

2022 Comprehensive Literacy State Development (CLSD) Program National Convening

March 1–3, 2022



*Mapping Our Progress:
Advancing Literacy
in the Face of COVID-19*



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Agenda

- Grantee Presentations (30 minutes)
 - New Mexico
 - Kentucky
 - Alaska
- Small Group Discussions with Presenters (20 minutes)
- Debrief (5 minutes)

New Mexico Public Education Department

Severo Martinez, Director of Literacy & Humanities
Bureau

Kim King, past SRCL & CLSD Manager

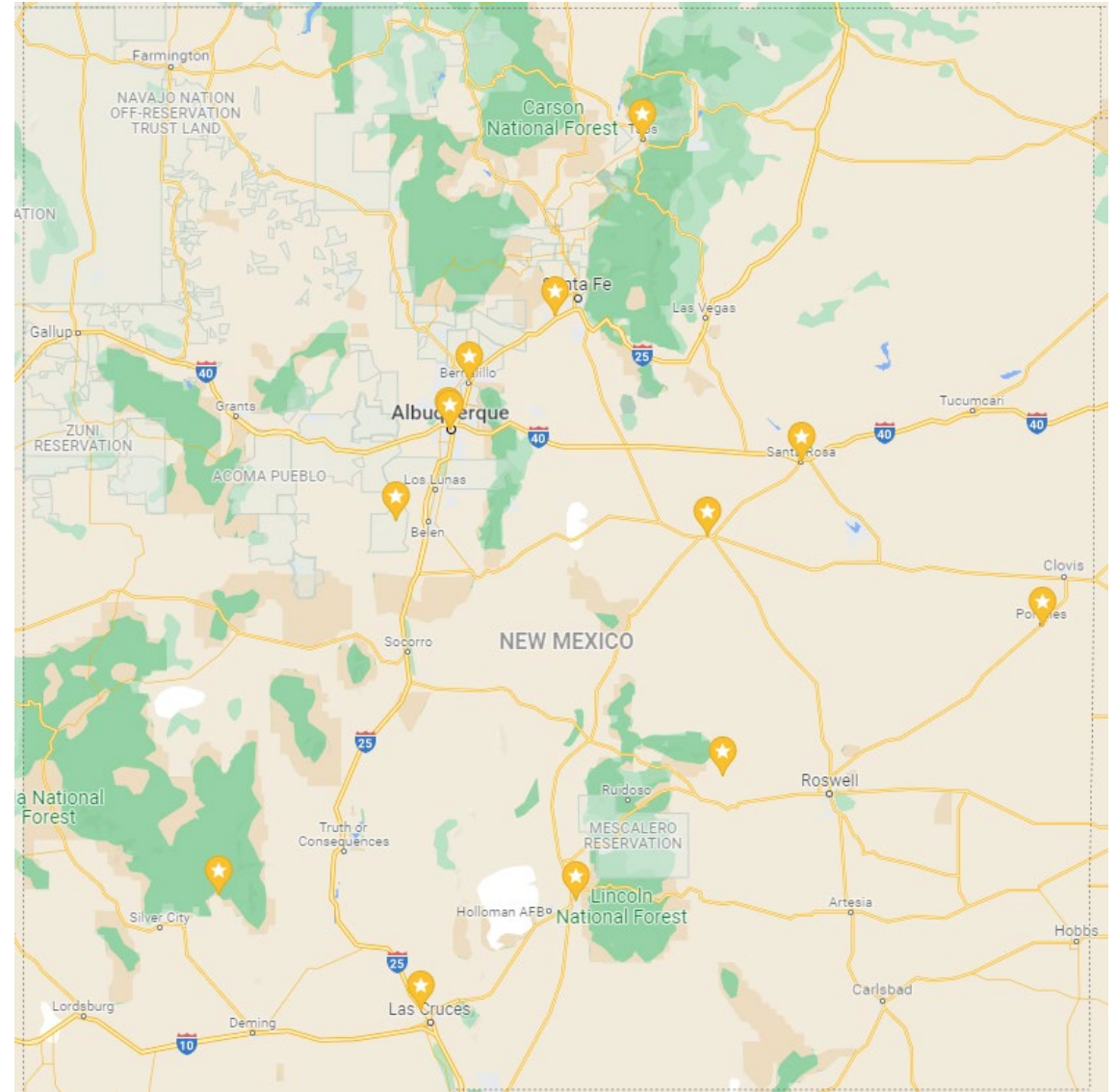
Christina Meyer Dzurec, Literacy Specialist

CLSD in NM

11 Subgrantee Awards

- 13 Local Education Agencies
- 162 Schools
- 18 Early Childhood Partners
- 62,610 Students

The goals, implementation plan and budget are unique to each subgrantee.

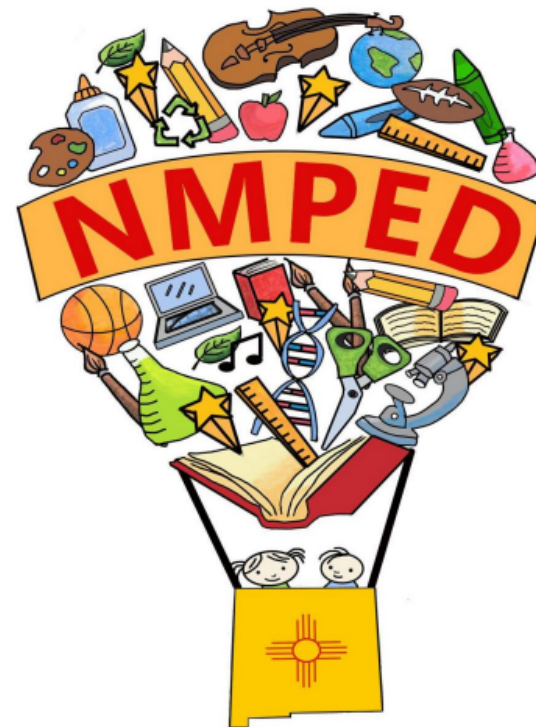


Timeline

October 2019	NM Public Education Department awarded CLSD Grant
February 2020	11 subgrantees awarded funds via competitive application
March 2020	NM schools go to remote instruction
September 2020	NMPED revises SRCL Grant Monitoring Guide
January 2021	Grant Monitoring Begins

Development of Comprehensive Guide to Monitoring & Evaluation

STRIVING READERS COMPREHENSIVE LITERACY
& COMPREHENSIVE LITERACY SCHOOL
DEVELOPMENT COMPREHENSIVE GUIDE TO
MONITORING & EVALUATION



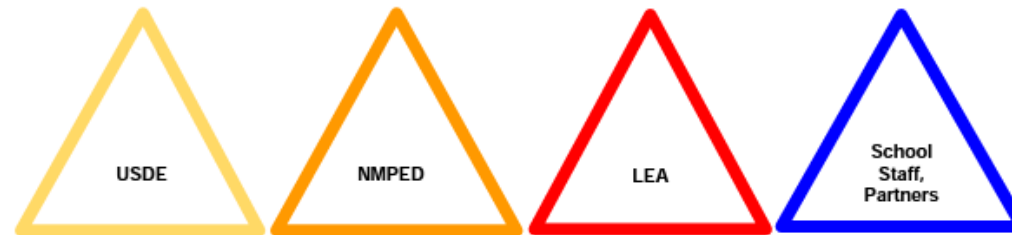
SRCL & CLSD COMPREHENSIVE GUIDE TO MONITORING & EVALUATION

When receiving federal funding, evaluation and monitoring are key components in determining if a program is effective and abiding by the federal rules and regulations of the grant. Effectiveness and compliance are measured by the subgrantee providing documentation of their progress, meeting their performance goals, and meeting timelines. The NMPED staff will monitor and provide program oversight, including technical assistance to all subgrantees.

Besides the submission of documentation, there are three broad areas (indicators) of the SRCL and CLSD grants which are monitored and evaluated throughout the life of the grants. They include: Performance Goals & Objectives Indicators, Fiscal Accountability, and Fidelity of Implementation. A tracking system (Smartsheet) has been established in order to monitor compliance in these areas.

The NMPED staff will conduct Desktop Reviews monthly and Site Visits at least twice per year. Through this process, we will partner with the subgrantee to monitor and strengthen grant implementation. This focused monitoring by NMPED staff allows us the opportunity to assist and inform the subgrantee in order to remain on track to meet the compliance expectations as well as the subgrantee's goals.

Roles & Accountability



USDE: The United States Department of Education is a cabinet-level department of the United States Government. USDE awards eligible states for various federal grants and establishes the rules and regulations for adherence. USDE requires annual reports and data to ensure that funds are being utilized appropriately.

NMPED: The NM Public Education Department is the grantee of the federally awarded grant by USDE. It is required, by federal law, for NMPED to implement the grant and ensure LEAs are adhering to all rules and regulations mandated by USDE.

LEAs: Local Educational Agencies are the subgrantee of the federal grant. The LEA understands and agrees to adhere to all regulations and rules of the federal grant. The LEA will provide support and tools needed to principals, partner leaders, and staff.

School Staff and Partner Leaders: The support and tools provided by subgrantees will assist principals, partner leaders, and staff in executing the literacy initiatives outlined in the federal grant.

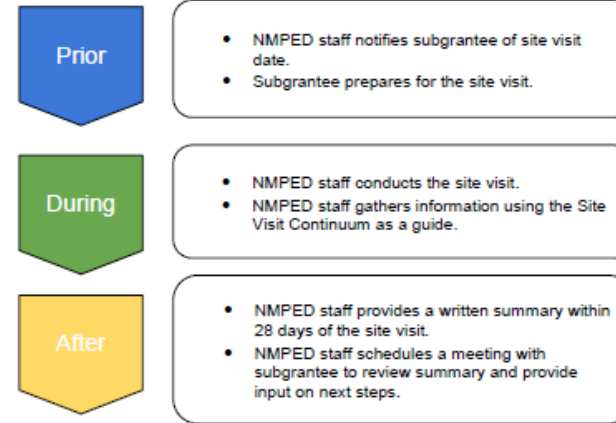
Focused Monitoring Process Stages: Before, During, and After

The following charts detail the Desktop Review process.

DESKTOP REVIEW:

FOCUSED MONITORING AND TECHNICAL SUPPORT
PRIOR TO DESKTOP REVIEW
Subgrantees ensure all appropriate documentation has been submitted into Smartsheet. Missing documentation can be found in the previous month's Desktop Review.
DURING DESKTOP REVIEW
NMPED staff will conduct a Desktop Review in Smartsheet of the subgrantee's documents. The focus of this review will be on two of the three indicators (Performance Goals & Objectives and Fidelity of Implementation).
For Fidelity of Implementation, NMPED staff will indicate the documentation status as either complete or incomplete.
For Performance Goals & Objectives, NMPED staff will rate the indicator as met, in progress, or not met.
AFTER DESKTOP REVIEW
NMPED staff will provide the subgrantee with a copy of the monthly Desktop Review, including notes.
NMPED staff will work with the subgrantee to provide any support needed. The NMPED staff will continually monitor the subgrantee's progress in reaching full compliance.
The subgrantee will have until the following month's Desktop Review to correct any issue(s) that are not in compliance which were communicated by NMPED staff to the subgrantee.

SITE VISIT MONITORING PROCESS MAP



**At this time, NMPED has determined that staff will not be traveling. Therefore, we will continue with virtual visits until NMPED has decided we can return to in-person site visits.*

Preparing for a VIRTUAL Site Visit

In [Appendix D: VIRTUAL Site Visit Checklist](#), the subgrantee will find a complete list of what should be completed prior to the day of the site visit. A typical site visit will include a self-assessment presentation, interviews with focus groups, classroom visits, and time for an informal debrief with NMPED staff. As there are quite a few activities related to the site visit, NMPED highly recommends the subgrant coordinator work with the LEA literacy leadership team to coordinate an effective, timely site visit. Specific details can be found in the appendices. As always, NMPED staff are available for support. Once the subgrantee has been notified of the site visit date and times have been determined, NMPED staff will set up a Zoom link for the visit.

Preparing for an IN-PERSON Site Visit

In [Appendix E: IN-PERSON Site Visit Checklist](#), the subgrantee will find a complete list of what should be completed prior to the day of the site visit. A typical site visit will include a self-assessment presentation, interviews with focus groups, classroom visits, and time for an informal debrief with NMPED staff. As there are quite a few activities related to the site visit, NMPED highly recommends the subgrant coordinator work with the LEA literacy leadership team to coordinate an effective, timely site visit. Specific details can be found in the appendices. As always, NMPED staff are available for support.

Documentation for Desktop Monitoring

In order to reduce the amount of documentation that is necessary for the Desktop Review, NMPED staff has created documents to assist in this effort. In addition, a list was created which identifies the most appropriate documentation to upload for the review. NMPED staff tried to identify the most common items. *There might be items on the list that are not applicable to your LEA's goals and can be disregarded.* Additional documentation beyond what is listed for each item should not be uploaded. In some cases, LEAs have specific goals which may not be addressed by the list. In this case, work with your NMPED contact to determine what would be the most appropriate form of documentation. The goal is to reduce the amount of documentation submitted yet meet the requirements of the subgrant.

- **Professional Development**
 - Include an agenda for each professional development training provided as identified in the subgrant goals
 - At the end of the year, fill out the Verification of Professional Development Participation form ([Appendix A](#))
 - Sign-in sheets are not required
- **FOCUS QRIS Star Rating**
 - When your LEA's early childhood partner has received their annual rating, fill out the Verification of FOCUS QRIS Star Rating form ([Appendix B](#))
 - Rating can be found at: <https://www.nmcepod.org/focus-qris/>
- **Family Engagement**
 - Provide copies of family engagement literacy events as follows:
 - B-5 - two to five artifacts for each 90 days/semester
 - K-5 - two to five artifacts for each 90 days/semester
 - 6-12 - two to five artifacts for each 90 days/semester
 - Artifacts can include: agendas, flyers, social media screenshots, newsletters, videos, pictures, sign-in sheets (a variety of artifacts is preferred)
 - At the end of the first and second semesters, fill out the Verification of Family Engagement Activities form ([Appendix C](#))
- **Walkthroughs**
 - Provide copies (name redacted) from either NM Elevate or LEA created "Look Fors" for each semester as follows:
 - B-5 - one copy for a teacher at each level
 - K-5 - one copy for a teacher at each grade level
 - 6-12 -one copy for a teacher at each grade level
- **Intervention**
 - Each month provide copies of one lesson plan for B-5, elementary, middle, and high school levels. Lesson plans should show evidence of:
 - Developmental milestones (specifically for B-3 only)
 - Progress monitoring within the general classroom setting
 - Progress monitoring which specifies the structured literacy component that is being supported within the intervention group
 - Submit K-12 intervention schedules (students' names redacted) by the October desktop review and again with the updated schedules by February desktop review

Appendix A.



SRCL/CLSD Subgrant Verification of Professional Development Participation

By signing this document, I verify that during the _____ school year _____ % of our Local Education Agency (LEA):

Age/Grade Level (check all that apply)

- | | | |
|---|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Birth to 3-years-old | <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9 |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |

Personnel (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Instructional Assistants |
| <input type="checkbox"/> Coaches | <input type="checkbox"/> Site Administrators |
| <input type="checkbox"/> Interventionists | <input type="checkbox"/> District Administrators |
| <input type="checkbox"/> Special Education Teachers | <input type="checkbox"/> Other: _____ (specify) |

have participated in professional development for _____

as related to goal number(s) _____

I attest the information provided is correct.

Coordinator Print Name

Date

LEA

The two areas of grant monitoring are Desktop Reviews and Site Visits

heet

omation Forms

CLSD Taos

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Status	Primary Column	Due Date	Assigned to	Notes	Mo
	CLSD Grant Application				06/0
	Monitoring and Evaluation				01/18
	Desktop Review				01/18
	SY2021				01/18
	SY2122				07/0
	Site Visits				02/1
	SY2021				02/1
	2122 SY Site Visit #1				05/2
	Moving Forward				01/0
	2122 SY Site Visit #2				05/2
	LEA "Look fors"/Walk Through Documentation				01/2
	Moving Forward				01/0
	Quarterly Review				01/18
	Self Assessment				02/18
	Literacy Plan/Framework				06/03
	Goals				06/0
	Budget				06/0
	Cost Analysis Forms				06/0
	Job Descriptions - Contracts				07/0
	Support Staff Contact Information List				06/0
	Family Literacy Nights/Community Engagement				02/14
	Literacy Leadership Team Meetings				05/2
	Literacy Leadership Team Members List				06/0

Please upload in matching 2122 row (45-48)



smartsheet

File Automation Forms

CLSD Taos

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	Status	Primary Column
1		CLSD Grant Application
2		Monitoring and Evaluation
3		Desktop Review
4		SY2021
5		SY2122
6		Site Visits
7		SY2021
8		2122 SY Site Visit #1
9		Moving Forward
10		2122 SY Site Visit #2
11		LEA "Look fors"/Walk Through Documentation
12		Moving Forward
..		Quarterly Review

Monthly Desktop Reviews

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9	Desktop Monitoring is required in order to monitor and evaluate the subgrantee's progress towards meeting their grant's goals as well as provide information which will be used to determine continued funding each year. The following explanation will help you understand the various sections within the Desktop Monitoring Tool.
11	Purpose: analyzing your grant application's Performance Goals & Objectives and Fidelity of Implementation
13	Template Column Explanations
14	Literacy Plan - A requirement of the subgrant is that the literacy plan needs to be updated each year. This row indicates if it has been revised and uploaded.
15	ECE MOU Assurances - An updated MOU with your ECE partner is required each year. This row indicates if it has been revised and uploaded.
16	Subgrantee - alphabetical listing of each partner involved in your grant
17	Coordinator - name of person who oversees your grant
18	Grant Year - current year of the grant
19	NMPED Reviewer - NMPED staff who did the review
20	Review Date - the date of review
21	Number of Goals - the number of goals subgrantee has determined for this year
22	Goals - each goal for the current year
23	Implementation Plan - the programs, practices, and interventions used to meet the goal
24	Measurement - how progress towards to the goal is being measured
25	Documentation - evidence which supports the specific goal you have identified (agendas, meeting notes, sign-in sheets, job descriptions, cost analysis forms, literacy plans, assessments data, surveys, flyers, etc.)
26	NMPED Reviewer Notes - NMPED will make any necessary notes (feedback, questions, things to consider, etc.)
27	Document Status - NMPED staff will rate document status as complete or incomplete. Document status will be determined based on the evidence which supports the Implementation Plan created by the subgrantee. If a subgrantee does not have supporting evidence of each goal, they will receive a score of "Incomplete". In addition, the reviewer may include recommendations of other documents that will support the Implementation Plan.
28	Goal Rating - NMPED staff will rate progress towards the goal rating as met, in progress, not met
29	

+ Explanation October 2021 November 2021 December 2021 February 2022

Excel features can't be displayed in Google Sheets and will be dropped if you make changes

View details

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A	B	C	D	E	F	G
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Evaluation and monitoring are key components of the Comprehensive Literacy State Development (CLSD) subgrants in determining if a program is effective and abiding by the federal rules and regulations of the grant. Desktop Reviews are conducted on a monthly basis. All necessary documents need to be submitted into Smartsheet by the 5th of the month.

BGRANTEE: Santa Fe Public School			REVIEW DATE: 02/08/2022			
COORDINATOR: Nanci Pretzer			NMPED REVIEWER: Bethany Custard			
GRANT YEAR: 2021/2022			NUMBER OF GOALS: 10			
Literacy Plan	Documentation	NMPED Reviewer Notes	Document Status	Goal Rating		
Literacy plan received and under review.	The Literacy Plan for 2021-2022 SY has been updated and uploaded to Smartsheet.		Complete	In Progress		
ECE MOU Assurances	Documentation	NMPED Reviewer Notes	Document Status	Goal Rating		
First Born Home Visiting program CC Director: Tekla Johnson	The ECE MOU Assurances for 2021-2022 has been uploaded to Smartsheet.		Complete	Met		
Goal #1	Implementation Plan	Measurement	Documentation	NMPED Reviewer Notes	Document Status	Goal Rating
PreK: 50% of students will enter preschool with alphabetic knowledge, oral language and phonological awareness expected for their age group as determined by New Mexico Early Learning Guidelines and reported ECOT BOY in the 2021-2022 school year. Annual Goals : Year 1: 33% +3%; Year 2: +5%; Year 3: 5%; Year 4: +5%; Year 5: +5%.	<ul style="list-style-type: none"> Literacy is embedded in all activities throughout the day. Increased focus: phonological awareness and oral language Home visit curriculum will be updated with a literacy component that is culturally and linguistically relevant. Santa Fe Community College's First Born Program will train the ECE partner (Growing Up New Mexico) to provide home visits to ensure healthy development and provide strategies to build children's literacy foundations. ECE educators and PreK teachers collaborate to create spaces within the official work of the classroom in which children can engage in authentic and purposeful literacy activities that they encounter in their everyday life. Provide support for SFPS PreK program Creative Curriculum, Heggerty, Connect 4 Learning and Early Childhood LETRS. 	ECOT BOY data and New Mexico Early Learning Guidelines	Uploaded: July, August, and September Early Literacy Specialist Action Plan documentation, Early Literacy Action Plan 11.2021, ECOT BOY data for PK3 & PK4, Early Literacy Action Plan 01/22.	Please allow NMPED access to 11.06.2021 Early Literacy Action Plan Documentation.	Incomplete	In Progress
Goal #2	Implementation Plan	Measurement	Documentation	NMPED Reviewer Notes	Document Status	Goal Rating
Grades K-2: 9% increase in the number of K-2 students reading proficiently by the end of the school year as measured by IStation BOY to EOY Assessments. BOY Year 3 (2021-2022 school year) baseline data will be collected and established. Annual Goals Year 3: Valid & reliable baseline data will be established in Year 3 contingent on in-person learning. Year 3: +2% increase; Year 4: +3% increase; Year 5: +4% increase.	<ul style="list-style-type: none"> Literacy is conducted in 90-120 minute reading blocks 20-30 minutes of literacy block time, as appropriate by grade level, will focus on embedded phonemic awareness and alphabetic decoding skills, with Structured Literacy initiatives listed below. Support for literacy-connected learning across content areas. District Literacy Team supports and communicates with elementary principals and reading teacher staff. Standard Based planning and teaching focus Reading Framework / District Literacy Plan Focus on grade level core instruction LETRS, CORE Reading Academy, IStation, American Reading Company, Benchmark and Heggerty First Grade Dyslexia Screeners 	K - 2 IStation BOY to EOY Assessment data	Uploaded: July, August, September and October Early Literacy Specialist Action Plan documentation, K-2 IStation BOY data, Biliteracy Action Plan 11.06.2021, Early Literacy Action Plan 01/22.	Have you seen a difference in the instructional practices once the EC Lit Specialist began tracking this action plan? How many teachers are being served each week?	Incomplete	In Progress
Goal #3	Implementation Plan	Measurement	Documentation	NMPED Reviewer Notes	Document Status	Goal Rating
Grades 3-5: 9% increase in the number of 3rd - 5th grade students reading proficiently by the end of the school year.	<ul style="list-style-type: none"> Literacy is conducted in 90-120 minute reading blocks Support for literacy-connected learning across content 	3 - 5 NM-MSSA BOY to EOY Assessment data	Uploaded: July, August, September and October Early Literacy Specialist Action Plan documentation, Biliteracy	Have you seen a difference in the instructional practices once the EC Lit Specialist began		

Explanation October 2021 November 2021 December 2021 February 2022

Site Visit Purpose:

- Review Goals
- Monitor Fidelity of Implementation
- Review Expenditures

LEA: *Albuquerque Sign Language Academy / Presbyterian Ear Institute / ACE Leadership*

Date: *Tuesday, October 26, 2021*

Sample Agenda

Time	Activity	
8:30 – 8:35	Introductions	Rafe Martinez, ASLA Executive Director Stephanie Lovato, ASLA Director of Curriculum & Instruction Rachael Mesillas, ASLA Family Engagement Coordinator Seema LaGree, PEI Executive Director Kristina Martinez, Director of Development Justin Trager, ACE Leadership Executive Director
8:35 – 8:45	NMPED Review/Discuss Documentation	
8:45 – 9:45	Subgrantee – Self-Assessment presentation	Rafe Martinez, ASLA Executive Director Stephanie Lovato, ASLA Director of Curriculum & Instruction Rachael Mesillas, ASLA Family Engagement Coordinator Seema LaGree, PEI Executive Director Kristina Martinez, Director of Development Justin Trager, Executive Director
9:45 – 9:55	BREAK	BREAK
9:55 – 10:40	Focus Group	Stephanie Lovato, ASLA Director of Curriculum & Instruction Rachael Mesillas, ASLA Family Engagement Coordinator Laura Vasiliauskas, Deaf / Hard of Hearing Reading Interventionist Kristina Martinez, PEI Director of Development Alyssa Cambara, PEI Reading Interventionist Elizabeth Chiwiwi, PEI Reading Coach Susan Revels, PEI Principal Ruth Tsakh, PEI Family Engagement Coach Justin Trager, ACE Leadership Executive Director Dusty Flemming, ACE Leadership ASL Teacher Matt Salas, ACE Leadership Community Engagement Director Marty Trujillo, ACE Leadership Student Engagement Coach
11:25 – 12:05	Classroom Videos	<i>Presbyterian Ear Institute Observations (Birth through 5)</i> Jessica Goodstein, Auditory Early Interventionist Ruth Tsakh, PEI Family Engagement Coach <i>Albuquerque Sign Language Academy (Kinder through 5th grade)</i> Erin Bollaker, D/HH Elementary Classroom

#1. Performance Goals and Objectives

Sample Self Assessment

Goal #4: 55% of K-2nd grade children will achieve ELA proficiency (Levels 4 & 5) on iStation by May 2022

- Grant Funded Programs and Practices: Literacy Coaches, Individual and small group interventions from interventionists. Professional development in Reader's Workshop, LETRS (stipends), Principals clinical supervision, Sunday Training
- MoY iStation testing - 14% at Level 4 and 8% at Level 5
- Do you anticipate meeting the goal? No
- If not what changes are you implementing now? We have added extra 10 minutes per day of Heggerty instruction.
- How is data used to inform instruction, intervention, or professional development relating to this goal? We developed an Instructional Coach position to disaggregate iStation data, use it when coaching project teams in collaboration with Reading Interventionist for planning whole group instruction, differentiation and interventions.

Investing for tomorrow, delivering today.

4

#2. Fidelity of Implementation

SAMPLE

- a. Describe how you have ensured that the evidence-based practices and programs are being implemented with fidelity.

Instruction:

- Foy staff utilizes Ages and Stages to develop individual goals for each child for BOY, MOY, EOY – adjusted as needed- director meets with Amplified Staff for students who need direct services
- Pre-K teachers use 4 Step Analysis based on the Classroom Summary BOY for ECOT
- K-12 teachers and coaches review data regularly during weekly PLCs to identify student's strengths and needs to form small groups for classroom based interventions.
- School leadership teams also review data to identify school-wide areas of strength and needs to develop a plan for improvement.
- Coaches meet with teachers to determine instructional needs prior to each professional development

Student Intervention Plans:

- Informs intervention instruction both in the classroom for classroom teachers and for pull out with interventionists
- Informs SAT Process

Professional Development:

- Data are also used to inform and drive implementation of the SRCL/CLSD grant professional development goals
- Coaches meet with consultant to plan training for the following visit

Investing for tomorrow, delivering today.

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#3. Fiscal Accountability

SAMPLE

YTD Expenditures = \$357,800.00

YTD Encumbrances = \$146,809.00

Unencumbered Balance = \$367,000.00

% Budget Balance = 42%

2 FTEs remain vacant. We will purchase Heggerty Bridge the Gap and contract with a family engagement coordinator through the end of year.

If more than 90% of budget is unencumbered, please explain why and plans to spend down funds.

#5. General Questions

a. What have been some of the challenges and successes you have encountered this year?

Challenge: Adjustments/Course Corrections	Successes

The Focus Group represents leaders, coaches, interventionists, educators and family engagement coordinators from the district, schools and early childhood partners

Focus Groups Questions

Two Groups:

- *First Focus Group: District Literacy Team*
- *Second Focus Group: Subgrantee determines*

District Literacy Team

Overall Describe how you built capacity to support literacy in your LEA (leadership training, hiring staff to support literacy, etc.).

- What have been the challenges and successes of working with Birth to 5 years old as they are not typically brought into an LEA's scope of work?

Professional Development How has the professional development been received by staff?

- What evidence do you have which shows the implementation of practices and strategies learned in professional development has been translated into the classroom?
- What professional development has been the most difficult to provide? Why?
- What professional development has been the most successful? Why?

Programs Have you seen changes in teaching and learning based on the programs and teaching strategies you have implemented?

- What, if any, course corrections have you had to make this year?

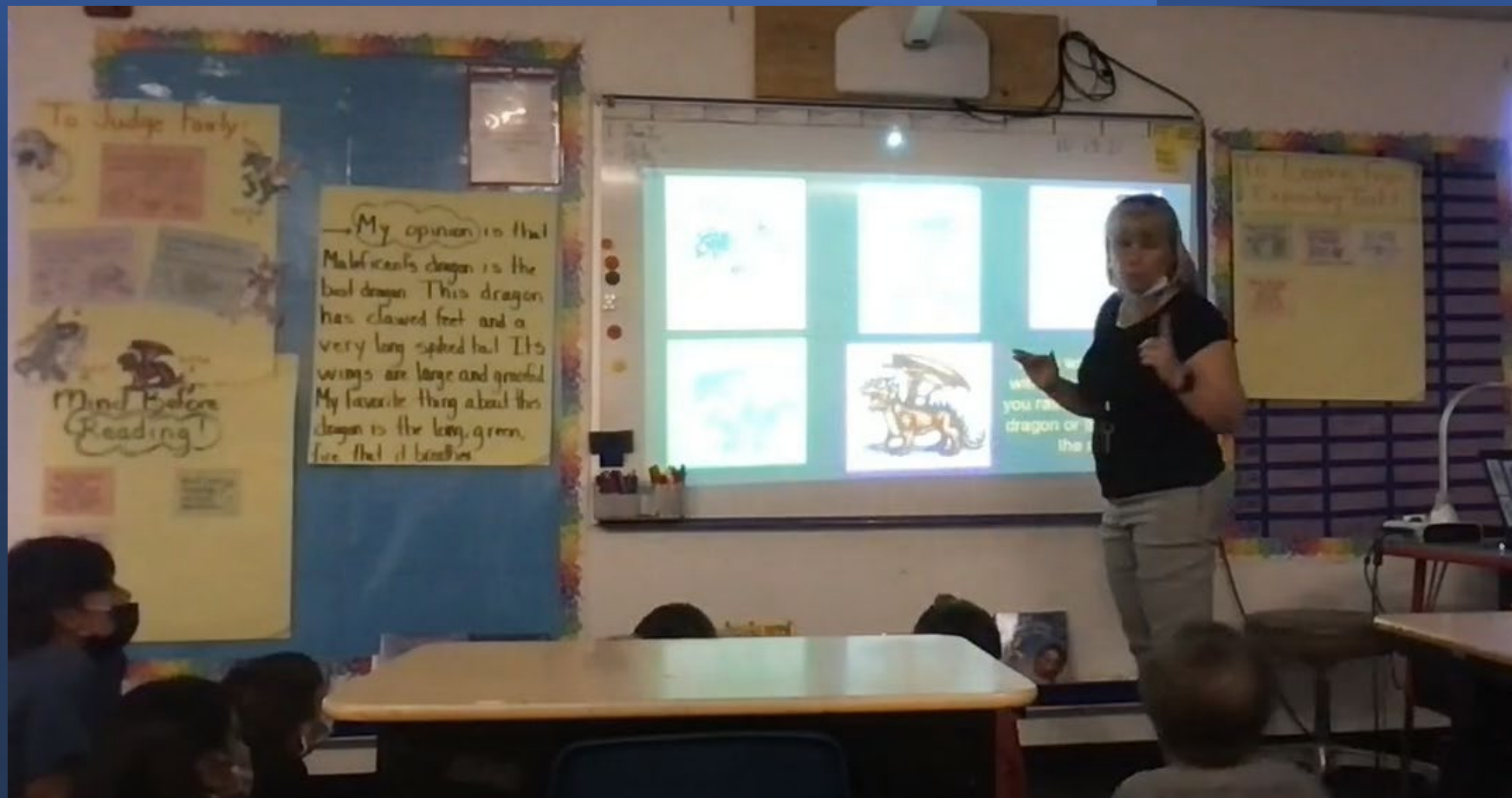
Interventions Describe the progress you have made with your interventions.

- Have you experienced any barriers in providing interventions for students?

Family Engagement How have your family engagement plans been received?

- Are you seeing a greater response at any particular level?
- What have you done to bring in the hard to reach families?





The reviewer adds notes and scoring for the following areas, which align with the literacy plan:

- Instruction
- Intervention
- Leadership
- Comprehensive Assessment System
- Professional Development
- Family Engagement
- Continuous Program Improvement and Monitoring
- Coordination and Sustainability

NMPED Site Visit Notes

(Internal Use Only)

This document is for NMPED staff to take notes. It will not be shared with the subgrantee. The evidence gathered in this document will help inform the site visit summary.

Limited Evidence	Developing	Providing	Sustaining
There is no or limited evidence the programs and practices put forth in the subgrant have been implemented. No or limited evidence the programs and practices have made an impact on meeting the initiatives of the subgrant.	Programs and practices put forth in the subgrant are being attempted, but they are not fully implemented or they are being applied inconsistently. There is some evidence the programs and practices have made an impact on meeting the initiatives of the subgrant.	Programs and practices put forth in the subgrant are fully and consistently being implemented. There is evidence the programs and practices are making an impact on meeting the initiatives of the subgrant.	Capacity has been built within the system around the programs and practices put forth in the subgrant to continue them into the future. Plans and/or budgets have been developed to support the programs and practices beyond the life of the grant.

Instruction		
Birth to Five-Years-Old	Kindergarten to Grade 5	Grade 6-12
Developing	Providing	Developing
<p>Lesson from Child Care Facility</p> <p>Fully engaged students who are accustomed to the classroom routine and the routine daily lesson presented on Heggerty.</p> <p>I realize these are Pre-K and this was one observation but when not in whole group, is teacher talk, vs, student talk time addressed? Allowing voice from all students.</p> <p>Pre-K Heggerty week 24 day 4 lesson</p> <p>Learning position, classroom routines in place</p> <p>Great student engagement</p>	<p>Ms. Torres</p> <p>Great allowing to work with partners and practice</p> <p>6-Step Focus is the program?</p> <p>A great model for great teacher/student talk time</p> <p>Allows for accessing individual student progress by using the Monkey and seeking out answers from multiple students</p> <p>Every aspect of the lesson was so intentional, from carpet to back to desks to seat work</p>	<p>Mr. Romero- RAFT writing</p> <p>Include us on monthly newsletter</p> <p>Mexican-American War</p> <p>Must includes, common expectations stated since the beginning</p> <p>Including vocabulary throughout the lesson</p> <p>Changing colors for tracking of essay writing</p> <p>Great balance of whole group, group, partner work, brainstorming and proper wait time for MS</p>



Site Visit Summary

Subgrantee: Portales Municipal Schools	Date: November 3, 2021
Grant: SRCL and CLSD	NMPED Reviewer: Dr. Candice Flint
Year: 2021-2022 (Fall)	Coordinator: Sara Hunton

Overview	
	<p>Portales Municipal Schools continues to experience transformational change from birth to grade 12 based on the evidence gathered during the fall site visit. Using the funds awarded from the SRCL and CLSD subgrants, the LEA has established systems and strategically worked to shift their culture around literacy.</p> <p>At the birth to 5-year-old level, of the eight areas of focus, five were rated "providing" and three were rated "sustaining". It should be noted that while the PreKindergarten program is quite strong and getting stronger, there is growth still to be made at the B-3 level.</p> <p>This shift continues to be most apparent at the K-5 level. Of the eight areas of focus, seven resulted in the rating of 'sustaining' and one had the rating of 'providing'.</p> <p>In regards to the 6-12 level, of the eight areas of focus six were rated 'sustaining' and two were rated 'providing'.</p>
Instruction	
B-5: Providing	<p>The We Can curriculum is used for instruction at the B-3 level. Also, they have begun to investigate other resources for toddlers. Beyond this information, there were little details shared about this level.</p> <p>At the PreKindergarten (PreK) level, Portales is implementing the Heggerty program, Zoo Phonics, and Three Cheers curriculum. The use of these materials will help provide consistency from four-year-olds through kindergarten.</p> <p>There is a GRADS program at the high school which provides care for</p>

Recognitions

Coordination and Sustainability	<ul style="list-style-type: none"> K-12 is demonstrating strength in the relationship building that has taken place between teachers and literacy coaches, content specialists, and interventionists.
Family Engagement	<ul style="list-style-type: none"> The collaborative efforts of the Family Engagement liaison and B-5 Literacy Coach are providing a variety of timely and rich opportunities for families to come together to participate in literacy based experiences that have a direct and positive impact on TMS' learning initiatives.
Instruction	<ul style="list-style-type: none"> A strong demonstration of Secondary Disciplinary Literacy provided in the virtual classroom videos Incorporation of Heggerty into instruction The use of GLAD strategies to support structured literacy
Professional Development	<ul style="list-style-type: none"> K-5 is sustaining in their PD achievements and the continuity of providing high quality research based learning opportunities for district and site personnel that support structured literacy.

Moving Forward

Comprehensive Assessment System	<ul style="list-style-type: none"> How can the district support EC partners in data review?
Family Engagement	<ul style="list-style-type: none"> What FE is targeted specifically to families of middle and high school aged students?

NMPED, TLA Division, Literacy & Humanities Bureau, 12.17.21, Final

Instruction	<ul style="list-style-type: none"> Have HS teachers attended any Canvas courses? (This is not an NMPED mandate, only a resource to support.)
Intervention	<ul style="list-style-type: none"> Do school sites with one classroom per grade level have the option to utilize grade level band intervention support (e.g. K-1-2, 1-2, 3-4, etc.)?
Leadership	<p>B-5:</p> <ul style="list-style-type: none"> What is the plan moving forward to build and sustain the collaborations with leadership from EC partners? Would connecting with an LEA who has had success with their EC partners' leaders be helpful?
Professional Development	<p>B-5:</p> <ul style="list-style-type: none"> How are PD decisions being made? What needs are the PD opportunities filling? How is PD being received by EC partners? How is the implementation of the PD being monitored?

Ratings

Individual ratings for Fidelity of Implementation, Plan Alignment, and Fiscal Accountability indicators will be designated “compliant” or “non-compliant”. The ratings are “met”, “in progress”, or “not met” for the Performance Goals and Objectives indicator. Sub-grantees must immediately address any issues of non-compliance at the time they are discovered (e.g., ongoing fiscal monitoring, desk review or onsite visit). *The Bureau has the discretion to conduct unannounced site visits and additional desk reviews if concerns arise throughout the year or numerous non-compliance issues are identified during the desk review.

Fidelity of Implementation & Plan Alignment and Fiscal Accountability Indicators

Rating
Compliant
Non-compliant

Performance Goals and Objectives Indicators

Rating
Met
In Progress
Not Met

***Note: Sub-grantees with identified non-compliance or deficiencies in grant implementation during the desk reviews are subject to unscheduled impromptu site visits.**

Limited Evidence	Developing	Providing	Sustaining
There is no or limited evidence the programs and practices put forth in the subgrant have been implemented. No or limited evidence the programs and practices have made an impact on meeting the initiatives of the subgrant.	Programs and practices put forth in the subgrant are being attempted, but they are not fully implemented or they are being applied inconsistently. There is some evidence the programs and practices have made an impact on meeting the initiatives of the subgrant.	Programs and practices put forth in the subgrant are fully and consistently being implemented. There is evidence the programs and practices are making an impact on meeting the initiatives of the subgrant.	Capacity has been built within the system around the programs and practices put forth in the subgrant to continue them into the future. Plans and/or budgets have been developed to support the programs and practices beyond the life of the grant.

Challenges and Successes

Challenges	Successes
Adapting processes to meet subgrantees goals and implementation	Shift from scoring system to continuum
Subgrantees uploading mounds of documentation for desktop reviews	Developed verification forms for family engagement and professional development
Subgrantee staff not available for day long site visit	Shift to half day site visits
Staffing (at district and state level)	Spring site visits build on what was not seen in the fall
We provided focus group questions and answers were rehearsed, instead of an organic conversation	Subgrantees self score
Switch from two focus groups to one with different participation at fall and spring visits.	The NMPED team has developed strong relationships with subgrantees as a partner



Lessons Learned



Cultivate relationships



Transparency



Provide support and guidance



Develop systems and processes that are flexible



Be consistency



Set expectations

Kentucky

Danna Steele-CLSD/KyCL Project Director
Danielle Ward-CLSD/KyCL Project Director

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CLSD Grant Background

- Kentucky renamed the CLSD grant **Kentucky Comprehensive Literacy (KyCL)**
- KyCL awarded 30 sub-grantees
 - 11 in Round 1 (Began implementation in the summer of 2020)
 - 19 in Round 2 (Began implementation in the fall of 2021)
- KyCL's main goals are to strengthen literacy instruction at all levels and in all content areas, support children's early foundational literacy, increase text in home and schools, train parents on literacy strategies and strengthen relationships with parents, preschools and community partners.
- Subgrantees strengthen literacy instruction by creating district and school literacy plans, utilizing high quality literacy assessments and literacy interventions and providing professional learning (PL) focused on literacy for all levels and content areas.
- Subgrantees support early foundational literacy by training parents of children birth to age 5, providing PL and literacy resources to preschool/daycare teachers and providing books to families.

Strategy in Focus

Monitoring Ideas

Kentucky Google Classroom

Assignments and Posts- Official Submissions Document (literacy plans and teacher professional learning logs, etc.), Assurances Document, Budget, Professional Learning Plan, Assessment Self-Audit, Project Specific Measures, Annual Progress Report, Meeting Recordings, KyCL documents, etc.

Bi-monthly grant maintenance meetings are scheduled to discuss the assignments before they are posted, provide training for subgrantees and provide time for subgrantees to collaborate. Each meeting focuses on a different level-early, elementary, middle and high.

Kentucky Google Classroom Lessons Learned

- Subgrantees need to be trained to use Google Classroom.
- Google Classroom assignments should only be assigned to one person from each district.
- Assignments should be fully discussed before being added to the Google Classroom.
- Google classroom houses all documents in one place and allows easy access to all stakeholders.
- Google classroom sends reminders of due dates.
- Google classroom provides a way to send feedback, request more information and shows a history of comments for each assignment.

Strategy in Focus

Monitoring Ideas

Kentucky Triad Monitoring Visits

- Kentucky uses classroom, school and district literacy walkthrough tools as part of the monitoring process.
- Subgrantees are grouped into triads-3 subgrantees work together.
- Districts take turns hosting school visits.
- Each district is visited by groups of administrators and teachers from two neighboring districts.
- The group of observers are trained at the beginning of each visit.
- At the end of the day findings from the literacy walkthroughs are discussed for each school and for the overall district.
- Walkthrough tools focus on comprehensive literacy and can be used for any school, classroom, curriculum or professional learning provider.
- Feedback from subgrantees is positive and the visits increase collaboration between the districts.
- Visits provide an opportunity for KyCL project directors to visit classrooms and talk to staff.

Kentucky Triad Monitoring Visits

Lessons Learned

- Districts need months to plan visits.
- Districts need to budget for the travel.
- Observers need clear and explicit training on the walkthrough tools.
- Schools need to make the classroom visit schedule.
- When outside people make the schedule, they cannot account for the many changes that occur in a school each day
- Classroom teachers need a clear understanding of the goals of the walkthrough tools.
- Teachers appreciate observers leaving a positive note
- The number of visitors in each classroom should be small.
- An outside agency provided site visit reports. However, the reports took months to receive and didn't give enough useful information.
- Districts could be given all walkthroughs at the end of the day
- All visits were done at the same time of year in SRCL. We changed this in KyCL.
- Triad visits could be spread throughout the year

Strategy in Focus

Monitoring Ideas

Kentucky TEAMS Platform

Kentucky uses TEAMS to facilitate online meetings with groups and individual subgrantees. The information collected helps KyCL project directors monitor implementation.

Benefits of using an online meeting platform:

- Provides the opportunity to meet with subgrantees individually in a virtual setting
- Strengthens relationships and meetings because we can see each other and look at the same documents
- Allows for more collaboration between the professional learning providers, districts and project directors
- Allows for more frequent check ins
- Decreases travel expenses

Kentucky TEAMS Platform

Lessons Learned

- Subgrantees need to be trained to use TEAMS or any online meeting platform.
- Send the original meeting request and then send a reminder the day before the meeting.
- Record trainings to email out and post in the Google Classroom.
- Virtual meetings allow for more frequent trainings and sub-grantee sharing than was possible before meetings became virtual.
- Have a backup plan in case technology doesn't work.
- Make sure all state level project directors have access to the training and can lead it.

Barriers to Current Monitoring Practice

Google Classroom Monitoring

- Google Classroom assignments posted without explanation could be misunderstood.
- Subgrantees need feedback on all Google Classroom submissions. This takes time but is worth the time investment.

TEAMS Meetings

- Technology could fail when hosting an online meeting.
- All subgrantees need access to the technology.

Triad Monitoring Visits

- Restrictions to in-person school visits limit the TRIAD monitoring visits.
- Districts are required to use grant funds for travel costs.

How Kentucky Meets Grant Goals and Supports Subgrantees

- Gather monitoring data in multiple ways and use it when planning support for subgrantees.
- Revisit the grant goals at every meeting.
- Provide clear and frequent communication.
- Provide reminders.
- Provide training on the why and how.
- Provide both whole group and individual support.
- Be consistent with approvals.
- Be available and answer questions quickly.
- Provide opportunities for subgrantees to share and collaborate.
- Support subgrantees through unexpected events with positivity and encouragement.
- Meet regularly with professional learning providers or other support personnel.

Alaska

Hollins Emili, CLSD Specialist



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CLSD Grant Background

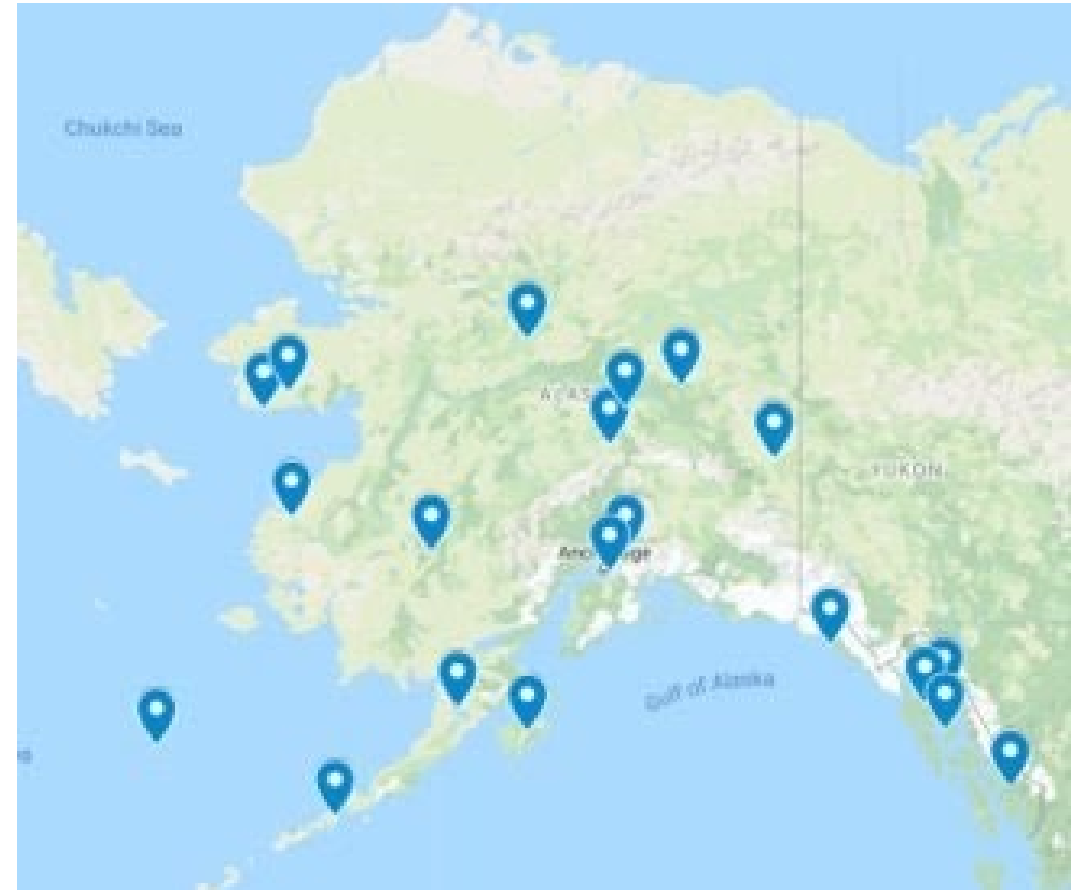
- Currently in Year 3 with 16 Subgrantees
- Key Goals:
 - Provide resources and leadership to meet school needs
 - Provide resources and leadership to eliminate achievement gap for all students
 - Provide professional development in best practices for literacy instruction
 - Provide consistent, valid, and reliable data and analysis for the state
 - Implement a comprehensive Literacy Plan
 - Create a model for building the capacity and effectiveness of instructional leaders

Strategy in Focus

- Monitoring Implementation – Year 3
- Alaska shifted from annual reporting to quarterly monitoring
- Goals:
 - Establish a quarterly timeline for grantees to update their project workbooks.
 - Ensure data is being collected to support subgrantees and contribute to the annual reporting.
- Outcome:
 - Quarterly reporting will allow DEED CLSD leadership and subgrantees to effectively monitor data quality.

Barriers

- Very large state
 - Subgrantees are spread-out
 - Spanning hundreds of miles
- Small districts
 - Less than 50 students
 - Multiple hats
- Travel is limited
 - Never personally visited any sites
- Road system is a factor
- COVID ongoing



Lessons Learned

Professional Development

- How quickly a month goes by
- Formatting can be a hiccup
- Updates every 3 months rather than 1 a year
 - Consistent communication
 - Data entry complications
 - Accumulation of information

Directions: For each educator noted, if he or she participated in the PD, please indicate with a Y. Otherwise leave blank.

School	Educator	Email Address	Role (add grades if teacher)	PKC Pre-Survey Completed	PKC Post-Survey Completed	Self-Efficacy Pre-Survey	Self-Efficacy Post-Survey	Date PD Provided	PD Title / Focus	Hours PD Provided
Central HS	Franco Albert	af franco@chsds.edu	Principal	Y		Y		9/12/2020	Example: focus on literacy	1.0
Central HS	June Ray	jr ray@chsds.edu	Assistant Principal	Y		Y				
Central HS	Don Chu	dc chu@chsds.edu	English (9-12)	Y						
Central HS	Wesley York	wyork@chsds.edu	Math (9-12)	Y		Y				
Rayton Elementary	John James	james@chsds.edu	Grade 1			Y				
Rayton Elementary	Lucille Mason	lmason@chsds.edu	Grade 2	Y						

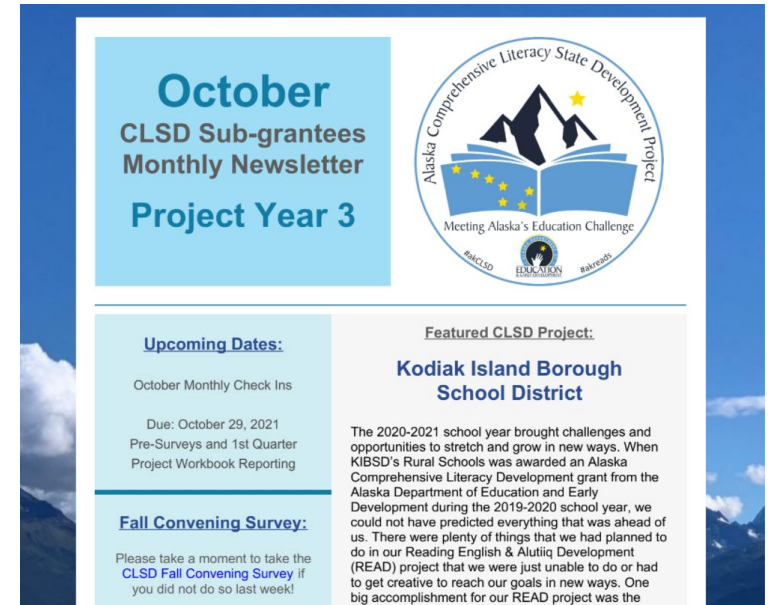
Parent Involvement

Directions: Please indicate the date of the parent event, focus, number of parents / caregivers attending (total), unduplicated number of families, and number of students associated with attendees.

Date - Parent Event	Focus of Parent Event	Number of Parents / Caregivers Attending	Number of Unduplicated Families	Number of Students Represented by Attendees
9/15/2020	Example: parent night focusing on fun literacy-based activities parents can do with young children at home	37	21	24

Facilitators

- Consistent and monthly meetings
- CLSD monthly newsletter with reminders
- Quarterly deadlines provide accountability
- Shared documents



	A	B	C	D	E	G	H	I
4	Year 3 Monitoring Calls							
5	With Whom Spoke	Date	Call Content	PD Provided Since Last Call /	Parent Involvement	Notes / Issues or Concerns		
6	Ellen Scott & Imtiaz Azzam & Larissa	09/07/21	Year 3 Introduction & Welcome	NA	NA	Sent CLSD Year 3 Directions Sent CLSD Year 2 Common Themes Date for Convening Date for Surveys Due		
7	Ellen Scott & Imtiaz Azzam & Larissa	10/14/21	Updates and questions since last call	Tracking	Tracking	Ellen is meeting with pre-AP history group Going forward with the workbook Clarified questions on PD and Parent Involvement tabs Ellen is wondering about any DEED PD offerings		
8	Ellen Scott & Imtiaz Azzam & Larissa	11/02/21	1st Quarter Review	Up to date	Up to date	Ask about survey tracking - All Done 67 students signed up for the AP Test! Grant budget today from Ellen Mark Y for all teachers 100%		
9	Ellen Scott & Imtiaz Azzam & Larissa	12/07/21	Updates and quesitons since last call	Tracking	Tracking	Math consultant to drive literacy Imtiaz will write a description to justify the reasoning Hollins will send to Deb for approval Need based on the data to drive resources		
10	Ellen Scott & Imtiaz Azzam & Larissa	01/07/22	2nd Quarter Review	Up to date	Up to date	Math consultant to drive literacy Imtiaz will write a description to justify the reasoning Position description was approved by Deb as rewritten with title of position		
11	Ellen Scott & Imtiaz Azzam & Larissa	02/01/22	Updates and questions since last call	Tracking	Tracking	Rolling over funds will occur Texas training over the summer will be virtual now Teachers will need to look for other conferences As long as tied to College Career Readiness		

	A	B	C	D	E
1	District	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2		10/29/21	01/07/22	04/01/22	05/30/22
3	Alaska Gateway	X	X		
4	Aleutians East		X		
5	Anchorage	X	X		
6	Bering Strait	X	X		
7	Denali	X	X		
8	Fairbanks	X	X		
9	Juneau	X	X		
10	Kodiak	X	X		
11	Kuspuk	X	X		
12	Lake and Penn	X	X		
13	Lower Yukon		X		
14	Mat-Su	X	X		
15	Nenana	X	X		
16	Nome	X	X		
17	SEIC	X	X		
18	Yukon-Koyukuk	X	X		