

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240019

Grants.gov Tracking#: GRANT14193837

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240019

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Application for Federal Assistance SF-424

<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/23/2024"/>	4. Applicant Identifier: <input type="text" value="NM Public Education Department"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="NM"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="New Mexico Public Education Department"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="01-505826-003"/>	* c. UEI: <input type="text" value="NT29R9PE2MF8"/>	
d. Address:		
* Street1:	<input type="text" value="300 Don Gaspar Ave"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Santa Fe"/>	
County/Parish:	<input type="text" value="NM"/>	
* State:	<input type="text" value="NM: New Mexico"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="87501-2744"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Literacy and Humanities"/>	Division Name: <input type="text" value="Curriculum and Instruction"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Severo"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Martinez"/>		
Suffix: <input type="text"/>		
Title: <input type="text"/>		
Organizational Affiliation: <input type="text" value="New Mexico Public Education Department"/>		
* Telephone Number: <input type="text" value=""/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value=""/>		

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1234-New Mexico Areas Affected by Project.d

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* 15. Descriptive Title of Applicant's Project:

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

Attach supporting documents as specified in agency instructions.

Add Attachments

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Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

3

* b. Program/Project

CLSD

Attach an additional list of Program/Project Congressional Districts if needed.

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17. Proposed Project:

* a. Start Date:

10/01/2024

* b. End Date:

09/30/2029

18. Estimated Funding (\$):

* a. Federal	60,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	60,000,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☒ a. This application was made available to the State under the Executive Order 12372 Process for review on

06/24/2024

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

Dr.

* First Name:

Jacqueline

Middle Name:

* Last Name:

Costales

Suffix:

* Title:

Division Director

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

06/23/2024

New Mexico Areas Affected by Project

There is no state more in need of the proposed project funds than New Mexico. There are only six districts in the entire state that do not meet the state's definition of "high need" (not less than 50 percent free and reduced lunch). The impact of the funding will be statewide, and the specific areas of highest need determined by a subgranting process.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

New Mexico Public Education Department

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Jacqueline Middle Name:
* Last Name: Costales Suffix:
* Title: Division Director

* SIGNATURE: * DATE: 06/23/2024

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1237-CLSD Abstract 06.23.24_Final.pdf

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Abstract

The New Mexico Public Education Department, in collaboration with the Early Childhood Education and Care Department and the Department of Higher Education, will improve the preliteracy skills of children under age five and increase the percentage of elementary, middle, and high-school students who meet the state's language and literacy proficiency standards. The project will engage in activities that seek to achieve five objectives to meet these goals: (1): Enhance literacy leadership capacity at the state and district level; (2) Support strong implementation of High-Quality Instructional Materials across all subgrantees; (3) Strengthen the state's professional learning system and create additional training opportunities for the Structured Literacy approach; (4) Increase district, school, and classroom leaders' capacity to use assessment to drive decision-making and instruction; and, (5) Improve family engagement practices that support literacy.

The project addresses all four competitive preference priorities (CPP) of the application. PED will coordinate with Institutes of Higher Education to ensure Educator Preparation Programs (EPPs) align with the Science of Reading and Structured Literacy. The local needs assessments and literacy plans created by subgrantees will focus on and address the continued effects of COVID-19 on faculty, educators, and students. To address student access to educational resources and opportunities, PED will ensure that the application for subgrantee awards does not create a barrier for small and rural districts with high-need schools to access materials and services through the grant. Finally, PED will also support programs to increase the diversity of educators - "Grow Your Own" strategies, paid student teaching, and a teaching certification process for individuals selected by their pueblo, tribe, or nation to teach an indigenous language. 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.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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**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

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)

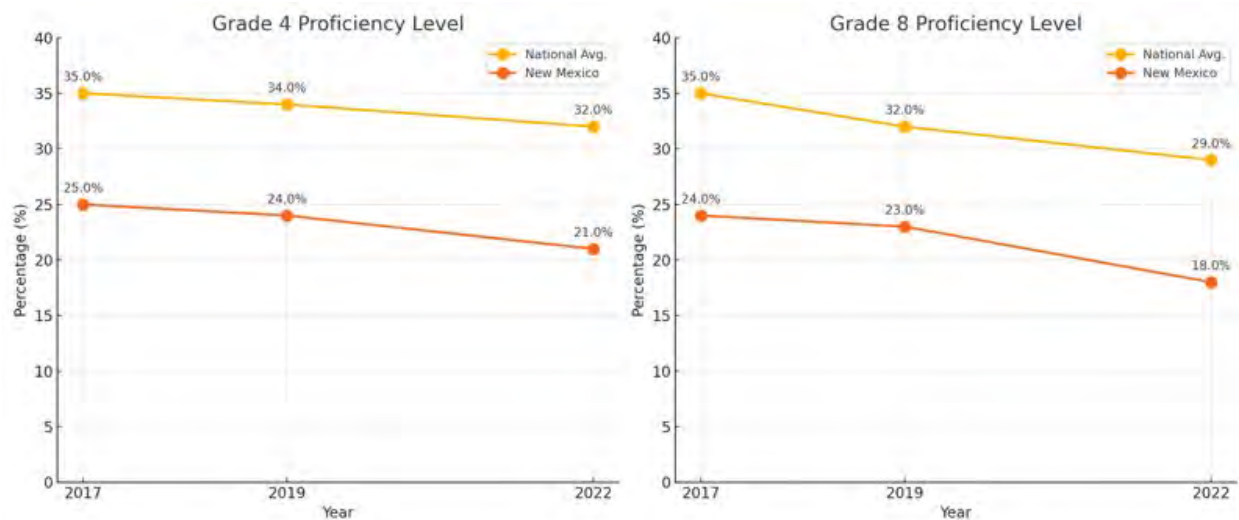


Table 2 presents the Grade 4 and Grade 8 reading proficiency scores by subgroup. There is significant variation across the subgroups for both grades. The percentage of white children and higher income children (no free and reduced lunch) reading at or above a basic level is much higher than Hispanic, 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.

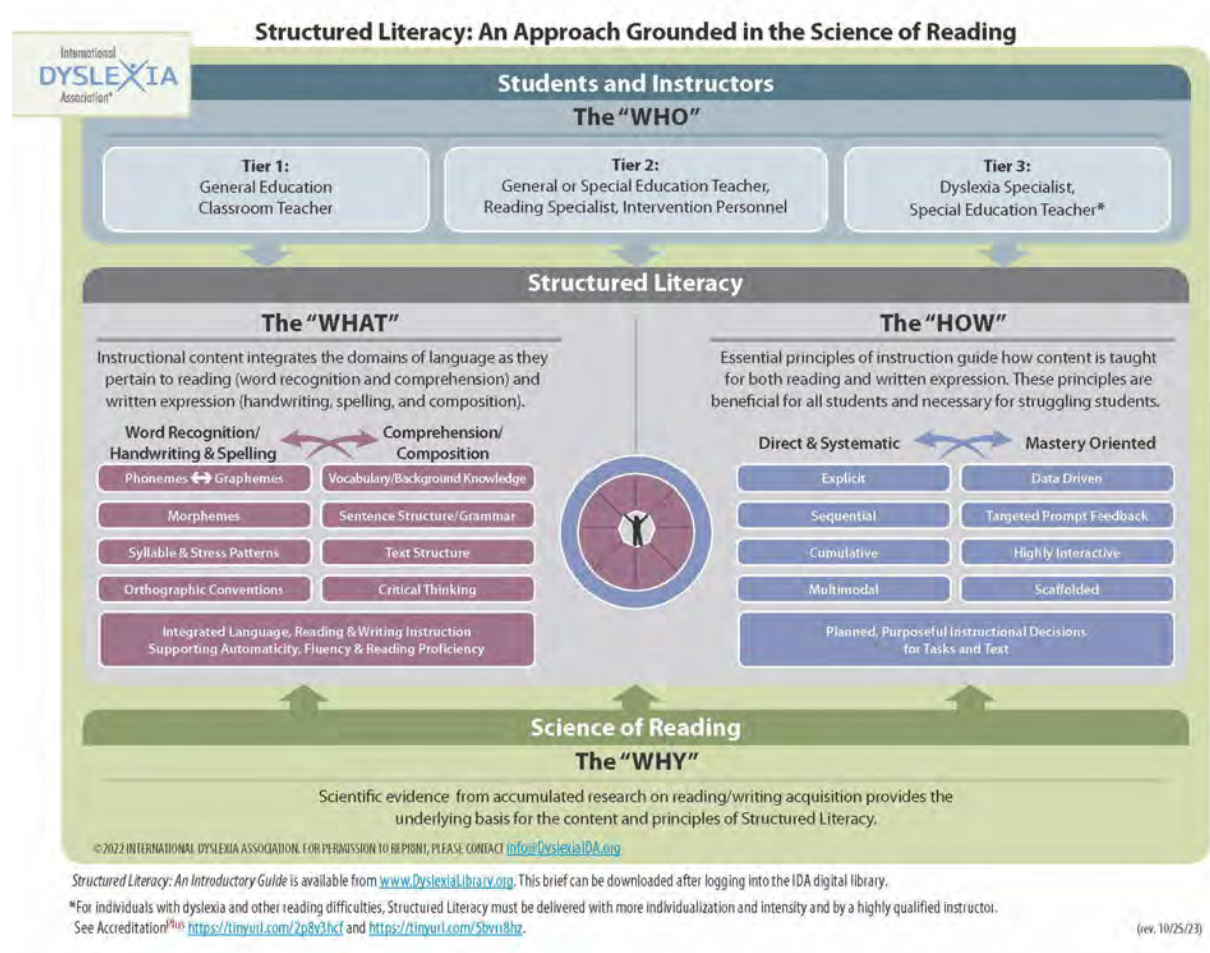
⁶ National Council on Teacher Quality. (2023). *Strengthening New Mexico’s implementation of the science of reading through teacher preparation*. National Council on Teacher Quality.

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



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.

below provides the goals for literacy outcomes over the grant period. These goals align with the

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%
<i>Notes.</i> Performance data comes from the following sources: 4-year-olds – percent scoring “Accomplished” on oral literacy on the Early Childhood Observation Tool (ECOT); 5 th grade and 8 th 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	Implementati on of District Literacy Plans Increased understandin g of and support for SL by district-level leadership and principals Subgrantees build network of support for implementin g 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			
	Professional learning for district leaders and principals	Provide training to district leaders and principals on SL	Biliteracy Framework developed			
	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>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	CLSD subgrantee website is updated			
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	Reading <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>
	Writing <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>
	<p>Writing</p> <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.

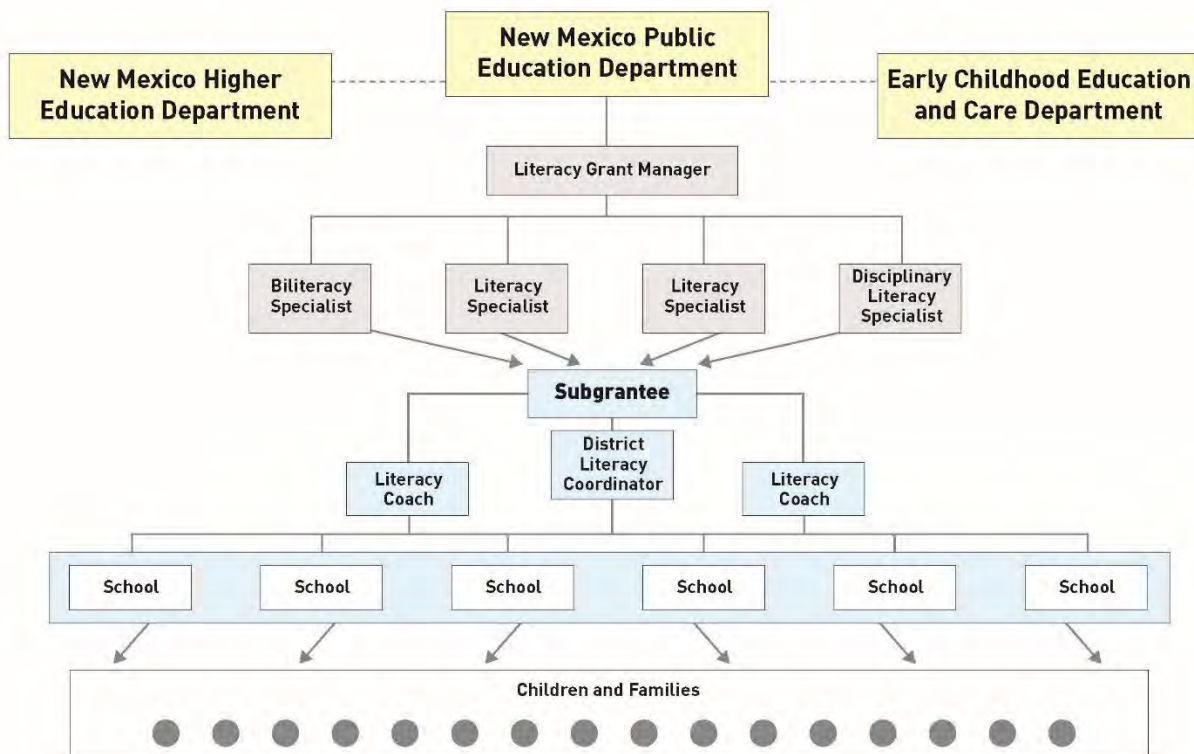
PreK to Kindergarten to support literacy development at home over the summer. CLSD funding will increase the reach of the program. The second will be the development and implementation of a program for parents and caregivers based on the First Teacher/Primero Maestro program created and implemented by 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 disadvantages 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

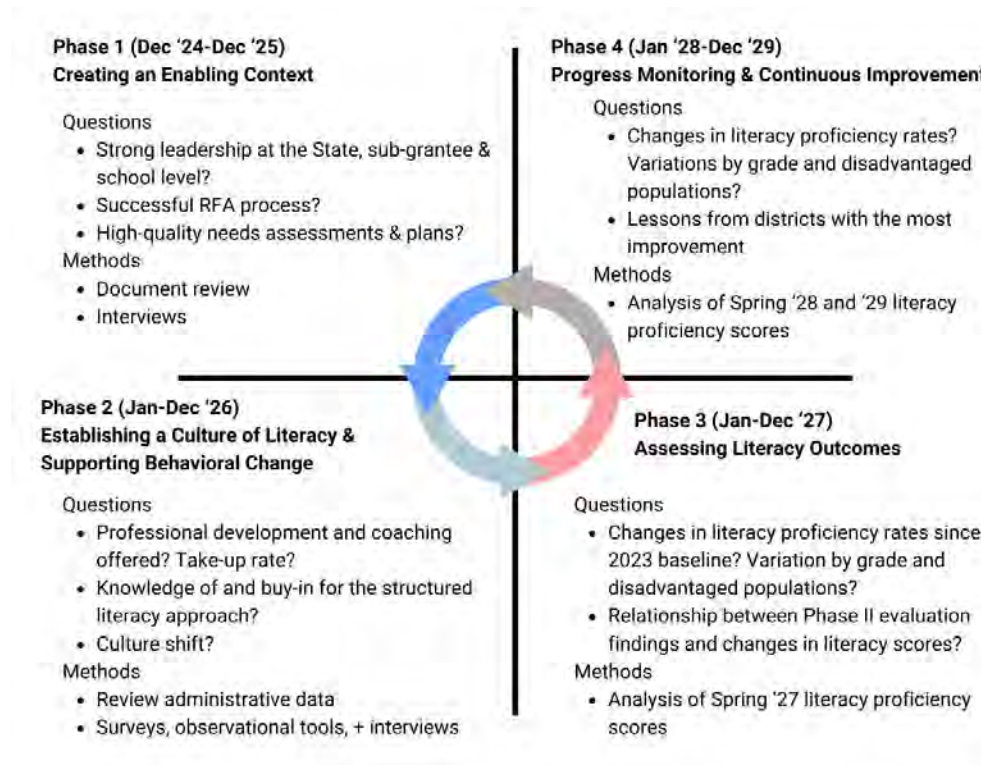
Evaluation of the processes and progress made by subgrantees will be critical to ensuring that the proposed project results in improving literacy outcomes for children in New Mexico. There are three overarching goals to the project evaluation: 1) To assess the quality of implementation of project activities 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.

Other Attachment File(s)

* Mandatory Other Attachment Filename: 1238-NMPED_Statewide Literacy Framework 2.0_2024 F

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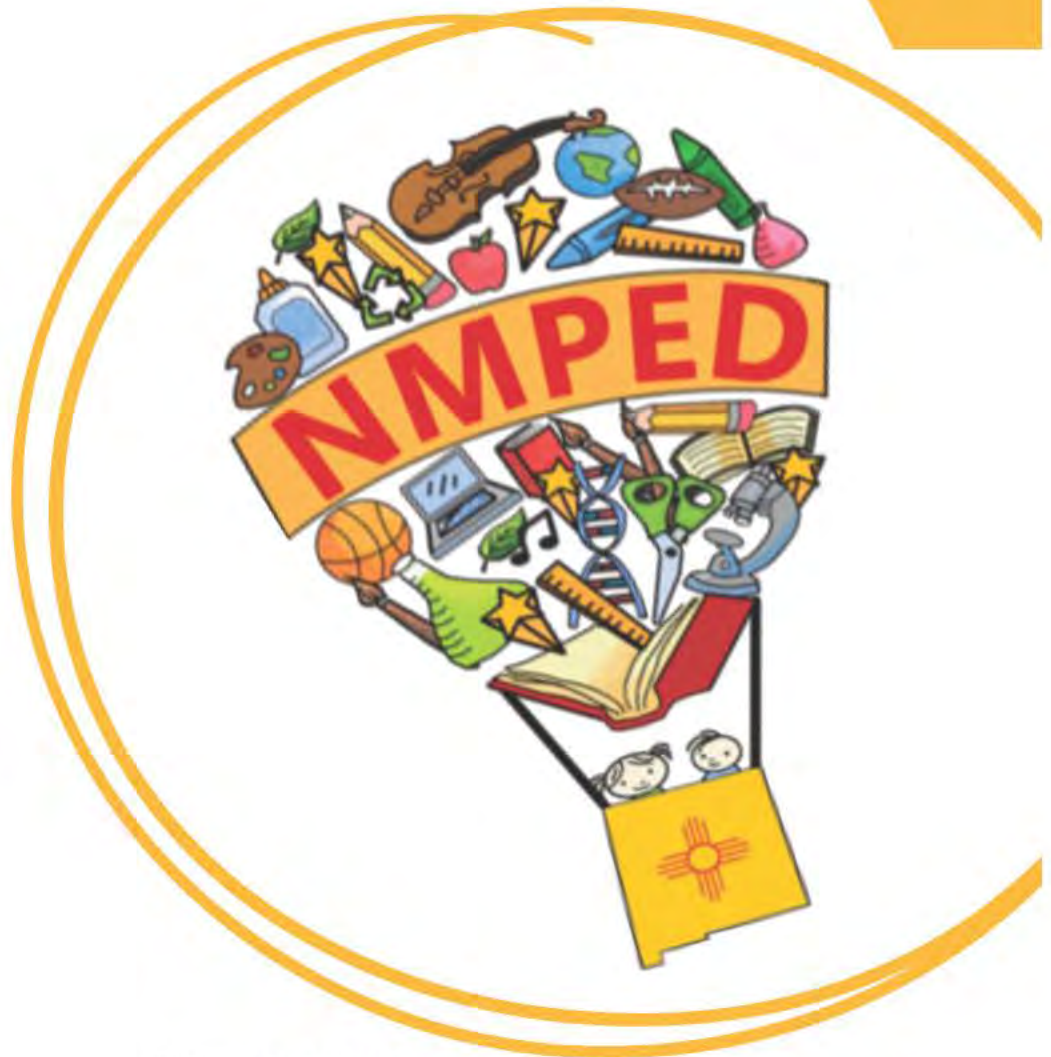
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New Mexico Statewide **Literacy Framework 2.0** Updated 2024



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Teaching, Learning, and Innovation
Division of Curriculum and Instruction



The State of New Mexico

New Mexico Public Education Department

Teaching, Learning and Assessment Division of Curriculum & Instruction

New Mexico Statewide Literacy Framework

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Notes: This document is available on the NMPED Literacy and Humanities website at <https://webnew.ped.state.nm.us/bureaus/literacyhumanities/>

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Should a reader encounter any difficulties in accessing the document, please contact the PED to assist in accessing information.

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Literacy Framework: Introduction

New Mexico is on a strategic course to ensure literacy instruction for all aligns with the science of reading. As author Dr. Louisa C. Moats says, “Teaching reading is rocket science” (Moats, 2020). New Mexico Governor Michelle Lujan Grisham shared that while the state has seen success in implementing evidence-based reading instruction, the work must continue until every child in New Mexico is able to read proficiently (Lujan Grisham, 2023). The process of change across systems takes time and dedication, with a focus on evidence-based literacy practices as a key factor to the success of all students.

This work is grounded in PED’s mission, vision, and four strategic pillars, which aim to infuse equity, excellence, and relevance into education statewide (NMPED, 2024).

Mission: *Equity, Excellence, and Relevance*

The PED partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

Vision: *Rooted in our Strengths*

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students.

4 Strategic Pillars

Educator
Ecosystem

Whole
Student and
Culturally
Responsive
Education

Profiles and
Pathways

Asset-Based
Supports and
Opportunities

Literacy Framework: Introduction

The PED believes literacy is a fundamental civil right. Language and culture are intrinsically linked together from the foundation of New Mexico's Statewide Literacy Framework. Research shows that bilingual and multicultural education programs are beneficial for all students. The state Bilingual Multicultural Education Act, Sections 22-23-1 to 22-23-6 NMSA 1978, requires full implementation of evidence-based bilingual and multicultural education programs, including instruction and assessment for students and professional learning for teachers. Students in New Mexico have varying social and cultural backgrounds, and individual communities in New Mexico have different assets and unique needs. This framework strives to reflect New Mexico's cultural and linguistic needs and diversity. Literacy, which includes both reading and writing, is considered high-level language skills that open individuals to opportunities to understand, learn, and share what they know with others (Cardenas-Hagan, 2020).

Targets for Improvement (PED Strategic Plan, 2024)

Achievement rates for all students will increase to a rate of 54% in English language arts by the end of the 2026-27 school year (an increase of 20 points above the 2021-22 school year), as measured by MSSA (New Mexico Measures of Student Success and Achievement)

Increase student achievement in English language arts by 50% for economically disadvantaged students by the end of the 2025-26 school year. PED expects a 20% increase by the end of the 2023-24 school year and a 35% increase by the end of the 2024-25 school year.

Increase student achievement in English language arts by 50% for Native American students by the end of the 2025-26 school year. PED expects a 20% increase by the end of the 2023-24 school year and a 35% increase by the end of the 2024-25 school year.

Increase student achievement in English language arts by 50% for students with disabilities by the end of the 2025-26 school year. PED expects a 20% increase by the end of the 2023-24 school year and a 35% increase by the end of the 2024-25 school year.

By the end of the 2025-26 school year, 75% of English Language Learners will be on track toward achieving English proficiency within five years. PED will publicly report this outcome in both the 2023-24 and 2024-25 school years and assess whether the state is on track to meet this target.

Increase student achievement in English Language Arts by 50% for English Learners by the end of the 2025-26 school year.

Literacy Framework: Purpose

The ultimate responsibility of all educators is to prepare ALL students for meaningful post-secondary opportunities, including further education, meaningful employment, lifelong learning, and roles as contributing members of communities. Reading is the foundation for academic and long-term success, while not the only skill necessary to access these opportunities. Literacy is one of the great equalizers that can assure a person can be a productive member of society and lay the foundation for future success. The ability to read affects society on the individual level and lays the foundation for a collective just society.

A well-organized and defined literacy initiative begins at birth and continues systematically through high school. This foundational thinking is clear to all New Mexico educators as they embrace the idea that every child, regardless of background or zip code, is capable of becoming a proficient reader. This task is complex and must be embraced through a systematic implementation at the state, district, school, and classroom levels.

The New Mexico Literacy Framework provides guidance on the components of a comprehensive literacy system on which to build, implement, and strengthen literacy instruction across New Mexico. This document is designed to strategically address the persistent opportunity gap for New Mexico students by developing common evidence-based practices based on the science of reading and a sense of urgency around literacy. The opportunity gap is “the way uncontrollable factors can contribute to lower rates of success in educational achievement, career prospects, and other life aspirations” (Close the Gap Foundation, 2024). Uncontrollable factors are defined as “race, language, economic, and family situations” (Close the Gap Foundation, 2024). Findings suggest that 22% of students who experience poverty will not graduate high school, compared to 6% of students who never experience poverty (Close the Gap Foundation, 2024).

“Reading science has shown us what needs to be amplified in early reading, but for this practice to be equitable for students, we must also address the how. ...To implement foundational skills programs equitably, we also must ensure that in addition to holding high expectations for all students, that all students have access to a full range of supports, culturally relevant content and practices, and aligned instructional materials.” (Pimental & Liben, 2021)

Literacy Framework: Purpose

The New Mexico Literacy Framework serves as the cornerstone to ensure positive learning outcomes for New Mexico's children and is in direct alignment with PED's New Mexico State Plan for the Every Student Succeeds Act (New Mexico Public Education Department, 2017) and the PED's mission, vision, and strategic goals. This literacy framework provides a roadmap for designing reading systems and instruction that are well-designed, implemented, and evaluated throughout kindergarten through 12th grade. It is designed to be systematic, strategic, and dynamic.

Systematic: The framework contains implementation steps and practices crucial for achieving reading outcomes and goals for all students in New Mexico.

Strategic: The framework is thoughtfully designed to ensure progress toward the goal that all students acquire the reading skills that will prepare them for college or career.

Dynamic: The document was designed with the expectation it will continue to evolve by incorporating new information and research as warranted.

Goals

The goals of the literacy framework are to ensure:

GOAL 1- All students have access to high-quality materials and evidence-based literacy instruction.

GOAL 2- All educators are well equipped to deliver high-quality, evidence-based literacy instruction with ongoing support and professional learning.

GOAL 3- All leaders have the support to establish, maintain, and sustain the systems needed for high-quality, evidence-based literacy instruction.

Literacy Framework: Definitions

Literacy

Traditional definitions of literacy target specific subject areas, particularly the ability to read and write. Expanded definitions sometimes include reading, writing, listening, and speaking (Moats, 2000). NMPED believes it is essential to build upon students's strengths to support their literacy development and values all learners across the diversity of the state.

In the 21st century, literacy includes locating, evaluating, and communicating through a wide range of resources, including text, visual, audio, and video sources. In other words, literate individuals: demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures (Common Core State Standards Initiative, n.d.). Literacy involves the continuous development of a variety of skills with application in different contexts.

Evidence-Based Instruction

Evidence-based is defined by the Elementary and Secondary Education Act (ESEA) as an “activity, strategy, or intervention, that (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on- (I) strong evidence from at least 1 well-designed and well-implemented experimental study; (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high- quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) 11 includes ongoing efforts to examine the effects of such activity, strategy, or intervention.” (Every Student Succeeds Act, 2015).

Literacy Framework: Definitions

Science of Reading

The science of reading is defined by The Reading League as “...a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop, why some have difficulty, and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.” (The Reading League [TRL], 2022). Research from fields such as cognitive psychology, neuroscience, linguistics, implementation science, education, special education, and communication science is included within the research base for the science of reading. The science of reading is not an ideology or philosophy, a pendulum swing, a political agenda, or a one-size-fits-all approach. It is not a program, a curriculum, or one area of instruction, like phonics (TRL, 2022).

The Simple View of Reading is a formula created by Gough and Tunmer (1986) to depict the understanding that reading is the product of two components: word recognition and language comprehension. This formula clarifies that reading comprehension cannot happen without both word recognition or decoding and language comprehension being strong. Struggling readers must have interventions tailored toward their area of need, either word recognition, language comprehension, or both. This demonstrates why assessments must look at more than reading comprehension but should provide data to identify a specific area of weakness (Farrell et al., n.d.).

The Simple View of Reading



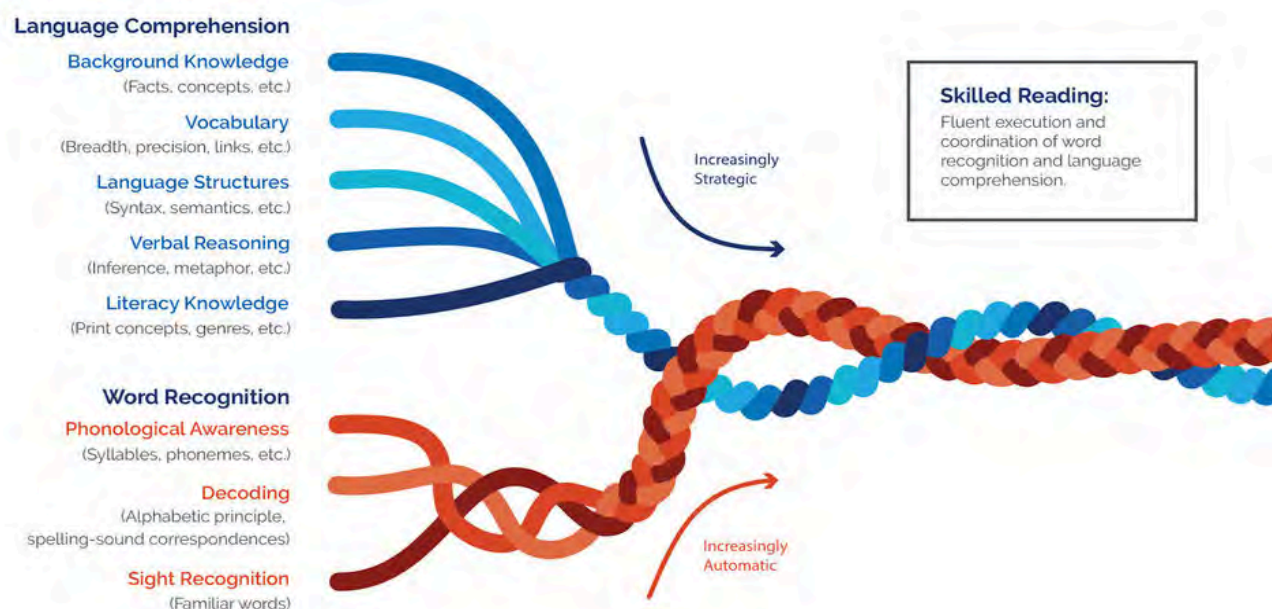
Literacy Framework: Definitions

The Reading Rope is a visual metaphor used to explain the complex processes that occur with skilled reading. Developed by Dr. Hollis Scarborough (2001), the rope shows many strands that are woven tightly together. The two domains of the reading rope align with Gough and Tunmer's Simple View of Reading and demonstrate the need for both word recognition (the lower strands of the rope) and language comprehension (the upper strands of the rope).

The word recognition strands consist of phonological awareness, decoding, and sight recognition of familiar words. These skills interact to help students develop as accurate, automatic, and fluent readers. This is developed through explicit, systematic, and cumulative instruction. These skills typically need to be overtaught through repetition to allow students to map the patterns orthographically. However, once all phoneme graphemes are mastered, students are able to shift their cognitive attention to other reading tasks.

Language comprehension strands develop through explicit, systematic, and cumulative instruction in a synchronous manner with the word recognition strands. The language comprehension strands consist of background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. These skills are all metacognitive in nature and have no upper limit mastery. Even as proficient adult readers, we continue to grow our background knowledge and vocabulary. Language comprehension and word recognition both require time, explicit instruction, and opportunities to practice to develop (International Dyslexia Association [IDA], 2018).

Scarborough's Reading Rope



Literacy Framework: Definitions

Structured Literacy

Structured literacy is an umbrella term that was coined by the International Dyslexia Association (IDA) in 2016 to describe the approach to literacy instruction “...where teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children’s literacy learning and progress as much as possible. This approach to reading instruction can be beneficial not only for students with reading disabilities but also for other at-risk students, including English learners and struggling adolescents” (Baker et al., 2014; Gersten et al., 2008; Kamil et al., 2008; Vaughn et al., 2006, as cited in IDA, 2019). While all students can benefit from structured literacy instruction, it is critical for students with characteristics of dyslexia because it provides methodical instruction in the area of word recognition while also embedding support for language comprehension. This is because structured literacy is marked by several elements and is distinctive in the principles that guide how these elements are taught.

Instructional Principles of a Structured Literacy Approach (IDA, 2019)

1. Instructional tasks are modeled and clearly explained, especially when a child is first introduced or struggling.
2. Highly explicit instruction is provided, not only in important foundational skills such as decoding and spelling but also in higher-level aspects of literacy such as syntax, reading comprehension, and text composition.
3. Important prerequisite skills are taught before students are expected to learn more advanced skills.
4. Meaningful interactions with language occur during the lesson.
5. Multiple opportunities are provided to practice instructional tasks.
6. Well-targeted corrective feedback is provided after initial student responses.
7. Student effort is encouraged.
8. Lesson engagement during teacher-led instruction is monitored and scaffolded.
9. Lesson engagement during independent work is monitored and facilitated.
10. Students successfully complete activities at a high criterion level of performance before moving on to more advanced skills.

Literacy Framework: Definitions

Components of Structured Literacy Instruction

- **Phoneme Awareness**—being aware of phonemes (individual speech sounds) which are the building blocks of words and lay the foundation for being able to learn how to read and spell. Students in preschool and early kindergarten typically learn phonological awareness skills that include teaching rhyming, counting syllables, and alliteration of initial sounds in phrases. Phonemic awareness skills include segmenting, blending, deleting, and substituting phonemes.
- **Sound-Symbol Association**—the ability to map phonemes (speech sounds) to graphemes (printed letters). This skill is critical for both decoding (reading) and encoding (spelling).
- **Patterns and Conventions of Print (orthography)**—explicit instruction in the patterns and conventions that are part of the orthography of the language of instruction is essential. This also includes instruction on the six basic syllable types in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, and vowel teams as well as division rules for decoding and encoding multisyllabic words.
- **Morphology**—the study of morphemes including base words, roots, prefixes, and suffixes. This instruction assists students with decoding, encoding, and comprehension of new words.
- **Syntax**—the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes developing an understanding of parts of speech, grammar conventions, and how and when words can be used in a sentence.
- **Semantics**—the layer of language that develops the meaning of words, phrases, and sentences. Through teaching of vocabulary and word meaning at these different levels comprehension of both oral and written language can be developed.

Principles Guiding the Teaching of the Elements

- **Systematic and Cumulative**—Instruction is organized to follow the logical order of language, progressing methodically from the most straightforward and most basic to more complex concepts and elements—each additional step continues to fold in previously mastered concepts (For example, the /f/ phoneme (sound) is initially taught as being represented by the grapheme (letter) f before additional spellings such as ff, ph, or gh are introduced. Furthermore, the teacher is careful about the quantity of information to present so that the student can truly master concepts before adding additional information. For example, each short vowel sound and letter may be gradually introduced, practiced, and mastered for reading and spelling before introducing additional short vowels)
- **Explicit**—The teacher explains each concept directly and clearly through modeling, guided practice, and continuous student-teacher interaction. (Students are not assumed to naturally deduce concepts on their own.) Research shows that the highly explicit teaching characteristic of structured literacy instruction benefits the majority of students, not just those with disabilities.
- **Diagnostic and Responsive**—Instruction is designed to meet individual student needs based on careful and continuous formal and informal assessments (through observation and standardized measures). Content is mastered to a degree of automaticity, and the teacher uses the student's response to instruction to make adjustments in pacing, presentation, and practice opportunities. This progress monitoring also allows the identification of needs for entire schools or school districts if there is a high occurrence of data showing widespread weaknesses to adjust the core instructions of these areas.
- **Hands-on, Engaging, and Multimodal**—Listening, speaking, reading, and writing are paired together. Students are encouraged to move tactile objects such as letter tiles physically.

Literacy Framework: Definitions

Structured Literacy

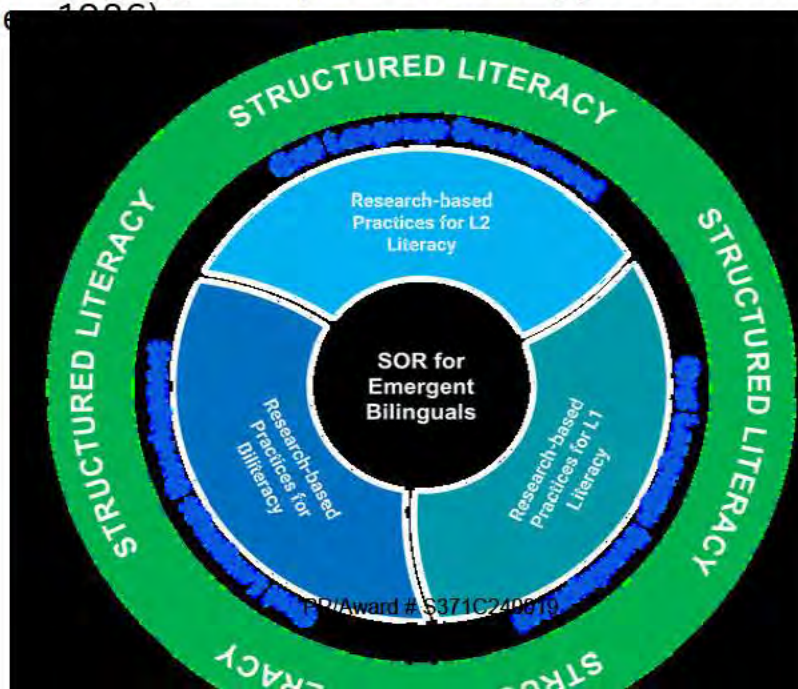
These elements and principles build the ability to both recognize words and develop language comprehension, the two critical factors necessary to gain reading comprehension. Developing skills are practiced and applied through ample opportunities both in isolation and continuous texts. When students encounter unfamiliar words, the structured literacy principles in action provide evidence that skilled readers use knowledge of letters and sounds to solve the unknown words until the word is added to long-term memory through the process of orthographic mapping for automatic recognition. In contrast, unsuccessful readers often compensate by relying on pictures and context clues. This ineffective practice, sometimes referred to as the three-cueing system or meaning, structure, and visual approach, is not guided by the research. In actuality, these poor habits impede the orthographic mapping process and can prevent students from comprehending text accurately. This difficulty with comprehension may actually be due to struggles with word recognition. Thus, it is critically important that instruction targets these skills for explicit instruction in word recognition while also developing language comprehension (Carreker, 2022).

NM state law, 22-13-32 NMSA 1978, requires universal dyslexia screening for first-grade students and early interventions for students displaying characteristics of dyslexia. This law additionally requires all school districts to develop and implement a literacy professional learning plan to implement structured literacy training for all elementary school teachers and for evidence-based reading intervention for all reading interventionists, and all special education teachers. To assist school districts in complying with this law, in the 2020-2021 school year, PED convened a dyslexia/structured literacy working group. As a result, school districts have received structured literacy training (LETRS® Language Essentials for Teachers of Reading and Spelling) for all kindergarten through 5th-grade educators, special educators, reading specialists, and literacy coaches. Administrators were provided LETRS for Administrators professional learning to support their understanding of the science of reading and evidence-based literacy instruction. Two English dyslexia screeners are available to LEAs, free of charge, Teach Me to Read and Lexercise. In addition, two Spanish dyslexia screeners have been provided, Indicadores Dinamicos del Exito en la Lectura (IDEL) and Istation ISIP. Regarding Native American languages, only two of the 23 tribal languages have given permission for their languages to be written for educational purposes; there is currently no known dyslexia screener for Navajo or Zuni. Screening assessments should be administered in the language of instruction. Educators should use the assessment data to drive instruction and provide support to students displaying risk factors for dyslexia.

Literacy Framework: Biliteracy

Determining what components of the Science of Reading (SOR) work for English Learners in different Bilingual Multicultural Education Programs (BMEP) is critical to effective literacy instruction in New Mexico. The Structured Literacy New Mexico initiative is the foundation of literacy instruction for all students and the springboard for the development of a SOR for ELs' framework. The framework must be augmented with home language (L1) and biliteracy scientific, evidence-based practices that are congruent with structured literacy and science of reading proven practices that work for English Learners. However, specific use of these practices will differ across BMEP models. The approach to early reading subskill development (i.e., phonological awareness and phonics) for L1 (e.g., Spanish) literacy is different than English literacy, and instructional differences are expected. What should be constant is the use of a Structured Literacy approach to instruct ELs in all BMEPs for English (L2) literacy and for components of L1 (e.g., Spanish) literacy. For example, in the areas of oral language development, fluency, vocabulary, and decoding, the same Structured Literacy approach can be used for reading instruction in L1 and L2. Each BMEP has the goal of English literacy and, therefore, should align L2 reading instruction to this approach.

The Simple View of Reading (SVR) asserts that reading (R) is the product of decoding (D) and linguistic comprehension (C). Comprehension is the interpretation and understanding of lexical (i.e., word) information, sentences, and discourse. According to the SVR, decoding (word recognition) translates print into language, and linguistic comprehension makes sense of the written words ($R = D \times C$). Both skills are necessary components of skilled reading and predictors of reading comprehension. The strong connection between fluent decoding ability and language comprehension supports skilled reading in L1 and L2 (Gough & Tunmer, 1986).



Literacy Framework: Biliteracy

Scarborough's Reading Rope visually represents how word recognition and language comprehension contribute to skilled reading. The strands strengthen as skilled reading develops. Linguistic comprehension becomes increasingly strategic, and word recognition (decoding) becomes increasingly automatic as reading subskills develop.

Florit and Cain (2011) found that the Simple View of Reading is effective across language and age groups and that decoding fluency was more predictive of reading comprehension than was decoding accuracy in transparent orthographies like Spanish, likely because of the letter sound correspondences that make it easier to read.

The many strands that are woven into skilled reading that are reflected in Scarborough's Reading Rope serve as the foundation of New Mexico's literacy framework. English and Spanish literacy instruction can benefit from both the language comprehension and word recognition strands. Spanish literacy instruction requires additional considerations prompted by the unique features of the language itself and the scientific, evidence-based strategies that reflect those features. Metalinguistic instruction in a bilingual or dual language program exists within each language and between the two—developing cross-linguistic awareness and maximizing bilingual students' linguistic repertoire. In an English-only environment, metalinguistic awareness exists solely within the English language. Understanding these differences can help educators differentiate and provide instruction that supports students' language and literacy needs.

For biliteracy instruction for English Learners, additional factors must be considered beyond the essential components of reading, such as students' oral language, language proficiency levels in L1 and L2, sociocultural factors that may affect learning, and degree of background knowledge about text topics. Leveraging English Learners' L1 to acquire L2 can increase motivation to learn. Additionally, creating conditions to make crosslinguistic and cross-cultural connections through thoughtful selection of high-quality materials and resources can support biliteracy development. A critical component of biliteracy instruction is differentiated language and literacy instruction and scaffolds in the language(s) and area(s) of need.

Literacy Framework: Biliteracy

English Literacy Development

Structured Literacy Principles

- Explicit
- Systematic and cumulative
- Hands-on and engaging
- Multimodal
- Diagnostic and responsive
- Gradual release of responsibility
- Corrective/affirming feedback

Five Components of Reading

- Phonological awareness
 - Syllables, alliteration, onset-rime
 - Phoneme segmentation, blending
 - Phoneme/syllable substitution, addition, deletion
- Phonics
 - Alphabetic principle
 - Letter-sound correspondences
 - Encoding
- Fluency
 - Automaticity
 - Accuracy
- Vocabulary
 - Word consciousness, word parts
- Comprehension

Build/Activate Background Knowledge

- Tap into students' lived experiences
- Use informational texts to build content knowledge

- Wide reading (read alouds, shared, independent)

Oral Language Development/Oracy

- Language structures and functions
 - Grammar rules
- Vocabulary
- Dialogue
 - Preplanned ample opportunities for dialogue
 - Open ended questions in different groupings
 - Increased repetition and review
 - Accountable talk
 - Structured academic discussions
 - Differentiated language scaffolds

Culturally and Linguistically Responsive Practice

- Use texts that match students' experiences/interests
- Maintain high expectations for student success
- Know your students' backgrounds and experiences
- Know students' current language proficiency levels
- Positive relationships with students and their families
- Asset-based orientation

Spanish Literacy and Biliteracy Development

Incorporate English literacy development practices with considerations as follows for Spanish literacy or biliteracy development.

Reading Subskill Differences

- Less time on phonological awareness
- Less time on alphabetic principle and spelling-sound correspondences
- Focus on syllable awareness
- More time on decoding fluency (word recognition)
- More time on vocabulary development and word recognition in L1 and L2
- Greater emphasis on oracy in L1 and L2

Additional Focus Areas

- Linguistic responsiveness
- Academic/instructional vocabulary in L1 and L2
- Language structures and functions in L1 and L2
- Grammar usage in L1 and L2
- Number and gender in nouns/adjectives in Spanish
- Cross-linguistic connections
- Metalinguage
- Metalinguistic awareness
- Differentiated instruction for language and content

Holistic Assessment

- Assess in L1 and L2 and compare results
- Set language and achievement goals in L1 and L2 from assessment data
- Multimodal presentations to demonstrate knowledge in L1 and L2, or both
- Translanguaging as a language scaffold to develop vocabulary in L1 and L2

Phonological Awareness

English

Español

Phoneme blending

Listen to the sounds and say the word.

/l/, /a/, /s/, /t/ - last

/m/, /e/, /l/, /t/ - melt

/b/, /u/, /m/, /p/ - bump

Unir sílabas

Di la palabra formada por esta sílabas.

/ma/, /de/, /ra/ - madera

/ul/, /ti/, /ma/ - ultima

/pa/, /ya/, /so/ - payaso

Phoneme segmentation

Say all the sounds in the word.

bump - /b/, /u/, /m/, /p/

fast - /f/, /a/, /s/, /t/

lend - /l/, /e/, /n/, /d/

Dividir sílabas

Di las sílabas en la palabra.

canasta - /ca/, /nas/, /ta/

moneda - /mo/, /ne/, /da/

nogales - /no/, /gal/, /es/

Phoneme manipulation

Say land without /l/.

Say rash without /r/.

Say grand without /d/.

Manipular sílabas

Di sonidos sin /so/ - nidos

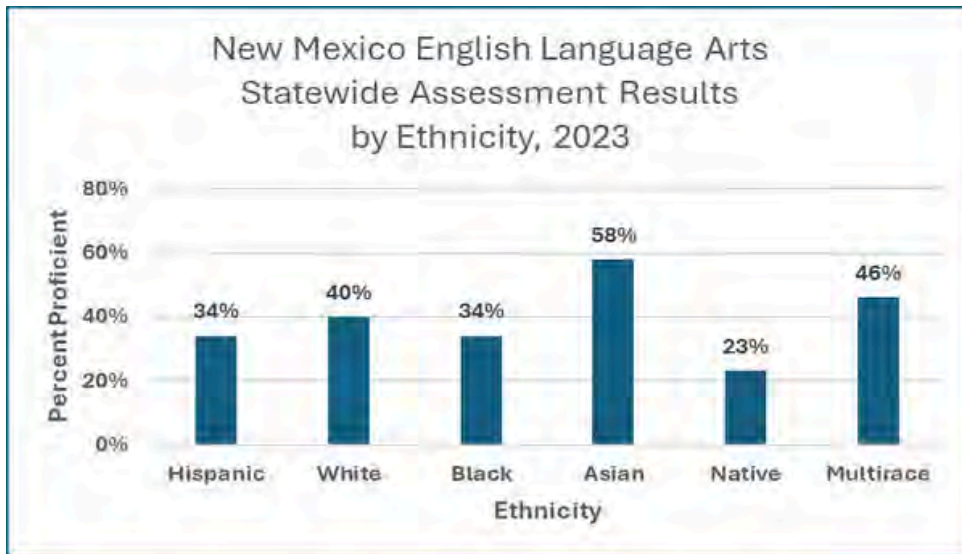
Di pajaro sin /ro/ - paja

Di bandeja sin /ban/ - deja

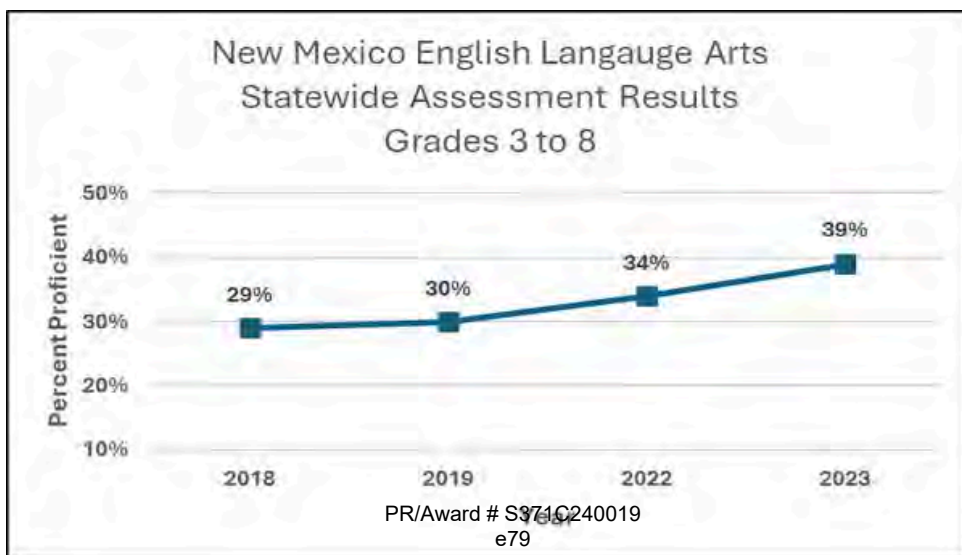
Literacy Framework: Current Achievement

Statewide Data

New Mexico's demographics are diverse in both race and ethnicity. New Mexico faces unique challenges educating students in rural areas, including on vast Native American lands. From kindergarten to grade three, children focus on reading acquisition, learning to read. From fourth grade on, children's focus shifts to the application of these skills when reading and analyzing complex text, reading to learn. The goal for all students to acquire critically needed early literacy skills by the end of third grade is paramount in reaching New Mexico's literacy goals. A 2011 report by the Annie E. Casey Foundation found that students who were not proficient readers by the end of grade three were four times more likely to drop out before graduation (Hernandez, 2011).



Despite incremental growth year over year, data indicate that just over one-third of New Mexico students earn a proficient score on the New Mexico English Language Arts statewide assessment results.



Literacy Framework: Current Achievement

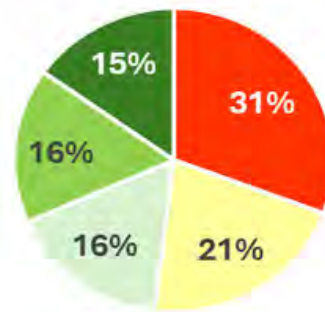
Too few students in the early grades are on benchmark in reading as measured by ISIP, Istation's Indicators of Progress. Levels four and five are considered on benchmark; level four indicates a student ranks above the 60th percentile nationally, and level five indicates a student ranks above the 80th percentile nationally. ISIP Early Reading provides growth information in the five critical domains of early reading: phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary, and comprehension. It is designed to (a) identify children at risk for reading difficulties, (b) provide automatic continuous progress monitoring of skills that are predictors of later reading success, and (c) provide immediate and automatic linkage of assessment data to student learning needs, which facilitates differentiated instruction (Mathes, P., Torgesen, J., & Herron, J., 2016). In reviewing the 2023 Istation early literacy indicator data, only 38% of kindergarten students in New Mexico met this important literacy benchmark, 31% of first graders met the benchmark, and 37% of second graders met the benchmark. These data indicate that too many New Mexico students are at risk of not reaching subsequent reading benchmarks or grade-level goals without highly effective and systematic instruction and interventions.

Istation Kindergarten 2023



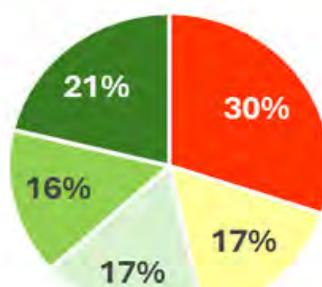
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Istation 1st Grade 2023



■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

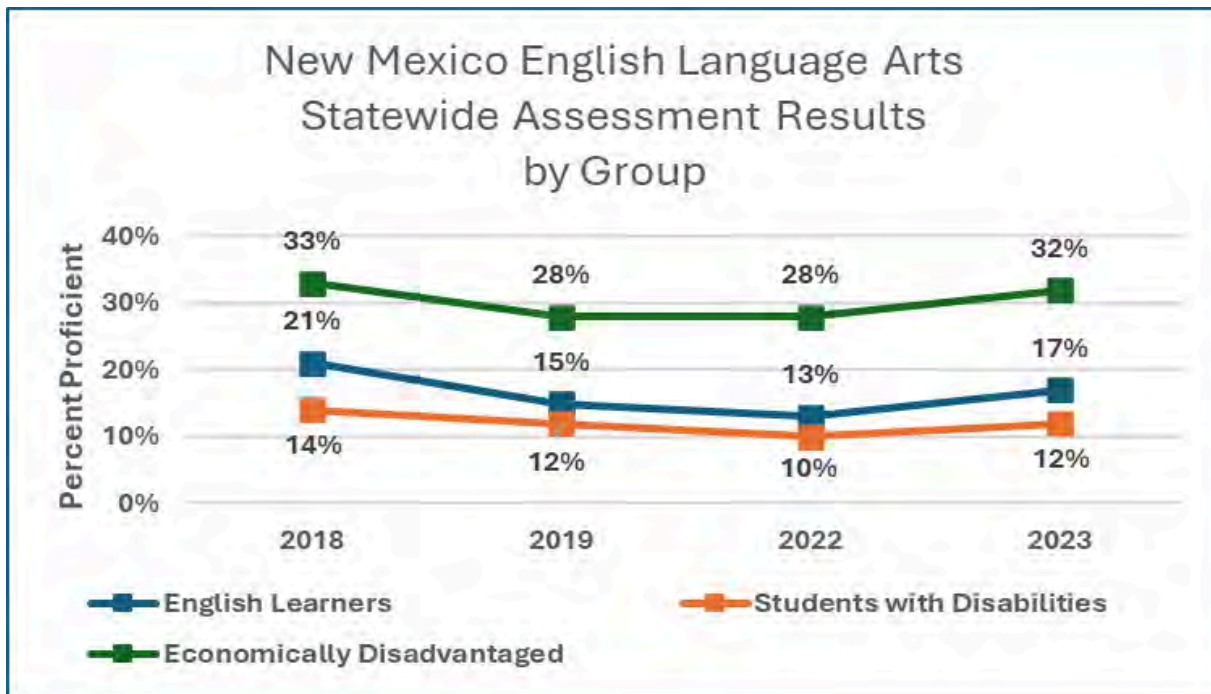
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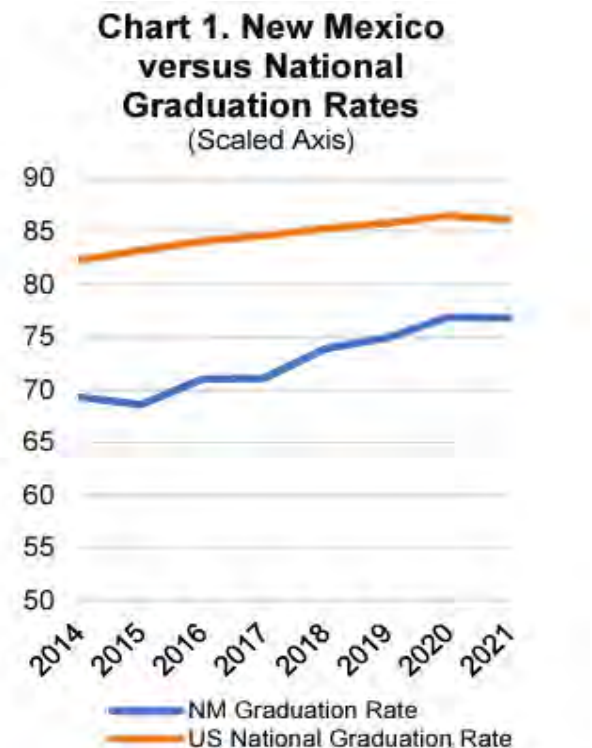
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Literacy Framework: Current Achievement

Attention to data by subgroups is essential to ensure reading proficiency for all. NM English Language Arts statewide assessment results show that students with disabilities, English language learners, and students who are economically disadvantaged perform significantly below their peers year over year.



A review of the New Mexico graduation data (four-year cohort) indicates, despite efforts, significant numbers of New Mexico students still do not graduate from high school. Collectively, New Mexico educators and communities must have a sense of urgency in addressing New Mexico's persistent achievement shortfalls—targeting early literacy, leveraging effective instruction and interventions from kindergarten through 12th grade, and engaging students so they are college- and career-ready. Chart 1 (right) demonstrates the discrepancy between graduation rates in New Mexico compared to the national average.



Literacy Framework: Current Achievement

National Reading Assessment Data

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of America's academic achievement (NAEP, n.d.). Every two years, fourth-grade and eighth-grade students across the United States take the NAEP reading assessment, which provides an opportunity to compare New Mexico students' performance with other students across the nation. In 2022, 21% of fourth graders and 18% of eighth graders scored proficient or above in reading on the NAEP reading assessment. This percentage was a decrease from that in 2019 (24% for 4th grade and 8th grade). In 2022, the average score of fourth-grade students in New Mexico was 202. This was lower than the average score of 216 for students across the nation. This was also a decrease from 2019 when the average score of students in New Mexico was 208. Correspondingly, the average score of eighth-grade students in New Mexico in 2022 was 248, lower than the average national score of 259 and lower than the state average of 252 in 2019 252. The data clearly reveal that New Mexico is not sufficiently closing the literacy gap. New Mexico must improve student literacy to improve student achievement. A statewide focus on literacy through the systematic use of the New Mexico Literacy Framework will align efforts and supports to improve student achievement and close the pervasive opportunity gap.

The Nation's Report Card

OVERALL RESULTS

- In 2022, the average score of fourth-grade students in New Mexico was 202. This was lower than the average score of 216 for students in the nation.
- The average score for students in New Mexico in 2022 (202) was lower than their average score in 2019 (208) and was not significantly different from their average score in 1998 (205).
- The percentage of students in New Mexico who performed at or above the *NAEP Proficient* level was 21 percent in 2022. This percentage was not significantly different from that in 2019 (24 percent) and in 1998 (21 percent).
- The percentage of students in New Mexico who performed at or above the *NAEP Basic* level was 48 percent in 2022. This percentage was smaller than that in 2019 (53 percent) and was not significantly different from that in 1998 (51 percent).

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS



In 2022, the average score in New Mexico (202) was
■ lower than those in 48 states/jurisdictions
■ higher than those in 0 states/jurisdictions

2022 READING STATE SNAPSHOT REPORT NEW MEXICO ■ GRADE 4 ■ PUBLIC SCHOOLS

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS

New Mexico				Average Score	
1998	49	30*	17	4	205
2019	47*	29	19	5	208*
2022	52	27	16	5	202
Nation (public)					
2022	39*	29*	24*	8*	216*

Percent below NAEP Basic or at NAEP Basic level

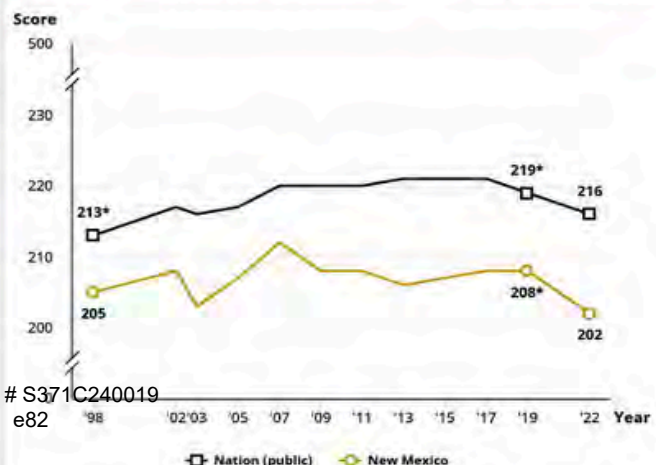
Percent at NAEP Proficient or NAEP Advanced level

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced

* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

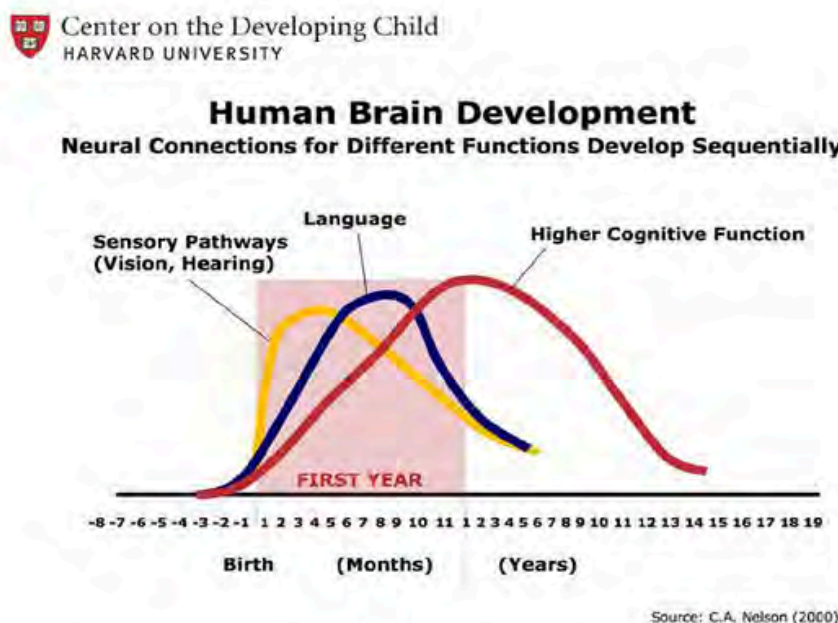
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



Literacy Framework: Birth to Preschool

Scientific research demonstrates that early childhood is a vital period in children's learning, care, and development. Brains are built and grow through touch, talk, sight, and sound in early childhood experiences. This experiential learning starts long before a child steps foot into kindergarten and is strengthened through regular interaction and stimulation in the home and in quality early learning settings. During the first five years, a child's brain is at its most flexible, making this a critical period for learning and growth. The developing brain is built on neural connections that are the foundation for learning, health, and behavior. This construction of the developing brain depends on a strong foundation to continue to build more advanced cognitive, social, and emotional skills. Therefore, it is essential for a young child's brain to have a growth-promoting environment and strong early experiences to prepare the brain to function at its fullest capacity (Center on the Developing Child at Harvard University, 2020). Science tells us that children who face adversity in the first years of life, often related to living in poverty, are more at risk for experiencing lifelong effects from chronic stress. Prolonged stress during childhood can do damage to a child's brain architecture, which can lead to long-term problems in learning, behavior, and physical and mental health.



Prevention through high-quality early learning and care provides the support children need to build a foundation for a healthy and productive future. Supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress in children. Often, these relationships exist between parent and child, but many children experience these “serve and return” interactions with other adults, like teachers. Waiting until kindergarten is too late – children who receive quality early education demonstrate greater cognitive and socio-emotional growth than children who do not (Loughin, 2020).

Literacy Framework: Prekindergarten

New Mexico's PreKindergarten (PreK) addresses the developmental needs of children in the classroom, including physical, cognitive, social, emotional, health care, nutrition, safety, and multicultural needs. The goals of NM PreK are:

1. Increase statewide access to voluntary, quality NM PreK developmental readiness programs.
2. Focus on enrolling new children and building community capacity.
3. Provide developmentally appropriate activities for New Mexico children.
4. Focus on school readiness; and
5. Expand early childhood community capacity.

(New Mexico Early Childhood Education & Care Department [ECECD], 2023)

All PreK programs in the state are funded by the Early Childhood Education and Care Department (ECECD). In 2023 New Mexico PreK classes met 9 of the 10 National Institute of Early Education Research (NIEER) benchmarks. The PreK Program Standards were updated in July 2022 and include the following focus on literacy:

7.C.5 Ensure daily, intentional, developmentally appropriate early literacy practices that include the following:

- Daily phonological awareness activities (e.g., songs, finger-plays, rhyming, beginning sounds, and syllable work)
- Oral language and vocabulary activities
- Alphabet knowledge activities
- Concepts of print activities
- Daily read aloud with comprehension strategies
- Daily, ongoing individual and small group (two to three children) read aloud, with documentation that each child is read to at least once weekly in 540-hour programs and twice weekly in 1080-hour programs, in addition to larger group reading activities
- Opportunities for developmentally appropriate writing activities

(ECECD, 2023)

All purchased curricula must align with the NM Early Learning Guidelines and be evidence-based, culturally, and linguistically appropriate.

Literacy Framework: Prekindergarten

As required by the NM PreK Professional Learning Requirements and Recommendations (2023), educators complete LETRS- Early Childhood Professional Learning within the second year as PreK educators. LETRS-EC supports educators' understanding of literacy instruction and development for our youngest learners. Evidence-based practices shared are developmentally appropriate instruction and routines that are essential for developing early literacy skills. Educators have the opportunity to practice what they have learned through Bridge to Practice application activities. Early Childhood Instructional Coaches participate in a train-the-trainer model to become local certified facilitators of LETRS-EC, with annual re-certification by Lexia Learning. In addition, the Central Region Educational Cooperative, funded by ECECD has developed a series of prerequisites to LETRS-EC; Introduction to Structured Literacy, Early Literacy Strategies in Action: Oral Language, and Early Literacy Strategies in Action: Phonological Awareness. Other continued professional learning includes Early Literacy Strategies in Action: Alphabet Knowledge, Early Literacy Strategies in Action: Becoming a Writer, and Early Literacy Strategies in Action: Read Alouds. During FY23, all school-based NM PreK teachers received a copy and training of the Heggerty Prekindergarten Phonemic Awareness supplemental early literacy curriculum.

All NM PreK lead teachers in school-based settings are required to engage in Practice-Based Coaching focusing on early literacy and social-emotional practices. Coaching includes feedback and reflection sessions to refine and cement the practice. Based on the most recent teacher survey, 88% note that this targeted coaching, combined with LETRS-EC training, has helped to improve child outcomes in early literacy.

Teachers assess the PED preschool children in New Mexico PreK, Title I, and special education preschool classrooms three times per year using the early childhood observation tool (ECOT):

- Beginning of Year: within 30 instructional days of the first day of school (special education within 30 calendar days to meet federal reporting guidelines)
- Middle of Year: due the first Friday in February
- End of Year: two weeks prior to the last day of child attendance.

Educators determine each child's performance related to the indicators through observation supported by anecdotal documentation and work sampling and compare them with rubrics for each age level. This information is used to individualize instruction and formulate goals and objectives meaningful for the child and family. When considering a referral for special services, the ECOT results can be used to indicate the need for further assessment with norm-referenced screening tools or other assessment instruments. The ECOT is also used as the assessment that informs early childhood outcomes for preschool

Literacy Framework: Secondary

Structured literacy remains essential in middle and high school settings as it is based on the knowledge of written and oral language, which continues to be taught in secondary classrooms. Life can be challenging for middle and high school students. They manage new social dynamics, developmental changes, responsibilities, and expectations, all while forming their identity and self-esteem. Additionally, their schoolwork becomes more demanding.

Many teachers likely assume that older students can engage with class content and expect them to have mastered the basics of arithmetic, reading, and writing in elementary school. However, not every student begins middle school on equal footing with their peers. Many students reach middle and high school without mastering foundational reading skills. Structured literacy provides explicit, systematic instruction in phonics, word recognition, and reading comprehension, addressing gaps that might have been missed in earlier grades.

A structured literacy approach is especially beneficial for students with dyslexia and other learning disabilities. It uses evidence-based methods that accommodate various learning styles and needs, ensuring all students can achieve literacy proficiency. Proficiency in reading is essential across all subjects. Structured literacy helps students improve their reading skills, which translates into better performance in subjects like science, history, and math, where reading and comprehending complex texts are crucial.

Structured literacy not only focuses on decoding and comprehension but also encourages analytical thinking about texts. This higher-level engagement with reading materials fosters critical thinking skills, preparing students for advanced academic and real-world challenges. Struggling readers often face frustration and low self-esteem. Structured literacy, through its systematic and supportive approach, helps students achieve success in reading, boosting their confidence and motivation to learn.

Literacy is foundational for success in college and careers. Structured literacy equips students with the skills needed to handle complex texts and instructions, which is crucial for higher education and the workforce. Developing strong literacy skills through structured literacy methods encourages a love of reading and lifelong learning. Students become more independent learners, capable of seeking out and understanding information on their own. Structured literacy emphasizes reading, writing, speaking, and listening. These skills are interconnected and essential for effective communication in all areas of life. By implementing structured literacy in middle and high school, educators can ensure that all students, regardless of their starting point, have the opportunity to develop the critical reading and writing skills necessary for academic success and beyond.

Literacy Framework: Secondary

Shanahan (2024) offers the following suggestions for supporting middle and high school students:

1. Ensure that students in middle school classrooms spend significant time on words—covering vocabulary, morphology, spelling, and occasionally phonics. I recommend dedicating 25% of language arts time to developing knowledge of words and how they function. This instruction should be systematic and explicit.
2. Be vigilant in identifying students who struggle with decoding. It is crucial to prevent students from slipping through the cracks, regardless of the cause—whether it be inadequate primary grade instruction, learning disabilities, or transfers from other schools.
3. Provide high-quality Tier 2 phonics instruction for students who need it. While this type of instruction is often available to elementary students, it is less common in middle and high schools. At these levels, students may be placed in general intervention programs, which can be sufficient for some. However, students below the decoding threshold require dedicated, explicit phonics interventions in addition to other literacy support. While phonics alone may not be enough, it is essential for their progress.

Literacy Framework: Components of an Effective Literacy Program

The New Mexico Literacy Framework comprises six critical components of an effective literacy program, rooted in a foundation of evidence-based reading and writing programs and practices and a continuous improvement model. These six components are rooted in evidence-based programs and practices, including informed and effective leadership, instruction, and intervention within a multi-layered system of support, assessment, professional learning, coaching, and family engagement.

Leadership: Leaders at the national and tribal, state and local education agencies, building and classroom levels— even at the student leader level. These leaders collaborate to build shared ownership and direction toward sustaining an effective approach to literacy. Leaders include aligned collaborative relationships among people and programs to create stronger alignment among programs and to eliminate working in silos.

Instruction and Intervention: Instruction is based on evidence-based practices and meets individual student needs within a multi-layered system of support. Instruction is also explicit, systematic, and cumulative, with clear expectations for what children will know and be able to do. Quality standards combined with evidence-based curriculum and high-quality instructional material are the foundation of literacy instruction in New Mexico.

Assessment: A balanced assessment system includes literacy assessments at different system levels (e.g., classroom, district, state) that are coherently linked to clearly defined instructional learning targets, comprehensively support multiple purposes and uses, and provide continuous documentation of student progress over time. Within a balanced assessment system, schools will utilize screening measures, benchmark assessments, diagnostic assessments, and progress monitoring throughout the year.

Professional Learning: Coordinated professional learning activities and resources build upon the literacy knowledge base that educators bring into the classroom daily. Supported by current research, educators will be empowered to provide instruction to all students based on their individualized needs.

Coaching: Coaching supports the teacher's application of knowledge gained through professional learning. In order to impact student outcomes, evidence-based practices must be applied with fidelity.

Family Engagement: Authentic school-home relationships, rooted in mutual trust and reciprocal accountability, help to cultivate academic partnership opportunities that support student growth and equip families to monitor literacy development at home. Through providing culturally relevant and linguistically accessible resources for families to set high expectations, schools support a

Literacy Framework: Components of an Effective Literacy Program

The subsequent sections within this framework will guide New Mexico educators in gaining a working understanding of each of these critical components and provide an effective roadmap for effectively implementing them to optimize literacy outcomes for all students in New Mexico.

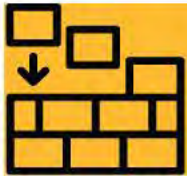
This document provides the framework for literacy across New Mexico. It is grounded in the most rigorous and robust body of research available and founded on lessons learned from other high-performing states. As important, it is developed to meet New Mexico students' and communities' unique cultural and linguistic needs.



(IDA, 2016)

Literacy Framework: Leadership

Goal: To create school district, community, state, and tribal-level capacity for organizing and implementing a strategic and rigorous approach to literacy development for all students.



FOUNDATION: Why is this principle important?

Successful implementation of an evidence-based literacy framework requires effective leadership that promotes shared responsibility and commitment to children's literacy development. At the local education agency (LEA) and school levels, leaders will establish and maintain the infrastructure necessary to support teachers in the delivery of effective reading instruction that enables students to meet key reading goals. In addition, school leaders are responsible for collecting and analyzing valid and reliable data to determine whether students have met key reading benchmarks. School leadership will also regularly observe classrooms to gather both formal and informal information (and share timely, specific feedback). Leaders will evaluate classroom reading instruction to determine what appropriate professional learning and other resources can be used to support teachers in providing the highest quality reading instruction.

Positive student literacy outcomes start with informed and effective leadership committed to implementing, supporting, and sustaining a quality literacy program. Effective leadership incorporates extended time for literacy, collaborative teacher teams, and collective instructional leadership focused on improvements in student achievement. For the school's literacy plan to endure, school leaders will intentionally implement and build the plan by expanding and adapting it over time, reflecting on what is (and is not) working and how the school can support improved student outcomes. Leadership from committed administrators, teachers, and parents will promote sustainability by anticipating, influencing, and effectively responding to changing conditions that affect progress.

"Educational leaders at all levels and in all settings have a responsibility to put aside personal philosophies and build bridges between the science of reading and the classroom."

(Hennessy, 2021)

Literacy Framework: Leadership



ESSENTIAL ELEMENTS: What do I need to know?

The research is clear. Effective school leadership is positively correlated with student learning, second only in magnitude to effective instruction. Leadership's impact on student performance is particularly important in schools that serve students at risk for learning difficulties or dropping out of school (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004).

The essential elements of school leadership include school administrators and leadership teams:

- work together to create a coherent reading plan
- focus on ALL students meeting or exceeding grade-level reading proficiency goals
- are knowledgeable about reading standards, assessments, instructional programs, and materials
- ensure leadership structures exist at multiple levels

ESSENTIAL ELEMENTS: School administrators and leadership teams work together to create a coherent plan for reading instruction.

Research shows that teachers are the most critical school-based lever for increasing student achievement, followed by principals (Oppen, 2019). The principal, literacy coach, and school leadership team will work together to create a coherent plan for literacy (Torgesen, Houston, Rissman & Kosanovich, 2007). Ongoing communication and consistency within and between each of these levels of shared leadership is critical. Combining knowledge, experiences, and shared expertise, these leaders will develop a schedule that:

- maximizes and protects instructional time
- organizes resources and personnel to support all students in the building efficiently
- ensures instruction in special programs (e.g., Title I, special education, English learners) is coordinated with and is complementary to the reading instruction provided in general education.

Through grade-level and department-level teams, professional learning communities, communities of practice, and the school leadership team, educators will leverage the opportunity to collaborate and plan instruction for students aligned with a coordinated school's literacy plan and their NM DASH

Literacy Framework: Leadership

ESSENTIAL ELEMENTS: School administrators and leadership teams focus on all students meeting or exceeding grade level reading proficiency.

School-level leadership will prioritize the attainment of reading goals for ALL students. If students are not meeting reading goals, school leadership will provide clear communication about which reading goals have not been met and which goals have been achieved. School leaders will examine and present data to identify possible reasons why students did not meet reading goals and will make clear those variables the school has the ability to change. The causes can vary from ineffective scheduling, grouping, and selection of instructional and intervention materials to barriers to high-quality instruction and implementation. In some instances, multiple structural, quality of instruction, and implementation variables may be causing insufficient reading development among students.

If a leadership team sees that students are struggling to meet literacy goals, it should assess if explicit instruction in evidence-based practices is being provided with appropriate frequency and intensity. Successful school leaders will identify the variables under the school's control that may be contributing to poor reading outcomes, then facilitate the continuous improvement process by establishing plans to change or alter those variables, implementing the plan, and collecting data to determine whether the changes resulted in better student reading outcomes. Leaders should engage in the collaborative problem-solving model to work through a data-driven process to help all students reach their potential.



Literacy Framework: Leadership

For example, analyzing school-based data may reveal:

- an unusually high percentage of students began the school year reading below grade level
- some students made less progress than expected
- after implementation data is collected and analyzed, some students may have received less instructional time directly with the teacher than was specified in the school's literacy plan

Part of the solution to improving reading outcomes for these groups of students could be to utilize benchmark data to provide intervention supports so that these students spend more time directly with the teacher each day for explicit reading instruction tailored to meet their specific needs. Then, data would be collected to determine how well the plan was implemented and whether it resulted in better reading progress and outcomes for this group of students. This would be considered an instructional change.

If a sufficient number and percentage of students are meeting reading goals, and other data indicate the quality of daily reading instruction is strong, then school leadership will focus on reinforcing the instruction that school staff provides. In this case, the school leader will engage in the following:

- highlighting details of effective classroom practices associated with improved outcomes for students, which affirms these effective practices and provides specificity for replication
- acknowledging the attainment of challenging reading goals, which will help the school maintain its focus on reading goals and effective instruction
- celebrating these significant accomplishments, which communicates the central importance of effective instruction in the school's service to its students and families

Effective leadership will emphasize the importance of continuous improvement in schools where students are meeting reading goals. The leadership will identify effective specific instructional practices and supports for teachers and other staff, including the school leaders themselves. This process will assist in developing and maintaining a cohesive and collaborative group and facilitate continued success. Even when data shows that students are meeting reading goals at the school level, it is imperative to examine subgroup data to ensure there are no disparities in reading performance. Specific instructional goals can also be identified for small group instruction based on student reading performance using assessment data, classroom observations, and other trustworthy data sources. Identifying school goals and instructional goals demonstrates a school's commitment to success through continuous improvement and also supports the vision of providing instruction for all students so struggling readers become proficient readers and proficient readers become lifelong readers. This ensures that the school's school-wide

Literacy Framework: Leadership

ESSENTIAL ELEMENTS: School administrators and leadership teams know reading standards, assessments, evidence-based instruction, and instructional programs and materials.

To effectively work toward all students being proficient grade-level readers or above, educators need to understand how reading standards, assessments, and instruction work together to support successful student outcomes. The six components of the New Mexico Literacy Framework provide guidance for implementing a school plan; one that is based on student data and supports every reader to reach grade-level proficiency in reading. Principals and school leadership teams will thoroughly understand the priority reading skills when they are to be met and how the instruction necessary for successful reading development will be delivered. Principals accumulate this knowledge over time by studying the standards, attending professional learning activities designed for teachers alongside their teacher teams, analyzing the scope and sequence teachers are using with an eye for vertical articulation, and working closely with coaches and consultants provided to assist with the implementation of specific reading programs and practices. Finally, principals and leadership staff will have a thorough knowledge of the assessment system, including what the measures are, the schedule for administration, data-based decision-making, how to interpret the data, and how to use the data collected to make sound decisions regarding the instruction provided to students.

A deep knowledge of classroom reading instruction and the school-wide assessment plan enables principals to make informed instructional decisions. For example, a principal who understands essential and detailed aspects of instruction and assessment will schedule initial student screening within the first few weeks of school so targeted instructional pedagogy can be utilized in instructional design and lesson planning (grouping for instruction and other strategies to support all learners) and to support the immediate implementation of differentiated reading instruction. Similarly, a principal who understands the importance of intense reading instruction will place the most effective reading teachers with groups of students who need the most intensive support (Gresten et al., 2009). Understanding that teachers require special training in the necessary interventions to effectively teach students with instructional needs that cannot be met within the core-reading program is critical to successful instruction for these students.

Literacy Framework: Leadership

ESSENTIAL ELEMENTS: Leadership structures exist at multiple levels to maintain the focus on all students being proficient readers to establish mechanisms to support students' reading progress.

Leaders at the district and school levels must not only relentlessly pursue successful outcomes for students and foster a culture of authentic and effective family engagement, but they will also be actively invested in consistently promoting connection, communication, and collaboration among distributed leadership to sustain successes. Two concepts guide how effective leadership at the school level can be organized:

1. **Distributed Leadership:** Distributed leadership helps ensure that the range of important leadership tasks can be accomplished through multiple individuals sharing responsibility for school-wide leadership. It builds the capacity within the school to provide effective evidence-based reading instruction and promotes shared accountability among the staff for ensuring that students reach reading goals.
2. **Leadership Functions:** Leadership tasks and responsibilities are conceptualized as leadership functions and are not linked to specific individuals or even positions. Certainly, the dedication and skill that individuals bring to their leadership responsibilities will influence their impact and student reading proficiency. However, important leadership positions are described in terms of the key functions they address, and these key functions are integrated within the school's culture.

For example, instead of relying on the position of a reading coach to successfully implement the literacy plan, the key functions a coach performs and how these functions can be carried out must be determined and described. One typical coaching function is observing instruction in classrooms and providing feedback. A school might use a peer coaching model to accomplish this task, or a grade-level team leader in each grade might conduct observations and provide feedback, other schools may implement peer observation systems in addition to feedback from principals. Providing high-quality, timely, and relevant feedback after classroom observations is the key function, and the school should specify in the school's literacy plan how this function will be carried out. Likewise, for the more rural schools in New Mexico or smaller charter schools, these tasks may be delegated to a smaller group of strong leaders in addition to the principal. Within the school, functions associated with the principal, a reading coach, grade-level and department-level teams, professional learning communities, and the school leadership team will contribute to the effective implementation of the New Mexico Literacy Framework.

Literacy Framework: Leadership

Role of the Principal: Within the school, the principal is most responsible for developing the infrastructure necessary for teachers to provide effective reading instruction to all students. Given the extensive range of a principal's responsibilities, principals may require time and assistance to become knowledgeable in all areas of the framework and the school's literacy plan. However, even initially, principals will understand essential issues in key areas and be engaged in school decision-making in relation to these areas. Ultimately, the principal ensures all components of the literacy plan are implemented consistently with the school's NM DASH (Data, Accountability, Sustainability, and High Expectations) 90-day plan and the district's literacy framework. The principal also ensures that teaching and learning in the classroom are continually enhanced. Below, the key responsibilities of principals in developing and supporting the school's literacy plan are outlined.

ESSENTIAL ELEMENTS: Principals facilitate planning for instruction.

Effective, explicit classroom instruction is the centerpiece of a school's reading program. To that end, teachers' and others' planning to prepare for effective instruction in the classroom is a critical school priority. While principals' schedules do not allow them to participate in all team-based meetings, they must be as engaged as possible, particularly at the beginning of the year when screening data are used to form instructional groups and develop instructional support plans.

Part of planning for elementary schools will involve how the core reading program, supplemental materials, and intervention programs will be used as part of daily reading instruction. By utilizing a structured literacy curriculum to teach the reading foundational skills through explicit, systematic, and cumulative lessons. This is separate from the complex texts and high-quality read-alouds used to address the comprehension standards. Principals must guide teachers in appropriately allocating instructional time for each strand. Furthermore, teachers may need guidance in providing access to complex text for students who may not have developed decoding skills yet but are still capable of comprehending grade-level text. In middle schools and high schools, much of the planning will focus on how to integrate reading strategies into course content so students can access the information from their subject-area textbooks. Principals must know about the programs, materials, and textbooks to engage meaningfully in these initial planning sessions and throughout the year as teachers use data to make instructional changes.

Literacy Framework: Leadership

ESSENTIAL ELEMENTS: Principals make data-based decisions.

Principals will have strong expertise in all facets of the school's assessment system to determine whether students are meeting goals. Because principals ensure that school-wide assessment data, both summative and formative, are utilized, they must understand how to interpret data. Specifically:

- When students are screened for reading progress at the beginning of the year, principals will ensure that interpretations about reading proficiency are appropriate.
- When progress-monitoring data are analyzed, principals will determine whether individual students, or groups of students, are making progress, and whether progress is sufficient for students to reach reading goals.
- When outcome data are analyzed, principals, as part of a collaborative team, will determine when students have met reading proficiency levels and how well the school is doing over time (e.g., successive years) to improve reading instruction and student outcomes.

Principals must then utilize screening, progress monitoring, and outcome data to drive decision-making (Vaughn et al., 2012). For example, a principal and staff will begin by engaging in the collaborative problem-solving model to determine school-wide or grade-level goals for improving instruction.

ESSENTIAL ELEMENTS: Principals observe reading instruction in the classroom.

Classroom observations conducted by principals serve several purposes:

- Classroom observations of reading instruction are one of the most important and valuable ways for principals to gather information about effective reading instruction in the classroom and to offer valuable, timely specific feedback and support. Principals can use what they observe in the classrooms of their master teachers to gain a vision of what instruction could look like in all classrooms.
- By dedicating time to observe in classrooms on a regular basis, principals demonstrate to staff that effective reading instruction is an essential school priority.
- Most importantly, regular observations and walkthroughs allow principals to understand how reading instruction is being delivered in the classrooms and to use that information to support teachers' efforts to provide effective instruction.

Literacy Framework: Leadership

ESSENTIAL ELEMENTS: Principals create teams to support data-based decision making.

Teams: School teams oversee the day-to-day implementation of reading instruction across the content areas throughout the school. Two types of teams serve this purpose:

- One team, which includes members from multiple grades or departments, is frequently referred to as the school leadership team.
- A second type of team is a grade-level team in each grade in elementary school or a department-level team in middle school and high school. The focus of both types of teams is on the attainment of reading goals and objectives. The teams use assessment data and other data to make decisions about the overall system of teaching reading across the instructional areas. The teams also focus on the reading development of individual students who are not making sufficient reading progress.

Professional Learning Communities (PLCs): PLCs provide structure and enhance the effectiveness of these teams, specifically by providing a system and protocol to facilitate and ensure teachers engage in ongoing action research and collective inquiry. Establishing PLCs within a school culture and ensuring that the foundational structure of the PLC is implemented with fidelity is an essential role of school leadership.

Within a PLC model (<https://www.solutiontree.com/learning-by-doing-third-edition.html>), school educators come to a consensus on a shared mission, vision, values, and goals (DuFour et al., 2016). Then, they systematically and continuously ask these four essential questions:

1. What do we want students to learn? (essential standards)
2. How will we know if they have learned? (team-developed common assessments)
3. What will we do if they do not learn? (systematic interventions)
4. What will we do if they already know it? (extended learning)

Regular meetings focus on using formative and summative assessment data to guide the selection of instructional programs and implementation of practices in each classroom. At the beginning of the school year, these teams examine screening data to determine the level of instructional support in reading each student needs to meet reading goals and academic expectations.

Literacy Framework: Leadership

Within each grade, three layers of support are provided to differentiate the type of reading instruction students will receive to meet reading proficiency and reading demands across the content areas. These layers are aligned to meet the needs of all students, including those at moderate or high risk of not reaching grade-level benchmarks. This multi-layered framework is consistent with New Mexico's Multi-Layered System of Supports (MLSS). Teams must utilize data to inform decision making on the level of support students need. Importantly, students can move back and forth between the layers of support fluidly rather than stagnate at a layer for a long amount of time. Progress monitoring assessments are critical throughout this process to ensure students are making progress.

During the school year, grade-level, department-level teams, and PLCs closely examine progress-monitoring data to evaluate the effectiveness of each of the layers of instructional support. When progress is insufficient, these teams identify ways to change instruction in the relevant layer of support. When students are not making adequate reading progress toward meeting grade-level benchmarks, the team targets the manipulation of variables most directly under the school's control and is likely to have the greatest positive impact on progress. This occurs through the collaborative problem-solving process at the systems or individual student levels.



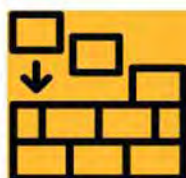
IMPLEMENTATION: What do we need to do?

To ensure students graduate from New Mexico schools college- and career-ready, district and school leaders must provide effective and robust implementation of a structured literacy model inclusive of evidence-based instruction with ambitious literacy goals for all students. See Appendix A for School Leadership Implementation Checklist.

Visit NMPED Literacy and Humanities Bureau to view and utilize the [Structured Literacy Administrators Walk-through Tool](#).

Literacy Framework: Instruction and Intervention

Goal: Implement evidence-based instruction, strategies, and interventions that promote active student engagement while meeting the literacy needs of all children, including children with diverse learning needs, in a developmentally appropriate and culturally relevant manner.



FOUNDATION: Why is this principle important?

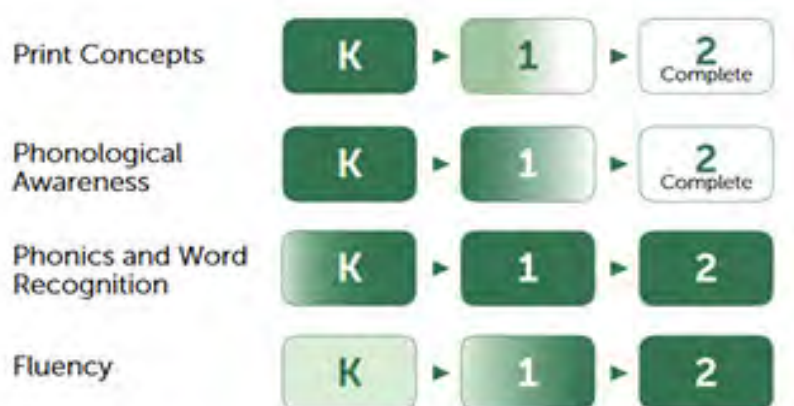
In New Mexico, educators are committed to ensuring that every student is a graduate who has successfully completed a rigorous, meaningful curriculum that will prepare them for careers, college, and citizenship. Effective reading instruction should recognize and honor cultural and linguistic diversity. At the same time, students must receive the highest quality, engaging instruction to optimize acquiring essential literacy skills and subject area content. This requires that all teachers firmly understand:

- the elements and principles of structured literacy
- the stages of reading development
- how to effectively teach reading
- how to scaffold instruction
- how to align instruction to the Common Core State Standards (CCSS)
- how to identify and implement interventions for students who are identified as at-risk
- how to measure student's progress and use data to inform instruction

Early literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, reduced grade retention, higher graduation rates, and enhanced productivity in adult life. Through explicit instruction, students will be taught how, why, and when to use reading strategies to support comprehension. Students can better understand the process when teachers model through “thinking out loud” to teach a strategy. Guided practice follows modeling as students use the strategy with support from the teacher and peers. Students then need opportunities to independently practice the strategy and apply it to different texts. The goal is for students to master the components of word recognition (phonemic awareness, decoding, and sight recognition of familiar words) along with developing comprehension skills before grade three, but all students should have a thorough command of it no later than grade three.

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Students then need opportunities to independently practice the strategy and apply it to different texts. The goal is for students to master the components of word recognition (phonemic awareness, decoding, and sight recognition of familiar words) along with developing comprehension skills before grade three, but all students should have a thorough command of it no later than grade three.



This visual shows each content focus area by grade. The darker the shading, the greater the emphasis on that component.

(Student Achievement Partners, n.d.)

A deep knowledge of word recognition and decoding allows students to transition from “learning to read” to “reading to learn.” During grades 4-12, directing students’ academic focus toward learning deep, grade-level reading comprehension skills and strategies is important for them to apply the skills and strategies across the instructional areas, allowing students full access to knowledge building in the content areas.

According to the National Reading Panel, students should have a firm understanding of the five pillars of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. In the later grades, effective reading instruction is characterized by explicitly teaching students how to read, comprehend, and engage in higher-order thinking with an array of texts, including descriptive, narrative, expository, argumentative, and literature.

Stages of Reading Development

Jeanne S. Chall, in *Stages of Reading Development* (1983), outlined six stages of reading development from birth through adulthood. To adequately prepare students for college, career, and life, educators must be highly attentive to the needs of the learner at each stage.

Stage 0 (pre-reading; typically between the ages of six months to six years old):

This stage covers more changes than any of the others. Children pretend to read and develop the ability to retell stories previously read to them while looking at the pages. The child begins to name letters, print their name, and play with books, pencils, and papers. By age 6, the child may only be able to read a few words, if any, but can likely understand thousands of words. Oral language develops exponentially during this stage. Because of this, adults should seek opportunities to engage in conversations with the child and expand on their verbalizations, encouraging questions and inquiry. Many of the books read to

Literacy Framework: Instruction and Intervention

Stages of Reading Development (cont.)

Stage 1 (initial reading, writing, and decoding; typically between the ages of six and seven years): During this stage, the child is learning the relationship between letters and sounds as well as between print and spoken words. The child begins to decode simple texts containing phonically regular words. The child applies the knowledge of sounds and symbols to “sound out” or decode unknown words. The child is also developing automaticity with some high-frequency words. While writing, the student is progressing from scribbling to non-phonetic letter strings. Adults begin to encourage the child to listen to the sounds within the word and write unknown words, which may include invented spellings. Segmentation and blending of phonemes are beginning to be mapped to print. Children should be given ample opportunities to manipulate, trace, and hear the sounds of letters and to apply practices and strategies to decodable texts. Instruction should also incorporate listening to both narrative and informational texts and engage in dialogue about the texts. Listening to texts above the child’s decoding ability supports the growth of background knowledge and vocabulary.

Stage 2 (confirmation and fluency; typically between the ages of seven and eight): Early readers can read simple, familiar stories with increasing fluency as a result of the consolidation of basic decoding elements and increasing sight vocabulary. Adults encourage repeated and monitored oral reading and model fluent reading by continuing to read aloud to the child daily. Practice opportunities for the student should provide opportunities to successfully decode various text genres, including echo reading, choral reading, and partner reading. Vocabulary is taught explicitly and implicitly within texts while reading aloud to the child to model strategies such as using context clues, answering text-dependent questions, and morphemic analysis. Discussion of texts continues to support oral language development, background knowledge, and vocabulary. This child begins transitioning from learning to read, to reading to learn.

Stage 3 (reading to learn the new; typically between the ages of 9 and 13 years old): In this transitional stage, students are reading to learn new ideas, gain new knowledge, experience new feelings and attitudes, and consider multiple points of view. At this stage, significant emphasis is placed on reading to learn and writing for different purposes. Adults provide increased instruction in comprehension strategies such as monitoring, using graphic and semantic organizers, asking and answering questions, and identifying text structure. These skills continue to be explicitly introduced with modeling and guided practice before students are expected to apply the skills independently.

Literacy Framework: Instruction and Intervention

Stages of Reading Development (cont.)

Stage 4 (synthesizing information and applying multiple perspectives; typically between 14 and 17 years old): Students in this stage are reading a wide range of complex materials, both expository and narrative, and are asked to consider the varying viewpoints expressed. These students are required to access, retain, critique, and apply knowledge and concepts from these texts while developing more sophisticated disciplinary knowledge and perspectives. Ample opportunities to engage in dialogue pertaining to the learning topics should continue.

Stage 5 (critical literacy in work and society): During this stage, reading is used for the individual's own purposes, whether personal or professional. In college and career settings, individuals are required to synthesize information from a variety of sources to draw conclusions, shape an audience's view, and navigate multiple perspectives.

Phases of Reading Development

Linnea Ehri has researched beginning readers for decades and how word reading skills develop. These phases help us understand how children become proficient readers and how to support struggling readers.

Pre-Alphabetic Phase—In this phase, children have very little understanding of how letters represent sounds. Typically three- and four-year-olds who have not had any reading instruction demonstrate this phase. Children use environmental print to “read” or guess the words, such as recognizing the bullseye symbol to recognize Target. At this phase, they may or may not know the letters in their name, however, if they do, it is due to memorization of the letters, not letter-sound correspondences. While in this phase, educators should prioritize developing children’s phonological awareness, alphabet knowledge, and phoneme-grapheme correspondences. Children will move to the next phase once reading instruction begins, typically in kindergarten.

Partial Alphabetic Phase—When children enter this phase, they have an understanding of letter-sound correspondences. They know the shape of letters as well as the names and sounds. During this phase, instruction begins by isolating phonemes in words. This phonemic awareness helps them to make the connection between the sounds and the letters used to spell those sounds. When children spell in this phase, they are able to write the salient sounds or the easiest sounds to hear, typically the first and last sounds.

Literacy Framework: Instruction and Intervention

Phases of Reading Development (cont.)

Full Alphabetic Phase—Children in this phase are able to decode every letter in a word, typically near the end of kindergarten or first grade. They are able to sound out letters and blend sounds together to read words. Phonics instruction helps children to achieve these skills. Teachers should follow a well-designed scope and sequence to know when to introduce different sounds. In this phase, students know most of the letter-sound correspondences, have developed phonemic awareness, are able to decode (although often slowly), and use their decoding skills to be able to read new words. Instruction during this phase should include segmenting and blending phonemes, making sure that they focus on each phoneme-grapheme correspondence. This helps to facilitate their orthographic mapping.

Consolidated Alphabetic Phase—Typically, in second grade, children move into this phase. As they learn spelling patterns, children store chunks of words in memory due to having repeated, explicit practice decoding words. Children also look at spelling through the lens of syllables, prefixes, and suffixes to understand how to spell and pronounce multisyllabic words. This phase continues to develop as children become increasingly automatic in their decoding. While in this phase, instruction should be focused on recognizing chunks within words (Ehri, 2023; Lane, n.d.).



ESSENTIAL ELEMENTS: What do I need to know?

One of the essential elements of high-quality reading instruction is the sufficient allocation of time and efficient use of that time. Adequate time during the school day for explicit structured literacy instruction is critical. This allocation of time in the school's master schedule should be of the highest priority and considered non-negotiable. In elementary schools, assemblies, fire drills, class parties, class pictures, or other special events should be routinely scheduled outside of the literacy block. In secondary schools, instructional time across instruction areas should be protected, not only to provide sufficient time for students to master the course content and skills but also because the teaching of reading specific to the content area occurs in all middle school and high school classes.

As noted in the table (on the following page), for students who are not yet reading at grade level, the number of minutes of daily or weekly reading instruction will be increased above the minimum amounts to allow for a Multi-Layered System of Supports. The amount of extra time is based on how far students are below grade level. Additionally, students who have not yet developed the decoding ability necessary to access grade-level text may need accommodations such as the opportunity to listen to the text read aloud to

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Data to form fluid instructional groupings.

In birth-preschool settings, programs will adjust the time allocated for whole/large group and small group instruction to meet the needs of individual children in the program. As children progress towards preschool programs, time in whole group settings could be expanded to up to fifteen minutes. Small group instruction (two to six children) will be used to target specific early literacy skills for durations of time not to exceed 15 minutes. Additionally, all children in birth-preschool settings will have books read to them in whole group and individual settings daily. For preschool, ECOT data is used to create flexible groups to meet the needs of individual children across all developmental domains. Teachers use the various ECOT reports to plan small group instruction each day to target specific academic and social skills. Children gain the skills necessary to succeed academically and socially with targeted instruction.

In kindergarten through third grade, schools will use the time allocated for reading instruction to provide both whole (or large-group) and small-group instruction. All students will receive both large and small group instruction each day. While large group instruction is important, small group instruction is the most effective way to provide students with intense reading instruction that focuses on their specific learning needs (Torgesen et al., 1999). Data gathered from assessments will be used to determine the composition of small-group instruction. Students within a small group should all have the same instructional needs as identified by screening assessments, benchmarks, or diagnostics. To make small group instruction as effective as possible for all students, it is critical for reading teams at each school to review student data regularly and use this information in revising the composition of small and large groups to ensure fluidity. Data will be used to make decisions about the initial grouping, and also for movement among groups. The size of small groups and other recommendations are depicted in the table on the following page.

Recommendation for Small Group Instruction in K-3		
Layer of Support	Number per Group	Purpose
Layer 1	Whole Class	Research based instruction for all with small groups focused on skill needs.
Layer 2	3-5	Additional support provided on top of universal instruction for those “at-risk” to accelerate learning.
Layer 3	1-3	PR/Award # S371C240019 e106105 Most explicit, systematic support for those students most impacted.

Literacy Framework: Instruction and Intervention

Recommended Time Allocations for Reading Instruction for All Students

Age Group	Amount of Instruction Per Day	Purpose
Infant/Toddler	Literacy instruction should be embedded in all activities throughout the day.	The primary language task of infants and toddlers is learning the language of their families. Educators should communicate with the children in their home language, modeling language usage for infants and toddlers. Teachers should elicit language from them and build on their communication through meaningful conversations, descriptions of what they are doing, and open-ended questioning. In addition, looking at and reading books and giving children opportunities to draw and make marks with writing tools build on their communication skills as they move toward understanding the written word. The essential elements of beginning reading with infants and toddlers are phonological awareness, vocabulary, oral language development, oral comprehension, and environmental print.
Preschool	Literacy instruction should be embedded in all activities throughout the day.	Preschool programs are required to implement daily, intentional, developmentally appropriate early literacy practices: <ul style="list-style-type: none"> • phonological awareness activities • oral language and vocabulary activities • alphabet knowledge activities • concepts of print activities • large group read-alouds with comprehension strategies • small group (4-6 children) early literacy activities • ongoing individual and small group (2-3 children) read-alouds • opportunities for developmentally appropriate writing activities
K-3	90 to 120 minute reading block	The 90-minute block is dedicated to providing instruction on the five essential elements of beginning reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additional instructional time will need to be scheduled to ensure adequate time to teach other areas of literacy, such as writing. For grades K-3, more than 90 minutes of daily reading instruction should be provided to students who have not met grade-level reading goals.
4-5	90-minute reading block and literacy-connected learning across the instructional areas	During the 90-minute block, students receive daily, focused reading instruction on the essential elements of reading with an emphasis on advanced phonics skills, fluency, vocabulary, and comprehension. Students begin working regularly with texts in social sciences, science, math, and other instructional areas. More than 90 minutes of daily reading instruction should be provided to students who have not met grade-level reading goals.
6-8	40- to 60-minute reading class for all students (grouped by skill level) and separate from English language arts, 2-4 hours of literacy-connected learning across the instructional areas.	A 40-60 minute class designated specifically for reading instruction is recommended for all students. Students should be assigned to a reading class based on reading proficiency data (this reading class may range from remedial to high enrichment). In addition to the reading class, students should receive reading instruction across all content areas on content-specific advanced word study, comprehension, and vocabulary. If resources are limited and a separate reading class for all students is not feasible, another option is to make the language arts period longer than other classes to provide extra time to focus on reading instruction for all students. Students who are reading well below grade level could participate in both the extended language arts period as well as an additional reading intervention class.
9-12	2-4 hours of literacy connected learning across the instructional areas	The recommendation is for two to four hours of literacy-connected learning across the content areas daily. High school teachers provide increasingly more rigorous vocabulary and comprehension instruction and practice to students preparing for high school across the content areas, preparing them to meet grade 12 reading at grade level or above.

Literacy Framework: Instruction and Intervention

In **grades four to eight**, reading instruction is provided in two ways:

1. Students are explicitly taught strategies and skills common to both informational and literary text and that will help them read at grade level or above. All students should be taught reading as a separate class from English language arts; the class composition is homogenous but fluid based on reading proficiency data, and the class contents are aligned to the CCSS.

These reading classes are designed to:

- help students continue to develop foundational reading skills
- support students by providing instruction followed by practice on those specific essential elements of reading that will accelerate their growth as readers.

2. In addition to receiving reading instruction in a separate class, reading strategies and skills are taught across all content areas. A portion of the instructional time is devoted to teaching students the reading strategies necessary to access and comprehend subject-specific texts and extend foundational skills and comprehension.

In **grades six to eight**, within the content area, teachers support and expand on the strategies and skills students learn in reading classes.

In **grades 6-12**, where students, in most cases, attend separate classes for each subject, a subject-specific approach to teaching and supporting reading across all instructional areas is essential (Heller & Greenleaf, 2007).

In **grades 9-12**, teaching and supporting subject-specific reading across the instructional areas is critical because high school teachers are the sole providers of reading instruction for most high school students. High school students who are reading below grade level or significantly below grade level must receive reading instruction through a separate reading class that will allow the teacher to target the specific skill deficits of the student.

ESSENTIAL ELEMENTS: Focus on English Learners: Small Groups

When students work in small groups, the grouping strategies must be consistent with the learning goals and are based on student data. Homogeneous groupings may be best when used for discrete skill development, whereas heterogeneous groupings can be beneficial for language development (Samsudin, Das, & Rai, 2006). Grouping should always be varied and by no means considered permanent. The recommended size of small groups should range from three to six students. If adequate time is devoted to this instruction with the intentional use of instructional supports and strategies, each English learner will have multiple opportunities to actively engage in high-quality instructional interactions with the teacher and peers, focusing on the learning goals.

Please note, per state policy, all English learner students must have a daily dedicated English language development (ELD) block or course of a minimum of 45 minutes based on their English language proficiency level. This block or course is tailored to and builds upon students' English language proficiency levels to help them develop their English language skills. Please

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Focused instruction on the essential element of reading

For children from birth to third grade, systematic, explicit instruction on the five components of reading is essential. When students acquire these essential skills by the end of third grade, they are prepared to make the transition from learning to read, to reading to learn.

5 Big Ideas of Early Reading (National Reading Panel [NRP], 2000)

Phonemic Awareness: the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes.

Phonological awareness instruction is heavily emphasized from birth through the first part of first grade. Beginning in kindergarten and continuing into first grade, students are taught to blend and segment sounds for reading and spelling. Results of the meta-analysis showed that phonemic awareness, along with letter knowledge, was the top predictor of how well children would be able to read at the end of kindergarten and at the end of first grade (NRP, 2000). For children with a phonological-core deficit, these skills will need to be directly developed to develop the orthographic mapping and efficient sight vocabulary development needed for reading fluency (Kilpatrick, 2015). Teaching phonemic awareness with letters is more effective for nondisabled readers than teaching phonemic awareness without letters. A more substantial contribution towards reading and spelling performance was found when children were taught to manipulate phonemes with letters rather than just with speech (NRP, 2000). According to the NRP (2000), “phonemic awareness instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, and children learning to read in English as well as other languages” (p. 23).

Related skills and concepts: oral rhyming, alliteration, counting words, syllables, onset-rime, phonemic awareness, segmenting, blending, and manipulating sounds.

Literacy Framework: Instruction and Intervention

Phonics: the knowledge that letters of the alphabet represent phonemes and that these sounds are blended together to form spoken words and the letters that represent these sounds from written words.

Readers skilled in decoding can sound out words they haven't seen before without first having to memorize them. For typically developing readers, phonic decoding of unfamiliar words will result in the development of instantly recognizing the word (sight word recognition) within one to four exposures. However, significantly more exposures are needed for students with poor phonological awareness skills, particularly advanced phonological awareness skills (Kilpatrick, 2015). Phonological and phonemic awareness activities can strengthen a student's response to phonics instruction. In birth to preschool programs, exposure to text and environmental print sets the foundation for phonics instruction in kindergarten and first grade. Preschool programs target oral sound play, including rhyming, alliteration, onset-rime, and blending and segmenting syllables.

According to the NRP (2000), the largest amount of growth occurred when phonics instruction began in kindergarten or 1st grade prior to children learning to read independently. Phonics instruction in kindergarten should be designed to begin with foundation skills, including letters and phonemic awareness. Systematic phonics contains a delineated plan of phonics elements, taught sequentially in an explicit and systematic way. The goal is to help students to use the alphabetic code to make progress in learning to read and write. There is solid evidence that systematic phonics instruction has a more significant impact on students' reading growth than unsystematic programs that provide no phonics instruction. The type of systematic phonics programs, synthetic programs, larger unit programs, and miscellaneous programs all showed a substantial impact on reading growth (NRP, 2000).

Phonics instruction progresses in grades two and three to include letter and vowel combinations and more difficult word types. In grades four and above, students focus on advanced word study, including morphemes. Results from the NRP (2000) concluded that "these findings should dispel any belief that teaching phonics systematically to young children interferes with their ability to read and comprehend text. Quite the opposite is the case. Whether growth in reading comprehension is produced generally in students above 1st grade is less clear" (p. 110).

Related skills and concepts: decoding, encoding, automaticity, word recognition, graphemes, sound-spelling patterns.

Literacy Framework: Instruction and Intervention

Fluency: the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read.

Children gain fluency by practicing reading until the process becomes automatic. The process of orthographic mapping enables the storage of printed words in long-term memory for accurate, automatic, and fluent word recognition. This process requires advanced phoneme awareness, letter-sound knowledge, and phonological long-term memory. As students' sight vocabularies grow, their reading becomes more fluent because there is less cognitive effort needed for phonic decoding. Guided oral repeated reading is one approach to helping children become fluent readers. Guided oral reading is reading aloud while receiving immediate corrective feedback from a skilled reader. The combination of practice and feedback promotes reading fluency. Guided oral reading practice positively impacted word recognition, fluency, and comprehension at various grade levels (NRP, 2000).

For typically developing students needing only one to four exposures to develop automaticity with unfamiliar words, guided oral repeated reading may provide these opportunities. However, struggling readers will likely need additional opportunities to develop advanced phonemic awareness as well. Fluency instruction receives greater instructional attention as students develop proficiency in phonics.

Fluency instruction begins in first grade and is heavily emphasized in grades two and three. For some students, fluency should continue to be a major instructional focus through grade eight and above. Repeated reading was beneficial to the reading ability of non-impaired readers through at least 4th grade and students experiencing reading problems through high school (NRP, 2000). The evidence found by the National Reading Panel (2000) did not show the effectiveness of encouraging independent silent reading to improve reading achievement. The NRP (2000) did share that "The fluent reader is one who can perform multiple tasks such as word recognition and comprehension at the same time. The nonfluent reader, on the other hand, can perform only one task at a time. The "multitask functioning" of a fluent reader is made possible by the reduced cognitive demands needed for word recognition and other reading processes, thus freeing cognitive resources for other functions, such as drawing inferences" (p. 197).

Related skills and concepts: accuracy, rate, prosody, comprehension.

Literacy Framework: Instruction and Intervention

Vocabulary: teaching new words, either as they appear in the text, or by introducing new words separately.

Vocabulary instruction is systematically taught throughout kindergarten through 12th grade. In birth to preschool programs, vocabulary is introduced in the context of the language-rich environment and activities. Teachers introduce new concepts and words throughout the day and embed language development in all activities and through high-quality children's books. In the early grades, much of the content of vocabulary instruction is from books and other curriculum materials.

As students begin to read on their own and read increasingly complex texts across the content areas, they encounter words that are not a part of their oral vocabulary, and their vocabulary expands more rapidly. The NRP (2000) found that vocabulary instruction should include direct and indirect instruction, including incidental learning, and that multiple exposures to vocabulary are essential. Active engagement in vocabulary learning is also beneficial.

"Instructional implications are that teachers should include written words as part of vocabulary instruction and that students should pronounce spellings as well as determine meanings when they encounter new vocabulary words... Students who see the spellings of words actually learn the meanings of the words more easily — orthographic knowledge benefits vocabulary learning."
(Rosenthal & Ehri, 2008)

Comprehension: techniques for helping individuals to understand what they read.

Comprehension techniques involve having students summarize what they have read to gain a better understanding of the material. Techniques such as close reading and asking questions, which gradually increase the depth of knowledge, can help students analyze a text more critically. Comprehension can improve when students are taught to use specific cognitive strategies or to use strategic reasoning when they come to barriers in their comprehension. The goal is to be competent, self-regulated readers (NRP, 2000). Oral language comprehension is the foundation for reading comprehension and is developed through language-rich interactions from birth to preschool settings.

Comprehension instruction shifts from a listening comprehension focus in kindergarten and first grade to a mostly reading comprehension focus beginning in grade 2 and continuing on through grade 12. Many children can comprehend text above their decoding ability. Therefore, some students may need to be provided access to their grade-level texts through opportunities such as listening to text to engage in comprehension activities. The NRP (2000) found seven strategies to be most effective for classroom instruction: comprehension monitoring, cooperative learning, graphic and semantic organizers including

Literacy Framework: Instruction and Intervention

Multi-Layered Systems of Supports

The Multi-Layered System of Supports (MLSS) framework integrates instruction, assessment, and intervention in a way that allows schools to match the level of intensity and instructional support to student needs in essential academic areas, such as literacy. In New Mexico, MLSS is an organizational framework by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school.

The MLSS framework addresses student achievement and positive behavior for all students through the use of appropriate, evidence-based instruction, and interventions. Student progress is monitored over time, and data are used to guide instructional decisions and behavioral strategies. These discussions occur during team-based PLC time. MLSS further recommends that special education, curriculum specialists, administration, and interventionists be regularly scheduled to attend general education PLC discussions further to inform the team on relevant academic and behavioral supports. New Mexico's MLSS framework, supported by state rule, consists of a three-layered, problem-solving model that uses a set of increasingly intensive academic and behavioral supports:

LAYER 1 – UNIVERSAL LEARNER SUPPORTS are universal screening and appropriate core instruction with universal interventions for all students.

LAYER 2 – TARGETED LEARNER SUPPORTS are supplemental, targeted, individualized interventions for some students.

LAYER 3 – INTENSIVE LEARNER SUPPORTS are individualized, intensive, specially designed instruction and services for any student in general education or with a specific learning disability who needs additional support.

In New Mexico, the seven core MLSS components are

1. data-driven instruction and data-informed decision-making
2. high-quality core instruction and interventions
3. informed and effective school leadership and systems
4. collaboration and processes for providing a layered continuum of supports
5. positive school culture and climate
6. health and wellness supports
7. family and community supports

For more information on New Mexico's Multi-Layered System of Supports framework, visit <https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/>

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Evidence-based strategies, programs, and materials are adopted and used schoolwide with a high level of fidelity.

Reading instruction, programs, and materials must be aligned with evidence-based literacy practices.

Core, Supplemental, and Intervention Instructional Material

Regardless of the grade level, schools will have a continuum of instructional reading materials to meet the needs of ALL students (Layer 1, Layer 2, and Layer 3, as well as the diverse needs within each layer). Schools will systematically research and identify programs to provide evidence-based core, supplemental, and intervention instruction.

Kindergarten to Grades K-5/6: Elementary schools' reading initiatives include a core reading program, supplemental programs and materials, and intervention programs (specifically designed for students well below desired reading expectations).

Grades 6-12: In secondary schools, reading textbooks, subject-area texts, and other materials will be used effectively with students reading at grade level or somewhat below. Supplemental programs may also be implemented with students reading somewhat below grade level. However, intervention programs that systematically target the foundational aspects of reading (5 Big Ideas of Reading) will be used for students well below grade level.

ESSENTIAL ELEMENTS: Instruction aligned to Common Core State Standards

Effective literacy programs require a well-articulated, coherent set of goals based on the Common Core State Standards (CCSS). Standards provide schools with the necessary information for identifying what students need to know and be able to do at each grade level. Articulation is needed between all levels but especially at important transition points (i.e., preschool to kindergarten, elementary school to middle school, and middle school to secondary school). See Appendix A for more information on these critical transitions detailed in the New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act.

Literacy Framework: Instruction and Intervention

Continuum of Reading Instruction and Materials Across Grades

Core

Elementary

In elementary school, a core program consists of a carefully sequenced approach to the structure of the English language and includes decodable texts for students to apply their learning of reading acquisition in continuous text. A core program also includes complex grade level texts that provide opportunities for students to engage in comprehension activities. These complex texts may be read aloud. These materials are used with students who are meeting or exceeding reading goals or students who are close to meeting reading goals. Note that students who are performing well below grade level should also be instructed in parts of the core program as well.

Keys to effective implementation:

- should comprehensively address all five “big ideas” of beginning reading
- provide explicit and systematic instruction
- be sequenced in a way so that, if taught with fidelity, students will develop the necessary skills to meet reading goals and expectations
- should be taught by teachers with extensive professional development in using a core program effectively and with fidelity (Professional development provided by publishers is insufficient for effective implementation of the program to occur.)

Benefits:

- If implemented with fidelity, students have the greatest opportunity to learn the knowledge and skills they need to meet the common core standard in English language arts.
- A quality core program is sequenced carefully within and between grades, so as students move through the grades, the content knowledge addressed builds on previous knowledge.
- A common core program makes planning easier for teachers and provides a basis for effective staff communication about goals and objectives, instruction, and student performance.
- For districts with high mobility, a common core program provides consistency in instruction from

Secondary

Similar to elementary programs, basal reading programs can be used in grades six to eight as part of the curriculum for reading classes.

- At the secondary level, some teachers do not implement a core reading program, rather reading instruction is taught across the content areas
- “Core instruction” at the secondary level refers to the reading instruction that all teachers provide in every course
- Subject-area texts are analogous to core reading programs in earlier grades

Literacy Framework: Instruction and Intervention

Supplemental Programs and Materials

Elementary

Supplemental programs:

- provides deeper instruction and additional practice on a particular essential element or subset of essential elements
- may focus on phonological awareness and phonics for students in kindergarten and grade one or a supplemental fluency program with students in grades four and five
- may provide deeper instruction for a particular concept or skill, which is more extensive than it would normally be presented in the core program
- provides teachers with more extensive opportunities to model a skill or task
- provides students with more opportunities to practice applying what they have learned in the core program

Why use a supplemental program?

- After analyzing the core reading program, the school-based team may find the design for teaching all five essential elements of reading is not strong, and the school may “supplement” the core program. In this case, the supplemental program would be used with ALL students who receive instruction
- Schools may consider the use of supplemental programs to address the needs of a subset of students for whom the instruction provided in the core program, though designed well, is not sufficient to meet their specific needs for Layer 1 and Layer 2.

Secondary

Supplemental programs:

- allow reading teachers and specialists to utilize assessment data to determine specific areas of need for students who are not reading at grade level and provide supplemental instruction—for example, some students may need explicit instruction on strategies to decode multisyllabic words, while others may need to build reading fluency. The school can then select a supplemental program to target the specific data-based needs of their students.

How to schedule supplemental time:

- In grades six through eight, where the recommended practice is to include a reading class for all students, schools can include the supplemental program as part of the reading instruction provided during reading class to those groups of students who need it.
- A common method to implement a supplemental program in grades 9-12 is to use homeroom, study hall, or elective periods to implement the supplemental programs.

For all teachers:

- It is critical secondary teachers provide opportunities for advanced word study, fluency building activities with subject-area texts, explicit vocabulary instruction, and direct comprehension strategy instruction across all content areas
- While secondary teachers do not implement supplemental reading programs in their courses, their role in helping all students to access required text or other text specific to a subject area is significant
- It is important that all students, including struggling readers, be given opportunities to read texts across the content areas.

Literacy Framework: Instruction and Intervention

Intervention Programs

Elementary

Intervention programs:

- are intense reading programs designed to address the needs of students who are well below grade-level goals
- provide explicit instruction that is systematic and more intensive than core instruction
- emphasize the concept of mastery learning with clear criteria for what students must do to demonstrate they have learned instructional content before teachers move to the next lesson in the sequence
- carefully monitor student progress with the goal that they will make sufficient progress in the intervention program to exit the program and receive only core instruction (Layer 1)

Keys to effective Implementation:

- To select the most effective intervention programs, schools should identify evidence-based programs—intervention programs may just target one skill such as fluency or comprehension.
- Interventions should target the needs of the student. For example, some students may be reading or decoding with a high level of accuracy, but their rate of oral reading continues to be slow. Thus, the intervention should be designed to increase reading rate.
- Many core reading programs now include intervention materials.

One benefit of using intervention programs designed to complement a core reading program is the consistency in the scope and sequence between the core and intervention for items such as the order of introduction of sounds, high-frequency words, and word types. In some cases, the core-based intervention programs may not be intensive enough to meet the students' needs, and a more intensive intervention is needed.

Secondary

Intervention programs:

- are designed to differentiate instruction to close the gap for intensive struggling readers
- typically are provided by reading specialists or teachers who have undergone thorough professional learning to help them understand the program and intensive reading instruction
- begin with an initial screening to identify those students who need extra help, which is followed by a deeper diagnostic assessment to provide details on the student's literacy strengths and weaknesses

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Guidelines for aligning instruction to the standards.

Birth to Preschool

The New Mexico Early Learning Guidelines (ELG) provide parents and educators with guidelines for content that can be taught prior to the kindergarten year. Implications for instruction include the following:

- Modeling correct language (e.g., describing what a child is doing or restating what a child has communicated) provides a rich exposure to language and provides the foundation for children to learn new words and expand their ability to communicate.
- Very young children benefit from a great deal of teacher support in the form of modeled instruction. In reading, this includes the Read Aloud, where teachers or parents read a story to the child, thinking aloud to model their thought processes.
- Reading to young children exposes learners to various skills and strategies that must be developed for successful reading.
- Re-reading familiar books allows young learners to participate in the reading
- Emergent learners need to have access to a variety of books.
- Independent “pretend reading” leads to practice with text reading. This can also enhance oral language and vocabulary development.
- Phonological awareness skills can be acquired through oral sound-play, including rhyming, alliteration, onset-rime, and blending and segmenting syllables.

Kindergarten to Grade Five

The CCSS for English Language Arts provides the content that needs to be addressed at each grade level. These standards are the expectations for all students. Systematic and effective literacy instruction in the primary grades is essential for preventing future reading difficulties and providing the students with the skills they need to be college and career-ready. (To view the CCSS, visit <http://www.thecorestandards.org/>):

- teach the foundational skills (print concepts, phonological and phonemic awareness, phonics, blending routines, spelling dictation, fluency) explicitly and provide opportunities for students to apply what they are learning with decodable texts
- coordinate and integrate the teaching of word-identification skills, comprehension skills, and strategies
- provide explicit instruction that enables students to apply decoding and encoding skills in isolation and continuous text
- provide explicit instruction for monitoring and self-correcting strategies when they are reading
- provide opportunities for students to read and discuss a variety of interesting

Literacy Framework: Instruction and Intervention

Kindergarten to Grade Five (cont.)

- recognize that reading, writing, speaking, and listening are closely intertwined, and classroom practices should be planned so they emphasize these connections (e.g., writing in response to reading)
- seek out evidence-based practices that support students in the classroom and enable educators to implement standards-based instruction effectively. Refer to the Institute of Education Sciences (IES) Improving Reading Comprehension in Kindergarten through 3rd Grade: A Practice Guide (Shanahan et al., 2010).

Five specific recommendations include:

- teach students how to use reading comprehension strategies
- teach students to identify and use the text's organizational structure
- guide students through focused, high-quality discussion on the meaning of text through close reading
- select texts purposefully to support comprehension development
- establish an engaging and motivating context in which to teach reading comprehension

Grades 6-12

The CCSS for English Language Arts provides the content that needs to be addressed at each grade level. These standards set the expectations New Mexico educators should have for all students. Implications for instruction:

- expose students to a variety of texts for a variety of purposes, providing explicit explanations and guidance as needed so that learners can comprehend texts across the content areas
- teach specific strategies for navigating informational text across content areas
- increase text complexity to develop strategic readers with strong analytical skills
- provide instruction in the analysis and evaluation of a variety of texts to determine theme, style, likenesses, etc.
- provide opportunities for students to examine text from a literary perspective to understand the craft of the writer

Refer to the Institute of Education Science's publication titled Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide (Kamil et al., 2008). This guide recommends that educators:

- provide explicit vocabulary instruction
- provide direct and explicit comprehension strategy instruction
- provide opportunities for extended discussion of text meaning and interpretation through close reading
- increase student motivation and engagement in literacy learning

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Differentiate instruction based on student need.

Instruction should be differentiated based on student need so that ALL students can meet yearly reading proficiency expectations. This is a critical component of providing high-quality instruction within a multi-layered system of support.

Students on track for successful reading achievement require core reading instruction that:

- meets the CCSS at grade level
- allows students to meet or exceed the CCSS at grade level
- allows students to read or listen to grade-level complex texts and other material across the content areas with comprehension

For students who are not on track (students who are not meeting formative reading proficiency expectations and/or are not meeting proficiency on the summative assessment)—additional reading instruction will be provided to supplement core instruction so that students can make progress toward reading at grade level. Core instruction may need to be accommodated (such as listening to texts, utilizing graphic organizers to aid comprehension, etc.) and should be differentiated to ensure students make progress.

ESSENTIAL ELEMENTS: Effective instruction

Whereas the essential elements of reading instruction can be clearly defined and program materials analyzed to determine their alignment with them, these variables do not hold power if they are not utilized in the classroom by effective teachers. How teachers deliver reading instruction through the use of strong programs and materials plays a major role in whether students are actively or passively engaged in learning and the degree to which students learn.

Teachers who deliver reading instruction effectively by utilizing effective teaching practices and engaging students make potentially difficult (at grade level) material accessible to all students, from advanced learners to struggling students. Scaffolding to allow access to grade-level content is a critical element of strong instructional design and lesson planning. The effective delivery of instruction is what most people think of when they think of an effective teacher. The nine features of effective teacher delivery are applicable for kindergarten through 12th grade; they are essential for initial reading instruction in kindergarten and continue to be essential through elementary, middle, and high school as teachers instruct students on how to access content from texts.

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Elements of explicit instruction.

Instruction should be delivered using clear descriptions and demonstrated skills while allowing time for practice and feedback. Archer and Hughes (2011) outlined 16 elements of explicit instruction that help provide support or scaffolds for learning.

Elements of Explicit Instruction

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills and strategies into smaller instructional units
4. Design organized and focused lessons
5. Begin lessons with a clear statement of the lesson's goals and expectations
6. Review prior skills and knowledge before beginning instruction
7. Provide step-by-step demonstrations
8. Use clear and concise language
9. Provide an adequate range of examples and nonexamples
10. Provide guided and supported practice
11. Require frequent responses
12. Monitor student performance carefully
13. Provide immediate affirmative and corrective feedback
14. Deliver the lesson at a brisk pace
15. Help students organize knowledge
16. Provide distributed and cumulative practice

According to Archer and Hughes (2011), “these principles instruction can be viewed as the underpinnings of effective, explicit instructions, while the elements of explicit instruction can be seen as methods to ensure that these principles are addressed in designing and delivering instruction” (p. 4).

Principles of Effective Instruction

1. Optimize engaged time/time on task
2. Promote high levels of success
3. Increase content coverage
4. Have students spend more time in instructional groups
5. Scaffold instruction
6. Address different forms of knowledge

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Effective instruction for English learners.

Schools throughout New Mexico are striving to meet the academic and linguistic needs of English Learners (ELs). New Mexico classrooms serve the nation's highest percentage of Hispanic students and, after Alaska, the second-highest percentage of Native American students. In addition to Spanish, there are eight different indigenous languages spoken in New Mexico, some of which are oral languages only. NM educators aim to reach all students and provide opportunities for achieving at high linguistic and academic levels in an environment that recognizes, values and celebrates students' linguistic and cultural diversities.

Through activities (including interpersonal), discussions, and reading materials, teachers can help students connect what they know and the academic literacy of school. Effective reading instruction for English learners will include providing high-quality academic language instruction throughout the day. Another way to describe academic language is that it is the “ability to construct meaning from oral and written language, to relate complex ideas and information, to recognize features of different genres, and to use various linguistic strategies to communicate” (Dutro & Moran, 2002). Thus, academic language bridges the content standards and the state's English language development (ELD) standards. Teachers will model, and students will practice relating what they already know to the text, making predictions about the text before reading, constructing mental images and summaries during reading, and asking questions and seeking clarification after reading.

The framework for the English Language Development Standards produced by WIDA, a collaborative of state and federal agencies, organizes social, instructional, and academic language into three features: discourse, sentence, and word/phrase level. How well students understand and express themselves is analyzed at all three levels of language use—words, sentences, and full discourse. To assess students' ability to recognize and express singular words and phrases, the performance criterion is vocabulary usage. This measure includes general, specific, and technical language as well as multiple meanings of words and phrases, nuance and shades of meaning, and idiomatic expressions. To assess how proficient students are in understanding and expressing themselves at the sentence level, the criterion used to measure performance is language forms and conventions. Aspects of language such as types of grammatical structures, matching of language forms to purpose, conventions, mechanics, and fluency—provide an understanding of students' facility at this level. The performance criterion at the discourse level is linguistic complexity, which includes language features such as the amount and structure of speech or written text and the organization and cohesion of ideas (NMPED, 2024).

Literacy Framework: Instruction and Intervention

New Mexico is a WIDA Early Years state. In standards-based curricula, young, multilingual children learn and develop language across all learning domains. The WIDA Early English Language Development Standards help support the unique language needs of multilingual children, ages 2.5-5.5 years. They are used in conjunction with the New Mexico Early Learning Guidelines to provide linguistically appropriate care, instruction, and assessment. All public school preschool staff complete five one-hour modules on the language development of young, multilingual learners and appropriate strategies to increase language development. In addition, the state has a cohort of early childhood instructional coaches who are trained to provide support to individual teachers and school districts (ECECD, 2023).

ESSENTIAL ELEMENTS: High-quality instructional materials

Research shows that access to high-quality instructional materials (HQIM) will increase student learning. “High-quality instructional materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards” (NMPED, 2024). These programs also should utilize assessments to support instructional decisions for educators to determine student understanding of the standard. HQIM also supports identifying the linguistic and cultural lenses that students use to make meaning in the content area. HQIM approved by NMPED undergoes a process by teachers, for teachers.

Approved lists can be found on the NMPED website (<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>).

These lists include core and supplemental materials for K-8 ELA, SLA, ELD, and structured literacy supplemental materials. Per SB398, each school district and charter school is required to provide timely, appropriate, systematic, scientific, evidence-based interventions for students displaying characteristics of dyslexia. While some comprehensive programs include structured literacy components, supplements may be required for intervention or when core materials do not adequately address structured literacy.

However, providing teachers with high-quality instructional materials is not enough; professional development should be aligned to the rigorous materials so educators can fully implement them to meet the diverse learning needs of all students while creating engaged, culturally relevant, and academically competitive learning environments.

Literacy Framework: Instruction and Intervention

ESSENTIAL ELEMENTS: Council of Chief State School Officers High-Quality Curriculum State Resources

CCSSO runs the High-Quality Instructional Materials and Professional Development (IMPD) Network, which currently supports eight states, including New Mexico. Its purpose is to increase the number of districts selecting high-quality, standards-aligned instructional materials and the number of pre-service and in-service teachers receiving professional learning grounded in the use of those materials.

ESSENTIAL ELEMENTS: High-quality curriculum instructional materials: A resource manual for identifying, selecting, and implementing HQIM

This HQIM resource manual is designed to walk teachers, schools, and districts through the research behind high-quality instructional materials, how materials are selected for adoption on the list in New Mexico, and how districts can navigate options for essential considerations and ongoing implementation. View and download the [HQIM Manual](#).

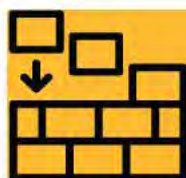


IMPLEMENTATION: What do we need to do?

See Appendix B for the School Instruction and Intervention Implementation Checklist.

Literacy Framework: Assessment

Goal: Use a balanced assessment approach that includes assessments at different levels of the system (e.g., classroom, district, state) that are coherently linked to clearly-defined instructional learning targets, comprehensively support multiple purposes and uses, and provide continuous documentation of student progress over time.



FOUNDATION: Why is this principle important?

The use of formative, interim, and summative assessments is critical to improve literacy outcomes in New Mexico. Effective assessment data and information enable evidence-based decision-making at the state, tribe, district, school, and classroom levels.

The role of assessments in an educational system, as identified by the Student Success Taskforce, created to reimagine New Mexico's assessment system, includes the following:

- clearly identify specific areas of student need and provide detailed feedback that serves to inform instruction and help students improve
- evaluate student progress within and across years on instructed standards
- inform instruction throughout the school year through the provision of actionable feedback tied to instructional resources
- inform the development and establishment of individual education plans
- provide information about the whole child to help educators understand a student's strengths and needs beyond the standards
- inform decisions about professional learning needs at the teacher, school, and district level
- monitor trends in performance at the student and aggregate level
- predict performance on the end-of-year summative assessment



ESSENTIAL ELEMENTS: What do I need to know?

A balanced assessment system is a critical element of an effective plan for improving literacy instruction. Key to meeting this goal is accurate, timely assessment that allows the teacher to differentiate instruction according to individual student needs. Using a balanced assessment approach to literacy instruction requires deploying a variety of assessment strategies. Different types

Literacy Framework: Assessment

Formative assessments are designed to strengthen instruction by providing feedback to the educator and student about learning. Using formative assessments, teachers are able to determine in-the-moment adjustments to instruction. Teachers are able to determine what level of understanding occurs during the lesson so that confusion can be quickly corrected. Types of formative assessments include:

- Common formative assessments, exit tickets, warm-up activities
- Screeners, diagnostics, and observation tools

Interim assessments take the form of progress monitoring to evaluate the effectiveness of their instruction for individual students and their entire class. Teachers identify goals for what their students will learn over time, measure their progress toward meeting these goals by comparing expected and actual learning rates, and adjust their teaching as needed. Interim assessments inform teachers about student performance three times during the school year, beginning of the year, middle of the year, and end of the year. These assessments should help to predict performance on summative assessments.

According to researchers, the benefits of progress monitoring include (Fuchs & Fuchs, 2004):

- accelerated learning for students
- higher expectations of students by teachers
- more efficient and appropriately targeted instructional techniques and goals
- faster attainment of important state standards

Further, according to the National Center on Improving Literacy (NCIL), the use of reading assessments for kindergarten through second grade is supported by three evidence-based findings:

1. Patterns of reading development are established early and are stable over time unless interventions are implemented to increase student progress (Good, Kaminski, Simmons, & Kame'enuei, 2001; Juel, 1988; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992; Torgesen, 2000; Torgesen et al., 2001).
2. Without intense interventions, struggling readers do not eventually “catch up” to their average-performing peers—in fact, the gap between strong and weak readers increases over time (Torgesen, 2000; Torgesen et al., 2001).
3. Reading interventions that begin in grade three and extend beyond are likely to be less successful and less cost-effective than interventions that begin in the earlier grades. The later interventions begin, the longer they take to work, the longer they need to be implemented each day, and the less likely they are to produce desired effects (Adams, 1990; Good, Simmons, & Kame'enuei, 2001; Snow, Burns, & Griffin, 1998; Stanovich, 1986; Torgesen, 2000; Torgesen et al., 2001).

Literacy Framework: Assessment

Summative assessments inform educators of students' proficiency in grade-level standards. They are typically administered every spring. LEAs might also consider other summative assessments outside of the state-required ones, such as end-of-course exams, end-of-unit exams, and capstones.

ESSENTIAL ELEMENTS: Comprehensive assessment systems

A comprehensive, meaningful assessment system provides an essential component of a literacy program. To help schools and districts obtain this critical early literacy data, the PED provides a screening and progress monitoring assessment for planning data-driven instruction in early elementary. Monitoring student progress and tailoring instruction to meet student needs will support all children's proficiency in reading by the end of third grade. ACCESS for ELLs assessment measures English language proficiency for kindergarten through 12th-grade students who have been identified as English language learners. Students in Spanish-bilingual multicultural education programs who have not yet achieved Spanish language proficiency complete the Avant STAMP assessment yearly to show growth toward Spanish proficiency. Dyslexia screeners are required for all first-grade students to assess for characteristics of dyslexia. ISIP early reading measures assess students' foundational skills that are predictive of reading success. ISIP is required for all students K-2. Older students are assessed in English language arts using New Mexico's Measure of Student Success (NM-MSSA) assessments.

Educators in New Mexico need to know the following to have a solid understanding of the essential elements of assessment:

- the quality of the data collection
- the types and purpose of assessment
- the meaning of reliability and validity
- the New Mexico assessments

Literacy Framework: Assessment

ESSENTIAL ELEMENTS: How to ensure the quality of data collection

Reliable and valid data are essential for making any educational decision. Here are steps to ensure the data are as reliable and valid as possible.

1. Provide high-quality professional learning on the administration and scoring of all reading assessments.
2. Provide brief “refresher” training for teachers and staff who conduct reading assessments.
3. Have an assessment expert “shadow score” alongside individuals collecting assessment data. The expert can provide feedback to the tester on the standardized administration and scoring procedures and efficient and effective administration.
4. Conduct a retrospective check of scoring accuracy. After all testing is completed, choose a random sample of the tests (approximately 20 percent) and check scoring according to the guidelines. If scoring errors are identified in more than 10 percent of the booklets, re-check all of the booklets.
5. Conduct a retrospective check of the data entry of a random sample of scores. If errors in data entry were made in more than 10 percent of the scores, re-check all data entries.

Purpose and Frequency of Assessments

Assessment Type	Explanation	Frequency
Observation Tool	<p><i>Does the child have the knowledge and skills that would predict later academic success?</i></p> <p>The purpose of the observation tools is to identify students' knowledge and skills at the time of program entry and monitor their progress throughout the program. The information collected through authentic observations informs instruction to meet the unique needs of children in birth to kindergarten programs.</p> <p>Who is assessed? All students</p>	<p>Preschool: three observation periods (beginning, middle, and end of the year)</p>
Screening/ Benchmark Assessment	<p><i>Is the student at risk for reading problems?</i></p> <p>The purpose of a screening assessment in reading is to identify those students at risk for reading difficulties and those students on track for successful reading outcomes. Screening data are used to make decisions about the level of instructional support students need. Students at high risk—this means, students well below grade-level reading expectations—should receive more instructional support than students who are on track for meeting grade-level reading expectations.</p> <p>Who is assessed? All students</p>	<p>Grades K-8: A screening should be administered to all students at least three times per year (beginning, middle, and end of the school year).</p> <p>Grades K-3: Screening should focus on the early literacy foundational skills.</p> <p>Grades 4-8: Screening should focus on reading fluency and comprehension.</p> <p>Grades 9-12: A screening assessment focused on reading fluency and comprehension should be administered at the beginning of the year in grade 9. Schools should consider additional screenings in grade 9 and screening assessments in grades 10-12 to some students.</p>

Literacy Framework: Assessment

Purpose and Frequency of Assessments

Assessment Type	Explanation	Frequency
Progress Monitoring	<p><i>Is the student making enough progress to reach summative reading goals?</i></p> <p>Progress monitoring in reading is essential. The reading progress of students who are not reading at grade level should be monitored frequently in between school-wide screening assessments. Frequent progress monitoring is necessary for students reading below gradelevel expectations because they must make more progress than would be normally expected if they are going to “catch up” to grade-level expectations. To reach this goal, schools need timely information on whether students are making enough progress to reach the outcomes in the timeframe for which outcome goals are set. Progress monitoring continues to drive instruction by asking:</p> <ul style="list-style-type: none"> • Is the student responding? • How much progress is the student making? • Should the intervention increase, end, change? <p>Who is assessed? Students not reading at grade level or not reaching key reading goals</p>	<p>Layer 1 (meeting benchmark): Screening only needs to be conducted three times a year.</p> <p>Layer 2 (at moderate risk): Screenings need to be conducted twice per month (once per month at a minimum).</p> <p>Layer 3 (high risk): Screenings need to be conducted once a week (twice a month at a minimum).</p>
Summative Assessments	<p><i>Is the student reading at grade level and meeting other reading goals?</i></p> <p>Grades K-2: The foundation for reading development occurs in grades K-3. NM-MSSA is not administered prior to grade 3; thus, formative measures (screenings and progress monitoring) of reading in grades K-2 are even more significant. In grades K-2, these measures indicate whether students are on track to read at grade level by grade 3, and they may also be used as summative or outcome measures for specific essential elements of reading (phonological awareness, alphabetic principle, and fluency).</p> <p>Grades 3-12: Summative assessments are administered at the end of the school year to determine whether students have reached important grade-level reading goals for that year. The most important purpose is to determine whether students: (a) are able to read a variety of grade-level materials with comprehension, (b) have met key formative goals that are important benchmarks of successful overall grade-level reading, and (c) are on track for grade-level reading.</p> <p>Who is assessed? All students</p>	<p>Grades K-2: Formative (screening) assessment should be conducted at a minimum of three times a year (beginning, middle, and end).</p> <p>Grades 3-12: Summative assessment is conducted at the end of every school year.</p>
Diagnostic Assessments	<p><i>What specific skills does a student need to learn?</i></p> <p>These assessments are more lengthy and time consuming, but will tell educators where to begin intervention instruction.</p> <p>Who is assessed? Students not reading at grade level and need interventions designed to support them.</p>	<p>Following screening and benchmark assessment if additional data is needed to make instructional decisions.</p>

Literacy Framework: Assessment



IMPLEMENTATION: What do we need to do?

Refer to the PED Assessments Bureau website for the most up-to-date assessment information: <https://webnew.ped.state.nm.us/bureaus/assessment-3/>. See Appendix C for the Assessment Implementation Checklist.

Literacy Framework: Professional Learning

Goal: Develop learning opportunities, web-based resources, and coordinated support services to enhance literacy learning for educators. Such opportunities will be based on best practice concepts, including:

- ongoing job-embedded when possible
- use of coaches and mentors
- differentiated to accommodate needs of both novice and veteran educators



FOUNDATION: Why is this principle important?

Professional learning is critical for teachers to expand their knowledge of how to provide the instruction students need to be successful readers. High-quality professional learning at the school level provides teachers with both evidence of effective practice and the “how-tos” of delivering effective instruction (National Staff Development Council, 2001).

The most effective professional learning plans are systematic, intentional, coordinated, ongoing, and guided by student achievement data. In addition to workshops and conferences, job-embedded professional learning aligned to the school’s literacy plan and its NM DASH 90-day plan provides an effective, ongoing, sustained, and focused approach to teacher learning. Examples of professional learning within the school setting are professional learning communities, teacher study groups, grade-level and department-level meetings to analyze data and to plan and reflect on instruction, focused professional development offered by a master teacher or a coach on a specific aspect of implementation, and ongoing observations by instructional experts and mentors (Garet et al., 2001).

High-level professional learning is also not a one-time opportunity but a series of related events in a focused area based on providing teachers with professional development in response to student needs. Ongoing professional learning should allow teachers to have access to professional content, the opportunity to add that information to their instructional planning, the opportunity to safely practice and apply the learning, time for discussion and reflection on how students responded, and finally, time for adjusting and reapplying new realizations. Strong professional learning is reflective and provides both individual and collaborative time for doing so teachers can adjust

Literacy Framework: Professional Learning



ESSENTIAL ELEMENTS: What do I need to know?

Seven essential elements of high-quality professional learning:

1. guided by assessment data to attain school reading goals
2. focused on the implementation of evidence-based programs and practices
3. consistent time allocated for educators to reflect on, refine, and plan instruction
4. inclusive of multifaceted, coordinated, and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities
5. differentiated by position and need
6. resulting in a thorough understanding of, and ability to implement reading priorities and practices effectively
7. connected to the curriculum and instructional materials teachers use day to day (Lynch et al., 2019)

Professional Development in New Mexico

Educators in first grade are required to complete the Structured Literacy and Dyslexia 101 course and the dyslexia screener course available within Canvas. The 101 course has been updated to include content on biliteracy, which can be found as a supplemental course for any educator who previously completed the course. While these courses are required for first-grade educators in alignment with legislation, any educator is welcome to complete these courses as well. For secondary educators, a Disciplinary Literacy course is available to connect literacy instruction across the content areas. A new resource course for educators will be available in Canvas for the 24-25 school year with information about evidence-based practices, videos of practices being implemented in New Mexico classrooms, and scripted lessons to support implementation.

Educators in K-5 are required to complete the LETRS® (Language Essentials for Teachers of Reading and Spelling) professional learning. Educators will complete an intensive two-year professional learning opportunity with eight units of in-depth learning through a blended online training model paired with real-time distance professional learning led by certified LETRS® trainers. This includes online training, reading of the text, and application in the classroom to include guided reflection on practice. This professional learning opportunity will support teachers in developing additional skills to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language and the use of classroom-based assessment to meet student learning needs.

Literacy Framework: Professional Learning

Reading Endorsement

Upon successful completion of the LETRS professional learning, educators are now eligible for a Reading Endorsement under Rule 6.64.3 NMAC, Competencies for Entry-Level Reading Teachers pathway four. Successful completion is defined as:

- A minimum of 40 hours of documented live sessions, either virtually or in person, with a certified facilitator
- A minimum of 40 hours of online coursework, including assessments of knowledge and understanding
- A minimum of 80% proficiency on unit and volume assessments

ESSENTIAL ELEMENTS: Assessment data to attain school reading goals

To systematically improve reading outcomes, professional learning for teachers and those who support teachers must be data-driven. The goal is to implement professional learning that will impact student learning with a high degree of certainty. The selection of the type and content must be driven by data and intentional. For example, at a middle school, eighth-grade data may indicate that fewer than 60 percent of the students are meeting reading proficiency based on formative assessments. In this case:

- the school needs to analyze school-level data and perhaps also data from previous grades to pinpoint possible skill deficits of this overall low performance
- after the possible skill deficits have been identified, the school then needs to specifically target the learning on how to intensify instruction (e.g., using an intervention program designed to accelerate the progress of students at risk)

ESSENTIAL ELEMENTS: Implementation of evidence-based programs and practices

Professional learning will be differentiated based on the purpose of the instruction. Specifically, professional learning in teaching students to read differs significantly from professional learning in teaching reading across the content areas. In elementary schools, and in middle schools and high schools when reading is taught separately as a subject, schools must use evidence-based reading tools to address one or more of the five essential elements of reading: phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. When teaching a reading class, teachers typically use a combination of the core reading program, supplemental materials, and intervention programs. Each of these requires high-quality professional learning that focuses precisely on how to use these materials to provide effective explicit

Literacy Framework: Professional Learning

Notably, publishers of the programs and materials provide initial exposure to how programs are organized and a basic overview of how they should be taught in the classroom. However, that is not enough. More than learning to use the materials, educators need continued professional learning in the science of reading to dig deep into how best to use the materials in the context of the classroom based on data and student needs.

Teaching reading across the content areas can be challenging but is necessary to help students become life-long learners and develop higher-level thinking skills. Professional learning targeting the teaching of these advanced skills is very different from professional learning on how to use texts that focus on reading instruction (O'Brien et al., 1995). Teachers for grades 4-12 need effective professional learning that addresses two major areas (Torgesen et al., 2007):

1. effective and explicit content instruction that ensures that students learn key content in their classes, even if students do not have the decoding skills to learn this content from reading the course textbooks and other materials independently
2. effective and explicit instruction is necessary for teaching students to read subject-area texts and ensuring students learn how to read subject-specific texts and materials so they can access content through reading. When teaching reading across the content areas, instruction will focus on the following concepts:
 - key vocabulary
 - the organization of content in the text (text structure)
 - reading strategies students need to use to understand the text.

Although teaching reading across the content areas differs from teaching reading separately as a subject, it contains some pedagogical similarities. Systematically integrating explicit content instruction with explicit reading instruction to teach students how to read and understand content text is critical in grades 4-12.

Teachers need sufficient time to prepare for instruction to provide effective instruction in the classroom. Teachers need time before instruction to prepare lessons, and they need time after instruction to evaluate the lessons and determine what changes need to be made. While this can be done individually, it is best accomplished through grade-level and department-level team meetings and professional learning communities, time should be allocated for planning reading lessons and determining how reading will be taught across the content areas. Similarly, having a coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback assists teachers in reflecting on and refining their instruction (Gersten & Dimino, 2002).

Literacy Framework: Professional Learning

Professional learning provided through multiple avenues or sources may result in adopting successful new teaching strategies as long as the different activities are focused on a common goal and are based on data. Although the initial presentation of new teaching strategies or content may be in a large-group format, such as a state-level or district-level institute, follow-up formats should assist with embedding new skills within the context of actual classroom practice. Professional learning activities include:

- state or regional institutes
- district-level professional learning
- web-based platforms
- school-based consultation and professional learning
- grade-level/department-level teams or staff meetings
- classroom observations and feedback

Educators should determine the most effective manner to gain new or deeper content knowledge. At the school level, principals, coaches, classroom teachers, specialists, instructional assistants, new staff members, and substitutes should receive appropriate professional learning on how to implement the school literacy plan. Because responsibilities differ by position, professional learning should be differentiated by position.

However, because the school team must work as a unit toward common goals, professional learning must include opportunities for the school staff to learn to work together to implement the school's literacy plan and focus instructional programming and planning on student needs. Individuals bring different background experiences, previous professional learning experiences, and skills and talents related to their positions. Professional learning content should be adjusted based on these factors. A systematic professional learning plan differentiated by position and need will be detailed in schools' literacy plans and within the NM DASH 90-day plan. Professional learning should have a measurable impact on both teachers' conceptual understanding of the instruction they are being asked to provide as well as on the effective use of instructional practices in the classroom. Effective professional learning results in a thorough understanding of and ability to implement reading priorities and practices.

Literacy Framework: Professional Learning

A major goal in the New Mexico Statewide Literacy Framework is that professional learning will target both the mechanics of instruction and the underlying concepts that support the use of specific programs and instructional approaches. That is, professional learning must address teachers' understanding of the scientific basis of reading instruction and give clear demonstrations of what effectively translating that knowledge into classroom practice means. Whether professional learning focuses on using data to provide instruction more sensitive to student needs, more effective grouping arrangements with students, better use of instructional time, or the effective implementation of new programs, the end result should be professional learning guided by student reading data and focused on the attainment of student reading goals. The value or success of professional learning will be determined largely by whether students improve their reading achievement rather than the professional learning evaluation ratings. Educators must engage in action research and objectively examine the impact of professional learning activities on more effective teaching practices and increased student learning.

Teachers deserve instructional materials and professional learning experiences that address the decisions they make with their students in the context of the actual materials they are using. Providing teachers with generic strategies outside of their day-to-day reality makes it less likely that they will apply what they learn to improve practice or student outcomes.

Professional learning cannot live up to its potential unless it is rooted in the content teachers teach in their classrooms. Similarly, the resulting professional learning will not be excellent unless the underlying instructional materials are excellent. System leaders who want to foster effective and relevant professional learning using instructional materials should focus on making sure the instructional materials reflect the full aspiration of college and career readiness. Professional learning needs to build on the instructional materials teachers use in their classrooms to be optimally relevant and useful. Separating the work of implementing a standards-aligned curriculum from the ongoing professional learning in which teachers engage is inefficient and incoherent; it undermines the success of both. System leaders have a responsibility to intentionally weave these work streams together. By making these two parts of a whole, they can accelerate and deepen progress to the benefit of teachers and their students.

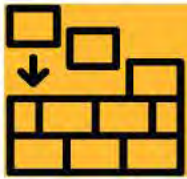


IMPLEMENTATION: What do we need to do?

See Appendix D for the School Professional Learning Implementation Checklist.

Literacy Framework: Coaching

Goal: To provide educators with support to implement evidence-based practices learned in professional learning opportunities within the classroom to improve student outcomes.



FOUNDATION: Why is this principle important?

Professional learning is a vital component of educators' growth throughout their careers. Supporting their professional growth in areas aligned with the needs of the school and students, professional learning allows educators to increase their knowledge in all areas. While increasing teacher knowledge is valuable, research shows that there is minimal knowledge transfer from professional learning into classroom practices without coaching support, ultimately impacting student outcomes. If the goal of professional learning is to impact student outcomes, then coaching is a necessary component to put into place. Joyce and Showers (1982) conducted seminal research in this area and showed that the transfer of what teachers learn in professional learning rarely happens, typically at a rate of 10%. When teachers have the opportunity to participate in coaching and have time to practice newly learned skills, the transfer to the classroom can be up to 95%. Through a coaching partnership, teachers have the ability to practice new skills and are more likely to apply them in their classrooms. Fullan (2007) found similar results that professional learning alone does not often equate to changes in classroom instruction.

NMPED began Structured Literacy coaching in the 2022-2023 school year to support implementing the knowledge teachers gained from the LETRS (Language Essentials for Teachers of Reading and Spelling) professional learning. Schools across the state were encouraged to apply for two literacy opportunities for coaching, one being a model school, which was a school that had been an early adopter of Structured Literacy and already had evidence-based literacy practices in place in their classrooms. In addition, schools could apply to be literacy support schools, which were defined as schools seeking additional support in aligning to evidence-based practices to improve student outcomes schoolwide. The ultimate goal of coaching is and has been to impact student outcomes; through coaching, we are able to “help students and become even better at our own important work” (Hasbrouck & Michel, 2022, p. 13). NMPED is working to provide equitable access to evidence-based literacy practices for all students through coaching. With thousands of teachers already trained in LETRS professional learning and evidence-based literacy practices across the state, the potential for change in literacy instruction and, ultimately, student outcomes in New Mexico is immense. In the 2024-2025 school year, coaching will expand to

Literacy Framework: Coaching



ESSENTIAL ELEMENTS: What do I need to know?

District-Supported Reading Coaches: Whenever possible, a reading coach is assigned to each school to work with classroom teachers and school-based teams to support effective reading instruction in reading classes and effective reading instruction across the instructional areas. Coaching is a critical part of professional learning (Desimone & Pak, 2016).

Regional Reading Coaches: Due to the rural nature of New Mexico, NMPED decided to utilize a regional coaching model to support schools across the state. Coaches are employed by regional education centers (RECs) within New Mexico and are assigned schools to support.

In elementary schools, a coach's key role is typically to improve reading instruction by facilitating the implementation of multiple layers of reading support aligned with student needs. In middle schools and high schools, the typical role of literacy coaches is to improve instruction for all students by working collaboratively with teachers across the content areas (WestEd National Center for Systemic Improvement, 2014), although secondary coaches also support reading teachers working with struggling readers.

Across coaching models in which the key role of the coach is to help improve classroom instruction, there is consensus that coaches should support, guide, and mentor teachers. Moreover, these models suggest that at different times, coaches take on the role of instructor, curriculum expert, school-level planner, data analyst, and researcher (Walpole & McKenna, 2012). Please note: the functions described can be distributed among team members; however, they are delineated as part of coaching duties for the purposes of description. These different roles can be summarized into three major coaching functions:

- Coaches work with teachers in the classroom to help them provide robust reading instruction and subject-specific instruction aligned to state standards and students' instructional needs. To accomplish this challenging agenda, teachers need feedback and support, and the coach serves this supportive function.

Literacy Framework: Coaching

- Coaches ensure the objectives of the school reading plan are being implemented throughout the school. These objectives include having established measurable goals, conducting reading assessments, providing effective instruction, providing leadership, engaging in ongoing professional learning, and sustaining a commitment to all students reading at grade level or higher. A coach, for example, can ensure that assessments are administered on schedule, that staff is trained to administer the measures reliably, and that the data are entered into a database in a timely fashion. Coaches can also assist with data analysis and using data to drive instruction. Coaches can also play an important role in fostering equity
- Coaches assist grade-level and department-level teams and professional learning communities in using student reading data to make decisions about reading instruction and reading instruction across the content areas. Instructional and literacy coaches should be excellent classroom teachers who have received extensive professional learning on how to be effective coaches, including specific preparation in the skills coaches need to work effectively with adults (International Literacy Association, 2015).

Coaches need professional learning beyond classroom teachers on the following:

- effective reading instruction grounded in structured literacy
- Common Core State Standards
- reading assessments
- data-based decision making expertise in supporting students with special needs and English learners
- the use of course textbooks to teach reading programs and strategies School Implementation

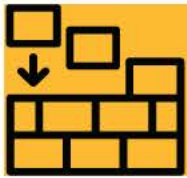


IMPLEMENTATION: What do we need to do?

Coaches and administrators with coaches in their school should utilize the Structured Literacy Walk-Through Tool found on the NMPED website. See Appendix E for the Coaching Implementation Checklist.

Literacy Framework: Family Engagement

Goal: Foster authentic school-home relationships, rooted in mutual trust and reciprocal accountability; cultivate academic partnership opportunities that support student growth and equip families to monitor literacy development at home; provide culturally relevant and linguistically accessible resources for families to set high expectations, support a community culture of learning and literacy, and advocate for individual children's needs.



FOUNDATION: Why is this principle important?

The Southwest Educational Development Laboratory report, *A New Wave of Evidence*, synthesizes research from 51 studies over the preceding decade to reach conclusions about the effect of parent and family involvement on student learning (Henderson & Mapp, 2002).

The results indicate that students with “involved” parents are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, show improved behavior, and adapt well to school
- graduate and go on to post-secondary education

When educators practice effective family engagement, families are equipped with the information and resources needed to:

- communicate high expectations
- monitor their child's progress at home
- support learning at home
- advocate for their child's educational needs

Research shows that when families play these roles in their children's education, it directly and positively impacts student outcomes.



ESSENTIAL ELEMENTS: What do I need to know?

New Mexico is committed to providing learning opportunities, technical assistance, and resources for parents, families, and communities that will support student learning in the home and community. New Mexico must ensure

Literacy Framework: Family Engagement

The New Mexico Framework for Family-School Partnerships (NMSFP) includes six focus areas (www.NMengaged.com):

- welcoming ALL families into the school community
- communicating effectively
- supporting student success
- speaking up for every child
- sharing leadership
- collaborating with the community

Effective family engagement relies on developing authentic relationships between educators and families, sustaining trust through open communication, and fostering meaningful partnership that links families to student-specific, culturally relevant, and linguistically accessible information that supports their child's success in school and beyond. In addition, educators must be equipped with a differentiated set of resources that promote a culture of learning in the community and support literacy development at home.

NMPED has created Family Literacy Guides with New Mexico families in mind, created by New Mexico educators. Elementary and secondary guides can be found on the Literacy and Humanities website in both English and Spanish. To access these guides, please visit:

<https://webnew.ped.state.nm.us/bureaus/literacy-humanities/resources/>

ESSENTIAL ELEMENTS: Develop authentic relationships

One of the most meaningful and effective ways to promote family engagement is to develop relationships built on mutual trust, respect, and reciprocal accountability. The NMFSP addresses relationships in its discussion of how to welcome families into the school community. Developing authentic relationships begins with the self. Educators are encouraged to explore their cultural and linguistic identities and how they “show up” in the classroom. Educators and administrators must be aware of and address implicit biases to develop authentic relationships. In addition, educators must approach relationship building through a lens of equity and empathy. A schoolwide culture of family engagement is essential to promoting relationship building. There are two main goals for welcoming all families into the school community:

1. Create a welcoming environment: Students need to feel a sense of belonging and self-efficacy and that learning is relevant to be successful at school. How does your school create opportunities for relationship building? Are school-wide events open and accessible to all families?
2. Build a respectful, inclusive school community: Does the school staff work with families to identify and address barriers to involvement and engagement? Is the atmosphere “family-friendly” and reflective of the cultures and languages of the community?

Literacy Framework: Family Engagement

Some additional strategies for building authentic relationships include:

- welcome phone calls prior to the first day of school
- relationship-building home visits
- “putting out the welcome mat” (e.g., reserved parking spots for parents and visitors, welcome signs, directions in multiple languages)
- getting to know and engaging the whole family (e.g., welcoming siblings on tours of the school, home visits)
- mentorship programs
- creating a warm, friendly building that reflects the cultural and linguistic diversity of the community
- displaying student work throughout the school
- making sure the principal or other school spokesperson is always accessible (while prioritizing primary communications between teachers and families)
- maintaining “customer service” standards for office staff and others who greet families and guests

ESSENTIAL ELEMENTS: Sustaining trusting relationships

Developing relationships with parents is the first step, but just like any relationship, the trust must be sustained through ongoing, two-way communication and additional opportunities to engage. Individual communication is key to deepening the school-home relationship and ensuring families are equipped to play roles in their child’s education.

The NMSFP encourages the following practices to deepen school-home relationships:

- showing respect at all times
- asking parents for their advice—and taking it (e.g. expectations of the teacher and school, communication preferences, opportunities for engagement, etc.)
- creating structures for including parents in major decisions about the school
- recognizing families’ contributions and thanking them for their help
- acknowledging and responding to individual family circumstances (e.g. offer interpretation, flexibility in scheduling, childcare, etc.)
- sharing leadership and setting ground rules together (e.g., classroom observation procedures, student homework accountability, etc.)
- identifying student strengths and co-creating solutions to address challenges or areas of growth

Communicating effectively also means establishing and honoring clear boundaries. Families and educators should clarify their preferred mode of communication and the times during which they will make themselves available. Translation and interpretation services should be offered when appropriate, and the line of communication should be two-way. Listening to understand (rather than to respond) is critical when nurturing trust in a relationship. Communication

Literacy Framework: Family Engagement

ESSENTIAL ELEMENTS: Fostering meaningful partnerships

Linking families to student learning and sustaining these essential relationships should be an intentional and integral part of a school's culture.

The goals of supporting student success and speaking up for every child Include:

1. Sharing information about student progress
 - a. Educators regularly provide families with timely and specific information about their child's literacy development.
 - b. Information is provided in a culturally relevant and linguistically accessible manner.
 - c. Conferences are held at mutually convenient times and with consideration for family transportation and childcare needs.
2. Support learning at home
 - a. Family activities are linked to what students are learning and doing in class.
 - b. Family structures and routines are taken into consideration.
 - c. Families and educators co-create learning goals and use a shared language to communicate high expectations for every child.
 - d. Materials for learning promote literacy while honoring the child's home language.
3. Equipping and empowering families to play an active role in their child's education
 - a. Classroom teachers exhibit student work and send graded assignments home so families can monitor their child's success.
 - b. School staff establish a family resource center at the school, while also providing information and materials for the home.
 - c. Administrators inform families of their rights and responsibilities and provide them with a clear avenue for advocacy.
 - d. School policies are transparent and accessible.
 - e. School staff model effective advocacy practices on behalf of students and families.
 - f. Educators equip families with information on how to monitor their child's literacy growth development (e.g., "look-for").



IMPLEMENTATION: What do we need to do?

See Appendix F for the Family Engagement Implementation Checklist.

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Appendix A: School Leader Implementation Checklist

	Indicators
	Our school has regular, monthly scheduled meetings, attended by all team members.
	All families receive information and regular updates on our school activities, meetings, and opportunities for family involvement.
	Our leadership team develops a master schedule that ensures uninterrupted reading blocks for all tiers of instruction.
	Our leadership team protects reading blocks from interruption.
	Our leadership team is present in classrooms for reading instruction.
	Our leadership team assists in the collection and analysis of data.
	Our leadership team attends and participates in all reading PD alongside other staff.
	Our leadership team provides clear expectations for staff behavior, models how to use data to make decisions, and drives school culture.
	Our leadership team fosters a culture of continuous improvement.

Adapted from NCIL MTSS-R Implementation Guide (NCIL, 2023)

Appendix B: Instruction and Intervention Implementation Checklist

	Indicators
	What percentage of your students have achieved benchmark or proficiency goals based on the latest universal screening data (i.e., are considered to be on track for reading success)?
	What percentage of your students have NOT achieved benchmark or proficiency goals based on the latest universal screening data (i.e., are considered to be NOT on track for reading success)?
	A schoolwide systematic process is used for coordinating resources to ensure optimal use of time during all reading instruction. Coordination includes personnel and fiscal resources for (a) staffing of reading instruction, (b) adoption and use of reading programs and materials, (c) reading instruction training, PD, and coaching, and (d) reporting requirements for administrative purposes.
	Reading instruction focuses on essential components of reading. These are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.
	Explicit and systematic instruction is the basis of reading instruction. Explicit and systematic instruction includes (a) teacher demonstrations, (b) clear and explicit language, (c) multiple opportunities for all students to respond and participate, (d) consistent, supportive, and corrective feedback, and (e) individual student checks to determine comprehension of lesson content.
	Teaching strategies are used to foster active student engagement and participation during reading instruction. Throughout the lesson, all students (or the majority of students) are engaged.
	Changes to improve reading instruction include (but are not limited to) adjusting (a) tiers of instruction, (b) group size, (c) instructional time, (d) instructional content, and (e) instructional delivery. Student reading data and MLSS implementation data are used frequently (e.g., monthly) to make changes to improve reading instruction.
	Learning targets and objectives for all important features of reading instruction are visibly posted and referred to during reading instruction.

Appendix C: Assessment Implementation Checklist

	Indicators
	Our school has a comprehensive approach to assess student reading proficiency. The names of the assessment measures, the purpose of each measure, and how data from the measures are collected, organized, and used in decision making are specified in our School Literacy Plan.
	Sufficient resources are allocated for the collection, organization, and use of measures to assess student reading proficiency. This information is included in our School Literacy Plan.
	Measurable reading goals are established at each grade level that define what students need to do to meet reading proficiency standards and be on track for reading success.
	Universal screening data are collected, organized, and used to screen students for reading problems three time per year.
	Our universal screening measure directly assesses all critical components of reading or is correlated with those components it does not measure directly. Critical components of reading are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.
	A systematic process is used to collect universal screening data. If reading instructional staff are part of that process, they do not collect data on their own students.
	All staff (and others—e.g., parent volunteers) who collect universal screening data have been trained and have passed a training checkout process (i.e., met established criteria for data collection standards). The training checkout process includes a live session with a student at the beginning of formal data collection.
	Standardized progress monitoring data are collected with all students receiving Tier II or Tier III instruction. This data collection has minimal impact on actual instructional time.
	The measure or measures used to monitor student progress are aligned with the area or areas of difficulty the student is experiencing.

Appendix D: Professional Learning Implementation Checklist

	Indicators
	PD and coaching prioritize practices and programs that have been shown to be effective in evidence-based research.
	Evaluation of staff development occurs throughout the school year for all PD activities.
	All reading instructional staff and other personnel who provide reading instruction and intervention to students are trained on all facets of the programs, materials, and delivery features before they provide reading instruction to students.
	PD workshops ensure that all school staff have a thorough understanding, and working knowledge, of the Science of Reading, MLSS, and grade-level reading instructional practices, priorities, and goals.
	PD workshops are provided to all school staff on implementation of reading instruction in Tier I, Tier II, and Tier III. Workshop content includes what reading programs are used, general features of effective instruction, active student engagement strategies, and behavior and classroom management techniques.

Adapted from NCIL MTSS-R Implementation Guide (NCIL, 2023)

Appendix E: Coaching Implementation Checklist

	Indicators
	The purpose of instructional coaching is to train and support reading instructional staff in the knowledge and skills necessary to provide high-quality reading instruction with fidelity. The focus of instructional coaching related to this training and support occurs in the classroom.
	Instructional coaching in the classroom is provided with all reading instructional staff.
	Student reading and instruction implementation data are used to determine instructional coaching provided to reading instructional staff as necessary.
	PD and coaching staff (e.g., the reading coach) collect instruction implementation data in all reading classrooms and settings (i.e., in Tier I, II, and III). When implementation is below specified implementation goals, an instructional coaching plan is initiated until specified implementation goals are achieved.

Adapted from NCIL MTSS-R Implementation Guide (NCIL, 2023)

Appendix F: Family Engagement Implementation Checklist

	Indicators
	Our school has a family–school partnership system based on principles of equity and bi-directional communication targeting reading development.
	Family–school communication centers on the joint sharing of information regarding the reading development of the family’s child.
	Communication and materials are accessible to all families and translated into languages spoken by families in the school. Translators are available and used as needed.
	Communication with families includes opportunities for families to communicate in a variety of ways that are most accessible to them – written, verbal, in person, with a translator, etc.
	Our family–school partnership focused on reading development includes a systematic process whereby our school supports all families in engaging their child to learn and practice reading.
	Learning opportunities include culturally responsive materials, activities, and information that appropriately reflect the diversity of families in our school.
	Our school regularly shares and discusses meaningful and accessible data and information with all families on the reading progress of their child, and how families can use this information to help their child.

Adapted from NCIL MTSS-R Implementation Guide (NCIL, 2023)



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR AVE.
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

ARSENIO ROMERO, PhD
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

June 24, 2024

U.S. Department of Education
Attn: Michael Berry
400 Maryland Avenue Southwest
Room 4C128
Washington, DC 20202-6450

To Whom It May Concern:

Research demonstrates that a structured approach to teaching literacy provides the foundation for students to learn to read and write proficiently leading to improved school readiness, high school graduation, college access and success, workforce readiness, and civic engagement. Literacy skills are vital in supporting critical thinking skills as well as access to new information and technologies.

New Mexico has demonstrated a commitment to improving literacy proficiency for all students by passing legislation requiring key changes in how the state provides instruction including expansion of professional development, student screening and high-quality instructional materials as well as boosting teacher pay. The New Mexico Public Education Department launched a statewide initiative in 2019: Structured Literacy New Mexico. This provides a roadmap for improving literacy teaching and learning through explicit instruction, LETRS training for all K-5 teachers and implementation coaching. The Department is working to ensure New Mexico's workforce remains competitive in the global market while also serving our local economies.

The Comprehensive Literacy State Development (CLSD) Grant, and the Striving Readers Comprehensive Literacy Grant, have provided support for 13 school districts and charter schools over the past 7 years to improve literacy rates. This new CLSD grant proposal seeks to use targeted federal literacy funding for birth through grade 12 in four specific ways: (1) comprehensive literacy systems development in 15 districts, (2) biliteracy plan development (3) coordination with teacher preparation programs, and (4) collaboration with the NM Early Childhood Education and Care Department to support young families. New Mexico will use the CLSD Grant to provide 95 percent of the proposed \$60 million to local school districts with priority going to districts serving the greatest number of disadvantaged and at-risk students to continue to improve literacy proficiency across the state.

Letter of Support for CLSD Application

June 24, 2024

Page 2 of 2

New Mexico is committed to ensuring that every student is equipped with the necessary skills to be college and career-ready, civically prepared, and to build a successful life. We are pleased to present this application to the U.S. Department of Education and thank you for your consideration.

Sincerely,

A black rectangular redaction box covering the signature of Arsenio Romero.

Arsenio Romero, PhD
Secretary of Education

AR/ab/sm

Certificate Of Completion

Envelope Id: [REDACTED]	Status: Completed
Subject: Complete with DocuSign: Letter of Support for CLSD Grant from Secretary Romero.pdf	
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Document Pages: 2	Signatures: 1
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[REDACTED]	[REDACTED]	Viewed: 6/14/2024 8:27:35 AM
Secretary		Signed: 6/14/2024 8:27:48 AM
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If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

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Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact State of New Mexico Public Education Department:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [REDACTED]

To advise State of New Mexico Public Education Department of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [REDACTED] and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

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To request paper copies from State of New Mexico Public Education Department

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [REDACTED] and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

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To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

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- ii. send us an email to [REDACTED] and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

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To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

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- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify State of New Mexico Public Education Department as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by State of New Mexico Public Education Department during the course of your relationship with State of New Mexico Public Education Department.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501

Date: March 30, 2023

Agreement No: 2022-137

Filing Reference: This replaces previous
Agreement No. 2021-090(B)
Dated: 12/1/2022

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	7/1/2022	6/30/2025	21.6%	MTDC	Unrestricted *
Predetermined	7/1/2022	6/30/2025	12.1%	MTDC	Restricted

* Please see special remarks regarding the implementation of the unrestricted indirect cost rate.

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

ORGANIZATION: New Mexico Public Education Department

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Unrestricted* indirect cost rate implementation: The New Mexico Public Education Department is being issued an unrestricted indirect cost rate. The indirect cost rate is only applicable to programs that do not have supplement not supplant statutory requirements.

Section IV – Approvals

For the State Education Agency:

New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501



Signature

Antonio Ortiz

Name

Director of Finance & Operations


Title

4/17/2023

Date

For the Federal Government:

U.S. Department of Education
OFO / OAGRM / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500



Signature

Andre Hylton

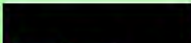
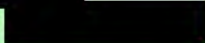
Name

Director, Indirect Cost Division

Title

March 30, 2023

Date

Negotiator: 
Telephone Number: 

Dr. Jacqueline D. Costales

ACADEMIC BACKGROUND: Ed. D Educational Leadership, University of Arkansas, December 2023
Ed. S. Educational Administration, University of New Mexico, July 1997
M.A. Elementary Education w/minor in Language Arts, University of New Mexico, July 1994
B.S. Elementary Education, w/minor in Social Studies, University of New Mexico, May 1993

PROFESSIONAL CERTIFICATION: NM Level Three-B K-12 Administrative License
NM Level Three-A Instructional Leader (Teacher) K-8 License

PROFESSIONAL EXPERIENCE: 31 years of public service in education to include 27 years PreK-12 administrative and leadership experience

OTHER RELEVANT INFORMATION:

- Fellow in Yale Broad Fellowship for Public Education Leadership, 2023-2024
- Graduate of Superintendent Leadership Academy (SLA) of the Association of Latino Administrators and Superintendents (ALAS), May 14, 2016
- Nationally certified k-12 principal mentor: National Association of Elementary School Principals (NAESP)

TIMELINE OF PUBLIC SERVICE

Division Director of Curriculum and Instruction NMPED, 6/2023-Current
NM Deputy Cabinet Secretary for Teaching, Learning, & Assessment (TLA)-Interim NMPED, 6/2022-5/2023
Division Director of Curriculum and Instruction NMPED, 7/2019-6/2022

Agency Cabinet level leadership includes providing agency focus related to the direction of the NM administrative branch, the needs of NM's diverse student and educator populations, and the needs of the taxpayers of NM. As Deputy with oversight of TLA, specific focus includes directing and mentoring managers in the following areas: academic bureaus, instructional materials, assessment, learning management systems, and educator quality, ethics, and growth/development. **Special emphasis during interim period has been on tutoring, structured literacy, mathematics, professional development systems, licensure, educator preparation, interim and legislative sessions participation and collaboration, and CTE/Innovation Zones.**

Leadership includes directing the 6 academic bureaus at the State Educational Agency, including Curriculum & Instruction, Math & Science, Literacy & Humanities, Instructional Materials, Learning Management Systems and College & Career Readiness. Member of the Secretary of Education's Executive Leadership Team and partnered to coordinate services, programs, and funding across the Teaching, Learning, and Assessment Bureau. **Directed the development and implementation of Structured Literacy across the state.** Under my direction, we **completed the development of the first ever NM Instructional Scope** which is a support tool that supports a guaranteed, viable, and equitable curriculum across the state and is influenced by teachers for teachers including convening nearly 200 educators from all 5 regions of our state to create this tool which was launched in July of 2020. **Directed the re-write and introduction into Rule of the new NM Social Studies Standards including 60 educators across the state.** This initiative supports a more inclusive classroom environment diverging from a singular cultural script to support all students. Directed Covid Instructional initiatives in the areas of tutoring and PD.

Principal for Juvenile Justice Services Foothill High School-YDDC CYFD, 7/2017-7/2019

Leadership included providing middle school, high-school, and post-secondary education for adjudicated middle school and high school youth between the ages of 13-21 years of age. Our school was housed within a Juvenile Justice Facility serving incarcerated youth to complete their educational goals while serving their judicial commitment. Students were "at risk" and the majority had been impacted throughout their educational career by interrupted educational experiences. **As a school team we provided a continuum of services including credit recovery opportunities, traditional high school courses for credit towards attainment of a NM high school diploma, support for New Mexico Equivalency Diploma in the form of a GED, dual credit opportunities, industry level certification programs, and we partnered with CNM College to provide college programming for our graduates.** Foci during my tenure were the implementation of Professional Learning Communities, full implementation of NM content standards, the implementation of a new teacher evaluation system utilizing the Danielson Framework to come more in alignment with NMTeach as a state sponsored school, and the development of full day programming for post-secondary students.

Executive Director for Curriculum & Instruction Systems Albuquerque Public Schools (APS), 7/2015-7/2017

As the leader of all academic departments, I lead my teams in providing schools with aligned curriculum, services, materials, & professional development to support students in meeting the demands of the state instructional standards. Guided the work of the Directors of: Curriculum & Instruction (inclusive of Elementary, Middle, & High School Academics), Dual Credit & Career Technical Education, Early Childhood, Summer Learning, Language & Cultural Equity, Indian Education, Fine Arts, Library Services, & Instructional Materials Management. **Leadership included a focus on creating a system of support for 142 schools, 84,000 students, and 6,000 teachers. I instituted a "Curriculum & Instruction Principal Advisory Panel" & used principal input to develop a workable plan to address school level needs.** With the directors on my team, eliminated

redundant services & created targeted initiatives. I established a cross-department leadership team that made joint instructional & curricular decisions by using relevant data. This encompassed a set of parameters for all initiatives that included financial stewardship to target the needs of our students while assuring that we provided a diverse instructional program that matched the diverse needs of our students. **I directed the use of Title I funds, Title II funds, Title III funds, JOM (Indian Education) funds, and SB-9 School Science Funds for instruction and professional development.** During my tenure, we created the first Framework in our district for Ethnic Studies that was implemented as an elective for 11th and 12th grade students. With directors and managers in my unit, we developed one district-wide professional development (PD) framework (rather than multiple) to break down silos & capitalize on the strengths of the district while targeting the needs of students. **I facilitated networking between departments including expanding our bilingual seal, developing strong dual language k-12 strands, increasing the number of native languages we taught including Zuni & Navajo, and provided support and PD for positive mindset deployment aligned to state standards.** I also assured commitment to academic excellence in alignment with a concentration on “whole child” development as the co-chair of our district Academic Master Plan Goal 3 which included a graduate profile that was developed collaboratively with assistance from a community-based non-profit (Mission Graduate) and included extensive input from student, parent, community, business, and staff stakeholders.

Principal Support Specialist, Office of the Associate Superintendent for Secondary Education **APS, 6/2009-07/2015**

For 6 years, I coached & supported 52 principals in all areas of administrative duties including the administration of the NMAC Rule 6.29, “Standards for Excellence,” strategic planning, & instructional initiatives. This included supporting principals to be change agents of our schools. I represented the Associate Superintendent, in schools, in all areas of secondary level initiative deployment including the use of the NMTeach (currently called Elevate) teacher evaluation system. **I coached, mentored, & collaborated with principals as I assisted them in the development of their Educational Plan for Student Success.** I monitored & advised on school budgets for alignment to district goals. I provided professional development to 16 teams that conducted the NMPED Instructional Audits for our district including providing support for auditing over 60 schools. I managed & co-authored the district federal flow through SIG grants budgets, & served as liaison to NMPED, for our three high schools & one middle school resulting in awards of 9.5 million dollars in funding over four school years.

Administrative Regional Support Specialist, Priority Schools Bureau **NMPED, 11/2008-6/2009**

Served as a liaison between the NMPED, districts, & Regional Collaboratives in the state **providing direct technical assistance to superintendents & principals regarding all federal & state school improvement requirements** for schools & the district. I taught state-wide online PD courses on differentiated instruction for principals & teachers at restructuring schools. I conducted school improvement site visits across the state to audit curriculum, teaching, learning, collaborative practices, & systems. I prepared feedback to district superintendents recommending possible considerations for focused improvement initiatives & overall reform in the areas of leadership, curriculum & instruction, & collaborative relationships.

Principal, Emerson Elementary **APS, 5/2003-11/2008**

Served as principal of Emerson Elementary, a Title I school that consisted of 100% of our students experiencing poverty, was 90% Hispanic with 46% of the students being second language learners. Provided instructional leadership including programing & instructional practices to address multilingual & multicultural programs including Operational, Title I, Bilingual & daily management of school budgets that aligned to the instructional goals of the school & allowed for a strategic focus on curriculum & instruction that targeted the needs of second language learners & those students impacted by poverty. Directed the use of materials in English & Spanish. **Our reading scores grew from 11% proficient to almost 50% proficient in 5 years as measured by the DRA. We were recognized by the NMPED as a “School on the Rise.”** Developed a highly collaborative school culture based on the elements of highly functional systems. I established the first collaboration schedule to include 90 minutes a week for job embedded collaboration, PD, and data usage for instructional planning. With my teachers we implemented a school-wide continuous approach to improvement including the utilization of school goal teams, the use of data folders in all classrooms & the regular use of improvement tools to analyze data & assure that the needs of all learners were targeted. **We received the Pinon Award for continuous improvement.** Appointed by Superintendent as the **Principal representative on the APS/Albuquerque Teacher Federation (ATF)/UNM partnership visioning committee charged with drafting recommendations for continuing collaborative programs under the 3-tier evaluation system, the Mentor Program Joint Governance Panel charged with overseeing the teacher mentorship program in the district, and to the Peer Assistance & Review (PAR) committee.** I served on district committee for formulation of the IDEA Special Education Focused Monitoring Plan. I was appointed as Math Goal Team Chair for the Highland Cluster made up of 14 schools (10 elementary, 3, middle, 1 high) & lead our curriculum alignment initiative to include vertical & horizontal alignment K-12 in the cluster. Directed cluster wide in-services & school based professional development sessions for 14 schools.

ADDITIONAL POSITIONS HELD:

Assistant Principal, .5 Hawthorne/.5 Wherry Elem. Schools	APS, 3/2001-5/2003
Instructional Coordinator, Science-Elementary Science Center	APS, 7/1999-2/2001
Assistant Principal, La Mesa & .5 Petroglyph/.5 Pajarito Elem. Schools	APS, 7/1997-6/1999
Teacher, La Mesa and Stapleton Elementary Schools	APS/Rio Rancho, 1993-1997

ADDITIONAL SUMMER LEARNING LEADERSHIP:

Highland Cluster Summer School Supervisor (Direct Supervision of Principals-8 Sites)	APS, summer 2006
o Administrative Supervisor for all special education IDEA implementation & general education in schools	
Assistant Principal, South Region (Direct Supervision of 5 school sites)	APS, summer 1997

"In the symphony of public education management, the conductor's baton must be culturally and linguistically responsive, ensuring every note of literacy from birth to 12th grade is a harmonious celebration of diversity, nurturing young minds to flourish in the grand composition of knowledge."

Severo Martinez, Director, Literacy & Humanities Bureau, New Mexico Public Education Department

SEVERO MARTINEZ

EXPERIENCE

Public Education Department ♦ Literacy and Humanities Bureau
Literacy and Humanities Director | October 2018 – Current

- Developed vision and strategy for both short- and long-term support of structured literacy programming, implementation, and capacity building of leaders and teachers in New Mexico so the approach becomes autonomous in managing implementation at the school and regional level. This includes supports for all students including: biliteracy, MLSS, and focus on native indigenous languages
- Oversees the implementation of programs that include the birth through grade 12 Striving Readers Comprehensive Leadership Grant (SRCL) and Comprehensive Literacy State Development Grant (CLSD)
- Ensures successful implementation of Language Essentials for Teachers of Reading and Spelling (LETRS) training for teacher, administrators, and facilitators K-5
- Creates, manages, and communicates district-wide systems and processes related to kindergarten through fifth grade structured literacy implementation so local educational agencies (LEAs) and leaders are tightly aligned around priorities
- Monitors progress toward goals through data analysis to identify gaps and communicate priorities thereby meeting district student achievement goals
- Monitors progress toward goals with quality check-ins, strategy meetings, and quarterly meetings thus achieving goals by end of year
- Conducts in-field observations and provide on-the-spot coaching to continue to build capacity of educators
- Leads coaching models across the state
- Oversees the design and implementation of New Mexico Social Studies Standards and the use of the New Mexico Instructional Scope for all subject areas
- Manages and communicate required kindergarten through fifth grade leader and teacher trainings
- Ensures delivery of high-quality trainings and coordinate external training and direct district- and school-level support of continuous improvement and accountability toward advancements in student achievement outcomes
- Prepares and manage budgets for statewide initiatives
- Collaborates with district offices and school administrators to establish and monitor high standards for excellence with students, teachers, staff, and other stakeholders
- Consults with school leadership to prioritize school improvement grant interventions and align resources to achieve maximum results

- Identifies qualitative and quantitative data to assess performance and drive goals and decision-making
- Engages staff in decision-making that impacts student success
- Collaborates with school leaders to analyze data and create quarterly timelines to reflect grant interventions
- Promotes a culturally and linguistically responsive environment with all children from birth to grade 12

Public Education Department ♦ Priority Schools Bureau

School Improvement Specialist/Istation Program Manager | February 2016 – Current

- Directs district- and school-level support of continuous improvement and accountability toward advancements in student achievement outcomes
- Ensures data systems are useful to stakeholders and monitors use of school and district NM DASH system
- Leads a team of School Improvement Specialists, Statewide Regional Reading Specialists, and Online Systems Specialists to further school improvement activities
- Provides leadership and training to districts in the development and implementation of the NM DASH system used by educational leaders and school core teams
- Mentors school principals and classroom teachers in the implementation of best practices in continuous school improvement
- Provides statewide comprehensive professional development to school leaders in issues of data use, interpretation, and application
- Prepares necessary documentation for monitoring visits
- Participates in a team-based process to create positive conditions for learning and student success
- Collaborates with school leadership in the development, implementation, and revision of improvement plans
- Identifies potential issues and obstacles and proactively takes action to create and implement solutions
- Reports with school leaders to the Turnaround Team, including setting agendas and arranging for staff to make presentations
- Collaborates with school administrator to establish effective school staff teams to address students' behavioral, academic, and social and emotional issues, and facilitates team meetings along with principal
- Assists in the collecting and reporting of data to evaluate the turnaround intervention
- Provides statewide training focused on the NM DASH system for school and districts
- Manages the Istation assessment statewide which includes, budget, contracting, training and state data reporting

Public Education Department ♦ Assessment and Accountability Division

Education Administrator | June 2014 – February 2016

- Program manager for End of Course Exams

- Provided statewide training, development, reviews, administration, standard setting for state mandated tests, provided technical assistance, monitoring, and reporting to school districts
- State Lead for WIDA-Access and W-APT Administration which included training and communication with vendor
- Spanish translations/verifications for state assessments which included verifying all Spanish translations for A&A assessments and communications
- Collaborated and managed communications between several bureaus within the New Mexico Public Education Department working on state wide assessment preparation and administration

Albuquerque Public Schools ♦ Dolores Gonzales Elementary
Dual Language Educator | August 2008 - June 2014

- Taught an 80/20 dual language class
- Ensured educational standards, goals, and policies and procedures were carried out over the course of the school year
- Through GLAD strategies, designed, reviewed, developed, and evaluated educational programs
- Conducted reading and math research strategies for effective educational programs and practices while ensuring critical thinking and problem-solving skills were used in academic lessons
- Conducted workshops on CCSS ELA units of study
- Knowledge of principles and processes for providing customer and personal services, which included translation services and seeking outside resources for individuals in the community
- Prepared and disseminated educational information in English and Spanish
- Provided support to colleagues and other staff members in all academic areas
- Provided knowledge of strategies and methods for curriculum and training design, teaching, and instruction for individuals and groups
- Provided knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins
- Served as liaison between school and community by supporting them in translation services and seeking outside resources

EDUCATION

University of New Mexico, Albuquerque

Bachelor of Science degree in: Elementary Education, with an emphasis in Bilingual Education TESOL, and Spanish | May 2008

New Mexico Level II Licensure in Elementary Education, with endorsements in Bilingual Education and TESOL

REFERENCES:

Dr. Arsenio Romero
Secretary of Education for New Mexico
New Mexico Public Education Department
Santa Fe, NM
[REDACTED]
Relationship: Supervisor at NMPED

Jacqueline Costales
NMPED Curriculum and Instruction Division Director
New Mexico Public Education Department
Santa Fe, NM
[REDACTED]
Relationship: Supervisor at NMPED

Elisabeth Peterson
Director of Priority Schools Bureau
New Mexico Public Education Department
Santa Fe, NM
[REDACTED]
Relationship: Former Supervisor at NMPED

Shanda Romero
Educator
Albuquerque Public Schools
[REDACTED]
Relationship: Team Teacher at Dolores Gonzales Elementary

MICHELLE LUJAN GRISHAM
GOVERNOR

HOWIE MORALES
LIEUTENANT GOVERNOR



ELIZABETH GROGINSKY
CABINET SECRETARY

COTILLION SNEDDY
ASSISTANT SECRETARY for Native American
Early Education and Care

SARA MICKELSON
DEPUTY CABINET SECRETARY

June 20, 2024

U.S. Department of Education
Attn: Michael Berry
400 Maryland Avenue Southwest
Room 4C128
Washington, DC 20202-6450

To Whom It May Concern:

Research clearly demonstrates that a high-quality, literacy-rich environment beginning in a child's early development is one of the most important factors in determining school readiness, high school graduation, college access and success, workforce readiness, and civic engagement. Literacy skills are vital in supporting critical thinking skills as well as access to new information and technologies.

In 2019, Gov. Lujan Grisham and the New Mexico Legislature created the Early Childhood Education and Care Department (ECECD). The Department officially launched on July 1, 2020 with the aim to create a more cohesive, equitable, and effective early childhood system in New Mexico. The ECECD coordinates a continuum of programs from prenatal to five—and is building a system that will ensure that families in every corner of the state can access the services they need.

The Comprehensive Literacy State Development (CLSD) Grant, and the Striving Readers Comprehensive Literacy Grant, have provided support for 13 school districts and charter schools over the past 7 years to improve literacy rates. This new CLSD grant proposal seeks to use targeted federal literacy funding for birth through grade 12 focusing on early childhood in four specific ways: (1) caregiver literacy development, (2) professional development for early childhood administrators and teachers focusing on progress monitoring (3) support for the transition between PreK and elementary school through the Countdown to Kindergarten Canvas course and (4) adult learning opportunities to support families with young children. New Mexico will use the CLSD Grant to provide 95 percent of the proposed \$60 million to local school districts with priority going to districts serving the greatest number of disadvantaged and at-risk students to continue to improve literacy proficiency across the state. At least 15% of these funds will support early childhood programs.

New Mexico is committed to ensuring that every student is equipped with the necessary skills to be college and career-ready, civically prepared, and to build a successful life and we know that this starts early. We are pleased to present this application to the U.S. Department of Education and thank you for your consideration.

Sincerely,

A black rectangular redaction box covering the signature of Elizabeth Groginsky.

Elizabeth Groginsky
Secretary
Early Childhood Education and Care Department

Jessica Ladd

CAREER SUMMARY

Creative collaborator, problem-solver, and critical thinker who is a life-long learner with over 20 years of elementary teaching experience both internationally and in the US. Passionate about social justice, data-driven language acquisition, and literacy development for early childhood and primary students. Hands-on knowledge of highly effective strategies grounded in the science of reading to best support emergent literacy skills and multilingual learners from diverse cultures and communities. Experienced facilitator and program planner.

AREAS OF EXPERTISE

- Strong communication and organizational skills
- Effectively work on teams to meet deadlines and outcomes
- Use qualitative and quantitative evaluation tools to determine the impact of programs
- Facilitate meetings to share best practices with key stakeholders
- Develop action plans to monitor, evaluate, and communicate findings
- Design and develop culturally appropriate curriculum, assessments, and resources to support learners using research-informed best practices
- Research and implement evidence-based strategies grounded in the science of reading to support high-quality instruction for literacy development and language acquisition
- Provide technical assistance in best practice strategies to support multilingual learners
- Create and manage an engaging learning environment

PROFESSIONAL EXPERIENCE

CLSD Literacy Specialist

- NMPED — August 2023 - Present

Monitor subgrantees' long-term and short-term results. Conduct monthly Desktop Monitoring to ensure documentation supporting progress toward goals has been submitted. Participate in CLSD site visits. Complete and share the CLSD Site Visit Summary with subgrantees after the visit. Coordinate regular Community of Practices to support subgrantee work. Assist the CLSD Grant Manager in ensuring compliance with grant requirements. Assist with federal reporting. Attend GLSD grantee conferences online and in person. Offer Technical Assistance to subgrantees as needed.

Reading Tutor

- Hoot Reading — Online (Nov 2022 - Present)
- Reading Quest — Santa Fe, NM (Jan 2019 - May 2019)

Implemented Science of Reading approaches to reading instruction during small group and individual tutoring sessions. Completed training in Science of Reading approaches and Anti-Oppression & Equity.

PROFESSIONAL EXPERIENCE (Continued)

English as an Additional Language Teacher

- Western Int'l School of Shanghai — Shanghai, China (Aug 2019 - June 2022)
Supported multilingual learners and their teachers in grades 2 & 3 in small groups and within the classroom
- NIST Int'l School — Bangkok, Thailand (Aug 2014 - June 2018)
Supported multilingual learners in Year 1, Year 2 and Year 5 within the classroom
- Northbridge Int'l School Cambodia – Phnom Penh, Cambodia (Aug 2012 - June 2014)
Supported multilingual learners grades 2 - 6 in small groups and within the classroom

Grant Evaluator

- Coop Consulting – Santa Fe, NM (Nov 2008 - July 2011)
Member of a local evaluation team for a federal grant in Santa Fe, NM. Conducted evaluation studies and research projects about social service programs and services to determine impacts and gaps of service in the community.

Classroom Teacher

- Giving Tree International Preschool – Phnom Penh, Cambodia (Aug 2011 - June 2012)
Taught multilingual students ages 4 - 6
- Albuquerque Public Schools – Albuquerque, NM USA (Aug 1998 - May 2008)
 - *Classroom teacher*: kindergarten (3 years) 1st grade (4 years) 3rd/4th grade (2 years)
 - *Reading specialist*: supported 2nd - 5th grade (1 year)
 - *Leadership positions*: Grade Level Chair, Instructional Council Member, Mentor for Beginning Teachers, Cooperating Teacher (hosted pre-service teachers)

EDUCATION

University of New Mexico – Albuquerque, NM

MA in Elementary Education (July 2005)

University of New Mexico – Albuquerque, NM

K-8 Elementary Education Licensure (May 1998)

Current K-8 Level III NM Teaching License with a TESOL endorsement valid until June 2026

Macalester College – St. Paul MN

BA International Studies and Cultural Anthropology (May 1993)

RELEVANT PROFESSIONAL DEVELOPMENT

- *Local LETRS Facilitator* (Training completed May 2024)
- *Science of Reading* (Hoot Reading, Reading Quest, NM PED)
- *Anti-Oppression and Equity* (Hoot Reading, Western International School Shanghai)
- *Wilson Phonics: Foundations* (Trained while working at APS)
- *WIDA* (Used while working at WISS, NIST, and Northbridge International School)
- *Structured Word Inquiry* (Trained with Fiona Hamilton while working at NIST)
- *Writer's Workshop* (Trained with Matt Glover while working at NIST)

Kathleen Taylor

Summary

- Excellent interpersonal and facilitation skills
- Experience in creative curriculum development
- Over 20 years teaching expertise with both children and adults
- Organized
- Excellent written and verbal communication
- Collaborative
-

Education

San Jose State University, San Jose, California 12/2022
Master of Library and Information Science

Michael Institute, Portland, Oregon 6/2004
Waldorf Teaching Certificate

University of Oregon, Eugene, Oregon 12/1990
BA in Anthropology, English minor

Experience

Literacy Specialist, New Mexico Public Education Department

- Monitor local education agencies' implementation of the Comprehensive Literacy State Development Grant.
- Provide technical assistance to schools and districts in literacy program implementation.
- Conduct site visits to schools and districts.
- Write reports on grant implementation and progress toward goals.

Class Teacher, Santa Fe Waldorf School 7/2016-6/2022

- Taught a group of students all academic subjects in grades 3-8.
- Developed curriculum for academic subjects and art.
- Coordinated and led field trips, volunteer service projects and guest speakers.
- Facilitated and led parent evenings.
- Served on the leadership body of the school governing personnel, pedagogy, school visioning and planning.
- Developed curriculum and processes for online teaching in Spring of 2020. Taught online from March 2020- January 2021.

Class Teacher, Portland Waldorf School 7/2002-6/2016

- Developed and implemented curriculum for grades 1-8.

- Coordinated and led outdoor experiences for students in grades 1-8.
- Facilitated and led monthly parent meetings.
- Served on the school's leadership team focused on pedagogy, students, and personnel.
- Served on the Board of Trustees.
- Served as the school delegate to the Association of Waldorf Schools of North America. This included mentoring new schools toward accreditation and representing our school at national conferences.

Teacher, West Coast Institute for Anthroposophy summers, 7/2013-7/2021

- Created curriculum and taught adults in a Waldorf Teacher Training Program, including child development, teaching methods and subjects.
- Developed a program for online teaching and taught online during the summers of 2020 and 2021.
- Collaborated with other faculty to support students in all aspects of the program.
- Mentored practicum students and new teachers.

Project Coordinator, NW Service Academy, Educational Service District 112 1995- 1999

- Developed local environmental projects for AmeriCorps members.
- Monitored and reported on grant implementation.

Other qualifications

New Mexico Teaching License

Language Essentials for Teachers of Reading and Spelling (LETRS) facilitator

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New Mexico’s Comprehensive Literacy State Development (CLSD) High-Quality Implementation Plan

Table A.1 details the state’s high-quality plan for implementing a CLSD project that advances literacy skills through evidence-based practices, activities, and interventions for children from birth through grade 12, with an emphasis on disadvantaged children. The following is a brief summary of the information presented in the table.

Goals

- Strengthen state-level infrastructure to support CLSD subgrantees
- Prepare LEAs for Sub-granting Process and Implement Request for Applications
- Provide ongoing implementation support for CLSD subgrantees using a continuous improvement process

Activities

- Activities to meet the goals are found in the second column in the table

Responsible Agencies

- The New Mexico Public Education Department will be the agency primarily responsible for the implementation of grant activities, in collaboration with the Early Childhood Education and Care Department (ECECD), NM Department of Higher Education, Regional Education Cooperatives (RECs) and school districts.

Timeline

- The project will be implemented in three phases. Phase I will be complete by the finalized by the end of 2024. Phase II will be complete by March 2025. (for more details see the fifth column).

High-Quality Plan for New Mexico's Comprehensive Literacy State Development Grant

Goal	Activity	Responsible Agency	Agencies and Staff Supporting and Advising	Timeline	Measure of Success
1. Strengthen State Level Infrastructure to Support CLSD grantees	1.1 Hire CLSD Manager and Two Literacy Specialists	PED	Literacy and Humanities Bureau Director	Oct - Dec 2024	Staff hired. Advisory team convened. Completion of materials for RFA process.
	1.2. Establish PED literacy advisory team		Potentially will include representatives from ECECD; Assessment; Language and Culture Dept.; Indian Education Act; Hispanic Education Act; Black Education Act.	Oct - Dec 2024	
	1.3 Update CLSD webpage on the PED site		Literacy Specialists	Oct - Dec 2024	
	1.4 Develop CLSD RFA and peer review process		Literacy Specialists; ECECD; Higher Ed Dept.	Oct - Dec 2024	
	1.5 Update reporting and resource pages for subgrantees		Literacy Specialists; ECECD	Oct - Dec 2024	
	1.6 Create a rubric for reviewing subgrantee applications		Grant Manager, Literacy Specialists ECECD	Nov - Dec 2024	

2. Prepare LEAs for Sub-granting Process and Implement Request for Applications	2.1 Trainings designed to build local capacity to apply for and implement CLSD programs	PED	Literacy Specialists	Jan 2025	
	2.2 Conduct virtual RFA training, technical support webinars, and office hours to support LEAs.		Grant Manager, Literacy Specialists	Jan 2025	
	2.3 Subgrantees understand local literacy needs to incorporate into their application materials.		Data Analyst Contractor	Jan 2025	
	2.4 Grant reviewer training		Grant Manager	Jan 2025	
	2.5 Release RFA		NMPED Communications Bureau	Jan 2025	
	2.6 Peer Review of applications		Potentially will include representatives from ECECD; Assessment; Language and Culture Dept.; Indian Education Act; Hispanic Education Act; Black Education Act.	Feb 2025	
	2.7 CLSD subgrants awarded based on expert review		Literacy Bureau Director and Grant Manager	End of Feb 2025	
	2.8 CLSD press release of awardees		NMPED Communications Bureau	Mar 2025	

3. Provide ongoing implementation support for CLSD subgrantees using a continuous improvement process	3.1 Hold CLSD kick-off meeting for successful CLSD subgrantees	PED		Mar 2025	
	3.2 Require online community of practice with PD modules		Literacy Specialists		
	3.3 Set calendar and topics for regional workshops and professional development		Literacy Specialists	Apr - Jun 2025	
	3.4 Refine CLSD Site Visit Protocol		Literacy Specialists	Apr - June 2025	
	3.5 Desktop monitoring		Literacy Specialists	Sep 2025 forward	
	3.6 CLSD Site Visits		Literacy Specialists	Oct/Nov 2025 forward	
	3.7 Subgrantee quarterly reports		Literacy Specialists	Dec 2025 forward	
	3.8 Subgrantee annual review of progress		Literacy Specialists	Jun/Jul 2026 forward	
	P3.9 Subgrantee corrective action discussion if performance measures are not being met		Grant manager	Dec 2026 forward	
	P3.10 Annual evaluation by external evaluator		External evaluator	Oct 2026 forward	

Appendix A

CLSD Application and Program Assurances

Pursuant to sections 2222-2224 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), an eligible state educational agency (SEA) receiving a grant under the CLSD program must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

Application Assurances

An SEA must include in its application the following signed application assurances:

An SEA must include in its application the following assurances:

(1) State Funding Allocations.

(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(2) Serving Low-Income and High-Need Students.

An SEA must assure that it will give priority in awarding subgrants to eligible entities that--

(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or

(ii) Are LEAs serving a high number or percentage of high-need schools.

(3) Geographic Diversity.

An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Program Assurances

An SEA must include in its application the following signed program assurances:

State Funding Allocations.

(1) Grantees must use not less than 95 percent of grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process;

(2) Grantees must subgrant funds as follows:

- (i) Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;
- (ii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and
- (iii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(b) State-Level Activities.

(1) A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including, at a minimum, the following activities:

- (i) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.
- (ii) Coordinating with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.
- (iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.
- (iv) Making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement.
- (v) Administering and monitoring the implementation of subgrants by eligible entities.

(2) After making awards to subgrantees and carrying out the State-level activities described in this notice, an SEA may use any remaining amount to carry out one or more of the following activities:

- (i) Developing literacy coach training programs and training literacy coaches.
 - (ii) Administration and evaluation of CLSD activities.
- (3) Collaboration requirement.

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642(b)(1)(A)(i) of the Head Start Act, in making and implementing subgrants under the early childhood education portion of the CLSD program, described in section 2222(d)(2)(D)(i).

Note: Section 2222(d)(1) of the ESEA specifically references childcare and early childhood programs within a State. Since the CLSD service population encompasses children from birth and includes pre-literacy services, applicants may collaborate with the State agencies administering the Part C program for infants and toddlers under the Individuals with Disabilities Education Act (IDEA) in their program planning, as some children being served under Part C would likely benefit from CLSD services.

(c) Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy.

(1) Subgrantee application requirements.

- (i) How the CLSD funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which must include an analysis of data that support the proposed use of CLSD funds;
- (ii) How the CLSD funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;
- (iii) How the activities assisted with the CLSD funds will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and
- (iv) How the CLSD funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(2) Priority.

In awarding subgrants to eligible entities in support of birth through kindergarten entry, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an eligible entity that will use CLSD funds to implement evidence-based activities;
- (ii) Give priority to an eligible entity that will use CLSD funds to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency (LEA) serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(5) Local uses of funds.

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to—

- (i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;
- (ii) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (iii) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD.

(d) Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

(1) Subgrantee application requirements.

An eligible entity desiring to receive a subgrant from the SEA under the CLSD program must submit an application to the SEA at such time, in such manner, and containing such information as the SEA may require. Such application must include, for each school that the eligible entity identifies as participating in a CLSD program, the following information:

- (i) A description of the eligible entity's needs assessment conducted to identify how CLSD funds will be used to inform and improve comprehensive literacy instruction at the school.

- (ii) How the school, the LEA, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.
- (iii) How the school will identify children in need of literacy interventions or other support services.
- (iv) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education (as defined in this notice).
- (v) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.

(2) Priority.

In awarding subgrants to eligible entities, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an LEA that will use CLSD funds to implement evidence-based activities; and
- (ii) Give priority to an LEA serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality comprehensive literacy instruction in each grade level for which the CLSD funds are provided.

(5) Local uses of funds for kindergarten through grade 5.

An eligible entity that receives a subgrant from the SEA under the CLSD program must use the CLSD funds to carry out the following activities pertaining to children in kindergarten through grade 5:

- (i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--
 - (A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;
 - (B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - (C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- (ii) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.
- (iii) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- (iv) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served.

(v) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(6) Local uses of funds for grades 6 through 12.

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(iii) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(iv) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

(7) Additional local allowable uses of funds for kindergarten through grade 12.

An eligible entity that receives a subgrant from an SEA under CLSD may, in addition to carrying out the activities described in paragraphs 5 and 6 of this requirement, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(i) Recruiting, placing, training, and compensating literacy coaches.

(ii) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(iii) Training families and caregivers to support the improvement of adolescent literacy.

(iv) Providing for a multi-tier system of supports (as defined in this notice) for literacy services.

(v) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(vi) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

(e) Supplement not Supplant.

Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

(f) Cooperation with National Evaluation.

Grantees must cooperate with a national evaluation of the CLSD program (34 CFR 75.591). The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The

evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

(g) Subgrantees.

Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222–2224 of the ESEA.

Jacqueline Costales

NAME OF AUTHORIZING OFFICIAL

[REDACTED]

SIGNATURE

Division Director

TITLE

6/23/2024

DATE

Public Education Department

APPLICANT/ENTITY NAME

State Literacy Needs Assessment – New Mexico

Introduction

New Mexico has a unique demographic and geographic context: 92 percent of its school districts are classified as high-need districts¹ and the state is home to 23 Native American pueblos, tribes, and nations with over 10 percent of its population identifying as Native American (compared to the national average of 1 percent).² The state's education system reflects the diversity of its population and landscapes, serving families and communities with rich cultural diversity. However, the state also must continually consider and account for the differences in services and literacy outcomes by race, English language proficiency, disability status, income, and geography. These challenges must be accounted for in a state literacy needs assessment, which is crucial for understanding the ongoing literacy gaps for New Mexico's learners and measuring the full scope of the challenges the state must address.

As New Mexico seeks to support and improve literacy across the state, they are facing a multitude of obstacles, one being that only six districts across the entire state are not considered high need and of those that are high-need schools, 60 percent are serving a student population that is 90 percent or more below the Federal Poverty Line. Given the limited resources in these communities, it will be imperative to determine the best way to prioritize funding, technical assistance, and services to reach all children equitably. Further, the state also has a high

¹High-need school means— (a)(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.

² Hollis, C. (2012). *Native American children and families in New Mexico: Strengths and challenges*. <https://www.nmvoices.org/archives/5834>

proportion of English Learners³ (18.8 percent) than the national average (10.6 percent), with a higher incidence of English Learners living in school districts with higher poverty rates.

The following needs assessment considers these challenges by analyzing the extent to which high-need school districts serve diverse or traditionally underrepresented populations and inequities in student access to effective teachers of literacy. By cross-comparing literacy proficiency in districts across student demographics and access to highly-effective teachers, it paints a picture of the opportunity for growth and improvement in literacy outcomes for New Mexico's children.

Methodology

The needs assessment was conducted by use of state-collected data from each of New Mexico's school districts about specific factors including reading proficiency at grade 4 and grade 8, the level of teacher experience, and the demographics of the children enrolled proportion of children enrolled in each school district based on demographics or factor that is considered traditionally underrepresented groups (i.e. IEP, English Language Learner or low-income) is also included in the data collection. **Appendix A** shows the full set of variables considered in the needs assessment, compiled by a data analyst at the New Mexico Public Education Department.

Analysis included a cross-comparison of literacy outcomes and access to highly effective teachers in high-need districts compared to low-need districts and rates of proficiency for school

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>.

districts with more diverse populations vs. largely white districts. The following definitions were used in the data analysis:

- *Not proficient:* Percent of students not meeting or exceeding the state assessment, New Mexico Measures of Student Success Assessment (NM-MSSA).
- *Low-income:* Districts with 50% or higher students eligible for Free and Reduced Price Lunch.
- *High-need school:* (a)(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.

Findings

Inequities in Literacy Needs are Exacerbated in High-Need Schools

The vast majority of school districts (92 percent) meet the qualifications of “high-need.” Students in high-need districts demonstrate much lower literacy proficiency at both 4th and 8th grade (see **Table 1**). On average, less than 40 percent of fourth-graders in high-need districts are considered proficient in their literacy scores. In comparison, lower-need districts on average have proficient literacy rates closer to 60 percent. Schools with lower literacy proficiency have more diverse populations. In comparison to low-need schools, high-need schools are also correlated with a more diverse student population, with, on average, over twice as many English Language Learners as low-need schools.

Table 1. Comparison of Literacy Proficiency, Access to Effective Teachers, and Diversity of Student population in High-Need School Districts vs. Low-Need School Districts

	Median Proficiency		Median Teacher Proficiency in High Poverty School			Median % White Students	Median %ESL
	<i>4th Grade</i>	<i>8th Grade</i>	<i>In-experienced</i>	<i>Out-of-Field</i>	<i>Provisional Certification</i>		
<i>High-Need District</i>	37.5%	35.7%	21.1%	3.2%	12.1%	21.8%	9.8%
<i>Low-Need District</i>	61.0%	62.1%	0.0%	0.0%	0.0%	54.8%	4.1%

High-Need Schools and More Diverse Student Populations Experience Inequities in Access to Effective Teachers

While trying to serve a higher proportion of English Language Learners, high-need schools also require more support for their teaching staff. The state of New Mexico is suffering from a teacher shortage⁴, which is exacerbated in high-need school districts. Most high-need districts have at least 20 percent of their teaching staff designated as inexperienced and, similarly, the majority have 20 percent or more of faculty with provisional certificates. High-need districts also include 11 districts with 10 percent or more of faculty in a school teaching out-of-field. New Mexico should continue to provide support through technical assistance and training to teachers across New Mexico, with an emphasis on high-need school districts and supporting students who are English Language Learners.

⁴ New Mexico Public Education Department. (2022, February 23). *Building a Sustained Educator Workforce Pipeline*. https://webnew.ped.state.nm.us/wp-content/uploads/2022/02/NMPED_Educator-Workforce-Funding_2023029_slide-deck.pdf

Conclusion

The findings in the needs assessment confirm that significant literacy gaps exist across demographic groups, with white children on average having the highest rates of proficient literacy and black and Hispanic children more likely to enroll in high-need schools with less access to qualified teachers. The importance of supporting literacy across the state is abundantly evident, with a clear need to target interventions in the highest need, most diverse schools. New Mexico's unique context of serving a large proportion of communities that have been historically underserved makes it imperative to better support school districts across the state as they navigate a growing and continuously diverse population.

Appendix A: Statewide Needs Assessment Table

Table A1 – Literacy Proficiency Rates by District with Student Demographics and School Data

District	Proficiency ⁵ (% proficient)		Access (Traditionally Underrepresented Groups)								Schools	
	Grade Level		Race/Ethnicity ⁶				IEP	EL ⁷	Low-Income ⁸		# Low-Income / Total Schools	
	Grade 4	Grade 8	American Indian/ Alaska Native	Hispanic	Other non- white	White ⁹			FRPL	Non- FRPL	Elem and Middle	High
High Poverty Districts (50+ percent FRL)												
ALBUQUERQUE	42.7%	41.9%	7.2%	66.7%	8.3%	19.4%	24.1%	20.7%	71.8%	28.2%	112/ 148	33/49
ANIMAS	0.0%	16.7%	1.8%	38.0%	2.5%	57.7%	15.3%	9.8%	54.6%	45.4%	3/3	0/1
ARTESIA	43.4%	39.9%	1.2%	61.3%	1.8%	35.8%	16.9%	9.4%	54.1%	45.9%	8/9	0/2
AZTEC	44.7%	31.7%	16.6%	37.2%	4.9%	43.9%	21.5%	5.9%	100.0%	0.0%	6/6	3/3
BELÉN	40.6%	25.0%	3.5%	77.4%	2.0%	18.6%	21.8%	13.9%	100.0%	0.0%	8/8	2/2
BERNALILLO	26.9%	24.2%	49.4%	45.1%	2.9%	4.2%	17.6%	33.7%	100.0%	0.0%	9/9	2/2
BLOOMFIELD	29.8%	28.4%	41.2%	27.6%	3.7%	29.1%	22.0%	11.4%	100.0%	0.0%	5/5	2/2
CAPITÁN	60.6%	44.7%	1.2%	33.5%	3.4%	62.4%	17.5%	1.2%	61.2%	38.8%	3/3	1/1
CARLSBAD	48.3%	32.9%	0.8%	63.2%	3.5%	32.7%	19.3%	13.0%	51.3%	48.7%	8/10	2/4
CARRIZOZO	20.0%	21.4%	0.0%	56.6%	3.0%	40.4%	15.7%	4.2%	100.0%	0.0%	2/2	1/1
CENTRAL CONSOLIDATED	23.9%	24.8%	90.2%	5.7%	3.5%	3.9%	17.4%	35.2%	99.9%	0.1%	12/12	4/4

⁵ Definition of “not proficient” – percent of students not meeting or exceeding the state assessment, New Mexico Measures of Student Success Assessment (NM-MSSA)

⁶ Asian and Pacific Islander, Black (not Hispanic) are not listed due to small cell sizes.

⁷ English Learner

⁸ Low-income defined as districts are those 50% or higher students eligible for Free and Reduced Price Lunch; High-need school means— (a)(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.

⁹ White - not Hispanic

District	Proficiency ⁵ (% proficient)		Access (Traditionally Underrepresented Groups)								Schools	
	Grade Level		Race/Ethnicity ⁶				IEP	EL ⁷	Low-Income ⁸		# Low-Income / Total Schools	
	Grade 4	Grade 8	American Indian/ Alaska Native	Hispanic	Other non- white	White ⁹			FRPL	Non- FRPL	Elem and Middle	High
CHAMA	22.7%	15.8%	12.8%	79.9%	2.6%	8.6%	14.6%	15.1%	100.0%	0.0%	4/4	1/1
CIMARRON	38.2%	71.9%	1.0%	51.3%	3.3%	44.7%	20.4%	4.0%	64.8%	35.2%	4/4	2/2
CLAYTON	43.8%	45.8%	1.7%	58.5%	2.4%	37.7%	18.8%	4.1%	71.3%	28.7%	3/3	1/1
CLOUDCROFT	62.5%	46.7%	0.7%	23.3%	3.7%	72.3%	17.1%	0.5%	51.5%	48.5%	1/2	1/1
CLOVIS	36.1%	36.5%	1.0%	63.4%	10.9%	25.3%	19.1%	14.5%	100.0%	0.0%	15/15	3/3
COBRE CONSOLIDATED	42.5%	21.5%	0.3%	87.7%	1.0%	11.2%	23.4%	6.9%	100.0%	0.0%	5/5	1/1
CORONA	50.0%	76.9%	0.0%	30.6%	0.0%	69.4%	22.2%	1.4%	98.6%	1.4%	2/2	1/1
CUBA	8.0%	25.5%	74.1%	21.3%	4.4%	2.4%	19.1%	43.9%	100.0%	0.0%	2/2	1/1
DEMING	28.7%	25.6%	0.6%	86.3%	2.8%	10.5%	17.1%	44.4%	100.0%	0.0%	8/8	4/4
DEXTER	45.9%	31.8%	0.1%	82.7%	0.5%	16.8%	18.3%	24.1%	99.9%	0.1%	2/2	1/1
DORA	33.3%	63.2%	1.3%	30.3%	2.6%	65.8%	17.7%	9.5%	53.7%	46.3%	2/2	0/1
DULCE	11.8%	12.8%	92.1%	8.8%	3.5%	0.2%	18.4%	22.2%	100.0%	0.0%	2/2	1/1
ELIDA	62.5%	15.4%	0.0%	18.9%	3.9%	77.2%	17.2%	1.7%	64.4%	35.6%	2/2	1/1
ESPANOLA	27.9%	23.2%	8.0%	87.9%	2.0%	3.0%	18.3%	22.6%	98.5%	1.5%	14/15	3/3
ESTANCIA	28.6%	39.5%	1.8%	70.6%	2.0%	25.8%	25.9%	3.3%	100.0%	0.0%	3/3	1/1
EUNICE	29.8%	30.8%	0.1%	66.8%	2.0%	31.1%	16.4%	9.1%	70.1%	29.9%	2/2	1/1
FARMINGTON	40.4%	34.8%	39.2%	29.5%	7.9%	26.5%	16.5%	13.0%	76.4%	23.6%	14/15	5/6
FLOYD	50.0%	69.2%	0.0%	65.1%	1.7%	33.2%	15.7%	21.3%	88.1%	11.9%	2/2	1/1
FT SUMNER	25.0%	62.9%	1.0%	60.1%	3.1%	35.7%	25.2%	4.2%	100.0%	0.0%	2/2	1/1
GADSDEN	35.5%	36.6%	0.3%	96.7%	0.3%	2.7%	18.3%	46.4%	100.0%	0.0%	20/20	6/6
GALLUP	27.1%	38.1%	70.1%	20.9%	4.0%	8.2%	14.3%	30.8%	100.0%	0.0%	27/27	13/13
GRADY	100.0 %	62.5%	0.0%	28.3%	4.2%	67.5%	22.0%	1.6%	74.9%	25.1%	2/2	1/1

District	Proficiency ⁵ (% proficient)		Access (Traditionally Underrepresented Groups)								Schools	
	Grade Level		Race/Ethnicity ⁶				IEP	EL ⁷	Low-Income ⁸		# Low-Income / Total Schools	
	Grade 4	Grade 8	American Indian/ Alaska Native	Hispanic	Other non- white	White ⁹			FRPL	Non- FRPL	Elem and Middle	High
GRANTS	33.5%	21.8%	47.8%	37.9%	2.7%	11.6%	18.1%	12.8%	99.9%	0.1%	9/9	3/3
HAGERMAN	19.0%	46.9%	0.0%	77.3%	0.2%	22.4%	19.5%	25.4%	100.0%	0.0%	2/2	1/1
HATCH	22.7%	23.0%	0.0%	96.8%	0.1%	3.1%	11.3%	52.7%	98.3%	1.7%	4/4	1/1
HOBBS	38.7%	34.0%	0.6%	75.0%	5.0%	19.7%	18.0%	22.5%	100.0%	0.0%	17/17	2/2
HONDO	71.4%	26.7%	0.8%	80.0%	0.8%	18.5%	23.1%	13.8%	99.2%	0.8%	2/2	1/1
HOUSE	0.0%	0.0%	1.3%	25.0%	7.9%	65.8%	25.0%	0.0%	64.5%	35.5%	2/2	1/1
JAL	34.6%	13.6%	0.4%	82.1%	0.2%	17.4%	16.5%	12.4%	50.6%	49.4%	2/2	0/1
JEMEZ MOUNTAIN	9.1%	27.8%	42.6%	50.3%	1.1%	8.2%	15.3%	19.7%	100.0%	0.0%	3/3	1/1
JEMEZ VALLEY	33.3%	20.0%	73.1%	23.6%	2.6%	4.9%	17.4%	26.9%	100.0%	0.0%	3/3	1/1
LAKE ARTHUR	20.0%	45.5%	0.7%	76.0%	2.7%	20.7%	24.7%	23.3%	100.0%	0.0%	2/2	1/1
LAS CRUCES	41.7%	40.8%	1.7%	78.5%	4.2%	16.5%	18.0%	16.5%	100.0%	0.0%	35/35	9/9
LAS VEGAS CITY	31.8%	27.0%	1.7%	91.8%	1.1%	6.3%	18.3%	9.8%	100.0%	0.0%	5/5	1/1
LOGAN	90.9%	48.1%	1.6%	31.5%	3.8%	63.8%	10.7%	0.3%	54.8%	45.2%	3/3	1/2
LORDSBURG	23.3%	31.0%	0.0%	83.4%	1.6%	15.1%	15.3%	1.3%	59.6%	40.4%	3/3	1/1
LOS LUNAS	40.5%	27.8%	7.1%	73.1%	2.9%	19.2%	15.7%	13.3%	100.0%	0.0%	13/13	4/4
LOVING	53.1%	44.7%	0.3%	69.6%	1.7%	28.4%	15.9%	15.2%	99.9%	0.1%	2/2	1/1
LOVINGTON	29.3%	30.9%	0.2%	81.6%	2.0%	16.3%	21.1%	30.1%	100.0%	0.0%	8/8	4/4
MAGDALENA	23.8%	42.3%	33.7%	50.3%	0.3%	20.2%	20.8%	10.9%	99.7%	0.3%	2/2	1/1
MAXWELL	50.0%	70.0%	0.0%	52.2%	0.0%	47.8%	18.6%	0.0%	100.0%	0.0%	2/2	1/1
MESA VISTA	40.9%	69.2%	2.0%	89.5%	1.2%	7.8%	14.8%	9.0%	100.0%	0.0%	3/3	1/1
MORA	24.1%	20.7%	0.0%	96.2%	0.4%	3.3%	17.8%	8.0%	100.0%	0.0%	3/3	1/1
MORIARTY- EDGEWOOD	47.3%	49.1%	0.9%	53.7%	3.7%	41.9%	19.7%	8.2%	99.9%	0.1%	5/5	2/2

District	Proficiency ⁵ (% proficient)		Access (Traditionally Underrepresented Groups)								Schools	
	Grade Level		Race/Ethnicity ⁶				IEP	EL ⁷	Low-Income ⁸		# Low-Income / Total Schools	
	Grade 4	Grade 8	American Indian/ Alaska Native	Hispanic	Other non- white	White ⁹			FRPL	Non- FRPL	Elem and Middle	High
MOSQUERO	25.0%	25.0%	0.0%	35.0%	5.8%	59.2%	16.5%	0.0%	50.5%	49.5%	1/2	1/1
MOUNTAINAIR	18.2%	33.3%	3.5%	58.3%	5.3%	32.9%	20.6%	0.0%	100.0%	0.0%	2/2	1/1
PECOS	24.0%	40.6%	0.8%	93.9%	0.2%	5.5%	19.5%	10.3%	87.8%	12.2%	2/2	1/1
PENASCO	33.3%	68.4%	9.2%	85.4%	0.0%	6.5%	17.7%	6.1%	100.0%	0.0%	2/2	1/1
POJOAQUE	37.5%	22.7%	17.3%	80.9%	1.0%	5.0%	16.5%	12.6%	62.9%	37.1%	4/4	1/1
PORTALES	38.1%	39.1%	0.9%	67.1%	5.4%	26.9%	22.5%	13.3%	87.7%	12.3%	5/5	1/1
QUEMADO	66.7%	55.6%	4.4%	23.9%	5.0%	66.7%	23.3%	0.0%	61.1%	38.9%	4/4	1/1
QUESTA	5.9%	38.7%	1.2%	86.6%	0.6%	12.2%	20.6%	3.3%	100.0%	0.0%	3/3	1/1
RATON	57.4%	24.1%	0.8%	72.9%	0.6%	26.0%	20.2%	2.5%	62.8%	37.2%	2/3	0/1
RESERVE	33.3%	75.0%	2.8%	43.0%	2.8%	51.4%	21.5%	0.9%	77.6%	22.4%	2/2	1/1
ROSWELL	44.8%	30.0%	0.5%	73.4%	3.2%	22.9%	19.7%	13.5%	100.0%	0.0%	17/17	4/4
ROY	80.0%	75.0%	1.3%	70.0%	5.0%	23.8%	11.3%	0.0%	56.3%	43.8%	2/2	1/1
RUIDOSO	41.5%	36.9%	16.1%	54.3%	3.7%	28.8%	15.0%	11.5%	100.0%	0.0%	3/3	1/1
SAN JON	44.4%	42.9%	1.5%	57.8%	1.5%	40.0%	20.7%	1.5%	100.0%	0.0%	2/2	1/1
SANTA FE	43.3%	34.8%	2.8%	79.6%	3.3%	15.1%	16.6%	30.1%	77.6%	22.4%	18/25	4/7
SANTA ROSA	52.4%	64.4%	0.6%	95.4%	1.0%	3.0%	17.9%	5.8%	99.5%	0.5%	4/4	1/1
SILVER CITY	47.7%	43.0%	1.6%	65.3%	3.7%	30.4%	18.0%	3.5%	99.9%	0.1%	8/8	2/2
SOCORRO	33.0%	33.3%	5.4%	73.2%	3.6%	19.4%	16.4%	8.8%	96.8%	3.2%	5/5	1/1
SPRINGER	60.0%	37.5%	0.0%	89.7%	0.9%	9.5%	20.7%	4.3%	100.0%	0.0%	3/3	1/1
TAOS	53.0%	49.0%	6.5%	72.2%	3.3%	19.5%	23.9%	9.4%	92.2%	7.8%	6/6	2/2
TATUM	50.0%	28.6%	0.3%	46.6%	0.9%	52.2%	16.9%	10.9%	51.6%	48.4%	1/2	0/1
TRUTH OR CONS.	36.7%	37.2%	0.9%	51.9%	3.8%	43.9%	19.1%	8.5%	100.0%	0.0%	4/4	2/2
TUCUMCARI	29.5%	51.9%	0.6%	68.3%	3.1%	28.1%	20.4%	5.5%	100.0%	0.0%	2/2	1/1

District	Proficiency ⁵ (% proficient)		Access (Traditionally Underrepresented Groups)								Schools	
	Grade Level		Race/Ethnicity ⁶				IEP	EL ⁷	Low-Income ⁸		# Low-Income / Total Schools	
	Grade 4	Grade 8	American Indian/ Alaska Native	Hispanic	Other non- white	White ⁹			FRPL	Non- FRPL	Elem and Middle	High
TULAROSA	31.0%	26.9%	29.2%	44.8%	3.1%	24.8%	21.9%	2.4%	99.8%	0.2%	3/3	1/1
VAUGHN		0.0%	0.0%	94.2%	0.0%	5.8%	28.8%	17.3%	94.2%	5.8%	2/2	1/1
WAGON MOUND	50.0%	71.4%	0.0%	77.6%	1.2%	21.2%	12.9%	8.2%	100.0%	0.0%	2/2	1/1
WEST LAS VEGAS	39.7%	34.2%	1.2%	88.1%	1.7%	9.8%	15.2%	4.8%	100.0%	0.0%	9/9	3/3
ZUNI	33.7%	42.4%	97.1%	1.6%	2.3%	0.3%	12.6%	41.7%	100.0%	0.0%	2/2	2/2
NEW MEXICO CHARTER SCHOOLS	48.1%	49.2%	7.0%	62.4%	6.5%	25.6%	18.8%	15.0%	63.4%	36.6%	37/50	26/37
Lower Poverty Districts												
ALAMOGORDO	47.6%	43.8%	2.3%	45.1%	14.1%	39.3%	19.4%	4.0%	45.5%	54.5%	7/12	1/2
DES MOINES	100.0 %	75.0%	0.0%	30.6%	3.2%	66.1%	20.2%	1.6%	45.2%	54.8%	0/2	0/1
LOS ALAMOS	71.5%	67.4%	2.7%	34.3%	9.7%	54.2%	19.6%	4.2%	14.4%	85.6%	0/6	0/3
MELROSE	47.6%	72.0%	0.0%	17.9%	2.9%	79.2%	24.4%	0.3%	41.2%	58.8%	0/2	0/1
RIO RANCHO	50.5%	54.3%	7.2%	58.6%	9.2%	28.2%	21.0%	5.5%	34.5%	65.5%	6/19	1/4
TEXICO	71.9%	56.8%	0.9%	41.4%	2.3%	55.4%	13.8%	10.2%	42.9%	57.1%	0/2	0/1

Table A2. Literacy Proficiency Rates by District with Educator and School Data

Appendix A: Statewide Needs Assessment Table

District	Proficiency ¹⁰ (% proficient)		Teacher Experience			Schools	
	Grade Level		Inexperienced in High Poverty School	Out-of-field in High Poverty Schools	Provisional Cert in High Poverty Schools	# Low-Income / Total Schools	
	Grade 4	Grade 8				Elem and Middle	High
High Poverty Districts (50+ percent FRL)							
ALBUQUERQUE	42.7%	41.9%	24.9%	3.4%	11.7%	112/ 148	33/49
ANIMAS	0.0%	16.7%	0.0%	0.0%	0.0%	3/3	0/1
ARTESIA	43.4%	39.9%	0.0%	0.0%	0.0%	8/9	0/2
AZTEC	44.7%	31.7%	23.6%	4.9%	10.7%	6/6	3/3
BELEN	40.6%	25.0%	19.8%	4.2%	13.5%	8/8	2/2
BERNALILLO	26.9%	24.2%	30.2%	3.1%	17.2%	9/9	2/2
BLOOMFIELD	29.8%	28.4%	18.3%	5.5%	9.9%	5/5	2/2
CAPITAN	60.6%	44.7%	0.0%	0.0%	0.0%	3/3	1/1
CARLSBAD	48.3%	32.9%	0.0%	0.0%	0.0%	8/10	2/4
CARRIZOZO	20.0%	21.4%	28.6%	0.0%	22.6%	2/2	1/1
CENTRAL CONSOLIDATED	23.9%	24.8%	19.1%	6.0%	13.7%	12/12	4/4
CHAMA	22.7%	15.8%	17.5%	23.3%	10.0%	4/4	1/1
CIMARRON	38.2%	71.9%	23.8%	0.0%	19.0%	4/4	2/2
CLAYTON	43.8%	45.8%	28.6%	0.0%	28.6%	3/3	1/1

¹⁰ Definition of “not proficient” – percent of students not meeting or exceeding the state assessment, New Mexico Measures of Student Success Assessment (NM-MSSA)

District	Proficiency ¹⁰ (% proficient)		Teacher Experience			Schools	
	Grade Level		Inexperienced in High Poverty School	Out-of-field in High Poverty Schools	Provisional Cert in High Poverty Schools	# Low-Income / Total Schools	
	Grade 4	Grade 8				Elem and Middle	High
CLOUDCROFT	62.5%	46.7%	0.0%	0.0%	0.0%	1/2	1/1
CLOVIS	36.1%	36.5%	39.4%	6.1%	25.6%	15/15	3/3
COBRE CONSOLIDATED	42.5%	21.5%	20.2%	4.8%	20.7%	5/5	1/1
CORONA	50.0%	76.9%	18.8%	6.3%	12.5%	2/2	1/1
CUBA	8.0%	25.5%	34.4%	6.3%	20.0%	2/2	1/1
DEMING	28.7%	25.6%	33.3%	13.8%	28.5%	8/8	4/4
DEXTER	45.9%	31.8%	27.0%	1.4%	15.2%	2/2	1/1
DORA	33.3%	63.2%	0.0%	0.0%	0.0%	2/2	0/1
DULCE	11.8%	12.8%	18.5%	0.0%	9.1%	2/2	1/1
ELIDA	62.5%	15.4%	0.0%	0.0%	0.0%	2/2	1/1
ESPANOLA	27.9%	23.2%	20.6%	4.6%	12.8%	14/15	3/3
ESTANCIA	28.6%	39.5%	21.9%	4.7%	19.4%	3/3	1/1
EUNICE	29.8%	30.8%	0.0%	0.0%	0.0%	2/2	1/1
FARMINGTON	40.4%	34.8%	25.2%	1.8%	12.3%	14/15	5/6
FLOYD	50.0%	69.2%	10.0%	6.3%	3.3%	2/2	1/1
FT SUMNER	25.0%	62.9%	21.1%	9.5%	20.0%	2/2	1/1
GADSDEN	35.5%	36.6%	21.5%	9.3%	13.6%	20/20	6/6
GALLUP	27.1%	38.1%	20.9%	8.0%	12.0%	27/27	13/13
GRADY	100.0%	62.5%	25.0%	12.5%	17.6%	2/2	1/1
GRANTS	33.5%	21.8%	26.9%	9.6%	16.2%	9/9	3/3
HAGERMAN	19.0%	46.9%	18.6%	2.1%	11.1%	2/2	1/1

District	Proficiency ¹⁰ (% proficient)		Teacher Experience			Schools	
	Grade Level		Inexperienced in High Poverty School	Out-of-field in High Poverty Schools	Provisional Cert in High Poverty Schools	# Low-Income / Total Schools	
	Grade 4	Grade 8				Elem and Middle	High
HATCH	22.7%	23.0%	32.5%	16.3%	23.5%	4/4	1/1
HOBBS	38.7%	34.0%	29.1%	2.1%	16.0%	17/17	2/2
HONDO	71.4%	26.7%	10.5%	5.3%	5.3%	2/2	1/1
HOUSE	0.0%	0.0%	66.7%	0.0%	0.0%	2/2	1/1
JAL	34.6%	13.6%	0.0%	0.0%	0.0%	2/2	0/1
JEMEZ MOUNTAIN	9.1%	27.8%	3.4%	3.0%	3.4%	3/3	1/1
JEMEZ VALLEY	33.3%	20.0%	18.8%	8.1%	6.3%	3/3	1/1
LAKE ARTHUR	20.0%	45.5%	31.3%	28.6%	18.8%	2/2	1/1
LAS CRUCES	41.7%	40.8%	27.9%	3.2%	15.5%	35/35	9/9
LAS VEGAS CITY	31.8%	27.0%	18.7%	1.9%	12.0%	5/5	1/1
LOGAN	90.9%	48.1%	0.0%	0.0%	0.0%	3/3	1/2
LORDSBURG	23.3%	31.0%	0.0%	0.0%	0.0%	3/3	1/1
LOS LUNAS	40.5%	27.8%	23.8%	4.0%	11.9%	13/13	4/4
LOVING	53.1%	44.7%	19.6%	3.3%	12.1%	2/2	1/1
LOVINGTON	29.3%	30.9%	21.8%	5.3%	12.5%	8/8	4/4
MAGDALENA	23.8%	42.3%	21.1%	18.6%	12.2%	2/2	1/1
MAXWELL	50.0%	70.0%	8.0%	0.0%	8.0%	2/2	1/1
MESA VISTA	40.9%	69.2%	16.7%	7.7%	8.3%	3/3	1/1
MORA	24.1%	20.7%	36.4%	4.4%	19.1%	3/3	1/1
MORIARTY- EDGEWOOD	47.3%	49.1%	35.8%	2.4%	15.6%	5/5	2/2
MOSQUERO	25.0%	25.0%	0.0%	0.0%	0.0%	1/2	1/1

District	Proficiency ¹⁰ (% proficient)		Teacher Experience			Schools	
	Grade Level		Inexperienced in High Poverty School	Out-of-field in High Poverty Schools	Provisional Cert in High Poverty Schools	# Low-Income / Total Schools	
	Grade 4	Grade 8				Elem and Middle	High
MOUNTAINAIR	18.2%	33.3%	33.3%	3.7%	16.7%	2/2	1/1
PECOS	24.0%	40.6%	31.3%	3.1%	23.5%	2/2	1/1
PENASCO	33.3%	68.4%	26.5%	8.8%	13.5%	2/2	1/1
POJOAQUE	37.5%	22.7%	0.0%	0.0%	0.0%	4/4	1/1
PORTALES	38.1%	39.1%	21.7%	4.2%	10.4%	5/5	1/1
QUEMADO	66.7%	55.6%	0.0%	0.0%	0.0%	4/4	1/1
QUESTA	5.9%	38.7%	28.0%	5.7%	13.0%	3/3	1/1
RATON	57.4%	24.1%	0.0%	0.0%	0.0%	2/3	0/1
RESERVE	33.3%	75.0%	12.5%	22.2%	12.5%	2/2	1/1
ROSWELL	44.8%	30.0%	29.9%	10.5%	18.6%	17/17	4/4
ROY	80.0%	75.0%	0.0%	0.0%	0.0%	2/2	1/1
RUIDOSO	41.5%	36.9%	19.7%	4.4%	8.0%	3/3	1/1
SAN JON	44.4%	42.9%	22.7%	8.7%	8.7%	2/2	1/1
SANTA FE	43.3%	34.8%	21.2%	16.2%	14.0%	18/25	4/7
SANTA ROSA	52.4%	64.4%	29.5%	6.6%	20.9%	4/4	1/1
SILVER CITY	47.7%	43.0%	24.2%	1.1%	10.1%	8/8	2/2
SOCORRO	33.0%	33.3%	28.9%	1.4%	17.5%	5/5	1/1
SPRINGER	60.0%	37.5%	13.6%	0.0%	13.0%	3/3	1/1
TAOS	53.0%	49.0%	20.3%	2.5%	11.8%	6/6	2/2
TATUM	50.0%	28.6%	0.0%	0.0%	0.0%	1/2	0/1
TRUTH OR CONS.	36.7%	37.2%	37.1%	10.8%	25.3%	4/4	2/2

District	Proficiency ¹⁰ (% proficient)		Teacher Experience			Schools	
	Grade Level		Inexperienced in High Poverty School	Out-of-field in High Poverty Schools	Provisional Cert in High Poverty Schools	# Low-Income / Total Schools	
	Grade 4	Grade 8				Elem and Middle	High
TUCUMCARI	29.5%	51.9%	26.8%	1.4%	15.1%	2/2	1/1
TULAROSA	31.0%	26.9%	11.7%	0.0%	7.8%	3/3	1/1
VAUGHN		0.0%	22.2%	10.0%	10.0%	2/2	1/1
WAGON MOUND	50.0%	71.4%	21.4%	0.0%	21.4%	2/2	1/1
WEST LAS VEGAS	39.7%	34.2%	39.7%	3.2%	26.3%	9/9	3/3
ZUNI	33.7%	42.4%	25.0%	1.3%	7.8%	2/2	2/2
NEW MEXICO CHARTER SCHOOLS	48.1%	49.2%	N/A	N/A	N/A	37/50	26/37
Lower Poverty Districts							
ALAMOGORDO	47.6%	43.8%	0.0%	0.0%	0.0%	7/12	1/2
DES MOINES	100.0%	75.0%	0.0%	0.0%	0.0%	0/2	0/1
LOS ALAMOS	71.5%	67.4%	0.0%	0.0%	0.0%	0/6	0/3
MELROSE	47.6%	72.0%	0.0%	0.0%	0.0%	0/2	0/1
RIO RANCHO	50.5%	54.3%	30.9%	5.7%	11.2%	6/19	1/4
TEXICO	71.9%	56.8%	0.0%	0.0%	0.0%	0/2	0/1

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1236-NM_CLSD Budget Narrative Final for Submission

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

CLSD Budget Narrative

The New Mexico Comprehensive Literacy State Development (CLSD) Program proposal includes a request for [REDACTED] over a five-year period, with 95 percent to be distributed to subgrantees. The remaining five percent, [REDACTED], will support salary and benefits for three FTEs (one CLSD Literacy Grant Manager [1 FTE] and two CLSD literacy specialists [2 FTEs]), program operating costs, hiring of contractors, partnership with institutions of higher education, as well as direct expenses for program functions (technical assistance [TA], meetings, webinars, resource development, etc.) and travel (on-site TA to subgrantees). See **Budget Table 1** below.

Budget Narrative

Personnel:

Three positions funded by the state allocation will support implementation of the CLSD grant over the five-year grant period. The title, duties, salary, amount of time, importance, and basis for cost estimates are described below.

CLSD Literacy Grant Manager (1 FTE)

The CLSD Literacy Grant Manager will be housed within PED. This position is responsible for the overall planning and coordination of all state-level activities associated with the CLSD grant, oversight of the subgrantees, and supervision of the two Literacy Specialists. The Manager monitors progress of the subgrantees and provides leadership in expanding comprehensive literacy opportunities and educational choice, access to services and training, referral services, and public awareness. This position requires someone with knowledge of literacy development from birth to grade 12 (B–12); ability to plan and execute large-scale projects; and experience developing specific goals and plans.

Budget Table 1: Five Year CLSD Grant Budget Allocation by Category

	Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
1.	Personnel	██████	██████	██████	██████	██████	██████
2.	Fringe Benefits	██████	██████	██████	██████	██████	██████
3.	Travel	██████	██████	██████	██████	██████	██████
4.	Equipment	██████	██	██	██	██	██████
5.	Supplies	██████	██	██	██	██	██████
6.	Contractual	██████	██████	██████	██████	██████	██████
7.	Construction	██	██	██	██	██	██
8.	Other (Subgrantee Award to Districts)	██████	██████	██████	██████	██████	██████
9.	Total Direct (lines1-8)	██████	██████	██████	██████	██████	██████
10.	Indirect Costs	██████	██████	██████	██████	██████	██████
11.	Training Stipends	██	██	██	██	██	██
12.	Total Grant	\$11,999,725	\$11,999,725	\$11,999,725	\$11,999,725	\$11,999,725	59,998,625

This is a full-time position and will be paid aligned with the state pay plan. Base-level pay is ██████ per year.

CLSD Literacy Specialists (2 FTEs)

Two CLSD Literacy Specialists also will be housed within PED. The Literacy Specialists will support state-level activities (e.g., RFA process), assist with monitoring of the subgrantees, and provide other technical assistance to subgrantees to support the implementation of their literacy plans. With the CLSD Literacy Manager, the Literacy Specialists will monitor progress of program objectives that affect the quality and level of services provided and the program's success; provide TA to subgrantees; and make referrals for external professional development and TA as needed. These positions are full-time positions and will be paid in line with the state pay plan. The base-pay is ██████.

Budget Table 2 outlines the costs associated with personnel salaries for the five-year grant period.

Budget Table 2: Personnel Salaries

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
CLSD Literacy Grant Manager	██████	██████	██████	██████	██████	██████
Literacy Specialist	██████	██████	██████	██████	██████	██████
Literacy Specialist	██████	██████	██████	██████	██████	██████
Total	██████	██████	██████	██████	██████	██████

Fringe Benefits: ██████

CLSD Literacy Grant Manager

Fringe benefits are calculated as:

FICA: 7.65%

Retirement, workers compensation and unemployment: 19.24%

Insurance: 10.00%

Retiree healthcare 2.00%

Literacy Specialists (2)

Fringe benefits are calculated as: FICA: 7.65%

Retirement, workers compensation and unemployment: 19.24%

Insurance: 10.00%

Retiree healthcare 2.00%

The bases on which fringe benefits are calculated are in **Budget Table 2**.

See **Budget Table 3** below for a breakdown of the fringe benefits by position.

Budget Table 3: Fringe Benefits

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
CLSD Manager						
Literacy Specialist						
Literacy Specialist						
Total						

Travel:

Site visits to the subgrantees are vital for providing TA and grant monitoring and will be a key contributing factor to the success of the grant. Trips will be made from the PED office in Santa Fe to subgrantees across the state. Travel reimbursement will be made available to CLSD staff for these site visits as well as regional meetings and providing professional development and TA. It is estimated that there will be at least 120 monitoring site visits after the grants are awarded (two per site per year in years 2 through 5 of the grant, assuming 15 subgrantees. Travel reimbursement rates in New Mexico are mile when a state-owned vehicle is not available for employee use. Per diem rates for lodging and meals are in accordance with are based on New Mexico Department of Finance published per diem rates of per night (meals and lodging). Estimated travel costs are based on travel to the furthest subgrantee potentially funded.

Equipment and Supplies:

The cost of equipment and supplies include, but are not limited to, office supplies and instructional materials for the needs assessment, training, TA, and monitoring.

Contractual: [REDACTED]

The state will contract with individuals and organizations to support activities of the grant such stipends to serve as reviewers of subgrantee applications, data analysis for the CQI process, communications, training for faculty of IHEs, and technical assistance to potential grantees to support an equitable RFA process.

Awards to Districts: [REDACTED]

The State will distribute subgrants to LEAs in the following categories:

- Birth through age five: approximately 16% of subgrant total or [REDACTED]
- Kindergarten through grade five: approximately 42% of subgrant total or [REDACTED]
- Middle and high school students: approximately 42% of subgrant total or [REDACTED]

The subgrants will be distributed evenly across five years in the amount of [REDACTED] per year. Subgrantees will dedicate a small percentage of the subgrant to the fund the evaluation and Biliteracy Specialist and Disciplinary Literacy Specialist to support them, and will submit literacy plans and detailed budgets regarding how all funds will be spent. As part of the administration and oversight of the grant, PED will monitor and track all subgrantee expenditures to ensure that funds are spent in accordance with the state CLSD grant plan. [REDACTED]

Indirect Costs:

The indirect cost rate is 12.1 percent applied to the state allocation.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 06/30/2026

Applicant Information

Legal Name:

New Mexico Public Education Department

1. Project Objective:

Enhance literacy leadership at the state and district level.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hire state level staff.	PROJECT		3 /	3	100.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Create Biliteracy Framework.	PROJECT		1 /	1	100.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hire and train Literacy Coordinators.	PROJECT		15 /	15	100.00

2. Project Objective:

Support strong implementation of High-Quality Instructional Materials (HQIM) across all subgrantees. The expectation is that all classrooms funded with the CLSD Grant will use Structured Literacy HQIM for core curriculum materials and the MLSS Framework. Raw numbers for 2.a. and 2.c. can only be determined after the subgrantee award process has taken place.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Structured Literacy HQIM for core curriculum materials are used effectively in all classrooms.	PROJECT			/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Resource page created and accessible to subgrantees.	PROJECT		1	/	1 100.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
MLSS Framework actively in use in districts.	PROJECT			/	

3. Project Objective:

Strengthen the state's professional learning system and create additional training opportunities for the Structured Literacy approach.
Raw numbers can for 3.b. and 3.c. can only be determined after the subgrantee award process has taken place.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
11 Educator Preparation Programs complete the CCSSO learning modules.	PROJECT		11	/	11 100.00

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Baseline review of data feedback on the EPPs provided, followed by assessment of implementation and overall alignment of literacy coursework to the Science of Reading and Structured Literacy HQIM.	PROJECT			/	

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Coaches hired and trained.	PROJECT			/	

4. Project Objective:

Increase district, school, and classroom leaders' capacity to use assessment to drive decision-making and instruction.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

4.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase data literacy among district leadership and teachers.	PROJECT			/		

5. Project Objective:

Stronger family engagement practices that support literacy.

5.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Family biliteracy workshops.	PROJECT			/		

5.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Support the implementation of the Countdown to Kindergarten Canvas Program.	PROJECT			/		

5.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Develop and implement a program for parents and caregivers based on the First Teacher/Primero Maestro program.	PROJECT			/		

6. Project Objective:

Stronger literacy outcomes for students.
 Table 3 in the grant application provides quantitative goals for literacy proficiency growth among subgrantees for 2027 and 2030. Raw numbers can only be determined after the subgrantee award process has taken place.

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
3% annual growth in ECOT Oral Language for 4 year old children.	PROJECT			/		

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

6.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
4% annual growth in ELA proficiency in grades 3-8.	PROJECT			/		

6.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
3% annual growth in proficiency for EWR for 11th graders on the SAT.	PROJECT			/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

New Mexico Public Education Department

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	11,999,725.00	11,999,725.00	11,999,725.00	11,999,725.00	11,999,725.00			59,998,625.00

*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2022 To: 06/30/2025 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 12.10 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 12.10 %.

(6) For Training Rate Programs (check one) – Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?, or ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
New Mexico Public Education Department	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
New Mexico Public Education Department		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The New Mexico Public Education Department (NMPED) has a mission and vision that are grounded in equity for all students:
EQUITY, EXCELLENCE AND RELEVANCE
The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.
ROOTED IN OUR STRENGTHS
Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.
To support the mission and vision, to ensure that the important work of the Martinez and Yazzie Lawsuit was carried out by the experts at the local level, the NMPED established the Equity Council requirement in 2019 for all districts and charter schools in the state. The NMPED is committed to the work of providing resources and guidance to districts and charters through an "accountability with support" model. This means that the NMPED is building the foundation for equitable spending and allocation of resources through the work of the Equity Councils as advisories to school boards, superintendents, charter school executive directors, and governing bodies through the data collected in the Martinez and Yazzie Readiness Assessment.

The development of Equity Councils was the first phase of a long-term initiative aimed at correcting systemic obstacles to success for all children in New Mexico. The Intention of Equity Councils is to convene stakeholders to drive local, community-based, transformative solutions that will establish equity in education. This intention empowers local communities, placing them at the center of system transformation. Equity Councils focus on equity challenges, build skills and knowledge, and catalyze local actions focused on equity. Actions include a readiness assessment, a Culturally and Linguistically Responsive (CLR) Inventory and Framework and an Equity Plan.

The NMPED launched the Equity Support Hub in 2021 to provide a support team and contracted Equity Facilitators with expertise in racial equity, community-based education, coaching, community organizing, and educational transformation. Statewide meetings and webinars and in-person convenings were held throughout the years to support the work of the Equity Councils. As of October 2023, 70.4% of the 200 districts and charter schools had completed a Readiness Assessment and 24.2% of districts/charters had completed the CLR Framework and Inventory. In 2023, the NMPED conducted a survey to determine if the Equity Council goals were being reached. Respondents reported 70-98% positively regarding the goals of the program.

Just under 25% of New Mexico's students attend small rural schools. Many of these schools are served through Regional Educational Cooperatives (RECs). RECs were created in 1993 by NM legislation to provide programs and services that would otherwise be cost prohibitive to their member districts. By engaging the REC structure we will ensure access to the proposed project.

<https://webnew.ped.state.nm.us/wp-content/uploads/2022/07/Equity-Councils-Brief-2022.pdf>

<https://webnew.ped.state.nm.us/wp-content/uploads/2023/11/22-23-Equity-council-brief.pdf>

<https://www.nmreca.org/>

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Ensuring that every district has an equal opportunity to apply for funding through CLSD will be our priority in overcoming barriers. One barrier may be communication of the opportunity to participate in the subgrantee application process. While NMPED makes every effort to ensure that all districts are informed of funding and other opportunities, we know that sometimes, the right people do not receive the right information and that this can result in missed opportunities. We know from our previous experience with CLSD that while districts and charters were informed about the grant, not everyone realized or understood the opportunity. We also anticipate that there may be a lack of adequate infrastructure within districts, especially smaller, rural districts, to apply for the opportunity.

Because this proposal is meant to support the New Mexico Structured Literacy Initiative and legislation, we may experience a barrier in that NM still has some districts that have not completely embraced the state's shift to a structured literacy approach to teaching and learning (please see State Literacy Plan). Changes take time and while the state is moving in the right direction regarding an evidenced based approach, there are districts that are changing at a slower pace. If a district is not yet in alignment with the goals of the grant, they may not apply.

Once subgrants have been awarded, we anticipate having to put measures in place to ensure that the resources are directed to the highest need students and schools (please see project design, District Literacy Coordinator position description). We have seen that some resources have tended to go toward those schools that make requests rather than to schools with the highest need.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

New Mexico views the sub granting process as an opportunity to engage in substantive discussions with potential subgrantees about the goals of the grant, best practices and evidence-based B-12 literacy initiatives to support all students. NM PED will use all channels of communication to share information about the proposed project in a uniform and consistent manner to ensure subgrantee applicants have the information they need to submit high-quality applications. The PED will use weekly e-blast newsletters for superintendents and PED Bureaus as well as a public press release. In addition, the PED will work closely with the Regional Educational Cooperatives (REC) and Curriculum and Instruction Directors across the state to ensure key stakeholders are aware of the proposed project.

The state has collected data on the LEAs with the highest needs students

with the lowest achievement (see State Needs Assessment) and would reach out to ensure information about the proposed project reached these communities. To prioritize areas serving large numbers of disadvantaged children, the PED will target communities with high numbers of economically disadvantaged children, students with limited English proficiency and/or students receiving special education services.

After widely disseminating the proposed project, the state would provide technical assistance (TA) and support for the RFA process that would include TA supporting proposal preparation. PED will host virtual meetings, webinars, and TA office hours to publicize the RFA and provide TA in advance of the subgrantee application process. The TA will give potential subgrantees the opportunity to learn about: (1) The scope of the proposed project and the criteria by which the programs and practices were selected for inclusion; (2) Interpreting research on literacy programs and interventions, including how to determine whether a program has a strong, moderate, or promising level of evidence and consideration of the relevant evidence for their specific population of children; and (3) The revised New Mexico State Literacy Framework and how to align this document to local literacy plans based on current data (or findings from a local needs assessment and data).

The goal of the TA process is to support the coordination of literacy instruction within each LEA, build the capacity of LEAs as informed consumers of research, support stronger CLSD subgrant proposals, and create a more robust foundation for implementation among those entities that are awarded an CLSD subgrant.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

From Nov 2024--Jan 2025 we will conduct outreach to districts regarding the opportunity to apply. The milestone will be that by February 2025 the outreach has been thorough and equitable across the state through multiple channels to reach all stakeholders.

In January 2025 will provide TA to districts to complete applications. The milestone will be that by February 2025 we receive 25 or more quality applications from geographically diverse, high needs districts or from RECs that serve high needs districts.

In July-September 2025 we will provide training and support to the District Literacy Coordinators to ensure resources are focused on the highest needs students. The milestone will be that in Sept - Nov 2025 forward the district leadership demonstrates an understanding of the needs in the district and the literacy plan reflects goals and actions to support the highest needs students within the district.

In Oct/Nov 2025 forward we will conduct site visits to monitor implementation and fiscal accountability. The milestone will be that from Oct/Nov 2025 forward we find during the monitoring visits that grant goals are being worked toward equitably.

In Oct 2025 forward we will begin evaluation of district needs assessments and literacy plans. The milestone will be that from June 2025 forward the annual evaluation findings demonstrate that the highest needs students are being addressed through the district literacy plan and grant projects.

In June 2025 forward we will evaluate targeted supports. The milestone will be that from June 2025 forward the evaluation findings indicate that grant

goals are being met. (see Quality of Project Evaluation).

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Severo"/>	<input type="text"/>	<input type="text" value="Martinez"/>	<input type="text"/>

* Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	<input type="text" value="300 Don Gaspar Ave"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Santa Fe"/>
County:	<input type="text" value="NM"/>
* State:	<input type="text" value="NM: New Mexico"/>
* Zip Code:	<input type="text" value="87501-2744"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

* Phone Number (give area code) Fax Number (give area code)

<input type="text"/>	<input type="text"/>
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* Email Address:

<input type="text"/>

Alternate Email Address:

<input type="text"/>

OPE ID(s) (if applicable)

<input type="text"/>

NCES School ID(s) (if applicable)

<input type="text"/>

NCES LEA/School District ID(s) (if applicable)

<input type="text"/>

2. New Potential Grantee or Novice Applicant:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes ☐ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. The Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016, revised 2019. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/21 .	The report found "positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension" outcomes" for recommendations 2, Develop awareness of the segments of sound in speech and how they link to letters, 3, Teach students to decode words, analyze word parts, and write and recognize words, and 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Appendix D, table D3, pgs. 56-61. Studies that contributed to strong and moderate evidence included rural and at-risk students in the Southwestern US and at-risk students in geographically diverse areas of the US which are similar to the settings and populations to be served in the project.
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. Teaching Elementary School Students to Be Effective Writers Practice Guide, 2012, revised 2018. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/17 .	Studies of SRSD showed uniformly positive effects on writing outcomes, including the overall quality of students' writing. Eight of the nine studies found generally positive effects on outcomes such as spelling, handwriting, sentence structure, the quantity of text produced, and the overall quality of student writing.	Appendix D, table D3, pgs. 60-75 and table D5 pgs. 87-88. Studies contributing to strong evidence rating for recommendation 2 and moderate evidence for recommendation 3 included students in grades 2-6 who were at risk. These studies overlap with the population of the proposed project.
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. Providing Reading Interventions for Students in Grades 4-9, 2022. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/29 .	For recommendations 1-4: Build students' decoding skills so they can read complex multisyllabic words. 2. Provide purposeful fluency-building activities to help students read effortlessly. 3. Routinely use a set of comprehension building practices to help students make sense of the text. 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, the study found positive outcomes for general reading proficiency and English language arts and reading comprehension.	Appendix C tables C4, C6, C8 and C10 pgs. 96-150. Studies contributing to strong and moderate evidence include schools in an urban district in the southwestern region of the U.S. with 77% Hispanic students; two schools in Texas with similar demographics to New Mexico; students with reading difficulties in urban and rural schools in the SW. These studies overlap with the setting and population of the proposed project.
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. Teaching Secondary	The study showed positive effects on at least one writing outcome, including outcomes in the overall writing quality, genre elements, organization, PRA Award # S371C240019g output, and	Appendix D table D2, pgs. 70-76. Studies contributing to strong and moderate evidence include secondary students with learning and writing difficulties and English learners in

Students to Write Effectively (2016, revised, 2019). Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/22 .	writing process domains.	urban and suburban settings. These studies overlap with the population of the proposed project.
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. WWC Intervention Report A summary of findings from a systematic review of the evidence: Read 180.	For recommendations 1 and 2: 1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. 2. Integrate writing and reading to emphasize key writing features, all of the studies found positive effects on at least one writing outcome, including outcomes in the overall writing quality, genre elements, organization, word choice, writing output, and writing process domains.	Intervention Report pg. 6-9. Studies that contributed to strong evidence included populations that were 60% Hispanic and 89% economically disadvantaged. This reflects populations to be served in the project.
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. Improving Reading Comprehension in Kindergarten Through 3rd Grade, 2010. Retrieved from https://files.eric.ed.gov/fulltext/ED512029.pdf .	The studies found positive outcomes for reading comprehension for recommendations 1, 2, and 5: 1. Teach students how to use reading comprehension strategies. 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. 5. Establish an engaging and motivating context in which to teach reading comprehension.	Appendix D, tables D1 and D2 pgs. 54-58. Studies included as evidence for strong and moderate ratings include rural and urban classrooms in diverse settings in the US including high poverty, low performing schools. This overlaps with the populations to be served through the project.
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. Preparing Young Children for School, 2022. Retrieved from https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/T04_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf .	The recommendation 1,5,6 and 7 found positive outcomes for students. 1. Regularly provide intentional, engaging instruction and practice focused on social-emotional skills. 5. Intentionally plan activities to build children's vocabulary and language. 6. Build children's knowledge of letters and sounds. 7. Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.	Studies to support strong levels of evidence included low income and Hispanic students in geographically diverse areas of the US including the SW and Texas.
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[MD1] Department of Education - Institute of Education Sciences - National Center for Education Evaluation and Regional Assistance. Retrieved from; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf	Six studies showed positive effects on decoding and four showed effects on both decoding and reading comprehension for recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	Studies supporting strong evidence included one on one and small group instruction (pg. 19).
Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. Learning and Instruction, 25, 35-48	The findings identified a positive effect of the Content Focused Coaching program on observed classroom text discussion quality. Supporting the theory underlying CFC, the positive effect of the program on student reading achievement was mediated through the quality of classroom text discussions.	A sample of 32 schools serving primarily minority and English language learning (ELL) students from low-income families participated in the trial. All schools were from a medium-sized district in the Southwestern United States. This overlaps with the populations to be served through the project.
Puzio, K., Colby, G. T., & Algeo-Nichols[MD1] , D. (2020). Differentiated literacy instruction: Boondoggle or best practice?. Review of Educational Research, 90(4), 459-498.	The study analysis found that when teachers are supported to differentiate instruction, students have significantly higher literacy achievement scores, particularly for letter-word and writing outcomes. The most successful programs took very different approaches to differentiation, including individualization, choice, and an alternate curriculum.	The study supports the need for high quality instructional materials to support teacher effectiveness. HQIM is supported through this project.
Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., Barth, A.,	The students who participated in the Tier 2 intervention that emphasized word recognition,	The study focused on 6th grade students receiving intervention, a practice included in

Romain, M., & Francis, D. (2010). Response to intervention for middle school[MD1] students with reading difficulties: Effects of a primary and secondary intervention. <i>School Psychology Review</i> , 39(1), 321.	vocabulary, fluency, and comprehension showed gains on measures of decoding, fluency, and comprehension.	the project.
Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). <i>Effective Teacher Professional Development</i> . Palo Alto, CA: Learning Policy Institute. Retrieved from https://doi.org/10.54300/122.311 .	This paper reviews 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. The found seven widely shared features of effective professional development: content focused; incorporates active learning; supports collaboration; uses models of effective practice; provides coaching and expert support; offers feedback and reflection; is of sustained duration.	The elements of effective professional development are a part of the proposed project.

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202