacy engagement, in addition to training for administrators and educators. The first is the continuation of the Countdown to Kindergarten Canvas Program. This is a Canvas course (first developed by Las Cruces Public Schools) for parents and caregivers that is accompanied by backpacks of materials for students moving from

¹⁸ Hutton, J. S., Dudley, J., Horowitz-Kraus, T., DeWitt, T., & Holland, S. K. (2020). Associations between home literacy environment, brain white matter integrity and cognitive abilities in preschool-age children. *Acta Paediatrica*, 109(7), 1376-1386.

¹⁹ Hutton, J. S., Horowitz-Kraus, T., Mendelsohn, A. L., DeWitt, T., Holland, S. K., & C-Mind Authorship Consortium. (2015). Home reading environment and brain activation in preschool children listening to stories. *Pediatrics*, 136(3), 466-478.

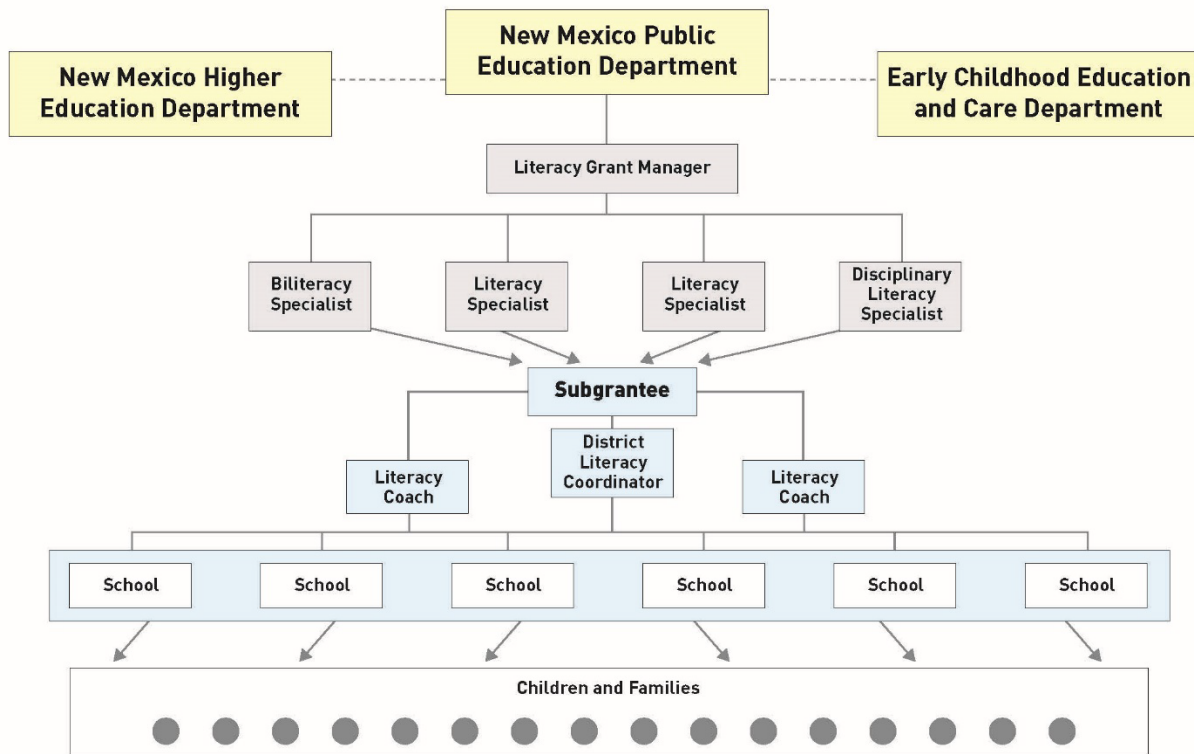
PreK to Kindergarten to support literacy development at home over the summer. CLSD funding will increase the reach of the program. The second will be the development and implementation of a program for parents and caregivers based on the First Teacher/Primer Maestro program created and implemented by the Children's Reading Alliance in Las Cruces, NM.

Higher Education Collaboration. As discussed, PED will collaborate with higher education institutions that offer teacher preparation programs to align literacy coursework with Structured Literacy. This will be supported through the extension of the CCSSO training module to IHEs in the state that have not yet received training. This approach aims to ensure that incoming novice educators are prepared to implement Structured Literacy to align with the approach the state is promoting in its statewide literacy efforts.

Selection Criterion (c): Quality of Management Plan

Figure 4. provides the organizational structure of CLSD grant. Oversight of the grant will be the ultimate responsibility of the Literacy and Humanities Bureau within PED, who will administer the funding and manage the required grant activities. PED houses most of the offices and programs that directly or indirectly relate to the activities in the proposed CLSD plan such as: Assessment, At-Risk Intervention Response, College and Career Readiness, Curriculum and Instruction, Educator-related, Instruction Materials, Language and Culture, Literacy and Humanities, MLSS, and Special Education. PED will partner with the Early Childhood Education and Care Department (ECECD) and the New Mexico Higher Education Department (HED), and other state entities and individuals listed below, who will support implementation.

Figure 4. Organizational Chart for the CLSD Grant (NM)



The Leadership Team for the grant includes the Director of the Literacy and Humanities Bureau, a Literacy Grant Manager, and two Literacy Specialists. **Severo Martinez**, Director of the Literacy and Humanities Bureau of PED, will have ultimate oversight of the project. Mr. Martinez has served as Director for six years and worked in the PED Assessment and School Improvement bureaus for the prior six years. Prior to working at the PED, he was an elementary school teacher. He has managed several federal grants and multi-million-dollar initiatives at PED, including the Striving Readers Comprehensive Literacy grant and the 2019 CLSD grant. He has also managed the *Structured Literacy New Mexico* initiative and the *Level Up Reading Challenge*. He holds a BA in Bilingual Education and Spanish and a TESOL (Teaching English to Speakers of Other Languages) endorsement. He will hire and supervise grant staff and monitor overall grant implementation for this proposal.

Several state-level positions will ensure the CLSD grant is implemented and managed efficiently and successfully to achieve the project goals – a Literacy Grant Manager, two Literacy Specialists, and contractors (Biliteracy Specialist, Disciplinary Literacy Specialist, Evaluator, Data Analyst, Communications Specialists). The Literacy Grant Manager (1.0 FTE) will serve as the point person for contracts, finances, and compliance with reporting and other grant requirements. The job posting for the Literacy Grant Manager has been created and lists a preference for a master's degree in education with a focus on literacy and/or program management and five or more years of experience in education or related field. The job posting also describes the preference for an individual with a strong grounding in literacy interventions and education/child development, equity, a mix of experiences such as direct service, school administration, or developing effective instructional practices.

The Literacy Grant Manager will oversee state-level staff including two Literacy Specialists (2.0 FTE), one Biliteracy Specialist (half-time contracted position), one Disciplinary Literacy Specialist (half-time contracted position) and data, evaluation, and communication consultants. The two Literacy Specialists will be **Kathleen Taylor** and **Jessica Ladd**, who will support state-level grant implementation and monitor and support subgrantees. Subgrantees will be divided and assigned to one Literacy Specialist as a point of contact. Ms. Taylor and Ms. Ladd bring experience working with federal grants, including CLSD, project coordination, and literacy instruction.

Ms. Taylor is currently a Literacy Specialist within PED. She has been supporting current school districts since January 2023. She taught grades 1-8 for 20 years, taught in a Waldorf Teacher Training program for 8 years and mentored teachers in training and new teachers. Prior to teaching, she worked as a Project Coordinator on a federal AmeriCorps grant. She holds a BA in

Anthropology, a Waldorf teaching certificate, a New Mexico teaching license and a master's in library and information science.

Ms. Ladd is a Literacy Specialist with the NM Public Education Department. She has been supporting school districts since August 2023. She worked as an elementary school teacher in Albuquerque for 10 years and as a teacher in international schools in Asia for another 10 years. She also worked as a local evaluator for a federal grant that funded early childhood programs. She holds a BA and an MA in Education, a New Mexico teaching license and a TESOL (Teaching English to Speakers of Other Languages) endorsement. She will support grant implementation and monitor and support subgrantees on the new proposal.

The state will also contract with a Biliteracy Specialist to lead the creation of a Biliteracy Task Force and oversee the development of a Biliteracy Framework for the state. This individual will also provide support on biliteracy instruction as needed to subgrantees. Additionally, the state will contract with a Disciplinary Literacy Specialist who will be hired to support subgrantees in literacy instruction across disciplines (e.g., arts, science, mathematics) as needed. Contractors for these positions will be expected to have experience working with the respective areas (biliteracy education, disciplinary literacy).

The point person for ECECD will be Deputy Secretary Sara Mickelson for the ECECD portion. The point person for the higher education components will be Phoebe Walendziak, Assistant Director of Educator Quality (PED), who serves as the liaison between PED and HED.

PED and its team, along with the support of ECECD and HED, brings together the necessary experience to be successful in implementing the proposed CLSD grant.

To support the project at the subgrantee level, each funded subgrantee, in collaboration with PED, will be required to hire a District Literacy Coordinator and up to two coaches. The

District Literacy Coordinator will coordinate between PED and their subgrantee to support vertical alignment of Structured Literacy and other state initiatives in district planning and implementation, as well as consistent implementation of the District Literacy Plan across schools, with a particular focus on high-need schools. In collaboration with the state Literacy Specialists, they will monitor the implementation of the CLSD activities in the district and lead continuous improvement processes with the subgrantee. The coach(es) will be hired by the subgrantees to support the work of the District Literacy Coordinator and be expected to have experience in Structured Literacy and coaching supports for educators.

The team described above will implement the management plan in three phases over the five years of the grant (See **Table 5** below). The first two phases will be executed during the first year of the grant. Phase I contains a series of activities to strengthen the state-level infrastructure and develop an equitable Request for Applications (RFA) process for subgrantees. This phase includes creating the RFA, including the rubric for scoring, and ensuring useful and relevant materials are available online for potential subgrantees to support their application. Phase II will transition into preparing LEAs for the sub-granting process and implementing the RFA process. This includes webinars and other support to potential sub-grantees on how to successfully respond to the RFA and training grant reviewers on the scoring process. During this phase, grants will be scored and the subgrantees will be selected and announced. Phase III covers the end of Year 1 and the remaining four years of the grant as subgrantees participate in state-level activities (kick-off meeting, peer learning community) and implement the grant in their districts. Phase III also covers monitoring of the grant project to ensure project funds are being expended as expected, activities are being implemented with fidelity, and the subgrantees are working to continuously improve their processes.

Table 5. Management Plan Phases

Activities	Milestones	Timeline	Party Responsible
Phase I: Strengthen state-level infrastructure to support CLSD subgrantees			
P1.1 Hire CLSD Manager and Two Literacy Specialists	Well-qualified individuals hired for positions	Oct - Dec 2024	NM Authorizing Agent
P1.2 Establish PED literacy advisory team	Advisory committee with clearly defined roles and expectations Representation from: <ul style="list-style-type: none"> • Institution of Higher Education • ECECD • PED Cultural Bureaus 	Oct - Dec 2024	NM Authorizing Agent, Deputy Secretary and Division Director
P1.3 Update CLSD webpage on the PED site	Website to contain <i>Statewide Literacy Framework</i> , CLSD grant application, FAQs, other relevant grant information	Oct - Dec 2024	CLSD Manager
P1.4 Develop CLSD RFA and peer review process	RFA that includes elements outlined in sub-granting section of Selection Criterion (d) of application	Oct - Dec 2024	CLSD Manager
P1.5 Update reporting and resource pages for subgrantees	Streamlined efficient and effective system for subgrantees to access resources and report data for accountability	Oct - Dec 2024	CLSD Manager, Literacy Specialists with support of experts
P1.6 Create a rubric for reviewing subgrantee applications	Reviewers will have a rubric to rate subgrantee applications equitably	Nov - Dec 2024	CLSD Manager, Literacy Specialists
Phase II: Prepare LEAs for Sub-granting Process and Implement Request for Applications			
P2.1 Develop RFA TA trainings	Trainings designed to build local capacity to apply for and implement CLSD programs	Jan 2025	CLSD Manager and Literacy Specialists
P2.2 Conduct virtual RFA training, technical support webinars, and office hours to support LEAs.	Well-informed potential subgrantee applicants that are prepared to apply for CLSD funding.	Jan 2025	CLSD Manager and Literacy Specialists
P2.3 Potential subgrantee applicants identify literacy needs.	Subgrantees understand local literacy needs to incorporate into their application materials.	Jan 2025	LEAs with TA from CLSD and Literacy Specialists

P2.4 Grant reviewer training	Training that prepares reviewers to conduct a transparent, rigorous, thorough review of applications	Jan 2025	CLSD Manager
P2.5 Release RFA	RFA disseminated; FAQ posted on CLSD Web Page	Jan 2025	PED communications
P2.6 Peer Review of applications	Strongest applications are selected	Feb 2025	Peer review committee under supervision of CLSD Manager
P2.7 CLSD subgrants awarded based on expert review	12-15 subgrants awarded totaling \$57 million serving schools with the highest percentage of disadvantaged students	End of Feb 2025	CLSD Manager
P2.8 CLSD press release of awardees	Awarded subgrantees recognized publicly	Mar 2025	PED communications
Phase III: Provide ongoing implementation support for CLSD subgrantees using a continuous improvement process			
P3.1 Hold CLSD kick-off meeting for successful CLSD subgrantees	Subgrantees receive initial TA on implementation, grant requirements, hiring of staff and connect to state supports	Mar 2025	CLSD Manager
P3.2 Require online community of practice with PD modules	Subgrantees required to participate in online modules helping teachers, district and school leaders, and coaches support language and literacy learning	Apr – Jul 2025	CLSD Manager and Literacy Specialists
P3.3 Set calendar and topics for regional workshops and professional development	CLSD professional development events calendar aligned with other state initiatives sent to all grantees	Apr - Jun 2025	CLSD Manager and Literacy Specialists
P3.4 Refine CLSD Site Visit Protocol	Protocol to assess implementation fidelity and alignment to state literacy plan	Apr - June 2025	CLSD Manager and Literacy Specialists
P3.5 Desktop monitoring	Ongoing monitoring and contact to ensure fidelity to CLSD proposal and fiscal accountability that includes monthly meetings with District Literacy Leaders	Sep 2025 forward	CLSD Manager and Literacy Specialist
P3.6 CLSD Site Visits	Site visits to monitor implementation and fiscal accountability	Oct/Nov 2025 forward	CLSD Manager and Literacy Specialists

P3.7 Subgrantee quarterly reports	Analysis of student outcome data submitted to PED to assess progress toward local and state literacy goals	Dec 2025 forward	LEA subgrantees
P3.8 Subgrantee annual review of progress	Analysis of project progress towards state-wide goals for the grant	Jun/Jul 2026 forward	LEA subgrantees
P3.9 Subgrantee corrective action discussion if performance measures are not being met	Subgrantee modifies literacy implementation plan to address weakness and gaps	Dec 2026 forward	LEA subgrantees
P3.10 Annual evaluation by external evaluator	Collaborate with external evaluators by providing data to show implementation of literacy supports B-12, a clear and coherent literacy plan that includes aligned coaching, PD, instruction, leadership and intervention.	Oct 2026 forward	External Evaluator

Continuous Improvement in the Operation of the Proposed Project

Underpinning the project design is a continuous improvement approach to support the state and subgrantees in reaching the goals of this grant. Assessment, progress monitoring, and data-driven decision making are key components of the state’s continuous improvement approach for the proposed project. The District Literacy Coordinators will engage in ongoing data collection to improve practices at the state and local level. Performance data will be collected through multiple sources and used for continuous improvement, tailoring professional development, suggesting literacy interventions, and other supports to ensure progress toward performance goals.

The District Literacy Coordinator, in coordination with PED, will support districts in working towards the goals of the grant and their district literacy plans. The data that will be analyzed as part of the continuous improvement process includes: FOCUS data (early childhood quality rating) and Early Childhood Observation Tool data; MLSS data, teacher effectiveness data; NM DASH data; interim assessment data--(Istation Indicators of Student Progress for K-3 and

Interim Measures of Student Success for grade 3-8; and formative data collected by the District Literacy Coordinators. School administrators will receive support from the District Literacy Coordinator on using a School Leaders Literacy Walkthrough Tool, which measures evidence-based practices during literacy instruction to inform the continuous improvement process.²⁰

Subgrantees not showing progress toward the project performance goals and/or their District Literacy Plan will receive additional TA from the district literacy coordinator. Working with District Literacy Coordinators, PED will monitor and collaborate with subgrantees to understand school needs and the conditions under which the state activities of the CLSD grant are successful. PED will help each district identify patterns and trends to prioritize support, including partnering with principals on staffing decisions, scheduling, budgeting, targeted professional development, coaching, and other operational issues. The District Literacy Coordinator will also ensure that disadvantaged students are being prioritized and served throughout the grant period, and that support is geared towards the highest needs schools.

PED will conduct site visits at least two times per year to each site. To support continuous improvement, a Feedback Report will document whether the subgrantee is: (1) implementing Structured Literacy practices with fidelity and in alignment with the state/local literacy plans; (2) meeting performance goals for key groups of children; and (3) expending CLSD resources in an efficient and impactful way. Through this monitoring process, PED can ensure subgrantees are using differentiated instruction, evidenced-based interventions, and professional

²⁰ This was created by the Regional Education Laboratory Southeast with funding from the U.S. Department of Education, Institute of Education Sciences.

development. Further, the state-level Literacy Specialists will meet monthly with the District Literacy Coordinators to check in on progress of the systems development of the program.

Time commitments are appropriate

At the state level, the Literacy Grant Manager and the two Literacy Specialists will each be a full 1.0 FTE, with their time fully dedicated to the CLSD grant. This will guarantee the staff guiding and supporting the CLSD grant activities have sufficient capacity to meet reporting requirements for the grant and to adequately support subgrantees. The two state Literacy Specialists will share responsibility for the subgrantees, with each Literacy Specialist having direct oversight for half of the subgrantees. The grant funding will support no more than 15 subgrantees, ensuring the Literacy Specialists have oversight of a reasonable number of subgrantees. Similarly, the District Literacy Coordinator for each subgrantee will be 1.0 FTE to fully commit their time and efforts to subgrantee activities and collaboration with state-level staff. Each District Literacy Coordinator will not have more than 1 subgrantee to oversee.

Mechanisms for ensuring high-quality products and services from the proposed project

Success in meeting the goals of the proposed project involves creating a system-wide culture of using high-quality products and services aligned to the Structured Literacy approach. As discussed in the proposed project plan, subgrantees are required to use materials on New Mexico's list of High-Quality Instructional Materials, which includes interventions and instructional practices that are evidence-based. New Mexico has created a Structured Literacy Instructional Material Review Rubric which ensures the products and services used for the grant will be of high quality.²¹ The District Literacy Coordinator will play a critical role in ensuring

²¹ See: [Structured Literacy Instructional Material Review Rubric](#)

these approaches are being supported district wide and practiced in classrooms through the needs assessment process, District Literacy Plan, and continuous improvement activities. The state's subgrantee monitoring process will also ensure that high-quality products and services are being implemented.

Selection Criterion (d): Quality of Project Services

New Mexico is one of the most diverse states in the country. The state is home to 23 sovereign pueblos, tribes, and nations, has a population that is 50 percent Hispanic, and has a large population of English learners. As such, PED has a great deal of experience working to support equal access and treatment for groups that have traditionally been underrepresented. The Martinez Yazzie V. New Mexico case provided PED with a judicial mandate and funding to further support access to educational services to those populations who have traditionally been underrepresented. The services provided through the grant seek to provide literacy environments that are equitable, addressing the issues raised in the case. This equity perspective will be carried through the CLSD project to ensure equal access and treatment for children who are disadvantaged.

Likely impact of services on intended recipients

This project is designed specifically to support New Mexico's unique student population. For example, given the large English learner population, the Biliteracy Specialist, Biliteracy Task Force, Biliteracy Guide and Biliteracy Framework will support subgrantees in addressing the needs of this population. The Biliteracy Framework will operationalize the Biliteracy Guide and offer teachers of English Learners support on using the Structured Literacy approach in biliteracy settings. The guidance will help teachers understand how to generalize features of effective instruction with scientific, evidence-based practices for English literacy to home language literacy and biliteracy. Since most of the dual language and bilingual education instruction for English

Learners in New Mexico is English or Spanish, specific guidance on how these practices and strategies converge for instruction in these two languages are provided with a focus on alignment and adherence to Structured Literacy. The Biliteracy Specialist will also work with the district-level coaches so that culturally and linguistically responsive literacy instruction becomes the norm in subgrantee classrooms. These supports will help New Mexico increase the literacy proficiency of English learners through instruction grounded in cultural and linguistic responsiveness.

Also, District Literacy Coordinators will play a critical role in prioritizing and tailoring literacy services to have the greatest impact for the schools most in need and the students who are members of groups that have traditionally faced unequal access to high-quality instruction. This will be accomplished by the creation and implementation of a literacy plan that is focused on the needs of specific subgrantee populations, including family economic status (low income), geography (rural), race (Hispanic, Native American), disability, and language.

Throughout the CLSD grant period, state and local data will be analyzed through a continuous improvement process that will disaggregate data by the different subpopulations above to assess progress and make adjustments to ensure project success, including child-level impacts by subgroup.

Professional development is of sufficient quality, intensity, and duration to lead to improvements

Instruction is the major driver of literacy development and professional learning is the key to ensuring instruction is evidence-based and high-quality. Effective professional development is only possible with meaningful content, ongoing training, coaching, and opportunities to practice and learn in the classroom. The proposed services meet these criteria. The PD will not be “one-off” trainings disconnected from the learning interests and needs of principals and educators. Instead, the District Literacy Coordinator will tailor PD and trainings to the elements of literacy that are germane to what is identified in needs assessment findings. Coaching will provide

educators with time to practice new skills, receive feedback, and continue to grow their practice. The goal of the professional learning activities is to change practice and sustain these changes over the long-term.

Services reflect up-to-date knowledge

As discussed in Selection Criterion (b), all professional learning opportunities will align with the Structured Literacy approach and incorporate evidence-based literacy practices. Similarly, instruction and interventions must meet the criteria for “evidence-based” as described in ESSA. Only HQIM vetted by PED will be used with CLSD funds. PED will review and update the HQMI list to ensure that the materials and PD are based on the most up-to-date knowledge.

Selection Criterion (e): Quality of Project Evaluation

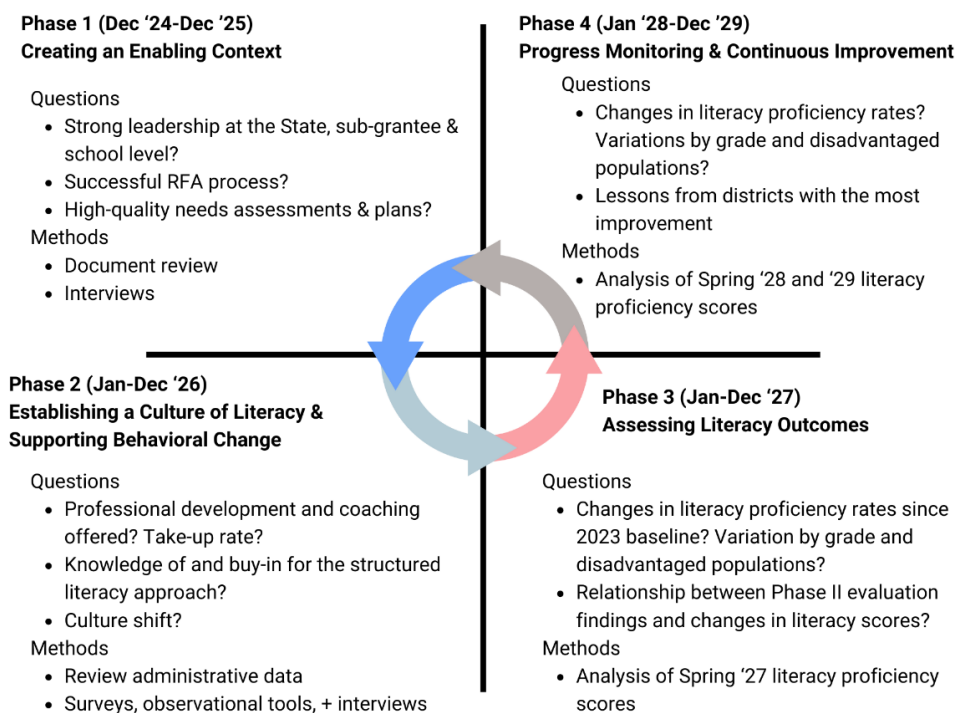
Evaluation of the processes and progress made by subgrantees will be critical to ensuring that the proposed project results in improving literacy outcomes for children in New Mexico. There are three overarching goals to the project evaluation: 1) To assess the quality of implementation of project activities both at state level and for each subgrantee; 2) To support the continuous improvement of the state and subgrantee activities; and 3) To understand whether the activities are achieving the anticipated improvement in reading proficiency outcomes. PED will issue a request for applications for an evaluator with the requisite evaluation experience and expertise.

The project evaluation will be grounded in implementation science, specifically the work conducted by the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Center (NIRN). According to the implementation science literature, the literacy outcomes the state is trying to achieve through the implementation of evidence-based practices are the product of: 1) creating an “enabling context” at the state, subgrantee, and school level; 2) providing professional development, coaching, and resources to support implementation; and 3) engaging in the effective implementation of evidence-

based literacy practices.²² The evaluation will study the barriers to and facilitators of effective implementation of the project activities and the extent to which the implementation of project activities are achieving the intended outcomes of the project

Figure 5 provides an overview of the evaluation phases, as well as the questions and methods that will be assessed in each phase to determine the progress being made toward the goals.

Figure 5. Evaluation Phases



PED will establish an evaluation advisory committee of stakeholders throughout the state directly affected by the project activities. The data collected and analyzed during each phase will be used to provide feedback to the state and subgrantees to improve the implementation of project

²² Fixsen, D., Blase, K., Horner, R., Sims, B., & Sugai, G. (2013). *State implementation and scaling-up of evidence-based practices: Number 1.*

activities. The evaluation will progress in four phases. Phase I of the evaluation will focus on the extent to which the state, subgrantees, and schools have created an enabling context for the successful implementation of evidence-based literacy practices. Key questions for this phase of the evaluation include:

1.1. Have highly qualified and motivated education leaders been put in place at the state and local level (Literacy Manager, Literacy Specialists, District Literacy Coordinator, district literacy coaches, etc.) and do they possess the necessary competencies to support the implementation of evidence-based literacy practices?

1.2. Was the RFA process for disbursing funds to subgrantees successful? Was the funding allocated to the highest need schools, and was the support and funding provided to subgrantees sufficient to support the effective implementation of high-quality instructional materials?

1.3. Were the local literacy needs assessments and plans of high-quality and co-developed with stakeholders, and does the local literacy plan have the buy-in of those who must implement it? Does the plan directly address the needs of students birth to Grade 12, address barriers to services, and reflect the specific cultural and language characteristics of the LEA and schools?

Working with the evaluator and the evaluation advisory committee, PED will determine the indicators and methodology to assess for this phase of the evaluation. Likely data collection methods will include a document review and interviews with state, LEA, and school staff.

Phase II of the evaluation will focus on the extent to which the state and local leaders were able to create a literacy culture within their organizations/districts and whether behavioral change

among local leaders and teachers is taking place that will promote stronger literacy outcomes. Key research questions include:

2.1. What professional development and coaching has been provided to local leaders and teachers to support the implementation of evidence-based literacy practices? What was the take-up rate and satisfaction with the professional development and coaching?

2.2 Has knowledge about and buy-in for the Structured Literacy approach increased?

2.3 How has the culture changed within the school and district to better support literacy outcomes?

Indicators and methods to answer these questions will be determined by the evaluation advisory committee and evaluator. Likely instruments include the School Leaders Literacy Walkthrough Tool, surveys, evaluation and feedback forms, focus groups, and interviews.²³

Phase III of the evaluation will assess whether the project activities are creating a measurable difference in reading proficiency scores in the subgrantee schools. Research questions include:

3.1 Are literacy rates improving compared to the 2023 baseline scores? Are certain subpopulations of disadvantaged children or certain subgrantees improving literacy proficiency scores at a faster rate than other groups or subgrantees?

²³ The School Leader’s Literacy Walkthrough measures evidence-based practices during literacy instruction and was developed by Regional Education Laboratory Southeast with funding from the U.S. Department of Education, Institute of Education Sciences.

3.2 Is there a relationship between Phase II evaluation findings and changes in literacy proficiency scores? In other words, are those subgrantees who are best engaging school leaders and teachers and changing the culture seeing the biggest increases in literacy outcomes?

The final phase of the evaluation (Phase IV) will focus on progress monitoring and feedback. Like Phase III, this phase of the evaluation will focus on measuring the progress toward literacy proficiency scores using the same evaluation questions as Phase III. As discussed below, the information will be incorporated into the continuous improvement process discussed in Section (c).

Using the evaluation for performance feedback/assessment of progress toward the outcomes

The evaluation will examine the overall success of the project, looking at the support provided by the state, the implementation across the subgrantees, and the literacy outcomes that are being achieved. Results from each phase of the evaluation will be shared with the Literacy Grant Manager, Literacy Specialists, and other state staff, as well as the District Literacy Coordinators as part of a feedback loop to inform improvement. Sessions will be held at the state's annual literacy conference to discuss the findings with stakeholders across the state. The key role of the evaluation advisory committee will be to help put the evaluation findings into context and to help make the results actionable for the state and subgrantees.

Competitive Preference Priorities (CPP)

New Mexico's proposed CLSD program addresses all four competitive preference priorities. The collaboration with HED will support statewide efforts to align EPP to the state's Structured Literacy Approach (CPP 1). All EPPs are required to align ELA and Teaching of Reading core curriculum with the Science of Reading and Structured Literacy. CLSD funds will enable the state to extend training from the Council of Chief State School Officers on Structured

Literacy to all IHEs in the state to meet this requirement. This training will ultimately ensure educators entering the field are trained in the state's literacy approach and support stronger alignment between PED and HED.

The District Literacy Coordinators' facilitation of the subgrantee Needs Assessment and the resulting District Literacy Plan will be key to addressing the impact of COVID-19 on students, educators, and faculty (CPP 2). The District Literacy Coordinator will ensure that assessing and documenting the ongoing impact of COVID-19 is part of the assessment and planning process, and a key part of which schools are determined to be of the highest-need. These findings will help appropriately target resources (e.g., interventions, areas for professional learning, coaching, etc.).

A major driver behind New Mexico's application for CLSD funds, and the design of the project, is 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 (CPP 3). The application process will be designed to ensure there are no barriers for small and rural districts with high-needs schools to access materials and services through the grant. The District Literacy Coordinators will ensure the Needs Assessment and District Literacy Plans are intentional in identifying and allocating resources and efforts towards the schools and students who have the highest need. The proposed project is also designed to reduce variability in the intensity of services subgrantee school receive because all districts will receive the same set of services from the grant (District Literacy Coordinator, Needs Assessment, District Literacy Plan, PD, coaching, and instructional interventions and materials), though what those services address will be tailored to the district's needs.

The proposed project includes that all subgrantees engage educators in professional learning opportunities, including coaching to support the transfer of knowledge into classroom

practice. As discussed, PED is currently supporting programs to increase the diversity of educators using “Grow Your Own” strategies, paid student teaching, and a teaching certification process (520 Native American Language and Culture Certification) for individuals selected by their pueblo, tribe, or nation to teach an indigenous language. With these efforts, PED is supporting a more diverse workforce for New Mexico’s 23 sovereign pueblos, tribes, and nations and English learners, which represents a significant percent of New Mexico students (CPP 4).

The project also meets the invitational priority through its partnership with the Early Childhood Education and Care Department to support the transition of children from early childhood to the K-12 system. The Countdown to Kindergarten Canvas course centers on supporting families and children transitioning from pre-kindergarten to Kindergarten.

Assurances

This application meets all program assurances. PED will carry out the requirements listed in Appendix A of the grant application and the assurance document has been signed and included as an attachment.