Literacy & Humanities Bureau

New Mexico Public Education Department

NM PED 2024 CLSD Literacy Systems Development Grant Application Guidance

January 2026

The New Mexico Public Education Department (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.

In taking active steps toward the realization of this vision statewide, the PED applied and was awarded a $60 million Comprehensive Literacy State Development (CLSD) Grant from the U.S. Department of Education. The state will award approximately $11.4 million to New Mexico communities annually to support local literacy efforts, with the remaining funds devoted to statewide technical assistance to support local grantees as they provide highly qualified personnel and High Quality Instructional Materials (HQIM).

The grant opportunity prioritizes districts with schools with low reading proficiency rates using evidence-based instructional materials. The PED is requesting applications for a grant period that will **start in March 2026** and **end in June 2029**. Progress towards goals will be evaluated each year as part of the state and local continuous improvement process. A review and impact of awarded funds in relation to proficiency level increase during the academic year will be considered annually. Funding will be awarded annually after review. Districts awarded a subgrant with persistent and/or extended non-compliant grant activities may be terminated from the subgrant. The PED, along with an advisory council, will closely monitor for any findings or compliance issues.

Deadline: **5:00 pm MST February 6 , 2026**	**Issued By:** PED Literacy & Humanities Bureau
Email Questions to: CLSD.Literacy@ped.nm.gov	**Submit to:** CLSD LEA Application Form January 2026

CLSD Overview

Purpose and Goals

The PED CLSD project, in collaboration with the Early Childhood Education and Care Department (ECECD) and the Department of Higher Education, aims to improve the pre-literacy 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 grant specifically seeks to support those students with the lowest literacy proficiency rate. The project's overall objective is to strengthen the infrastructure of each subgrantee to successfully implement structured literacy in schools. The project will engage in activities that seek to achieve five objectives to meet these goals and objectives:

Goal: *Improve literacy outcomes for students by the following percentages:*

4 year olds**:** 3% growth each year on an oral language measure
5th & 8th grade: 4% growth each year as measured by NM MSSA
11th grade**:** 3% growth each year as measured by SAT

Objective 1: Enhance literacy leadership capacity at the state and district level.

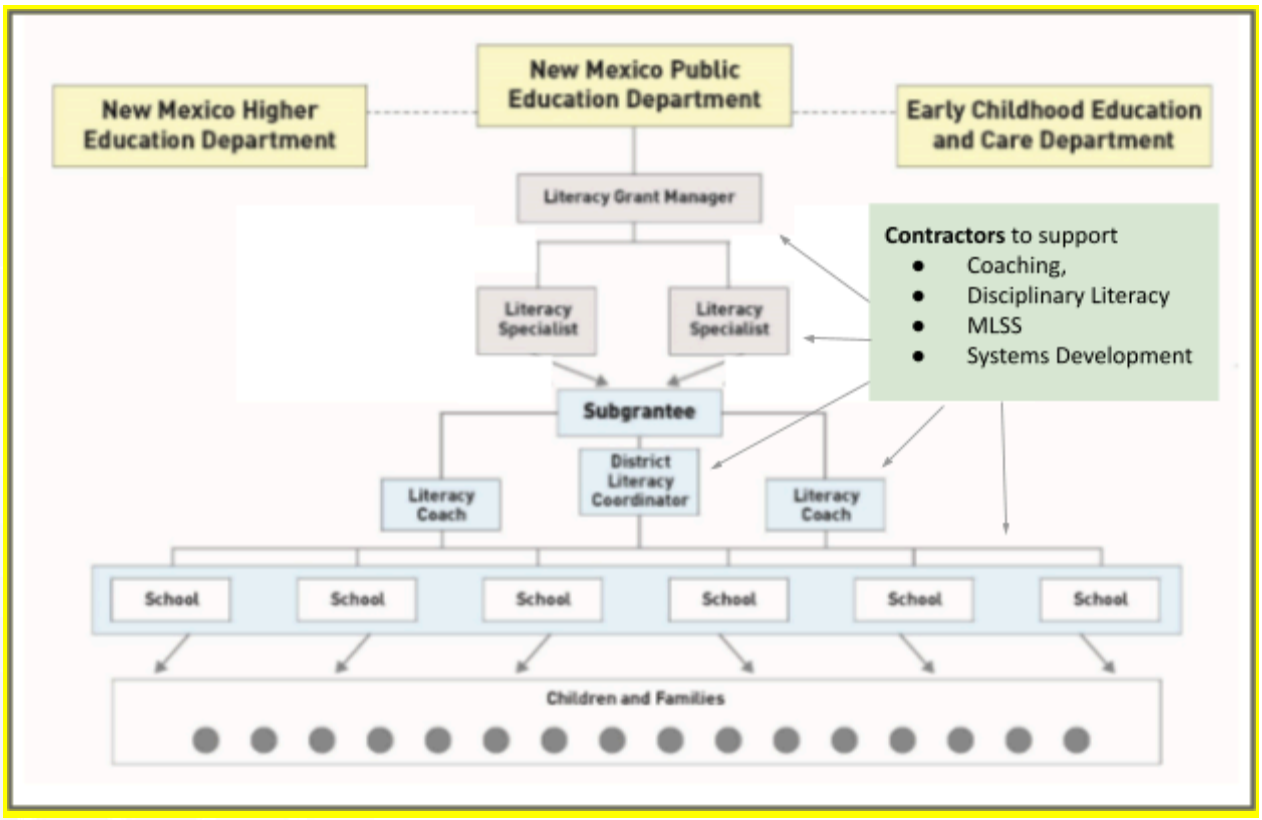
Objective 2: Support strong implementation of High-Quality Instructional Materials (HQIM) across all subgrantees.

Objective 3: Strengthen the state's professional learning system and create additional training opportunities for the structured literacy approach.

Objective 4: Increase district, school, and classroom leaders' capacity to use assessment to drive decision making and instruction.

Objective 5: Improve family engagement practices that support literacy.

The aim of the CLSD grant is to strengthen the infrastructure of each subgrantee to successfully implement structured literacy in schools through the use of HQIM, effective coaching and evidence-based instructional practices in an aligned district literacy system.



The figure above is the organizational structure of the 2024 NM CLSD Project.

Alignment to the PED Strategic Plan for Success

The CLSD goals and objectives support the PED Strategic Plan for Success **Goal 1. Accelerate Literacy Achievement**: *Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and that every student graduates with the literacy foundation essential for lifelong learning and success in college and career.*

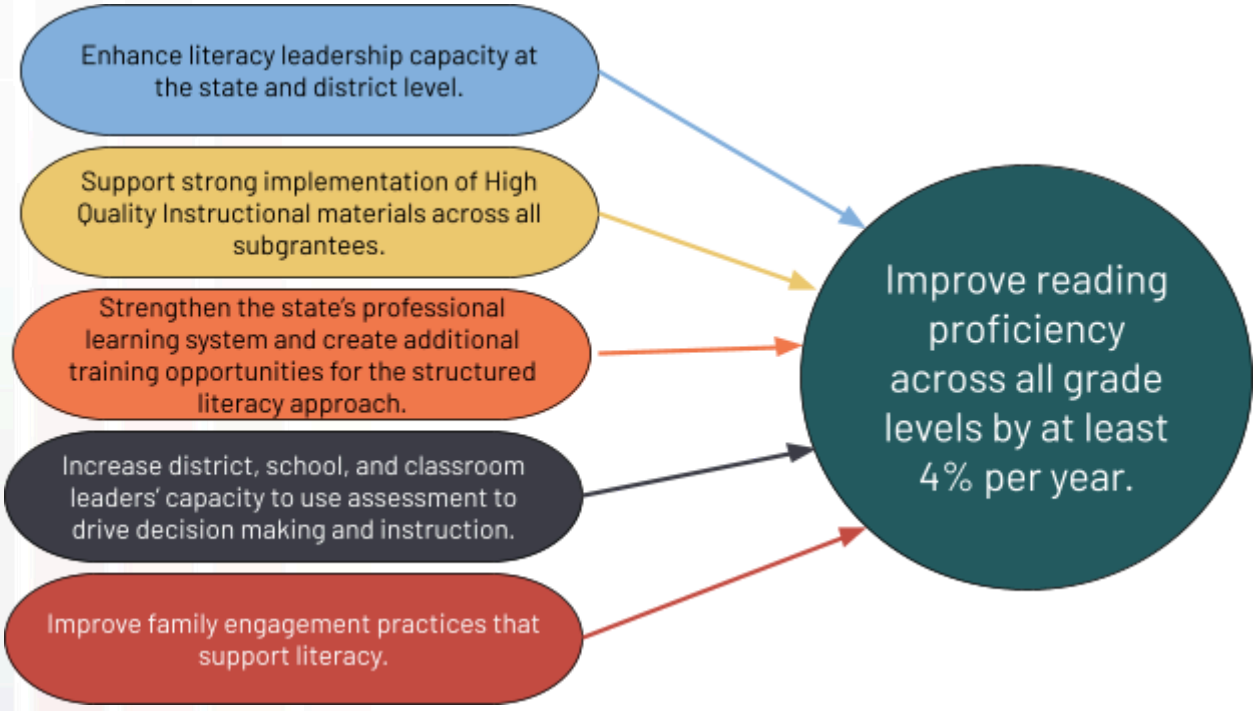
By being in alignment with the Strategic Plan, the CLSD grant serves to support the PED's *Four Strategic Pillars*:

1. Improve the **Educator Ecosystem** by supporting effective educators and district systems in evidence-based literacy approaches.
2. Enhance **ALL student** outcomes by supporting literacy in a well rounded educational environment.
3. Prepare students for **College and Career Readiness** by supporting literacy development across all content areas to build strong reading skills and reading comprehension.
4. Prepare districts and educators to provide **Student Supports and Opportunities**.

Theory of Change

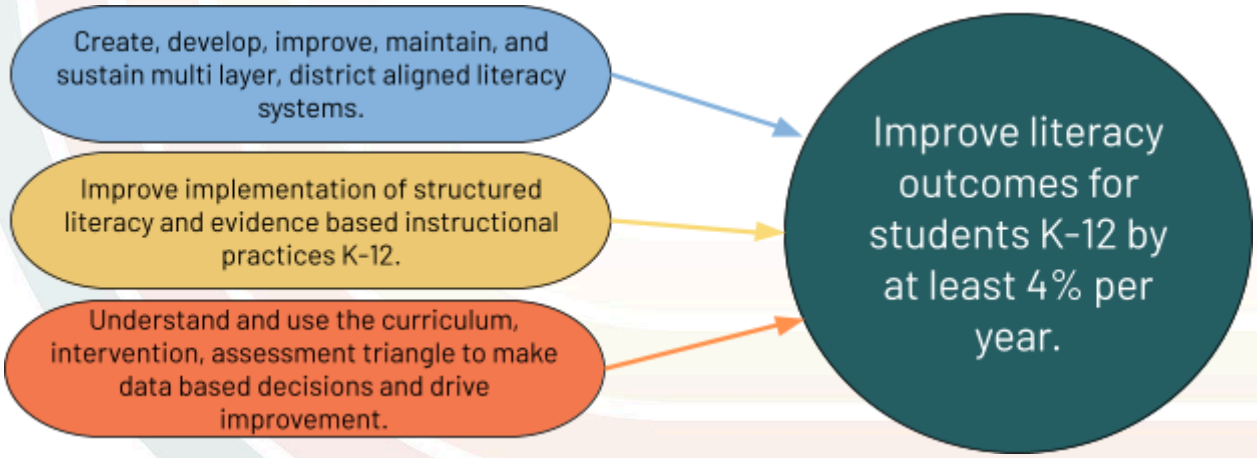
NM PED Conditions for Change:

Outcome:



Subgrantees Conditions for Change:

Outcome:



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Subgrantees will use a Logic Model approach to planning. The logic model will serve as a concise description of how your literacy program will achieve its intended impact: increased proficiency K-12.

Logic Model

Our state and district level Theory of Change will drive each subgrantee's logic model and K-12 Literacy Plan. After conducting a needs assessment using the CLSD Literacy Evaluation Tool (LET), districts will create a logic model to drive the work of improving literacy outcomes. Budgets will be based on the activities and inputs highlighted in the district's logic model. These activities must be connected to data from the LET.

Overall Goal:
Create a district wide literacy system to increase proficiency rates by at least 4% annually for all students K-12.

Inputs	Activities	Outputs	Short term outcomes	Mid term outcomes	Long Term Outcome
DLC Coach HQIM Resources Literacy Team PD **Funding**	These need to be specific and will become your priorities.	This is the specific evidence that you have done the activities. Your outputs should answer questions like how many, how much or for how long.	These are the initial outcomes that show what impact the program has had on the attitudes, skills, and knowledge of the participants.	These are the changes in behavior exhibited by the population the program serves as a result of their increased knowledge.	This should be a SMART goal that is specific, measurable, attainable, relevant and time-bound.

Project Outcomes

All CLSD subgrantees must work toward the following project literacy proficiency outcomes.

	Subgroup	**2023-2024** Baseline data State summative proficiency rates	**2028-2029** State summative proficiency rate
Grade 5 4% annual growth	Overall	40%	56%
	Economically Disadvantaged	39%	55%
Grade 8 4% annual growth	Overall	41%	57%
	Economically Disadvantaged	39%	55%
Grade 11 3% annual growth	Overall	36%	48%
	Economically Disadvantaged	34%	46%
Performance data from the following sources: 5th grade and 8th grade percent meeting or exceeding proficiency in ELA as measured by the Measures of Student Success and Achievement (MSSA) state assessment; 11th grade percent scoring at or above state expectations in ELA as measured by the SAT.			

Eligible Applicants

The following types of applicants are eligible to apply for the CLSD grant:

- Individual school districts. Large districts may be asked to identify a feeder system of schools into one high school that is most in need of support in the district.
- Consortia of two or more regional districts or charter schools.
- At least one grade band, K-5 and / or 6-12, must be scoring below the state reading proficiency average for the year 2024-2025.
- Section 2221(b)(2) of the ESEA defines eligible entity for the CLSD program as an entity that consists of districts that serve a high percentage of high-need schools. The term "high-need school" means—

  (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or

(ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

The term "low-income family" means a family—

(i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or (iii) in which the children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). and —

(i) have the highest number or proportion of children who are counted under section 1124(c) of the ESEA, in comparison to other local educational agencies in the State; (ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or (iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA.

Please note: You may **NOT** participate in the NM PED Structured Literacy Support and Model Schools Program and CLSD at the same time.

All subgrantees must:

- Utilize the Multi-Layered System of Supports (MLSS) framework.
- List District/Charter/Consortia Literacy team members representing grades K-12.
- Use English/Language Arts Core (ELA) HQIM from the PED adopted list (NM Materials Matter Dashboard) in all grade bands K-12.

Grades K-12 Comprehensive Literacy Instruction

Applicants are required to identify a kindergarten through grade 12 progression that serves underperforming* populations of children. All programs or schools for the following age spans must be included in the application:

- Elementary schools (grades K–5)
- Middle school (grades 6–8)
- High school (grades 9–12)

*underperforming is reading proficiency rates below the state average of 43% from SY 2024/2025.

Grant Administration Requirements

USED Requirements ESEA, Title IIB, Section 2222

95% of the funds must go directly to subgrantees - flowthrough funds.

5% will remain at the state level to be spent in alignment with SEA application.

Flowthrough funds - 2222(d)(2)(D):

> **Not less than 15 percent** of such grant funds shall be used for state and local programs and activities pertaining to children from **birth through kindergarten entry**.
>
> **Not less than 40 percent** of such grant funds shall be used for state and local programs and activities, allocated equitably among the grades of **kindergarten through grade 5**.
>
> **Not less than 40 percent** of such grant funds shall be used for state and local programs and activities, allocated equitably among **grades 6 through 12.**

NM disbursement:

> 15% of flowthrough will be awarded to state, district, and community preschools through a competitive process in collaboration with ECECD.
>
> K-12 subgrantees must spend:
>
> > Not less than 50 percent of such grant funds shall be allocated equitably among the grades of kindergarten through grade 5.
> >
> > Not less than 50 percent of such grant funds shall be allocated equitably among grades 6 through 12.

Subgrantees must adhere to the **"supplement, not supplant"** provision under Section 2301, of ESEA, which states that "funds made available under this title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for the activities authorized under this title."

Subgrantees must cooperate with evaluation and monitoring processes as requested and required by the NM PED and our federal partners.

Required Use of Funds: (as stated in Section 2224, ESEA)

Subgrantees must:

- K-12
  - Serve the needs of all children who are below grade level in reading and writing.
  - Provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing to those below grade level.
  - Provide activities of the grant primarily during the school day, but these may be augmented in out of school time.
  - Provide high quality professional development to all staff and leadership.
  - Train all staff, including leadership, to support, develop, administer, and evaluate high quality literacy initiatives.
- K-5
  - Develop and implement a K-5 comprehensive literacy instruction plan across content areas that serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level. (This will be reflective of your multi-year logic model.)
  - Use funds to engage families and encourage family literacy experiences and practices to support literacy development.
  - Coordinate the involvement of early childhood education program staff to support K-5 literacy development.
- 6-12
  - Develop and implement a 6-12 comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day.
  - Assess the quality of adolescent comprehensive literacy instruction as part of a well rounded education.
  - Provide time for teachers to meet and plan evidence-based adolescent comprehensive literacy instruction.
  - Coordinate the involvement of leadership and all staff in the literacy development of children.

Subgrantees may, with the PED's approval and alignment to the needs assessment and the logic model:

- Connect out of school learning opportunities with in school learning to improve literacy outcomes.
- Train families and care givers to support improvement of adolescent literacy.
- Provide multi-layer systems of support for literacy services. (A MLSS process is required by NM state law as well.)
- Provide time for teachers and other literacy staff to meet and plan literacy instruction.

Comprehensive Literacy Instruction

All funds will be used to support the development of comprehensive literacy instruction that: (Section 2221(b)(1), ESEA)

- Includes developmentally appropriate, contextually explicit and systematic instruction, and frequent practice in reading and writing across content areas.
- Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension.
- Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff.
- Makes available and uses high-quality print materials that reflect the reading and development levels and interests of children.
- Uses differentiated instructional approaches, including individual and small group instruction and discussion.
- Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary.
- Includes frequent practice of reading and writing strategies.
- Uses age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessments and summative assessments to identify a child's learning needs, inform instruction, and monitor the child's progress and the effects of instruction.

- Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning.
- Incorporates the principles of universal design for learning.
- Depends on teacher collaboration in planning, instruction and assessing a child's progress and on continuous professional learning.
- Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

Supplement, Not Supplant

CLSD grantees must adhere to the "supplement, not supplant" provision under Section 2301 of the ESEA, which states that "funds made available under this title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for the activities authorized under this title."

Please note: The CLSD federal grant cannot be used to purchase resources or implement practices that are mandated through New Mexico State legislation. As legislation changes, allowable grant purchases may change. CLSD funds should supplement and not supplant previous purchases. The supplement, not supplant, provision requires grantees to use state or local funds for all services required by state law or local policy and prohibits those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds cannot be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.

Distribution of Funds

CLSD funds to K-12 subgrantees must be distributed with at least 50% serving K-5th grade students and at least 50% serving 6-12th grade students.

Evidenced-based Activities

All CLSD funded activities and materials must adhere to the evidenced-based requirement as outlined in Section 8101(21)(A):

> The term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means 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.

For the NM CLSD project we will use only those activities that have strong or moderate evidence.

CLSD Application and Local Literacy Plan Criteria and Scoring

Priority Considerations

Applications will be given priority for a subgrant for the following conditions:

- Have high needs schools (High Needs: >=50% elem, >=40% HS low income families as indicated on FRL Eligibility Report SY 2024-2025 found here: Free / Reduced Lunch Percentage 2024-2025.)
- Have a high percentage of students who are performing below the state reading proficiency level (43% from SY 2024/2025)
- Use evidence-based instructional materials (HQIM).
- Have not received CLSD or SCRL funding in the past.

Use of Funds

This is not a complete list.

Allowable Expenses:

- Professional development directly related to literacy
- Coaching of teachers on literacy teaching and learning
- Professional development on assessment literacy
- Supplemental ELA instructional materials.

Unallowable Expenses:

- Out of state travel
- Food, entertainment, gifts, incentives, decorations
- Materials or PD that do not meet the evidenced-based requirements.

Application timeline

Activity	Date
RFA Released	**January 8, 2026**
Information Session Information Session Zoom Link	**January 12, 2026** **3:30-4:30 pm**
Technical Assistance Available	**January 12-30, 2026**
Applications due by 5:00 p.m.	**February 6, 2026**
Awards Announced	**March 6, 2026**

Link to Application

Review Process

All applications will be reviewed by at least three people. These will be members of the Literacy Advisory Council and other PED employees. Every application will be scored based on the rubric linked below.

Rubric for Scoring

Scoring Rubric

Required Documentation to Submit with application

1. **PED K-5 Literacy Plan:** The federal CLSD program requires that all LEA's submit a local literacy plan with their application.
2. **Assurances:** Attach a PDF copy of the following document and submit electronically along with your application. 2024 NM CLSD Application Assurance Document